



Aboriginal Education Support Worker Diploma (AESW)

Program Outline

PROGRAM IMPLEMENTATION DATE: September 2010
OUTLINE EFFECTIVE DATE: September 2022
PROGRAM OUTLINE REVIEW DATE: March 2027

GENERAL PROGRAM DESCRIPTION:

College of the Rockies 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 College 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 the College that may credit their existing experience and/or credentials toward the diploma.

The AESW program includes 18 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 Health and Human Services Department and students take courses in both University Studies and Child Youth and Family Studies program areas.

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 formats.

COTR Credits: 63 credits

Hours for this program: 1050/1065 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	870
Seminars / Tutorials	
Laboratory / Studio Hours	15
Practicum / Field Experience Hours	180
Other Contact Hours	
Total	1065

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	180
Formal Work Experience	
Other	
Total	180

Program Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

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Valid from: September 2022 – March 2027

Education Council Approval Date

PROGRAM PREREQUISITES AND TRANSFER CREDIT:

Prerequisites:

- Secondary school graduation or equivalent
- Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency information on the College Website).
- The above are the prerequisites to get into the program; however students must have the necessary prerequisites for each course within the program.

Non Academic: Completion and submission of AESW Application Package. Completion of immunizations, document by the immunization form in the admissions package, or completion of immunization waiver form (*lack of immunizations may impact applicant's access to practicum placements and employment opportunities following graduation*). Solicitor General Criminal Record Check (Note: Conviction of a criminal offence may influence an applicant's access to practicum placements and employment opportunities following graduation).

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
YEAR 1/SEMESTER 1(Fall)			
EAP 150	Guiding Behaviours in K-12 Schools	4	60 lecture
EAP 112	Introduction to Systems, Structure and Roles in Education	4	60 lecture
ENGL 100	English Composition	3	45 lecture
INDG 120	Indigenous Worldviews on Contemporary Structure	3	45 lecture
		14	210 lecture
YEAR 1/SEMESTER 2 (Winter)			
COMC 253	Intercultural Communications	3	45 lecture
CYFS 116	Lifespan Development	4	60 lecture
EAP 111	Understanding K-12 Curriculum	4	60 lecture
FNST 101	First Nations Studies	3	45 lecture
INDG 105	Intro to Community Health & Wellness in Indigenous communities	3	45 lecture
		17	255 lecture
YEAR 1/SEMESTER 3 (Spring)			
AESW 101	Practicum 1	2	60
HSWR 214	Introduction to Addictions	3	45
		5	45 lecture 60 practicum
YEAR 2/SEMESTER4/Fall			
EAP 102	Technology and Augmentative Communication in the K-12 Classroom	3	45 lecture
INDG 203	Indigenous Ways of Knowing	3	45 lecture
INDG 240	Indigenous Family Support Studies	3	45 lecture
		9	135 lecture
YEAR 2/SEMESTER5/Winter			
EAP 105	Special Education	3	45 lecture
HSWR 215	Issues in Adolescence	3	45 lecture
INDG 205	Indigenizing Practice	3	45 lecture
KTUN 101 or Equivalent	Introduction to Ktunaxa Language	3	45 lecture 15 lab
		12	180 lecture 15 lab
YEAR 2/SEMESTER6/Spring			
AESW 201	Practicum 2	3	120
EAP 151	Trauma and Challenging Behaviours	3	45 lecture
		6	120 practicum 45 lecture

Students must complete the Aboriginal Education Support Worker Diploma within five years of initial entry into the program. Re-admission applicants who cannot meet this deadline will have their previously completed courses re-evaluated for credit, providing they were completed within the previous 10 years.

COURSE GRADE:

University Arts and Science 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, but may not be sufficient as a prerequisite for sequential courses.

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.

COURSE DESCRIPTION:

COMC 253: Intercultural Communication

This course explores the inherent relationship between culture, language and communication. The key concepts of study are identity, culture, assumptions and stereotypes, beliefs, value systems and globalization. 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 116: Lifespan Development

This course explores the development of humans from conception to death. It includes physical, cognitive, and psychosocial developmental domains. Students preparing to work in careers that involve other people need to clearly understand 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 will encounter in their personal and professional lives.

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.

