

Memo

To: Ashley Hoogendoorn, UEC Assistant

From: Rosetta Khalideen - Dean, Faculty of Professional Studies

CC:

Date: March 20, 2013

Re: UFV Teacher Education Secondary Program

The Faculty of Professional Studies is proposing a Secondary Program as an extension to its current Elementary Teacher Education Program (TEP). The proposed program has been undergoing UFV's program approval process and is now ready to proceed to the Undergraduate Education Committee for recommendation for approval to the Senate. It should be noted that comments from the Campus Wide Consultations were addressed and the program, including the new courses, was recommended for approval by Professional Studies Faculty Council. The Campus Wide Consultations feedback can be found at Appendix 1. Since this proposed program will lead to teacher certification in the province of British Columbia, the program had to be approved by the Teacher Regulation Branch (TRB) of the Ministry of Education. A letter from the TRB is attached at Appendix 2.

In keeping with the program approval process, the Budget Analysis – Budget and Resources Review related to the program is being submitted to the Senate Budget Committee. A copy of this document is attached at Appendix 3.

Please let me know if you require any additional information.

I look forward to the recommendation of the Teacher Education Secondary Program to the Senate.

Thanks.

Teacher Education Program: Secondary Program Proposal Summary of Campus Wide Consultation Feedback

1. Amanda Grimson (March 21, 2011) noted that the course name for *EDUC 441: Designs for Learning Online Instruction* was misleading when compared with the other *Designs for Learning* courses. In all other courses the information after the words, *Designs for Learning*” focused on content that students would be learning as opposed to teacher candidates. The course name was changed to: *EDUC 441: Online Teaching and Learning*. Amanda noted that, also for this course, additional information was needed in the methods section. The following was added under methods: *Online and face to face, presentations, group lessons in online learning environments, field trips to survey local school district online instructional programs.*
2. Elaine Harris (April 5, 2011) noted some discrepancy between the number of students for the program on pages 3 and 6. She also noted that it may be wise to provide an opportunity for the totals of each stream to be altered depending on demand from the field. These discrepancies were addressed as follows: *The first cohort will consist of 18 student teachers admitted to the Math/Sciences stream and 18 student teachers admitted to the humanities stream. The cohort will begin July 2013. However, the balance between these two streams may shift depending on the demand in the profession and the academic backgrounds of our applicants.* Elaine also suggested that, for the discipline specific requirements, it may be better to note the minimum credits for minor (with a note that a major would require 30). This would be instead of noting 30 credits (with a note that a minor would only require 18). As the first option for eligibility focused on the completion of a major, no changes were implemented.
3. Ora Steyn (April 5, 2011) responded to Elaine’s question regarding the possibility of having a different number of applicants in the two streams. She noted data from SFU demonstrating consistency in offering the same number of seats for the different streams. No changes were made based on this comment.
4. Elaine Harris (April 5, 2011) made grammatical or clarity suggestions for specific course outlines. They were as follows:
 - (a) 450: Change *preservice* to *pre-service* in course description. Change was made.
 - (b) 492: It was noted that the final sentence in the course description was unclear regarding how much teaching students would be completing after full immersion. The following sentence was added: *Between weeks 3 and 9 inclusive student teachers will be teaching 80% of a teacher’s normal working load as required by the Teacher Regulation Branch. During the final week(s) of the practicum, student teachers conclude teaching at levels of 80% or less.*

(c) 434A, 434B, 437A, and 437B: Suggestion to use separate numbering rather than letters. *It was clarified that these are two sections of the same course with both requiring completion prior to the submission of grades. Given this explanation, Elaine was fine with leaving the course numberings as is.*

(d) 490: A question arose with regards to the reasons for dropping several courses as prerequisites. It was noted that these courses are sometimes run in the Fall which, in Banner, is the same semester for EDUC 490. Rather than noting courses as possible co-requisites, and because it is a cohort program with all students moving through the courses together, it was easier to remove the prerequisites. Elaine was fine with leaving the change as is.

5. Elaine Newman (April 7, 2011) asked about the specific course requirements for history as specific areas of history (e.g., pre-Confederation Canadian, Asian History, etc.) were listed but without corresponding course numbers (e.g., 200 or 300 level). *As different universities have this course content with varying course numbers, the designation of a course number was purposively not included. This was considered satisfactory.*



January 16th, 2013

Rosetta Khalideen
Dean
University of the Fraser Valley
33844 King Road
Abbotsford, BC V2S 7M8

Dear Rosetta:

Re: UFV Secondary Teacher Education Program

I am pleased to inform you that at the January 11th, 2013 BC Teachers' Council meeting the Council passed a motion confirming the UFV Secondary Teacher Education Program is consistent with the certification standards included in the bylaws and policies.

A copy of the (draft) meeting minutes can be found on our website:
<http://www.bcteacherregulation.ca/AboutUs/MeetingMinutes.aspx>

We wish you well in your new endeavour.

Sincerely,

A handwritten signature in black ink, appearing to read "C. A. Zacharuk".

Christina Zacharuk
Executive Director

cc Awneet Sivia
Cathy Lambright
Claire Avison
Laura Bickerton



UFV SENATE BUDGET COMMITTEE
Budget Analysis
Part A – Budget & Resources Review

Program Title: Teacher Education Secondary Program

Originating Faculty(s) & Department(s): Faculty of Professional Studies, Teacher Education Program

Contact Person: Dean - Dr. Rosetta Khalideen

- 1) Provide the program outline of the required new and existing courses by semester; include details of course credits, contact hours and class size restrictions.**

The Teacher Education Secondary Program will begin in July, 2014. The cohort for this program will consist of 36 student teachers - 18 student teachers admitted to the Math/Sciences stream and 18 student teachers admitted to the humanities stream. The cohort will begin July 2014. However, the balance between these two streams may shift depending on the demand in the profession and the academic backgrounds of our applicants. Students in the Math/Sciences stream will take all courses, including methods courses in both mathematics and sciences. Students in the Humanities stream will take methods courses in both social studies and English. Students will enter the program with a completed Bachelor's degree including a required number of credits in at least one teachable major or two teachable minors. The curriculum requirements of the program, along with the planned course schedule, are detailed in Appendix 1.

- 2) A. Describe the space and equipment needs for the program (classrooms, computer labs, special software, other equipment). b. If the resources are not currently available, describe in detail what additional resources are needed, and what they will cost.**

The following classroom space is required to support both the existing elementary and the anticipated secondary program: (a) 2 dedicated classrooms with a capacity for 36 students, (b) an additional dedicated classroom with a capacity for 18 students, (c) access to already existing science lab space for the science methods courses-6.0 credits, (d) curriculum resources to support secondary curriculum as indicated in the budget and supported by the Naslund report, and (e) UFV license for open source platforms like Moodle.

3) a. Does the program require additional faculty and staff (include support courses, more frequent offerings of existing courses, technical help, program administration, advising)? b. what effect will the program have on existing faculty and staff?

All current faculty within the TEP will be involved in delivering the TEP Secondary Program. In addition, the TEP will select faculty mentors (FMs), master teachers seconded from the local school districts, who will instruct in the program. Faculty mentors have been part of the TEP elementary program from its inception and have contributed to its success through their current subject expertise and knowledge in both teaching as sessional instructors and supervising practica. Delivery of the TEP secondary program will also require the following additional resources

- 1.5 additional full-time faculty members
- 15.3 additional course sections staffed by sessional instructors, to deliver new courses and to deliver the additional sections of EDUC 200/300 that will be required for students planning to enter the TEP secondary program
- An 0.5 non-teaching faculty member position to coordinate practicum placements
- An 0.3 staff position (program assistant)

The TEP secondary program would be delivered utilizing the current full-time program advisor and the current faculty position shared between TEP and the library.

(Please see Appendix 2 for budget information)

4) What effect will this program have on domestic FTE at UFV? Are new FTE expected to be generated or will the program be an alternate choice to existing domestic students?

The program will generate 54 new domestic FTEs for the first year and 64 FTEs in subsequent years. These FTE's from the secondary program will be replacing the FTE's of the second cohort of the elementary program.

5) What is the expected demand for the program by both domestic and international students (initial demand and ongoing)?

UFV has been aware for several years that there is a need for a Teacher Education Program with a secondary school component in the Fraser Valley. In 2001, an extensive internal survey entitled *Teacher Training at UCFV: A Time for Action* showed that there was a high demand for a teacher education program from UFV students in both the Faculty of Arts and the Faculty of Science, Health, and Human Services. As well, the interest in and support for such a program from the local school districts, especially Abbotsford, Chilliwack, and Fraser-Cascade, encouraged UFV to develop and deliver a teacher education program. This program was initiated in 2007 with an elementary cohort of 32 students and it was the understanding that a secondary cohort would be added. [There were not sufficient existing resources to simultaneously offer two cohorts at the start up of the program]. The School Districts and students themselves have been constantly enquiring about the secondary component of the program. In 2009, the Dean of Professional Studies and the Dean of Science met with Principals in the School Districts and heard very clearly the need for a secondary stream of the program particularly in the area of the Sciences. The TEP Advisory Committee, comprised of District Superintendents, Principals, Curriculum Coordinators and teachers has been asking for the secondary component to be added to the program based on the need for secondary trained teachers in the Districts. There is a growing need for well prepared secondary science and math teachers based on enrolment increases in grades 8 to 12 in these districts. Current literature in teacher education also calls for greater preparation in areas of context based practice and culturally sensitive pedagogy. The development of this secondary program at UFV, situated in close proximity to the communities and schools in which practica are arranged, responds directly to this call. We see the addition of a TEP secondary cohort as an extension of our mandate.

The BC Teacher Regulation Branch and the four school districts in the Fraser Valley have all expressed their support for the proposed TEP secondary cohort. See Appendix 3 for letters of support from the Districts. We believe, based on our experience with the TEP elementary program and consistent inquiries from potential applicants, that there is considerable student demand for the TEP secondary program. This interest is also expressed in casual surveys conducted by the education advisor in visits to EDUC 200 and EDUC 300 classes.

6) What is the tuition rate for the program and how does it compare with other institutions offering similar programs?

Tuition for the elementary and secondary program is slightly higher than undergraduate tuition fees; however, our tuition fees are equivalent to those of other teacher education programs in BC.

7) How cost effective is the program? How does it use resources effectively?

There are limited start-up costs as the general infrastructure of costs associated with running a program are already in place in the elementary program. The proposed secondary program will require additional funds in existing areas of the budget as opposed to requiring funds in new areas of spending.

8) Other comments?

The Teacher Education Secondary Program should be viewed as an extension of the Elementary Program rather than as a totally new and different program.

Appendix 1

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

Humanities Stream	Math/Sciences Stream
<p>Term 1 (July and August)</p> <p><i>EDUC 410 Schooling in a Diverse Society (3 cr.)</i> EDUC 431 Designs for Learning General Language Arts (3 cr.) EDUC 432 Designs for Learning General Social Studies (3 cr.) EDUC 440 Professional Communication (1 cr.) <i>EDUC 444 Classroom Management Strategies (1 cr.)</i></p> <p><i>EDUC 445 Planning and Assessment (2 cr.)</i> <i>EDUC 446 Information Technology in Teaching (1 cr.)</i> <i>EDUC 495A Applications of Reflective Practice (0.5 cr.)</i></p> <p style="text-align: right;">14.5 cr.</p>	<p>Term 1 (July and August)</p> <p><i>EDUC 410 Schooling in a Diverse Society (3 cr.)</i> EDUC 435 Designs for Learning Secondary Math (3 cr.) EDUC 436 Designs for Learning General Science (3 cr.) EDUC 440 Professional Communication (1 cr.) <i>EDUC 444 Classroom Management Strategies (1 cr.)</i></p> <p><i>EDUC 445 Planning and Assessment (2 cr.)</i> <i>EDUC 446 Information Technology in Teaching (1 cr.)</i> <i>EDUC 495A Applications of Reflective Practice (0.5 cr.)</i></p> <p style="text-align: right;">14.5 cr.</p>
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<p>Term 4 (May and June)</p> <p>EDUC 441 Designs for Learning Online Instruction (1 cr.)</p>	<p>Term 4 (May and June)</p> <p>EDUC 441 Designs for Learning Online Instruction (1 cr.)</p>

<i>EDUC 442 Introduction to Classroom Research (1 cr.)</i> <i>EDUC 447 Indigenous Youth and Schooling (3 cr.)</i>	<i>EDUC 442 Introduction to Classroom Research (1 cr.)</i> <i>EDUC 447 Indigenous Youth and Schooling (3 cr.)</i>
<i>EDUC 460 Governance and Reform in Public Education (2 cr.)</i> <i>EDUC 495D Applications of Reflective Practice (0.5 cr.)</i> 7.5 cr.	<i>EDUC 460 Governance and Reform in Public Education (2 cr.)</i> <i>EDUC 495D Applications of Reflective Practice (0.5 cr.)</i> 7.5 cr.
Total 55 credits	Total 55 credits

*courses in italics are the shared courses between the elementary program and the secondary program

UNIVERSITY of the FRASER VALLEY
Teacher Education Secondary Program
Budget Analysis Template - Program Costing

Intake Size:	<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>	
Domestic Enrolment		36		36		36
Revenues:						
Domestic Tuition		303,407		354,024		361,104
Total Revenues:		<u>303,407</u>		<u>354,024</u>		<u>361,104</u>
Expenditures:						
Salary Costs:						
F/T Faculty	1 FTE	80,000	1.5 FTE	120,000	1.5 FTE	120,000
Coord Salaries/Releases	1 Sect	6,000	1 Sect	6,000	1	6,000
Practicum Placement Coord	0.5 FTE	40,000	0.5 FTE	40,000	0.5	40,000
P/T Faculty Sections	7.83 Sect	46,980	6.83 Sect	40,980	6.83 Sect	40,980
Faculty Mentors	36 Sect	48,600	36 Sect	48,600	36 Sect	48,600
Staff Support	0 FTE	-	0.3 FTE	12,600	0.3 FTE	12,600
Benefits	19%	42,100	19%	50,954	19%	50,954
Sessional Surcharge	5.13 Sect	27,471	3.5 Sect	18,743	3.5 Sect	18,743
		<u>291,151</u>		<u>337,877</u>		<u>337,877</u>
Other Expenses:						
Supplies		500		500		500
Travel		9,000		9,000		9,000
Photocopy		3,000		3,000		3,000
Miscellaneous		3,600		3,600		3,600
Total Expenditures:		<u>307,251</u>		<u>353,977</u>		<u>353,977</u>
Revenues Net of Direct Costs:		<u>(3,844)</u>		<u>47</u>		<u>7,128</u>
Institutional Overhead:						
Institutional Support		121,363		141,610		144,442
Surplus/(Deficit) Faculty Allocation:		<u>(125,207)</u>		<u>(141,562)</u>		<u>(137,314)</u>
Existing Funding Within Faculty *		141,891		141,891		141,891
Net Surplus/(Deficit) Faculty Allocation:		<u>16,684</u>		<u>329</u>		<u>4,577</u>
Student FTE generated:		54.07		64.69		64.69

* Funding was allocated for the program in a prior budget anticipating its approval



January 16th, 2013

Rosetta Khalideen
Dean
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33844 King Road
Abbotsford, BC V2S 7M8

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We wish you well in your new endeavour.

Sincerely,

A handwritten signature in black ink, appearing to read "C. A. Zacharuk".

Christina Zacharuk
Executive Director

cc Awneet Sivia
Cathy Lambright
Claire Avison
Laura Bickerton

TEACHER EDUCATION PROGRAM

SECONDARY PROGRAM PROPOSAL

UNIVERSITY OF THE FRASER VALLEY

RATIONALE:

The proposed Teacher Education Program (TEP), Secondary Program, is based on and is an extension of the existing TEP Elementary Program. Secondary content will be added to the 14 courses currently offered in the elementary program, so that elementary and secondary students will take courses together. The courses will emphasize pedagogical differentiation so that each group of students can gear the pedagogy and content towards their specific grade levels, without diffusing the overall focus and content value of each course.

For example, EDUC 410 (Schooling in a Diverse Society), currently offered in the elementary program, will now have both elementary and secondary students taking the course, and will have sufficient secondary content and pedagogical differentiation to ensure that the content of the curriculum is applicable to the K-12 context. Secondary and elementary students each earn 3 credits from this course towards the 55 credits required for program completion. 12 new courses have been specifically designed for the secondary program. Eight of these are methods courses, and the other four are in the areas of adolescent developmental theory, professional communication, online teaching and learning, and special topics. These latter four courses have been specifically designed with the secondary education environment in mind.

The total number of credits in the Secondary Program remains consistent with the Elementary Program, at 55 credits, and students earn the same opportunity for recommendation for certification on completion of this program as they do in the existing Elementary program.

This program responds to a need from local districts and the BC College of Teachers for well-prepared secondary school teachers, particularly in the areas of math and science. The general area of growth in teacher employment is at the middle school and high school levels, and an increase in the number of teachers approaching retirement or moving into administrative positions contributes to a need for secondary school classroom teachers. At present, students interested in secondary school teaching are limited to taking the existing Elementary Program which does not fully prepare them in areas related to secondary pedagogy and practice. The development of a Secondary Program is consistent with UFV's Education Plan for 2011-2015 which calls for program growth and diversification of program areas. UFV's Educational Plan calls for increased community partnerships, and interdisciplinary and cross-departmental faculty cooperation. UFV's mandate includes being regionally-focussed and teaching-focussed. The proposed secondary program responds to the needs of the school districts by providing innovative programming and facilitates institutional growth towards more professional post-

baccalaureate programs. The secondary program has the support of UFV's Faculty of Arts and Faculty of Science, as programs in these faculties will be sources for student recruitment.

