

## Introduction to Systems, Structures, and Roles in Education – EAP 112

### Child, Youth and Family Studies Program

### Course Outline

COURSE IMPLEMENTATION DATE:	September 2013
OUTLINE EFFECTIVE DATE:	September 2022
COURSE OUTLINE REVIEW DATE:	April 2027

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#### GENERAL COURSE DESCRIPTION:

This course focuses on the systems, structures and roles within the K-12 education system. Students explore the evolution of the education system in British Columbia, levels within that system, alternate forms of education, and the roles and responsibilities related to supporting learners with diverse abilities.

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**Program Information:** This is a required course for the Child, Youth and Family Studies program: Education Assistant Specialty Certificate. This is a required course for the Aboriginal Education Support Worker Diploma program.

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**Delivery:** This course is delivered online.

**COTR Credits:** 4

**Hours for this course:** 60 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	60
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	60

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	
Formal Work Experience	
Other	
<b>Total</b>	

**Course Outline Author or Contact:**

Heather Wik, MET, PBD, BEd

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Signature

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**APPROVAL SIGNATURES:**

Department Head

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Department Head Signature

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Valid from: September 2022 – April 2027

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Education Council Approval Date

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**COURSE PREREQUISITES AND TRANSFER CREDIT:**

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

**Corequisites:** None

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA

☐ Yes ☒ No

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** EA 101, EA 109

**Date changed:** October 2012

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## Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

- Haig, J. & MacMillan, V. (2020). *Cites & sources: An APA documentation guide* (6<sup>th</sup> ed). Nelson Publishing.
- Harber, M. and Rao, A. (2019). *The role of an education assistant: Supporting inclusion*. Canadian Scholars.

Please see the instructor's syllabus or check COTR's online text calculator

<http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

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## LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- understand the organization and structure of the educational system in British Columbia
  - identify significant events that shaped the evolution of the education system in British Columbia
  - analyze the impact the residential school system had, and continues to have, on Indigenous learners in British Columbia
  - discuss the roles and responsibilities of school personnel in the British Columbia school system
  - use key terms and concepts related to special education
  - identify the principles of ethical conduct and professionalism as related to the role of an Education Assistant or Aboriginal Education Support Worker
  - analyze the concept of inclusion (diverse ability, SOGI, cultural, poverty, etc.)
  - explain the professional, ethical, and best practices for observing and documenting
  - consistently use objective language when observing and documenting
  - identify and describe the components of a formal observation
  - self-evaluate core competencies related to the role of an Education Assistant or Aboriginal Education Support Worker
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## COURSE TOPICS:

- Foundational Concepts
- Introduction to the K-12 School System
- Evolution of Education in British Columbia
- Ministry of Education, School Districts, School Superintendents, School Boards, Trustees, and Aboriginal Education Enhancement Agreements
- Teachers, Administrators, and Support Staff
- Education Alternatives and Community Supports
- Roles and Responsibilities of Education Assistants or Aboriginal Education Support Workers
- Professional Conduct
- Special Education and Inclusion in British Columbia
- Observing and Documenting

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

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## EVALUATION AND ASSESSMENT: Online Delivery

Assignments	% Of Total Grade
Concept Map Assignment	25%
Observing & Documenting Assignment	20%
Case Study Assignment	20%
Weekly Discussions and Activities	<u>35%</u>
Total	100%

*Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.*

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### EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

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### COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

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### ACADEMIC POLICIES:

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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### COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment, and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.