

# EDUCATION ASSISTANT (EDAS)

This is a list of the Education Assistant (EDAS) courses available at KPU.

Enrolment in some sections of these courses is restricted to students in particular programs. See the Course Planner - [kpu.ca/registration/timetables](http://kpu.ca/registration/timetables) - for current information about individual courses.

For information about transfer of credit amongst institutions in B.C. and to see how individual courses transfer, go to the BC Transfer Guide [bctransferguide.ca](http://bctransferguide.ca)

## **EDAS 1101** **3 Credits** **Including Diverse Learners in Schools**

Students will examine and reflect upon the philosophical, historical, organizational, and daily aspects of inclusive schooling. They will explore the diversity of individual student strengths and needs. Students will examine their own values, beliefs, and attitudes in supporting students and teachers in the school community. They will explore the role of an education assistant, guided by person-centred principles, working within the context of the education system.

*Attributes: F2A2*

## **EDAS 1105** **3 Credits** **Supporting Learning in Schools**

Students will explore the elements and processes of effective instruction and the role of the education assistant in supporting learning. They will investigate models of instruction and learning, and discuss how they apply to classroom instructional practice. Students will apply strategies and positive approaches to instruct and support diverse school-aged learners based on principles of person-centred-practice.

*Attributes: F2A2*

## **EDAS 1120** **3 Credits** **Introduction to Practice and Positive Behaviour Support**

Students will examine the principles of Positive Behaviour Support (PBS) and classroom management from the core philosophical concept of a person-centered perspective. They will examine their own values, beliefs and attitudes in relation to their role in supporting children and youth with challenging behaviours. Students will focus on observation methods and the recording of observations in different settings. They will develop behaviour support plans based on information acquired from a Functional Assessment.

*Attributes: F2A2*

## **EDAS 1130** **2 Credits** **Interpersonal Communications 1**

Students will examine basic principles of effective interpersonal communication. They will examine their own style of communicating. Students will demonstrate competency in areas of verbal and nonverbal communication.

*Attributes: F2A2*

## **EDAS 1161** **1.5 Credits** **Change and Development: Childhood**

Students will explore the human passage from conception through middle childhood. They will draw on theory and personal experience to investigate and reflect on child development, change, and diversity in relation to self and others.

*Attributes: F2A2*

## **EDAS 1162** **1.5 Credits** **Change and Development: Adolescence Through Middle Adulthood**

Students will explore the human passage from adolescence through middle adulthood. They will draw on theory and personal experience to investigate and reflect on adolescent and adult development, change, and diversity in relation to self and others.

*Attributes: F2A2*

## **EDAS 1225** **1.5 Credits** **Alternative and Augmentative Communication**

Students will examine issues related to the education of individuals who use nonverbal forms of communication. They will explore strategies for the creation and support of technical and non-technical augmentative and alternative systems for communication and written output. Students will examine their role, and the role of other professionals, in enhancing participation and interaction for children with severe communication challenges.

*Prerequisites: EDAS 1101, EDAS 1105, EDAS 1120, EDAS 1125, and either EDAS 1161 or PSYC 2320.*

*Attributes: F2A2*

## **EDAS 1230** **2 Credits** **Interpersonal Communications 2**

Students will examine the concepts of power and conflict in interpersonal communication. They will demonstrate effective conflict resolution strategies in a variety of contexts.

*Prerequisites: EDAS 1130*

*Attributes: F2A2*

## **EDAS 1271** **3 Credits** **Practicum One**

Students will participate in a four-week, full-time practicum in an elementary, middle or secondary school setting. They will observe, assist, and work with children and/or adolescents requiring learning, behavioral, and/or physical support under the guidance and supervision of professional staff. Students will also participate in seminars to discuss self, theory and practice issues.

*Prerequisites: 9 credits from courses in EDAS at the 1100 level.*

*Co-requisites: EDAS 1281*

*Attributes: F2A2*

## **EDAS 1281** **2 Credits** **Health and Personal Care Support for Teacher Assistants**

Students will explore health and personal care issues for children and adolescents with disabilities, and the role of the teacher assistant in supporting them. They will practice selected psychomotor skills necessary to provide health and personal care support.

*Prerequisites: 9 credits from courses in EDAS at the 1100 level.*

*Attributes: F2A2*

**EDAS 1305** **3 Credits****Overview of Curriculum for Inclusive Schools**

Students will examine the philosophy, goals, and content of curriculum in elementary and secondary schools in British Columbia. They will explore the philosophy of inclusive education and their role within the context of curriculum delivery. Students will apply the principles of adapting and modifying curriculum to learning activities based on principles of person-centred-practice. They will identify and develop strategies to facilitate learning, based on students' strengths and needs.

*Prerequisites: 9 credits from courses in EDAS at the 1100 level.*

*Attributes: F2A2*

**EDAS 1371** **3 Credits****Practicum Two**

Students will integrate and apply theoretical concepts from their coursework in a final, four-week practicum that is a full-time experience in an elementary, middle or secondary school setting. They will actively observe, assist, and work with children and/or adolescents requiring learning, behavioural, and/or physical support under the guidance and supervision of professional staff. Students will also participate in seminars to discuss self, theory, and practice issues.

*Prerequisites: 9 credits from courses in EDAS at the 1100 level or higher*

*Co-requisites: 8 credits from courses in EDAS at the 1200 level, including EDAS 1281*

*Attributes: F2A2*

**EDAS 2120** **2.5 Credits****Supporting Students with Autism Spectrum Disorders**

Students will develop an understanding of the nature and characteristics of autism spectrum disorders. They will examine the current research on best practices for supporting students with autism spectrum disorders in a variety of educational settings. Students will explore functional assessment practices, positive behaviour supports, and a wide range of strategies and materials that enhance learning, communication, and social skills.

*Prerequisites: 9 credits from courses in EDAS at the 1100 level.*

*Attributes: F2A2*