The program design responds to the BC College of Teachers' call for more emphasis on Indigenous Studies and Special Education and reflects the university's commitment to indigenization and inclusion. Practica are integrated with coursework to enhance learning, and the program is contextualized to local communities and local teaching and learning trends through involvement with four local school districts: Fraser Cascades, Mission, Abbotsford and Chilliwack.

**UNIVERSITY OF THE FRASER VALLEY
NEW PROGRAM PROPOSAL**

**FULL PROGRAM PROPOSAL
TEACHER EDUCATION PROGRAM – Secondary Program**

1. Academic Merit

1.1 Quality in terms of accepted criteria of academic, professional and/or occupational merit.

1.1.1 Degree level standard

Post-degree Certificate (post-Baccalaureate)

1.1.2 Credential Recognition and Nomenclature

Post-graduate completion certificate in Teacher Education (Secondary)

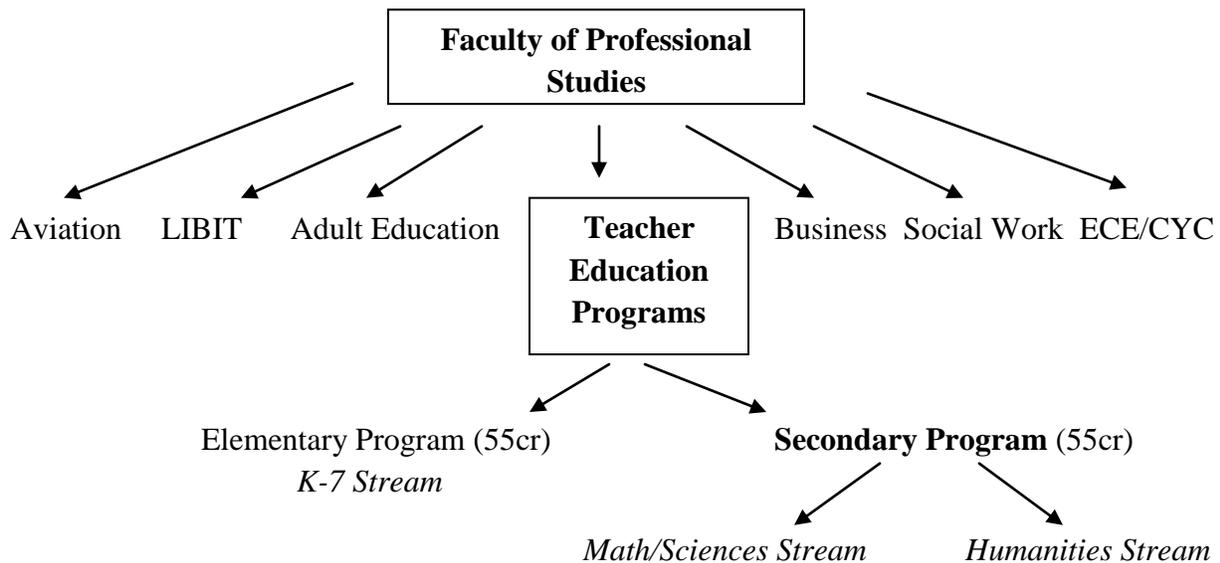
1.1.3 Curriculum/Program Content

The Teacher Education Program (TEP) emphasizes the integration of knowledge and practice with program components specifically designed to meet the TEP Program’s values and goals (see Appendix 1), and also the teacher education requirements of the British Columbia College of Teachers. This proposal, for a secondary program within the TEP, includes features which are consistent with this emphasis on integration of knowledge and practice, as well as additional components designed to provide professional development to students seeking certification as secondary level (grades eight to 12) teachers. The proposed program, the Teacher Education Program (TEP) – secondary program, is an extension of the existing elementary program in the TEP. The Secondary Program is intended to help prospective teachers attain the professional standards established by the B.C. College of Teachers (BCCT; see www.bcct.ca/standards for more information). Upon successful completion of the program, students will be recommended to the BCCT for professional certification and will receive a certificate of completion in Teacher Education (Secondary) from UFV.

The Teacher Education Program, with the acceptance of this proposal, will be comprised of two programs: elementary and secondary (see Figure 1). For clarity, this document identifies the program as “secondary program” with the term “streams” referring to specific sequences of courses and “cohort” to identify the students within the program. Additional terms used are: “student teachers” for enrolled students, “teacher mentors” for school based practicum supervisors and “faculty mentors” for university based practicum supervisors. This language is consistent with language used in the existing elementary program. Table 1 shows the secondary program is structured into two streams: Humanities and Math/Sciences. Students will be

admitted to one of these two streams based on admission criteria. Both streams contain specific secondary-level pedagogy and practice courses related to content areas of Math/Sciences and Humanities (English and social studies). There will also be some courses in common with the existing TEP elementary program. Each stream consists of 26 courses totalling 55 credits, again, consistent with the 55 credits in the elementary program, and 14 of those courses will be existing elementary program courses which have been revised to reflect K-12 outcomes and course content. To address the possible perception of diminished credit value for elementary cohort students, now that the secondary cohort will be included in these courses, we emphasize that the course content fully applies to elementary classrooms as well as secondary classrooms, because of the K-12 methods and pedagogical approaches. In the 14 expanded courses, pedagogical differentiation will be emphasized so that Elementary and Secondary student teachers can gear content and pedagogy towards their specific environments. For example, one of the expanded courses is EDUC 444 (Classroom Management Strategies). The concepts which are currently taught in the course at will continue to be taught in the expanded course, but will now include opportunities to discuss, contextualize, and provide examples of specific approaches that represent best practices in K-7 and 8-12 environments. The assignments and readings in the course will be differentiated sufficiently so that elementary and secondary students can apply content to their specific grade levels. In addition to these 14 expanded courses, there are 12 new courses specifically designed for the secondary students within this proposal.

Figure 1 Administrative and Program Structure of the Teacher Education Programs within the context of the Faculty of Professional Studies.



The first cohort in the TEP secondary program will consist of 18 student teachers admitted to the Math/Sciences stream, and 18 student teachers admitted to the humanities stream. They will begin their program in July 2013. A minimum of 18 students will be needed in each stream, ideally with equal numbers in each of the two disciplines within the stream. However, the number of accepted applicants within each specific discipline can shift within each stream. For example if the program receives fewer math applicants than science applicants for the Math/Sciences stream, it could accept 12 science applicants and 6 math applicants to have a full Math/Sciences stream.

Students in the Math/Sciences stream will take all courses, including methods courses in both Mathematics and Sciences. Students in the Humanities stream will take methods courses in both Social Studies and English.

The curriculum requirements of the program, along with the planned course schedule, are detailed in the following table.

1.1.4 Stream Structure

Table 1 – Curriculum Outline, TEP Secondary Program

Humanities Stream	Math/Sciences Stream
<p>Term 1 (July and August)</p> <p><i>EDUC 410 Schooling in a Diverse Society (3 cr.)</i> EDUC 431 Designs for Learning General Language Arts (3 cr.) EDUC 432 Designs for Learning General Social Studies (3 cr.) EDUC 440 Professional Communication (1 cr.) <i>EDUC 444 Classroom Management Strategies (1 cr.)</i></p> <p><i>EDUC 445 Planning and Assessment (2 cr.)</i> <i>EDUC 446 Information Technology in Teaching (1 cr.)</i> <i>EDUC 495A Applications of Reflective Practice (0.5 cr.)</i></p> <p style="text-align: right;">14.5 cr.</p>	<p>Term 1 (July and August)</p> <p><i>EDUC 410 Schooling in a Diverse Society (3 cr.)</i> EDUC 435 Designs for Learning Secondary Math (3 cr.) EDUC 436 Designs for Learning General Science (3 cr.) EDUC 440 Professional Communication (1 cr.) <i>EDUC 444 Classroom Management Strategies (1 cr.)</i></p> <p><i>EDUC 445 Planning and Assessment (2 cr.)</i> <i>EDUC 446 Information Technology in Teaching (1 cr.)</i> <i>EDUC 495A Applications of Reflective Practice (0.5 cr.)</i></p> <p style="text-align: right;">14.5 cr.</p>

<p>Term 2 (September to December)</p> <p>EDUC 413 Adolescent Development and Special Education (3 cr.) EDUC 434A Designs for Learning Secondary History/Geography (1.5 cr.) EDUC 434B Designs for Learning Secondary Language Arts (1.5 cr.) <i>EDUC 448 Conflict Resolution in Schools (1 cr.)</i> <i>EDUC 454 Mental Health and Special Learning Needs in Schools (1 cr.)</i> EDUC 490 School Experience (6 cr.) EDUC 495B Applications of Reflective Practice (0.5 cr.)</p> <p style="text-align: right;">14.5 cr.</p>	<p>Term 2 (September to December)</p> <p>EDUC 413 Adolescent Development and Special Education (3 cr.) EDUC 437A Designs for Learning Secondary Science (Biology/Earth Science) (1.5 cr.) EDUC 437B Designs for Learning Secondary Science (Chemistry/Physics) (1.5 cr.) <i>EDUC 448 Conflict Resolution in Schools (1 cr.)</i> <i>EDUC 454 Mental Health and Special Learning Needs in Schools (1 cr.)</i> EDUC 490 School Experience (6 cr.) EDUC 495B Applications of Reflective Practice (0.5 cr.)</p> <p style="text-align: right;">14.5 cr.</p>
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<p>Total 55 credits</p>	<p>Total 55 credits</p>

*courses in italics are the shared courses between the elementary program and the secondary program

Students will enter the program with a completed Bachelor's degree. There are three ways in which an applicant can be eligible for the program:

- a) A Bachelor's degree with a major in one of the four teachable subject areas (e.g. a major in Biology would make an applicant eligible for the math/sciences stream)
- b) A Bachelor's degree with two minors, with both minors from the four teachable subject areas (e.g.. a minor in Math and a minor in Chemistry would make an applicant eligible for the math/sciences stream).
- c) A Bachelor's degree with one minor in one of the four teachable subject areas (with a preference for a second minor in a subject area widely taught in B.C. schools)

Credit value details and specific admission requirements are detailed in the entrance requirements described in the calendar copy, section 1.1.7.

1.1.5 Learning Methodologies/Program Delivery

Learning methodologies will include, but not be limited to, classroom experiences, including lectures, discussions, textbook and literature reading; small group instruction; written assignments, including exercises in self-reflection; colloquia; research projects; and a supervised practicum.

The program will be based at the Abbotsford campus. Our location at the main campus of UFV will enable TEP to foster and enhance connections with UFV's College of Arts and the Faculty of Science. The Campus Planning office has been consulting with TEP on the required space utilization so that the specific needs of the program will be met. In addition to classroom space to hold both elementary and secondary cohorts, students in both programs have access to wet labs, outdoor activity space, a curriculum library, and general campus facilities. All elementary and secondary courses will be offered at this location.

1.1.6 Faculty and Program Resources

Within the current TEP elementary program, resources available to support the TEP secondary program include experienced and qualified faculty, staff support, and community support. All current faculty members within the TEP will be involved in delivering the TEP Secondary Program. In addition, 1.5 new faculty members will be hired to support the teaching of the designs for learning, math, sciences, and humanities methods courses, as well as to support the teaching of foundations courses within the elementary and secondary programs. Based on current faculty expertise, we would require a 1.0 faculty member in the area of Language Arts/English and a 0.5 point faculty member in the area of math education. In cases where faculty expertise does not fully match the requirements for a specialized methods course, or where additional sections of foundations courses are required, sessional faculty will be hired. Sessional faculty will be expected to have extensive teaching experience, professional development and academic

background in the relevant course areas. Internal Selection Advisory Committees (SACs) will be formed to recommend the hiring of candidates for sessional faculty positions, following UFV procedure. All Designs for Learning courses will be overseen by the Department Head and/or Dean and in cases where additional faculty expertise is necessary, the TEP will consult with UFV College of Arts and Faculty of Science faculty members.

Full-time TEP faculty members will supervise students during practica as part of their teaching loads. The TEP will also hire additional Faculty Mentors (FM) - master teachers from local school districts - to supervise practica at the secondary level. An additional four faculty mentors will be needed for the first intake of 36 students to supervise students during their practica. The TEP Program Coordinator, currently working in the elementary program to secure practica placements and maintain productive connections with local school districts, will be allocated additional 0.5 time and resources to include the secondary program in this work. As well, 15.3 additional course sections, staffed by sessional instructors, will be needed to deliver new courses and to deliver the additional sections of EDUC 200/300 that will be required for students planning to enter the TEP secondary program. The TEP secondary program will utilize the current full-time program advisor and the current faculty position shared between TEP and the library (see list below):

- 1.5 FTE Faculty Members
- 0.5 FTE Program Coordinator
- 0.5 FTE Departmental Assistant
- 5-10 Sessional Instructors and Faculty Mentors

Practicum and Supervision

The students' practica will take place at one of the schools in the four local school districts (Abbotsford, Mission, Chilliwack, and Fraser Cascade) who have supported UFV in delivering the elementary program. The TEP will select faculty mentors (FMs), master teachers seconded from the local school districts, who will supervise student teachers in the program. The practicum is divided into two main components: a six-week school experience in the fall and a 12-week supervised practicum in the spring. The six-week school experience is supervised by faculty mentors on a weekly basis and student teachers are involved in all aspects of the school, classroom life, and surrounding community. In the 12-week practicum, student teachers are supervised by Faculty Mentors on a weekly basis and by school-based Teacher Mentors on a semi-weekly basis (see Appendix 2 for the students' responsibilities for both the school experience and the practicum). Each student teacher is supervised by one Faculty Mentor and by at least one Teacher Mentor. The roles and responsibilities of each student teacher, Faculty Mentor, and Teacher Mentor are clearly outlined in the TEP Handbook, and will be applicable to both elementary and secondary students (for details see Appendix 2). The observation cycle and

the expectations of Faculty Mentors and Teacher Mentors are also described in the TEP Handbook, and additionally are conveyed each year during a Teacher Mentor Orientation in the fall. All supervision feedback is informed by and aimed towards the attainment of TEP's program goals and values (see Appendix 1). As with the elementary program, the secondary program supports student teachers in developing and demonstrating professional competencies as outlined in the BCCT's Standards for the Education, Competencies and Professional Conduct of Educators in BC.

Program delivery is based on a cohort model whereby all students in a cohort take the same courses together in the same order. The intended intake for July 2013 is 36 students. 18 student teachers in Math/Sciences preparation and 18 student teachers with Humanities preparation. This model of program delivery includes integrated curricula, workshops, student led activities, retreats, field trips and guest presenters. The presenters will address topics related to becoming a certified teacher, such as professional ethics, job interview preparation and community involvement.

1.1.7 Admission and Transfer/Residency

The admission requirements for the Secondary Program have been developed in consultation with all Faculty of Arts and Faculty of Science Department Heads to ensure that major/minor designations and course numbers are accurate and consistent with UFV program structures in these faculties. The design of these requirements is a blend of Teacher Education Program requirements, BCCT (now the Teacher Regulation Branch – TRB) requirements, and UFV degree requirements. The language of admissions criteria in this proposal is reflective of, and consistent with, other Teacher Education Programs (SFU and UBC) and matches BCCT now TRB requirements for certification. While the requirements make reference to specific UFV courses, the admission requirements permit candidates from any other institution to be considered for TEP, as long as the applicants are assessed by TEP as having acceptable transfer credits and equivalencies. In order to meet secondary level requirements, students must have completed one major or one minor in one of the four teachable subject areas of English, Social Studies, Math and Sciences. While the definition of a major and minor can vary from university to university and from subject to subject, TEP will use the following definition.

The Teachable Major:

A teachable major is comprised of 42 credits of general and specific course work in any one of mathematics, sciences, English, and social studies. At least 30 of the 42 credits must be at the 300 or 400 level.

The Teachable Minor:

A teachable minor consists of a minimum of 12-15 credits at the lower level and at least 18 credits at the 300 and/or 400 level in any one of English, Social Studies, Mathematics and Sciences.

CALENDAR COPY**Teacher Education Program (Secondary)**

The Teacher Education Program (TEP - secondary program) will provide professional development for students intending to become secondary school (Grades 8-12) teachers. The program will have two streams: a Math/Sciences and a Humanities stream. The first cohort will include 18 student teachers in the Math/Sciences stream, and 18 students in the Humanities stream and will begin in July, 2014. The 55-credit, one-year program is a full-time program. TEP emphasizes the integration of knowledge, practice, and program components that are designed to meet both the TEP program values and goals, and the curricular requirements of the Ministry of Education.

In addition, the secondary program is intended to help prospective teachers attain the professional standards established by the B.C. College of Teachers (now the Teachers Regulation Branch). Upon successful completion of the program, students will be recommended to the TRB for professional certification and will receive a Certificate of Completion in Teacher Education from UFV.

Eligibility and Entrance Requirements:

The secondary program is designed to prepare students to qualify for a professional teaching certificate issued by the BC College of Teachers (now the Teachers Regulation Branch). The following admission requirements reflect the policies and standards of the BCCT (now the TRB).

1) There are three ways in which an applicant can be eligible for the program:

- a. A Bachelor's degree with a major in one of the four teachable subject areas (e.g. a major in Biology would make an applicant eligible for the math/sciences stream)
- b. A Bachelor's degree with two minors, with both minors from the four teachable subject areas (e.g. a minor in Mathematics and a minor in Chemistry would make an applicant eligible for the math/sciences stream).
- c. A Bachelor's degree with one minor in one of the four teachable subject areas (with a preference for a second minor in a subject area widely taught in B.C. schools)

2) Academic entrance requirements for all secondary streams:

- Bachelor's degree, to include at least one teachable area consisting of a major or a minor in one of English, Social Studies, Mathematics or Sciences
- 3 credits in English composition
- 3 credits in English literature
- 3 credits of Educational Psychology (EDUC 200) or equivalent
- 4 credits of Best Practices of Teaching and Learning (EDUC 300) or equivalent
(Please note that the English requirement and EDUC 200 must be completed by Dec. 31st prior to applying to TEP.)

