**COURSE NAME/NUMBER**: EDUC 460  
**FACULTY/DEPARTMENT**: Teacher Education Program  
**UFV CREDITS**: 2

**COURSE DESCRITIVE TITLE**: Governance and Reform in Public Education

**CALENDAR DESCRIPTION:**
Since its inception in the mid-nineteenth century, the public school has been the site of many struggles, most often over ideological differences between the various stakeholder groups involved with schooling. This course is designed to help beginning teachers gain an understanding of the issues emerging from these struggles by examining different philosophies of education, the history of education in BC, and the development of different stakeholder groups. 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

**SYNONYMOUS COURSE(S):**
(a) Replaces:  
(b) Cross-listed with: 
(c) Cannot take: for further credit.

**TOTAL HOURS PER TERM:** 30

**STRUCTURE OF HOURS:**
- Lectures: 15 Hrs
- Seminar: 15 Hrs
- Laboratory: ___ Hrs
- Field experience: ___ Hrs
- Student directed learning: ___ Hrs
- Other (specify): ___ Hrs

**TRAINING DAY-BASED INSTRUCTION:**
- Length of course: 
- Hours per day: 
- Maximum enrolment: 36
- Expected frequency of course offerings: Once per year
  - (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED?** (lower-level courses only)  
- ☑ Yes  ☒ No

**WILL TRANSFER CREDIT BE REQUESTED?** (upper-level requested by department)  
- ☐ Yes  ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**  
- ☑ Yes  ☒ No

**Course designer(s):** Sheryl MacMath

**Department Head:** Awneet Sivia  
**Date approved:** September 2011

**Supporting area consultation (Pre-UEC):**  
**Date of meeting:** November 25, 2011

**Curriculum Committee chair:** Awneet Sivia  
**Date approved:** September 2011

**Dean/Associate VP:** Rosetta Khalideen  
**Date approved:** November 2011

**Undergraduate Education Committee (UCEC) approval:**  
**Date of meeting:** December 16, 2011
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Identify the role of the major stakeholders in public education
- Describe the progression of the public school system in BC from the mid 19th century to current day
- Critically examine traditional and contemporary issues in education in BC from a variety of perspectives
- Identify the strengths and challenges of different educational philosophies
- Articulate their own personal educational philosophy, demonstrating how this informs their positions on different issues in education today

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Lecture, discussion, small group activities, peer assessment

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)
☐ Other (specify):
☐ PLAR cannot be awarded for this course for the following reason(s): Taught in congruence with school experience and long practicum

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

SUPPLIES / MATERIALS:
Web based articles
Newspapers and broadcasts
STUDENT EVALUATION:

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

Assignment #1 (history overview): 20%
Assignment #2 (philosophy overview): 20%
Assignment #3 (personal philosophy): 30%
Assignment #4 (issue examination): 30%

Grading for this course is on a credit/no credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit grade). Students achieving below a C+ level will be assigned and NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

COURSE CONTENT:

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

Professionalism in Education
History of public education in BC (including School Acts, Teacher Profession Act, and First Nation School Act)
BC Teachers Federation
BC College of Teachers
School Boards and School Trustees
Independent schools in BC
School associations in BC
Educational Philosophies (inc. essentialism, pragmatism, progressives, post modernists, critical pedagogy, post structuralists)
Issues in education (e.g., private versus public funding, religion in education, homophobia in schools, funding for alternative schools, control of the BCCT, teachers and disciplinary action)