

UNIVERSITY OF THE FRASER VALLEY
FACULTY OF PROFESSIONAL STUDIES
FACULTY COUNCIL MEETING
Friday, April 15, 2011 – 10:00 AM TO NOON
Abbotsford Campus - Room A421

DRAFT AGENDA

- 1. WELCOME**
- 2. ADOPTION OF AGENDA**
- 3. APPROVAL OF MINUTES – Meeting of March 18, 2011**
- 4. PRESENTATION – UFV Capital Planning (Craig Toews)**
- 5. NEW BUSINESS/DISCUSSION ITEMS**
 - 5.1 Course and Program Change Approvals**
 - 5.1.1. TEP secondary program**
 - Proposal
 - New Courses:
 - EDUC 441
 - EDUC 413
 - EDUC 431
 - EDUC 432
 - EDUC 434A
 - EDUC 434B
 - EDUC 435
 - EDUC 436
 - EDUC 437A
 - EDUC 437B
 - EDUC 440
 - EDUC 499
 - Revised Courses
 - EDUC 450
 - EDUC 446
 - EDUC 447
 - EDUC 448
 - EDUC 410
 - EDUC 445
 - EDUC 442
 - EDUC 444
 - EDUC 495
 - EDUC 452
 - EDUC 454
 - EDUC 460
 - EDUC 490
 - EDUC 492
 - 5.1.2. Certificate in Adult Teaching and Learning (CATL)**
 - Proposal
 - Changes to ADED 340

- 5.2 Review of Committee Membership
- 5.3 Faculty Newsletter Committee: Conversion to Established Committee

6. REPORTS

- 6.1 Reports from Established and Ad Hoc Committees
 - 6.1.1. Nominations and Elections Committee
 - 6.1.2. Field Education and Practicum Committee
 - 6.1.3. Retention Committee
 - 6.1.4. Learning Exchange Committee
 - 6.1.5. Faculty Newsletter Committee
 - 6.1.6. Terms of Reference Review Committee
- 6.2 Reports from Other Faculty Councils
- 6.3 Reports from Senate
- 6.4 Dean's Report

7. INFORMATION ITEMS

- 7.1 Proposed Changes to Library Borrowing Policy
- 7.2 Next Faculty Council meeting: Friday, May 13 at 10 am in Abbotsford room A421

8. ADJOURN

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. It adds secondary-level content into 14 of the 22 courses currently offered in the Elementary Program, and includes 12 secondary-level subject-specific methods courses developed specifically for this program. The total number of credits in the proposed Secondary Program is consistent with the Elementary Program at 55 credits, and, upon completion, students earn the same opportunity for recommendation for certification as in the existing Elementary program.

This program responds to a need expressed by local school districts and by 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 schools is at the middle school and high school levels, and increases in the number of teachers approaching retirement or moving into administrative positions contribute to a need for secondary school classroom teachers. At present, UFV 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 school pedagogy and practice. This proposal for a secondary program within the TEP has preliminary approval from the BC College of Teachers as part of the original proposal accepted for the Elementary Program which identified the need for both elementary and secondary teacher education in a comprehensive Teacher Education Program. 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. This program also has the support of departments in UFV's Faculty of Arts and Faculty of Science, which will be sources for student recruitment.

The program design also 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 responsive to 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
(BACHELOR'S DEGREE)
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-graduate Certificate (post-Bachelor's degree)

1.1.2 Credential Recognition and Nomenclature

Post-graduate completion certificate in Teacher Education (Secondary)

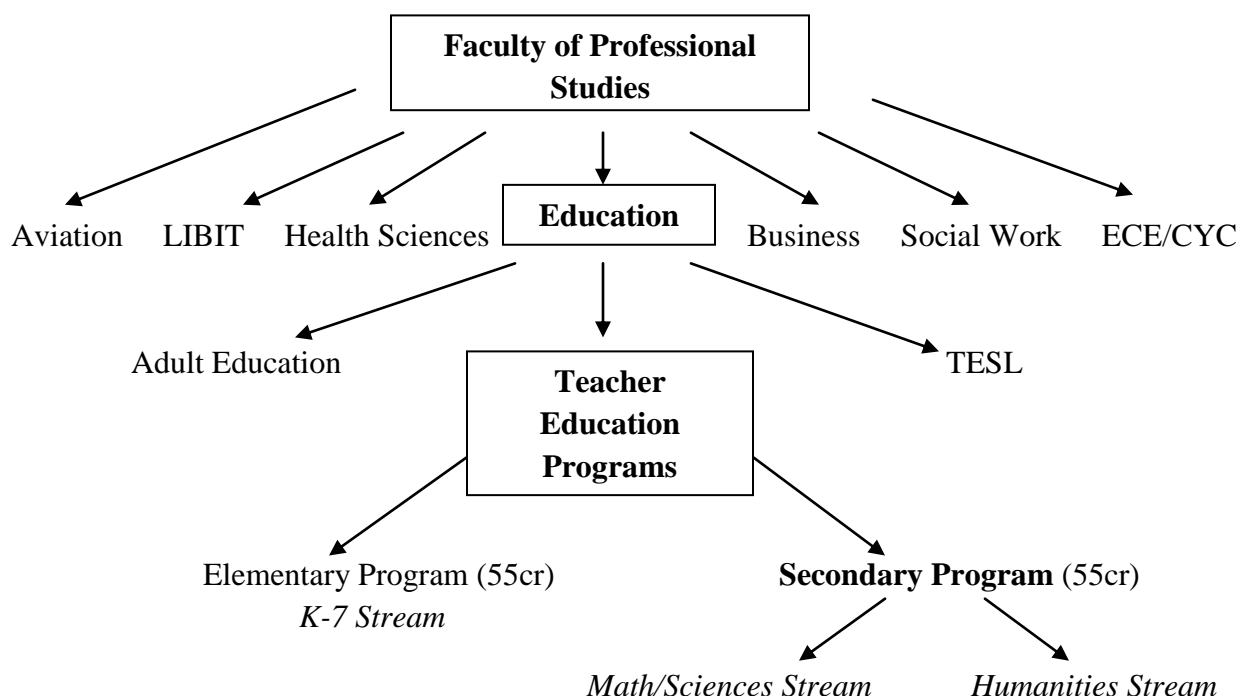
1.1.3 Curriculum/Program Content

The Teacher Education Program (TEP) emphasizes the integration of knowledge and practice with program components specifically designed to meet the TEP's values and goals, and also the curricular requirements of the Ministry of Education and 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 being proposed as the "secondary program", with the term "stream" referring to specific sequences of courses and the term "cohort" to identify the group of 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 different admission criteria. Both streams contain specific secondary-level pedagogy and practice courses related to the content areas of Math/Sciences and Humanities (English and social studies). There will also be some ▲ courses shared with the existing TEP elementary program.

The Math/Sciences stream and the Humanities stream each consist of 26 courses totalling 55 credits (again, the number of credits in the secondary program is consistent with the number of credits in the elementary program). 14 of those courses will overlap with existing elementary program courses. These 14 courses have been revised to reflect K-12 outcomes and course content (the revised course outlines are included with this proposal). Combining elementary and secondary student teacher cohorts in these 14 courses will still deliver full content value for both cohorts because the methods and pedagogical approaches used in these overlapped courses apply to K-12 learning environments. In overlapped courses, there will be an emphasis on pedagogical differentiation, so that elementary and secondary student teachers can gear content and pedagogy towards their specific environments. The number of assignments and readings will be maintained to reflect full credit value for each elementary and secondary student teacher, with an expectation that students will apply content to their specific grade levels. The remaining 12 courses in each stream have been developed specifically for this program, and the proposals for these new courses are also included with this proposal.

Figure 1



The first cohort in the secondary program will consist of 16 student teachers admitted to the Math/Sciences stream, with the cohort beginning its classes in July 2012. In its second year, the TEP plans to admit a full cohort of 32 students: 16 in the Math/Sciences stream and 16 in the Humanities stream. However, the number of students in each stream may shift depending on the demands in the profession for teachers trained in Math/Sciences or in Humanities, and the academic backgrounds of our applicants. Students in the first cohort will take 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 (see Admissions, section 1.1.5, for details). The curriculum requirements of the program, along with the planned course schedule, are detailed in the following table.

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 (2 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 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;">12.5 cr.</p>	<p>Term 1 (July and August)</p> <p><i>EDUC 410 Schooling in a Diverse Society (2 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 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;">12.5 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 447 Indigenous Youth and Schooling (3 cr.)</i> <i>EDUC 444 Classroom Management Strategies (1 cr.)</i> <i>EDUC 448 Conflict Resolution in Schools (1 cr.)</i> <i>EDUC 490 School Experience (6 cr.)</i> <i>EDUC 495B Applications of Reflective Practice (0.5 cr.)</i></p> <p style="text-align: right;">17.5 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 447 Indigenous Youth and Schooling (3 cr.)</i> <i>EDUC 444 Classroom Management Strategies (1 cr.)</i> <i>EDUC 448 Conflict Resolution in Schools (1 cr.)</i> <i>EDUC 490 School Experience (6 cr.)</i> <i>EDUC 495B Applications of Reflective Practice (0.5 cr.)</i></p> <p style="text-align: right;">17.5 cr.</p>

<p>Term 3 (January to April)</p> <p><i>EDUC 450 Second Language Learning in Classroom Practice</i> (2 cr.)</p> <p><i>EDUC 452 Unit Planning, Assessment, Evaluating and Reporting</i> (2 cr.)</p> <p><i>EDUC 492 Integration of Knowledge and Practice</i> (12 cr.)</p> <p><i>EDUC 495C Applications of Reflective Practice</i> (0.5 cr.)</p> <p><i>EDUC 499 Special Topics in K-12 Education</i> (2 cr.)</p> <p>18.5 cr.</p>	<p>Term 3 (January to April)</p> <p><i>EDUC 450 Second Language Learning in Classroom Practice</i> (2 cr.)</p> <p><i>EDUC 452 Unit Planning, Assessment, Evaluating and Reporting</i> (2 cr.)</p> <p><i>EDUC 492 Integration of Knowledge and Practice</i> (12 cr.)</p> <p><i>EDUC 495C Applications of Reflective Practice</i> (0.5 cr.)</p> <p><i>EDUC 499 Special Topics in K-12 Education</i> (2 cr.)</p> <p>18.5 cr.</p>	
<p>Term 4 (May and June)</p> <p><i>EDUC 442 Introduction to Classroom Research</i> (1 cr.)</p> <p><i>EDUC 460 Governance and Reform in Public Education</i> (2 cr.)</p> <p><i>EDUC 441 Online Teaching and Learning</i> (1 cr.)</p> <p><i>EDUC 454 Mental Health and Special Learning Needs in Schools</i> (2 cr.)</p> <p><i>EDUC 495D Applications of Reflective Practice</i> (0.5 cr.)</p> <p>6.5 cr.</p>	<p>Term 4 (May and June)</p> <p><i>EDUC 442 Introduction to Classroom Research</i> (1 cr.)</p> <p><i>EDUC 460 Governance and Reform in Public Education</i> (2 cr.)</p> <p><i>EDUC 441 Online Teaching and Learning</i> (1 cr.)</p> <p><i>EDUC 454 Mental Health and Special Learning Needs in Schools</i> (2 cr.)</p> <p><i>EDUC 495D Applications of Reflective Practice</i> (0.5 cr.)</p> <p>6.5 cr.</p>	
<p>Total</p> <p>55 credits</p>	<p>Total</p> <p>55 credits</p>	
<p>*courses in italics are the shared courses between the elementary program and the secondary program</p>		

1.1.4 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 current TEP program site on the Chilliwack campus. Courses will be delivered at that location. The practicum will take place at one of the schools in the four local school districts (Abbotsford, Mission, Chilliwack, and Fraser-Cascade) that are partnering with UFV in delivering 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 school experience is supervised by faculty mentors on a weekly basis and student teachers are involved in all aspects of the school, surrounding community, and classroom life. 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. Each student teacher is supervised by one Faculty Mentor and at least by one Teacher Mentor. The roles and responsibilities of student teachers, Faculty Mentors, and Teacher Mentors are clearly outlined in the TEP Handbook and are applicable to both elementary and secondary student teachers. The observation cycle and the expectations for all parties are also described in the TEP Handbook and 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 (see Appendix 5).

Program delivery is based on a cohort model in which all students in a cohort take the same courses together in the same order. The cohort model involves integrated curricula, workshops, student-led activities, retreats, field trips and guest presenters to address additional topics in relation to becoming a certified teacher, such as professional ethics, interview preparations and community involvement.

1.1.5 Admission and Transfer/Residency

Admission requirements for the Secondary Program have been developed in consultation with all UFV Faculty of Arts and Faculty of Science Department Heads to ensure that major/minor designations and course numbers are accurate and consistent with UFV programs in these faculties. The design of the admission requirements is a blend of Teacher Education Program requirements, BCCT requirements, and internal UFV degree requirements. The language of admissions criteria in this proposal is reflective of and consistent with other local Teacher Education Programs (SFU and UBC) and also matches BCCT requirements for certification. The terms "minor" and "major" refer to BCCT standards for minors and majors, and are not isolated to defining minors and majors in areas of study at UFV.

The following section is the calendar copy for the program.

Teacher Education Program (Secondary)

The program will begin in July, 2012. The program will have two streams: Math/Sciences and Humanities. The 55-credit, 12-month program is intended to be taken on a full-time basis. TEP emphasizes the integration of knowledge, practice, and program components that are specifically designed to meet both the TEP program values and goals, and the curricular requirements of the Ministry of Education.

The 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 from UFV.

Mission Statement of the UFV Teacher Education Program

The mission statement includes the following five values:

- Pedagogical sensitivity

- Reflective practice
- Critical mindedness
- Social justice
- Integration of knowledge and practice

Dates and Location

The program has one intake per year. The TEP secondary program is 12 months in length, with the first cohort in the Math/Sciences stream beginning in July, 2012 and ending in June, 2013. Students will attend classes at the Chilliwack campus. School experience and practica will take place in schools from the Abbotsford, Chilliwack, Mission and Fraser-Cascade school districts.

Entrance Requirements:

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

1) Academic entrance requirements for all secondary streams:

- Bachelor's degree to include at least one teachable area consistent of a major or two teachable areas consistent of two minors*
- 3 credits of English composition
- 3 credits of English literature
- 3 credits of Educational Psychology (EDUC 200)
- 3 credits of Best Practices of Teaching and Learning (EDUC 300)

Majors and minors at UFV which constitute teachable subjects at the secondary level are Math, Science (Biology, Chemistry, Physics, Physical Geography), English, Social Studies (History or Geography), French, Physical Education, and Fine Arts.

TEP supports two streams in the Secondary program: **Mathematics/Science** and **Humanities**. Within the streams are these four teachable subjects: **Mathematics, Science, Social Studies and English**. In order to meet the admission requirements to TEP, applicants must present a teachable major chosen from one of English, Social Studies, Math or Science, or **two teachable minors**, with at least one chosen from the four subject areas. Students holding a major or minor in French, Physical Education, or Fine Arts are encouraged to apply, but they must also present a teachable minor from one of the four subjects above. While we do not prepare students to teach in areas of French, Physical Education and Fine Arts, we value this background.

**Course Requirements for major/minor distinctions:*

The Teachable Major:

A teachable major will comprise 42 credits of general and specific course work in any of the four core BC secondary school subjects: mathematics, science, English, and social studies. At least 30 of the 42 credits must be at the 300 and/or 400 level. Please note that there is some variation in course requirements for each of the four subject areas; see next section for details.

The Teachable Minor:

A teachable minor consists of a minimum of 28 credits: 14 credits at the 100/200 level and 14 credits at the 300/400 level.

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 8 credits of 100-level course work in one of the following designated content areas: CHEM 113 and 114, Physics 111 and 112, or BIO 111 and 112, GEO 101 and 102, or equivalent
- An additional 6 - 12 credits of 100/200 level course work in the same designated content area (i.e. chemistry, physics, biology, or physical geography)
- 30 credits of 300/400 level course work in the designated major subject area (or 14-18 credits for the minor)

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

Note: A minimum of 28 credits in one of the above content areas is required.

