Full Program Proposal

Bachelor of Education (Second Degree)

UNIVERSITY OF THE FRASER VALLEY

Faculty of Professional Studies

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©TEP Program Working Group

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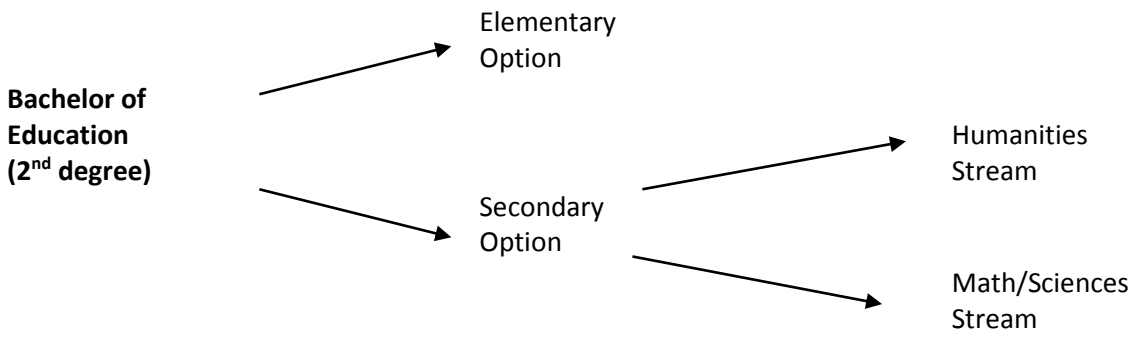
1. EXECUTIVE SUMMARY

a) **Overview of the organization's history, mission and academic goals:** The University of the Fraser Valley (UFV) is a regional, special purpose, teaching university that serves the Fraser Valley. The university was founded as Fraser Valley College in 1974, became the University College of the Fraser Valley in 1991, and in 2008 received university status to become the University of the Fraser Valley. UFV's vision is to provide the best undergraduate education in Canada; be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley; and be innovative, entrepreneurial, and accountable in achieving these goals. (See *Changing Lives, Building Community).*

b) The **proposed credential to be awarded** is a Bachelor of Education (BEd) (Elementary Option or Secondary Option) as a second degree. Within the Secondary Option, candidates will have the choice of a Math/Sciences or Humanities stream (see Figure 1). Candidates eligible for the BEd will have a completed Bachelor's degree, typically a Bachelor of Arts or a Bachelor of Science. The newly proposed BEd is a post-degree credential, rather than a graduate program.

Figure 1



This proposal is essentially for a credential renaming. The proposed BEd (second degree) will replace the existing post-degree certificates offered by the Teacher Education Program (TEP). The post-degree certificates which are currently offered were created in 2006 (in the case of the Elementary Option) and in 2013 (in the case of the Secondary Option); both are accredited by the Teacher Regulation Branch (TRB, graduates receive professional teaching certification upon successful completion of, and recommendation from, TEP). The proposed BEd mirrors the content and orientation of the existing certificates, but will represent a level of credential that is better aligned with comparable programs at other institutions, and will offer students greater opportunities upon graduation. This proposal conforms with UFV's current Subsequent Degree policy (98).

c) **Location:** The BEd will be offered at the Abbotsford Campus with practica in districts located within the Fraser Valley (specifically: Langley, Mission, Abbotsford, Chilliwack and Fraser-Cascades).

d) **Faculty offering the proposed new degree program:** Faculty of Professional Studies.

e) **Anticipated program start date**: September 2016.

f) **Anticipated completion time in years or semesters**: The program (55 credits in total) is structured to be completed within three semesters with a September start.

g) **Summary of the proposed program**

Aims, goals and/or objectives:

The aim of the BEd is to offer a second degree to candidates who want to become certified as K-12 teachers in BC.

The proposed BEd, like the post-degree certificates currently offered by UFV's Teacher Education Program, is informed by five values, namely pedagogical sensitivity, reflective practice, critical mindedness, integration of theory and practice, and social justice. The emphasis on social justice that the UFV program features is unique as no other teacher education program in BC lists it as a focus. The learning objectives of the program, that is the competencies to be demonstrated by an effective teacher on completion of the program, are designed to ensure that graduates:

1) demonstrate a strong, professional, teacher presence (goals 1-6);
2) demonstrate knowledge and skills related to teaching (goals 7-12);
3) and become positive members of the school and the community (goals 13-14).

