

Course Outline

Course Title:	Foundations of Educational Support		
Course Number:	EDUC20	Approval Date:	2025/8/28
Course Hours:	45 hours	Academic Year:	2025
Academic School:	Health and Community Services		
Program Co-ordinator or Equivalent:	Patty Thompson - Patty.Thompson@flemingcollege.ca		
Dean (or Chair):	Lisa Fenn - Lisa.Fenn@flemingcollege.ca		

Course Description

In this course, students will learn the roles and responsibilities of an Educational Support Worker as a part of the multi-disciplinary team. Topics discussed will include professionalism, confidentiality and communication as well as an overview of legislation, regulations, school board procedures and policies. In addition, students will gain an understanding of current trends and issues within the field of education.

Prerequisites: None.

Corequisites: None.

Course Delivery Type

Hybrid Synchronous.

Some course hours are delivered online synchronously with specified meeting times and some hours will be delivered in person. Delivery locations and times are specified on the academic timetable.

Learning Outcomes

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

1. Describe the role of the Educational Support worker in supporting students according to the requirements and regulations of the Ministry of Education.
2. Communicate clearly and professionally with students and colleagues, providing and accepting constructive feedback and adhering to appropriate confidentiality requirements.
3. Examine issues, challenges and trends currently facing educational institutions and personnel in Ontario.
4. Apply the principles of reflective practice and self care to the role of the Educational Support worker.

5. Define key terms related to the role of the Educational Support worker, including pro-social behaviour, growth mindset, and social skills.

Learning Resources

Articles and handouts will be provided to students throughout the semester.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
Assignments	40%
Applied Learning	20%
Tests	40%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term:	2025 Fall
Program Co-ordinator or Equivalent:	Patty Thompson - Patty.Thompson@flemingcollege.ca
Dean (or Chair):	Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1	Lecture: Introduction to the Course Seminar: Review of Course Outline and Overview of the Field of Education Support	1, 4	The Role of the ESW Assignment: Part A - Self-Introduction Reflection (5%)

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 2	Lecture: Growth and Fixed Mindset Seminar: Handbook Overview for Part 2 Assignment Growth Mindset Video and Quiz	2, 4, 5	Assessment Grid Assignment (5%)
Week 3	Lecture: Professionalism and Confidentiality Seminar: Library Tour/Academic Integrity	1, 2, 4	Training Completion Activity - Academic Integrity Module (5%)
Week 4	Lecture: IPD Seminar: NARs Guest speaker/ Mandatory Training for NARs	1, 3	Training Completion Activity - AODA (5%)
Week 5	Lecture: Diversity and Inclusion Seminar: Positive Space Training Module	1, 2, 3, 4, 5	Training Completion Activity - Positive Space Training (5%)
Week 6	Lecture: Self Care/Compassion Fatigue Seminar: In class discussion/activity	1, 2, 3, 4	The Role of the ESW Assignment: Part B - Handbook Analysis and Reflection (10%)
Week 7	Lecture: Test review/Trent Articulation Agreement Seminar: Midterm Test	1, 2, 3, 4, 5	Midterm Test (20%)
Week 8	Independent Study Week		
Week 9	Lecture: Current Trends and Issues in the Field Seminar: Group Assignment Activities and Overview	1, 2, 5	
Week 10	Lecture: Effective Teamwork Seminar: Guest Speaker- Co Curricular Record	1, 2, 3, 5	Training Completion Activity - CCR (5%)
Week 11 6	Lecture: Positive Behaviours Seminar: Case Studies and Discussions	1, 2	
Week 12	Lecture: Accommodations and Modifications Seminar: Group Presentations	1, 5	
Week 13	Lecture: Individual Education Plans and Safety Plans Seminar: Group Presentations	1, 3, 5	
Week 14	Lecture: Educational Policies and Procedures Seminar: Group Presentations	1, 2, 3, 5	Group Current Trends and Issues Group Assignment (20%)
Week 15	Lecture: Course Wrap-up and Reflections Seminar: Final Test	1-5	Final Test (20%)

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
The Role of the ESW Assignment: Part A - Self-Introduction Reflection (5%)	Week 1	1, 2, 4	5%
Assessment Grid (5%)	Week 2	2	5%
Training Completion Activities (5% X 4 Activities)	Week 3, 4, 5, 10	1, 2, 3, 4, 5	20%
The Role of the ESW Assignment: Part B - Handbook Analysis and Reflection (10%)	Week 6	1, 2, 3, 4, 5	10%
Midterm Test (20%)	Week 7	1, 2, 3, 4, 5	20%
Group Current Issues and Trends Research Assignment (20%)	Weeks 10-14	2, 3, 4	20%
Final Test (20%)	Week 15	1, 2, 3, 4, 5	20%

Artificial Intelligence (AI) Statement

NO ASSESSMENTS. Generative AI tools (like ChatGPT) may only be used to assist exploratory learning and cannot directly contribute to any assessment as part of this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Exemption Contact

Patty Thompson Program Coordinator

patty.thompson@flemingcollege.ca

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flamingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in

the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.