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 math 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
- 12 credits of additional credits in 100/200 level math (to include one course in statistics)
- A minimum of 8 credits of 100-level course work in one of the following: CHEM 113 and 114, Physics 111 and 112, or BIO 111 and 112
- 30 credits of 300/400 level math (15 credits for the minor)

Note: All applicants with a Math/Sciences background are welcome to apply. In cases where previous coursework falls outside the areas mentioned above, the relevant Faculties will be consulted to determine whether previous coursework has appropriate depth and breadth.

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

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 the Geography students:

- 12 credits in geography at any university level
- 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.
- 30 credits of 300/400 level courses in geography (18 credits for the minor)
- It is recommended that students have 6 credits in a social science other than history or geography, such as sociology, anthropology, First Nations studies.

For the 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 of 300/400 level courses in history (18 credits for the minor)
- It is recommended that students have 6 credits in a social science other than history or geography, such as sociology, anthropology, First Nations studies.

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

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

2) 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 will be made available in January. For those students unable to attend these writing sessions, please consult with the TEP Advisor.

- b) **Work experience, talents, skills:** Students are required to have work experience working 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:** Two confidential letters of reference from professionals are required to support the student's application. Students may submit an additional confidential reference, but no more than three references are permitted. (see Appendix 5 for details)
- d) **Grade Point average:** UFV will calculate 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 in this calculation will not be considered.
- e) **Breadth of academic preparation:** In addition to the required courses, applicants are encouraged to have taken additional courses to enhance their preparedness for today's classrooms. Students are encouraged to develop breadth of course work in the following optional areas:
 - Science and Mathematics applicants:* 6 credits in computer science courses or geology courses
 - English and Social Studies applicants:* 6 credits in a social science other than history or geography, such as sociology, anthropology, First Nations studies, political science

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

All candidates must meet the BC College of Teachers acceptable degree policy, restricting the academic preparation acceptable for qualifying teachers.

Criminal Record Check: Persons convicted of a criminal offense and given an absolute or conditional discharge are advised to write the Registrar of the British Columbia College of Teachers for clarification of their status before undertaking a teacher education program. As all the Fraser Valley school districts require a criminal record check before students can participate in Education 490, all students must complete a criminal record check before entering the program. This check will be administered through the TEP office and the 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 of the courses together. Acceptance of transfer credit from other institutions or earlier studies at UFV towards the Teacher Education program is limited. The following criteria are used to determine the applicability of transfer credit to the Teacher Education program requirements or entrance requirements:

- Relevance and suitability of the course to the program as determined by TEP faculty;
- Generally, courses taken more than 10 years ago will not be considered applicable to TEP entrance requirements or program requirements;

- If a course has been taken more recently, 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, applicants should contact the Teacher Education Program to determine whether transferable courses will apply to the program. When transfer credit applicable to the TEP program is not appropriate, unassigned transfer credit may be given. (Unassigned credit may be used as electives in other UFV programs. students should consult with their department advisor or program head.)

How to apply

Applicants must submit their completed applications, including documentation, by January 31 each year, to be considered for the July admission. 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. EDUC 300 must be completed by April 30 prior to commencing TEP in July.

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

1. Obtain a TEP application package from Student Services, Admission and Records office, or at the program website: www.ufv.ca/tep.
2. Submit a complete application along with the application fee to the Admission and Records office (A&R). The deadline for application is January 31 for the following July intake. Applications received after January 31 may be considered, but only if space is available.

Additional documents required for a complete application:

1. Official transcripts (or interim transcripts) from all post-secondary institutions attended, showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. To meet application deadlines, order your transcripts early so they arrive before your application is submitted.
2. Reference letters, and a brief résumé. Use the forms that are available on the teacher education website: www.ufv.ca/teachereducation. Please note that the written assignment is part of the application and students must complete it during an on-campus writing session with the TEP advisor.

Reference letters should be written on school/company letterhead, must be original, and must be signed by the referee. One reference letter must come from an off-campus educator who has observed the student interacting with children/adolescents in a public educational setting. Referees may fill out the Referee's Report as part of the TEP application package, instead of providing a reference letter. The reference letter must answer questions 1-6 from the Referee's Report.

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

Admission and Records
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, program advisor, two education faculty members, and a member of the Teacher Education Program Curriculum Committee, will consider each candidate's application.
2. Each applicant must meet all academic requirements. In addition, candidates are evaluated based on the five additional admission criteria (a-e) as outlined under "Other requirements". Each criterion will be given equivalent weight and the top 50 candidates may be asked for an interview. A waitlist of 5 to 6 applicants 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.

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

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 fee for the criminal record check will be \$20.

Program outline (secondary education)

Throughout the secondary program, some courses will be shared with the elementary program. Students in the Humanities stream will be taking both the English and Social Studies methods courses. Students in the Math/Sciences stream will be taking both the Science and Math methods courses.

Humanities Stream	Math/Sciences Stream
<p>Term 1 (July and August)</p> <p>EDUC 410 Schooling in a Diverse Society (2 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 445 Planning and Assessment (2 cr.) EDUC 446 Information Technology in Teaching (1 cr.) EDUC 495A Applications of Reflective Practice (0.5 cr.)</p> <p style="text-align: right;">12.5 cr.</p>	<p>Term 1 (July and August)</p> <p>EDUC 410 Schooling in a Diverse Society (2 cr.) EDUC 435 Designs for Learning Secondary Math (3 cr.) EDUC 436 Designs for Learning General Science (3 cr.) EDUC 440 Professional Communication (1 cr.) EDUC 445 Planning and Assessment (2 cr.) EDUC 446 Information Technology in Teaching (1 cr.) EDUC 495A Applications of Reflective Practice (0.5 cr.)</p> <p style="text-align: right;">12.5 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.) 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 495B Applications of Reflective Practice (0.5 cr.)</p> <p style="text-align: right;">17.5 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.) 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 495B Applications of Reflective Practice (0.5 cr.)</p> <p style="text-align: right;">17.5 cr.</p>
<p>Term 3 (January to April)</p> <p>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 495C Applications of Reflective Practice (0.5 cr.) EDUC 499 Special Topics in K-12 Education (2 cr.)</p> <p style="text-align: right;">18.5 cr.</p>	<p>Term 3 (January to April)</p> <p>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 495C Applications of Reflective Practice (0.5 cr.) EDUC 499 Special Topics in K-12 Education (2 cr.)</p> <p style="text-align: right;">18.5 cr.</p>
<p>Term 4 (May and June)</p> <p>EDUC 442 Introduction to Classroom Research (1 cr.) EDUC 460 Governance and Reform in Public Education (2 cr.) EDUC 441 Online Teaching and Learning (1 cr.) EDUC 454 Mental Health and Special Learning Needs in Schools (2 cr.) EDUC 495D Applications of Reflective Practice (0.5 cr.)</p> <p style="text-align: right;">6.5 cr.</p>	<p>Term 4 (May and June)</p> <p>EDUC 442 Introduction to Classroom Research (1 cr.) EDUC 460 Governance and Reform in Public Education (2 cr.) EDUC 441 Online Teaching and Learning (1 cr.) EDUC 454 Mental Health and Special Learning Needs in Schools (2 cr.) EDUC 495D Applications of Reflective Practice (0.5 cr.)</p> <p style="text-align: right;">6.5 cr.</p>
<p>Total</p> <p style="text-align: right;">55 credits</p>	<p>Total</p> <p style="text-align: right;">55 credits</p>

1.1.6 Faculty

All current faculty members within the TEP will be involved in delivering the TEP Secondary Program. See Appendix 1 for the current curriculum vitae for each TEP faculty member. 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, both in teaching as sessional instructors and in supervising practica. The Program Coordinator, currently securing practica placements and maintaining productive connections with local school districts for the elementary program, will be allocated additional time and resources to continue this work in the secondary program.

1.1.7 Program Resources

Within the current TEP elementary program there are resources available to support the TEP secondary program. These include experienced and qualified faculty, staff support, and community support. Delivery of the TEP secondary program will also require the following additional resources (see Appendix 4):

- 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 0.5 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.

1.1.8 Program Consultation

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. We see the development of a TEP secondary program as an extension of our mandate.

The 2001 survey indicated that a teacher shortage in certain areas is already being experienced in British Columbia. In addition, the potential for a serious shortage in the next few years is very real and reflects the situation nation-wide. One of the main factors of a potential teacher shortage is retirement. If all teachers in British Columbia eligible to do so retired at age 60, there would be a potential shortage of 12,750 teachers between 2011 and 2015. More recently, Dr. Frank Echols of UBC's Faculty of Education presented statistics related to teacher shortages at the Association of BC Deans of Education meeting at SFU in February 2007 and at the Teacher Supply & Demand Consortium meeting at the BCCT office in March 2007. The quantitative analyses presented by Dr. Echols focused on the need for more secondary school teachers in the fields of

science and math. The BC Teachers' Federation (BCTF) has also reported that there is an impending shortage of teachers in many subject areas in BC mostly because of increased retirement rates in an aging teaching force.

The BC College of Teachers and the four school districts in the Fraser Valley have all expressed their support for the proposed TEP secondary program. See Appendix 3 for letters of support. Specifically, there is a growing need for well-prepared secondary science and math teachers based on enrolment increases in grades eight 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 also believe, based on our experience with the TEP elementary program and consistent inquiries from potential applicants, that there will be considerable student demand for the TEP secondary program. This interest was also expressed by students in casual surveys conducted by the TEP education advisor in visits to EDUC 200 and EDUC 300 classes.

1.1.9 Program Review and Assessment

Evaluation of UFV's Teacher Education Program secondary program will occur in several ways. The British Columbia College of Teachers (BCCT) is reviewing the current program proposal. Following initial program approval, BCCT periodically reviews programs, and UFV's Teacher Education Program secondary program will be part of this regular review process. The site visits and evaluations typically take place every three or five years, at which time a program is reviewed. The BCCT review ensures the program is consistent with BCCT's mandate and standards.

The TEP Advisory Committee (which includes representatives from the Abbotsford, Mission, Chilliwack, and Fraser-Cascade school districts) will meet once or twice a year to review the program. The Advisory Committee will provide input on the strengths of the program and on how it might be improved.

There will be two standing committees with the specific mandate to review, propose, and implement changes to the Teacher Education Program, including both the elementary and secondary programs. The Admissions Committee is primarily responsible for selecting students who apply for entry into the program. As part of these responsibilities, the Admissions Committee establishes the criteria that will be used to access applications, assess individual applicants, and encourage applications. The Admissions Committee will be comprised of the department head, two full-time faculty members, the program advisor, and a member of the Education Curriculum Committee. The Education Curriculum Committee, currently a seven-member committee but expected to expand to ten members, will annually review the entire program, assessing the strengths of the program and making changes to improve the program. The department head will act on the committee's recommendations.

The TEP secondary program will also be subject to the internal five-year review required of all UFV programs. The date of the first review will be calculated based on the date that the program is launched.

Students will be asked to participate in a written evaluation of the program at the end of each semester. Faculty mentors will also be asked to complete a questionnaire that asks for their views on the preparation of TEP students, the strengths of the practicum, and suggestions for improvement. The supervising faculty will also conduct informal interviews of the teacher mentors in schools to solicit their feedback. In addition, the supervising faculty will conduct a formal debriefing with faculty mentors following each practicum to review practices that are effective and to develop new practices for meeting the needs of students, teacher mentors, faculty mentors and faculty.

At UFV all faculty (full-time, part-time, seconded, and sessional) are formally evaluated. The performance of all TEP secondary program instructors will be evaluated through this method, as required by the UFV Collective Agreement.

1.2 Originality, particularly in relationship to academic programs offered by other universities in British Columbia.

This will be the only program of its kind at UFV. The program is original in that it offers subject specialization streams in Math/Sciences and Humanities. These specializations are not available in every teacher education program in British Columbia. However, it should also be noted that teacher education programs in the province are regulated by the requirements of the B.C. College of Teachers for graduates to qualify to teach in this province. Thus, there is an unavoidable amount of commonality among these programs.

1.2.1 Verify that there is no unnecessary duplication with existing programs at UFV and other institutions.

The current TEP program has an elementary program but not a secondary program, so there is no unnecessary duplication of any existing UFV program.

Currently, there are teacher education programs for secondary school teachers at the University of British Columbia (Vancouver and Okanagan campuses), Simon Fraser University, the University of Victoria, Vancouver Island University, Trinity Western University, and the University of Northern British Columbia. However, none of these programs offer classes in the Fraser Valley region. We see the TEP secondary program as serving this currently underserved area.

1.3 Fit with faculty, school, and/or departmental priorities and stated goals in teaching and research.

The mission statement of the TEP includes the following five values:

- Pedagogical sensitivity
- Reflective practice
- Critical mindedness
- Social justice
- Integration of knowledge and practice

The proposed curriculum of the TEP secondary program incorporates all of these values. The secondary program will also be developed in accordance to the existing 14 goals of the program currently guiding the elementary program. (Appendix 5 lists the TEP goals.) The program's goal

language is conducive to the development of student teachers' competency across K-12 grade levels, and so will be used by both the elementary and secondary programs.

The implementation of the TEP secondary program is a priority for the TEP and as such has been included in the Faculty of Professional Studies 2011-2015 Education Plan, which forms part of UFV's 2011-2015 Education Plan. This proposal responds to the call for growth and diversification of departments to be more responsive to the needs of post-secondary students, and supports the principle of integrated planning by drawing on faculty and content from a variety of departments by including, for example, content in the areas of law, governance, indigenous studies and developmental psychology.

1.4 Alignment with existing academic strengths.

As was previously noted, this program builds on the strengths of the currently offered TEP elementary program.

1.5 Potential to foster and facilitate interdisciplinary and inter-institutional connections.

The TEP secondary program, like the TEP elementary program, has already benefited from interdisciplinary and inter-institutional connections. As noted, the proposal is supported by the BCCT and by the four school districts in the Fraser Valley region. This support builds on existing strong inter-institutional connections. Once the secondary program is in place it will also provide the opportunity for collaboration with the other universities in British Columbia offering programs for secondary teacher education. Growth in the TEP with addition of the secondary program presents greater opportunities to host forums, lectures, conferences and roundtables in collaboration with UFV faculties and faculties from other institutions.

1.6 Potential to stimulate the development of centres of excellence in teaching and research.

The addition of the secondary component to the TEP gives the program greater potential to serve as a centre of excellence in the future. Several current faculty members involved in the elementary program are active researchers. The addition of a secondary component may be an incentive for new faculty members with interests in participating in a centre of excellence to join the program.

2. Importance to the University

2.1 Relationship to the university's strategic directions and stated mission in teaching and research.

As mentioned in 1.3 above, the proposed secondary program is aligned with UFV and Faculty of Professional Studies goals of growth, diversification, community connections and academic excellence, as stated in the Education Plan. This program will increase potential for the development of future Bachelor of Education and subsequent Master of Education programs which will promote further research in the field of education.

2.1.1 Fit with institution mandate and education plan.

As mentioned above (see Section 1.3), the TEP secondary program is included in the Faculty of Professional Studies 2011-2015 Education Plan, and is scheduled to be implemented in Summer 2012. The TEP secondary program also meets UFV's institutional mandate by meeting all three goals of the institution's strategic plan. It will provide quality undergraduate education, it will support the social development of Fraser Valley communities by providing a supply of trained secondary school teachers, and it is innovative and entrepreneurial because it expands on the strengths of the TEP elementary program to deliver a new program.

2.2 Relevance to external communities' (regional, provincial, national and international) strategic needs and aspirations.

As noted in Section 1.1.8, there is an anticipated shortage of secondary school teachers in the Fraser Valley and in British Columbia. The TEP secondary program responds to this anticipated trend by training new secondary school teachers. As also noted, it is anticipated that there will be particularly acute shortages of secondary science/mathematics teachers. The TEP secondary program addresses this need by including a Math/Sciences stream.

2.3 Potential to attract new students and faculty to the university.

Students in the TEP secondary program must have a completed bachelor's degree prior to admission. This requirement may attract new undergraduate students to UFV who wish to become secondary school teachers without having to transfer to another institution to continue their studies. This requirement may also attract students from other institutions who wish to become secondary school teachers and who wish to receive their training at UFV.

As also mentioned, there will be 1.5 new full-time faculty positions and one new half-time non-teaching faculty position associated with the TEP secondary program. The success of the TEP elementary program suggests that the TEP secondary program will be an attractive employer for potential faculty members.