See Appendix 1 for more information about program values and goals. These program values and goals are in accordance with the Teacher Regulation Branch's (TRB) *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia* (2012).

Anticipated contribution of the proposed program to the mandate and strategic plan of the institution (See UFV Strategic Plan): This program is strongly aligned with the institution's mandate and strategic commitment to serve the Fraser Valley, a region characterized by population growth, particularly in the demographic of younger families with school-aged children (see the second goal of UFV's Strategic Plan). The program's close alignment with regional needs is demonstrated by its attractiveness to applicants from the region and the employment rate of its graduates (the highest for any teacher education program in the province). On average, TEP has 70-100 applicants annually (for 64 seats); the percentage of the graduating cohort hired in local districts in the last three years was 97% in 2011, 88% in June 2012, and 100% in June 2013. In addition to its ability to prepare teachers for the profession, the close working relationship that the program maintains with the region's four school districts is essential to its success.

Linkages between UFV's Institutional Learning Outcomes (ILO), the program's learning outcomes, and the curriculum design: The overall design and focus of the proposed program, modeled on the existing Teacher Education Program, is closely aligned with UFV's ILOs as evidenced in the thorough Curriculum Map prepared by the program (see http://www.ufv.ca/media/assets/teaching--learning-centre/images/ILO-Poster-Final.pdf).

Work experience/work place term required for degree completion: There are two practica for the BEd as a second degree: a five week school experience in the Fall and a 12 week practicum in the Spring. These practica require teacher candidates to demonstrate the five program values and fourteen program goals in action. All coursework is connected to the practica to ensure classroom readiness at the completion of the program. These practica also fulfill the requirement, by the TRB, for classroom experience.

Potential employment for graduates and/or opportunities for further study: A BEd second degree will offer graduates of the program enhanced opportunities for employment and further

studies. In addition to being employable as K-12 teachers in BC (which the current post-degree certificates also provide), graduates will have the opportunity to pursue international teaching and academic opportunities. BEd graduates will more readily meet the requirements for national and international programs, pending their application to a different jurisdiction. Graduates would also be well prepared for employment beyond the K-12 education system where an education degree is required.

Delivery methods: The delivery methods include a combination of on-campus face-to-face models, hybrid models, and K-12 school based practica. These methods of delivery will be supported by a variety of instructional strategies, including group work, online instruction, and microteaching activities.

Program strengths: The key strengths are: (a) the program emphasis on social justice; (b) the completion of courses in all method areas (e.g., social studies, mathematics, etc) prior to starting the Spring practicum; (c) the strong involvement and support of surrounding school districts; and, (d) the integration of theory and practice that occurs via the involvement of university faculty in the field.

Support and recognition from partners and regulatory body: As evidenced by letters of support provided district partners, re-branding of the TEP into a BEd degree is well supported in the region (see Appendix 2). In addition, the regulatory body of the TRB was consulted and gave support for this credential renaming.

Related programs in BC: With the exception of SFU, who allows the BEd as a choice credential, every other institution that offers a comparable program issues a BEd upon successful completion of their teacher training. This proposal will bring UFV's program on par with other institutions in the province. Given that the UFV program serves the Fraser Valley, there is no duplication. Currently, UFV's teacher education graduates lead the province in percentage of teacher education alumni hired within a year after graduation. The move to a BEd in addition to the Teaching Certificate only increases graduate students' ability to get hired across Canada and internationally.

h) The Program Working Group for the development of the proposal for a BEd degree includes: Awneet Sivia (Awneet.Sivia@ufv.ca), Dr. Sheryl MacMath (Sheryl.MacMath@ufv.ca), Barbara Salingre (Barbara.Salingre@ufv.ca), and Dr. Lisa Moy (Lisa.Moy@ufv.ca).

The Dean overseeing this proposal is Dr.Tracy Ryder Glass, Dean of the Faculty of Professional Studies. (Tracy.RyderGlass@ufv.ca)

2. DEGREE LEVEL STANDARDS

2.1 Depth and Breadth of Knowledge

Teacher candidates starting their BEd have completed a previous degree in a teachable subject (e.g., social studies, mathematics, etc.). Candidates build upon the knowledge they have learned in these discipline specific areas. The BEd focuses on learning the pedagogies appropriate to these discipline specific areas. Appropriate pedagogies are determined by curriculum and resources from the Ministry of Education, current practice in the field, and the latest research and scholarship in education.

