

EAP 112: Introduction to Systems, Structure, and Roles in Education

Course Description

EAP 112 focuses on the systems, structure and roles within the K-12 education system. Students explore this 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.

Course Hours: 60

Course Credits: 4

Course 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).

Co-requisites: None

Please Note: Students must have a minimum of three years experience working as an Education Assistant in a full-time contract position in a K-12 school in British Columbia in order to be considered for the flexible assessment option in all EAP courses.

Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated EA Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

What You Need To Do

Document your knowledge and implementation of each learning outcome for EAP 112 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

Additional Flexible Assessment Criteria

AFAC 1. Identify and discuss roles and responsibilities of school personnel in the BC school system.

Additional Required Documentation**Reflection on Inclusion**

Identify the current trends regarding inclusion, the associated benefits and challenges, and your role in fostering inclusion in the classroom.

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Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Understand the organization and structure of the educational system in BC.				
Discuss the roles and responsibilities of school personnel in the BC school system.	AFAC 1			
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.				

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Discuss the development, implementation, and assessment of the 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.				
Reflection on Inclusion	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>		