2.4 Effects on current student patterns of enrolment within the university.

The addition of a secondary teacher training program will increase the enrolment within the TEP and thus increase overall enrolment at UFV. The addition of a secondary program to the TEP may also retain current UFV students, since UFV students who are interested in training to be a secondary school teacher now must transfer to another institution.

2.5 Potential to interest students not previously attracted to the university or underrepresented in the university.

The availability of a secondary program within the TEP may attract students from other institutions who were not interested in the TEP elementary program.

2.6 Potential to interest faculty and staff not previously attracted to the university or underrepresented in the university.

The availability of a secondary program within the TEP may attract faculty or staff whose interests or qualifications are in secondary education, and who would not have been interested or qualified to work in the TEP elementary program.

2.7 Potential to offer research opportunities for students in the program.

UFV values student participation in research, and TEP faculty members have engaged in research involving students in the TEP elementary program. There is no reason to expect that there would not be similar research opportunities for students in the TEP secondary program.

2.8 Potential to generate research opportunities for faculty.

Implementing the TEP secondary program will create research opportunities for TEP faculty members with research interests involving secondary school teaching or teacher training.

2.9 Prospective employment and/or post-graduate opportunities for students in the program.

As previously discussed, there is an anticipated shortage of secondary school teachers in British Columbia, particularly for teachers trained in mathematics and the sciences. The two streams within the TEP secondary program (Math/Sciences and Humanities) will make the program graduates well qualified for employment in British Columbia secondary schools. Graduates will also be qualified to undertake further post-graduate certification or graduate-level study later in their careers.

3 Implementation**3.1 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. It is estimated that implementation of the program will incur an expense of approximately \$45,000 at a 100% seat utilization rate and approximately \$79,000 at a 90% seat utilization rate. We believe that UFV has the financial capability to incur these expenses – which are relatively minimal for the implementation of an almost completely new program – and that making this financial commitment is important to demonstrate UFV's commitment to a program that has extensive professional and community support.

3.1.1 Program Resources**3.2 Ability of current faculty and staff to implement the new program within existing resources and facilities.**

The planned move of the TEP elementary program to the Canada Education Park (CEP) in Chilliwack in 2012 coincides with the planned start date of the secondary program. The CEP floor plan indicates that classroom and faculty space has been allocated for the TEP secondary program in addition to the elementary program.

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

A proposed budget with projections for the first three years is in Appendix 4. Start-up costs are minimized as the general infrastructure of costs associated with running a program is already in place for the elementary program. The proposed secondary program will require additional funding in existing areas of the budget rather than requiring funding for new areas of spending.

3.3.1 New faculty and/or staff and strategies for their recruitment and retention.

Two new 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. Staff members may also be attracted by the opportunity to work in a larger program.

3.3.2 New and/or redeveloped space/facilities

No new or redeveloped spaces will be needed for this program beyond regular classroom space.

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

No new or redeveloped infrastructure facilities will be needed beyond regular classroom space. Some of the Science courses will require laboratory training, but this can be accomplished by using UFV's existing science laboratories.

3.3.4 Additional library acquisitions and information resources

A detailed outline of library and print resources and staff support is provided in Appendix 2. These items would be housed in the current Teacher Education Program Curriculum Library currently based in the Chilliwack library.

3.3.5 Additional instructional technology and software

The proposed secondary program includes a course in online instructional pedagogy and practice and therefore will require access to open source platforms such as Moodle. Current UFV licences include access to such open source software. A request for a Smart Board in a classroom has been made in the Education Plan Budget for TEP, as Smart Boards are used extensively in local schools. No other technology is required beyond this request and access to a computer lab for computer-based courses.

3.3.6 Specialized training programs

No new specialized training programs are needed.

3.3.7 Advertising and recruitment

Advertising and recruitment of students will follow the same model currently used to recruit students for the TEP elementary program. For the first two intakes, there will be active recruiting in undergraduate Faculty of Arts and Faculty of Science classes. There may not be a need for separate advertising or recruitment expenditures for secondary program student recruitment, since recruitment for elementary and secondary program students can be combined.

3.4 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 projected enrolment for this program is that it will be full in the initial intake year and will continue to be full in subsequent years. The costs of the program will be at least partially offset by the tuition fees from these enrolments.

3.5 Comparison of proposed program costs relative to similar programs delivered through comparable and/or alternative means. (For example only: on-site compared with online delivery, or on-site compared with cooperative education.)

The program will be delivered in a cohort model and all students will take the same courses at the same time, so there are no comparable and/or alternative means of delivery.

3.6 Identified strategies for student recruitment and projected student numbers in the first five years of implementation. These may include specialized access programs, and projected associated costs.

Based on our experience with the TEP elementary program, we believe that recruitment for the program will not be an issue and that the number of qualified applicants will meet or exceed the number of seats in the program. The TEP secondary program will be publicized using the same methods that have been used for the TEP elementary program, as these have been very successful. The numbers of Math/Sciences candidates and Humanities candidates will be adjusted as needed, based on feedback from school districts and from our own program faculty.

3.7 Identified strategies for the provision of financial assistance to students. This may include awards and/or bursaries or work-study types of programs.

Students in the TEP secondary program would be eligible for the same student loan assistance, bursaries, and scholarships as other UFV students. As the program develops, there will be more opportunity to develop scholarships within the TEP in partnership with Fraser Valley districts.

3.8 Identified strategies for student retention and projected rates of retention, during the initial five years of implementation.

As the program is delivered in a cohort model with emphasis on integration of knowledge and practice, and as students are carefully screened for eligibility and professional potential prior to being granted admission, retention rates should be high. In the TEP elementary program, students who leave the program tend to do so relatively early on, and do so primarily because they realize that the teaching profession is not a good fit for them. However, a relatively low number of students withdraw from the program at any point, and those who stay in the program generally complete it successfully. We expect the same trends to occur in the TEP secondary program.

APPENDICES

Appendix 1

Curricula Vitae for TEP Faculty Members

Appendix 2

Outline of Library Resources Needed for TEP Secondary Program

Appendix 3

Letters of Support from Mission School District and Fraser-Cascade School District

Appendix 4

Three-year projected budget

Appendix 5

Program Values and Goals of the Teacher Education Program

Appendix 1: Curricula Vitae of Faculty Members

SHERYL MACMATH**Curriculum Vitae**

304 – 8537 Young Rd.
 Chilliwack, BC, V2P 4P2
 Phone: 604 703 0815
 Email: Sheryl.macmath@ufv.ca

1. DEGREES AND DIPLOMAS

<i>Degree/Diploma</i>	<i>Field</i>	<i>Institution</i>	<i>Year Granted</i>
<i>Master of Arts</i>	<i>Curriculum Studies</i>	<i>University of Victoria</i>	<i>2005</i>
<i>Bachelor of Arts</i>	<i>Psychology</i>	<i>Okanagan University College</i>	<i>2004</i>
<i>Bachelor of Education</i>	<i>Elementary Education</i>	<i>University of Victoria</i>	<i>1994</i>

TITLE OF MASTER'S THESIS

Perceptions of undergraduate education students from within an elementary teacher education programme

TITLE OF DOCTORAL DISSERTATION

Curriculum integration in a secondary school: Teacher practice and student learning
 (Expected completion in 2011)

2. MAJOR FIELDS OF SCHOLARLY INTEREST

Citizenship education/Democratic pedagogy
 Evaluation and assessment
 Social Studies methods

Curriculum Integration
Mixed Methods

REFEREED ARTICLES

3. NON-REFEREED ARTICLES

MacMath, S. (2005). Student recommendations for effective supervisory relationships. *The Unacknowledged Source*, 9(6), 4-5.

MacMath, S. (2005). Student/supervisor relationships: A guide for the perplexed. *The Unacknowledged Source*, 9(5), 3.

4. REFEREED CONFERENCE PRESENTATIONS

MacMath, S., & Elshout, S. (2011, May). Improving the practical implementation of rubrics: A faculty mentor and student teacher working together in the field. *2011 Annual Conference for the Canadian Society for Study of Education*, University of New Brunswick, Fredericton, New Brunswick, Canada.

MacMath, S. (2011, February). Using one-on-one interviews to assess student learning: Learning from our student teachers in the field. *2011 Conference for the Western Canadian Association for Student Teaching: Teaching and Learning in a Changing World*, Brandon University, Brandon, MB, Canada.

MacMath, S. (2011, February). The practical implementation of rubrics: Working with student teachers on practica. *2011 Conference for the Western Canadian Association for Student Teaching: Teaching and Learning in a Changing World*, Brandon University, Brandon, MB, Canada.

MacMath, S., Wallace, J., Chi, X., & Roberts, J. (2009, April). A case study of integration in an applied classroom: What have we learned? *2009 Annual Meeting for the American Educational Research Association (Disciplined Inquiry: Education Research in the Circle of Knowledge)*, San Diego, CA, USA.

MacMath, S., Wallace, J., & Chi, X. (2009, February). Curriculum integration: What preservice teacher education students need to know. *2009 Conference for the Western Canadian Association for Student Teaching (Wcistenek [Teacher] Transforming learning: Pedagogies of Places and Spaces)*, UVic, Victoria, B.C., Canada.

MacMath, S., Wallace, J., & Chi, X. (2008, May). Integration, teacher praxis, or both: What is critical to increasing students' ability to transfer knowledge? Paper presented as part of a

Symposium at the 2008 *Conference of the Canadian Society for the Study of Education*, UBC, Vancouver, BC, Canada.

Chi, X., Wallace, J., & MacMath, S. (2008, May). Examining learning focus and teacher practices in curriculum integration. Paper presented as part of a Symposium at the 2008 *Conference of the Canadian Society for the Study of Education*, UBC, Vancouver, BC, Canada.

Wallace, J., MacMath, S., & Chi, X. (2008, May). Student motivation and curriculum integration: Effect, affect, or something else entirely? Paper presented as part of a Symposium at the 2008 *Conference of the Canadian Society for the Study of Education*, UBC, Vancouver, BC, Canada.

MacMath, S., Wallace, J., & Chi, X. (2008, March). Curriculum integration: Opportunities to maximize assessment as, of, and for learning. *2008 Annual Meeting for the American Educational Research Association (Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility)*, New York, NY, USA.

Wallace, J., MacMath, S., & Chi, X. (2008, March). What do students learn in integrated settings? *2008 Annual Meeting for the American Educational Research Association (Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility)*, New York, NY, USA.

MacMath, S., Wallace, J., & Chi, X. (2007, October). Curriculum integration as a vehicle for enacting democracy, dignity, and diversity. *8th Annual Curriculum and Pedagogy Conference (Democratizing Educational Experience: Envisioning, Embodying, Enacting)*, Marble Falls, Texas, USA.

MacMath, S. (2007, July). Imagining a Democratic Classroom: Putting Dewey into Practice. *2nd Annual Research Symposium on Imaginative Education*, Simon Fraser University, Vancouver, Canada.

MacMath, S., Wallace, J., & Chi, X. (2007, July). Imaginative Education: Provoking Excellence across the Curriculum. *2nd Annual Research Symposium on Imaginative Education*, Simon Fraser University, Vancouver, Canada.

MacMath, S., & Wallace, J. (2007, July). A Discipline Based or Integrated Curriculum: What Opportunities Exist for Developing a Critical Citizenry? *13th Annual International Study Association for Teachers and Teaching Conference (Totems and Taboos: Risk and Relevance in Research on Teachers and Training)*, Brock University, Toronto, Canada.

Wallace, J., MacMath, S., & Chi, X. (2007, May). Transfer, Focus and Motivation: Student Learning in Integrated Curriculum Settings. *35th Annual Conference for the Canadian Society for the Study of Education*, University of Saskatchewan, Saskatoon, Canada.

Roberts, J., & MacMath, S. (2006, July). *Collaborating to Make a Difference in the Lives of Children with Congenital Heart Disease: Best Practices for Educational Systems*. Paper presented at the 6th International Conference on Knowledge, Culture, and Change in Organizations, Tuscany, Italy.

MacMath, S. (May 2006). Student perceptions of an extended field experience: Is quantity enough? *34th Annual Conference for the Canadian Society for the Study of Education*, York University, Toronto, Canada.

Anthony, R., MacMath, S., & Ford, C. (May 2006). Grading practices of a teacher education programme: Surveying instructors and students. *34th Annual Conference for the Canadian Society for the Study of Education*, York University, Canada.

Roberts, J., MacMath, S., Martin, J. (April 2006). Adolescents living with pectus excavatum: Their experiences with the Nuss repair. *12th Annual Qualitative Health Research Conference*, Edmonton, AB, Canada.

Roberts, J., MacMath, S., Kerns, K., Mish, S., & Jagdis, F. (April 2006). Providing community support to families with children who have congenital toxoplasmosis. *12th Annual Qualitative Health Research Conference*, Edmonton, AB, Canada.

MacMath, S., Baxter, L., & Raptis, H. (October 2005). Working to increase university-field collaboration: An examination of the University of Victoria's new elementary teacher education programme. *International Society for the Scholarship of Teaching and Learning*, University of British Columbia, Canada.

MacMath, S., Roberts, J., Martin, J., & Hayashi, A. (August 2005). A theoretical model for the qualitative analysis of disfigurement adjustment. *Third International Conference on New Directions in the Humanities*, University of Cambridge, UK.

MacMath, S., Baxter, L.R., & Raptis, H. (August 2005). Triangulating teacher education programme surveys: Understanding the context of your responses. *Third International Conference on New Directions in the Humanities*, University of Cambridge, UK.

MacMath, S., & Baxter, L.R. (May 2005). Perceptions of undergraduate education students from within a teacher education programme. *Connections Conference*. University of Victoria, Canada.

5. REFEREED POSTER PRESENTATIONS

Chi, X., Wallace, J., & MacMath, S. (2008, March). Dilemmas of teaching in integrated classrooms: Perspectives on practice. *2008 Annual Meeting for the American*

Educational Research Association (Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility), New York, NY, USA

BOOK PUBLICATIONS

MacMath, S. (in press). Integration and the learning context: Ensuring students can answer the when and the why (chapter). In L. Rennie, G. Venville, & J. Wallace's (Eds.), *Case studies of curriculum integration*. New York, NY: Taylor & Francis.

MacMath, S. (in press). Integration as reinforcement: Maximizing success of at-risk students (chapter).). In L. Rennie, G. Venville, & J. Wallace's (Eds.), *Case studies of curriculum integration*. New York, NY: Taylor & Francis.

Roberts, J., & MacMath, S. (2006). *School children with congenital heart disease: Starting a conversation*. Calgary, AB: Detselig.

MacMath, S. (2001). *The boat smart resource guide: A teacher's guide to safe boating*. Calgary, AB: Canadian Red Cross.

MacMath, S., & Clark, B. (1996). *Canadian Red Cross Water Safety Services AquaLeader instructor's manual*. St. Louis, MS: Mosby Lifeline.

MacMath, S., Wood, L., & Page, B. (1996). *Canadian Red Cross Water Safety Services instructor manual*. St. Louis, MS: Mosby Lifeline.

Russell, J., & MacMath, S. (1996). *Canadian Red Cross Water Safety Services instructor trainer manual*. St. Louis, MS: Mosby Lifeline.

6. INVITED SPEAKER

Presented at the University of Victoria's Learning and Teaching Centre's *Student engagement: The foundation of successful student learning conference* on "Evaluating the grading practices of a teacher education program: Surveying instructors and students" (May 3rd, 2006).

Presented for the Queen Alexandra Hospital for Sick Children Grand Rounds on "Parents and schools working together: Recommendations for supporting school children with congenital heart disease" (March 7th, 2006).

Presented for the Student Transition Centre of the University of Victoria on "An introduction to APA style" (October 25th, 2005).

Presented to the Graduate Student Society of the University of Victoria on "Supervisor relationships" (October 19th, 2005).

Presented to graduate students of the University of Victoria's, Faculty of Education on
"Effective use of APA guidelines for graduate students" (April 5th, 2005).

REVIEWER

Completed a blind peer review for an article submitted to the *International Journal for Research Methods in Education* (April 2010).

Completed two blind peer reviews for conference presentations submitted to the
American Educational Researchers Association Committee (September 2008).

