



Educational Assistant

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

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Prior learning credit options at Saskatchewan Polytechnic

See [Get Credit for What you Know](#) for important information about all options to get credit for prior learning at Sask Polytech, including PLAR, transfer credit, Canadian Armed Forces credit, and equivalency credit.

How to navigate this document

This document contains links to other document sections or webpages. To return to where you were from another section in this document, press the *ALT* key and *left arrow* key at the same time. To return to this webpage from another webpage, close the other webpage or click back on the browser tab for this document.

Contents of this guide

This guide contains the following specific PLAR information and tools for this program

- A. [PLAR fees](#)
- B. [PLAR eligibility and options](#)
- C. [Dates when PLAR assessment is available](#)
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- E. [PLAR contact person](#)
- F. [Self-rating course outlines](#)

A. PLAR fees

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. PLAR fees are non-refundable and non-transferrable.

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

B. PLAR eligibility and options

To be eligible for PLAR for courses in this program, you must first apply for admission and be accepted into the program. You must also consult with the [PLAR contact person](#) and be approved for PLAR assessment.

Course prerequisites and corequisites

Some courses have one or more other courses that must be completed first (prerequisite) or at the same time (corequisite). See [course outlines](#) in this guide to identify any pre- or co-requisites for each course. Discuss with your [PLAR contact person](#) how to deal with courses with corequisites.

Block assessment

Some programs may assess a cluster of courses together in one block, which may save you time and effort. Ask the [PLAR contact person](#) whether there are any block assessment options in this program.

C. Dates when PLAR assessment is available

PLAR assessment for this program is available from Sept 1 to June 15 in each academic year.

All PLAR assessments must be completed by June 15 of each academic year.

D. Special directions for this program

1. **Review** the [PLAR process and FAQs](#) and the information in this guide.
2. **Self-rate** your learning for each course using the [Course Outlines](#) in this guide.
3. **Consult** with the [PLAR contact person](#) for PLAR approval. Be prepared to provide your resume, course self-ratings (see [section F](#)), and a partially completed [PLAR application](#). If you are approved for PLAR, the contact person will sign your PLAR application and explain next steps.
4. Apply for admission to the program. See [directions](#) for applying.
5. **Register** for PLAR at [Registration/Enrolment Services](#) once you have signed approval on your [PLAR Application Form](#). The PLAR fee will be added to your student account.
6. **Finalize** an assessment plan with your assigned assessor.
7. **Complete** assessment before your PLAR registration expires.

E. PLAR contact person

Contact one of the Program Heads below to arrange a consultation **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next section). Consultation may be by phone, online, or in person. Be prepared to provide your resume, course self-ratings, and a partially completed [PLAR application](#). If agreement is reached to go ahead with PLAR, the contact person will sign approval on your PLAR application and explain the next steps. Admission to the program is required before you can register for PLAR.

Katrina Limon, Program Head
Saskatchewan Polytechnic, Saskatoon Campus
Phone: 306 – 659 - 4901
Email: limonk@saskpolytech.ca

F. Self-rating course outlines

Clicking on a course code below opens a page where you can rate yourself on the knowledge and skills assessed for PLAR credit. For Arts & Sciences courses, clicking on the course code opens another PLAR guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for courses delivered by Arts & Sciences or another program/department.

COURSE CODE	COURSE NAME	Delivered by another department/program
Semester 1		
EDUC 180	Supporting Instruction 1	
HUMD 100	Child and Adolescent Development	
HUMD 101	Guiding Behaviour	
PD 101	Professionalism in the Educational Setting	
PRAC 174	Practicum 1	
SPSY 281	Studies of Exceptionality A	
Semester 2		
CLTR 100	Diversity	
COMM 291	Interpersonal Communications 2	Arts & Sciences
EDUC 181	Supporting Instruction 2	
FMLY 181	Family Dynamics	

COURSE CODE	COURSE NAME	Delivered by another department/program
JOBS 125	Essential Job Skills	Arts & Sciences
PERS 103	Basic Care Skills	
PERS 104	Personal Wellness	
SPSY 282	Studies of Exceptionality B	
Semester 3		
PRACT 175	Practicum 2	

EDUC 180 - Supporting Instruction I

You will be introduced to individual learning styles and other factors that influence learning differences in students. You will learn strategies that facilitate student learning including instructional approaches, classroom management, effective observation and recording, and the role of Personal Program Plans (PPP).

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Explain the theory of multiple intelligences.			
2. Discuss instructional planning as a team.			
3. Discuss the importance of Indigenization in Saskatchewan curriculum.			
4. Describe various approaches to instruction.			
5. Describe skills required to support instruction.			
6. Discuss methods of evaluation and ways of collecting and recording data in education.			
7. Describe Personal Program Plans(PPP) for students.			