The elementary option includes six separate method courses (EDUC 420, 422, 424, 421, 423, and 425). These method courses instruct candidates on the content and pedagogy related to teaching language arts, fine arts, mathematics, social studies, science, and physical education in the BC kindergarten to grade 7 classrooms.

In the secondary option, there are two streams: humanities and math/sciences. Candidates enter the program with a previous degree with a major in at least one of the streams. Within the humanities stream, candidates take four method courses (EDUC 431, 432, 434A, and 434B) that instruct candidates on the content and pedagogy related to language arts, history, and geography in the BC grade 8 to 12 classrooms. Within the math/sciences stream, candidates take four method courses (EDUC 435, 436, 437A, and 437B) that focus on the content and pedagogy related to mathematics, biology, earth science, chemistry, and physics in the BC grade 8 to 12 classrooms.

In each of these method courses, candidates learn the curriculum of the identified subjects and grades, become familiar with Ministry approved and field used resources, and develop their abilities to assess and evaluate elementary and secondary school children. Assignments within these method courses include the development of lesson and unit plans; the presentation of different pedagogies and strategies; and the writing of reflections related to the complexities, challenges, and opportunities related to teaching and assessing curriculum to a variety of different school-aged children. These courses and assignments meet the broad knowledge base and subject understanding to teach effectively, as detailed in the 6th TRB standard.

2.2 Knowledge of Methodologies and Research

In addition to the method specific courses outlined above, candidates in the TEP take a number of courses specific to the pedagogy of teaching. These courses include EDUC 410, 444, 445, 446, 447, 450, 452, and 453. Rather than focusing on pedagogy and practice in specific discipline areas, these courses develop candidates' abilities to support a socially just classroom community; manage classroom and student behaviour; plan and assess; utilize information technology; meet the needs of second language learners; incorporate Indigenous youth and schooling; assess, evaluate, and report; and integrate curriculum. The knowledge and skills learned by candidates can be applied in any and all classrooms. Consequently, both elementary and secondary options include these foundation courses.

Within each of these courses, emphasis is placed on not only learning about certain strategies (e.g., differentiated instruction, student-centred instruction, etc.), but evaluating when and why these strategies could be used. Throughout all courses for the BEd, faculty emphasize the importance of evaluating different strategies. Faculty recognize that one strategy may not work for every teacher, every group of students, every individual student, in every school, or on any given day. As such, future

teachers must be able to understand why they are choosing to use a given strategy as well as evaluate whether that strategy is working (both in the moment as well as over time), and be flexible in their ability to alter their strategies given the needs of the learners, classrooms, and communities in which they are working.

As evidenced in the courses listed above, special attention is paid to instructing candidates on how to meet the unique needs of many different learners. Recognizing the Ministry and field initiatives and concerns related to teaching many at-risk student populations, special course attention is paid to working with classroom students learning English as a second language and First Nation youth. In addition, courses working with students with different needs, as well as young children (EDUC 412 in the elementary option) or adolescents (EDUC 413 in the secondary option) are included. Given the prevalence of students working with Individual Learning Plans in BC schools, all teacher candidates also take a course on meeting the mental health and special learning needs (EDUC 454) of students in BC schools.

Assignments in these foundation courses are varied and may include the writing of inquiry or reflection papers, the development of lesson and unit plans, the altering of lesson and unit plans to meet specific learning needs, the application of specific performance standards and assessment criteria as outlined by the Ministry, the comparison and development of strategies for specific learners, or the development of a task analysis to identify a course of action to meet the needs of individual or groups of children. These courses and assignments address the effective practices in instruction, assessment, evaluation, and reporting detailed in the 5th TRB standard, as well as the understanding of knowledge of student growth and development detailed in the 3rd TRB standard.

