

## 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 449		<b>Number of Credits:</b> 2 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Creating Positive Environments for Learning in Secondary Classrooms															
<b>Course Short Title:</b> Positive Environ.: Secondary															
<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 secondary classrooms. The use of routines, individual behaviour plans, environmental supports, strength-based assessments, and student choice are examined in relation to the unique needs of adolescents. 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>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<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>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</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>30</b></td> </tr> </table>		Lecture/seminar	10	Tutorials/workshops	20							<b>Total hours</b>	<b>30</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: Connected to practicum	
Lecture/seminar	10														
Tutorials/workshops	20														
<b>Total hours</b>	<b>30</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> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</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> Dr. Vandy Britton		<b>Date of meeting:</b> Dec 8, 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> December 2, 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, candidates 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. Critically examine their strengths and challenges as a facilitator of learning.
4. Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines and procedures, and individual behaviour plans.
5. Describe how to create respectful and meaningful relationships with adolescents and the impact this has on developing a cohesive classroom community.
6. Examine Indigenous perspectives in relation to the development of a strengths-based classroom community.
7. Reflect on issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in relation to classroom management strategies.
8. Determine proactive responses to challenging management situations.

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

Assignments:	100%	%	%
	%	%	%

**Details:**

Management plan (30%), case study review (20%), management philosophy (20%), presentation (30%)

**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	Levin et al	Principles of classroom management: A professional decision-making model	2015
2.			
3.			
4.			
5.			

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

- Examine secondary 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 of 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 learning
- Examine whole school culture in relation to classroom management
- Interventions: role playing and re-imagining challenging management situations