The UFV Teacher Education Program includes two streams: Math/Sciences and Humanities. Within these streams are four teachable subject areas: Mathematics and Science (Math/Sciences stream), and Social Studies and English (Humanities stream).

In order to meet the admission requirements to TEP, applicants must have completed: a teachable major or a minor in one of English, Social Studies, Mathematics or Science. For those students applying with one minor in one of the above subjects, preference may be given to students who have a second minor in another subject area widely taught in B.C. schools.

**Course Requirements for major/minor distinctions:*

The Teachable Major:

A teachable major is comprised of 42 credits of general and specific course work in any one of the following core BC secondary school subjects: Mathematics, Sciences, English, and Social Studies. At least 30 of the 42 credits must be at the 300 or 400 level.

The Teachable Minor:

A teachable minor consists of a minimum of 12-15 credits at the lower level and at least 18 credits at the 300 and/or 400 level in any one of English, Social Studies, Mathematics and Sciences.

Specific Course Requirements for Admission to TEP's Secondary Program:

1) Math/Sciences Stream

a) Science teacher applicants:

To be accepted as a science teacher candidate for biology, chemistry, physics, or physical geography in the Math/Sciences stream, applicants must meet the following course requirements in order to be prepared for both the science and math methods courses: MATH 111 and MATH 112, or equivalent

- A minimum of 18 credits of 100/200 level course work in one of the following designated content areas: Chemistry, Physics, Biology, Physical Geography/Geology
- 30 credits of 300/400 level course work in the designated major subject area (or 18 credits for the minor)

Note: Applicants for the Physical Geography content area must hold a B.Sc. in Physical Geography

Note: Science teacher applicants will also be completing the math methods courses within the Math/Sciences stream.

b) *Mathematics teacher applicants:*

To be accepted as a mathematics teacher candidate in the Math/Sciences stream, applicants must meet the following course requirements in order to be prepared for both science and math methods courses:

- MATH 111 and MATH 112, or equivalent (page 10/ point 1)
- 12 additional credits in 100/200 level mathematics, (including one course in statistics)
- 8 credits from the completion of CHEM 113 and 114, **or** PHYS111 and 112, **or** BIO 111 and 112,
- 30 credits in 300/400 level mathematics courses (a minimum of 18 credits is required for the minor)

2) Humanities Stream (English/Social Studies)

a) *Social Studies teacher applicants*

To be accepted as a Social Studies teacher candidate, applicants must meet the following course requirements:

For Geography students:

- 12 credits in geography at any university level
- 12 credits in history, which must include 3 credits in pre-Confederation Canadian history, 3 credits in post-Confederation Canadian history, 3 credits in European history, and 3 credits in Asian history.
- 30 credits in 300/400 level geography courses (a minimum of 18 credits is required for the minor)

It is recommended that students have six credits in a social science other than history or geography, such as sociology, anthropology, or First Nations studies.

For History students:

- 12 credits in history, which must include 3 credits of pre-Confederation Canadian history, 3 credits of post-Confederation Canadian history, 3 credits of European history, and 3 credits of Asian history.
- 6 credits in geography (3 credits must be in Canadian geography),

- 30 credits in 300/400 level history courses (a minimum of 18 credits is required for the minor)

It is recommended that students have six credits in a social science other than history or geography, such as sociology, anthropology, First Nations studies, or political science.

Note: Social Studies teacher applicants will also be completing the English methods courses within the Humanities stream.

b) *English teacher applicants*

To be accepted as an English teacher candidate, applicants must meet the following course requirements:

- 12 credits in 100/200 level English
- 30 credits in 300/400 level English (a minimum of 18 credits is required for the minor)
- 3 credits in Canadian history and 3 credits in either European or Asian history
- 3 credits in Geography

Note: English teacher applicants will also be completing the Social Studies methods courses within the Humanities stream.

3) Other requirements

- a) Written assignment:** Directions and details are enclosed in the TEP application package. Please note that this assignment needs to be written on campus. Several dates for writing sessions will be posted in January. Students unable to attend these writing sessions must consult the TEP Advisor.
- b) Work experience, talents, skills:** Students are required to have work experience with children/adolescents in a variety of settings. While all experience with children/adolescents is valuable, classroom volunteer work is strongly recommended. Students are encouraged to highlight additional certificates, talents and skills.
- c) Reference letters:** At least two, but no more than three, confidential letters of reference from professionals are required to support the application. (see Appendix 3 for details)
- d) Grade Point average:** UFV will calculate the applicant's grade point average (GPA) on the most recent two years (approximately 60 semester hours) of undergraduate course work (this may include post-degree course work). Applicants with a GPA below 2.8 on a 4.33 scale will not be considered.

- e) **Breadth of academic preparation:** In addition to the courses required to apply for each stream, applicants are encouraged to take additional courses to enhance their preparedness for today's classrooms. Students are encouraged to pursue course work in the following areas:

Mathematics/Sciences applicants: 6 credits in computer science or geology

Humanities applicants: 6 credits in a social science other than history or geography, such as sociology, anthropology, First Nations studies, or political science.

For those students applying with only one teachable minor in one of the four subject areas, preference may be given to students who have a second minor in another subject area widely taught in B.C. schools.

All documentation submitted as part of a student's application is confidential and will be treated as such by UFV.

Criminal Record Check:

Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal records check. This is a requirement before students can participate in any practicum placements. Persons convicted of a criminal offense and given an absolute or conditional discharge are advised to contact the Registrar of the British Columbia College of Teachers for clarification of their status before undertaking a teacher education program. The Criminal Records Check will be administered through the TEP office and the British Columbia Ministry of Public Safety and Solicitor General.

Recognition of previously completed courses

TEP is a full-time cohort program, in which all students take all courses together on the same schedule. To ensure that students progress through the program at the same pace and to ensure that students receive consistent exposure to all aspects of the TEP curriculum, TEP limits transfer credit from other institutions or from other programs at UFV toward credit in the TEP program. The following criteria are used to determine the applicability of transfer credit or other UFV credits to the Teacher Education program requirements or entrance requirements:

- Relevance of the course, as determined by TEP faculty;
- Suitability of the course to the program, as determined by TEP faculty;
- The date the course was taken. Generally, courses taken more than 10 years ago will not be considered applicable to TEP entrance requirements or program requirements;
- The content of the course. If a course has been taken within the past 10 years, but there has been significant change to the course content, the course may not be considered applicable to TEP entrance requirements or program requirements.

Once transfer credit has been evaluated, through the process administered by the UFV Admissions and Records office, applicants should contact the Teacher Education Department to determine whether courses assigned UFV transfer credit may be used toward TEP entrance requirements or program requirements. When transfer credit to the TEP program is not appropriate, unassigned transfer credit may be given towards electives for other UFV programs – student should consult with their department advisor or program head).

How to apply

Applicants must submit completed applications, including documentation, by January 31 to be considered for the July admission of the same year. Applicants are eligible to apply while completing a Bachelor's degree acceptable to BCCT, provided all prerequisite courses (except EDUC 300) are completed in the Fall semester prior to starting TEP. Students accepted into the TEP program starting in July must complete EDUC 300 by April 30 of the same year. Applications received after January 31 may be considered, but only if space is available.

Admission to the TEP will be on a competitive basis. Meeting the minimal requirements does not guarantee admission.

Students can obtain a TEP application package from UFV Student Services, Admission and Records office, or the TEP program website (www.ufv.ca/tep).

Additional documents required for a complete application:

1. Official transcripts (or interim transcripts) from all post-secondary institutions attended, showing grade/course achievement. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section of the UFV for details. To meet application deadlines, order your transcripts early
2. Reference letters, a brief résumé, and a written assignment. Use the forms that are available on the TEP program website: www.ufv.ca/teachereducation. Please note that the written assignment must be completed at an on-campus writing session (see directions and details in the application package). The resume should be submitted with the application.

All references must be submitted on the Referee Report form provided with the application package, with a separate completed form for each reference. An additional letter can be attached to the referee form, however, this must be written on school/company letterhead, must be original, and must be signed by the referee. One reference must come from an off-campus educator who has observed the student interacting with children/adolescents in an educational setting.

All references must be mailed directly by the referee in a sealed envelope to the UFV Admissions and Records office:

Admission and Records
(attn: Teacher Education Program Admissions)
University of the Fraser Valley
33844 King Rd.
Abbotsford, B.C. V2S 7M8

The résumé must accompany the application. Please make arrangements to complete the written assignments on campus.

Basis for admission decision

1. An admissions committee, comprised of the TEP department head, TEP program advisor, two TEP faculty members, and a member of the TEP Curriculum Committee, will evaluate each candidate's application.
2. Each applicant must meet all academic requirements to be eligible for admission. In addition, candidates are evaluated based on the five additional admission criteria (a-e) outlined under “Other requirements”. Each criterion will be given equivalent weight. Candidates ranked in the top 30 applicants may be required to attend an in-person interview. A waitlist will also be compiled.
3. Conditional acceptance may be offered if students are still completing their Bachelor’s degree and/or EDUC 300 prior to beginning the TEP in July. Proof of completion of ALL entrance requirements is due at the end of April.

Fees and additional costs

See the [Fees and Other Costs](#) section. Books and additional supplies cost approximately \$150 per course. Students must have reliable modes of transportation for travel to practica sites. The criminal record check will be \$20.

(End of calendar copy)

2.0 Implementation

2.1 Affordability in terms of the existing finances of the home academic unit (faculty, school, department).

An expense and income analysis for the proposed program is detailed in Appendix 4. A budget is in place to support the expenses – related to the program. It is envisioned that granted the existing budget, the program will be more or less cost neutral.

2.2 Ability of current faculty and staff to implement the new program within existing resources and facilities.

The elementary program will move to the Abbotsford campus in July 2012. This allows the department to operate the program for one year at the main campus and be able to provide input to the Campus Planning office regarding the expansion plans for the secondary program. We have assurances that adequate classroom and faculty space will be allocated for this program to become part of the TEP in addition to the elementary program. The space allocation will include up to six faculty members, two program coordinators, educational advisor, program head and departmental assistant.

2.3 Estimates for both start-up and predicted on-going costs during the initial five years of implementation:

A proposed budget with cost and revenue projections for the first five years is attached in Appendix 4. There are limited start-up costs, as the infrastructure associated with running a program is already in place for the TEP elementary program. The proposed secondary program will require additional funds in existing areas of the budget, but no funds for new expenditures.

2.3.1 New faculty and/or staff, and strategies for their recruitment and retention

One and a half new full-time faculty members and two new half-time staff members will be recruited. The opportunity to teach in both elementary and secondary teacher education programs, rather than just an elementary-focused program, will be useful in recruiting potential faculty members. A variety of subject specific courses will also be attractive to faculty members who welcome the opportunity to work in a smaller but broader program. Retention in the TEP Secondary program will be supported by the same university initiatives applied to all new faculty.

2.3.2 New and/or redeveloped space/facilities

No new or redeveloped spaces will be needed for this program beyond those currently being planned.

2.3.3 New and/or redeveloped infrastructure facilities, such as equipment and furnishings

No new or redeveloped infrastructure facilities will be needed beyond those currently planned (i.e. regular classrooms). Some of the Science courses will require laboratory training, but this can be accomplished by using UFV's existing science laboratories.

2.3.4 Additional library acquisitions and information resources

A detailed outline of additional needs for library and print resources and staff support for a TEP program with elementary and secondary teacher training is provided in Appendix 5. The items described in this outline would be housed in the current Teacher Education Program Curriculum Library currently based in Chilliwack Library. The curriculum lab will be moved to the Abbotsford campus as well and will be housed within the UFV library. Provisions have been made for the expansions of the lab to include the resources for the secondary program. This is described in the appendix.

2.3.5 Additional instructional technology and software

The proposed secondary program includes a course in online instructional pedagogy and practice and therefore will require open source platforms such as Moodle or Blackboard. Current UFV licences include access to such open source software. A budget request for a Smart Board, which is used extensively in local school districts, has been made for TEP in the UFV Education Plan t. Computer lab access will be necessary for some courses but this will be arranged. .

2.3.6 Orientation to the Program

The elementary program currently offers an orientation week for student teachers at the start of their program in July. A thorough orientation for faculty mentors and teacher mentors is provided in preparation for practicum responsibilities each fall. Ongoing mentorship and problem-solving are provided by the program coordinator. Sessional instructors receive an introductory package and orientation to the department and program. Guidance and mentorship to sessional instructors is provided by the department head and by full-time faculty members.

2.4 Potential for new or off-setting revenue sources, such as full-cost tuition and fees; overhead costs or levies; government strategic funding envelopes; external funding agencies and organizations.

The intent of this program is that it will be at capacity in the initial intake year.

2.5 District Support

The secondary program will maintain strong connections with the four partnering school districts. The four school districts that are part of our TEP advisory committee have expressed support for the secondary program. We are including two letters of support (see Appendix 6)

APPENDICES

Appendix 1

Teacher Education Program Values and Goals

Appendix 2

Role and responsibilities of student teacher (ST), teacher mentor (TM), faculty mentor (FM) and increasing student teacher responsibilities during school experience and long practicum – excerpt from TEP Handbook

Appendix 3

Reference letter format

Appendix 4

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Appendix 5

Outline of Library Resources Needed for TEP Secondary Program

Appendix 6

Letters of Support from School Districts

Appendix 1: Teacher Education Program Values and Goals

Mission Statement of the UFV Teacher Education Program

The *mission* of the UFV Teacher Education Program (TEP) is to educate teachers who will become responsible and effective professionals. Through our emphasis on the integration of knowledge, educational theory and practice, on social justice, and on curriculum development, our graduates will be distinguished by the knowledge, skills and values expected of educators in the contemporary classroom.

Program Values

Our Program is informed by these values:

Pedagogical Sensitivity

TEP supports a pupil-centered view of teaching. Educators must develop an understanding of the primacy of the pupil-teacher relationship and its ethical underpinning while honouring and respecting the needs of each pupil. Educators must have the knowledge, skill, and confidence to adapt and develop curriculum to meet the specific needs of each pupil.

Reflective Practice

TEP believes that educators must engage in *reflective practice*. Reflective practice is the ability to reflect in a thoughtful way on the significance of different teaching situations and on their role in defining a learning environment. Educators must demonstrate self-knowledge by openly identifying personal biases and projections. Reflective practice, guided by the principles of self-evaluation and self-directed learning, is considered the foundation of continuous professional growth.

Critical Mindedness

TEP believes that educators must understand the complexity, subtlety, and difficulty of contemporary educational questions and issues. In an attempt to solve problems, educators must show a high degree of flexibility in comparing various perspectives and alternative solutions.

Social Justice

TEP believes that educators must be open to and respectful of diversity and difference. Educators require the ability to see beyond their own ways of defining the world and to be advocates of social justice and the inclusive classroom. A high value is placed on the ethical responsibilities of educators.

Integration of Knowledge and Practice

TEP supports the seamless connection between knowledge (academic disciplines), educational theory, and practice (methods for achieving educational ends). Educators must constantly engage in the recursive interplay of knowledge, educational theory and practice throughout their professional lives.

PROGRAM GOALS

The Teacher Education Program is dedicated to educating teachers who will become responsible and effective professionals. Our graduates will be distinguished by the knowledge, skills, and values expected of educators in the contemporary classroom. The five program values form the basis for the goals of TEP.

The fourteen goals that follow do not represent either the maximum or minimum competencies to be demonstrated by an effective teacher. They do, however, represent those competencies that we in TEP consider extremely important. Organized into three key areas and sequenced in a developmental progression, the fourteen goals are listed below. Each goal is then elaborated to ensure that student teachers, faculty mentors, and teacher mentors clearly understand how these goals relate to observable student teacher (ST) actions. These elaborations are not meant as a checklist for student teachers, but instead as an assessment “as” learning opportunity. Instead, for each goal, the ST and mentor (both teacher mentor (TM) and faculty mentor (FM) should review how these goals relate to their specific classroom and school placement (all classrooms are quite different). Whether a ST should demonstrate all, or more, of these elaborated points for successful completion of EDUC 490 and EDUC 492 is based on the professional judgment of the mentors involved.

Demonstrating a strong, professional, teacher presence

Professional: the ST can demonstrate this by...

- dressing appropriately;
- using appropriate language;
- being punctual, demonstrating effective preparation for teaching;
- acting as a positive role model, remaining ethical and trustworthy;
- respecting personal and physical boundaries;
- ensuring continual, effective communication with TM and FM (including the maintenance of a practicum binder);
- demonstrating consistent attendance; and,
- maintaining ongoing day plans (long practicum only).

Strong connection with students: the ST can demonstrate this by...

- valuing and caring for children, always acting in the best interests of those children;
- instilling in students a love of learning;
- supporting students' attempts to meet academic and social expectations; and,
- sharing both academic and social interests with each child in the ST's class (in this way, the ST shares information about him or herself with students and vice versa.

Classroom management: the ST can demonstrate this by...