2.3 Application of Knowledge

Relevant to all of the 8 TRB standards, successful teacher candidates need to demonstrate both their knowledge and understanding in course work, as well as the effective application of knowledge and skills in the public school classroom. As a result, the TRB mandates a minimum six week practica (or field experience) in a BC public school. UFV's BEd includes two separate practica in a BC public school. EDUC 490 is a five week school experience in which the candidate works with a teacher mentor in that mentor's classroom. The candidate observes best practice, as well as teaches and reflects on their performance. Throughout this school experience, candidates progress through observations and co-teaching opportunities, eventually teaching individual students, small groups, and, ultimately, the whole class. In EDUC 492 the candidate returns to, in most cases, the same teacher mentor's classroom for a 12 week long practicum. During this 12 week practicum, candidates work towards complete immersion, taking over the teacher's role in that classroom. Many of the assignments from the courses discussed in sections 2.1 and 2.2 relate directly to the practical application candidates are experiencing in these field experiences.

The successful completion of EDUC 490 and 492 requires that candidates successfully demonstrate competence in 14 program goal areas (see Appendix 1 for a detailed listing of the program goals). These goals include the following: professionalism, connecting with candidates, classroom management, reflective practice, working with feedback, developing a teaching vision, knowing your students, knowing the content, communicating effectively, effective teaching, effective assessment and evaluation, individualizing instruction, communicating with parents, and supporting the school community. Throughout each of these field experiences, candidates are observed by both teacher mentors (who take teacher candidates into their classrooms) and faculty mentors from UFV (who

evaluate teacher candidates during practica). Using a post conference meeting to reflect on observations of their teaching, candidates gather evidence of their development and competence in these 14 goal areas. These are then summarized in a final report for EDUC 490 and a midterm and final report for EDUC 492. Candidates have successfully completed EDUC 492 when they have gathered enough evidence to be "certification ready" in all 14 goal areas.

2.4 Communication Skills

Throughout both field experiences (EDUC 490 and 492), candidates are responsible for communicating effectively with candidates, parents/guardians, and colleagues (as outlined specifically in three of the program goal areas discussed in section 2.3). In the BEd, effective communication skills are recognized as diverse and individualized: what may be considered appropriate communication with one community, may not be appropriate for a different community. As a result, specific courses address the differentiated communication needs of different communities (EDUC 410, 412/413, 447, 450, and 454). These courses—including courses about social justice, child development, Indigenous communities, English language learners, and mental health and special learning needs—incorporate content specific to communicating respectfully and effectively with diverse groups. Given the importance of professional communication with colleagues, as well as the challenges that exist in working with the many different needs present in a public school, EDUC 448 focuses on the development of strong conflict resolution skills that will also be required for effective communication with colleagues, parents, and students.

Assignments from different courses often involve the completion of reflections, action plans, inquiries, and/or problem solving strategies reliant on effective communication. These courses and assignments address all of the TRB standards, specifically the focus on involving and supporting parents/guardians and community members detailed in the 4th TRB standard.

2.5 Awareness of Limits of Knowledge

Representative of research literature related to teacher education, UFV candidates enter the BEd with confidence in their abilities to teach. Based on their years of experience in the school system, candidates feel they understand the roles and responsibilities of teachers and feel confident in the content they will teach (e.g., how to add two digit numbers, identifying the factors contributing to Confederation, etc.). In many cases, candidates enter the program wanting to learn "the right way to teach." Throughout their coursework and practica, this myth is purposively dispelled. Within every course, emphasis is placed on recognizing the role of teacher as decision-maker. There are always many possible courses of action (whether in relation to teaching a specific discipline, supporting an individual candidate, resolving a playground conflict, or completing administrative duties) and rarely is there an identifiable "right" answer. Instead, teacher candidates learn to weigh the needs of the candidates, the curriculum, and the community and make the best decision they can at that time. This requires knowledge of best practice (as outlined in the method and foundation courses) and, just as importantly, the ability to reflect on the actions that were taken and adjust as needed. This development of the reflective practitioner is a pivotal part of the BEd. Candidates are required to reflect in each of their method and foundation courses as well as throughout both practica (as a part of the formal observation cycle). To support their development as reflective practitioners, EDUC 495 explicitly examines how to reflect on practice, recognizing the role that knowledge and dispositions play in that reflection. EDUC 495 is spread through all three semesters of the BEd to ensure that this development is progressive over time, applicable to all coursework, and implemented in both practica.

