

Sheridan | Get Creative

Educational Support Welcome Handbook Winter 2021



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Welcome Winter 2021 Students!

Sheridan's **Educational Support Diploma Program** enables you to graduate with skills and knowledge in both special education and educational technology – two areas that greatly enhance your employability!



This **Welcome Handbook** is your first reading assignment. We are confident that the **keys to success** are explained in these pages. This information will help to prepare you for a successful start-up and successful first semester. We invite you to carefully review this handbook right away and complete the various tasks that require your immediate attention.

The Educational Assistant Role: Are you in the Right Program?

Surprisingly, some students accept admission into the program without being fully aware of all aspects of the E.A.'s role. Educational Assistants, graduates of the Educational Support program, work primarily in **Kindergarten to Grade 12** classes, exclusively supporting pupils who have exceptional learning needs, in any or all of these areas:

- Personal care which includes mealtime and bathroom routines
- Social skills and behaviour which may involve establishing and implementing positive behaviour supports or responding to more severe verbally or physically expressive behaviour
- Communication skills including verbal and non-verbal means
- Life skills which includes activities of daily living
- Academic skills which may include reading, writing, math, organization, studying, and accessing and using technology.

Supports outlined in Individual Education Plans (IEPs) often require E.A.s to have competencies in the areas of educational and assistive technology.

Behaviour in the Classroom



Figure 1: Young student shouting with fists clenched

Educational Assistants support learners with a range of needs.

Many pupils require support in the area of **behaviour and self-regulation**. At times, classroom behaviour can be challenging. When pupils experience stress, they are more likely to choose verbally or physically expressive behaviour to communicate their needs. Today's Educational Assistants must be prepared to support the unique needs of these learners.

Teamwork is Essential

Educational Assistants work closely with, and under the direction of, the classroom teacher and the Special Education Resource Teacher. **Teamwork is essential to this role**. The ability to communicate effectively, problem solve collaboratively, and implement interventions cooperatively are fundamental skills to succeed as part of the Special Education team.

E.A.s may work at any level in the cascade model of special education, including contained classrooms with specialized programs, mainstream classrooms, or resource rooms. An E.A.'s job assignment may include intensive individualized support, but it is much more likely to involve several students in one classroom, or a mixed schedule working in many different areas of the school throughout the day. **Flexibility is required**.



Program Structure

Timetables



The Educational Support program uses **Course Based Registration** (also known as CBR or Custom Timetables). This means that you will create your own timetable, based on the courses you wish to take each term. **You should plan to follow your program map** (Appendix E) as you set up your timetable. Pay close attention to pre-requisite and co-requisite courses as you plan ahead for future terms. You should be able to view a list of available courses this term in MyStudentCentre via AccessSheridan.

Classes

Typically, classes can be scheduled anytime between **8am and 10pm**, Monday to Friday. Winter 2021 classes are online (remote learning). After choosing your courses, the College might make minor changes to the timetables, so continue to check your schedule as the first week of class begins.

Understanding Semesters

The Winter 2021 term consists of **6 weeks of class**, then you will have one **week off** from class, known as the Non-Teaching Week (Reading Week), and then return for another **7 weeks of class**. This totals 13 weeks of class time. The Fall 2021 term may return to our regular 14 week schedule. Spring and Summer semesters may be shortened (i.e., Spring 6 or 7 weeks).

If you have any questions or need support in choosing courses, please contact your Academic Advisor:

If you have been admitted to the **Regular Program**, your Academic Advisor is Jennifer Tate at Jennifer.Tate@sheridancollege.ca.

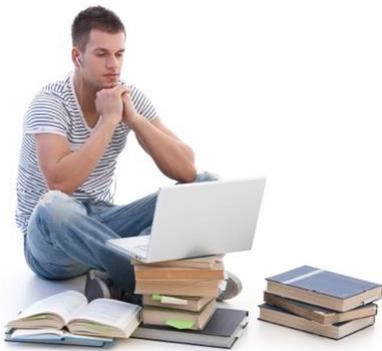
If you have been admitted to the **Intensive Program**, your Academic Advisor is Allison Fitzgibbon at Allison.Fitzgibbon1@sheridancollege.ca.

