



EDUCATIONAL ASSISTANT SPECIAL NEEDS SUPPORT PROGRAM GUIDE 2019

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EDUCATIONAL ASSISTANT – SPECIAL NEEDS SUPPORT

Elementary and secondary school teacher assistants support students, and assist teachers and counsellors with teaching and non-instructional tasks. They assist in areas of personal care, teaching and behaviour management under the supervision of teachers or other child care professionals. They are employed in public and private elementary, secondary and special needs schools and treatment centres.

Elementary and secondary school teacher assistants perform some or all of the following duties:

Assist students with integration into the classroom and school setting

Help students individually or in small groups with assignments and reinforce learning and retention concepts under the supervision of classroom teacher

Assist students with special needs using techniques such as sign language, braille and remedial programs

Monitor and report student progress to classroom teacher

Accompany and supervise students during activities in school gymnasiums, laboratories, libraries, resource centres and on field trips

May assist teacher in the operation of projectors, tape recorders and other audio-visual or electronic equipment

May assist in school library or office and perform other duties assigned by school principal

May monitor students during recess, at noon hour or during the day.



ABOUT THE COLLEGE

Ontario College of Health & Technology was founded in 2006 and is registered as a Private Career College under the Private Career Colleges Act, 2005.

Our mission is to provide a learning experience for students based on trust, respect, optimism and intentionality; the assumptions of invitational education.

The College continually strives to learn what it is that students really want and need, to deliver it consistently and then make it even better. Our focus is to provide

quality private education in an exceptional school environment.

Our instructors in the Educational Assistant - Special Needs Support Program are practicing EAs and Educators, with many years of commitment and practice in their respective fields who bring a variety of skills to the program, learned via experience and continued education.



ADMISSION REQUIREMENTS

THE ADMISSION REQUIREMENTS FOR THE EA-SNS PROGRAM ARE AS FOLLOWS:

1. Secondary School Diploma or GED
2. Standard First Aid and Health Care Provider CPR
3. Clear Vulnerable Sector Search (VSS) Police Check
4. All activities (lectures, seminars, laboratories, etc.) at the Ontario College of Health & Technology are conducted in English so it is essential that every student possesses strong English writing, comprehension and speaking skills in order to prepare them for the program curriculum and any other components of the program (Clinics and Outreaches).
5. Attendance at an interview session and tour.

SELECTION CRITERIA

Students are required to submit a resume and their high school transcript at the interview and tour. They are also required to fill out a questionnaire with two short answer questions. The resume, transcript, and short answer questions are all graded and a minimum score is required for entrance into the program.

Factors used in scoring include:

