

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 2020
COURSE OUTLINE REVIEW DATE:	April 2025

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 resources related to learners with special needs.

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.

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	
Total	60

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	
Formal Work Experience	
Other	
Total	

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

Department Head
Sandi Hill
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Department Head Signature

Dean Signature

EDCO

Valid from: September 2020 – April 2025

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in either English 12, 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

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

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

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year.

Haig, J. & MacMillan, V. (2018). *Cites & sources: An APA documentation guide* (5th ed).
Toronto, Ontario: Nelson Publishing.

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.

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;
 - discuss some of the major past and current trends in special education;
 - use key terms and concepts related to special education;
 - explain various modes of intervention with learners with special needs;
 - discuss the development, implementation, and assessment of student Individual Education Plans;
 - identify the principles of ethical conduct and professionalism as related to the role of an Education Assistant or Aboriginal Education Support Worker; and
 - self-evaluate core competencies related to the role of an Education Assistant or Aboriginal Education Support Worker.
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COURSE TOPICS:

- Systems and Structures in Education
- Evolution of Education in British Columbia
- Ministry of Education, School Districts, School Superintendents, School Boards, Trustees, and Aboriginal Education Enhancement Agreements
- Teachers and Support Staff
- Roles and Responsibilities of Education Assistants or Aboriginal Education Support Workers
- Professional Conduct
- Approaches to Special Education
- Modes of Intervention
- Special Education and IEPs

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

EVALUATION AND ASSESSMENT: Online Delivery

Assignments	% Of Total Grade
Concept Map	25%
Interventions Presentation	10%
Inclusion Paper	20%
Case Study	20%
Weekly Discussions and Activities	<u>25%</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.

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.

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

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 for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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.