- ensuring the safety of all students at all times, including responding effectively during crises and demonstrating knowledge of school-wide safety and first aid procedures;
- observing the challenges and successes of children in his or her classroom and responding effectively
- proactively planning for individual students and the class as a whole;
- developing, sharing, and consistently reinforcing behaviour expectations with students in the classroom;
- implementing consequences for misbehaviour that are relevant to the student(s) involved, the behaviour in need of correction, and the classroom setting;
- creating, implementing, and possibly revising behaviour management plans;
- creating a positive reinforcement system for the entire class and, possibly, for individual students (when appropriate);
- managing transitions in a timely manner; and,
- consistently documenting classroom and/or individual student incidents.

Reflective practitioner: the ST can demonstrate this by...

- thinking through lessons ahead of time and identifying possible problems and proactively planning how to manage those problems;
- reflecting on successes and challenges in the classroom and the school as a whole;
- implementing changes in one's own practice based on those reflections with the goal of improving one's teaching; and,
- seeking out solutions to difficult or challenging situations or behaviours.

Working with feedback: the ST can demonstrate this by...

- responding positively to feedback or suggestions for changes;
- implementing feedback from others and reflecting on those changes;
- being willing to negotiate changes with those who provide feedback; and
- seeking out constructive criticism.

Clear and observable vision: the ST can demonstrate this by...

- articulating his or her own values and beliefs regarding all children, learning, and teaching (this articulation begins with the credo developed prior to the first practica, becoming clearer and more concrete through both practica);
- demonstrating those values and beliefs in an observable practice; and,
- responding positively to diverse opinions and cultures.

Demonstrating knowledge and skills related to teaching

Knowledge of students: the ST can demonstrate this by...

- identifying, planning, and implementing activities that meet a range of student needs (including physical, social, emotional, moral, and cognitive development);
- knowing when to encourage students to take risks and supporting the effort needed to take those risks;
- accurately identifying student levels of learning readiness and implementing activities that meet those levels;
- connecting new concepts with students' prior knowledge and experiences;
- varying his or her response to student performance to maximize opportunities for student success; and,
- implementing activities that support diverse groups and cultures.

Knowledge of content: the ST can demonstrate this by...

- developing unit, lesson, and day plans that accurately address curricula content;
- scaffolding instruction to meet the needs of individual students;
- being flexible with curricula, planning, and scheduling to enable students to be successful and engaged;
- responding effectively to student questions that extend beyond planned lesson content;
- integrating knowledge and skills both within a discipline as well as across disciplines;
- writing and speaking using correct Canadian English; and,
- demonstrating effective use of a variety of technological resources (including assistive technology when possible).

Effective communication with students: the ST can demonstrate this by...

- providing both visual and verbal instructions for academic tasks;
- providing both visual and verbal instructions regarding behaviour expectations;

- having students able to follow directions independently (demonstrating clarity of instructions);
- providing concrete, observable models/demonstrations;
- breaking instructions into manageable chunks appropriate for the students' developmental needs;
- incorporating the modelling and reinforcement of respectful social interactions (e.g., turn taking, cooperation, conflict resolution, dealing with challenges positively, supporting friendships, etc.);
- implementing a variety of student checks for understanding; and,
- encouraging discussion, listening, and responding to individuals and groups.

Effective teaching practices: the ST can demonstrate this by...

- pacing lessons so that individuals and entire class maximize their learning;
- being open to, seeking out, implementing, and refining innovative and challenging teaching strategies (e.g., project based learning, cooperative groups, visits into the community, guest speakers, experiments, stations, etc);
- being open to, seeking out, implementing, and refining the use of new academic programs in the district or school;
- identifying and effectively responding to “teachable moments” that emerge while teaching;
- being flexible with their lesson plan, altering if needed (even within the moment) to meet student needs, changes in school schedules, etc.;
- providing opportunities for active engagement, manipulation, and student exploration/experimentation with ideas and materials;
- providing opportunities for students to assume responsibility for the shaping of their own learning tasks;
- providing time for students to analyze and consolidate new concepts between accessing prior knowledge and independent practice;
- responding to connections that students make to concepts and refining those connections to maximize student understanding; and,
- moving students through activities that develop their procedural and conceptual knowledge.

Valid and reliable assessment practices: the ST can demonstrate this by...

- planning for assessment “as”, “for”, and “of” learning opportunities throughout all units;
- providing students with opportunities to practice assessment formats and content prior to an assessment “of” learning;
- providing a variety and number (more than one) of assessments “of” student learning;
- completing quick visual checks of student understanding while having students work through an activity;

- sharing developmentally appropriate assessment criteria, standards, and/or examples with students;
- gradually developing students' ability to self and peer assess constructively;
- gathering and recording evidence of student understanding, both "for" and "of" learning;
- gathering daily recorded observations and comments of student learning and behaviour;
- developing, implementing, reflecting on, and revising tools and questions for interviews designed to assess academic knowledge;
- completing periodic, timed (usually 5 to 20mins) observations of individual student behaviours (in relation to work habits, social/emotional development, and cooperative skills);
- developing, implementing, reflecting on, and revising observation records, checklists, scoring keys, rating scales, and rubrics designed to assess academic knowledge and skills; and,
- developing multiple tools and strategies (even multiple tools for the same academic content) to accurately assess individual learners.

Inclusive and individualized teaching: the ST can demonstrate this by...

- creating a climate of inclusivity in the classroom;
- developing a variety of tasks designed to enable individual student success and challenge (e.g., altering number of questions to complete, making different versions of the same worksheet, assigning different questions, adding challenge questions to an assignment, etc.);
- identifying those students who require more challenge to remain engaged in their learning and altering (or developing new) tasks for these students;
- providing additional scaffolding for those students who are not experiencing success;
- identifying when students require more concrete or hands-on activities to develop their understanding and facilitating those activities within the classroom;
- implementing different behaviour management strategies designed to effectively support students and keep them involved with the activities of the classroom;
- responding appropriate to hurtful comments/jokes related to individuals and/or groups;
- using instructional practices that respect and reflect the diversity amongst students and the community;
- where possible, incorporating student IEP goals into his or her own instructional planning; and,
- seeking out and implementing activities that promote an understanding of diverse cultures and lifestyles.

Becoming a positive member of the school and the community

Working respectfully with parents: the ST can demonstrate this by...

- initiating and maintaining positive, ethical relationships with parents;
- respecting the diverse cultures and value systems of parents and guardians;
- initiating contact with parents to increase student success;
- keeping a written log of parent communications (both verbal and written);
- keeping parents informed in a variety of ways (including notes home, phone calls, meetings, etc.); and,
- participating in parent-teacher interviews, school based team meetings, and student led conferences (when possible).

School culture and community: the ST can demonstrate this by...

- establishing positive interactions with faculty, staff (including janitorial and administrative), volunteers, parents, and students beyond your classroom walls;
- becoming involved in extracurricular activities throughout the school;
- participating in staff meetings and professional development opportunities (including professional learning communities and curriculum based team meetings);
- initiating collaboration with education specialists (e.g., LA, ESL, resource, music, prep teachers, TOCs, and student support);
- participating in school based team meetings and IEP meetings when appropriate for his or her students;
- communicating and supporting educational assistants; and,
- initiating contact and communication with principals and school administration.

Appendix 2: Role and responsibilities of student teachers (ST), teacher mentors (TM), faculty mentors (FM) and increasing student teacher responsibilities during school experience and long practicum

(excerpt from TEP Handbook)

Supervision

The teacher mentors, faculty mentors, and the coordinator are involved in the supervision of student teachers.

Teacher Mentors

- Prepare pupils for the arrival of the student teacher.
- Welcome and introduce student teacher to staff, administration, and students.
- Read the TEP Handbook and become familiar with the TEP goals and forms.
- Have on hand curriculum guides, resources, a seating plan or name tags, and your daybook/plans for your ST.
- Schedule meetings with your ST to discuss responsibilities, expectations, professional growth, and application of theory and practice on a regular basis.
- Think about initial in-class involvement and phase-in for the student teacher (i.e., gradually take over lessons and subject areas each day) and have these activities grow into an 80% teaching load for immersion.
- Make your expectations clear with respect to how your classroom is run and what you will require of the ST.
- Discuss the ways you will observe and supervise the ST's performance. Be sure to reference the TEP handbook for this discussion. It will be important for you to discuss your interpretation of the TEP goals with your ST.
- Schedule regular conferences with your ST regarding his or her performance.
- Complete a minimum of two formal observations per week (see description of the formal observation procedure on the following pages).
- Discuss your ST's in-class experiences with the FM and the ST to ensure that educational growth is discussed and documented and that there is agreement about the extent and nature of the ST's development as an effective and professional teacher.
- Communicate regarding units and subject areas that enable the ST to gain competence as a practicing teacher.
- Participate in the phase-out by gradually taking back the teaching of your class and making this transition in collaboration with the ST.
- Designate a space (including desk and chair) in the classroom for the ST where he or she can work.
- Allow for flexibility so that your ST experiences a variety of groupings, management strategies, routines, and instructional strategies—these may not necessarily be your preferred, personal practice, but balance your ST's opportunity for growth with the needs of your classroom students.
- Model, reflect upon, and articulate good teaching practice, remaining open to alternatives.
- If you have concerns with how your ST is behaving in your classroom, or performing when teaching, identify those concerns with the ST immediately.
- Regularly communicate with the FM regarding progress and concerns you have regarding your ST.

- Meet with your ST and FM to collaborate on the final report for EDUC 490 and the midterm for EDUC 492.
- Independently write, discuss, and receive feedback from your ST and FM on your final report for 492.

Student Teachers

- Ask questions if you are unclear about expectations and requirements.
- Maintain professional relationships with all students, teachers, and school personnel.
- Continue to familiarize yourself with TEP goals and program values, initiating conversations regarding these aspects with your mentors.
- Meet your TM and Principal prior to the start of EDUC 490. Throughout EDUC 490, take time to meet with all school personnel.
- Get acquainted with the observation and assessment tools used during practica.
- Obtain complete and accurate information about your placement prior to EDUC 490.
- Prepare autobiographical information to give to the TM prior to EDUC 490.
- Throughout EDUC 490, and EDUC 492 where appropriate, arrange to observe and participate in other classrooms.
- Write letters of introduction to the parents of your students at the beginning of 490, reintroduce yourself at the beginning of EDUC 492, and, if appropriate, when you begin immersion during your 492 practicum.
- Integrate yourself into the school community, progressively increasing that integration throughout EDUC 490 and EDUC 492.
- Assume responsibility for organizing the scheduling for FM observations and collaborate with fellow STs about that schedule.
- Identify the TEP goal for formal observations in consultation with your mentors and be able to discuss how this goal can be observed.
- Assume responsibility for the organizing and submitting of lesson plans, copies of formal observations by mentors, and post-conference reports in a binder that remains in the classroom.
- Collaborate with other STs (including peer observations and co-teaching) and teachers at your school.
- Maintain ongoing verbal and written communication with parents throughout your EDUC492 practicum.
- Work with your TM to plan your teaching assignments and units.
- Write lesson plans and unit plans for all teaching assignments and provide them for conferences with your mentors.
- Discuss the progression of activities that have been planned for your immersion ensuring that you will have the opportunity to gain competence as a practicing teacher.
- At the completion of immersion in EDUC 492, provide your TM with a minimum of three completed report cards and summative evaluations for all units you were responsible for teaching.
- Write a collaborative final for EDUC 490, a collaborative midterm for EDUC 492, and an independent final report for EDUC 492.

Faculty Mentors

- Design experiences for STs so that they have adequate information, preparation, instruction, and supervision during the course of EDUC 490 and EDUC 492.
- Work in partnership with the department head, educational advisor, teacher mentors, and program coordinator
- Work in conjunction with the coordinator to contact TMs and administrators to familiarize them with TEP at UFV.
- Develop systematic, on-going, and consistent procedures for observing and recording information about STs' work in the school setting.
- Discuss school and school district policies with your TM and ST.
- Attend TM and ST orientations and FM meetings.
- Support the TM as needed.
- Implement the procedures as outlined by TEP.
- Provide feedback as needed to help your STs identify strengths and areas of needed growth.
- Discuss your STs' professional development and assess your STs' progress in achieving the goals of TEP.
- Ensure that lines of communication are open between all members of the placement.
- If and when an ST experiences difficulty with any aspect of the TEP goals, the FM needs to communicate those concerns to the ST immediately. At that time, the FM needs to work with the ST (and possibly the TM) to develop clear, observable action plans (including timelines) with the aim of helping the ST in overcoming these areas of concern. If the ST does not overcome these areas of concern within the timeline identified, the FM must initiate an informal (and possibly formal) contract with the assistance of the program co-ordinator.
- Meet with your ST and FM to collaborate on the final report for EDUC 490 and the midterm for EDUC 492.
- Independently write, discuss, and receive feedback from your ST and FM on your final report for EDUC 492. Formalize the closure of the placement.

FORMAL OBSERVATION CYCLE

Mentors engage in a variety of activities to support the development of STs. Some of these activities include: completing formal and informal observations, co-teaching with STs, reviewing and critiquing lesson plans, observing and participating in the assessment of students (providing STs with informed feedback on the validity of their evaluations), assisting STs in the development of concrete action plans to improve specific TEP goals. These activities should move STs towards successful demonstration of all TEP goals, push STs to challenge and move beyond their already demonstrated strengths, and encourage STs to reflect on their teaching in a critical manner. As such, mentors model, support, counsel, give feedback, and evaluate.

Formal observations are one of the activities by which mentors support the development of STs. Formal observations provide regularly scheduled documentation of student development and growth, becoming a key piece of evidence for the final written evaluations of the ST. The process itself is comprised of three components:

Pre-Conference: The purpose of the pre-conference is to provide the ST with feedback on his or her lesson plan and prepare for the observation. As a result, the ST needs to provide the mentor with the completed draft of the lesson plan the day before the scheduled observation. The ST and mentor then review the lesson plan (verbally or electronically depending on the needs of the ST and the mentor). This review should have the ST: (a) summarize the lesson, (b) explain how he or she knows that students will be successful, (c) identify how individual student needs will be met during that lesson, and (d) identify when and where the ST and mentor will post-conference. At this time, the ST can also ask questions or request specific feedback on the lesson plan from the mentor. Following these ST-initiated discussions, the mentor may then ask questions regarding the lesson plan and challenge/push the ST to examine his or her lesson plan more critically. At the conclusion of the pre-conference, the ST identifies the TEP goal he or she is focusing on for that lesson and how he or she would like the mentor to gather information/data on that goal. At this time, the ST should also be able to identify how his or her lesson plan demonstrates the TEP goal he or she is working on.

Observation: The purpose of the observation is to gather evidence that: (a) describes how the ST did or did not achieve the identified TEP goal; (b) identifies additional TEP goals the ST demonstrated successfully; and (c) identifies additional TEP goals the ST that could be, or needs to be improved upon. This evidence needs to be descriptive and non-judgmental in nature. It is important to note that some observations may include student-mentor interaction to enable the mentor to gather accurate and detailed evidence.

Post-Conference: The purpose of the post-conference is to critique the lesson, reflect on how this critique relates to the STs overall development as a teacher, and identifies the appropriate next steps in the STs progression towards being an effective educator. This is accomplished by answering the following four questions: (a) what worked well; (b) what were the notable incidents, if any; (c) what did not work; and (d) what would you do differently, or in the future? To reinforce each ST's own reflective practice, the ST needs to begin answering each question independently. It is important for the ST to realize that improvement in teaching often comes as a result of critical personal reflection. Therefore, it is essential to develop the habit of regular self-reflection during practica. For each of the aforementioned questions, the emphasis should be on recognizing personal growth. It is not enough to say "This lesson went well" or "This lesson went poorly." It is important to analyze how your actions as a ST contributed to those successes and difficulties. For example, "the students were on task BECAUSE I gave clear instructions (everyone knew what to do) and provided individual alterations so that each student experienced success." The mentor may add probing questions to expand the ST's reflection. Mentors may also add observations that were not identified by the ST. It is critical that any concerns or problems observed by the mentor, but not mentioned by the ST, are brought forward during the post-conference.

Throughout EDUC 490 and EDUC 492, the TM will complete at least two formal observations a week. The FM will complete at least one formal observation a week. If a ST is experiencing difficulty, additional formal observations will be scheduled.

The ST will maintain a binder containing all unit plans, lesson plans, formal observation data sheets, and post-conference sheets. This binder will remain in the classroom at all times so that the ST, TM, or FM can review it at any time. The post-conference sheets will be completed in triplicate—one for the ST, one for the mentor, and one for the binder. This will enable the ST and mentors to reference their own copies of their post-conferences when completing midterm and final reports.

Informal observations may be completed throughout EDUC 490 and 492 by a mentor. These observations may be documented on a post-conference form to ensure that any important evidence is documented for the ST, TM, and FM.

UFV TEP Student Teachers: A typical teaching load of increasing responsibility during the school experience (short practicum - EDUC 490)

Students initially participate in a three day orientation at the school where they will be doing their following four week practicum. The goals of this orientation week are to become acquainted with the school community, the staff members and students with whom they will be working. Student Teachers will spend time in their classroom, observing classroom routines and getting to know their Teacher Mentor and the names of each of the children. STs also assist with individuals or small groups of students as requested by their TM.

Following their orientation the ST's will participate in a four week practicum experience. As ST's have had a variety of background experiences, STs will demonstrate readiness in taking over the entire class and teaching whole-class lessons varying times. Hence the tasks described below are meant only as a guideline for STs and TMs.

It is expected that by Week 4 STs will demonstrate the readiness to take over the class for two to three days, and teach two to three connected lessons that they have developed themselves.