Program Structure (Continued)

Course Delivery

Educational Support program courses are **typically** delivered using three formats:

1. Traditional: face-to-face instruction in the classroom
2. Hybrid: blend of face-to-face instruction and online learning
3. Online: entire course delivery is online



Winter 2021 will be offered remotely. All learning material in core Educational Support courses is posted online, inside SLATE, our Learning Management System.

Our classes include activity-based and experiential learning tasks, within a web-supported learning environment. Faculty use Universal Design for Learning principles in the delivery of their courses.

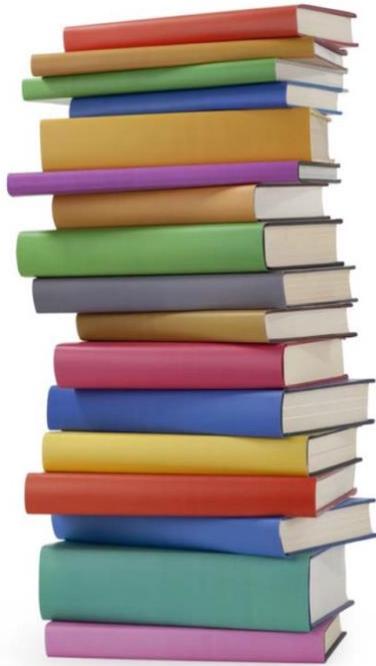
Please Note:

Our full program map (course list) is offered from September to April, each year. The Spring/Summer term offers a few select courses to allow students to get an early start on their studies, or to catch up on missed courses throughout the regular academic year. Spring/Summer course offerings follow a predetermined pattern but may also be determined based on the needs of the overall student group. There may be additional fees involved to take courses in the Spring term, or if a student extends their studies beyond the regular academic year. Please connect with the [Office of the Registrar](#) (D 100) for fees-related information.

Course Outlines:

Course outlines provide an **overview of learning outcomes** of each course. To preview your course outlines, search [Sheridan's Course Outline Database](#). Our program code is **PCESD** for Regular students and **PEDSI** for Intensive students.

Textbooks



Faculty have **thoughtfully chosen textbooks for some of your courses**. We have chosen books that have been judged to be valuable to your studies and useful as references throughout your career in the field of education.

Most **courses utilize online resources**. While not every course has a textbook, we do encourage you to obtain those books that are listed on the course outlines as required textbooks. It can be challenging to meet with success in a course if you do not have access to the course textbook.

To see a list of textbooks required this Winter term, **see Appendix D**.

Academic Integrity

At Sheridan, we **value academic integrity**. To learn more about this important aspect of your studies, visit [Sheridan's Academic Integrity site](#) to explore the student tutorial.

Preparing for academic integrity before you begin your studies can help students to adhere to policies and procedures around academic honesty. By reviewing this information now, students can work early to avoid plagiarism. Explore the [Assignment Checklist](#) for a preview of how to adhere to academic integrity during your studies.

Academic Supports

Graduates of the Educational Support program will work with the most vulnerable pupils in Ontario schools. For this reason, the **program has high standards**. Students must earn a minimum of 50% to pass a course, however, will require an average of at least 60% to graduate with their diploma. Low Grade Point Averages (GPA) can result in students being placed on Academic Probation or coded as a student who may not continue on to the next semester.

Nonetheless, we have **a long track record for successfully supporting students** to program completion. Many students before you have flourished in the program and have achieved success in their studies and workplace. Plan now to join them in making a difference!

Our program's Academic Advisors can help guide you towards accessing supports around the college.

Need help? Contact your [Program Coordinator](#) and we can set you on the right path.

Centre for Student Success



Figure 2: Directional signs indicating care, support, help, service and advice.

Sheridan offers a **wide range of services** for all learners – including mature students who are returning to the classroom, students with exceptionalities, students for whom English is their second language, and students who are looking for additional support.

This support may include access to Peer Mentors, Peer Tutors, study skills workshops, as well as printed and online resources.

You can learn more about services available at Sheridan by visiting the [Sheridan's First Year Experience homepage](#).

