UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: January 2008
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: December 2010
(Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

EDUC 460	Education	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

FACULTY/DEPARTMENT:

Governance and Reform in Public Education
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

The public school has been the site of many struggles ever since its creation in North America in the second half of the nineteenth century. These struggles are most often over ideological differences between the various groups involved with schooling. Teachers and students are often at the centre of these struggles because they are immersed in a complex network of influential organizations and social forces. EDUC 460 is designed to help beginning teachers gain an understanding in both areas: the organization of schooling in British Columbia, and past and current issues and debates about public education. The aim is to help the student teacher understand and negotiate a teaching career as a knowledgeable and responsible professional.

PREREQUISITES: Admission to the Teacher Education Program (TEP)
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:	**39**	Hrs
Seminar:	**6**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT: **32**
EXPECTED FREQUENCY OF COURSE OFFERINGS:

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	X Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	X No

AUTHORIZATION SIGNATURES:

Course Designer(s): Dr. Paul Orlowski
Chairperson: *Allan McNeill (Curriculum Committee)*
Department Head: Dr. Paul Orlowski
Dean: Dr. Karen Evans
UPAC Approval in Principle Date:
UPAC Final Approval Date: Dec. 13, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

In the successful completion of this course, students will:

- develop an understanding of the roles of the major stakeholders in public education
- articulate multiple views around the role of the school
- demonstrate an understanding of past and current major debates in public education

METHODS: (Methods will vary and may include)

- Lecture, seminar, oral presentations.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ Yes X No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Osborne, Ken (1999). *Education: A Guide to the Canadian School Debate – Or, Who Wants What and Why*? Toronto: Penguin Books.

Ungerleider, Charles (2003*). Failing Our Kids: How We Are Ruining Our Public Schools*. Toronto: McClelland & Stewart Ltd.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:

1. two summary/critiques of articles or book chapters (20%)
2. one oral presentation on a current issue in public education (20%)
3. a 3-4 page essay on the role of the school (30%)
4. an end-of-course exam (30%)

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Topics:
- the role of the school (conflicting philosophies, past and present)
- school governance
- role and duties of organizations in BC involved in public education
- public education policy
- public education funding
- school finance
- teachers' work
- what is curriculum?
- teacher unions
- teacher professionalism
- school/teacher accountability
- school choice

Assignments:

1. Two summaries/critiques of articles or book chapters
2. Give a 15-minute presentation that explains the different perspectives on a major issue in public education today (e.g., province-wide testing).
3. Write a paper that examines both sides of the debate about the role of the school: Should it be to maintain the status quo or challenge the status quo?
4. Final exam that tests students on their understanding of the roles of the BC Ministry of Education, the BC College of Teachers, the BC Teachers' Federation, the BC Parent Advisory Councils, the BC Principals' and Vice-Principals' Association, the BC Superintendents' Association, the BC School Trustees' Association.