Education Assistant Certificate Course Overview

PROGRAM DESCRIPTION

The 447-hour Education Assistant Certificate (EA) Program prepares learners to work as Education Assistants in School Districts as part of an educational team. Education Assistants work under the instructional supervision of teachers, principals and School District administrators while supporting the learning and independence of children who require additional support in meeting their educational goals.

Learners are introduced to the organizational structure of schools and the role of Education Assistants in the classroom and school. General educational principles with particular attention to individualized instruction, cooperative learning and the importance of creating a positive learning environment will be presented and discussed. Learners will develop and practice the skills necessary to implement modifications or adaptations of curriculum.

DELIVERY SCHEDULE

- Program Length: 447 hours, 10 months part time
- Average weekly commitment: 6-10hrs
- Mon and Wed 6-9pm online
- Various Saturdays 9am-4pm (Schedule TBD)
- Start Date: September 7, 2022
- End Date: June 14, 2023

DELIVERY FORMAT

- The entire EA program will be delivered Online Hybrid - A combination of online Synchronous and Asynchronous learning.
- Defined hours of scheduled synchronous (together online as a class at the same time) meetings via Zoom and asynchronous learning (work at your own pace assignments with set deadlines)
- May be some in person workshop sessions on Saturdays – schedule TBD

COURSES EA PT ONLINE	DATES	HOURS
EA 116 Technology in Education	Sep 7-14 & Dec 12-14 & Jan 2-4	21
EA 113 Workshops	TBD	120
EA 111 School Organization	Sep 19-28	12
EA 112 Education and Child Development	Oct 3-Nov 7	30
EA 115 Implementing and Integrating Curriculum	Nov 9—Dec 7 & Jan 9-30	48
Winter Break Dec 19 - 30	Dec 19 - 30	
EA 121 Issues in Education	Feb 1- 13	12
EA 114 Translating and Supporting Behaviour	Feb 15 - Mar 22	30
EA 122 Supporting Educational Domains	Mar 27- Jun 14	54
EA 124 Practicum	Apr 17-May 12	120
	TOTAL HOURS	447

ADMISSION REQUIREMENTS:
- BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.
- A minimum grade of 60% in one of English 12, English 12 First Peoples, Technical and Professional Communications (TPC) 12, or an equivalent Provincial Level ABE English course; or a minimum score of 24/40 (Level 4) on the Language Proficiency Index (LPI) test. Note: Communications 12 is not acceptable.
- A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.

GRADUATION REQUIREMENTS:
Students must pass the practicum and attain a minimum grade of 60% in all other courses in the program.

TEXTBOOK REQUIREMENTS:
- The Role of the Education Assistant (available at Campus Bookstore)
- What Really Works with Exceptional Learners (available at Campus Bookstore)
- Behavior Support Strategies for Education Paraprofessionals (only available via Amazon)

MODULES:

EA 111 School Organization
Hours: 12
Description:
This course provides an introduction to the organizational structure and administration of School Districts. Particular attention is given to the role of Education Assistants in the classroom and school, relationships with other community service providers, ministerial categories and funding structures are all course topics.
Learning Outcomes:
At the conclusion of this course, learners will be able to:
- explain the organizational structure of their local School District.
- define the role of Education Assistants in the classroom and schools.
- explain the rights and responsibilities of an Education Assistant to the children and to the school setting.
- discuss how interagency communication can be used to support students.
- describe how students are identified and funded for special education services.

Assessment: Participation (10%)
                    Assignments (30%)
                    Group Project (30%)
                    Final Exam (30%)

EA 112 Education and Child Development

Hours: 30

Description:

This course provides learners with an overview of major theories of child development and information about how social and biological influences can affect child development. Learners are introduced to general educational practices with particular attention given to individualized instruction, cooperative learning and the importance of creating a positive learning environment.   Learners develop an understanding of the need for differentiated curriculum, an awareness of learning differences and how learning differences can impact access to curriculum.

Learning Outcomes:

At the conclusion of this course, learners will be able to:

- provide an overview of three major theories of child development.
- explain how social and biological influences can affect child development.
- provide examples of how educational practices can support learning.
- explain why individualized approaches to learning are required for some students.

Assessment: Participation (10%)

Assignments (60%)

Final Exam (30%)

EA 113 Workshops

Hours: 120

Description:

Learners explore current and relevant topics that prepare them for work as an Education Assistant.

