

## 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 460		<b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Reform in Education <b>Course Short Title:</b> Reform in Education															
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.		<b>Department (or program if no department):</b> Teacher Education													
<b>Calendar Description:</b> Examines challenges emerging from historical and ongoing strategies for reform of the K-12 education system in B.C. Examines current educational issues in relation to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization. Provides teacher candidates with the opportunity to participate in and deliver professional learning opportunities.															
<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> February 24, 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 role of the major stakeholders in public education.
2. Critically examine traditional and contemporary issues in education in BC from a variety of perspectives.
3. Examine current issues in education with regards to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization.
4. Deliver a professional learning day for all teacher candidates in relation to key learnings from the program year.

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

Assignments:	50%	Project:	50%		%
	%		%		%

**Details:**

It is important to note that this course is only one credit. Assignments: inquiry (50%), Project (50%) involves designing and delivering professional learning day.

**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	Fleming, T	Worlds apart, British Columbia schools; Politics and labour relations before and after 1972. Bendall Books	2011
2.			
3.			
4.			
5.			

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

- History of public education in B.C. (including School Acts, Teacher Profession Act, and First Nation School Act)
- Stakeholders in B.C. education system
- Debate issues in education (e.g., private versus public funding, religion in education, homophobia in schools, funding for alternative schools, control of the TRB, teachers and disciplinary action)
- Connect issues in education to learning strategies to support equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in classrooms
- Deliver professional learning day