Accessible Learning: College Support



Do you have an **identified disability**?

Did you have an **IEP in high school**?

Did you **access a Resource Room** for help in high school?

Did you have an **Accommodation Plan** for previous College or University studies?

Do you **suspect that you have an unidentified disability** that is affecting your learning experience and performance?

If you answered **yes** to any of the above, then you might benefit from a visit with an Accessible Learning Advisor in the **Accessible Learning office**.

It is best to book your virtual appointment early, as it gets very busy at the start of the semester.

Disclosure of a Disability

If you did have an IEP before Sheridan, or an Accommodation Plan at another College or University, **it will not automatically transfer to your program** at Sheridan.

Sheridan will not have any information about your specific learning needs until/unless you disclose this. It is best to disclose first to an Accessible Learning Advisor. It is important that you have all relevant documentation with you for your first meeting. You can learn more about documentation for your meeting on the [Accessible Learning site](#). When you do meet with an Advisor, they will prepare a profile outlining accommodations that you require. **You will be in total control of how this information is shared with your faculty.**

To learn more about how to register with Accessible Learning, please visit their site to complete the [Intake Form](#) (Scroll down to the section titled Register).

Mobile Computing

The Educational Support program is a **mobile computing program**. It is mandatory that students have **a laptop** as of **Day One of the semester**.



Technology is an integral part of the modern learning toolkit available to pupils at all levels.

Educators are exploring meaningful ways of using educational technology in the classroom. Most importantly, solutions for learners with disabilities increasingly involve assistive technology – specialized computer-based software and hardware.

Educational Assistants are on the front line when it comes to **using educational and assistive technology in classrooms**. For this reason, it is imperative that all students have their laptop in class with them each and every day. This daily practice in using the software on your laptop will help you become more comfortable and confident accessing educational and assistive technology as an Educational Assistant supporting pupils with complex needs.

For **a list of laptop requirements**, visit Sheridan's [IT page](#) for Mobile Requirements. Choose the Faculty of Health & Community Studies and then choose the Educational Support program. You will have the option to explore Windows or Mac requirements.

Typically, when students attend classes on campus, they need to **activate their laptop to connect to Sheridan's Wi-Fi**. The Instructional Technology Support Centre, located in Sheridan's Learning Commons offers personalized support on campus, and can assist with this step. They can also help you access free software.

We commonly **use Microsoft Word and PowerPoint in class**. You should develop some familiarity with these tools before classes begin in Week 1. Check out [Microsoft Office Tutorials](#) for online video demonstrations.

Field Placement: Putting Theory into Practice

One of the most exciting aspects of the Educational Support program includes participation in **field placements**.

Each student will be required to complete two or more field placements as part of their studies. Field placements provide students with the opportunity to practice all that they learn through their studies at Sheridan.



Figure 3: Male EA supporting a student with a communication device.

Field Placement Pre-Requisites

The **Orientation to Field** course is devoted to preparing students for this practical workplace experience.

For **Regular** program students:

- This course (FLPL 14310) meets during the regular academic year, for one hour/week for the full term. The course focuses on placement readiness and must be completed before taking your first Field Placement course (FLPL 20199) where you will be placed one day a week in a local school board. You do not need to get your CRC/VSS until you take FLPL 14310.

For **Intensive** program students:

- FLPL 20102 has a co-requisite of PSYC 28823 so both courses are usually taken in the same term. FLPL 20102 meets for 3hrs/week, for the full term. There may be synchronous virtual class meetings for this course.
- You **need to have your CRC** in time to begin placement. The CRC must be dated no sooner than 6 months before the start of your field placement experience.

Field Placements: Where Will You Be Placed?

Please note that the College sets up Field Placement for students. Please do not attempt to set up your own placement or talk to schools about a possible placement. You may have some input into the geographical area of your field placement, but in most cases, you will not choose your particular field placement school(s).

When you register for your first Field Placement course, you will **complete a Field Placement Request Form (Intensive students only)**. This form must be completed to secure a placement. Students who skip this step may be required to defer placement to a subsequent term, which will affect plan of study and graduation date. This is also true for students who do not obtain their CRC on time.