Completed two blind peer reviews for conference presentations submitted to the
Canadian Society for Scholarship in Education Committee (December, 2007).

Completed two blind peer reviews for articles submitted to the *International Journal of Humanities* (March, 2006).

7. TEACHING DUTIES AT THE UNIVERSITY OF THE FRASER VALLEY

EDUC 444: Classroom management strategies	2010 ongoing
EDUC 442: Introduction to classroom research	2010 ongoing
EDUC 452: Principles of assessment, evaluation, and reporting	2010 ongoing
EDUC 460: Governance and reform in public education	2010 ongoing
EDUC 421: Designs for learning elementary social studies	2010 ongoing
EDUC 424: Designs for learning elementary mathematics	2010 ongoing
EDUC 492: Faculty mentor for long practicum	2010 ongoing
EDUC 445: Planning and assessment	2009 ongoing
EDUC 490: Faculty mentor for school experience	2009 ongoing

8. TEACHING DUTIES AT THE UNIVERSITY OF VICTORIA

EDUC 407: Evaluating and reporting student progress	2005 – 2009
EDUC 404: Curriculum and instruction in elementary social studies	2005 - 2009

9. COMMITTEE AND SERVICE ACTIVITIES

Member of the Senate Undergraduate Education Committee, UFV	Feb 2011 -- ongoing
Chair of the Bachelor of the General Studies Curriculum Committee, UFV	Jan 2010 – ongoing
Chair of Learning Exchange Committee, Faculty of Professional Studies, UFV	Nov 2009 – ongoing
Member of Faculty Council for the Faculty of Professional Studies, UFV	Sept 2009 – ongoing
Faculty Member of the Teacher Education Program, UFV	Aug 2009 -- ongoing
Chair of Graduate Student Society Supervisory Focus Group, UVic	Oct 2004 – Dec 2004
Graduate representative for UVic Supervisory Task Force	Sept 2004 – Jan 2005
Graduate representative for the Building and Safety Committee	Sept 2004 – July 2005
Coordinator of the Association of Graduate Education Students	May 2004 – July 2005
Graduate representative for Graduate Programs Advisory Council	May 2004 – Aug 2005
Graduate representative for the Learning Commons Committee	April 2004 – Aug 2005
Member of the Committee for the selection of Associate Dean of Teacher Education	April 2004 – June 2004

10. RELEVANT WORK EXPERIENCE

Editorial Assistant	Nov 2006 – ongoing
➤ <i>Canadian Journal of Science, Mathematics, and Technology</i>	
Research Assistant for Dr. John Wallace	Sept 2006 – Jan 2009
➤ Case studies of classroom integration	
Graduate Assistant	Sept 2006 – Nov 2006
➤ Centre for Studies in Science, Mathematics, and Technology	

Psychometrist for Dr. Jillian Roberts	Jan 2006 – June 2006
Research assistant for Dr. Jillian Roberts <ul style="list-style-type: none"> ➤ School children with congenital heart disease ➤ Quality of life of children with pectus excavatum ➤ Quality of life of children with congenital toxoplasmosis 	Sept 2004 – May 2006
Research assistant for Drs. Anthony and Ford <ul style="list-style-type: none"> ➤ Grading alternatives for teacher education 	Sept 2004 – July 2006
Elementary school teacher <ul style="list-style-type: none"> ➤ BC School districts #53 and #48 	Sept 1998 – June 2001
Leadership development officer <ul style="list-style-type: none"> ➤ Canadian Red Cross ➤ Ottawa, Halifax, and Vancouver 	Jan 1995 – Dec 1997

11. PROFESSIONAL DEVELOPMENT

Assessment Series with Ken O'Connor	School District #33	Feb – May 2011
BCeSIS Introductory Workshop	School District #33	January 2011
Smart Learning Workshop Series	School District #33	Jan – May 2011
Managing extreme behaviour with Nathan Ory	School District #33	September 2010
Smart Learning “Make and Take”	School District #33	February 2010
Instructional Mentoring Workshop	School District #39	November 2009
Beyond boxes: Re-visioning sexual health education	University of Toronto	March 2008
SAFEtalk: Suicide alertness training	University of Toronto	October 2007
How authentic assessments can motivate and inspire students workshop	University of Toronto	December 2006
Media in action workshop: Recipes for using video/TV clips to enhance equity in the curriculum	University of Toronto	November 2006

Safe schools for all: Peacemaking education conference	University of Toronto	September 2006
Why act ethically?	Dr. Blumenfeld-Jones	March 2005
Connections Conference	University of Victoria	May 2004
Case/Problem based teaching	Dr. David Birnbaum	November 2003
Critical thinking II	University of Victoria	November 2003
Critical thinking I	University of Victoria	September 2003

12. DOCTORAL COURSE WORK

Knowing and Teaching
 Change and Curriculum Implementation
 Citizenship, Pedagogy, and School Communities
 Introduction to Qualitative Inquiry
 Mixed Methods Inquiry
 Knowledge and Global Citizenship

Heather B. Compeau

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CAREER HISTORY

Education Librarian

Apr 2007-present

TEP/UFV Library, Chilliwack, British Columbia

- Part of the Faculty team that provides leadership and direction for the operation and development of the Teacher Education program.
- Part of the Library Management Team that provides leadership and direction for Library operations.
- Designs and implements a one-credit course on *Instructional Technology in Teaching* for the Teacher Education program.
- Provide leadership and coordination of the budget, selection and weeding of Curriculum collection. Participate in the development in other subject liaison collection areas, including selection and updating and de-selection of materials, both print and electronic.
- Advocates and coordinates with Head Library technician and two library technicians the maintenance and operations of Chilliwack Campus Library.
- Responsible for providing advice and feedback to students, faculty and staff around copyright questions and issues.
- Maintain awareness of current Teaching and Library issues and practices.
- Co-coordinator of Publicity/Displays for the library
- Provide traditional and virtual reference and research assistance to students, faculty, staff, and local community.
- Develop, maintain and revise print and electronic guides to library services and resources.
- Initiate, design, prepare and conduct classes for students in the use of Library information resources.
- Initiate contact and liaise with faculty in Education, Health Sciences, Trades and Technology in regard to collections, teaching and research needs in the library.
- Identify and disseminate current information about library resources to faculty in assigned departments/divisions.

Continuing Teacher Education Librarian (CTE) (Contract) Jul 2006-Mar 2007

Education Library, Queen's University, Kingston, Ontario

- Provided reference services to all user groups (BEd, MEd, PhD, CTE, School of English, Faculty, Staff, teachers in community).
- Acted as liaison and reference support for CTE group, teacher candidates and instructors.
- Assist course designers with selection and integration of appropriate electronic resources and added them to online courses using web tools like *Macromedia Dreamweaver*.
- Taught in training workshops for course designers and instructors.
- Participated in delivery of research instructional program for the Faculty of Education. Also liaison and instructor for Concurrent Education and Queen's School of English.
- Collaborated with other library staff to select and weed resources in a variety of subject areas to keep the collection timely, in good condition and relevant to user's information needs.
- Consulted and collaborated with library staff and stakeholders to develop communication strategy, relevant collections and services to user groups.

Reference Librarian (Part-time)

Jan 2006-Apr 2006

Education Library, Queen's University, Kingston, Ontario

- Worked 15 hours per week on reference desk and handled multiple reference inquiries from students, faculty, staff and teachers from local community.
- Performed searches and provide instruction in using a variety of print, electronic and Internet reference tools.
- Developed and maintained collections (print and electronic) to serve the needs of a diverse user community.

Training/Career & Business Librarian

Jun 2000-Jun 2006

Kingston Frontenac Public Library, Kingston, Ontario

- Identified, planned, developed and implement training initiatives and online and print pathfinders, tutorials, and webpages for staff and public.
- Recruited, supervised and maintained the Technology Tutor program.
- Provided general library, career tours and K-12 school visits.
- Handled multiple reference inquiries from a wide-ranging clientele.
- Performed searches and provide instruction in using a variety of print, electronic and Internet reference tools.
- Developed and maintained collections in the career/business/education areas to serve needs of local community.
- Created and ran book club in library and in local senior home.

Deputy Site Manager/User Services Coordinator

Aug 2002-Dec 2002

South Bank University, London, England

- Acted as deputy for the Site Manager/User Services Team Manager in her absence.
- Handled reference inquiries and in charge of Circulation desk on shift.

- Co-ordinated scheduling of Information and Circulation Desk staff.
- Investigated, implemented and monitored library services to support users with disabilities, and distributed and part-time users.
- Recruited, supervised and monitored shelving and stock-checking operations.
- Co-ordinated public-service training and training for all Perry Library staff.
- Developed and implemented introductory Internet research courses.

Children's/Young Adult and Career Librarian Sept 1998-Jun 2000
Kingston Frontenac Public Library, Kingston, Ontario

- Planned, developed and implemented Saturday family programs.
- Organized and ran book clubs for children aged 9 - 13.
- Participated in the selection and weeding of Career/Business and Young Adult collections.
- Consulted with Employment/Career community through the Kingston Employment Network Committee.
- Conducted preliminary evaluation of incoming book requests and troubleshooted serial subscriptions with vendors.
- Coordinated branch serial holdings with Central library holdings.
- Created and maintained book displays, booklists, and pathfinders on a variety of topics.
- Coordinated book, video, and music advisory services with Library Technician subject specialists.

EDUCATION

CURRENTLY COMPLETED FIRST TWO MODULES OF THE *FOUNDATIONS OF EFFECTIVE MANAGEMENT AND LEADERSHIP CERTIFICATE* OFFERED BY THE B.C. JUSTICE INSTITUTE.

Master's of Library and Information Science, University of Western Ontario, 1998

Primary ABQ Qualification, Queen's University, Summer 1997

Bachelor of Education, Queen's University, 1996

Bachelor of Arts--Honours (History/Sociology), Queen's University, 1995

PROFESSIONAL MEMBERSHIPS

Member of British Columbia Library Association

Member of Ontario College of Teachers

BCLA 2008-2010 Program/Conference Chair

BCLA incoming term 2011-2013 Assistant Treasurer/Treasurer

PUBLISHED WORKS

Compeau, H., & Hughes, L. (2003). From the North Shore to South Bank. *ACCESS*, 10(4), 39-41.

SHIRLEY LISTER, PH.D.

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Harrison Hot Springs, British Columbia V0M1K0

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Telephone: 604-796-2388 or 604-703-4284

CITIZENSHIP: CANADIAN

EDUCATION

DOCTOR OF PHILOSOPHY, UNIVERSITY OF ALBERTA, 1999

Specialization: Educational Psychology, *First Class Honors Standing*

Thesis title: Human Rights and Inclusion: Reflections from an Ecosystems Perspective

Interest Areas: - Human Development from an Ecosystems Perspective
- Affective Elements of Teaching/Learning

Bachelor of Education, University of Ottawa, 1989, *Magna Cum Laude*

Specialization: Primary/Junior, Special Education Part 2

Master of Science, University of Alberta, 1985, *First Class Honors Standing*

Specialization: Adapted Physical Education

Thesis title: A Process of the Integration of Mentally Handicapped Students

Bachelor of Physical Education, University of Alberta, 1980

Specializations: Adapted and Outdoor Physical Education

AWARDS

- ◆ Social Sciences and Humanities Doctoral Fellowship 1998 & 1999
- ◆ Walter H. Johns Graduate Fellowship, University of Alberta, 1998 & 1999
- ◆ Andrew Stewart Memorial Prize for Outstanding Doctoral Research, University of Alberta, 1997
- ◆ DAAD (German Academic Exchange Service) Fellowship, 1997-98
- ◆ Scholarship offers for Doctoral Studies-Univ. of British Columbia & Univ. of Ottawa-1996-97
- ◆ Queen Elizabeth Scholarship Recipient, 1975-76, 1976-77

PROFESSIONAL DEVELOPMENT AND LEADERSHIP CERTIFICATIONS

EDUCATION--TEACHING AND RESEARCH

- ◆ Bridges to Learning: Assistive Technology Workshop-Universal Design for Learning (May 13-15 2010)
- ◆ Treatment and Education of Autism and Related Communication Handicapped Children Workshop (5 day workshop: 2010)
- ◆ Mentoring Conference (November 3, 4, 2009)
- ◆ Literacy Success for Students in Grades 3-8 (5 day workshop; 2007)
- ◆ Educational Research International Workshop (Scotland '98; student tuition exempt. award)
- ◆ "Success for All"-Early Literacy Intervention Program Teacher Training
- ◆ Project Wild - Environmental Science Leadership Certification
- ◆ "Math Their Way" Teacher Training

HUMAN RELATIONS

- ◆ Practical Studies in Drama: Intensive Clown Workshop I & II (*summer 2004*)
- ◆ Global/Peace Education Leadership Seminar
- ◆ Cooperative Teaching/Learning Training
- ◆ Conflict Resolution Strategy Training
- ◆ Child Development Expert Witness [Determined by Province of Ontario Court, 2002]

COMPUTER LITERACY

- ◆ Graduate course ('98) *Designing Technology Based Instruction*; Proficiency in word processing, e-mail, & internet.
- ◆ Proficiency with 'Taskstream'~ A computer software program for in Teacher Education; Student Teacher evaluation and development of E-Portfolios.

FIRST AID, OUTDOOR LEADERSHIP, and FITNESS

- ◆ Non-Crisis Intervention Training for the Safe Management of Disruptive and Assaultive Behavior
- ◆ First Aid Certification, Wilderness Emergency Medical Technician Training
- ◆ Outdoor Skills and Aquatics--Instructor and Coaching Certification in: X-C Skiing, Canoeing, Kayaking, and Swimming
- ◆ Physical Fitness--Aquatics and Physical Fitness Appraiser Certification
- ◆ Yoga for Children Teacher Training (Spring 2007)

PROFESSIONAL EMPLOYMENT EXPERIENCE

UNIVERSITY EXPERIENCE

August 2008-present **Faculty/Faculty Mentor-**

Teacher Education Program, Department of Professional Studies

University of the Fraser Valley, Chilliwack, British Columbia.

-Courses taught include: *'Designs for Learning Elementary Fine Arts', 'Developmental Theory and Teaching', 'Introduction to Classroom Research', 'Mental Health and Special Learning Needs in Schools'.*

-Supervise: *Students participating in Student Teaching Practica for Short[5 week] and Long [12 week] Practica.*

-Participate as: *Member, Library Advisory Committee [09-10] UFV; Member Advisory Committee Information Literacy Subcommittee [09-10] UFV; External member, Early Childhood Curriculum Committee UFV [2009-10]; Member, Graduate Studies Committee [Professional Studies Faculty Representative UFV [09-10], Member, Teaching and Learning Advisory Committee [2010], Member, ALFI Can Teaching and Learning Working Group [2010]. Member, Child and Family Network SIG ,at UFV [08-09];*

-Member, of Canadian Disability Studies Association and Canadian Association for the Study of Education [SIGs of Canadian Society for the Study of Education CSSE]; Presented and chaired sessions at the 2009 & upcoming CSSE Annual Conference.

September 2005-July 2007 **Assistant Professor-**

Department of Early Childhood, Childhood, and General Professional Education, State University of New York [SUNY] at Potsdam, Potsdam, New York, U.S.A.

-Lectured: Twelve credit hours per semester-Master's and Undergraduate courses including 'Foundations of Education', 'Special Education', & 'Elementary Science'; 'Classroom Management and Discipline'

-Collaborated: With school boards to set up placements, for students. Offered training sessions and meetings; Supervised: Graduate and Undergraduate students in their Field Experience Practicums and Student Teaching.

-Developed: [Documentation submitted to the Ontario College of Teachers for a new part-time master's program to be offered in Ontario] Two new Master's level courses 'Learning and Development' and 'Health and Physical Education', Revised: five course syllabi to meet 'Ontario College of Teachers' program standards; Prepared: Additional program documentation provided to Accreditation Committee, and Participated in preparatory and accreditation meetings.

-Participated: On 'New York State Task Force on Inclusion'; SUNY Potsdam's 'Diversity Festival 2007' planning committee and 'Employee Assistance Program' Committee [have initiated planning and implementation of a campus-wide noon-hour walking program, and assisted with a breast cancer awareness program, and Christmas gift-wrapping for needy families].

