

## 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 444		<b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Creating Positive Environments for Elementary Learning															
<b>Course Short Title:</b> Positive Environ.: Elementary															
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.		<b>Department (or program if no department):</b> Teacher Education													
<b>Calendar Description:</b> Introduces traditional, contemporary, and Indigenous approaches to developing positive environments for learning in elementary classrooms. The use of routines, individual behaviour plans, whole class reward systems, environmental supports, strength-based assessments, and student choice will be examined. Issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in relation to learning environments are addressed.															
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Education.													
<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: 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>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Credit/No Credit</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>32</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>5</td> </tr> <tr> <td>Tutorials/workshops</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><b>Total hours</b></td> <td><b>15</b></td> </tr> </table>		Lecture/seminar	5	Tutorials/workshops	10							<b>Total hours</b>	<b>15</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: Connected to practicum	
Lecture/seminar	5														
Tutorials/workshops	10														
<b>Total hours</b>	<b>15</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> December 8, 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> November 4, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 27, 2023													

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

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

1. Identify the strengths and challenges of various theories of classroom management and positive learning environments.
2. Critically reflect on their own values in relation to various theories of classroom management and positive learning environments.
3. Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines, individual behaviour plans, and whole class reward systems.
4. Examine Indigenous perspectives in relation to the development of a classroom culture and management.
5. Reflect on issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in relation to classroom management strategies.

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

Assignments:	100%	%	%
	%	%	%

**Details:**

It is important to note that this is a 1 credit course (15hrs) with only two assignments: philosophy paper (50%), presentation (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. Other	Levin, J., Nolan, J.F., Kerr, J.W., & Elliott, A.E.	Principles of classroom management: A professional decision-making model, 2nd Canadian Edition. Pearson Education Canada.	2014
2. Textbook	Denti	Proactive classroom management: A practical guide to empower students and teachers	2012
3.			
4.			
5.			

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

- Examine elementary classroom culture and management using traditional, contemporary, and Indigenous perspectives
- Define classroom management in relation to control and power (teacher and student)
- Define inappropriate behaviour
- Create interventions for common problems versus chronic or severe problems
- Develop standards for classroom behaviour that address issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization
- Reflect on individual behaviour plans for students with chronic or severe problems
- Develop a plan to address student motivation in relation to classroom management
- Examine whole school culture in relation to classroom management