If you have any questions about Field Placements, please contact Jim.Mactaggart@sheridancollege.ca

Please note: Individuals who **do not pass a CRC with VSS** should be aware that progression in the program and graduation are not possible without completing field placements, and our placement schools do require a valid CRC/VSS. Finding an appropriate placement, and work after graduation, may be challenging for individuals who might have a criminal record.



To help ensure that students have the skills and knowledge to be successful on field placement, students **must be in good academic standing** to take field placement courses (CGPA of 2.0 or higher).

Strategies for Success

Student success can have as much to do with study habits and planning as with underlying abilities and potential. Students can expect support from faculty and Sheridan support services, but ultimately, various aspects of student performance affect grades.

Advice from faculty and our graduates:



- Depending on how many courses you take each semester, you may need to **consider being an ES student as a full- or part-time job**, requiring a lot of commitment.
 - You must plan to spend **1 to 2 hours outside of class** for every hour you spend in class (even online classes) for reading, reviewing notes and completing assignments.
 - You may need to scale back on how much time you spend working at your part-time or full-time job, or with certain social commitments. Remember, this will only be for the time that you are in the program.
-
- Be there – on time!
 - Not all courses formally take attendance, but **being in class, on time**, tends to be linked to academic success. You get the optimal learning experience, and first-hand instructions and coaching about assignments.
 - This is a job preparation program and it is important to **adopt professional behaviours** that are critical in the workplace.
 - Attendance at your assigned Field Placement School is no different than a real job. They count on you being there, **as do your pupils**.

Strategies for Success (Continued)

High Speed Internet

Your learning experience will be optimal if you have high-speed Internet access at home.

Create Support Circles

Course work often requires group work. This helps to prepare you to be part of a school team. Be prepared to collaborate with classmates and form supportive collegial relationships.

As well, invite your family and personal friends to think of ways they can support you in your studies.

Communicate!

Most of our faculty have weekly contact with about 200 students and may not always be able to perceive if you are experiencing difficulties. Never hesitate to speak to a course instructor or to your Academic Advisor, or to the Program Coordinator – either through a virtual chat, by phone, or by email. We are all here to help support you towards graduation.

The Most Important Person

You may be surprised to learn that we consider the most important person to be the pupil with exceptional learning needs who will one day receive support from a Sheridan Educational Support graduate.

In Ontario, regular classroom teachers have limited training in special education. It is the role of the EA to offer support across the curriculum. These learners need you to be successful in your studies, and to behave competently and professionally.



Educational Support Preparation Checklist

- **Read this document** carefully
- Read about the **Criminal Record Check** (with Vulnerable Sector Screening) process (see **Appendix A**).
- **Intensive** program students should connect with jim.mactaggart@sheridancollege.ca regarding **applying for their CRC/VSS** if they intend on taking FLPL 20102. Note: this course is not offered every term.
- Regular program students will be guided on applying for their CRC/VSS when they take the course FLPL 14310.
- Visit myotr.sheridancollege.ca to **create your custom timetable**. You must enrol in your courses in order to have a timetable.
- Where applicable – [contact Accessible Learning](#) (see page 10) to book an appointment with an Accessible Learning Advisor to set up your accommodations. Your high school IEP does not transfer to college.
- **Acquire a laptop** that meets Sheridan’s Educational Support requirements (see page 11) for [your personal computer](#).
- Ensure that you have **high-speed internet access** from home.
- **Download Google Chrome** and **Safari** browsers and **create a Gmail account** for use in class.
- **Get your Sheridan ID**, known as the [onecard](#).
- Review information about [Health & Dental](#) coverage.

Once again, congratulations on your acceptance into Sheridan's

Educational Support program!

We wish you well in your studies and hope that Sheridan proves to be an enriching learning experience for you!

Sheridan | Faculty of Applied Health
and Community Studies

Appendix A: Criminal Record Check (CRC) and Vulnerable Sector Screening (VSS)

Intensive program students are required to obtain their CRC with VSS just before registering in FLPL 20102. FLPL 20102 is not available to new students in the Winter 2021 term, so the following information is only relevant when considering your second term of study or beyond.

