

## EAP 105: Special Education

### Course Description

This course provides learners with in-depth information on common special needs in the K – 12 classroom, including an overview of inclusion and the BC Ministry of Education funding categories. It provides learners with a variety of strategies used to support K-12 students with special needs. The content of this course is specific to developing the core competencies required in the K-12 school setting.

**Course Hours:** 45

**Course Credits:** 3

**Course Prerequisites:** EAP 112 and EAP 110. Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website).

**Co-requisites:** None

**Please Note:** Students must have a minimum of three years experience working as an Education Assistant in a full-time contract position in a K-12 school in British Columbia in order to be considered for the flexible assessment option in all EAP courses.

### Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated EA Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

**What You Need To Do**

Document your knowledge and implementation of each learning outcome for EAP 105 (below) by providing a minimum of four examples for each outcome. The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

## EAP 105: Special Education

### Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Analyze the concept of inclusion and the implications for students and Education Assistants in the school system.				
Identify current issues in special education in British Columbia.				
Identify key characteristics of prevalent special needs including learning disabilities, intellectual disabilities, internal behaviour disorders, external behaviour disorders, Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder, intense challenging behaviours, vision and hearing impairments, and communication disorders.				

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Demonstrate a connection between the key characteristics of specific disabilities and disorders and the academic, physical, social, and emotional implications for students in the K-12 classroom.				
Select appropriate strategies for supporting the learning of individuals who have special needs.				
Describe how funding and categorization are determined by the BC Ministry of Education, and the impact this has on the roles and responsibilities of an EA in the K-12 classroom.				
Identifying the role of an Education Assistant in implementing the goals, strategies, and adaptations of an Individual Education Plan.				

Telephone Interview	Date	Faculty Assessor's Comments	<i>(for office use only)</i>