Week 1

- * Observe in classroom, e.g., reconnect with students, ensure you know students' names, be familiar with school/classroom routines.
- * Work with individual or small groups of students.
- * Develop a collaborative relationship with teachers, peers, students.
- * Have regular conversations with Teacher Mentor
- * Select two foci to work on for TM formal observations
- * Be prepared for pre conferences, and post-conferences with TM.
- * Select focus to work on for formal observation with FM [week 1 or 2]; Be prepared for pre- and post-conference with FM.
- * Clarify expectations specific to the classroom setting.
- * Structure and keep an organized day plan book and share format with Teacher Mentor and Faculty Mentor.
- * Possibly team-teach a lesson with Mentor Teacher, or teach part of a lesson

- * Review Teacher Planning Guides, and Curriculum Resources
- * Discuss and plan with TM curriculum area for lesson focus in last week; review available resources.
- * At end of week write post-conference summary. Send via email to FM [deadline Saturday at 11:59pm].

Week 2

- * Continue with tasks as described above
- * Work with students with diverse learning needs, in small groups or on an individual basis.
- * Increase amount of responsibility in order to be teaching lessons to the whole class from teacher guides [e.g. Math skills], review/follow up lessons. Teach for increased amounts of time as ready.
- * Ensure expectations are aligned with final evaluation, e.g., teaching load, lesson planning, classroom management, and assessment expectations.
- * Review Instructor Planning Guide Books discuss with TM examples of ways to organize student data [e.g. student marks, homework completion].
- * Dialogue on a daily basis with TM your experience--, e.g., discuss lessons, reflections, and observations; discuss own progress and areas for improvement; establish specific management and instructional strategies; review future lesson plans.
- * Continue with planning, and conferencing regarding two formal observations with TM, and possibly one with FM.
- * At end of week write post-conference summary, send via email to FM within a deadline. Possibly send to entire sub-cohort-and/or respond to another student's. **[to discuss]

Week 3

- * Continue with tasks as per week 2, gradually increasing responsibility as ready. Take more responsibility for planning.
- * Continue with formal observations with TM and FM
- * Prepare 2-3 connected lessons in one curricular area, to be given to TM at latest the Thursday before teaching them the following week. [minimum of 3 school days prior to teaching first lesson]. TM will review and provide constructive feedback. Be prepared to discuss feedback, and make changes as needed.
- * Provide TM and FM with Draft of Final Progress Report by Wednesday of this week [email format to FM, hard copy or email-as preferred by TM]. Continue to explore effective classroom management techniques. Participate in whole school activities
- * Teach entire class for increased amount of time (e.g. half days).
- * At end of week write post-conference summary, send via email to FM within a deadline. Possibly send to entire sub-cohort-and/or respond to another student's.

Week 4

- * Continue as above, increasing responsibility to teach whole class independently one-three days.
- * Complete required teaching of 2-3 connected lessons in one curriculum area to the whole class.

- * Take more responsibility for planning.
- * Review and discuss final progress report with TM and FM.
- * Provide Student Teacher comments for the final evaluation document.
- * Collect artifacts for possible inclusion in Professional Teaching ePortfolio.
- * Return all teaching resources borrowed from the school and/or TM.

UFV TEP Student Teachers: A typical teaching load of increasing responsibility during the school experience (long practicum - EDUC 492)

Note: Workload that pertains to the portion of a full day that the student teacher (ST) will be teaching the class, will be discussed with the program coordinator and FM. We will also outline expectations during the TM orientation. Variations in the workload schedule will likely occur, depending on the situation and the progress of each individual ST.

Week #1 –	Phase-in, ST observes pupils, classroom routines, and TM
Week #2 –	Phase in, At the beginning of the week, ST teaches a lesson per day. Gradually through this week the ST load increases daily
Week #3 –	Moving to immersion
Week #4 –	Immersion
Week #5 –	Immersion
Week #6 –	Immersion
Week #7 –	Immersion
Week #8 –	Immersion
Week #9 –	Immersion
Week #10 –	Phase out, preparation for final report
Week #11 –	ST wraps up the units they have been teaching, hands back assignments, projects, tests/quizzes; TM takes over all of the lessons in all subject areas throughout the week. Final conferences

Appendix 3: Reference Letter Format



REFEREE'S REPORT Teacher Education Program

TO THE APPLICANT:

Please complete this section before presenting this form to your referee. Referees should be selected with care. References from friends and relatives are not acceptable. Both referees should have directly observed your interactions with groups of school-aged children.

Name of applicant (Last name <u>underlined</u> , then given names)	
Address	Phone number (with area code)
	Postal code

TO THE REFEREE:

This applicant is seeking admission to the Teacher Education Program at the University of the Fraser Valley. Applicants to the Teacher Education Program are required to have two letters of reference submitted before they will be considered for admission. Please answer the questions below and on the reverse side. Return the form **directly** in a sealed envelope to the address given below. A letter may be submitted in lieu of completing the back page of this form. However, please answer questions 1–6 in your letter. It is the policy of UFV to **treat as confidential** any reference reports or letters of reference which UFV receives as part of an applicant's admission documents.

Name of referee (please print or type)	
Organization	Position
Address (optional)	Phone (optional)

Referee, please forward both pages of this reference form to:

Admissions and Records Office
 Teacher Education Program Admissions
 University of the Fraser Valley
 33844 King Road
 Abbotsford BC V2S 7M8



Please provide **detailed** responses to the questions below to assist the UFV Teacher Education Program in our evaluation of the applicant.

<p>1. In what capacity and for how long have you known the applicant?</p>
<p>2. Describe the nature of the work you observed the applicant perform and indicate how long the applicant worked in this situation.</p>
<p>3. What four major strengths of the applicant will be most helpful as a future teacher?</p>
<p>4. What feedback did you provide to the applicant during his/her time with you?</p>
<p>5. Based on your knowledge of the applicant, suggest ways that our Teacher Education Program can support her/him during the professional year.</p>
<p>6. Please provide any information as to why this applicant should <u>not</u> become a teacher.</p>
<p>7. Please rank the applicant on his or her suitability as a future teacher.</p> <p><input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> OK <input type="checkbox"/> Poor</p>

Date
Signature

Because original signatures are required, this form may not be submitted by facsimile.

Delay in receipt of this information will result in delay in the processing of the application.

Appendix 4: 5 year daf i gyl'equipi "

UNIVERSITY of the FRASER VALLEY
Teacher Education Secondary Program
Budget Analysis Template - Program Costing

Intake Size:	<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>	
Domestic Enrolment		36		36		36
Revenues:						
Domestic Tuition		303,407		354,024		361,104
Total Revenues:		<u>303,407</u>		<u>354,024</u>		<u>361,104</u>
Expenditures:						
Salary Costs:						
F/T Faculty	1 FTE	80,000	1.5 FTE	120,000	1.5 FTE	120,000
Coord Salaries/Releases	1 Sect	6,000	1 Sect	6,000	1	6,000
Practicum Placement Coord	0.5 FTE	40,000	0.5 FTE	40,000	0.5	40,000
P/T Faculty Sections	7.83 Sect	46,980	6.83 Sect	40,980	6.83 Sect	40,980
Faculty Mentors	36 Sect	48,600	36 Sect	48,600	36 Sect	48,600
Staff Support	0 FTE	-	0.3 FTE	12,600	0.3 FTE	12,600
Benefits	19%	42,100	19%	50,954	19%	50,954
Sessional Surcharge	5.13 Sect	27,471	3.5 Sect	18,743	3.5 Sect	18,743
		<u>291,151</u>		<u>337,877</u>		<u>337,877</u>
Other Expenses:						
Supplies		500		500		500
Travel		9,000		9,000		9,000
Photocopy		3,000		3,000		3,000
Miscellaneous		3,600		3,600		3,600
Total Expenditures:		<u>307,251</u>		<u>353,977</u>		<u>353,977</u>
Revenues Net of Direct Costs:		<u>(3,844)</u>		<u>47</u>		<u>7,128</u>
Institutional Overhead:						
Institutional Support		121,363		141,610		144,442
Surplus/(Deficit) Faculty Allocation:		<u>(125,207)</u>		<u>(141,562)</u>		<u>(137,314)</u>
Existing Funding Within Faculty *		141,891		141,891		141,891
Net Surplus/(Deficit) Faculty Allocation:		<u>16,684</u>		<u>329</u>		<u>4,577</u>
Student FTE generated:		54.07		64.69		64.69

* Funding was allocated for the program in a prior budget anticipating its approval

Appendix 5: Outline of Library Resources Needed for the TEP Secondary Program at UFV

Assessment of the University College of the Fraser Valley Library Curriculum Collection and Faculty Librarian resources

March 7, 2011

Prepared by Heather Compeau, Education Librarian

Introduction

The purpose of this assessment is to examine the University of the Fraser Valley Library's capacity to support the proposed PDP program in secondary teacher education. This assessment involves four components:

1. Review of current collection and faculty librarian support
2. Proposed courses for secondary program
3. Sample tabulation of costs for example grade and curriculum subjects
4. Future developments for University of Fraser Valley's Collections and Services for Education: Recommendations and proposed budget

1. Review of the Current Collection and Faculty Librarian Support

The growth of the Curriculum Lab for the elementary PDP program contains a mixture of book, audiovisual and kit resources to support elementary curriculum subjects and other course subjects in this program. Here are current item totals to support both curriculum and other course subjects in this collection as of March 2010:

Book	CD	DVD	Video	Kit	Total
1593	33	60	20	58	1764

In a review of UFV Library's education collection, the 2006 Naslund Report recommended library funding should be increased from proposed \$10,000 to \$20,000 to acquire a basic collection of learning resources before start-up of Teacher Education Program in 2007. In addition, a minimum of \$7000 per year for the next five years was recommended to continue the growth of the professional resources in the collection (Naslund, 2006, p. 52).

Below is the history of spending in Canadian dollars on resources for the Curriculum Lab:

2003	2004	2005	2006	2007	2008	2009	2010	Total
2,000.0	1,713.0	5,082.9	13,492.	7,528.0	10,331.1	12,218.	10,465.	62,831.2
		1	2		5	0	9	

While perhaps not reaching the recommended additional funding levels, between the library budget and additional TEP contributions the funding has been consistent and provided the opportunity to begin to grow the Curriculum Collection.

In addition, the Naslund Report included a recommendation to hire a half-time librarian to support the elementary Education program in order to work in the areas of collection development, program planning, reference, instruction and technical services. (Naslund, 2006, p. 52) The Education Librarian is funded 50% by Teacher Education Program (TEP) and 50% by UFV Library. The TEP salary contribution accounts for:

Total Salary (Jan-Dec 2010)	TEP Contribution
66,466.20	33,233.00

The Education Librarian role provides a key collaborative and consultative function with TEP faculty, students, Library staff/faculty, school district personnel, ministry coordinators, publisher/vendor representatives in order to facilitate the selection, purchase and processing of resources to support courses. In addition, the Education Librarian teaches a course in Teacher Education program as well as provides reference and technical support for students and faculty. On the library side of this portfolio, some duties include supporting additional departments at UFV for collection development (Trades, Health Sciences), participating in the UFV Library instruction program, copyright and development of audiovisual collections, library manager for the Chilliwack Library campus, and working on reference service point in Abbotsford.

2. Proposed courses for secondary program

The proposed secondary program contains 10 new courses and 15 that will be taught to both elementary and secondary. Here is listing of these courses:

New courses:

EDUC 413 Developmental Theories of Learning in Adolescents (3 cr.)
EDUC 431 Designs for Learning General Language Arts (3 cr.)
EDUC 432 Designs for Learning General Social Studies (3 cr.)
EDUC 440 Professional Communication (1 cr.)
EDUC 434A Designs for Learning Secondary History/Geography (1.5 cr.)
EDUC 434B Designs for Learning Secondary Language Arts (1.5 cr.)
EDUC 499 Special Topics in K-12 Education (2 cr.)
EDUC 441 Designs for Online Instruction (1 cr.)
EDUC 435 Designs for Learning Secondary Math (3 cr.)
EDUC 436 Designs for Learning General Science (3 cr.)
EDUC 437A Designs for Learning Secondary Science (Biology/Earth Science) (1.5 cr.)
EDUC 437B Designs for Learning Secondary Science (Chemistry/Physics) (1.5 cr.)

Courses cross-taught to elementary and secondary:

EDUC 410 Schooling in a Diverse Society (2 cr.)
EDUC 445 Assessment and Learning (2 cr.)
EDUC 446 Information Technology in Teaching (1 cr.)
EDUC 495A,B,C,D Applications of Reflective Practice (2 cr.)
EDUC 447 Indigenous Youth and Schooling (3 cr.)
EDUC 444 Classroom Management Strategies (1 cr.)
EDUC 448 Conflict Resolution in Schools (1 cr.)
EDUC 490 School Experience (6 cr.)
EDUC 442 Introduction to Classroom Research (1 cr.)
EDUC 450 Second Language Learning in Classroom Practice (2 cr.)
EDUC 452 Unit Planning, Assessment, Evaluating and Reporting (2 cr.)
EDUC 492 Integration of Knowledge and Practice (12 cr.)
EDUC 460 Governance and Reform in Public Education (2 cr.)
EDUC 454 Mental Health and Special Learning Needs in Schools (2cr.)

Currently, there are no secondary subject-specific curriculum resources in the current collection. While there are some resources for the cross-taught elementary and secondary courses with additional students from the secondary program it will require additional copies or increased variety of resources be added to the collection.

3. Sample tabulation of costs for example grade and curriculum subjects

To begin to get a picture of the cost of recommended learning resources from the BC Ministry of Education, I chose to highlight a single grade and calculate the costs of these resources for all four curriculum subjects that will be taught as part of the proposed secondary program.

Here is the costing for a single grade in the four curriculum subject areas being proposed for the secondary program:

Grade 10	Comprehensive	Additional
English	4,841.31	702.2
Mathematics	1,162.81	1,899.85
Science	600.15	2705.07
Social Studies	1,562.81	1,611.57
<i>Total</i>	8,167.08	6,918.69
<i>Total for all</i>	\$15,085.77	

*For an itemized costing please see Addendum 1

The cost for acquiring just the comprehensive learning resources for a single grade in all four curriculum subject areas is \$8167.08. If this was a minimum costing for each grade it would cost over \$40,000 to purchase just the Ministry recommended comprehensive resources for the collection. This does not take into account the additional titles that will be needed for the cross-taught courses due to increased student numbers. A strategic part of Education Librarian's position is to collaborate with TEP faculty to prioritize and plan on what key resources need to be first purchased to support key learning outcomes of BC K-12 integrated resource packages and plan with faculty for the acquisition of resource variety over time in order to support proposed secondary teacher education program.

4. Future developments for University of Fraser Valley's Collections and Services for Education: Recommendations and proposed budget

Growing a library collection to meet the curricular and scholarly needs of a PDP program is significant commitment in time and financial resources. With the growth of the Teacher Education Program to include a secondary stream this will impact workload of the Education librarian in terms of collection development, reference, technical support and course instruction. One way to address this is to top-up the TEP contribution to Librarian's salary to allow for UFV

Library to move over other library work (such as liaison support to other faculties, Abbotsford reference shifts or some participation in library instruction) to other library staff.

Below is a chart outlining the current salary as well as projected TEP contribution with top-up:

Librarian Total Salary (Jan-Dec 2010)	TEP Current Contribution	25% Top-up	TEP Contribution with Top-Up
66,466.20	33,233.00	16,616.55	\$49,849.55

As mentioned, a key role of the Education librarian in collaboration with TEP faculty is to prioritize and plan to purchase appropriate learning resources over time for the Curriculum Lab. The proposed budget below outlines a minimum start-up scenario of \$6000 for book resources (student texts, teacher guides, general books) for each secondary grade level (Grades 8-12- \$30,000) for all four curriculum subjects and an additional \$6000 to go towards purchasing resources for cross-taught and new non-curriculum courses (EDUC 440, EDUC 441 and EDUC 499). The AV/Kits budget line will purchase costly recommended audiovisual materials with public-performance rights for the Curriculum collection.

Table 1: Proposed Collection Budget

Books all subjects (start-up)	36,000
A/V & Kits (start-up)	10,000
<i>Total</i>	\$46,000

In addition, Table 2 outlines the continued funding for curriculum and other professional materials with a TEP and Library contribution of \$10,000 per year for at least five years.

Table 2: Proposed funding for Secondary Collection and Librarian Faculty Support	2010	2011	2012	2013	2014	2015	2016
Secondary Collection	20,000	26,000	10,000	10,000	10,000	10,000	10,000
Librarian Support	49,849.6	49,849.6	49,849.6	49,849.6	49,849.6	49,849.6	49,849.6

In conclusion, in order to continue to develop the Curriculum Collection it will require additional funds for Curriculum lab growth and added Librarian faculty time to develop these resources and to provide support (reference, instruction and technical) of students and faculty in both elementary and proposed secondary streams of the Teacher Education Program.

Bibliography

Naslund, J. (2006). *Assessment of the University College of the Fraser Valley Library Education Collection: Report to the British Columbia College of Teachers*. Appendix 4: Library Assessment Report for the Draft Report and Recommendations from the Program Approval Team – UCFV., 50-61.

