



ORIGINAL COURSE IMPLEMENTATION DATE:

July 2016

REVISED COURSE IMPLEMENTATION DATE:

May 2022

COURSE TO BE REVIEWED: (six years after UEC approval)

October 2027

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 482		Number of Credits: 2 <u>Course credit policy (105)</u>																	
Course Full Title: Special Topics in K-12 Education II																			
Course Short Title (if title exceeds 30 characters): Special Topics II																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Teacher Education																	
Calendar Description: <p>Varies depending on the interests of the faculty member and the relevant issues in education in BC. Explores topics that are either not addressed in other UFV Bachelor of Education courses or expands in more depth on relevant topics for practicing teachers.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. Possible topics denoted by letter designations include EDUC 482C (Digital Literacy), EDUC 482D (Supporting Indigenous Learners), and EDUC 482E (Supporting English Language Learners in the Classroom).</p>																			
Prerequisites (or NONE):		Admission to the Bachelor of Education or a B.C. teaching certificate.																	
Corequisites (if applicable, or NONE):		NONE																	
Pre/corequisites (if applicable, or NONE):		NONE																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 30 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>20</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>30</td> </tr> </table>		Lecture hours	20	Seminars/tutorials/workshops	10	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	30	Special Topics Will the course be offered with different topics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, _ repeat(s) <input checked="" type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Experiential (practicum, internship, etc.)																			
Online learning activities																			
Other contact hours:																			
Total	30																		
		Maximum enrolment (for information only): 36 Expected frequency of course offerings (every semester, annually, every other year, etc.): annually																	
Department / Program Head or Director: Dr. Vandy Britton		Date approved: April 2021																	
Faculty Council approval		Date approved: September 17, 2021																	
Undergraduate Education Committee (UEC) approval		Date of meeting: October 29, 2021																	

Learning Outcomes

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

- Analyze theory and research in relation to an educational approach.
- Apply theory and research to their educational practice.
- Critically reflect on issues and challenges related to the educational approach.
- Summarize implications for practice based on analysis of research in literature.

Additional outcomes will depend upon the course content and structure.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course as the course content is integrated with the BEd practicum or the current practice of enrolled teachers.

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

Methods will be determined by course subject and content, but may include lectures, seminars, and presentations.

Grading system: Letter Grades: ☐ Credit/No Credit: ☒ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

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. Rojas, Virginia	Strategies for Success with English Language Learners	<input checked="" type="checkbox"/>	ASCD	2011
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Credit/No Credit evaluation.

Assignments may include a reflective writing assignment, a culminating presentation or paper on the specific topic, and the development of a personal set of instructional tools.

Typical Course Content and Topics

Course content will depend upon the topic.

For example, EDUC 482E (Supporting English Language Learners in the Classroom) content would include "Scaffolding Strategies for English Language Learners". In particular, there would be examination of effective vocabulary strategies, reading and writing strategies, cooperative learning strategies, and differentiation strategies that could be directly applied in the classroom.

Assignments for this 2-credit course could include a reflective writing assignment, a culminating presentation or paper on a critical analysis of issues facing English Language Learners, and the development of a personal set of instructional tools to use with English Language Learners.