



# Aboriginal Education Support Worker Diploma (AESW)

## Program Outline

PROGRAM IMPLEMENTATION DATE: September 2010  
OUTLINE EFFECTIVE DATE: September 2013  
PROGRAM OUTLINE REVIEW DATE: April 2018

### GENERAL PROGRAM DESCRIPTION:

#### Program Overview

College of the Rockies (COTR) was the first post secondary institution in BC to offer an Aboriginal Education Support Worker (AESW) diploma program. Today it is still the only BC institution that offers this program for local and on-line students in community and other areas of the province. The initial development of the COTR AESW was based upon the input from extensive consultations with Aboriginal communities, students, support workers and educators throughout the region. The program is designed for individuals with interest in working with and supporting Aboriginal students in public, Aboriginal or private K-12 schools. Those already working as Aboriginal Support Workers can undergo a flexible assessment process at COTR that may credit their existing experience and/or credentials toward the diploma.

The AESW program includes 19 academic, cultural and applied courses. There are also two practicum experiences. The diploma was designed to prepare Aboriginal Education Support Workers with knowledge and skills to better support Aboriginal students, their families and school communities in a culturally appropriate and respectful manner.

**Program Information:** The program is under the University Studies department, but students take the applied courses in the Child, Youth and Family Studies program area.

With an AESW diploma students may gain employment within an elementary, middle or high school or may choose to continue on to Bachelor programs in Education, Arts, General Studies or Social Work.

**Delivery:** face to face and online

**COTR Credits:** 61/62 credits

**Hours for this program:** 1050/1065 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	840/855
Seminars / Tutorials	15
Laboratory / Studio Hours	15
Practicum / Field Experience Hours	180
Other Contact Hours	
<b>Total</b>	<b>1050/1065</b>

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	60
Formal Work Experience	120
Other	N/A
<b>Total</b>	<b>180</b>

**Program Outline Author or Contact:**

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Signature

**APPROVAL SIGNATURES:**

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Department Head Signature

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Dean of Instruction Signature

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Valid from: September 2013 – April 2018

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Education Council Approval Date

**PROGRAM PREREQUISITES AND TRANSFER CREDIT**

**Prerequisites:**

- BC Secondary school graduation or equivalent
- 65% in ENGL 12 **or** equivalent
- Math 11 **or** equivalent
- The above are the prerequisites to get into the program; however students must have the necessary prerequisites for each course within the program.

\* AESW students may upgrade the math prerequisite while beginning their studies. The English 12 prerequisite must be in place prior to registering in the program.

**Non Academic:** Current immunization record and TB skin test  
A signed COTR self-disclosure form  
Criminal record check

**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.

COURSE NUMBER	COURSE TITLE	Course Credits	Course hours
<b>YEAR 1/SEMESTER 1(Fall)</b>			
ANTH 120	Aboriginal Worldviews on Contemporary Structure	3	45 lecture
ENGL 100	English Composition	3	45 lecture
CYFS 102	Observing & Recording	3	45 lecture
EAP 112	Introduction to Systems, Structure and Roles in Education	4	60 lecture
		<b>13</b>	<b>195 lecture</b>
<b>YEAR 1/SEMESTER 2 (Winter)</b>			
ANTH 105	Intro To Aboriginal Community Health & Wellness	3	45 lecture
FNST 101	First Nations Studies	3	45 lecture
COMC 253	Intercultural Communications	3	45 lecture
CYFS 116	Lifespan Development	4	60 lecture
EAP 111 OR	Understanding K-12 Curriculum	4	60 lecture
or MATH 105	Math for Teachers	3	45 lecture 15 tut.
		<b>16/ 17</b>	<b>240/255 lecture 15 tutorial</b>
<b>YEAR 1/SEMESTER 3 (Spring)</b>			
AESW 101	Practicum 1: Observing	2	60
HSWR 214	Introduction To Addictions	3	45
		<b>5</b>	<b>45 lecture 60 practicum</b>
<b>YEAR 2/SEMESTER4/Fall</b>			
FNST 203	Aboriginal Ways Of Knowing	3	45 lecture
EAP 102	Technology And Augmentative Communication In The K-12 Classroom	3	45 lecture
EAP 201	Supporting Students With FASD In K-12 Classrooms	3	45 lecture
SOCI 240	Aboriginal Family Support Studies	3	45 lecture
		<b>12</b>	<b>180 lecture</b>
<b>YEAR 2/SEMESTER5/Winter</b>			
FNST 205 (formerly FNST105)	Indigenizing Practice	3	45 lecture
EAP 203	Understanding & Guiding Students /W Challenging Behaviors	3	45 lecture
KTUN 101 OR EQUIVALENT	Introduction To Ktunaxa Language	3	45 lecture 15 lab
HSWR 215	Issues In Adolescence	3	45 lecture
		<b>12</b>	<b>180 lecture 15 lab</b>
<b>YEAR 2/SEMESTER6/Spring</b>			
AESW 201	Practicum 2	3	120
		<b>3</b>	<b>120 practicum</b>