Addendum 1: Comparison of costing for Grade 10 Learning Resources

Ministry of Education English Collection Resources- Gr 10				
Comprehensive Resources				
	Student	Teacher	AV	Total
Contexts Volume 1	40.72			
<i>Crossroads 10</i>	63.95	131.95		
<i>Digging In: Literature for Developing Writers</i>	78.10			
<i>Edge, Level C</i>	77.14	45.82		
<i>Nelson Language and Writing 10</i>	56.95	155.95		
<i>Orca Soundings Classroom Library</i>	597.00	45.00		
<i>Power Zone 10</i>	563.69			
<i>Shakespeare From Page to Stage</i>	98.25			
<i>Shakespeare: Script, Stage, Screen</i>	64.04			
<i>Sports in Literature, 2nd Edition</i>	46.22	49.58		
<i>The 10: Animal Kingdom 10-Pack</i>	185.50	60.00		
<i>The 10: Arts 10-Pack</i>	185.50	60.00		
<i>The 10: Canadian History 10-Pack</i>	185.50	60.00		
<i>The 10: Geography 10-Pack</i>	185.50	60.00		
<i>The 10: Natural Science 10-Pack</i>	185.50	60.00		
<i>The 10: Physical Science 10-Pack</i>	185.50	60.00		
<i>The 10: Popular Culture 10-Pack</i>	185.50	60.00		
<i>The 10: Sports 10-Pack</i>	185.50	60.00		
<i>The 10: Weird and Wonderful 10-Pack</i>	185.50	60.00		
<i>The 10: World History 10-Pack</i>	185.50	60.00		
<i>Write Traits Advanced Level 1</i>	271.95			
Total	3813.01	1,028.30		4841.31
Additional Resources				
Native American Literature	32.60			
Nelson Language and Writing 11	155.95	59.95		
Orca Sports Classroom Library	238.80	25		
Passages 11	53.45	136.45		

<i>Total</i>	480.80	221.40	702.20
<i>Total for all</i>			5543.51

Ministry of Education Mathematics Collection Resources- Gr 10

	Student	Teacher	Online	AV	Total
<i>Comprehensive Resources</i>					
Foundations and Pre-calculus Mathematics 10	67.50	259.95		259.95	
<i>Mathematics 10</i>	76.41	260.00			
<i>Mathworks 10</i>	77.00	162.00			
<i>Total</i>	220.91	681.95		259.95	1162.81

Additional Resources

Radical Math Kit	169.95				
Geometer's Sketchpad (estimated \$25 per computer)			900.00		
GrafEQ			310.00		
<i>Total</i>	169.95	0.00	1210.00	519.90	1899.85
<i>Total for all</i>					3062.66

Ministry of Education Science Collection Resources- Gr 10

	Student	Teacher	AV	Total
Comprehensive Resources				
B.C. Science Probe 10	76.95	291.95	143.95	
BC Science 10, Student Text	87.30			
<i>Total</i>	164.25	291.95	143.95	600.15

Additional Resources

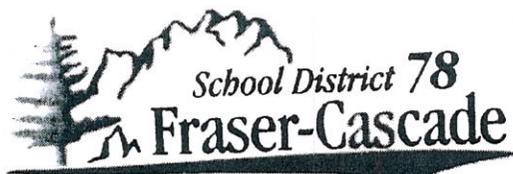
Basics of Ecology DVD series			599.95	
Cambridge Core Science: GeoBasics Series			1009.99	
Compounds: Electromagnetic Attraction to Molecules			109.99	
Interdependence of Life			107.95	
The Nature of Things: Climate				
The Nature of Things: Climate Change : Vol 1 An Uncertain Future			132.00	
The Nature of Things: Climate Change : Vol 2 Hot Times in the City			132.00	

Using the Periodic Table				57.99
Discover! Science Library Series				99.00
<i>Total</i>	164.25	291.95	2248.87	2705.07
<i>Total for all</i>				3305.22

Ministry of Education Social Studies Collection Resources- Gr 10

	Student	Teacher	Eguide	AV	Total
<i>Comprehensive Resources</i>					
Canada: The Story of a Developing Nation	79.45	197.51		150.00	
<i>Challenge of the West: A Canadian Retrospective 1812-1914</i>	74.95	150.00			
<i>Horizons: Canada Moves West</i>	78.95		831.95		
<i>Total</i>	233.35	347.51	831.95	150.00	1562.81
Additional Resources – Print					
Canadian Oxford School Atlas	399.50				
The Nystrom Atlas of Canada and the World	20.00	159.00			
Pearson School Atlas	32.50	274.95	274.95		
<i>Additional Resources – Video (VHS/DVD)</i>					
Batoche Settlement, Saskatchewan				195.00	
First Journey, Fort William				59.95	
Historica Minutes				25.00	
Victoria: More English Than the English				60.00	
<i>Additional Resources – Multimedia</i>					
Shaping the Future: The Treaty Process in BC		7.77			
Nisga'a Carving The Future				28.00	
<i>Additional Resources – Software & CD-ROM</i>					
Canada's Visual History				49.95	
Historica Radio Minutes				25.00	
<i>Total</i>	452.00	441.72	274.95	442.90	1611.57
<i>Total for all</i>					3174.38

Appendix 6: Letters of Support



Superintendent of Schools
650 KAWKAWALAKE RD.
HOPE, B.C.
VOX 11.4

Phone (604) 869-2411 (Hope residents)
Phone (604) 796-2225 (Agassiz residents)
Fax (604) 869-7400
E-mail: knelson@sd78.bc.ca

February 9, 2011

Ms. Awneet Sivia, Department Head
Teacher Education Program Faculty of Professional Studies
University of the Fraser Valley
45635 Yale Road
Chilliwack, B.C.
V2P 7T4

Dear Ms. Awneet:

Over the last two years, I have had the privilege of attending the electronic portfolio presentations by students in the Teacher Education Program at UFV. These presentations are very impressive and speak highly of the quality of the elementary program provided through the University of the Fraser Valley.

I was very pleased to learn that UFV is considering developing a secondary education program. I am highly supportive of this program as it will provide qualified secondary teachers who will be needed to support our students in future years.

Yours truly,

A handwritten signature in cursive script that reads "Karen Nelson".

Karen Nelson, EdD
Superintendent of Schools

February 4, 2011

Awneet Sivia
Department Head, Teacher Education Program
Faculty of Professional Studies
University of the Fraser Valley
Chilliwack Campus
45635 Yale Road, V2P 6T4

Dear Awneet,

Secondary Teacher Education Program

Please accept this as Mission Public Schools letter of support for the development of a secondary teacher education program at the University of the Fraser Valley.

Mission Public Schools and the University already have many successful partnerships such as the Heritage park shared facility, dual-credit programming and community outreach programs.

The development of a secondary teacher education program would further strengthen our partnership with the University and provide additional opportunities for students within Mission Public Schools.

Yours sincerely,



Frank Dunham
Superintendent
Mission Public Schools

Cc: Graham Black, Director of Instruction, Planning and Policy Development

Secondary Teacher Education Program

New Courses



COURSE IMPLEMENTATION DATE: September 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: September 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 413	Professional Studies	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Introduction to Adolescent Development and Special Learning Needs		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course reviews the main models and theories associated with adolescent learning and development and their implications for understanding the learning needs of adolescents in schools. Relevant issues in adolescent development and educational practice are reviewed and critiqued regarding their implications on adolescents' physical, cognitive, and socio-emotional development. The model of Universal Design for Learning (UDL) and differentiating instruction to promote access to the curriculum is reviewed. The course examines the impact of educational legislation with respect to inclusion of students with special learning needs, process of the identification of a student with special needs, and working in a collaborative school-based team. An overview of internalizing problems and externalizing difficulties in adolescence, as well as high incidence special needs—including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders are reviewed, along with examples of adaptations to support these students in the classroom.

PREREQUISITES: Admission to the Teacher Education Program [TEP]
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>39</u>	Hrs
Seminar:	<u>6</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 36
 Expected frequency of course offerings: annually
(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): Dr. Shirley Lister	_____	
Department Head: Awneet Sivia	_____	Date approved: _____
Supporting area consultation (Pre-UPAC)		Date of meeting: _____
Curriculum Committee chair: Awneet Sivia	_____	Date approved: _____
Dean/Associate VP: Dr. Rosetta Khalideen	_____	Date approved: _____
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting: _____

LEARNING OUTCOMES:

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

- Articulate the implications of models and theories associated with learning and development in adolescence.
- Illustrate the use of the Universal Design for Learning Model (UDL) in planning for teaching.
- Describe dilemmas and differences faced by educators in the province of British Columbia as it relates to inclusion
- Identify methods of how to vary aspects of teaching e.g. pacing.
- Describe the process of the identification of a student with special needs, and the role of teachers within a collaborative school based team.
- Analyze the internalizing problems and externalizing difficulties in adolescence, as well as high incidence special needs—including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders along with examples of adaptations to support these students in the classroom.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, seminars, group work and presentations, guest speakers

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

X PLAR cannot be awarded for this course.: This course is integrated with practica and other courses in the Teacher Education Program. Students cannot audit or challenge this course.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Feldman, R.S. (2008). *Adolescence USA*: Pearson Education Inc.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

- Class Participation-10%
To include attendance and effective participation in class with regards to discussions, small group work, completion of readings, and in-class assignments that may require additional time outside of class to complete.

- Key Developmental Transitions-Adolescent Development –Group Project and Presentation-30%
- Challenges of Adolescence-Group Project and Presentation-30%
- 'Education for All' Written Assignment-30%
(Written paper discussing how principles of UDL were incorporated in development of lessons and activities for students in p1 classroom. Description of how instructional techniques and expectations were differentiated to meet the needs of all students practicum classroom. Documentation of specific adaptations made for learners with special needs in practicum classroom).

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 grade). Students achieving below a C+ level will be assigned and NC grade. It is expected that students will complete all assignment revisions to assignments as required.

COURSE CONTENT:

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

- Introduction to Adolescence
- Physical Development
- Cognitive Development
- Social Development
- Self and Morality
- Issues in Adolescence-Peers, Intimacy, Adolescent Sexuality
- Teaching with an inclusive perspective, perspectives from a global, national, provincial and local level.;
- Application of the Universal Design for Learning Model {UDL}, Differentiation of Instruction
- Introduction to Individual Education Plans and identification of a student with special needs.
- Collaboration with members of a school based team
- Internalizing problems and externalizing difficulties in adolescence

- High incidence special needs—including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders along with examples of adaptations to support these students in the classroom.

COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 431	Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning General Language Arts		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides an introduction to the fundamental pedagogical concepts and skills necessary for the effective teaching of secondary language arts. The study and relationship of expressive (writing and speaking) and receptive (listening and reading) aspects will enable teachers to design and implement unit and lesson plans. Students will develop sound principles and curricular arrangements which enhance literacy in the secondary context. The BC Ministry Integrated Resources Packages (IRPs) will be used for curriculum requirements and teaching strategies.

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

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>23</u>	Hrs
Seminar:	<u>22</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 18
 Expected frequency of course offerings: annually
(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): <u>Bob Wansbrough</u>	Date approved: _____
Department Head: <u>Awneet Sivia</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: _____
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with BC 8-10 IRP, particularly the connection among listening, speaking, reading and writing
- Facilitate the communications model and analyze relationship with text, reader and writer
- Develop skills in planning lessons and units specific to the language arts curriculum
- Design theme-oriented units
- Demonstrate the use of teaching by the critical thinking approach in language arts
- Integrate the use of media in language arts
- Integrate a wide variety of literature in language arts
- Develop strategies to assist struggling readers
- Create a wide variety of assessment tools specific to language arts with diverse learners in mind

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

- The course will be presented using a variety of techniques: classroom lectures, activities, films, and demonstrations.
- Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.
- Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.
- At least half of the classroom time will be spent on hands-on learning and inquiry based activities.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): Designs for Learning courses are integrated with the practicum and other course work within this professional program. Students are not permitted to audit or challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Burke, J. (1999). *The English teacher's companion*. Heineman, Westport CT. ISBN 13: 978-0-325-01139-4

Gallagher, K. (2004) *Deeper reading: Comprehending challenging texts 4-12*. Stenhouse Publishing ISBN 978-1-57110-348-0

Milner, L. & J. (2000). *Bridging English*. ISBN 978-0-13-239747-6

Gallagher, K. (2005). *Teaching Adolescent Writers*. Stenhouse Publishing. ISBN 978-1-57110-422

BC Curriculum Resources: available at www.bced.gov.bc.ca/irp.htm

English 12 First Peoples, Integrated Resource Package (2008). BC Ministry of Education. Available at

www.bced.gov.bc.ca/irp/irp.htm

English Language Arts 8-12, Integrated Resource Package (2007). BC Ministry of Education. Available at

www.bced.gov.bc.ca/irp/irp.htm

Literacy Foundations – English Language Arts, Integrated Resource Package (2010). BC Ministry of Education.

Available at www.bced.gov.bc.ca/irp/irp.htm

English Literature 12, Integrated Resource Package (2003). BC Ministry of Education. Available at

www.bced.gov.bc.ca/irp/irp.htm

Related Readings

Alvermann, D.E. (2002). Effective Literacy Instruction for Adolescents Develop skills in theme-oriented units. *Journal of Literacy Research*, 34(2), 189-208

Ontario Ministry of Education. (2003). Think Literacy Success: Grades 7-12. The report of the expert panel on students at risk in Ontario

www.edu.gov.on.ca/eng/document/reports/literacyreport.pdf.

Stabb, C.F. (1991). Teachers' Practices with Regard to Oral Language. *The Alberta Journal of Educational Research*, 37(1), 31-48.

Stiggins, R.J. (2002). Assessment crisis: The absence of assessment FOR learning. *Phi Delta Kappan*, 83(10), 758-765.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME. Stenhouse

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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 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:]

Major Concepts:

TOPICS

- The place of language in the secondary school curriculum
- The writing process
- Writing expository, narrative, persuasive and descriptive essays
- Writing for a range of audiences
- Writing synthesis essays based on a variety of sources
- Vocabulary building and grammar instruction
- Methods to improve reading comprehension
- The role of prior knowledge and scaffolding in reading comprehension
- Surface and deep structure comprehension
- 'Active' reading
- Historical and social influences in a variety of reading material
- Poetry analysis, terms and features
- Identifying and responding to subjectivity in text
- Analyzing text structure
- Oral language – conveying and deriving meaning
- Oral language – explaining, arguing and entertaining



COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 432	Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning General Social Studies		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides the fundamental theoretical concepts and practical skills necessary to create a program for secondary social studies courses. The study of economic, political, environmental and social challenges facing local, national and international communities will be examined through history, government, geography and other social sciences. The BC Ministry Integrated Resources Packages (IRPs) will be used for curriculum requirements and teaching strategies.

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

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>23</u>	Hrs
Seminar:	<u>22</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 18
 Expected frequency of course offerings: annually
(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): <u>Bob Wansbrough</u>	Date approved: _____
Department Head: <u>Awneet Sivia</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: _____
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with BC Social Studies 8-11 IRPs
- Apply the use of the critical thinking theory for designing learning activities in social studies
- Integrate strategies to teach a variety of research skills
- Develop skills in planning and developing lessons and units from a critical thinking perspective
- Demonstrate and apply textbook reading strategies to improve comprehension
- Analyze the structure of report and essay writing to complement learning
- Integrate and demonstrate the use of information technology in social studies
- Integrate literature and other content materials in social studies
- Create a wide variety of assessment tools specific to language arts with diverse learners in mind

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

- The course will be presented using a variety of techniques: classroom lectures, activities, films, and demonstrations.
- Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.
- Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.
- At least half of the classroom time will be spent on hands-on learning and inquiry based activities.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)
- Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): Designs for Learning courses are integrated with the practicum and other course work within this professional program. Students are not permitted to audit or challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Case, R. & Clark, P. (2003). *The Anthology of social studies*, Volume Two, Pacific Educational Press ISBN 978-1-895766-47-9

BC Curriculum Resources: available at www.bced.gov.bc.ca/irp.htm

Social Studies 10, (2006), Integrated Resource Package. BC Ministry of Education. Available at

www.bced.gov.bc.ca/irp/irp.htm

Social Studies 11, (2005), Integrated Resource Package. BC Ministry of Education. Available at

www.bced.gov.bc.ca/irp/irp.htm

Social Studies 8-10, (1997), Integrated Resource Package. BC Ministry of Education. Available at

www.bced.gov.bc.ca/irp/irp.htm

Related Readings

Granatstein, J.L. (1998). *Who killed Canadian history*. Toronto: Harper-Collins.

Parker, W. (1989). *How to help students learn history and geography*. Educational Leadership 47(3), 39-43

www.quasar.ualberta.ca ASTERO – Alberta Social Teachers' Education Resource Online

www.quasar.ualberta.ca/css Canadian Social Studies Journal

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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 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:]

Major Concepts:

TOPICS

- The place of social studies in the secondary school curriculum
- Active citizenship in local, national and international issues
- Contemporary issues in secondary social studies – geography, government, history
- The function of legislative, executive and judicial branches of government
- Political contexts and ideologies
- Participation in various forms of governance including democracy
- Environmental issues
- Issues related to population and food production
- Cultural issues and diversity
- Historical and contemporary issues of First Nations
- Historical and contemporary issues of immigration
- Course, lesson and unit planning
- Library and internet research methods

COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 434A	Professional Studies/Education	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning Secondary History/Geography		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides the fundamental theoretical concepts and practical skills necessary to create a program for Geography 12 and History 12 as well as components of geography and history in other secondary social studies courses. The BC Ministry Integrated Resources Package (IRP) will be used for curriculum requirements and teaching strategies.