1999-00 **Counsellor-**

Office for Students with a Disability, University of Ottawa, Ottawa, Ontario.

-Provided: Counselling, referral and advocacy for students with learning disabilities, as well as consultation services for faculty and staff.

1998-99 **Assistant Professor-**

Department of Psychological Foundations, Faculty of Education, University of Victoria, B.C.

-Coordinated: Undergraduate Special Education route for students in Education Department.

-Lectured: [to pre-service teachers, as well as qualified teachers returning for Special Education specialization] -'Learning Difficulties in the Elementary Classroom', 'Educational Exceptionality', 'Assessment & Remediation of Learning Difficulties', & 'Problems of Attention & Behavior'.

-Coordinated: Student Peer-Support Group through 'Office for Students with a Disability'.

1996-97 **Visiting Lecturer-**

Department of Special Education, Universitaet Potsdam, Brandenburg, and Psychology Department, Ludwig Maximillians Universitaet, Munich, Germany.

1989-94 **Faculty Lecturer** - (part-time)

Human Kinetics Department, University of Ottawa, Ontario.

-Lectured: 'Psychomotor Learning and Perception', 'Psychomotor Rehabilitation', & 'Special Topics in Psychomotor Learning'.

-Coordinated: Internship/Clinical Experiences.

-Supervised: Senior undergraduate thesis projects, Served as 'Advocate' (as no full-time person in specialization area) to a Master's student in specialization area.

1986-88 **Faculty Lecturer -**

Department of Family Studies, Algonquin College, Ottawa.
-Lectured: '*Development Psychology*', '*Life-Span Psychology*'.

1985-86 **Faculty Lecturer -**

Faculty of Education, McGill University, Montreal, Quebec.
-Lectured: '*Special Populations*', '*Outdoor Education*', '*Community Recreation*'.
-Supervised: *students' practicum teaching experiences & community recreation practicums*.

1982-85 **Sessional Lecturer, Graduate Research/Teaching Assistant-** (part-time)

Faculty of Physical Education and Recreation, University of Alberta, Edmonton, AB.
-Lectured: '*Adapted Physical Education, Directed Studies, Outdoor Ed. & activity courses*'.
-Coordinated: *Special Project Grant: 'Adapted-Outdoor Curriculum Development.'*

TEACHING, THERAPEUTIC, and RECREATION LEADERSHIP

September 2007-July2008- **Education Coordinator-**

Oxford Learning Center, Sherwood Park, Alberta.
-Responsible for: *Supervision and monitoring of teaching staff on an ongoing basis; Managing the curriculum and learning supplies; Setting up and monitoring individualized student programming, keeping student files, assessments and attendance records; Providing student tutoring when needed; Meeting with parents to provide updates on student progress.*

2000 -05 **Diversity Awareness and Special Services Consulting**

-Director of: '*Tsiphanelesh Consulting~ Primary goal~ Facilitation of increased awareness and acceptance of diversity, and opportunities for individuals with diverse needs--*
-Provided: *Individual assessments and support for individuals with diverse needs & families; Awareness workshops to employers to facilitate accommodation of individuals' needs; Coaching for students with diverse needs attending University and advocating on their behalf; Diversity awareness workshops and supportive planning to Govt. and other business settings.*
-Creative Arts: *Provided Mascot training to Dovercourt Community Recreation Center Staff, Ottawa, ON; Designed and sewed costumes for Dovercourt Recreation Center and other Dance Performances (Ottawa); Designed and sewed 'hockey jersey' for 'Dovercat' mascot.*

2001- 03 **Special Education Resource Teacher-**

Riverview and R.B. Curry Public Schools Ottawa & Carleton District School Board, Ottawa, ON.
Implemented: *Special Education Resource Services for students K- Gr.8—Direct intervention; Consultation with classroom teachers; Scheduled and implemented program intervention for students with special needs.*
-Developed: *I.E.Ps, IPRC meetings & other Case meetings for students as needed,*
-Responsible for: *Supervision and Coordination of duties of Educational Assistant*
-Coached: *Extra Curricular Sports—Intermediate Track and Field and Cross Country Running Teams, Intramural Parachute Activities, and coordinated Winter Activity Day events.*
-Participated in: *Action-Based Research group with School Board; CIHR Workshops as OCDSB member, & various OCDSB Special Ed. In-service Workshops.*

1989 **Student Special Services Programmer-**

Department of Student Services, Western Quebec School Board, Aylmer, QC.
-Developed: '*Special Education Policies and program Booklet*'; *Individual Education Program*

Plans for students in board with severe handicapping conditions--Assessed students; interpreted results in collaboration with parents & teachers, developed IEPs--submitted to Quebec Ministry of Education for funding [100% funding of applications submitted].

1989-96 Special Education Resource Teacher Consultant-

Wakefield, Kazabazua, & Manawaki Elementary Schools, Western Quebec School Board, Gatineau, QC.

-Developed and Implemented: *Resource Services in integrated school setting—Developed referral system with teachers for identification of students with special needs; Assessed students; Interpreted results, Developed IEP's in liason with teachers and parents; Provided direct intervention and consultation for teachers to accommodate students in regular class.*
 -Developed: *Early Literacy Education Intervention project grant--provided groundwork for board's adoption of Reading Recovery model in '95.*
 -Taught: *L.A., Math, Environmental Studies, & Physical Education to varied grade levels.*
 -Initiated: *Breakfast program sponsored by parents and community; School recycling program; Co-operative games & parachute club; X-c school running club and team.*

1989 Teacher -

Crystal Bay School, Carleton Board of Education, Ottawa, Ontario.

-Coordinated: *Gross Motor /Physical Education Program for students 4-21 years with severe handicapping conditions; Aassessed students' levels of skill-- developed, implemented and evaluated individual goals for each student*
 -Developed: *University-School Internship with University of Ottawa students—facilitated individualized instruction for school students.*

1987-88 Special Education Early Childhood Education Supervisor

Ottawa and District Association for the Mentally Retarded, Ottawa, Ontario.

-Supervised: *Teachers and program goals for children with multi-handicapping conditions, 2 - 6 years. Liased with CHEO, parents, and relevant personnel.*
 -Collaborated: *with Ottawa & Carleton Education School Boards for coordination - of Individual Placement Review Committee Meetings for children entering school programs.*

1982-83 Recreation Therapy Supervisor

Recreation Rehabilitation Unit, Alberta Psychiatric Hospital, Edmonton, Alberta

-Supervised: *Recreational Therapists and Assistants in Rehabilitation and Adolescent Departments.*
 -Developed: *Clients' Individual Program Goals, Collaborated: with medical and nursing staff with Interdisciplinary Case Conferences to review clients' needs.*

1980-81 Outdoor Environmental Curriculum Programmer -

Edmonton Public School Board, Edmonton, Alberta.

-Developed and implemented: *Outdoor activities to parallel learning curriculum in various subject areas for students from school board--elementary & secondary levels.*

1977-80 Teacher-

Elves Memorial Child Development Center for children with multiple handicapping conditions, Edmonton, Alberta (part-time while attending University).

-Taught: *children with multi-handicapping conditions, developed and implemented individual program goals for each child.*
 -Developed and implemented: *Gross-motor skill program; provided in-servicing for*

teachers regarding teaching strategies.

***My work experience has included several part-time and summer positions, with summer camps, and recreation settings in the capacity of Program/Outdoor Leader, and/or Counselor, since I was 14 years old. The clients ranged from young children to adults, some of whom had special needs, which ranged from visual or sensory deficits, to physical challenges, to mental and emotional challenges, to behavioral needs, in integrated, and specialized settings.*

GRANTS AND PUBLICATIONS

GRANTS

(1994-95) **Managing School Change**. A grant received from Ministry of Education of Quebec--and Western Quebec School Board. (co-led with B. Dolan, Principal, Wakefield Elementary School), (value=\$20,000).
 (1992-93 and 1993-94) **Early Intensive Intervention for Children at Risk**. A grant received from Ministry of Education of Quebec - Wakefield School Success Project Quebec, (value= \$50,000/year).
 (1991) **Experiential Environment Science Pilot Project Curriculum**. A grant received from Protestant School Board of Western Quebec, (value= \$5,000).
 (1984). **Outdoors-Adapted Program Development**. A grant received from Recreation Parks and Wildlife Foundation.(co-authored with J. Watkinson), (value= \$ 15,000).

REFEREED PUBLICATIONS

In press. (2010)'An Effective Teacher for Me..' as Told by Students with Severe Behavior Disorders. In WestCAST 2010 Conference Proceedings. University of Lethbridge.

(1999) **International Perspectives from Youth-at-Risk--Regarding Their Experiences of School**. In Proceedings from the European Educational Research Association 1999 Symposium--"Children and Youth-at-Risk in Urban Education ".Belgium: Garant Publishers.

(1998). **A Cross-Cultural Perspective of 'Understanding' and How to Facilitate Affective Effective Educational Experiences for Students-Severely-At-Risk as Perceived by the Students Themselves**. In CASWE Institute 1998 Centering on..the Margins, The Evaded Curriculum. Ottawa: University of Ottawa.

(1998). **Drug Therapy as a Preventive Measure for Children with Anti-Social and Hyperactivity Symptoms**. American Journal of Forensic Psychiatry 19, (4), p.41-52.

(1998). **Human Rights in Our Classrooms: How Do We Rate? Cross-Cultural Perspectives on the Impact of Varied Educational Policies and Program Implementation on Experiences of Students Severely at Risk**. (pp.111-121). In A. Richardson, (Ed.) Childhood & Youth: A Universal Odyssey. Edmonton: Kanata Learning Company.

(1998). **Perspectives on Children and Youth at Risk in Canada & Germany**. (pp. 47-62) In G. Walraven, & K. Broeckhof (Eds.) An International Comparative Perspective on Children and Youth at Risk. Belgium: Garant Publishers.

(1998). **Towards Progressive Inclusion and Acceptance: A Comparison of the Trends Towards Inclusion in Canada and Germany**. International Journal of Special Education 13, (1). p.84-101.

1997). **Drug Therapy as a Preventative Measure for Children with Antisocial and Hyperactivity Symptoms- Conference Presentation Audiotape.** Presented at Mental Disorders and Intervention Third Annual International Colloquim. California: Audio-Digest Foundation.

(1997). **The Effectiveness of the Success for All Program Model.** Exceptionality Education Canada, 7, (1&2 1997), 69-86.

(1997). **Trends Towards Inclusion in Canada and Germany.** In Richardson, A., (Ed.) Canadian Childhood Conference 1997 Conference Proceedings. Edmonton: Kanata Learning Company, pp.115-121.

(1997). **Towards Progressive Inclusion and Acceptance. Past, Present, and Future Trends in Canada and Germany-** In European Conference on Educational Research:Conference Proceedings. Frankfurt am Main, Germany: Deutsches Institut fuer Paedagogische Forschung, p.56-61.

(1996) **Integration in Kanada.** In Goetze, H.,(Ed.)_Proceedings von Schulische Erziehungshilfe Grenzüberschreitend. Germany: AVZ-Hausdruckeri der Universitat Potsdam, pp. 100-104.

(1988) **Teaching Children to Cross Country Ski.** In Canadian Association for Nordic Ski Instructors Instructional Manual. Canada: Canadian Association of Nordic Ski Instructors.

(1988). **Teaching Individuals With Special Needs.** In Canadian Association for Nordic Ski Instructors Instructional Manual. Canada: Canadian Association for Nordic Ski Instructors.

(1986) **A Process Towards the Integration of Mentally Handicapped Adolescents into Community Learn-to-Swim Programs** In Berridge, M. and Ward, G., (Eds.) - Proceedings of the 5th International Symposium of Adapted Physical Activity. Illinois: Human Kinetic Publishers, pp. 109-117.

(1984). **A Review -The Lloyd Shaw Program of Dance for the Exceptional.** Canadian Journal for Exceptional Children. 1,(1),pp. 32-33.

NON-REFEREED PUBLICATIONS

(2006) (Edited with Abramovitch, S.) **State University of New York at Potsdam: Part-Time Master of Science in Teaching; Ottawa, Ontario. Program Description.** Potsdam, New York: SUNY Potsdam.

(2002) **Trying to Make the Puzzle-of Inclusion Fit! In 2001-02 Action-Based Research Project Reports.** Ottawa: Ottawa-Carleton District School Board.

(2002) **Programming Strategies for Differentiation and Modification.** Ottawa: Ottawa-Carleton District School Board.

(1993) **An Early Intensive Intervention Instructional Program - Quebec School Success Project Report.** Wakefield, Quebec: Protestant School Board of Western Quebec.

(1990) **Special Education: Policies and Procedures Booklet.** Aylmer, Quebec: Protestant School Board of Western Quebec

(1989) **Adapted Physical Education Curriculum for Students with Severe Mental Handicapping Conditions.** Ottawa: University of Ottawa--Carleton Board of Education.

(1985) * a) **Assisting the Mentally Handicapped Person to X-Country Ski - An Instruction Manual for Teaching X-Country Ski Techniques.** University of Alberta, Edmonton.

- b) Prep Swim Program Instructional Manual. University of Alberta, Edmonton.

*Instructional materials for **canoeing**, **bicycling**, and **snowshoeing** were developed as well.

(1980). Cross Country Ski Manual for Schools. Edmonton: Canadian Ski Association. (co-edited with L. Van der Meer).

PRESENTATIONS *(selected presentations since beginning Doctoral Studies in 1996)*

(June 2010) Confronting the 'Dis' in Ableism. A presentation given at the *Canadian Disability Studies Association Annual Conference [CSSE]* Montreal June 2-5, 2010.

(2010) An Effective Teacher for Me, as Told by Students with Severe Behavior Disorders. A presentation given at WESTCAST, University of Lethbridge, February 17-20, 2010.

(2009) A Portrait of Effective Teachers, as Described by Students with Severe Behavior Disorders. A presentation given at the *Canadian Disability Studies Association Annual Conference, [CSSE]* Ottawa, Ontario, May 25, 2009.

(2007) A Portrait of Effective Teachers..As Illustrated by Youth with ADHD from Differing Cultural Settings. A presentation given at SUNY Potsdam's Teacher Education Student Association's *3rd Annual Conference on Education*. Potsdam, New York, April 21, 2007.

(2007) I'm Gonna Tell My Grandkids that School's Important... As Described by Youth with ADHD. A presentation given at *Campus Festival 2007, 'Connections and Intersections: Our Changing Landscapes'*. SUNY Potsdam, Potsdam, New York, April 18th, 2007.

(2007) Masking the Un-masked... Or Are We Un-masking the Masked? A presentation given at the *Campus Festival 2007, 'Connections and Intersections: Our Changing Landscapes'*. SUNY Potsdam, Potsdam, New York, April 19st, 2007.

(2007) 'A River Ran Wild'~ Environmental Learning Unit as an Example of Active Learning for Elementary Science! A presentation given at *St. Lawrence Valley's 2007 Teacher's Annual Professional Development Conference*, Canton, New York, March 16-17, 2007.

(2007) Strategies for Successful Inclusion of Children with Externalizing Behavior Disorders. A presentation given at *St. Lawrence Valley's 2007 Teacher's Annual Professional Development Conference*, Canton, New York, March 16-17, 2007.

(2006) Narratives of Youth with ADHD in Differing Educational and Cultural Settings A presentation given at the *2006 New York Inclusion Conference: Conference on Inclusive Schools and Communities*, NYC, May 2006.

(2005) When and How Should the Use of Stimulant Medication be Considered? A presentation given at *AD/HD in Perspective Conference*. Ottawa, ON. April, 2005.

(2002) Programming Strategies for Differentiation and Modification. A presentation given at *Inclusion in Action Professional Development Day Workshop*, Ottawa Carleton District School Board, Ottawa, ON. December, 2002.

(2002) When and How Ritalin Should Be Used for Children with ADHD. Parent Workshop-- Riverview Public School, Ottawa Carleton District School Board, Ottawa, ON. June, 2002.

(2001) What Representing Canada As A National Team Athlete Has Meant to Me. A presentation given at the *Canada Flag Day ceremony*-- Riverview School and Cumberland Community, Cumberland, ON, Feb. 2001.