2.6 Professional Capacity/Autonomy

While completion of EDUC 490 and EDUC 492 may identify that a candidate has demonstrated "certification readiness" in all 14 program goals (as outlined in 2.3 above), and while EDUC 495 (as outlined in 2.5 above) engages candidates as reflective practitioners, candidates and faculty recognize that this does not mean that the development of the teacher is complete. Candidates are continually seeking new ideas and solutions, trying different strategies and seeking to learn from both their own practice as well as the practice of others. To support their continued growth as educators, EDUC 442 and EDUC 460 emphasize the role of action research and a knowledge of the profession (including ethical practices within this profession) in that development. In EDUC 442, candidates learn how to design their own action research and re-enter their field experience classroom to gather observations/data, make inferences, and report on implications for practice. In this way, reflection becomes an endeavour that is part of a professional learning community. EDUC 460 provides an introduction to the political stakeholders (e.g., BC Teacher's Federation, TRB, Teacher Qualification Service, school boards, etc.) and differing philosophies in education. Using these different lenses, candidates examine different issues (both historical and contemporary) in education; they learn to see themselves as active, contributing, ethical members of the profession. These courses address the TRB standards related to engaging in career-long learning (7th standard) and professional contributions (8th standard).

3. CREDENTIAL RECOGNITION AND NOMENCLATURE

The credential for this proposal is a BEd as a second degree. The objectives of this proposed degree are to align UFV's TEP credential level with other BC Faculties of Education who offer BEd degrees to their candidates enrolled in teacher education programs. Programs related to UFV's proposed BEd include: SFU's BEd, UBC's BEd and TWU's BEd, all of which are post-degree BEd degree programs. All graduates from these programs gain certification through the TRB as K-12 teachers. UFV's BEd would result in the same credential and certification, but the location of this degree in the Fraser Valley alleviates redundancy. Candidates in the UFV BEd would be placed in practica in the Fraser Valley and would be exposed to educational practices specific to partnering districts.

At the Bachelor's level, a program must demonstrate that candidates will be able to perform the appropriate intellectual work within an area of study independently. For a BEd, the area of study focuses on professional preparation that will enable successful candidates to meet the requirements of a BC Teaching Certificate granted by the TRB of the Ministry of Education. The TRB has outlined eight Standards for the Education, Competence and Professional Conduct of Educators in BC. These eight standards align with the six areas elaborated on above and will be referenced where appropriate (*Standards for the Education, Competence and Professional Conduct of Educators in British Columbia* (2012).

4. CURRICULUM AND PROGRAM CONTENT

The BEd degree spans three semesters and includes a total of 55 credits. (See below for semester breakdown.) The Elementary option consists of 22 courses, and the Secondary option includes 26 courses. Of these courses, 14 are common to both options with the remaining being specific to either the Secondary or Elementary option based on specific outcomes related to these areas of K-12 curricula. Each semester of the program involves foundation courses as well as method courses specific to either the elementary option or secondary option.

All courses currently already exist at UFV as this is a program change in name only. No new courses are needed. (See the UFV Academic Calendar for Course Descriptions.) Upon approval of this proposed credential name change, the prerequisite to relevant EDUC courses will be changed from "Admission to the Teacher Education Program (TEP)" to "Admission to the Bachelor of Education (BEd)".

The first and second semesters include practicum (or work experience) components: five weeks and 12 weeks respectively. All method courses (which focus on pedagogies in relation to specific subject areas) are completed prior to the start of the long practicum to maximize candidate success. No additional work in placements are required as these practicum courses currently exist and are completed in the Abbotsford, Chilliwack, Mission, and Fraser-Cascades school districts.

Program outline (Elementary Option)

This is the order and sequence of courses taken by all students within the cohort model.

Semester I (September to December)

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 420	Designs for Learning Elementary Language Arts	3
EDUC 422	Designs for Learning Elementary Fine Arts	1
EDUC 424	Designs for Learning Elementary Mathematics	3
EDUC 425	Designs for Learning Elementary Physical Education	1
EDUC 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice I	0.5
Total		20.5

Semester II (January to April)

Course	Title	Credits
EDUC 412	Introduction to Development and Special Learning Needs	3
EDUC 421	Designs for Learning Elementary Social Studies	2
EDUC 423	Designs for Learning Elementary Science	2
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating and Reporting	2
EDUC 453	Literacy Across the Curriculum	1
EDUC 454	Mental Health and Special Learning Needs in Schools	1
EDUC 492	Integration of Knowledge and Practice (Practicum 2)	12
EDUC 495B	Applications of Reflective Practice II	0.5
Total		25.5

Semester III (May and June)

Course	Title	Credits
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 460	Governance and Reform in Public Education	2
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 495C	Applications of Reflective Practice III	1
Total		9

Total program credits	55

BEd Program outline (Secondary Option)

This is the order and sequence of courses taken by all students within the cohort model.