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

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 23

STRUCTURE OF HOURS:

Lectures: 12 Hrs
 Seminar: 11 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 18
 Expected frequency of course offerings: annually
(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): <u>Bob Wansbrough</u>	Date approved: _____
Department Head: <u>Awneet Sivia</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: _____
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date approved: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with BC Social Studies 8-11, Geography 12 and History 12 IRPs and provincial resource sets
- Identify and apply the principles of critical thinking for designing learning activities in social studies
- Describe tenets of inquiry-based instruction
- Apply methods used to teach research skills related to teaching content in this area
- Develop skills in planning and developing lessons and units
- Demonstrate the use of teaching by the content-led approach in geography and history
- Integrate the use of information technology in geography and history
- Create a wide variety of assessment tools specific to History 12 and Geography 12, within the context of diverse learning needs
-

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

- The course will be presented using a variety of techniques: classroom lectures, activities, films, and demonstrations.
- Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.
- Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.
- At least half of the classroom time will be spent on hands-on learning and inquiry based activities.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): Designs for Learning courses are integrated with the practicum and other course work within this professional program. Students are not permitted to audit or challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Lambert, D. & Morgan, J. (2009). *Teaching Geography 11-18*. Open University Press
ISBN 9780335234486

Balderstone, D. (2001). *Secondary Geography Handbook*, Geographical Association
ISBN 978 - 1- 84377 -165 – 4

BC Curriculum Resources: available at www.bced.gov.bc.ca/irp.htm

Social Justice 12, (2008), Integrated Resource Package. BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

History 12, (2006), Integrated Resource Package. BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

Geography 12, (2006), Integrated Resource Package. BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

Comparative Civilizations 12, (2006), Integrated Resource Package. BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

BC First Nations Studies 12, (2006), Integrated Resource Package. BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

Related Readings

Lambert, D. & Weeden, P. (2002). *Geography inside the black box*. Geographical Association
ISBN 978 – 0 – 7087 – 1755 – 4

Smith, M. (2002). *Teaching geography in secondary schools: A reader*. ISBN 0-203-99423-X

Sharma, M. & Elbow, G. (2000). *Using Internet Primary Sources to Teach Critical Thinking Skills in Geography*,
Greenwood Press, ISBN 0 – 313 - 30899 – 3

Beal, C. (2009). *Teaching social studies in middle and secondary schools*, 5/E. Allyn & Bacon Publishing

Drake & Nelson (2009). *Engagement in teaching history: Theory and practice for middle and secondary teachers*, 2/E
Allyn & Bacon Publishing

Brown & Kiliska, (2002). *Applying multicultural and global concepts in the classroom and beyond*. Allyn and Bacon
Publishing

GeogEd, Geography Education: Research and Practice, Online Journal
<http://geography.org.uk/gtip/geogede-journal/>

University of Victoria – Ian J. Walker
(www.geog.ubic.ca/dept/faculty/walker/teaching_phil.html)

Statistics Canada
Lakehead University, <http://library.lakeheadu.ca/?pg=767>

Canadian Council for Geographic Education, <http://www.ccge.org/ccge/english/Resources/default.asp>
follow links to...Canadian National Standards for Geography: A Standards-Based Guide to K-12 Geography: A
Standards-Based Guide to K-12 Geography

Canadian Geographic, The Royal Canadian Geographical Society, <http://www.rcgs.org/>

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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 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:]

Major Concepts:

TOPICS:

The place of geography and history in the secondary school curriculum
Geography 12 Curriculum Outcomes including but not limited to:

- Themes and Skills, Tectonic Processes, Gradational Processes, Weather and Climate, Biomes, Resources and Environmental Sustainability
- Maps and graphic skills
- Precise language of geography

- Physical geography
- Interaction of humans with natural systems
- Resource development and the environment
- Physiographic regions influence on historical trade and settlement
- Contemporary issues in geography – pollution, urbanization, globalization, global warming, sustainability, interdependence, development, population growth, environmental degradation, stewardship etc.
- Aboriginal culture and geography
- Cultural understanding and diversity
- Case study methods
- Primary sources
- Library and internet research methods
- Report writing
- Resources for teaching geography – Canadian Geographic, Teaching Geography, media
- Assessment: formative and summative

History 12 Curriculum Outcomes including but not limited to:

- Chronological mapping of events from 1919 to modern day
- Assessment of historical events in relation to social, political, economical, technological, cultural and geographical factors
- Nationalism and imperialism in the world
- Fascism, communism, nationalism, and democracy
- War and peace
- The Great Depression
- WWII (Europe and Asia Pacific)
- Holocaust and Cold War
- Chinese Cultural Revolution
- Colonization and decolonization
- Current social demographic and political changes across the world



COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 434B	Professional Studies/Education	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning Secondary Language Arts		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course integrates theory and practice to create a program and curriculum for senior secondary language arts courses. This course draws on students' knowledge gained in EDUC 431 and builds deeper understanding of expressive (writing and speaking) and receptive (listening and reading) in such topics as poetry, creative writing, expository writing and literature. The BC Ministry Integrated Resources Packages (IRPs) will be used for curriculum requirements and teaching strategies.

PREREQUISITES: Admission to the Teacher Education Program (TEP), EDUC 431
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 23

STRUCTURE OF HOURS:

Lectures:	<u>12</u>	Hrs
Seminar:	<u>11</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 18
 Expected frequency of course offerings: annually
(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): <u>Bob Wansbrough</u>	Date approved: _____
Department Head: <u>Awneet Sivia</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: _____
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with BC 8-12 IRP, particularly the connection among listening, speaking, reading and writing
- Develop sophisticated lessons using strategies to enhance literacy in specific topic areas
- Develop skills in planning and developing lessons and units around poetry, media studies, creative writing, etc.
- Design theme-oriented units in senior level language arts courses
- Demonstrate the use of teaching by the critical thinking approach in language arts
- Integrate use of visual, auditory and tactile experiences in lesson design
- Integrate a wide variety of literature in language arts
- Develop strategies to assist struggling readers
- Create authentic assessment tools and methods
- Create a wide variety of assessment tools specific to language arts, within the context of diverse learning needs

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

- The course will be presented using a variety of techniques: classroom lectures, activities, films, and demonstrations.
- Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.
- Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.
- At least half of the classroom time will be spent on hands-on learning and inquiry based activities.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)
- Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): Designs for Learning courses are integrated with the practicum and other course work within this professional program. Students are not permitted to audit or challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Burke, J. (1999). *The English teacher's companion*. Heineman:Westport CT. ISBN 13: 978-0-325-01139-4

Gallagher, K. (2004) *Deeper reading: Comprehending challenging texts 4-12*. Stenhouse Publishing ISBN 978-1-57110-348-0

Milner, L. & J. (2000). *Bridging English*. ISBN 978-0-13-239747-6

Gallagher, K. (2005). *Teaching Adolescent Writers*. Stenhouse Publishing. ISBN 978-1-57110-422

BC Curriculum Resources: available at www.bced.gov.bc.ca/irp.htm

English 12 First Peoples, Integrated Resource Package (2008). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

English Language Arts 8-12, Integrated Resource Package (2007). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

Literacy Foundations – English Language Arts, Integrated Resource Package (2010). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

English Literature 12, Integrated Resource Package (2003). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm

Related Readings

Alvermann, D.E. (2002). Effective Literacy Instruction for Adolescents Develop skills in theme-oriented units. *Journal of Literacy Research*, 34(2), 189-208

Ontario Ministry of Education. (2003). *Think Literacy Success: Grades 7-12*. The report of the expert panel on students at risk in Ontario
www.edu.gov.on.ca/eng/document/reports/literacyreport.pdf.

Stabb, C.F. (1991). Teachers' Practices with Regard to Oral Language. *The Alberta Journal of Educational Research*, 37(1), 31-48.

Stiggins, R.J. (2002). Assessment crisis: The absence of assessment FOR learning. *Phi Delta Kappan*, 83(10), 758-765.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME. Stenhouse

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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 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:]

Major Concepts:

TOPICS

- The place of language and literacy in the secondary school curriculum
- The writing process
- Writing expository essays, poetry and creative writing assignments
- Writing for a range of audiences
- Developing skills in sourcing to promote literacy
- Vocabulary building and grammar instruction
- Methods to improve reading comprehension
- The role of prior knowledge and scaffolding in reading comprehension
- Surface and deep structure comprehension
- 'Active' reading
- Historical and social influences in a variety of reading material
- Poetry analysis, terms and features
- Identifying and responding to subjectivity in text
- Oral language – explaining, arguing and entertaining
- Assessing writing and developing criteria for literacy development

COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 435	Faculty of Professional Studies, Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning Secondary Mathematics		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides an introduction to fundamental pedagogical concepts and skills necessary for the effective teaching of secondary mathematics. The BC provincial curriculum Integrated Resource Package (IRP) and current curriculum frameworks will be used as a focus for exploring diverse pedagogical strategies. The course will highlight the theory and practice of cooperative learning in a mathematics setting. The course will also introduce students to a range of mathematical activities that develop mathematical reasoning, concepts and skills across the secondary grades. Integration of mathematics with other subject areas will be addressed.

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

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>23</u>	Hrs
Seminar:	<u>22</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 18
 Expected frequency of course offerings: Annually
(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): <u>Jim Wiese</u>	
Department Head: <u>Awneet Sivia</u>	Date approved: _____
Supporting area consultation (Pre-UPAC)	Date of meeting: _____
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date approved: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with the BC IRPs for various mathematics course taught at the secondary level.
- Apply constructivist learning theory for designing learning activities in secondary mathematics.
- Demonstrate the use of a variety of manipulatives and integration with curriculum activities (e.g. in science, social studies) to develop pupils' mathematical understanding.
- Apply critical thinking activities to address higher level mathematical content
- Design a short sequence of lessons in mathematics, including activities that use cooperative learning techniques and other techniques that foster a wide range of learning styles.
- Develop basic strategies for using on-going assessment for pupils' understanding of content, skills, and problem solving, addressing a wide variety of student's learning needs
- Integrate the use of information technology in mathematics.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

- The course will be presented using a variety of techniques: classroom lectures, laboratory experiments, activities, films, and demonstrations.
- Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.
- Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.
- At least half of the classroom time will be spent on hands-on learning and inquiry based activities.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)
- Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): Methods courses within a teacher education program are integrated into the practicum and other course work within this professional program. Students are not permitted to audit, challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Texts:

Alfred Posamentier, Beverly Smith, Jay Stepelman. (2010). *Teaching secondary mathematics: Teaching and enrichment units*. Boston: Allyn & Bacon.

BC Curriculum Resources: available at www.bced.gov.bc.ca/irp/irp.htm

Apprenticeship and Workplace Mathematics 10
http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_app_work10.pdf

Apprenticeship and Workplace Mathematics 11
http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_app_work11.pdf

Apprenticeship and Workplace Mathematics 12
http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_app_work12.pdf

Foundations of Mathematics and Pre-Calculus 10
http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_foundations_precalc10.pdf

Foundations of Mathematics 11
http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_foundations11.pdf

Foundations of Mathematics 12

http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_foundations12.pdf

Pre-Calculus 11

http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_precalc11.pdf

Pre-Calculus 12

http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_precalc12.pdf

Common Curriculum Framework Mathematics 10 to 12 Integrated Resource Package (2010 – 2012). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm.

Recommended Reading:

Teaching for Effective Learning: The Complete Book of PEEL Teaching Procedures. (2004). Peel Publishing Group: Melbourne, Aus.

SUPPLIES / MATERIALS:

Fully-equipped classroom with standard mathematics manipulatives and other materials used to teach mathematics in a BC secondary school.

STUDENT EVALUATION:

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

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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 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:]

Major Concepts:

TOPICS

- How constructivist learning theory influences classroom practice
- The nature of mathematics and learning in mathematics
- Pupil's conceptions in math and implications for teaching and learning
- Numeracy initiatives in BC
- Use of manipulatives, activities and strategies to promote mathematical reasoning, understanding and problem solving
- Cooperative learning
- Introduction to use of computers and calculators in the mathematics classroom
- Application of mathematics into other subject areas, such as science and social studies, to show its relevancy
- Lesson planning and unit planning
- BC Secondary Mathematics Curriculum for various courses taught in the standard secondary school
- Using a range of on-going assessment strategies for mathematics activities
- Diversity and inclusion issues in mathematics teaching
- Resources available for mathematics teaching
- Basic information on the content organizers: Numbers, Statistics and Probability (Data Analysis and Chance and Uncertainty), Patterns and Relationships (Patterns and Variable and Equations), Shape and Space (Measurement, 3-D objects and 2-D shapes, and Transformations), Algebra and Number, Relations and Functions, Geometry, Trigonometry, etc., as they relate to each course taught in a BC secondary school.

ASSIGNMENTS

- Reflections: Student responses to issues presented in class, ideas about mathematics and mathematics education, current topics in teaching mathematics, etc.
- Activities and Assignments: Classroom activities as necessary to develop student understanding of the issues

and concepts in mathematics and mathematics education.

- Model Teaching: Collaborative planning, microteaching and assessment of a mathematics lesson (from the Learning portfolio).
- Learning portfolio: Student mathematics teaching portfolio, consisting of a series of lessons within one of the curriculum areas in the IRP using direct instruction, cooperative learning and peer tutoring (includes activities, assessment and reflection on teaching strategies and microteaching) [collaborative or solo]. They can also begin to collect materials and resources that will help them teach mathematics in a secondary school setting. They should also include a critique of the appropriate use of direct instruction and cooperative learning in mathematics teaching. One part of this portfolio synthesizes the student's growing understanding of secondary mathematics teaching and secondary teaching strategies and how their teaching practice is related to the key values of UFV's teacher education program.*

***Note:** This assignment may be used to contribute to the Education 495 portfolio project.



COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 436	Faculty of Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning General Science		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides an introduction to fundamental pedagogical concepts and skills necessary for the effective teaching of secondary science in the Junior Science courses (grades 8 – 10). The BC provincial curriculum integrated resource package (IRP) will be used as a focus for exploring diverse pedagogical strategies. The course will explore the theory and practice of two pedagogical approaches: inquiry and direct instruction. Instruction will take place in a context of community-based science. Integration of science with other subject areas will be addressed.

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

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>23</u>	Hrs
Seminar:	<u>22</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 18
 Expected frequency of course offerings: annually
(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): <u>Jim Wiese</u>	
Department Head: <u>Awneet Sivia</u>	Date approved: _____
Supporting area consultation (Pre-UPAC)	Date of meeting: _____
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date approved: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with the BC Secondary Science IRPs, especially those which focus on students in grades 8 – 10.
- Apply constructivist learning theory for designing learning activities in secondary science, with emphasis on the junior secondary grades (grades 8 – 10).
- Use the Secondary Science IRP (grades 8 – 10) to develop and teach science activities in the 3 strands (Life, Physical and Earth, and Space Science) in a community setting.
- Develop skills in planning and developing a short sequence of lessons in science using inquiry and direct instruction.
- Identify the basics of safe practices in classroom, laboratory, and field settings. Demonstrate how those practices are a part of a secondary science classroom.
- Integrate the use of information technology in science lessons.
- Develop basic strategies for assessing understanding of content, skills, and problem solving in secondary science for diverse levels of abilities

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

- The course will be presented using a variety of techniques: classroom lectures, laboratory experiments, activities, films, and demonstrations.
- Close coordination will be maintained between the theoretical and laboratory work and the standard practices in British Columbia's secondary classroom.
- Weekly assignments will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.
- At least half of the classroom time will be spent on hands-on learning and laboratory activities.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)
- Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): Methods courses within a teacher education program are integrated into the practicum and other course work within this professional program. Students are not permitted to audit, challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Texts:

Chiapetta & Koballa, (2010). *Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills, 7/E*, Allyn & Bacon,

BC Curriculum Resources: available at <www.bced.gov.bc.ca/irp/irp.htm>
Science 8 Integrated Resource Package. (2006). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Science 9 Integrated Resource Package. (2006). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Science 10 Integrated Resource Package. (2008). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Environmental Learning and Experience: An Interdisciplinary Guide and video clips for Teachers (2007). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Science Safety Resource Manual. (2003). Victoria: Ministry of Education, Curriculum Development Branch, Province of

British Columbia

Recommended Reading:

Teaching for Effective Learning: The Complete Book of PEEL Teaching Procedures. (2004). Peel Publishing Group: Melbourne, Aus.

SUPPLIES / MATERIALS:

Fully-equipped classroom with standard mathematics manipulatives and other materials used to teach mathematics in a BC secondary school.

STUDENT EVALUATION:

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

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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 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:]

Major Concepts:

- How constructivist learning theory influences classroom practice
- The nature of science and learning in science
- Pupil's conceptions in science and implications for citizenship
- Inquiry teaching and strategies for science learning
- Direct instruction and strategies for science learning
- Information technology to promote science learning
- Basics of safety in the classroom, laboratory and field
- The local community as a location for science and stewardship activities
- Lesson planning and unit planning
- Using a range of on-going assessment strategies for science activities
- Diversity and inclusion issues in science teaching
- BC Secondary Science curriculum IRPs and Science Safety Resource Manual (2003)
- Application of science into other subject areas, including social studies, mathematics, health, consumerism, community planning, etc.
- Resources available for science teaching (e.g., Project Wild, Streamkeepers, etc.)
- Basic information on the curriculum content organizers: Processes and Skills of Science, Life Science (Biology), Physical Science (Chemistry and Physics) and Earth and Space Science, as they relate to each course taught in a BC secondary school.

ASSIGNMENTS

- Reflections: Student responses to issues presented in class, ideas about science and science education, current topics in teaching mathematics, etc.
- Activities and Assignments: Classroom activities as necessary to develop student understanding of the issues and concepts in science and science education.
- Model Teaching: Collaborative planning, microteaching and assessment of a science lesson (from the Learning portfolio).
- Learning portfolio: Student science teaching portfolio, consisting of a series of lessons within one of the curriculum areas in the IRP using direct instruction, cooperative learning and peer tutoring (includes activities, assessment and reflection on teaching strategies and microteaching) [collaborative or solo]. They can also begin to collect materials and resources that will help them teach science in a secondary school setting. They should also include a critique of the appropriate use of direct instruction, inquiry and cooperative learning in science teaching. One part of this portfolio synthesizes the student's growing understanding of secondary science teaching and secondary teaching strategies and how their teaching practice is related to the key values of UFV's teacher education program.*

***Note:** This assignment may be used to contribute to the Education 495 portfolio project.



COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 437A	Faculty of Professional Studies/Education	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning Secondary Science (Biology/Earth Science focus)		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides a continuation of learning about fundamental pedagogical concepts and skills necessary for the effective teaching of secondary Senior Science courses (Biology and Earth Science focus). The BC provincial curriculum integrated resource package (IRP) will be used as a focus for exploring diverse pedagogical strategies and students will develop lessons and units using pedagogical content knowledge as a conceptual framework. The course will explore the theory and practice of two pedagogical approaches: inquiry and direct instruction. Instruction will take place in a context of community-based science. Integration of science with other subject areas will be addressed and assessment in relation to science topics will be explored.