(2000) Using an Ecosystems Framework to Facilitate Teacher Awareness and Sensitivity-and 'True Inclusion'. A presentation given at *T.E.L.M.I.E. International Conference on Inclusion*. Netherlands, October, 2000.

(1999) Ongoing Assessment as the Basis for Individualized Literacy Instruction for Young Children -at Risk. A workshop provided through Learning Disabilities Association of British Columbia, Victoria, March, 1999.

(1999) Youth at Risk--Their Experiences of School. Narratives of Youth with ADHD from Differing Cultural and Educational Settings. A presentation given at the *'European Educational Research Association 1999 Symposium--Children and Youth at Risk and Urban Education'*. Malta, March, 1999.

(1998) Human Rights in Our Classrooms: How Do We Rate? Cross-Cultural Perspectives on the Impact of Varied Educational Policies and Program Models on Experiences of Students Severely-at Risk. A presentation given at *'Childhood and Youth: A Universal Odyssey'*. Edmonton, July, 1998.

1998) A Cross-Cultural Perspective of Understanding and How to Facilitate Affective Educational Experiences for Students Severely at Risk--as Perceived by the Students Themselves.
A presentation given at *'CASWE Institute 1998--Centering on the Margins. The Evaded Curriculum.'* Ottawa, May, 1998.

(1998) Cross-Cultural Perspectives of Students at Risk About their Experiences of School and Their Suggestions for Teachers. A presentation given at the *Canadian Society for the Study of Education Conference--1998--with the Canadian Association for Educational Psychology Special--Interest--Group*. Ottawa, June 1998.

(1998) The Use of Narrative Analysis to Analyze Narratives of Youth-at-Risk from Varied Educational and Cultural Settings. A presentation given at the *'Educational Research International Workshop'98'*. Scotland, March, 1998.

(1997). Towards Progressive Inclusion and Acceptance. Past, Present, and Future Trends in Canada and Germany. A presentation given at the *'European Conference on Educational Research Conference, 1997'*. Frankfurt am Main, Germany, September, 1997.

(1996-97) Inclusion fuer Alles--A Lecture Series about Inclusion. Ludwig Maximillians Universitaet, Muenchen, Germany October-December, 1997.

(1996) Integration in Kanada. A presentation given at the *'Schulische Erziehungshilfe Grenzueberschreitend' Conference at the University of Potsdam*. Universitaet Potsdam, Brandenburg, Germany, September, 1996. [I was invited as the keynote speaker to this conference to speak about 'The Integration of Children with Special Needs in Education in Canada'].

PROFESSIONAL ORGANIZATION MEMBERSHIP& INVOLVEMENT

- ♦ Ontario College of Teachers
-Member, 1996-2010
- ♦ National Association of Special Education Teachers
-Member 2005-2010

- ♦ **ASCD-Association for Supervision and Curriculum Development**
 - Member 2009, 2010
- ♦ **Canadian Disability Studies Association**
 - Member 2008-09, 09-10
 - Will be presenting at Annual Conference 2010
 - Will be chairing Conference Session 2010
 - Presented at Annual Conference 2009
 - Chaired Conference Session 2009
- ♦ **Canadian Association for Teacher Education**
 - Member 2008-09
 - Reviewer for Conference Presentations 2009
- ♦ **Canadian Society for the Study of Education**
 - Member 2008-09, 09-10
- ♦ **Council for Exceptional Children**
 - Member 2006-08
- ♦ **National Science Teacher's Association**
 - Member 2006-07
- ♦ **New York State Task Force on Inclusion**
 - SUNY Potsdam Faculty Representative 2005-07
- ♦ **European Educational Research Association**
 - Inclusion Special Interest Group Member-at-Large, 1996-2005
 - Children-at-Risk Special Interest Group - Internet Networking Coordinator, 1996-2000, Member-at-Large, 1996-2005
- ♦ **Canadian Society for the Study of Education**
 - University Graduate Student Representative 1998-2000
 - Educational Psychology SIG Member 1998-2001
- ♦ **Learning Disabilities Association of Victoria**
 - Member of Board of Directors, 1998-99
- ♦ **Alberta Provincial Task Force on Integration**
 - Auditing Member, 1997
- ♦ **Western Quebec Chapter Council for Exceptional Children**
 - Chairperson, 1992-1995
- ♦ **Western Quebec Child Advocacy Group**
 - Member 1991-1993
- ♦ **Canadian Association for Health Physical Education and Recreation:**
 - National Adapted Special Interest Group - Chairperson - 1985-1992,
 - National Newsletter Editor, 1981-1985

♦ **Canadian Disabled Ski Association**

-Cross Country Chairperson and Technical Director - 1982-1988,

and other associations regarding Education and/or Inclusion for Individuals with special needs.

ATHLETIC ACHIEVEMENTS, INTERESTS, and HOBBIES

Athletic highlights-achieved since enrolled in Doctoral studies 1996~

- ♦ Triathlon Canadian Team Member: 1998, 1999, -Master's Athlete of the Year-1998.
-Long Distance Triathlon World Championships Japan, 1998-3rd Master cat.
- ♦ Cross-Country Ski Master's National Team Member: 1993-1999
-X-C Master's World Championships: Canmore, 1995-3rd place- age group,
Italy, 1997-3rd place, and Lake Placid, 1998 -5th place.
- ♦ Long Distance Running
-Swiss Alpine Marathon (67 km) 1996 -10th woman, 1997-1st Master's woman
-Marathon *pb*- Frankfurt, Germany, 1996. 4th master's woman, < 3:04>

Interests and hobbies include~

- ♦ Outdoor activities listed above, as well as telemarking, snowshoeing, canoeing, and kayaking.
- ♦ Arts: Clowning, dance, music, art, costume design, sewing and craftwork.

Awneet Sivia

12466 202A Street, Maple Ridge, BC, V2X 3P4
604-790-4343, email: awneet.sivia@ufv.ca

Personal Profile

- Experienced educator and motivated learner;
- High personal integrity, trustworthy and personable;
- Articulate, creative and encouraging
- Effective interpersonal and communication skills;
- Good negotiator, collaborator and critical thinker with a positive attitude.

Education

Doctoral Candidate *Present*, Simon Fraser University, Faculty of Education

Major: Curriculum Theory and Implementation (Supervisor: Dr. Allan MacKinnon)

- completed all course work and comprehensive examinations
- planned completion of PhD requirements in October 2011

M.Sc. (Education) *1998*, Simon Fraser University, Faculty of Education

Major: Curriculum and Instruction, Thesis: *Exploring Learning Conversations: Empowering Practices in Education* (Supervisor: Dr. Allan MacKinnon). Thesis explored non-conventional learning models from a Critical Pedagogy perspective.

B.Ed. (Secondary) *1988*, University of British Columbia, Faculty of Education

Professional Experience

Department Head (*Jan 11 to present*) University of the Fraser Valley, Faculty of Professional Studies, Teacher Education Program (Dean: Dr. Rosetta Khalideen).

- Responsible for program development and teaching in all aspects of Teacher Education Program
- Administrative and leadership responsibilities associated with program operations
- Budget negotiation, management and allocation of funding for resources
- Recruit and schedule Faculty and Sessional Instructors for teaching in Teacher Education Program courses and EDUC 200 and 300
- Collaborate with local school districts and internal UFV faculty on program development
- Secondary program proposal submission and Graduate Certificate in Teacher Leadership and Mentorship program development
- Represent Teacher Education Program in conferences, intra-university committees and inter-university collaborations
- Consult with BCCT on program development

- Support and enhance program vision and integrate program values and goals in curricular design and delivery
- Collaborate with Program Coordinator and Education Advisor in student recruitment, admissions, and practicum placements
- Contribute to UFV Faculty committees and meetings with colleague Department Heads
- Perform duties of a Faculty Member in the areas of scholarship, conference participation, teaching, committee involvement and research

Program Coordinator (*Aug 07-Dec 10*) Simon Fraser University, Faculty of Education, Professional Programs (Director: Dr. Stephen Smith).

- Responsible for designing and developing PDP Module structures and curricula
- Developed new Professional Linking Program (PLP)
- Administrative and leadership responsibility for an instructional team of 7 Faculty Associates and 2 Staff Assistants
- Recruit and assign Faculty Associates across program areas (PDP, PQP and PLP)
- Program budgeting to enhance future developments in PLP
- Mentorship of current and new Faculty Associates and Coordinators
- Connect Faculty with Faculty Associates in module design
- Collaborate with Faculty, Faculty Associates and Coordinators in program design and delivery
- Represent Professional Programs in Faculty Committees and forums and on “Your Education Matters” with Paul Shaker (Shaw Cable Production)
- Coordinate BCTF Day, Spring Symposia and Roundtable events for all Professional Programs
- Collaborate with BCCT in regards to PLP and future program evolution

Instructor (*Aug 07–Dec 10*) Simon Fraser University, Faculty of Education, Graduate Programs (Director: Dr. Heesoon Bai and Coordinator: Dr. Bonnie Waterstone).

- Instructor for M.Ed. International Program (TEFL/TESL), Education 811/812
- Development of fieldwork curriculum and placements for site research
- Implemented an Action Inquiry component to the program
- Collaborate with M.Ed. International Instructional Team

Sessional Instructor (*Jan-Aug 07*) Simon Fraser University, Faculty of Education, Undergraduate Programs (Director: Dr. David Paterson).

- Instructor for Education 100 (Special Questions and Issues in Education)
- Developed course curriculum with a variety of readings
- developed criterion-referenced assessment tools

Faculty Associate, Simon Fraser University, Faculty of Education,
Jan 05-Dec 06, Professional Qualification Program (PQP) (Director: Stephen Smith).
Aug 02-May 04, Professional Development Program (PDP) (Director: Meguido Zola).

- Instructor for Education 352/483, 401/2, 405 and 406 (K-12 Student Teachers and Recertifying Teachers)
- Developed coherent program of inquiry into teaching and learning
- Worked with Secondary Science Module of Student Teachers
- Worked specifically with cultural issues related to teaching practices
- Selected resources and readings and designed activities to model theory in practice
- Placed Student Teachers in practicum schools
- Collaborated with and mentored School Associates and Student Teachers
- Liaised with schools, school districts and Faculty
- Provided formative and summative feedback to Student Teachers regarding their growth in practice
- Wrote final reports with respect to Program Goals and recommended Student Teachers for BCCT Certification

Sessional Instructor (*May-Aug Semester, 2003-2007*) Simon Fraser University, Faculty of Education, Undergraduate Programs (Director: Dr. Lucy LeMare/Dr. David Paterson).

- Instructor for Education 416 (Designs for Learning Secondary Science) and 476 (Designs for the Learning Elementary Science)
- Developed course curriculum, including supporting resources and readings
- Developed integrated theory and practice activities to support broad range of understandings about Science Education
- Modeled “best practice” elements of teaching and learning
- Evaluated students using criterion-based assessment and responded to feedback

Department Head (*Sept 92-June 02*) Science/Math, Thomas Haney Secondary School, School District #42 (Maple Ridge/Pitt Meadows) (Principal: Mr. Ian Strachan).

- Provided leadership in helping department staff develop belief statements, reflective practice and professional initiatives
- Worked in a team-teaching setting
- Completed timetabling and staffing
- Developed department budgets and proposals to enhance Science/Math Program
- Attended district level meetings regarding ministry initiatives
TEACHER ADVISOR/ GR. 8-12 SCIENCE/MATH TEACHER
- Worked in a team teaching setting
- Developed engaging, hands on lessons and activities
- Developed successful cross-curricular Gr.8 unit in Science
- Organized numerous fieldtrips such as Science World, PNE Physics, GVRD Parks Interpretation
- Established productive relationships with students, parents and colleagues

Science/Math Teacher (*Jan 91-June 92*) Westview Secondary School, School District #42 (Maple Ridge/Pitt Meadows) (Principal: Mr. Wes Thomas).

- Developed lessons and units related to curricula
- Participated in all department meetings and professional development

- Implemented a variety of science teaching strategies

Science/Math Teacher (Sept 88-June 90) Nicola Valley Junior Secondary (Merritt School District #31)
(Principal: Mr. Jack Grant).

- Developed coherent and engaging lessons and units related to curriculum
- Participated as a junior member of a peer-coaching team
- Nominated for Teaching Excellence Award as a first year Teacher

Conferences, Presentations and Workshops

2008-2010	<i>Presenter and Participant, Pedagogical Practices Conference, SFU. Student Engagement in Science, Difficult Conversations: Supporting Students Online</i>
2009, 2010	<i>Participant and Organizer, Professional Linking Program Roundtable, SFU.</i>
2008, 2009	<i>Participant, Teacher Education Roundtable (SFU 08 & VIU 09).</i>
2009	<i>Presenter, British Columbia Teachers' Federation English as a Second Language Provincial Specialists Association Vancouver. East Meets West in the Classroom: Bridging the Gap.</i>
2009	<i>Presenter, BC Teachers of English as an Additional Language, UBC. Language, Culture and Classrooms: Stories from M.Ed. International.</i>
2008	<i>Panel member, Canadian Society for Studies in Education (CSSE), Science Education Panel, UBC.</i>
2006-2009	<i>Paper reviewer, Canadian Society for Studies in Education (CSSE)-Canadian Association of Teacher Education (CATE).</i>
2007	<i>Presenter, International History, Philosophy and Science Teaching Conference, University of Calgary. Developing epistemological views of science: Bridging pre-service teacher's beliefs and values with science teaching and learning.</i>
2007	<i>Paper Reviewer, Paper Presenter and Conference Organizing Committee Member, Graduate Students Conference on the Philosophy of Education (GSCOPE), SFU. The Professional Qualification Program: The Cultural Nature of Teacher Development.</i>
2007	<i>Paper Presenter, Building the Scientific Mind (BTSM), Vancouver. Developing 'Philosophic' Understanding: Using History, Model-based Reasoning and the Imagination to Reform Science Education.</i>
2007	<i>Paper Presenter, Western Canadian Association of Student Teaching (WestCAST), University of Alberta. Metaphor of Renovation: Framework for Teacher Recertification.</i>
2006-09	<i>Paper Presenter (2008), Education Without Borders, SFU. Self Authorship and Teacher Education: Becoming</i>
2007	<i>Presenter, Imaginative Education Research Group (IERG) Conference, SFU. Becoming an Imaginative Science Teacher.</i>
2004	<i>Presenter, Imaginative Education Research Group (IERG) Conference, SFU. Imagination in Science: A Basis for Conceptual Understanding and Engagement.</i>
2004	<i>Presenter, Western Canadian Association of Student Teaching (WestCAST), University of Manitoba. Practicum experiences: A discrepant event in teacher education.</i>
2001	<i>Presenter, Unit Planning for Beginning Teachers (District 42 Mentoring Program)</i>
1996, 1998	<i>Presenter, Catalyst, BC Science Teacher's Conference, Vancouver. The Thomas</i>

- Haney Experience.*
- 1996 *Participant, BC Teachers Federation, Programs for Quality Teaching-Action Research*
- 1991-93 *Participant, Strategies for Success by Susan Close, Maple Ridge School District Workshop Series*
- 1989 *Participant, B. Bennett's Cooperative Learning, Merritt School District*

Awards, Honours and Scholarships

- earned Graduate Fellowship in 2007
- earned President Research Stipend in 2008
- Televised interview with Dr. Paul Shaker for "Your Education Matters" on Working Together for Quality Public Education in Oct 2008
-

Community Involvement

- South Asian Family Association 2008 - 2011 International Women's Day Panelist and Facilitator
- Member of Dragon Boating Team since July 2010
- Active member of Indo-Canadian Women's Organization since 1993
- Co-manager for "Strikers" soccer team in Golden Ears United Soccer Club 2008-2010

Related Skills and Interests

- Familiar and comfortable with education-related systems such as FirstClass, Outlook, Connect, Moodle, and Dialogue Central
- Organized and capable of handling a multitude of tasks
- Moderate fluency in Punjabi
- Active, healthy and a non-smoker
- Enjoy cooking, tennis and reading

References

Dr. Stephen Smith
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Dr. Bonnie Waterstone
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Faculty of Education
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Dr. Allan MacKinnon
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Barbara Salingré

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Telephone: 604-850-5377 work: 2442 e-mail: barbara.salingre@ufv.ca

Profile:

- Experienced academic advisor and motivated educator
- Collaborative and personable with a sense of integrity
- Creative problem solver, articulate
- Excellent inter-personal and communication skills, able to motivate and encourage individual and community growth
- Advising and educational counselling experience with individuals and in groups
- Instructional experience
- Involved with many UFV-based committees

Education:

July 2010	Master of Education (SFU) in post-secondary administration/leadership <ul style="list-style-type: none">• Research focus included comparing and contrasting advising models in universities, policy and program evaluation• Student perceptions on entering teacher training• Leadership styles in the post-secondary environment• Student engagement and success• Conflict resolution
May 2010	Certificate on Research Ethics (Tri-Council for Ethical Conduct for Research Involving Humans)
June 1998	Bachelor of Arts (UFV)
May 1993	Provincial Instructor Diploma Program (VCC)
1987-1988	Professional Development training through SD#57
June 1986	Bachelor of Business Management Handelskammer Nord-Rhein Westfalen, Germany

Professional Experience:

Advisor, Teacher Education Program (UFV)

September 2006 – present

- Developed and implemented admissions process to the new TEP program
- Responsible for sending new courses and program outline through internal approval processes, wrote calendar copy
- Provided support and direction to students wanting to become teachers
- Developed and facilitated workshops to students interested in a teaching career
- Liaised with many UFV departments to establish and maintain collaborative relationships with other program areas
- Conducted interviews with sessional faculty and supported them
- Liaised with school districts regarding program planning and student placements
- Served on a variety of committees within the School of Education
- Liaised with B.C. College of Teachers to assure programs align with Teacher Certification Requirements
- Assessed transcripts from many institutions within Canada and internationally
- Represented TEP at provincial meetings, education roundtables, and within the community
- Developed the draft for the planned Secondary TEP outline and calendar copy
- Assisted in developing the Grad Certificate in Teacher Mentorship and Leadership
- Member of the TEP Curriculum Committee and external Advisory Committee
- Implemented the new Criminal Records Check process legislated by the Ministry of Public Safety and Solicitor General
- Participated in planning meetings for the Canada Education Park
- Represented TEP at new student orientation events and career fairs
- As per direction of the Dean, composed a report for the BC Deans of Education
- Oriented and supervised a new departmental assistant
- Created and updated all web-based information on TEP's website
- Acting TEP Department Head (Jan. to Feb. 2009)

**Educational Advisor, Student Services (UCFV)
Department Head**

*August 1998 – August 2006
March 2002- June 2005*

- Assisted students in exploring their educational options
- Advised students who plan to enter a professional program or graduate school
- Developed a variety of presentations to diverse student groups including professional and academic preparation for various careers
- Coordinated all activities of the educational advising department comprised of seven colleagues and support staff
- Trained and mentored four new advisors
- Guided potential and current students throughout their education toward their career goals. This included information for transfer in and out of UFV
- Consulted and liaised extensively with faculty re. program and course requirements
- was asked by various departments for input in developing new and changing existing programming and new policy developments

Access Advisor, Student Services (UCFV)

January 1990 – 1998

- Assessed students needs for academic accommodations
- Liaised with faculty about educational needs of students
- Organized student learning forums and provincial professional development conferences for colleagues at other institutions

Teacher on Call

(Abbotsford School District)

December 1989

Career Counselling Facilitator/ Teacher

Sept. 1987 – 1989

(Prince George School District #57)

- Provided support to students with personal and academic difficulties
- Worked with both elementary and high school students
- Developed curriculum for speech pathology and remediation for students

Committee Involvement, Conferences/Presentations and Workshops

2010	member of the Selection Committee for Math Education position
2010	presenter at the SFU Faculty of Education Summer Institute
2010	co-chair of the Academic Advising Council at UFV
2010	presenter of MEd research project to Faculty Council as part of the Learning Exchange Sub-Committee
2009-10	member of the curriculum committee for the proposed Bachelor of ECE
2009-11	member of the Faculty Council Subcommittee on Student Retention
2009	presenter and participant at the Educators Without Borders Conference (SFU)
2007 - 2011	participant Education Program Roundtable, UBC-O 07, SFU 08, VIU 09, UVIC 11
2008	member of the Selection Committee for Dean of Professional Studies
2007-10	guest presenter at the annual KPE New Student Orientation
2006-10	guest presenter in HHS 100, CMNS 200, KPE 455, all EDUC 200 and 300 courses, including several presentations in local high schools
2006-10	member of the Bachelor of General Studies Curriculum Committee
2006-10	participated in over 12 selection advisory committee within TEP for both permanent and sessional faculty
2006-09	attendance at department heads meetings in absence of department head
2006	presenter at the UFV Parent Orientation
2005-06	served on the UFV Calendar Committee under the direction of the VP Academic
2004-10	developed and facilitated Teacher Education Seminars for UFV students
2004-06	executive member of the British Columbia Academic Advisor Association (BCADA treasurer)
2002-04	developed and facilitated a seminar on “Course Selection for the Undecided” for UFV students
2004	co-presenter at the annual BCADA conference, TRU
2003-05	coordinated the UFV Grad Studies Fair, High-school counsellor liaison day, and Teacher Education Forum

1998-2006	member of the UFV's Program Advisory Committee providing consultative feedback for program and course proposals
1998-2010	member of the National Academic Advising Association (NACADA)
1995-2010	attended five NACADA conferences, BCADA conferences, annual teacher educator's roundtable conferences, annual BC College of Teachers Conferences
Unsure of date	marketing committee, English Language policy committee

Community Involvement

- Breast cancer awareness campaign, canvasser
- Participant Abbotsford Multicultural Festival for three years
- Involved in parent advisory committee [PAC] at local high school
- Volunteered with basketball association
- Member of the Straiton Community Association

Related Skills

- Proficient knowledge of Microsoft Office, Banner Student Record System, email, Ironpoint, and Moodle
- Organized and detail oriented
- Fluent in oral and written German, limited skills in French
- Enjoy painting, gardening, travel, tennis, and reading

References

Dr. Rosetta Khalideen
Dean, Faculty of Professional Studies
University of the Fraser Valley
604-851-4631
Rosetta.khalideen@ufv.ca

Christine Slavik
Interim Department Head, TEP
University of the Fraser Valley
local 4047 or 2809
christine.slavik@ufv.ca

Dr. Paul Orlowski
Former TEP Department Head
University of Saskatchewan
paulo@sasket.net

Vi Chappell
Director, Student Services
University of the Fraser Valley
604-504-4092
vi.chappell@ufv.ca

**A Summary of the Curriculum Vitae
of
Dr. Dianne Lynn Common**

Dr. Dianne Common held a wide and diverse range of teaching, administrative, and senior executive positions in a number of comprehensive and research-intensive Canadian universities, a research-intensive, land grant university in the United States, a comprehensive university in Nigeria, a Teachers University in China, two school divisions in a Canadian province, and a provincial government in Canada.

Dianne Common has four university degrees, two post-graduate certificates, and one professional license. She received a Bachelor of Arts, Bachelor of Education, and Masters of Education from the University of Manitoba, and a PhD in Educational Administration from the University of Ottawa. She has two post-graduate certificates in institutional governance: one in university administration from the University of Western Ontario in Canada, and a second in the management of post-secondary education institutions from Harvard University in the United States. She holds a Professional Teachers Certificate issued by the Province of Manitoba.

Dianne Common is the recipient of the University of Manitoba's Award for Excellence in Graduate Teaching and that university's Award for Excellence in Community Outreach. She was awarded a Distinguished University Professorship from the Educational Institute of Jilin Province in the People's Republic of China. She was a member of the Governor General of Canada Study Tour for Future Leaders, and received a Global Citizen Award from the Canadian Committee for the 50th Anniversary of the United Nations.

She was an Assistant Professor at Simon Fraser University, Associate Professor at the Universities of Lethbridge and Manitoba, and received the senior academic rank of Professor at two research-intensive, comprehensive universities in Canada, Lakehead and Regina, and at the research-intensive, land grant Pennsylvania State University in the United States. Currently, she is a faculty member in the Teacher Education Program in the Faculty of Professional Studies at the University of the Fraser Valley.

Dianne Common's first formal administrative positions were as Department Head in schools in two School Divisions in Manitoba. This was followed by her appointment as Director of Curriculum for the Co-operative Curriculum Project for the Province of Manitoba. She began her university administrative career at Simon Fraser University as Chair of the Curriculum and Instruction Program. Subsequently she was appointed the University of Manitoba's Head of the Department of Educational Administration and Foundations. She was recruited to the position of Dean of Professional Studies at Lakehead University in Thunder Bay, Ontario. Following an international search, she was invited to the United States to assume the position of Head of the Curriculum and Instruction Department at Penn State University. She was recruited back to Canada to the position of Vice-President Academic at the University of Regina. Her most recent administrative role was as Vice-President Academic and Provost at the University of the Fraser Valley in British Columbia.

Dianne Common taught policy and administrative theory and practice at all levels of university education, on such diverse topics as the economics of public organizations, administrative law, ethics of leadership, organizational development and transformation. She taught group dynamics, with a special focus in two areas: high performance teams in organizations, and management of professional learning settings and learning organizations. She also taught courses on curriculum and pedagogy, and most recently her interest has focused on two approaches to pedagogical practice: conversation and story-telling. She currently teaches an undergraduate course in best practices in teaching and learning.

Her general areas of research interest are in organizational governance and public policy, and the development of professional expertise, notably in teaching and school administration. She was co-editor of a national elementary social studies curriculum project for Fitzhenry and Whiteside Publishers, Toronto. She published a book, *Curriculum Design and Teaching for Understanding*, and numerous chapters in books of collected works and monographs in education. Her research was published in major academic and professional journals. Among them are: *International Journal of Educational Reform*, *Journal of Curriculum and Supervision*, *Canadian Journal of Education*, *The Review of Higher Education*, *Curriculum Inquiry*, *Journal of Educational Administration and Foundations*, *Journal of General Education*, *Policy and Practice in Education*, *Canadian School Executive*, *Curriculum and Teaching*, *Canadian Journal of Higher Education*, *Curriculum Perspectives*, *Theory and Research in Social Education*, *Education Canada*, *Comment on Education*, *The Social Studies*, *Teacher Education*, *History and Social Studies Teacher*, *The Clearinghouse*, *Theory into Practice*, *Educational Forum*, and *The McGill Journal of Education*. She was the editor of two academic journals, *The Journal of Educational Administration and Foundations* and *Policy and Practice in Education*. She was a member of the Editorial Boards of five other academic journals and one academic textbook series for Teachers College Press. She was a member of the governing board of Telecommunication Research Laboratories.

Dianne Common supervised twenty-one graduate students at the Masters level, in Education and Business Administration, and five students in Education and Administration at the Doctoral level, in three universities in Canada and one in the United States.

Dianne Common was a member for three years, and subsequently chaired, the General Research Grants Committee for Education for the Social Science and Research Council of Canada.

She chaired the University of Regina's Planning and Priorities Committee which provided the leadership for the establishment of academic and administrative priorities for the university. One notable outcome was the creation of the Saskatchewan Institute for Public Policy which emerged as a major leader in public policy research for the province and for Canada. While in Saskatchewan, she brought leadership to the university's partnership with industry and the municipal, provincial, and federal governments that resulted in the creation of the University of Regina Research Park.

She presented at major Canadian and international educational and professional conferences, including the Canadian Congress of the Humanities and Social Sciences, Canadian Education Association Annual Conference, American Association of University Administrators Annual Conference, Abu Dhabi International Petroleum Conference, Canada-China University

Presidents Conference, Canadian Society for the Study of Higher Education Conference, American Educational Research Association Annual Meeting, Australian Council of Education Annual Conference, the Australian Council of Educational Administration Annual Conference, National Council for the Social Studies Annual Conference, and American Association of Supervision and Curriculum Development Annual Conference.

Dianne Common served as President of the Canadian Association of Curriculum Studies, and as member of the Boards of the Canadian Society for the Study of Education, the Canadian Association for the Study of Higher Education, the Canadian Education Association, and the World Council for Curriculum Studies.

Whether teacher, professor, administrator, or executive, Dianne Common was and remains closely involved in the life of her communities. In Thunder Bay, for example, as a member of the theatre's governing board and as Dean at Lakehead University, she provided leadership for the partnership between the university and the region's leading professional cultural institution, Magnus Theatre. She currently brings vision to the productive relationship between The Reach Gallery Museum in Abbotsford and the University of the Fraser Valley through her membership on and position of Vice-Chair of the Board of Directors of The Reach.

Appendix 2: Library review of resources for proposed Secondary program at UFV

Assessment of the University 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 the 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 has 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 providing 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 12 new courses and 14 that will be taught to both elementary and secondary. Here is a 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 Online Teaching and Learning (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 the Education Librarian's position is collaboration 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 to plan with faculty for the acquisition of varied resources over time in order to support the proposed secondary teacher education program.

4. Future developments for the University of the 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 TEP program involves a significant commitment of time and financial resources. The growth of the Teacher Education Program to include a secondary stream will affect the workload of the Education librarian in terms of collection development, reference, technical support and course instruction. One way to address this is to topup the TEP contribution to the Librarian's salary to allow the UFV Library to move 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 librarian's current salary as well as the 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 purchase 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

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, to continue to develop the Curriculum Collection 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) to 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 (p. 50-61). University College of the Fraser Valley.

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		
<i>Total</i>	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			
Total	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
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<i>Total for all</i>				3305.22
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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		
Additional Resources – Video (VHS/DVD)					
Batoche Settlement, Saskatchewan				195.00	
First Journey, Fort William				59.95	

Historica Minutes	25.00				
Victoria: More English Than the English	60.00				
Additional Resources – Multimedia					
Shaping the Future: The Treaty Process in BC	7.77				
Nisga'a Carving The Future	28.00				
Additional Resources – Software & CD-ROM					
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 3: Letters of Support

Superintendent of Schools
N 650 KAWKAWA LAKE RD,
School District 78 HOPE BC
Fraser—Cascade
Phone (604) 869-2411 (Hope)
Phone (604) 796-2225 (Agassiz residents)
Fax (604) 869-7400
E-mail: knelson@sd78.bc

February 9 2011

Ms. Awnet 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.Sivia:

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,
Karen Nelson, EdD

Superintendent of Schools
Mission Public Schools
33046 Fourth Avenue, Mission, BC V2V1S5
Public Schools Tel 604-826-6286 Fax 604-826-4517

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,
RE: 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
www.mpsd.ca

Appendix 4: Budget

**UNIVERSITY of the FRASER VALLEY
Teacher Education Program
Tuition & Cost Analysis - Secondary Program**

	2012/2013			2013/2014			2014/2015 to 2016/2017		
	Units	Rate		Units	Rate		Units	Rate	
Revenues:									
Tuition	776	152.43	118,286	1,656	152.43	252,424	1,760	152.43	268,277
Tuition (200/300)	204	123.78	25,251	204	123.78	25,251	204	123.78	25,251
			143,537			277,675			293,528
Expenses:									
Salary Expenses:									
Faculty:									
F/T Faculty	1.00	80,000	80,000	1.50	80,000	120,000	1.50	80,000	120,000
Program Coord (rel)	3.00	10,500	31,500	3.00	10,500	31,500	3.00	10,500	31,500
P/T Faculty	9.17	6,000	55,000	14.83	6,000	89,000	14.83	6,000	89,000
Practicum Placement Coord	0.50	80,000	40,000	0.50	80,000	40,000	0.50	80,000	40,000
Staff:									
Department Asst	0.50	42,000	21,000	0.50	42,000	21,000	0.50	42,000	21,000
Benefits:		19%	43,225		19%	57,285		19%	57,285
			270,725			358,785			358,785
Other Expenses:									
Teacher Mentor "Gifts"	16	100	1,600	32	100	3,200	32	100	3,200
Supplies			500			1,000			1,000
Mileage			4,500			9,000			9,000
Photocopy			1,500			3,000			3,000
Library Resources			3,500			3,500			3,500
			11,600			19,700			19,700
UFV Admin Levy		10%	14,354		10%	27,768		10%	29,353
Net Program Operating Surplus/(Deficit):			(153,142)			(128,577)			(114,310)
Program Information:									
Intake Size per Path:	16								
Program Credits:	55								
Course Credits for HS -Hum & Sci/Ma	64								
Tuition Rate (TEP 10/11)/cr	152.43								

Note: Secondary Program to begin with initial cohort of 16 students in the High School - Science/Math Stream, moving to 2 cohorts of 16 students each in the Science Math Stream and Humanities Stream. Most courses are shared between the two streams, plus a number of common courses with the elementary Stream.