Humanities Stream

Semester I (September to December)

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 413	Adolescent Development and Special Education	3
EDUC 431	Designs for Learning General Language Arts	3
EDUC 432	Designs for Learning General Social Studies	3
EDUC 440	Professional Communications	1
EDUC 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice	0.5
Total		22.5

Semester II (January to April)

Course	Title	Credits
EDUC 434A	Designs for Learning Secondary History/Geography	1.5
EDUC 434B	Designs for Learning Secondary Language Arts	1.5
EDUC 441	Designs for Learning Online Instruction	1
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating, and Reporting	2
EDUC 454	Mental Health/Special Learning Needs	1
EDUC 492	Integration of Knowledge and Practice	12
EDUC 495B	Applications of Reflective Practice	0.5
Total		21.5

Semester III (May to June)

Course	Title	Credits
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 460	Governance and Reform in Public Education	2
EDUC 495C	Applications of Reflective Practice III	1

EDUC 498	Special Topics in K-12 Education	2
Total		11

Total program credits 55

Math/Sciences Stream

Semester I (September to December)

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 413	Adolescent Development and Special Education	3
EDUC 435	Designs for Learning Secondary Math	3
EDUC 436	Designs for Learning Secondary Science	3
EDUC 440	Professional Communications	1
EDUC 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice I	0.5
Total		22.5

Semester II (January to April)

Course	Title	Credits
EDUC 437A	Designs for Learning Secondary Biology/Earth Science	1.5
EDUC 437B	Designs for Learning Secondary Chemistry/Physics	1.5
EDUC 441	Designs for Learning Online Instruction	1
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating and Reporting	2
EDUC 454	Mental Health and Special Learning Needs in Schools	1
EDUC 492	Integration of Knowledge and Practice	12
EDUC 495B	Applications of Reflective Practice II	0.5
Total		21.5

Semester III (May and June)

Course	Title	Credits
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 460	Governance and Reform in Public Education	2
EDUC 495C	Applications of Reflective Practice III	1
EDUC 498	Special Topics in K-12 Education	2
Total		11

Total program credits 55

5. LEARNING METHODOLOGIES/PROGRAM DELIVERY

Given the diversity in courses (e.g., methods, foundations, reflective practice, and practica), there are a diverse set of pedagogies (ways of viewing teaching and learning), strategies (specific activities to be used in the classroom), evaluations of candidate work, program resources, and the effective use of technology in the classroom to support both teaching and learning. This brief table attempts to list some of the more consistent practices across courses. UFV Education faculty recognize that there are unique candidate needs in elementary/middle and secondary school classrooms and that means that diversity in courses and course delivery is important.

Pedagogies	Teaching Strategies	Candidate Evaluations	Program Resources	Integration of technology
➢ Circle pedagogy ➢ Multiple intelligences ➢ Constructivist methods ➢ Inquiry based instruction ➢ Restorative justice	➢ Micro teaching ➢ Approximation of practice ➢ Roundtables ➢ Socratic circles ➢ Carousel ➢ Roundtables ➢ Group projects ➢ Continuous modelling ➢ Literature circles ➢ Trading cards ➢ AB Partners	➢ Journal entries ➢ E-Portfolio ➢ Group presentations ➢ Unit plans ➢ Lesson plans ➢ Inquiry papers ➢ Community ethnography ➢ Report cards (including report card comments) ➢ Concept sets ➢ Issue paper	➢ Smart learning ➢ Reading Power Kits ➢ Power of Ten ➢ Base 10 blocks ➢ Kim Sutton Expanded notation ➢ JumpMath ➢ Box Cars and One-Eyed Jacks ➢ Critical challenges	➢ Mimeo ➢ Document Camera ➢ LCD projector ➢ Powerpoint ➢ Web-based research (and site evaluation) ➢ Teacher blogs ➢ Wikispaces for support document sharing

6. ADMISSION, TRANSFER, AND RESIDENCY

To be admitted into the BEd as a second degree, applicants require the completion of a four year bachelor degree from a recognized institution in a teachable subject area; completion of EDUC 200 and 300; and, for the secondary option only, subject specific majors and/or minors. Upon completion of the program, graduates are awarded the BEd as a second degree. Please see Appendix 3 (Calendar Copy) for more detailed information on admission policies.