PREREQUISITES: Admission to the Teacher Education Program (TEP), EDUC 436
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 23
STRUCTURE OF HOURS:

Lectures: 9 Hrs
 Seminar: 5 Hrs
 Laboratory: 9 Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 18
 Expected frequency of course offerings: annually
(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): <u>Jim Wiese</u>	Date approved: _____
Department Head: <u>Awneet Sivia</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: _____
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with the BC Secondary Science IRPs that focus on students in grades 11 – 12.
- Apply constructivist learning theory for designing learning activities in secondary science, with emphasis on the senior secondary grades (grades 11 – 12).
- Apply the Secondary Science IRP (grades 11 – 12) to develop and teach science activities in Biology, Earth Science, Geology and Sustainable Resources in a community setting.
- Create a short sequence of lessons in science using inquiry and direct instruction.
- Identify safe practices in classroom, laboratory, and field settings. Demonstrate how those practices are a part of a secondary science classroom.
- Integrate the use of information technology in science lessons.
- Develop basic strategies for assessing understanding of content, skills, and problem solving in secondary science.
- Design assessment tools in relation to science curricula for diverse learners
- Demonstrate an understanding of the content and major concepts necessary for teaching biology, earth science, geology and sustainable resources courses in a BC secondary school.

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

- The course will be presented using a variety of techniques: classroom lectures, laboratory experiments, activities, films, and demonstrations.
- Close coordination will be maintained between the theoretical and laboratory work and the standard practices in British Columbia's secondary classroom.
- Weekly assignments will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.
- At least half of the classroom time will be spent on hands-on learning and laboratory activities.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)
- Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): Methods courses within a teacher education program are integrated into the practicum and other course work within this professional program. Students are not permitted to audit, challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Texts:

Chiapetta & Koballa, (2010). *Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills, 7/E*, Allyn & Bacon,

BC Curriculum Resources: available at <www.bced.gov.bc.ca/irp/irp.htm>

Biology 11 and 12 Integrated Resource Package. (2006). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Earth Science 11 and Geology 12 Integrated Resource Package. (2006). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Sustainable Resources 11 and 12 Integrated Resource Package. (2008). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Environmental Learning and Experience: An Interdisciplinary Guide and video clips for Teachers (2007). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Science Safety Resource Manual. (2003). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

SUPPLIES / MATERIALS:

Fully-equipped science lab with standard science equipment used to teach science in a BC secondary school.

STUDENT EVALUATION:

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

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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 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:]

Major Concepts:

- How constructivist learning theory influences classroom practice
- The nature of science and learning in science
- Pupil's conceptions in science and implications for citizenship
- Inquiry teaching and strategies for science learning
- Direct instruction and strategies for science learning
- Information technology to promote science learning
- Basics of safety in the classroom, laboratory and field
- The local community as a location for science and stewardship activities
- Lesson planning and unit planning specific to Biology and Earth Sciences
- Using a range of on-going assessment strategies for science activities
- Diversity and inclusion issues in science teaching
- BC Secondary Science curriculum IRPs for Biology and Earth Sciences and Science Safety Resource Manual (2003)
- Application of science into other subject areas, including social studies, mathematics, health, consumerism, community planning, etc.
- Resources available for science teaching (e.g., Project Wild, Streamkeepers, etc.)
- Basic information on the curriculum content organizers: Processes and Skills of Science, Biology, Geology, Sustainable Resources and Earth Science, as they relate to each course taught in a BC secondary school.

ASSIGNMENTS

- Reflections: Student responses to issues presented in class, ideas about science and science education, current topics in teaching mathematics, etc.
- Activities and Assignments: Classroom activities as necessary to develop student understanding of the issues and concepts in science and science education.
- Model Teaching: Collaborative planning, microteaching and assessment of a science lesson (from the Learning portfolio).
- Learning portfolio: Student science teaching portfolio, consisting of a series of lessons within one of the curriculum areas in the IRP using direct instruction, cooperative learning and peer tutoring (includes activities, assessment and reflection on teaching strategies and microteaching) [collaborative or solo]. They can also begin to collect materials and resources that will help them teach science in a secondary school setting. They should also include a critique of the appropriate use of direct instruction, inquiry and cooperative learning in science teaching. One part of this portfolio synthesizes the student's growing understanding of secondary science teaching and secondary teaching strategies and how their teaching practice is related to the key values of UFV's teacher education program.*

***Note:** This assignment may be used to contribute to the Education 495 portfolio project..



COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 437B	Faculty of Professional Studies/Education	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning Secondary Science (Chemistry/Physics focus)		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides a continuation of learning about fundamental pedagogical concepts and skills necessary for the effective teaching of secondary Senior Science courses (Chemistry and Physics focus). The BC provincial curriculum integrated resource package (IRP) will be used as a focus for exploring diverse pedagogical strategies and students will develop lessons and units using pedagogical content knowledge as a conceptual framework. The course will explore the theory and practice of two pedagogical approaches: inquiry and direct instruction. Instruction will take place in a context of community-based science. Integration of science with other subject areas will be addressed and assessment in relation to science topics will be explored.

PREREQUISITES: Admission to the Teacher Education Program (TEP), EDUC 436
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 23
STRUCTURE OF HOURS:

Lectures: 9 Hrs
 Seminar: 5 Hrs
 Laboratory: 9 Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 18
 Expected frequency of course offerings: annually
(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): <u>Jim Wiese</u>	Date approved: _____
Department Head: <u>Awneet Sivia</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: _____
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with the BC Secondary Science IRPs that focus on students in grades 11 – 12 Physics and Chemistry.
- Apply constructivist learning theory for designing learning activities in secondary science, with emphasis on the senior secondary grades in Physics and Chemistry (grades 11 – 12).
- Use the Secondary Science IRP (grades 11 – 12) to develop and teach science activities related to Physics and Chemistry
- Create a short sequence of lessons in science using inquiry and direct instruction.
- Identify safe practices in classroom, laboratory, and field settings. Demonstrate how those practices are a part of a secondary science classroom.
- Integrate the use of information technology in science lessons.
- Develop basic strategies for assessing understanding of content, skills, and problem solving in secondary science.
- Design assessment tools in relation to science curricula for diverse student needs
- Develop an understanding of the content and major concepts necessary for teaching chemistry and physics courses in a BC secondary school.

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

- The course will be presented using a variety of techniques: classroom lectures, laboratory experiments, activities, films, and demonstrations.
- Close coordination will be maintained between the theoretical and laboratory work and the standard practices in British Columbia's secondary classroom.
- Weekly assignments will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.
- At least half of the classroom time will be spent on hands-on learning and laboratory activities.
- The activities will be used to interact with the students on a more personal and intimate level. This time can be used for formative assessment of student progress and to give individual help

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): Methods courses within a teacher education program are integrated into the practicum and other course work within this professional program. Students are not permitted to audit, challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Texts:

Chiapetta & Koballa, *Science Instruction in the Middle and Secondary Schools: Developing Fundamental Knowledge and Skills*, 7/E, Allyn & Bacon, 2010

BC Curriculum Resources: available at <www.bced.gov.bc.ca/irp/irp.htm>

Chemistry 11 and 12 Integrated Resource Package. (2006). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Physics 11 and 12 Integrated Resource Package. (2006). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Applications of Physics 11 and 12 Integrated Resource Package. (2007). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Science and Technology 11 Integrated Resource Package. (2008). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

Science Safety Resource Manual. (2003). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

SUPPLIES / MATERIALS:

Fully-equipped science lab with standard science equipment used to teach science in a BC secondary school.

STUDENT EVALUATION:

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

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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 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:]

Major Concepts:

- How constructivist learning theory influences classroom practice
- The nature of science and learning in science
- Pupil's conceptions in science and implications for citizenship
- Inquiry teaching, demonstrations and discrepant event strategies for science learning
- Direct instruction and group teaching strategies for science learning
- Information technology to promote science learning
- Basics of safety in the classroom, laboratory and field
- The local community as a location for science and stewardship activities
- Lesson planning and unit planning specific to Physics and Chemistry
- Using a range of on-going assessment strategies for science activities
- Diversity and inclusion issues in science teaching
- BC Secondary Science curriculum IRPs for Physics and Chemistry and Science Safety Resource Manual (2003)
- Application of science into other subject areas, including social studies, mathematics, health, consumerism, community planning, etc.
- Resources available for science teaching (i.e. grade collection for Physics and Chemistry)
- Basic information on the curriculum content organizers: Processes and Skills of Science, Chemistry, Physics and Science and Technology, as they relate to each course taught in a BC secondary school.

ASSIGNMENTS

- Reflections: Student responses to issues presented in class, ideas about science and science education, current topics in teaching mathematics, etc.
- Activities and Assignments: Classroom activities as necessary to develop student understanding of the issues and concepts in science and science education.
- Model Teaching: Collaborative planning, microteaching and assessment of a science lesson (from the Learning portfolio).
- Learning portfolio: Student science teaching portfolio, consisting of a series of lessons within one of the curriculum areas in the IRP using direct instruction, cooperative learning and peer tutoring (includes activities, assessment and reflection on teaching strategies and microteaching) [collaborative or solo]. They can also begin to collect materials and resources that will help them teach science in a secondary school setting. They should also include a critique of the appropriate use of direct instruction, inquiry and cooperative learning in science teaching. One part of this portfolio synthesizes the student's growing understanding of secondary science teaching and secondary teaching strategies and how their teaching practice is related to the key values of UFV's teacher education program.*

***Note:** This assignment may be used to contribute to the Education 495 portfolio project.



COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 440	Faculty of Professional Studies/Education	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Professional Communication in Schools	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides an introduction to the principles of effective communications in the school setting. The effectiveness of the teacher's oral communication skills (voice and presence) is examined. Another focus will be facilitated demonstrations of effective teaching through peer observation, recording, and reflection. In addition, student teachers will develop practical strategies for professional communication to a variety of audiences, such as parents, administrators, and colleagues through a variety of formats.

PREREQUISITES: Admission to the Teacher Education Program
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 15

STRUCTURE OF HOURS:

Lectures: 6 Hrs
 Seminar: 9 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 36
 Expected frequency of course offerings: _____
(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): Barbara Salingré

Department Head: Awneet Sivia

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: Awneet Sivia

Dean/Associate VP: Dr. Rosetta Khalideen

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: _____

Date of meeting: _____

Date approved: _____

Date approved: _____

Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate competence in the use of voice and body movement to facilitate effective teaching strategies
- Demonstrate effective teacher's presence in the classroom
- Facilitate constructive feedback to each other on effective communication skills in the classroom
- Relate the "Standards for the Education, Competence, and Professional Conduct of Educators in BC" to professional communication and presence in the school environment.
- Demonstrate effective use of memos, letters to parents, e-mail, and communication via social network sites within the professional boundaries of the teacher

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, seminars, workshops, demonstration of skills through simulated teaching exercises and peer observations, peer and self-evaluation.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

X PLAR cannot be awarded for this course for the following reason(s): This course is integrated with other methods courses within the Teacher Education program and students will connect the assignments, lesson planning and peer observations with other course work.

TEXTBOOKS, REFERENCES, MATERIALS:

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

The Standards for the Education, Competence, and Professional Conduct of Educators in British Columbia
www.bcteacherregulation.ca

Pugach, M. (2009). *Because teaching matters: An introduction to the profession.* Wiley and Sons: New Jersey.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Reflections: 10%
Participation 10%
Peer Teaching and Observations: 30%
Short Paper: 20%
Assignments: 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 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:]

TOPICS

- The place of professional communication in the school setting
- Defining professional identity as a teacher
- Professional autonomy and responsibility
- The concept of professionalism as relational
- The notion of establishing boundaries which define the professional relationship
- Rules for social networking sites and professional boundaries

- Examining oral (voice and presence) communication skills while teaching
- Observing teacher communication and reflecting on constructive feedback
- School correspondence: Communicating effectively in writing with parents, colleagues, and administrators through newsletters, e-mail, and student planners



COURSE IMPLEMENTATION DATE: January 2014
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: January 2020
(six years after UPAC approval) (month, year)

OFFICIAL UNDERGRADUATE 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 - see course syllabus available from instructor

Table with 3 columns: COURSE NAME/NUMBER (EDUC 441), FACULTY/DEPARTMENT (Faculty of Professional Studies/Education), UFV CREDITS (1). Includes COURSE DESCRIPTIVE TITLE (Online Teaching and Learning).

CALENDAR DESCRIPTION:

This course provides an introduction to structures, technologies, curricular designs and pedagogical approaches which characterize online teaching and learning. Students will learn about concepts such as distributed learning, blended instruction, continuous progress and self-directed learning as they pertain to online learning programs.

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

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 15

STRUCTURE OF HOURS:

Lectures: 5 Hrs
Seminar: 10 Hrs
Laboratory:
Field experience:
Student directed learning:
Other (specify):

TRAINING DAY-BASED INSTRUCTION:

Length of course:
Hours per day:

OTHER:

Maximum enrolment: 36
Expected frequency of course offerings: Once a 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): Awneet Sivia

Department Head: Awneet Sivia

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: Awneet Sivia

Dean/Associate VP: Dr. Rosetta Khalideen

Undergraduate Program Advisory Committee (UPAC) approval

Date approved:

Date of meeting:

Date approved:

Date approved:

Date of meeting:

LEARNING OUTCOMES:

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

- Apply their knowledge about pedagogy to online instructional environments
- Describe at least 2 different models of online instruction used BC school districts
- Identify basic functions and operations of Moodle software for course delivery
- Design a unit using Moodle
- Identify and critique online educational resources and professional development organizations which are designed to support online teaching and learning
- Develop knowledge about creating inclusive and supportive environments for learning on line
- Practice professionalism and ethical interactions using online communication and learn about teacher student boundaries

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Online and face to face, presentations, group lessons in online learning environments, field trips to survey local school district online instructional programs.

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): Designs for Learning courses are integrated with the practicum and other course work within this professional program. Students are not permitted to audit or challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Cavanaugh, C. & Blomeyer, R. (Eds.) (2007). *What works in K-12 online learning*. [International Society for Technology in Education](#), ISBN [9781564842367](#)

Education moving into the digital age

<http://disruptingclass.mhprofessional.com/apps/ab/about-the-book/>

www.bced.gov.bc.ca/irps/

Integrated Resource Packages and curriculum documents for secondary courses

LearNow BC-Educators online resources

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

- 10% Participation (including seminar and online submissions)
- 10% Reflective Journal
- 30% Review and Analysis of Sample Online Instructional Models
- 25% Mini Unit Plan for online course
- 25% Short Paper and Presentation

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:]

Online Learning
Distributed Learning
Social Networking Systems
Teacher and Student Roles in Online Instruction
Ethics, Communication and Professionalism in online environments
course design and delivery
Assessment
Student learning needs



COURSE IMPLEMENTATION DATE: September 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2019
(six years after UPAC approval) (month, year)

OFFICIAL UNDERGRADUATE 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 - see course syllabus available from instructor

Table with 3 columns: COURSE NAME/NUMBER (EDUC 499), FACULTY/DEPARTMENT (Faculty of Professional Studies/Education), UFV CREDITS (2). Includes COURSE DESCRIPTIVE TITLE: Special Topics in K-12 Education.

CALENDAR DESCRIPTION:

The specific emphasis in this course will vary depending on the interests of the faculty member and the relevant issues. The course will provide an opportunity to explore topics related to K-12 Education that are not addressed in the courses currently in the program, or to expand in more depth on topics addressed in other courses.

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

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 30

STRUCTURE OF HOURS:

Lectures: 20 Hrs
Seminar: 10 Hrs
Laboratory:
Field experience:
Student directed learning:
Other (specify):

TRAINING DAY-BASED INSTRUCTION:

Length of course:
Hours per day:

OTHER:

Maximum enrolment: 36
Expected frequency of course offerings: annually
(every semester, annually, every other year, etc.)

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

Course designer(s): Awneet Sivia
Department Head: Awneet Sivia Date approved:
Supporting area consultation (Pre-UPAC) Date of meeting:
Curriculum Committee chair: Awneet Sivia Date approved:
Dean/Associate VP: Dr. Rosetta Khalideen Date approved:
Undergraduate Program Advisory Committee (UPAC) approval Date of meeting:

LEARNING OUTCOMES:

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

- Outcomes will depend on the course content and structure

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify): Examination
Depending on the course subject and content

PLAR cannot be awarded for this course for the following reason(s):

X PLAR cannot be awarded for this course for the following reason(s): Methods courses within a teacher education program are integrated into the practicum and other course work within this professional program. Students are not permitted to audit, challenge courses.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Will depend on the course subject and content

SUPPLIES / MATERIALS:

Will depend on the course subject and content

STUDENT EVALUATION:

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

Will depend on the course subject and content, but may include portfolios, research papers and presentations

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 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:]

Course content will vary based on subject and content but may include topics such as:
Professional Learning Communities, departmental leadership, alternative programs, choice schools, administration within schools,