Learning Outcomes:

At the conclusion of this course, learners will be able to:

- discuss a variety of relevant topics that influence the role and practices of Education Assistants.
- identify an array of tools that support Education Assistants in their practice.
- explain the types of supports and availability of supports to Education Assistants and how to access them.
- outline the common signs of distress and burn out among Education Assistants.
- identify some strategies that could be used to support their self-care as a professional.
- identify health and safety legislation that is relevant to the work of Education Assistants.

Assessment: Participation (40%)

Learning Journal (60%)

EA 114 Translating and Supporting Behaviour

Hours: 30

Description:

All behaviour is communication. This course provides leaners with a theoretical foundation for understanding how students communicate through behaviour. Learners gain skills in observing and identifying causes and purposes for behaviours. Strategies and information for positively supporting behaviours are also provided.

Learning Outcomes:

At the conclusion of this course, learners will be able to:

- demonstrate that behaviour is communication.

(EA 114 cont.)
- use a minimum of three behavioural theories to identify strategies to support specific behaviour using a case study.
- discuss why a "strengths based" approach is used in education.
- identify strategies that encourage positive behaviours.
- describe verbal and non-verbal communication skills that de-escalate behaviour.
- identify some of the general neurological underpinnings of behaviour.

Assessment: Participation (10%)
                   Assignments (30%)
                   Group Project (30%)
                   Final Exam (30%)

EA 115 Implementing and Integrating Curriculum
Hours: 48
Description:
This course provides learners with an overview of an Education Assistant's role in the implementation of core competencies, curriculum and a student's IEP (Individualized Education Plan). Learners develop the skills required to implement modifications and adaptations of curriculum to meet the unique needs of students.
Learning Outcomes:
At the conclusion of this course, learners will be able to:
- identify differences between adaptions and modifications and when they are most commonly used.
- discuss the development and implementation process for Individualized Education Plans.
- describe the role of Education Assistants in the development and implementation of Individualized Education Plans.
- prepare an age-appropriate practical resource that an Education Assistant could use in the classroom for curriculum and core competencies.
- adapt a classroom activity to meet the needs of a student with particular characteristics.

Assessment: Participation (10%)
                   Assignments (30%)
                   Group Project (30%)
                   Final Exam (30%)

EA 116 Technology in Education
Hours: 21
Description:
This course introduces learners to the use of technology in education and how it can enhance the learning experience. Learners explore commonly used applications and online educational resources.
Learning Outcomes:
At the conclusion of this course, learners will be able to:
- describe how Education Assistants can use technology to enhance learning experiences.
- identify applications currently being used in School Districts.
- demonstrate how an Education Assistant could use an online educational resource to support their work with students.
- describe the role of the Education Assistant in supporting children with the use of technology.

(EA 116 cont.)
Assessment: Participation (10%)
                    Assignments (60%)
                    Quizzes (30%)

EA 121 Issues in Education
Hours: 12
Description:
This course introduces key educational issues that can impact the role of the Education Assistant with an emphasis on the principles of inclusion.
Learning Outcomes:
By the conclusion of this course, learners will be able to:
- explain the concept of inclusion as it relates to the participation of students in schools.
- describe the Education Assistant's role in advocating for children and families within the school system.
- identify strategies that reduce bullying, intimidation and harassment.
- discuss the impact of an external issue on the school system as it relates to the work of Education Assistants.

Assessment: Participation (10%)
                    Assignments (60%)
                    Quizzes (30%)

EA 122 Supporting Educational Domains
Hours: 54
Description:
This course provides learners with an overview of disorders, syndromes, disabilities and challenges that affect children and adolescents. The course provides strategies to create a successful learning environment using a strength-based approach and appreciation of different learning styles.
Learners are also provided with strategies to support the cultural, social, emotional, cognitive and physical health of students.
Learning Outcomes:
At the conclusion of this course, learners will be able to:
- describe a minimum of three characteristics of a disorder, syndrome, disability or challenge.
- identify strategies that support the social, cultural, emotional, cognitive and physical health of a student.
- describe the impact that a child's social, cultural, emotional, cognitive and physical health can have on their ability to learn.
- describe a minimum of three strategies that can be used to create a successful learning environment.
- using a case study, demonstrate the types of observations that are used to identify and build on a student's strengths to increase learning opportunities and success.

Assessment: Participation (10%)
                    Assignments (50%)
                    Final Exam (40%)

EA 124 Practicum
Hours: 120
Description:
The practicum provides the learner with an opportunity to integrate theory into practice at one of the approved practicum sites.]
Learning Outcomes:
At the conclusion of this course, learners will be able to:

- work cooperatively with a school-based team to provide appropriate support for students.
- communicate with staff and students using effective verbal and written communication skills.
- apply problem-solving strategies to assist students in achieving success.

Assessment: Practicum Assessment (100%)