## COURSE GRADE

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 90	89- 85	84- 80	79- 76	75- 72	71- 68	67- 64	63- 60	59- 55	54- 50	< 50

A grade of "D" grants credit in university studies courses, however may not be accepted as a transferable course.

Course grades in CYFS are designed 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

An overall grade of 60% is required for successful completion of the applied vocational courses.

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## COURSE DESCRIPTION:

### **ANTH 105: Introduction to Aboriginal Community Health & Wellness**

This course introduces students to contemporary and historical health and wellness issues that impact Aboriginal communities including traditional spirituality, the generational impacts of colonization, oppression, and systemic racism and current physical health issues such as diabetes. Whether delivered face to face or online, the course is treated as an interactive lecture series. Aboriginal speakers from the local communities and scholars knowledgeable about the issues are invited to participate in the series through face to face lectures or online forums. Traditional knowledge and Aboriginal scholarship are utilized alongside concepts from anthropology.

### **ANTH 120: Aboriginal Worldviews**

Canadian Aboriginal worldviews and scholarship provide the framework to analyze and interpret current Aboriginal issues in Canada, with a specific focus on British Columbia. This course fosters an inclusive pedagogy to examine issues as expressed by contemporary Aboriginal peoples. Topics explored include: the role and process of the Aboriginal Nations in the British Columbia Treaty Commission, the role of traditional ecological knowledge and wisdom in land-use planning and economic development, community focus on 'language as culture' and its links to self governance and cultural survival, the impacts of cultural appropriation and the role of intellectual property, the contemporary and lasting implications and effects of the Indian Act and the movement towards self governance, the effect of the lack of access to traditional lands and the constricting framework of the Canadian Reservation system. The course also examines the concept of 'decolonization' and the actions Aboriginal people in Canada are taking to reclaim their cultures and lives.

### **COMC 253: Intercultural Communications**

This course explores the inherent relationship between culture, language and communication. The key concepts of identity, culture, assumptions and stereotypes, beliefs, value systems and globalization are discussed. From theory to practice, students will investigate the impact of identity and context in intercultural interactions. The focus of this course is to help students develop meaningful strategies to communicate in today's culturally diverse communities.

### **CYFS 102: Observing & Recording**

This course is designed to help human service workers, education assistants and early childhood educators enhance their skills in observing and recording human development and behavior from birth through adulthood. A variety of observing and recording techniques will be explored in the course.

### **CYFS 116: Lifespan Development**

This course is the study of the development of humans from conception to death. It includes physical, cognitive, and psychosocial developmental domains. Students preparing to work in careers that involve others need to understand clearly the complex, dynamic process of development throughout a person's lifespan. This knowledge can provide students with insight into their own development and the development of those they encounter on a personal and professional realm.

### **EAP 102: Technology and Augmentative Communication**

This course provides students with an introduction to augmentative and alternative communication. Characteristics of various strategies related to the needs of the users are explored. Students also look at a variety of ethical and technological issues that emerge when supporting children who use alternative and augmentative forms of communication in the K-12 classrooms. The content of this course is specific to developing the skills, knowledge and values in an Education Assistant setting.

### **EAP 111: Understand the K-12 Curriculum**

This course focuses on providing assistance in curricular areas in the K-12 classroom. Using the British Columbia Ministry of Education's IRPs as a foundation, students will learn strategies that facilitate student learning within these curricular areas. The content of this course is specific to developing the skills, knowledge, and values in an Education Assistant setting.

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

This course 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.