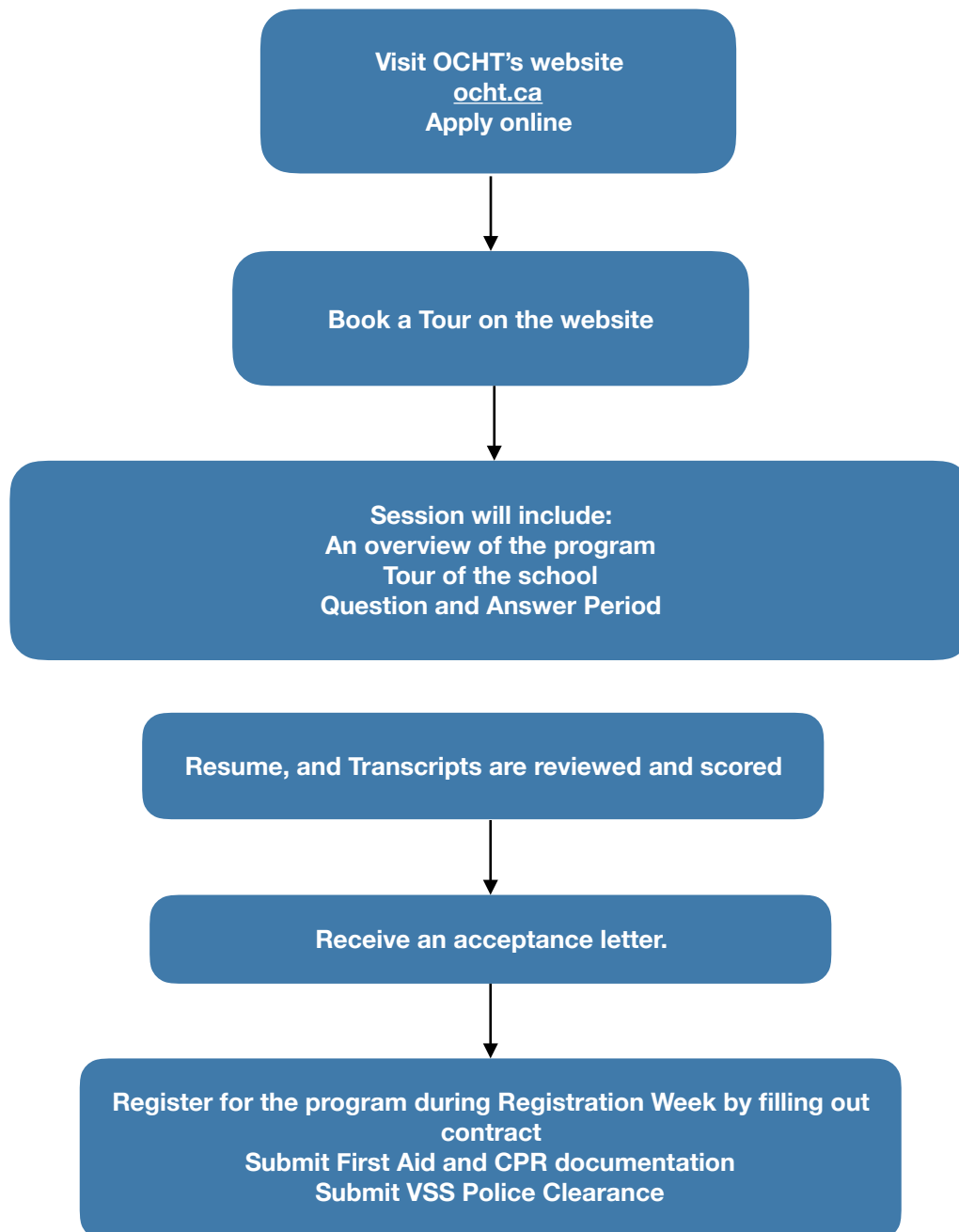
1. High School academic grade average
2. Employment history
3. Participation in team or individual sports
4. Volunteering experience
5. Other certifications or relevant experiences
6. Level of maturity

POLICY ON REFUSING ADMISSION

Applications are assessed by the Director of Academics which accepts, refuses, or defers the admission of applicants to the EA-SNS program.

Meeting minimum admission requirements for a program does not guarantee an offer of admission to that program. Applicants can be refused admission if the Director of Academics believes they do not stand a reasonable chance of completing the program or successfully gaining employment in their chosen field. Applicants may also be refused admission at any time throughout the application process if they conduct themselves inappropriately or make comments considered derogatory or offensive.

HOW TO APPLY



SCHEDULE OF DATES

2019-2020


SEMESTER DATES FOR 2019



SEPTEMBER 2019 START

SEMESTER 01 September 9 to December 20, 2019

SEMESTER 02 January 6 to April 17, 2020



SEMESTER 03 April 27 to August 7, 2020

FINANCIAL INFORMATION

TUITION AND OSAP

TUITION COSTS

SEMESTER 01 \$787.50/month

SEMESTER 02 \$787.50/month

SEMESTER 03 \$787.50/month

TOTAL TUITION COST (SEPT 9, 2019)
\$9450.00*§

1. Tuition is to be paid the first day of every month.
2. If payment has not been received by the end of the 3rd day of the month, a **\$100.00 penalty** will be added to your account.
3. If two consecutive tuition payments are missed, the College has the right to withdraw the student from the program.
4. If all fees have not been paid by the completion of the semester, the College has the right to withdraw the student from the program.
5. Payments must be made through the student portal on www.ocht.ca via VISA Debit or credit card, or by e-transfer to info@ocht.ca. Tuition payments are not accepted at the front desk of the College.

INTERNATIONAL STUDENT TUITION COST
(SEPT 9, 2019) \$11,900.00*§

*Text Books are NOT included in tuition fees

§ Students need to provide their own transportation to college and placements

Financial assistance may be available for those who qualify.

Major banks offer Line of Credit Student Loans, as another source of funding.

OSAP SPECIFIC INFORMATION

When filling out your OSAP Application:

Ontario College of Health and Technology does not appear on the initial OSAP list of approved colleges, you must enter the name in the space provided exactly as written here: **Ontario College of Health & Technology**

You can only apply for OSAP for less than 52 weeks at a time.