School Boards will **not allow you to begin field placement** until you can produce a Criminal Record Check that includes a Vulnerable Sector Screen. The CRC must be dated for within 6 months of your placement start date. This means that for a placement that begins in May 2021, your CRC cannot be dated any earlier than December 2020. This is a firm policy, and there are not exceptions, no flexibility.

Please note: Police will only allow you to complete this process if you live in their region or catchment area.

If **you are asked for a letter from the College**, please **print off Appendix C**.

Students who live in Peel go to...

Peel Police Records Search Unit
7750 Hurontario Street
Brampton ON L6V 3W6

Ask for a Volunteer Record (Form A), which includes the Vulnerable Sector Screen. You may find more information at www.peelpolice.on.ca

Students who live in Halton go to...

Halton Regional Headquarters
1151 Bronte Road
Oakville, ON L6M 3L1

Ask for a Vulnerable Sector Check and complete the Vulnerable Sector Screening Form. You may find more information at www.hrps.on.ca

Students who live outside of Halton and Peel go to...

...the Police station in the area where you live to complete the process. However, if you currently reside in Toronto, please email [Jim Mactaggart](#), for a Consent to Disclosure of Personal Information form. More instructions will be sent in his reply email.

In some cases, your local Police Service may be an OPP Detachment:

If this applies to you,

1. You will need to visit the OPP Detachment in your area to obtain the CRC/VSS Form and complete it.
2. Be sure that you show two pieces of ID when you sign the form at the station. This provides the OPP with proof that you are who you say you are.
3. Scan and email this form to [Jim Mactaggart](#).
4. The form will then be signed and faxed back to the OPP at the number indicated on their form.
5. Check with the OPP Detachment officers to find out what their next step involves: will they contact you to share when it is ready for pick up? Or do you have to contact them? Will they mail it to you?

Caution: In some cases, you may have the same name and year of birth as another individual with a criminal record. In such cases, Police will inform you of the need to further process your CRC/VSS application through the RCMP. This can take up to 12 weeks and may delay when a student may take their field placement courses.

Reminder: If Police ask for a letter from the College, please print Appendix C. Students dealing with an OPP Detachment may also need to use the letter in Appendix C.

Appendix B: Health Guidelines

Sheridan's Field Placement policy **encourages students to complete immunizations.**

By ensuring that you have up-to-date immunizations, placement agencies can be assured that students they accept on placement are **free from communicable diseases.**

While **it is not mandatory** to complete immunizations in our program, we encourage students to **consider their own health needs**, and **the health of the vulnerable pupils they will be supporting** in their field placement schools, when making this important decision.

Please note: Immunization requirements may change as a result of COVID-19. More details will be provided by the school boards at a future date.

Check with your family doctor to learn if your immunizations are up to date. If they are not, **consider updating them now.**

Which immunizations are recommended when working in schools and with vulnerable children?

- Tetanus/Diphtheria/Pertussis & Polio
- Measles/Mumps/Rubella
- Tuberculosis (TB) two-step
- Hepatitis B
- Flu Shot (annual or seasonal)





To Local Police Services Staff,

This letter is to confirm that _____ is a student enrolled in the Educational Support program at Sheridan College. As part of their course of study, students are required to complete unpaid field placements in school board settings in our community.

School boards require that a Criminal Record Check, including a Vulnerable Sector Screen, be completed before students may begin their placement.

Please contact me if you have any questions regarding the necessity and purpose of this documentation.

Jim Mactaggart,
Educational Support Program
Faculty of Applied Health & Community Studies
Sheridan College
Jim.mactaggart@sheridancollege.ca

Required Textbooks by Course Code

Review your timetable to locate individual course codes. Compare those codes to the codes listed below. Only courses with required textbooks are noted here. General Education Elective courses requiring textbooks are **not** listed here. Please see course details in SLATE for information about textbooks for those courses.