### **EAP 201: Supporting Students with FASD in the K-12 Classroom**

This course provides Education Assistant students with an understanding of how healthy schools function. It also provides an understanding for meeting health care needs of students in the classroom from kindergarten through grade 12. Education Assistant students have the opportunity to explore how to meet their own health and well-being as related to their work.

### **EAP 203: Understanding and Guiding Students with Challenging Behaviours**

This course provides students with the opportunity to acquire knowledge, skills and attitude in providing support to students with challenging behaviours in the K-12 classroom. Topic areas covered are attitudes and values as related to understanding, managing and preventing problem behaviour; behaviour theories; guiding strategies and family issues and challenges.

### **ENGL 100: English Composition**

English 100 focuses on composition for academic purposes and develops a student's ability to write clearly and effectively. Students also learn the fundamentals of critical thinking, scholarly research, and academic reading.

**FNST 101: First Nation Studies**

This course is an introduction to the multi-disciplinary field of Aboriginal studies. The prehistory, history, and traditional and contemporary cultures of Aboriginals in Canada and their various perspectives are addressed. Additionally, the historical overview of Aboriginal/non-Aboriginal relations and their effects are explored.

**FNST 203: Aboriginal Ways of Knowing**

This course introduces students to First Nations traditional knowledge, worldview and epistemology through a generative curriculum reflecting Elder teachings. The course also explores Western knowledge and pedagogy with a focus on balancing 'best practices' with teaching and learning that builds on the respect and wisdom of Aboriginal people.

**FNST 205: Indigenizing Practice**

This course explores ways to address the learning and teaching needs of Aboriginal children and youth through understanding Indigenous peoples' relationship with land, language, and community. Students will witness various Aboriginal cultures and ways of knowing and traditional pedagogy through a focus on incorporating voices from Aboriginal scholars, Aboriginal community members and Elders. Through this experience students practice indigenizing various learning and educational environments to address the needs of both teachers and learners.

**HSWR 214: Introduction to Addictions**

This course provides the learner with an overview of current practice, theories and models in the field of substance use. Topics include: models of addiction, assessment, intervention and treatment for alcohol and other drug abuse; the impact of substance use on the individual, family and society in general; and ethical issues and challenges for practitioners.

**HSWR 215: Issues in Adolescence**

This course introduces students to the contemporary study of adolescence from a lifespan perspective. It explores the challenges and the strengths of adolescence along with the ways this knowledge can be applied to support healthy development among the diversity of young people in this period of life.

**KTUN 101: Introduction to Ktunaxa Language**

This course is an introduction to the Basic Ktunaxa series with an emphasis on the structure and syntax of Ktunaxa at a basic level. It provides students with the opportunity to develop introductory skills in reading, writing, speaking and comprehending the Ktunaxa Language, though the emphasis are on speaking and responding to basic commands and key phrases. Students develop the skills, strategies and resources to support the revitalization of Ktunaxa language in their homes, their schools and their communities. Experiential/communication based instruction is a feature of this course.

**MATH 105: Math for Teachers**

Mathematics for Teachers introduces future elementary school teachers and others to the mathematical content and principles of the British Columbia elementary school curriculum. In the process of taking a theoretical and historical, in-depth look at the curriculum, students are encouraged to develop comfort and confidence with mathematics as well as the ability to communicate mathematically and solve mathematical problems.

**SOCI 240: Aboriginal Family support Studies**

Sociology 240 is designed to examine family systems in Aboriginal communities and identify traditional values and issues in addressing Aboriginal family health. It is an exploration of entry level knowledge, skills, and self to better prepare students to respond to issues of child abuse and neglect in the family as they arise in their work experience. The course will assist students in developing the necessary theoretical understanding and skills to maintain a safe environment for children.

**AESW 101: Practicum 1**

This course provides students with their first practicum experience. It allows the student to observe what and how Aboriginal Education Support Workers perform their duties in the school community. Students spend sixty hours observing and interacting either in a classroom or other setting defined by the supervisor in the school.

**AESW 201: Practicum 2**

This course provides students with the opportunity to integrate the theory learned in the classroom to the practice of working as an Aboriginal Education Support Worker in the school system. Students will assist Aboriginal students to successfully participate in school settings. To that end, students will assist with bridging cultural differences and supporting behavioural and academic excellence within a cultural framework.