HUMD 100 - Child and Adolescent Development

You will study the developmental milestones from conception to adolescence. The course provides an introduction to the theories of learning and personality, brain development and methods of studying human behavior, including indigenous worldviews. You will learn about the effects of heredity and the environment, including culture, on the emotional, social, cognitive and physical development of children and behavior.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Explain the major philosophical and theoretical views of human development with a primary focus on child development.			
2. Examine Indigenous worldview related to child development.			
3. Describe prenatal development.			
4. Describe the development of infants.			
5. Describe the development of toddlers and preschool children.			
6. Describe the development of school age children.			
7. Describe the development of adolescents.			

HUMD 101 - Guiding Behaviour

You will discuss perspectives that educators have regarding the classroom and behaviour. You will examine how cognitive development plays a role in guiding behaviour. You will be able to describe the role that the environment plays in determining and guiding behaviour. You will be introduced to an overview of positive guidance and have the opportunity to select and implement strategies that teach self-control and self-regulation. You will also learn about traditional Indigenous practices as they apply to guiding behavior.

Credit unit(s): 4.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss behaviour and its varied perspectives.			
2. Examine cognitive development.			
3. Describe the role of the environment in guiding behaviour.			
4. Identify and implement positive guidance strategies.			
5. Discuss strategies for teaching self-control and self-regulation.			
6. Discuss traditional Indigenous views and practices of the image of the child, modelling and storytelling to facilitate indirect and direct guidance.			
7. Examine traditional Indigenous practices for guiding challenging behaviors.			
8. Identify strategies to support anxiety and behavioural concerns.			

PD 101 - Professionalism in the Educational Setting

You will explore and build employability skills needed to become a professional educator. You will learn about the expertise, skills, and disposition of a well-qualified educational assistant. Students will receive Certification in Workplace Hazardous Information System (WHNIS) and Safe Food Handling upon completion of this course.

Credit unit(s): 4.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the professional role of the educational assistant.			
2. Describe positive professional work habits.			
3. Identify resources for professional development.			
4. Recognize importance of following Indigenous protocols in schools.			
5. Apply documentation skills required in an educational setting.			
6. Employ technology to effectively communicate.			
7. Demonstrate knowledge of workplace safety.			
8. Discuss current initiatives in the Saskatchewan school system.			

PRAC 174 - Practicum 1

You will participate in a four-week practicum in a K – 6 or grade 7 -12 classroom setting. You will have the opportunity to apply theory to practice while supporting and assisting the classroom teacher. Under the supervision of the classroom teacher, you will work in basic subject areas with individuals or small groups.

Credit unit(s): 8.0
Prerequisites: EDUC 180, PD 101, SPSY 281, HUMD 101
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Demonstrate professional behaviour.			
2. Demonstrate rapport with students.			
3. Provide team support.			
4. Provide instructional support.			
5. Provide social and behavioural support.			
6. Assist in the implementation of individualized program plans.			

SPSY 281 - Studies of Exceptionality A

You will be provided with an introduction to the area of exceptionalities. You will discuss issues and trends in the field and problems associated with defining and identifying individuals with exceptionalities. You will study, in depth, specific areas of exceptionality: speech and language differences, learning disabilities, intellectual disabilities and giftedness. Emphasis will be on the developmental consequences of having a disability and intervention strategies used with individuals with disabilities.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

Use a checkmark (✓) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
1.	Explain the principles and practices that underlie the care and education of people with disabilities.			
2.	Identify the risk factors for the development of disabilities.			
3.	Explain the issues and trends related to designing inclusive classrooms.			
4.	Describe the characteristics and intervention strategies for persons with communication disabilities.			
5.	Describe the characteristics and intervention strategies for persons with learning disabilities.			
6.	Describe the characteristics and intervention strategies for persons with intellectual disabilities.			
7.	Describe the characteristics and intervention strategies for persons who are gifted, talented or creative.			
8.	Discuss current initiatives related to elementary special education.			

CLTR 100 - Diversity

You will examine the elements of cultural, gender and disability diversity in Canada and the processes that promote inclusion. You will explore elements of Indigenous culture with a view to understanding both historical elements and contemporary issues in Canada. Your studies will also provide opportunities to participate in various cultural practices.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine the diverse Canadian identity.			
2. Describe diversity and social inequality in Canadian society.			
3. Examine the impact of colonization and treaties on Indigenous peoples.			
4. Examine contemporary realities and resilience of Indigenous people in Canada.			
5. Explore cultural events.			
6. Promote inclusion.			

COMM 291 - Interpersonal Communications

You will develop employability skills through the study of interpersonal communications theory and applications in the workplace. Learning outcomes include the importance of self-awareness and self-esteem, perception problems, verbal and nonverbal messages, and listening skills, creating positive communication climates and resolving interpersonal conflict.

Credit unit(s): 2.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe interpersonal communication.			
2. Describe how self-concept and perception affect communication.			
3. Discuss verbal and nonverbal messages.			
4. Discuss factors affecting communication climates.			
5. Apply skills to improve communication.			