- **COMM 24049 Working with Team:** Communicating in Small Groups, Principles and Practices, 12th Ed. (2020, eBook) by Beebe and Masterson
- **EDUC 16859 Autism Spectrum Disorder:** A Mind Apart (2004) by Szatmari
- **EDUC 15436 Intellectual and Learning Disabilities:** Special Education in Ontario Schools, 8th Edition, by Bennett, Dworet, Gallagher, Somma (this book is used across several courses)
- **FLPL 14310/FLPL 20102 Field Seminar courses:** Special Education in Ontario Schools, 8th Edition, by Bennett, Dworet, Gallagher, Somma
- **EDUC 10261 Positive Behaviour Strategies:** Building Classroom Discipline, 12th Edition, by Charles & Cole (2018)



Appendix E: Program Maps

Regular Program Map: Courses All courses will be taught remotely in Winter 2021.

Term 1:

EDUC 15586 (3 hours/wk, hybrid or online, 3 credits)
EDUC 14998 (3 hours/wk, hybrid or online, 3 credits)
COMM 19999 (3 hours/wk, F2F or online, 3 credits)
EDUC 16859 (3 hours/wk, hybrid or online, 3 credits)
COMM 24049 (3 hours/wk, hybrid or online, 3 credits)
FLPL 14310 (1 hour/wk, F2F or online, 1 credit)

Term 2:

EDUC 27370 (3 hours/wk, hybrid or online, 3 credits)
EDUC 15436 (3 hours/wk, hybrid or online, 3 credits)
EDUC 10261 (3 hours/wk, F2F or online 3 credits)
FLPL 20199 (2 hours/wk, 1 day field, online, 3 credits)
Gen Ed Elective (3 hours/wk, online, 3 credits)

Intensive Program Map: Courses

Term 1:

EDUC 15586 (3 hours/wk, hybrid or online, 3 credits)
EDUC 25738 (4 hours/wk, hybrid or online, 4 credits)
EDUC 18081 (3 hours/wk, F2F or online, 3 credits)
PSYC 28823 (4 hours/wk, hybrid or online, 4 credits)
COMM 24049 (3 hours/wk, hybrid or online, 3 credits)
FLPL 20102 (3 hours/wk, 2 days/wk field, F2F or online, 5 credits)

Term 3:

EDUC 28263 (3 hours/wk, hybrid or online, 3 credits)
EDUC 18081 (3 hours/wk, F2F or online, 3 credits)
PSYC 16048 (3 hours/wk, F2F or online, 3 credits)
FLPL 20261 (2 hours/wk, 2 days/wk field, online, 4 credits)
PSYC 15065G (3 hours/wk, F2F or online, 3 credits)

Term 4:

EDUC 19599 (3 hours/wk, hybrid or online, 3 credits)
EDUC 26048 (3 hours/wk, hybrid or online, 3 credits)
EDUC 20123 (3 hours/wk, hybrid or online, 3 credits)
FLPL 26367 (2 hours/wk, 2 days/wk field, online, 4 credits)
Gen Ed Elective ((3 hours/wk, online, 3 credits)

Term 2:

EDUC 15436 (3 hours/wk, hybrid or online, 3 credits)
EDUC 16859 (3 hours/wk, hybrid or online, 3 credits)
EDUC 19599 (3 hours/wk, hybrid or online, 3 credits)
EDUC 20123 (3 hours/wk, hybrid or online, 3 credits)
EDUC 26048 (3 hours/wk, hybrid or online, 3 credits)
EDUC 27370 (3 hours/wk, hybrid or online, 3 credits)
FLPL 26367 (2 hours/wk, 2 days/wk placement, online, 4 credits)

Program Map: EDUCATIONAL SUPPORT INTENSIVE PEDSI 2020-2021

Term 2	EDUC19599 Disability Issues	EDUC15436 Intellectual and Learning Disabilities	EDUC27370 Assessment in Education	EDUC26048 Communication Disorders	EDUC16859 Autism Spectrum Disorders	EDUC20123 Foundations of Education	FLPL26367 Field Seminar 3 and Placement 3 Pre-requisite: FLPL20102, EDUC15586; CGPA 2.0
Credits: 22 Hours: 20+2 days/wk field	Cr: 3 Hrs: 3 F2F/Online	Cr: 3 Hrs: 3 Hybrid/Online	Cr:3 Hrs: 3 Hybrid/Online	Cr: 3 Hrs: 3 Hybrid/Online	Cr: 3 Hrs: 3 Hybrid/Online	Cr: 3 Hrs: 3 Hybrid/Online	Cr: 4 Hrs: 2+2 day/wk Hybrid/Online

