UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: **September 2007**
REVISED COURSE IMPLEMENTATION DATE: **September 2016**
COURSE TO BE REVIEWED: (six years after UEC approval) **January 2021**
Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 445 **Number of Credits:** 2 Course credit policy (105)

Course Full Title: Planning and Assessment
Course Short Title: Planning and Assessment

Faculty: Faculty of Professional Studies | **Department (or program if no department):** Teacher Education Department

Calendar Description:

This course introduces effective assessment and lesson planning for all subject areas and grade levels identified by the B.C. Ministry of Education.

Prerequisites (or NONE): Admission to the Bachelor of Education program.

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
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.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☒ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 30
Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	15
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?
☐ Yes ☒ No
If yes,
Different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

Expected frequency of course offerings
(every semester, annually, etc.): annually

Department / Program Head or Director:	Dr. Sheryl MacMath	**Date approved:**	August 18, 2014
Campus-Wide Consultation (CWC)		**Date of posting:**	n/a
Faculty Council approval		**Date approved:**	November 21, 2014
Dean/Associate VP:	Dr. Tracy Ryder Glass	**Date approved:**	November 21, 2014
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 30, 2015

Learning Outcomes

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

- Create effective lesson plans designed to teach a variety of students to achieve the curricula identified by the B.C. Ministry of Education
- Describe the theory of assessment as, of, and for learning
- Implement assessment as, of, and for learning in their lesson planning

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses. Students cannot audit or challenge this course.

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

Lectures, seminars, and small group work.

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 Edition	Publisher	Year Published
1.	Dean, Hubbell, Pitler, & Stone	Classroom instruction that works: Research-based strategies for increasing student achievement, 2nd edition	☒	ASCD	2012
2.	Himmele & Himmele	Total participation techniques: Making every student an active learner.	☒	ASCD	2011
3.		Western and Northern Canadian Protocol for Collaboration in Education. Rethinking classroom assessment with purpose in mind	☒	Manitoba Education, Citizen and Youth	2006
4.	Wiggins, G. & McTighe, J.	Understanding by design, 2nd edition	☒	ASCD.	2005
5.		Transforming curriculum and assessment	X	BC Ministry of Education	2014

Typical Evaluation Methods and Weighting

Final exam: %	Assignments/Presentations:: 100%	Midterm exam: %	Practicum: %
Quizzes/tests: %	Lab work: %	Field experience: %	Shop work: %
Reflections	In-class activities:		Total: 100%

Details (if necessary):

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

Typical Course Content and Topics

- BC Curricular documents
- Planning backwards by design (starting with outcomes)
- Teacher as learner
- Lesson planning
  - Linking knowledge and skills
  - Experience, analyze, and apply
  - Meeting a variety of learner needs
- Assessment as, of, and for learning