You will apply for the first 45 weeks (semesters 1, 2 and 3) and then later apply for the second year (semesters 4) of 15 weeks.

THE INFORMATION YOU NEED TO PUT IN IS AS FOLLOWS:

START DATE: Sept 9, 2019

END DATE: August 7, 2020

NUMBER OF WEEKS: 45

PROGRAM COST FOR 45 WEEKS: \$9,450.00

TEXTBOOK COST: \$1,400.00

OTHER INFORMATION FOR YOUR OSAP APPLICATION

This is a Diploma program.

You are taking a 100% course load.

Read each line of the application carefully and make sure you have a record of all previous employment income and an idea of the income you will be making when you are in the program, ready before you start filling out the application.

The first OSAP payment will not be in your account before the first payment of \$787.50 is due. You are still required to make this payment on time. If you need to wait until your OSAP is deposited in your account, you will have to pay a \$100.00 late fee for the first of the month. You will also need approximately \$500.00 for books before you receive your OSAP payments.

**EDUCATIONAL ASSISTANT
SPECIAL NEEDS SUPPORT
PROGRAM OVERVIEW**

SAMPLE SCHEDULES

SEMESTER 01

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING CLASS		MSOF 107	MSOF 108	MSOF 109	MSOF 110
AFTERNOON CLASS	CHWK 107	PSYC 107		CHEX 107	RRCS 107
EVENING CLASS					

SEMESTER 02

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING CLASS	TMDC 107		MPSN 107		ASDR 107
AFTERNOON CLASS	CHEX 207		INCL 107		APES 107
EVENING CLASS		ABAF 107			

SEMESTER 03

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING CLASS	LSSS 107	Placement		Placement	
AFTERNOON CLASS	CMRS 107	Placement	PHRM 107	Placement	
EVENING CLASS			CRPR 107		

INCLUDES 135 HOURS IN PRIMARY AND SECONDARY SCHOOL PLACEMENTS

*these semester schedules are just an example

CLASS TIMES

MORNING CLASSES	9:00 AM-12:00 PM
AFTERNOON CLASSES	1:00 PM-4:00 PM
EVENING CLASSES	5:00 PM-8:00 PM

SEMESTER 1 COURSES

7 CLASSES
PER WEEK

PSYC 107 **INTRODUCTION TO PSYCHOLOGY**

45 Hours
1 Class per week

Psychology is the scientific study of behaviour and mental processes. In this course, you will be introduced to the field of psychology, studying topics including: the nature of psychological science; research design and methodology; the biological foundations of behaviour; perception; states of consciousness; learning; memory; cognition; language; and motivation. Students will explore what psychologists have learned about these aspects of human behaviour and how a knowledge of these can contribute to a better understanding of the causes of human behaviour.

CHWK 107 **CHALLENGES IN THE WORKPLACE**

45 Hours
1 Class per week

This course will allow learners to recognize and examine the way that communication occurs in an organization. Students will learn effective communicating skills, techniques for gathering information, and how to use those skills in the workplace for effective and productive communication and conflict resolution. Learners will also explore public speaking, group communication, and leadership.

LGLT 107 **LANGUAGE AND LITERACY**

45 Hours
1 Class per week

This course describes, in a clear, step-by-step fashion, how to implement a systematic, explicit, success-oriented approach for teaching struggling readers in today's accountability-driven schools. Activities will be designed to enhance the literacy level of the special needs students and provide modifications as required on an Individual Education Plan (IEP).

CHEX 107 **CHILDREN WITH EXCEPTIONALITIES I**

45 Hours
1 Class per week

This course stresses the psychological, cognitive, social, and physical differences that more and less able learners bring to the teaching/learning situation, the unique difficulties faced by children who are exceptional, the developmental consequences of various exceptionalities, and the multiple types of interventions necessary to accommodate these students effectively in local schools.

MSOF 107 **MICROSOFT OFFICE**

45 Hours
1 Class per week

In this course, students will be presented with the most important topics of Microsoft Office 2016. Students should first review the basics of Windows 10, File Management and Getting Started with Office 2016 by independently working through these UPFRONT chapters in the textbook* – Microsoft Office 2016. In class, students will learn introductory skills in Word, PowerPoint, and Excel. In addition, students will learn how to integrate these Office applications relating to upcoming career job skill requirements. Students will also tune up keyboarding skills to develop in accuracy and speed.