EAP 105: Special Education

This course reflects the BC Ministry of Education's *Special Education Services Policy*. It provides learners with in-depth information on the categories associated with diverse abilities and the associated Ministry funding. It provides learners with a variety of observation and documentation methods, as well as strategies used to support K-12 students. The content of this course is specific to developing the core competencies required of Education Assistants and Aboriginal Education Support Workers in the K-12 school setting.

EAP 111: Understanding the K-12 Curriculum

This course provides students with the opportunity to explore ways to support students and facilitate learning in the K-12 classroom. Strategies for supporting literacy and numeracy are discussed in detail. This course uses the BC Ministry of Education curriculum and core competencies as the foundation for directing support. 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, structures 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. The content of this course is specific to developing the core competencies required of Education Assistants and Aboriginal Education Support Workers in the K-12 school setting.

EAP 150: Guiding Behaviours in K-12 Schools

This course focuses on understanding behaviour as communication and on learning strategies to support and guide behaviours in the K-12 classroom. Learners will also explore the influences that inform their own behaviour, including culture, beliefs, lived experiences, and personal biases. A variety of foundational concepts and theoretical perspectives relating to behaviour will be explored. The content of this course is specific to developing the core competencies required of Education Assistants and Aboriginal Education Support Workers in the K-12 school setting.

EAP 151: Trauma and Challenging Behaviours

This course focuses on the acquisition of knowledge and skills in understanding and supporting students with challenging behaviours in the K-12 classroom. Learners will explore topics such as the neurology of challenging behaviour, how trauma impacts behaviour, the challenging behaviours of students who have complex diverse needs, and various internal and external behaviour disorders. The practical skills of strategies, observing and documenting are emphasized throughout the course. The content of this course is specific to developing the core competencies required of Education Assistants and Aboriginal Education Support Workers in the K-12 school setting.

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, persuasive writing techniques (including rhetorical appeals and devices), 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.

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.

INDG 105: Introduction to Health and Wellness in Indigenous Communities

This course adopts a holistic approach to understanding health and wellness within Indigenous communities. Students examine many factors and conditions that impact Indigenous community health from a strength based rather than problem focused approach. This course also focuses on Indigenous worldviews in terms of how community health and wellness is articulated and maintained.

Traditional knowledge and Indigenous scholarship are incorporated alongside critical Indigenous Studies perspectives. Whether delivered face to face or online, the course is treated as an interactive lecture series. Indigenous representatives from local communities and scholars knowledgeable about course topics share their valuable insights and knowledge with students.

INDG 120: Indigenous Worldviews on Contemporary Structures

Through the use of a decolonized pedagogical framework students witness and explore Indigenous issues in Canada with a specific focus on British Columbia exclusively from an Indigenous perspective. Indigenous worldviews on these contemporary issues are heard through studying literature and other ways of knowing from Indigenous peoples. The meaning and impacts of decolonization, treaties, cultural appropriation, self-governance, empowerment, cultural survival, and nation rebuilding are also explored.

INDG 203: Indigenous Ways of Knowing

This course introduces students to concepts of Indigenous traditional knowledge, worldview and epistemology through witnessing Elder teachings, insights from Indigenous scholars and experiences of Indigenous community members. This course begins with a review of knowledge creation and ways of knowing. It then explores the value, importance and uniqueness of Indigenous ways of knowing and pedagogy in comparison to Western ways of knowing and pedagogy through exploring questions that are important to First Nations peoples.

INDG 205: Indigenizing Practice

This course explores ways to address the learning and teaching needs of children and youth in the context of Indigenous practice, through examining concepts of Indigenization, Truth and Reconciliation, and an in-depth study of the Ktunaxa Nation Council's Social Sector Practice Framework. Students will be asked to consider their relationship to Indigenous nations, knowledges, and practices, and will be encouraged to think critically about what "Indigenizing" means for their own practice.

INDG 240: Indigenous Family Support Studies

This course explores the diverse and unique nature and dynamics of First Nations, Aboriginal, Metis and Inuit (referred to inclusively as Indigenous) families. Students learn directly from Indigenous families, their support networks and advocates their strengths as well as the challenges and struggles they continue to face through the imposed transition from traditional to contemporary family roles. From this, students will work towards fostering a better understanding of how they can assist in providing culturally appropriate family support, and promoting family wellness and safe environments for children.

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; the emphasis is 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.

AESW 101: Practicum 1

This course provides students with their first practicum experience. It allows students to observe 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 integrates the theory learned in the classroom with 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.