All credits for the program must be taken at UFV. This is a full-time program in which all students take all of the courses together, so transfer of courses from other institutions or earlier studies will not be considered. There is a heavy emphasis on the integration of concepts, curriculum, and assignments. Thus, transfer of courses from other institutions or earlier studies is not to be considered (and, as noted earlier, this practice is consistent with other institutions in the province). This ensures that candidates' progress through the program is paced appropriately and ensures that candidates receive consistent exposure to all aspects of the BEd curriculum. The residency requirement for this degree program is 100%. Candidates are not permitted to audit courses.

7. FACULTY

No additional faculty are required to deliver this re-branded program. The current structure is based on a differentiated staffing model. The maximum enrolment for the BEd degree program is set at 72 based on historical data related to demographics, intake trends, and enrolment projections. Faculty and staff allocations include but are not limited to:

a) One Department Head (1.0 FTE with a 4 section release for administrative duties)
b) Three Teaching Faculty (Each 1.0 FTE faculty positions to support a maximum of 72 candidates – 36 in each of the two options)
c) One Program Coordinator (1.0 FTE and 2-4 credits teaching responsibilities)
d) One Education Advisor (1.0 FTE, non-teaching)
e) One Education Librarian (0.5 FTE, non-teaching and shared with UFV Library)
f) One Department Assistant (0.5 FTE assigned to BEd, Staff Position)
g) Sessional Instructors – Faculty Mentors (to supervise practicum candidates)
h) Sessional Instructors – (number of sessional instructors depends on individual qualifications)

The program relies on this differentiated model to service the variety of components involved in delivering the BEd program effectively beyond teaching courses. The responsibilities of the differentiated faculty model include securing practicum placements, overseeing a comprehensive five part application process, developing a curriculum library, and providing curricular resources to teaching faculty, all of which are beyond the scope of teaching courses. These components are interdependent and serve to enable effective delivery of the program.

8. PROGRAM RESOURCES

No new resources are required as this is a change in program name only. The current resources that exist include experienced and qualified faculty, professional support faculty, staff, sessional instructors and sessional faculty mentors. The Teacher Education Department Advisory Committee, consisting of representatives from each of the participating districts, provide additional resources related to curriculum, program vision, and school district placements. The curriculum lab, part of the Abbotsford UFV library, contains a comprehensive set of resources for both the elementary and the secondary option. Resources are selected through faculty nomination, course materials, research into best practice, and programs/resources used by teachers in the supporting school districts. Accreditation and licensure requirements are continuously reviewed with the Ministry of Education. *As a result, there are no cost implications to changing to a BEd degree.*

9. PROGRAM CONSULTATION

The Program Working Group consulted with key organizations and departments both within UFV and external to the institution. The Teacher Education Department Advisory Committee was consulted to ensure support for the proposal; their support was strong and enthusiastic. The TRB was notified of this new degree offering and support it on the condition that UFV's program would be consistent with other teacher education programs. The Dean of the Faculty of Professional Studies is in full support of this proposal and the proposal for credential renaming was included in the Education Plan as approved by the UFV Board of Governors. In addition, please see Appendix 2 for letters in support of this name change from District partners.

10. PROGRAM REVIEW AND ASSESSMENT

The Teacher Education Program was reviewed in 2013-2014 as part of UFV's Academic Program and Unit Reviews policy (number 189). The external review team included the following recommendation in its final report: "UFV take the necessary steps to seek approval from the Teacher Regulation Branch of the Ministry of Education to have the TEP recognized as a full Bachelor of Education Program. This proposal should include an expansion of the current program to three full semesters." (pg. 7)

This program will undergo another review in five years. Reviews are intended to ensure and improve quality of both the programs and the unit, and to foster a culture of continuous improvement of our academic programs.