ACYS 107 **ASSESSMENT OF CHILDREN AND YOUTH WITH SPECIAL NEEDS**

45 Hours
1 Class per week

This course focuses on current assessment issues and procedures that every special educator needs to know. The integrated approach emphasizes in-class assessments as well as more formal measures and instruments. The course will include relevant case studies that connect and highlight key assessment ideas, practices, research, and issues.

RRCS 107 **REPORT WRITING FOR THE COMMUNITY SERVICES**

45 Hours
1 Class per week

This course is aimed at helping students enrolled in community support programs prepare reports tailored for their field of study. It will be a practical and applicable guide for students. It covers memos, letters, email, and reports, as well as presentation skills. Topics will include community service model documents and exercises, which give students the opportunity to practice and perfect their skills.

TMDC 107 TEACHING MATHEMATICS IN DIVERSE CLASSROOMS

45 Hours
1 Class per week

This course emphasizes that effective mathematics teachers plan lessons that include a more complete development of mathematical ideas, use visuals supporting mental imagery, present opportunities for kinesthetic learning activities, provide chances for children to communicate their understanding of mathematics, and allow for continual monitoring of student learning. Topics will include straightforward, easy-to-use learning activities illustrating specific mathematical concepts and skills, visuals to help develop mental imagery, and opportunities for active student learning.

CHEX 207 CHILDREN WITH EXCEPTIONALITIES II

45 Hours
1 Class per week

This course is a continuation of Children with Exceptionalities I and continues to stress the psychological, cognitive, social, and physical differences that more and less able learners bring to the teaching/learning situation, the unique difficulties faced by children who are exceptional, the developmental consequences of various exceptionalities, and the multiple types of interventions necessary to accommodate these students effectively in local schools. The second part of the course will address Non Violent Crisis Intervention.

ABAF 107 APPLIED BEHAVIOURAL ANALYSIS FACILITATION

45 Hours
1 Class per week

This course provides students with an overview of ABA history and theory, but the emphasis will be on practical hands-on coaching and training. Participants will have the opportunity to develop a comfort level with teaching by having daily opportunities to practice the necessary skills. They will also see how ABA principles are applied to other teaching situations and to program development for students with autism spectrum disorders.

ASDR 107 AUTISM SPECTRUM DISORDERS

45 Hours
1 Class per week

This course covers characteristics and strategies for students on the autism spectrum, including relevant examples, and research-based practice. The focus is on real world case studies that promote lifespan success and provides important background information, historical context, etiological underpinnings, and characteristics of ASD that may impact learning.

MPSN 107 MUSIC AND PLAY IN SPECIAL NEEDS CLASSROOMS

45 Hours
1 Class per week

Because of the properties and attractiveness of music to so many people, music can be an incredibly effective therapeutic and educational medium for young children and individuals with special needs. This course outlines many musical activities, instruments and songs that can be used by Educational Assistants to augment the learning process. Introducing drama to the learning experience is guaranteed to enrich a child's development, and is an especially effective approach for children with special educational needs, including those with autism spectrum disorders. This course offers an array of simple and easy-to-implement theatrical techniques that will enhance students' learning and encourage artistic expression.

ATCL 107 ASSISTIVE TECHNOLOGY IN THE CLASSROOM

45 Hours
1 Class per week

The focus in this course is on the integration of assistive technology into the curriculum. It addresses the challenges teachers face when using assistive technology to teach new skills to students with disabilities, to increase their independence and productivity, and to provide them with access to the general education curriculum. Topics include disability categories within the context of school-related tasks and technology-based solutions to avoid misleading Teaching Assistants into simply pairing a certain diagnosis with a certain tech tool. We will also discuss relevant new developments in mobile devices and assistive technology, creating visual supports and promoting positive behaviour, available mobile devices, and additional ideas and discussion on how to match technology tools to a student's specific needs and strengths.

APES 107 ADAPTED PHYSICAL EDUCATION AND SPORT

45 Hours
1 Class per week

This course outlines relevant inclusion practices and applications in both physical education and sport, helping to integrate students with disabilities into general class and sport settings with guidelines for modifying activities. Students will learn how to communicate and reflect on progress in the field and how to create a Sport Framework for Individuals with Disabilities model for developing and implementing sport programs. Advances and applications pertaining to behaviour management and wheelchair sport performance are also covered.