EDUC 181 - Supporting Instruction 2

You will be provided with an overview of the Saskatchewan curriculum with a focus on language arts, technology, basic mathematics and land-based education. You will expand your knowledge of strategies to provide educational support under a teacher's supervision.

Credit unit(s): 4.0
Prerequisites: EDUC 180
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss the teaching and learning process.			
2. Identify instructional methods and materials.			
3. Use assistive technology and computers in the learning process.			
4. Describe language development and emergent literacy.			
5. Identify strategies to assist students in developing skills in language arts.			
6. Identify strategies to support sensory processing challenges.			
7. Identify strategies to assist students in developing skills in mathematics.			
8. Identify Strategies to support language, literacy, and social skills for children with Autism. Spectrum Disorder (ASD).			
9. Discuss the use of Land Based Education in the Saskatchewan curriculum.			

FMLY 181 - Family Dynamics

You will examine the dynamics of the Canadian family, the influence of family structure on the individual's values and the mental, cultural and physical challenges faced by the families of today.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss the concept of family.			
2. Describe aspects of marriage in Canada.			
3. Discuss children in the family cycle.			
4. Explain the place of socialization in the family cycle.			
5. Describe demographic and social changes that impact the family structure.			
6. Discuss social stressors and mental health challenges on the family.			
7. Examine the context of different cultural parenting practices.			
8. Discuss challenges related to working with families of students with exceptionalities.			

JOBS 125 - Essential Job Skills

You will develop essential job skills by preparing job search documents and practicing effective interpersonal communication skills for the workplace.

Credit unit(s): 1.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss effective workplace interpersonal communications.			
2. Prepare job search documents.			

PERS 103 - Basic Care Skills

You will learn and demonstrate the attitudes and skills of providing personal and physical daily care to persons with disabilities. You will learn the essential role of dignity and respect in person-centered planning and care. You will discuss your legal and ethical responsibilities while providing care. You will develop skills to safely assist individuals with activities of daily living and to support their optimal levels of independence. You will study the process of medication administration.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe person centered care.			
2. Describe the role of the personal care provider, workplace ethics, and legal aspects of care.			
3. Describe the importance of nutrition to maintain health when providing care.			
4. Identify medical terminology and abbreviations used in providing care.			
5. Demonstrate knowledge and skills of body mechanics and the assistive technology/equipment.			
6. Demonstrate basic personal care skills and the principles of infection control.			
7. Explain the principles and protocols of medication administration and documentation.			

PERS 104 - Personal Wellness

You will examine the various components of wellness from both a western and Indigenous perspective. You will also develop skills to practice self-care.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine the components of wellness.			
2. Practice self-care.			
3. Examine mental health for educators.			
4. Examine conditions that promote the holistic health of children.			
5. Discuss the components of nutrition.			
6. Examine current issues relating to childhood diabetes.			
7. Examine the concepts of the medicine wheel in promoting mental and physical wellbeing.			
8. Examine the concept of trauma informed practices.			

SPSY 282 - Studies of Exceptionality B

You will study in-depth specific areas of exceptionality: emotional and behavioural disorders, sensory impairments, traumatic brain injury and other low-incidence disabilities, attention deficit/hyperactivity disorder, autism, and fetal alcohol spectrum disorder. Emphasis will be on the developmental consequences of having a disability and intervention strategies used with individuals with disabilities. You will review classroom organization and management with students with special learning needs, issues related to special education in secondary schools, and working with families of students with exceptionalities.

Credit unit(s): 3.0
Prerequisites: SPSY 281
Corequisites: none
Equivalent course(s): none

Use a checkmark (✓) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
1.	Describe the characteristics and intervention strategies for persons with emotional and behavioural disorders.			
2.	Describe the characteristics and intervention strategies for persons with sensory impairments, traumatic brain injury, and other low-incidence disabilities.			
3.	Describe the characteristics and intervention strategies for persons with attention deficit/hyperactivity disorder.			
4.	Describe the characteristics and intervention strategies for persons with Autism Spectrum Disorder (ASD).			
5.	Describe the characteristics and intervention strategies for persons with fetal alcohol spectrum disorder.			
6.	Discuss classroom organization and management for students with special learning needs.			
7.	Discuss current initiatives related to special education in secondary schools.			

PRAC 175 - Practicum 2

You will participate in a four-week practicum in a K- 6 or grade 7 -12 classroom setting. You will have the opportunity to apply theory to practice while supporting and assisting the classroom teacher. Under the supervision of classroom teachers, you will work with students who have challenging needs.

Credit unit(s): 8.0

Prerequisites: EDUC 180, JOBS 125, CLTR 100, PERS 104, PD 101, SPSY 281, HUMD 101, PERS 103, HUMD 100, FMLY 181, COMM 291, SPSY 282, EDUC 181, PRAC 174

Corequisites: none

Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Demonstrate professional behaviour.			
2. Demonstrate rapport with students.			
3. Provide team support.			
4. Provide instructional support.			
5. Provide social and behavioural support.			
6. Assist in the implementation of individualized program plans.			