

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> EDUC 100		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Introduction to Education <b>Course Short Title:</b> Intro to Education <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> Teacher Education Department															
<b>Calendar Description:</b> Students are introduced to the nature and purpose of education. Personal values and beliefs, shaped by diverse educational experiences, are explored. Students examine socio-cultural and socio-political influences on education. Contemporary questions and issues in education are investigated.																	
<b>Prerequisites (or NONE):</b>		One of the following: C+ or better in English 12, CPT score of 48, or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at <a href="http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a> .															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	30	Tutorials/workshops	15	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> Transfer credit already exists: (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> ) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit revised outline for rearticulation: <input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Expected Frequency of Course Offerings:</b> Once per year <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
<b>Department / Program Head or Director:</b> Dr. Vandy Britton		<b>Date approved:</b> June 21, 2018															
<b>Faculty Council approval</b>		<b>Date approved:</b> October 12, 2018															
<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass		<b>Date approved:</b> October 12, 2018															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> November 16, 2018															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 1, 2019															

**Learning Outcomes:**

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

- Examine the nature and purpose of schooling (philosophy, goals, theory, organizations, structures, ethics).
- Develop personal inquiries into values and beliefs about education, learning, and teaching.
- Examine pathways to post-secondary education in varying contexts (independent schools including First Nations schools, home-schooling, private, public school systems).
- Critically reflect on personal identity as a learner.
- Investigate the relationship between diverse socio-cultural and socio-political context and schools.
- Critique current trends in education.
- Examine issues in education as they relate to personal, cultural, and future educational goals.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, Seminars

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** *(If more space is required, download Supplemental Texts and Resource Materials form.)*

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Parkay, Sandford, Vaillancourt, Stephens, Harris.	Becoming a Teacher	<input checked="" type="checkbox"/>	Pearson	2018
2. Selected articles		<input type="checkbox"/>		

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	40 %	Participation:	10 %	Portfolio:	20 %
Midterm exam:	%	Project:	30 %	Practicum:	%	Total:	100%

**Details (if necessary):** Research paper, weekly journal entries, presentation, cumulative project

**Typical Course Content and Topics**

The topics and content of this course is supported by four units:

- 1) Educational philosophy
  - Beliefs about students, knowledge, teaching, learning, curriculum
  - Contemporary influences and aims in education
  - The educated citizen
  - Reflections on and exploration of one's identity as a learner
  - Emerging personal questions and issues related to educational philosophy
- 2) Education and Schools
  - Aims of education (for pro-social values, for socialization, for personal growth and societal improvement)
  - Schools and social class
  - Schooling — locally and globally
  - School reflecting rural, suburban, and urban contexts
  - Community and culture of schools
  - Cultural representation in schools (dimensions, identity, and language)
  - Indigenous organizational tools and forms of pedagogy, e.g. Medicine Wheel or Circle Talk
  - Emerging personal questions and issues related to education and schools
- 3) Education system in Canada
  - Major characteristics/dimensions (elementary, middle, secondary schools, school schedules, calendars)
  - Federal and provincial oversight
  - Alternative types of Canadian schools (Independent, Montessori, Home-School, distributed and self-paced programs etc.)
  - Funding of Canadian schools
  - Emerging personal questions and issues related to the education system in Canada
- 4) Current trends and issues in education
  - Examples may include: mental health, social emotional learning (SEL), technology, second language acquisition, evaluation and assessment, First Peoples Principles of Learning, etc.
  - Critical examination of teaching for citizenship, anti-racist education, science technology engineering and mathematics (STEM), science technology engineering arts and mathematics (STEAM), sexual orientation gender identity (SOGI 123), environmental education, etc.
  - Emerging personal questions related to these topics