SEMESTER 3 COURSES

4 CLASSES
PER WEEK + PLACEMENT

LSSS 107 **LIFE AND SOCIAL SKILLS FOR SECONDARY STUDENTS**

45 Hours
1 Class per week

This course outlines how to help students acquire the basic skills necessary to achieve independence and success in everyday living. The major topics covered include: Interpersonal Skills; Communication Skills; Academic and School Skills; Practical Living Skills; Vocational Skills; Lifestyle Choices; and Problem-Solving Skills. Updated topics include: identity theft issues; cell phone manners; budgeting, direct deposit, tipping, use of debit cards, and other financial issues; time management and organization tips; application/resume/job search issues; reading for pleasure; shopping online; exercising regularly; using online social networks like Facebook; and updated job skills and social skills.

CMRS 107 **COMMUNITY RESOURCES**

45 Hours
1 Class per week

The purpose of this course is to determine and understand where, how and when to access support provided by Community Care Access Centres and other agencies for learners with special needs who require assistance in an educational setting, speech and language therapy, occupational therapy, nursing and dietetic services and community living assistance.

PHRM 107 **INTRODUCTION TO PHARMACOLOGY**

45 Hours
1 Class per week

This course will provide a basic overview of the concepts of pharmacology. Students gain an understanding of drug classifications, administration and clinical implications. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of pharmacology.

CRPR 107 **CAREER PREPARATION**

45 Hours
1 Class per week

The purpose of this course is to prepare the student for the interview process. Students will learn and prepare a cover letter, resume. Students will understand the need for preparing and rehearsing for an interview. Students will understand the need for continued, planned professional and personal growth and develop a plan for that growth.

WKPL 107 **WORK/EDUCATION PLACEMENT**

135 Hours/Semester

This course is designed to have students observe and apply the theory they have learned in other courses. Students will be required to spend blocks of time with special needs students/adults to make observations and assist as directed in developing and overseeing appropriate strategies used to address the observed needs of the IEP. Students will work collaboratively with colleagues, teachers, administrators, occupational therapists and other support staff.

In addition to assisting as directed students will be responsible for maintaining focused journal in specific areas of observation.

STUDENT REQUIREMENTS FOR PLACEMENTS

1. Police VSS Clearance
2. Health Care Provider CPR that will not expire during the months of Semester 3.
3. A Standard First Aid Certificate that will not expire during the months of Semester 3.
4. Successful completion of all Semester 2 courses.

POLICIES AND PROCEDURES

FOR INCOMING STUDENTS

IMPORTANT POLICIES

PASSING GRADE:

Students must achieve a minimal of 50% to receive credit in every course. Students who do not achieve a minimal mark of 50% may be required to repeat the course. Students may be evaluated through multiple choice examinations, short answer type questions, essay type questions, group projects, assignments, and oral practical examination. Any grades below 50% will be discussed by the Academic Grades Committee at the end of the semester. A course of action will be determined by the Committee.

ATTENDANCE:

Students are expected to arrive to class at the scheduled time. Students who arrive late on a consistent basis disrupt other students may be asked to leave by the instructor. It is at the discretion of the instructor to admit students who arrive later than the scheduled time. Students are expected to maintain full time attendance.

USE OF CELL PHONES/TEXTING:

Students may NOT make use of electronic devices to make or receive calls or to text messages during the class as this is disruptive to students and the instructor.

MISSED TESTS OR ASSIGNMENTS:

If for unforeseen circumstances a student is unable to write a scheduled test or quiz, there will be a pre-scheduled day the last week of the semester that the test will be taken. Students are required to notify their instructor of all examinations, tests, or quizzes that cannot be attended. If an instructor is not notified of the absence, a zero may be given for that evaluation.

TEST/EXAM DAYS

Students who are late for class on a day when a test or exam is being delivered will not be allowed entry once the test/exam has started. Students who enter late cause undue distractions and interrupt students whom have already begun the evaluation. Late students will be allowed entry after the last person in the room has completed the evaluation. Students starting the exam late will only have the remainder of the original allotted time to complete the exam.

