

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 440		Number of Credits: 1 Course credit policy (105)													
Course Full Title: Professional Communication in Schools Course Short Title: Professional Communication															
Faculty: Faculty of Education, Community, and Human Development		Department: Teacher Education													
Calendar Description: Introduces principles of effective communications in the school setting, examines effectiveness of the teacher's oral communication skills (voice and presence), and uses practical strategies for professional communication to a variety of audiences, such as families, administrators, and colleagues, ensuring that communication concerns regarding equity, diversity, inclusion, and decolonialization are addressed.															
Prerequisites (or NONE):		Admission to the Bachelor of Education.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 32													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>5</td> </tr> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>15</td> </tr> </table>		Lecture/seminar	5	Lecture/seminar	10							Total hours	15	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Connection to practicum	
Lecture/seminar	5														
Lecture/seminar	10														
Total hours	15														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: December 8, 2021													
Faculty Council approval		Date of meeting: May 6, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 17, 2022													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

- Demonstrate competence in the use of voice and body movement to facilitate effective teaching strategies.
- Demonstrate effective teacher's presence in the classroom.
- Facilitate constructive feedback to each other on effective communication skills in the classroom.
- Relate the Professional Standards for B.C. educators to professional communication and presence in the school environment.
- Demonstrate effective use of memos, letters to parents, e-mail, and communication via social network sites within the professional boundaries of the teacher.
- Demonstrate communication strategies that address issues related to equity, diversity, inclusion, and decolonization.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

Details:

This is a 1 credit (15 hr) course, with two assignments: presentation (50%), reflection (50%)

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

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Pugach	Because teaching matters: An introduction to the profession	2009
2. Online resource	Ministry of Education	Professional standards for BC educators	2019
3.			
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- The place of professional communication in the school setting
- Defining professional identity as a teacher
- Professional autonomy and responsibility
- Professionalism as a relational practice
- Boundaries which define the professional relationship
- Social networking sites and professional boundaries
- Oral (voice and presence) communication skills while teaching
- Observing teacher communication and reflecting on constructive feedback
- School correspondence: communicating effectively in writing with families, colleagues, and administrators through newsletters, email, and student planners
- Communication strategies that address needs related to equity, diversity, inclusion, and decolonization