Term 1	EDUC15586 Physical Exceptionalities and Personal Care	EDUC25738 Educational and Assistive Technology	EDUC18081 Teaching & Learning Strategies	PSYC28823 Challenging Behaviours and Discipline Co-requisite: FLPL20102	COMM24049 Working with Teams	FLPL20102 Intensive Orientation, Seminar and Placement 2 Co-requisite: PSYC28823
Credits: 22 Hours: 20+2 days/wk field	Cr: 3 Hrs: 3 Hybrid/Online	Cr: 4 Hrs: 4 Hybrid/Online	Cr: 3 Hrs: 3 F2F/Online	Cr:4 Hrs: 4 Hybrid/Online	Cr: 3 Hrs: 3 Hybrid/Online	Cr: 5 Hrs: 3+2 day/wk Hybrid/Online

Total Program Hours / Credits: 840 hours / 44 credits

Legend:
Cr=Credits
Hrs=Hours
Wk=Week

"PR" Prerequisite Required

*Please note: students admitted under Special Consideration (Demonstrated Competence) will need to complete three General Education courses in addition to those program courses listed above.

Program Map: EDUCATIONAL SUPPORT REGULAR PCESD 2020-2021

Term 4	EDUC19599 Disability Issues	EDUC26048 Communication Disorders	FLPL26367 Field Seminar 3 and Placement 3 Pre-requisite: FLPL20261 and PSYC16048; CGPA 2.0	EDUC20123 Foundations of Education	Gen. Ed. Elective	
Credits: 16 Hours: 14+2days	C: 3 H: 3 (F2F/Online)	C: 3 H: 3 (Hybrid/Online)	C: 4 H: 2+2 day/wk	C: 3 H: 3 (Hybrid/Online)	C: 3 H: 3	
Term 3	EDUC28263 Assistive Technology Pre-requisite: EDUC14998 Technology in Education	EDUC18081 Teaching & Learning Strategies	PSYC16048 Strategies for Challenging Behaviour Pre-requisites: EDUC10261 and EDUC16859	FLPL20261 Field Seminar 2 and Placement 2 Pre-requisite: FLPL20199; CGPA 2.0 Field Seminar 1 and Placement 1	PSYC15065G Psychology Core Concepts	
Credits: 16 Hours: 14+2days	C: 3 H: 3 (Hybrid/Online)	C: 3 H: 3 (F2F/Online)	C:3 H:3	C: 4 H: 2+2 d/wk (Hybrid/Online)	C: 3 H: 3	
Term 2	EDUC27370 Assessment in Education	FLPL20199 Field Seminar 1 and Placement 1 Pre-requisite: FLPL14310 and EDUC15586; CGPA 2.0	EDUC15436 Intellectual and Learning Disabilities	EDUC10261 Positive Behaviour Strategies	Gen. Ed. Elective	
Credits: 15 Hours: 14+1 day	C: 3 H: 3(Hybrid/Online)	C: 3 H: 2+1 d/wk (Hybrid)	C: 3 H: 3 (Hybrid/Online)	C:3 H:3 (Hybrid)	C: 3 H: 3	
Term 1	EDUC15586 Physical Exceptionalities and Personal Care	EDUC14998 Technology in Education	COMM19999 Essential Communication Skills	EDUC16859 Autism Spectrum Disorders	COMM24049 Working with Teams	FLPL14310 Orientation to Field
Credits: 16 Hours: 16	C: 3 H: 3 (Hybrid/Online)	C: 3 H: 3 (Hybrid/Online)	C: 3 H: 3	C:3 H: 3 (Hybrid/Online)	C:3 H: 3 (Hybrid/Online)	C: 1 H: 1 (Hybrid/Online)

Total Program Hours / Credits: 1232 hours / 63 credits

Legend: C=Credits, H=Hours, WK=Week