DAILY LECTURES:

Students should plan on arriving at the college at least 15 minutes prior to commencement of a scheduled class and be ready to participate in class at the scheduled start time. Once an instructor has started to deliver the scheduled content for a particular class, no student will be allowed entry into the classroom. Late arrivals interrupt the lecture and it is disrespectful to the instructor and members of the class. Students arriving late will only be allowed entry during the first break.

ACADEMIC DISHONESTY:

To act dishonestly or unfairly to gain an advantage is not acceptable at the Ontario College of Health & Technology. Students who are caught cheating or plagiarizing will receive a mark of zero and will be required to attend a discipline hearing. Students may be asked to withdraw from the College. Students are expected to cite all journals and textbooks for assignments using the APA format.

EMERGENCY PROCEDURES:

If any student in the college has difficulty breathing, moderate or severe pain, a decreased level of consciousness, or significant bleeding you need to activate Emergency Medical Services by calling 9-1-1 immediately. After you have called 9-1-1 please notify the reception desk and they will assign an individual to wait for the Ambulance or Fire Department to direct them to the location of the student. A First Aid Kit and AED are located at the reception desk.

COMPUTER AND TEXTBOOK REQUIREMENTS

REQUIRED COMPUTER HARDWARE FOR MSOF 107*

- 1) Students must supply their own laptop computer with a minimum display resolution of 1366×768 and 32 bit colour.
- 2) Your computer must be compatible with Direct X video (64 MB+)
- 3) Your computer must be equipped with 802.11ac WIFI capability.
- 4) Your computer must be equipped with a 3.5 mm headphone jack.
- 5) A mouse is recommended.
- 6) A mobile phone or tablet is not acceptable.

REQUIRED SOFTWARE:*

- 1) A subscription to MS Office 365 Home or Personal. (monthly or annual).
A free or trial version of 365 is not acceptable to complete the course
- 2) Windows 10 Home or Pro operating system is recommended.
- 3) The following additional software is also recommended
 - a. anti-virus
 - b. firewall
 - c. password manager
 - d. Utilities

TEXT BOOKS

1. Beskeen, Duffy, Friedrichsen, and Reding's. *Illustrated Microsoft® Office 365 & Office 2016 for Medical Professionals*, Loose-leaf Version, 1st Edition. Boston: Cengage Learning, 2017. ISBN-13: 978-1-305-87857-0
2. Textbook list for all other courses will be provided at time of registration

* Please note that the course textbook was compiled using the above software on a PC. Consider this carefully if you will not be using a Windows 10 PC. Students are solely responsible for their choices.

DISABILITIES AND ACCOMMODATIONS

Ontario College of Health & Technology is committed to providing an appropriate level of accommodation and support to meet the needs of students with disabilities.

POLICY AND GUIDELINES ON DISABILITY AND THE DUTY TO ACCOMMODATE

The person with a disability is required to:

1. Advise the College Administration of their disability (although the accommodation provider does not generally have the right to know what the disability is).
2. Make her or his needs known to the best of his or her ability, preferably in writing, so that the person responsible for accommodation may make the requested accommodation.
3. Answer questions or provide information regarding relevant restrictions or limitations, including information from health care professionals, where appropriate and as needed.
4. Participate in discussions regarding possible accommodation solutions.
5. Co-operate with any experts whose assistance is required to manage the accommodation process or when information is required that is unavailable to the person with a disability.
6. Meet agreed-upon performance and education standards once accommodation is provided.
7. Work with the accommodation provider on an ongoing basis to manage the accommodation process.
8. Discuss his or her disability only with persons who need to know. This may include an instructor, the Director of Academics and the Director of Administration.

The College is required to:

1. Accept the students' request for accommodation in good faith, unless there are legitimate reasons for acting otherwise.
2. Obtain expert opinion or advice where needed.
3. Take an active role in ensuring that alternative approaches and possible accommodation solutions are investigated, and canvass various forms of possible accommodation and alternative solutions, as part of the duty to accommodate.
4. Keep a record of the accommodation request and action taken.
5. Maintain confidentiality.
6. Limit requests for information to those reasonably related to the nature of the limitation or restriction so as to be able to respond to the accommodation request.
7. Grant accommodation requests in a timely manner, to the point of undue hardship, even when the request for accommodation does not use any specific formal language.
8. Bear the cost of any required medical information or documentation. For example, Doctor's notes and letters setting out accommodation needs must be paid for by the College.

Commonly occurring accommodations that are made for students with identified special needs are:

1. Extra time on practical and written tests and examinations