		2012/2013			2013/2014			2014/2015 to 2016/2017		
		Credits	Enrol	Sect Wt	Credits	Enrol	Sect Wt	Credits	Enrol	Sect Wt
Term 4	May - June									
	EDUC 442	1			1	16	0.33	1	32	0.33333333
HS	EDUC 441	1			1	16	0.33	1	32	0.33333333
	EDUC 454	2			2	16	0.67	2	32	0.66666667
	EDUC 460	2			2	16	0.67	2	32	0.66666667
	EDUC 495D	0.5			0.5	16	0.17	0.5	32	0.16666667
Term 1	July - Aug									
	EDUC 410	2	16	0.67	2	32	0.67	2	32	0.67
Elem	EDUC 420	3		-	3		-	3		-
Elem	EDUC 421	2		-	2		-	2		-
Elem	EDUC 425	1		-	1		-	1		-
HS - Hum	EDUC 431	3		-	3	16	1.00	3	16	1.00
HS - Hum	EDUC 432	3		-	3	16	1.00	3	16	1.00
HS - Sci	EDUC 435	3	16	1.00	3	16	1.00	3	16	1.00
HS - Sci	EDUC 436	3	16	1.00	3	16	1.00	3	16	1.00
HS	EDUC 440	1	16	0.33	1	32	0.33	1	32	0.33
	EDUC 445	2	16	0.67	2	32	0.67	2	32	0.67
	EDUC 446	1	16	0.33	1	32	0.33	1	32	0.33
	EDUC 495A	0.5	16	0.17	0.5	32	0.17	0.5	32	0.17
Term 2	Sept - Dec									
Pre-req	EDUC 200	3	36	1.00	3	36	1.00	3	36	1.00
Elem	EDUC 412	3		-	3		-	3		-
HS	EDUC 413	3	16	1.00	3	32	1.00	3	32	1.00
Elem	EDUC 422	1		-	1		-	1		-
Elem	EDUC 423	2		-	2		-	2		-
Elem	EDUC 424	3		-	3		-	3		-
HS - Hum	EDUC 434A	1.5		-	1.5	16	0.50	1.5	16	0.50
HS - Hum	EDUC 434B	1.5		-	1.5	16	0.50	1.5	16	0.50
HS - Sci	EDUC 437A	1.5	16	0.50	1.5	16	0.50	1.5	16	0.50
HS - Sci	EDUC 437B	1.5	16	0.50	1.5	16	0.50	1.5	16	0.50
	EDUC 444	1	16	0.33	1	32	0.33	1	32	0.33
	EDUC 447	3	16	1.00	3	32	1.00	3	32	1.00
	EDUC 448	1	16	0.33	1	32	0.33	1	32	0.33
Prac	EDUC 490	6	16	1.33	6	32	2.67	6	32	2.67
	EDUC 495B	0.5	16	0.17	0.5	32	0.17	0.5	32	0.17
Term 3	Jan - Apr									
Pre-req	EDUC 300	4	24	1.00	4	24	1.00	4	24	1.00
	EDUC 450	2	16	0.67	2	32	0.67	2	32	0.67
	EDUC 452	2	16	0.67	2	32	0.67	2	32	0.67
Elem	EDUC 453	1		-	1		-	1		-
Prac	EDUC 492	12	16	2.67	12	32	5.33	12	32	5.33
	EDUC 495C	0.5	16	0.17	0.5	32	0.17	0.5	32	0.17
HS	EDUC 499	2	16	0.67	2	32	0.67	2	32	0.67
Total:		55.5	980	16.17	71	1860	25.33	71	1964	25.33

March 2, 2011

TEP Secondary Prog

Appendix 5: TEP Program 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

1. **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).
2. **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.
3. **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.
4. **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.
5. **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.
6. **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

7. **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.

8. 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).

9. 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.

10. 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.

11. 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.

12. 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

13. 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).

14. 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 extra curricular 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.

COURSE IMPLEMENTATION DATE: September 2012
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: _____
 (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 will be 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 impact of educational legislation regarding the inclusion of students with special learning needs and the process of the identification of a student with special needs and working in a collaborative school-based team are reviewed. An overview of 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 will be 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: 39 Hrs
 Seminar: 5 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**

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: **Awneet Sivia**

Dean/Associate VP: **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:

- 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%
- 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 pr 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).

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:	July 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	Sept. 2017
(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:	23	Hrs
Seminar:	22	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: 16

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): **Bob Wansbrough**

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 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: July 2012
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: Sept. 2017
 (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: 16

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): Bob Wansbrough

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 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:	<u>July 2012</u>
COURSE REVISED IMPLEMENTATION DATE:	_____
COURSE TO BE REVIEWED:	<u>Sept. 2017</u>
(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:	<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: 16

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): Bob Wansbrough

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 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
- Employ strategies to teach a variety of research skills
- 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.uvic.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:	July 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	Sept. 2017
(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: 17.5

STRUCTURE OF HOURS:

Lectures:	9	Hrs
Seminar:	8.5	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: 16

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): **Bob Wansbrough**

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 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:	Sept. 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	Sept. 2017
(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 Common Curriculum Framework 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:	23	Hrs
Seminar:	22	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: 16

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): **Jim Wiese**

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 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>

Mathematics 8 and 9 Integrated Resource Package (2008). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm.

Applications of Mathematics 10 to 12 Integrated Resource Package (2006). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm.

Essentials of Mathematics 10 to 12 Integrated Resource Package (2006). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm.

Principles of Mathematics 10 to 12 Integrated Resource Package (2006). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm.

Mathematics 10 to 12 – Calculus only Integrated Resource Package (2000). BC Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm.

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.

Note: The *Common Curriculum Framework for Mathematics 10 to 12* is scheduled to be implemented beginning in September, 2010. It will replace previous mathematics 10 – 12 IRPs.

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:	Sept. 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	Sept. 2017
(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:	23	Hrs
Seminar:	22	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: 16

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): **Jim Wiese**

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 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:	Sept. 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	Sept. 2017
(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:	<u>9</u>	Hrs
Seminar:	<u>5</u>	Hrs
Laboratory:	<u>9</u>	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 16

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)
☐ Yes X No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:
☐ Yes X 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 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:	Sept. 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	Sept. 2017
(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:	<u>9</u>	Hrs
Seminar:	<u>5</u>	Hrs
Laboratory:	<u>9</u>	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 16

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)

☐ Yes X No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes X No

Course designer(s): Jim Wiese

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 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: July 2012
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: July 2016
(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

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:

- Demonstrate competence in the use of voice and body movement to facilitate effective teaching strategies
- Demonstrate good 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 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.bcct.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: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: _____
 (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 441	Faculty of Professional Studies/Education	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Online Teaching and Learning	
COURSE DESCRIPTIVE TITLE		

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. The course will provide an introduction to the features of Moodle (gradebook, forums, blogs, profile, assignment development) and how to present instructional material. Students will also learn about developing and creating an online community and presence as an online instructor.

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: _____ 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: 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, MORE DETAIL here

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

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: July 2011
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: _____
 (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 499	Faculty of Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Special Topics in K-12 Education	
	COURSE DESCRIPTIVE TITLE	

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. The course will also provide an opportunity for faculty members to offer courses related to their specific areas of expertise.

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: _____ 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): 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:

- 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):

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

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,

COURSE IMPLEMENTATION DATE:	May 2008
COURSE REVISED IMPLEMENTATION DATE:	July 2012
COURSE TO BE REVIEWED:	July 2018
(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 410	Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Schooling in a Diverse Society	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course will combine various social justice theories with educational policy and pedagogy. The course aims to build an analytical framework that will lead to the development of progressive teaching practices. Policy and pedagogy that support both the inclusive classroom and the integration of the goals of social justice into the mainstream curriculum will be explored.

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: 30

STRUCTURE OF HOURS:

Lectures:	20	Hrs
Seminar:	10	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: 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): Dr. Paul Orlowski

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 an understanding of the principles of social justice and develop an analysis of education from this perspective
- Reflect on their own values and beliefs about diversity, inclusion, and social justice
- Develop an understanding of the various issues that individual students may face in the school, the classroom, and the playground
- Analyze legislation and policies that may impact their provision of teaching and learning in terms of diversity issues
- Develop and design appropriate curricula for their subject area in light of diversity issues
- Develop teaching strategies which facilitate inclusion of and respect for all students

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

Lecture, seminar, oral presentations, written portfolio, group work

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): This course is integrated with the practicum 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:]

Adams, M., et al. (eds.) (2000). *Readings For Diversity and Social Justice: An Anthology On Racism, Anti-Semitism, Sexism, Heterosexism, Ableism, and Classism*. New York: Routledge.

Ayers, W. et al. (eds.) (1998). *Teaching For Social Justice*. New York: Teachers College Press.

Iseke-Barnes, J.M. and N.N. Wane (eds.) (2000). *Equity in Schools and Society*. Toronto: Canadian Scholars Press.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Research paper 30%
Educational autobiography 20%
Critical review of models 25%
Portfolio 25%

Evaluation is on a credit/no credit basis. Students achieving at a level equivalent to C+ or better will be assigned a credit grade. Student achieving below the C+ level will be assigned a no credit 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

- Defining the Problem—Schools and Inequality
- Principles of Social Justice
- Policies and Legislation
- Curriculum Design for Diversity
- Teaching Strategies
- Resources
- **Conflict Resolution**

ASSIGNMENTS

- A. Research paper on social justice and inclusion in education.
- B. Educational Autobiography—This reflection entails an examination of how the students' own experiences, attitudes, and differences contribute to the learning climate and their behaviour within the institution. *
- C. Critical review of different models of teaching and learning in light of social justice and inclusion.**
- D. Teaching Portfolio—collection of teaching strategies, resources, and curricula that reflect the course objectives.**

***Note:** This assignment will be integrated with Education 495.

****Note:** This assignment will be integrated with an assignment required by one of the Designs for Learning courses taken concurrently

COURSE IMPLEMENTATION DATE: May 2008
 COURSE REVISED IMPLEMENTATION DATE: May 2012
 COURSE TO BE REVIEWED: May 2017
(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 442	Professional Studies/Education	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Introduction to Classroom Research	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course introduces students to the principles and ethics of classroom research and the role such research plays in a teacher's ongoing professional development. Students will create and implement their own participatory action research project in relation to their school practicum placement.

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: 8 Hrs
 Seminar: 4 Hrs
 Laboratory: _____ Hrs
 Field experience: 3 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: Once per year

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☒ Yes

☐ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Sheryl MacMath

Department Head: Awneet Sivia

Date approved: _____

Supporting area consultation (Pre-UPAC)

Date of meeting: _____

Curriculum Committee chair: Awneet Sivia

Date approved: _____

Dean/Associate VP: 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:

- Identify critical issues in education in relation to injustices, suffering, irrationality, and alienation
- Design a participatory action research project for implementation in their school practicum placement
- Create, implement, and reflect on their use of an observation record and interview protocol
- Identify ways of improving validity and ethical standards in classroom research

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

Lectures, discussions, small group presentations, and lab work

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 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:]

- Christenson, M., Slutsky, R., Bendau, S., et al. (2002). The rocky road of teachers becoming action researchers. *Teaching and Teacher Education*, 18, 259-272.
- Hendricks, C. (2009). *Improving schools through action research: A comprehensive guide for educators (2nd edition)*. Upper Saddle River, NJ: Pearson. (Available on loan in the curriculum lab)
- Kemmis, S. (2006). Participatory action research and the public sphere. *Educational Action Research*, 14, 459-476.
- Brydon-Miller, M., & Maguire, P. (2009). Participatory action research: Contributions to the development of practitioner inquiry in education. *Educational Action Research*, 17, 79-93.
- Goodnough, K. (2008). Dealing with messiness and uncertainty in practitioner research: The nature of participatory action research. *Canadian Journal of Science, Mathematics, and Technology Education*, 31, 431-458.
- Kemmis, S., & McTaggart, R. (2000). Participatory action research. In N.K. Denzin & Y.S. Lincoln's *Handbook of qualitative research (2nd edition)*, pp567-605. Thousand Oaks, CA: Sage.
- Mathison, S. (1988). Why triangulate? *Educational Researcher*, 17(2), 13-17.
- Somekh, B., & Zeichner, K. (2009). Action research for educational reform: Remodelling action research theories and practices in local contexts. *Educational Action Research*, 17, 5-21.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignment #1 (question and lit review): 30%
Assignment #2 (observation record and interview protocol): 40%
Assignment #3 (research interpretation): 30%

COURSE CONTENT:

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

Participatory action research
Critical issues in education
Data gathering
Observations and interviews
Data Interpretation
Validity and ethics in the classroom

COURSE IMPLEMENTATION DATE: May 2008
 COURSE REVISED IMPLEMENTATION DATE: September 2011
 COURSE TO BE REVIEWED: September 2016
(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 444	Professional Studies/Education	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Classroom Management Strategies	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course will introduce students to traditional and contemporary approaches to classroom management and how these approaches relate to sources of power and authority in the K – 12 classroom. The use of routines, individual behaviour plans, whole class reward systems, environment supports, and student choice will be examined.

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: 8 Hrs
 Seminar: 7 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: Once per year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☒ Yes ☐ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Sheryl MacMath

Department Head: Awneet Sivia

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: Awneet Sivia

Dean/Associate VP: 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:

- Identify the strengths and challenges of various theories of classroom management
- Critically reflect on their own values in relation to various theories of classroom management
- Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines, individual behaviour plans, and whole class reward systems

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

Lectures, guest speakers, small group work, and peer assessment

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 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:]

- Elliot, A.J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34(3), 169-185.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* New York, NY: Houghton Mifflin Company.
- Jones, V., & Jones, L. (2010). *Comprehensive classroom management: Creating communities of support and solving problems*, 9th edition. Columbus, OH: Pearson Education Inc.
- Levin, J., Nolan, J.F., Kerr, J.W., & Elliott, A.E. (2009). *Principles of classroom management: A professional decision-making model*, 2nd Canadian Edition. Toronto, ON: Pearson Education Canada.
- Osher, D., Bear, G.G., Sprague, J.R., & Doyle, W. (2010). How can we improve school discipline? *Educational Researcher*, 39, 48-58.
- Swearer, S.M., Espelage, D.L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher*, 39, 38-47.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Class Participation 10%
Assignment #1 (critique): 40%
Assignment #2 (personal classroom management plan): 30%
Group Presentation of Management Plan 20%

COURSE CONTENT:

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

- Defining classroom management in relation to control and power (teacher and student)
- Defining inappropriate behaviour
- Intervention of common problems versus chronic or severe problems
- Classroom environment
- Developing standards for classroom behaviour
- Managing common behaviour problems
- Individual behaviour plans for students with chronic or severe problems
- Student motivation and classroom management
- Whole school culture in relation to classroom management

COURSE IMPLEMENTATION DATE: September 2007
 COURSE REVISED IMPLEMENTATION DATE: July 2011
 COURSE TO BE REVIEWED: July 2017
 (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 445	Faculty of Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Planning and Assessment	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course teaches students how to lesson plan effectively for all subject areas and grade levels identified by the British Columbia Ministry of Education. In addition, students will be introduced to how lesson planning is an integral part of unit planning. An integral part of the planning process is the assessment and evaluation of student academic, social, and emotional development. Consequently, the principles of assessment and evaluation will be introduced, with students learning how to create and implement valid and reliable assessment tools.

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: 15 Hrs
 Seminar: 15 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

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): Sheryl MacMath

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:

- Create effective lesson plans designed to teach a variety of students to achieve the Prescribed Learning Outcomes (PLOs) identified by the BC Ministry of Education
- Describe the theory of assessment as, of, and for learning
- Implement assessment as, of, and for learning in their lesson planning
- Create a rubric, rating scale, scoring key, checklist, and observation record to evaluate student learning in relation to the PLOs

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

Lectures, seminars, and peer assessment

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): Course is integrated with practicum and other professional courses in the Teacher Education Program . Students are not permitted to audit or challenge the course.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Gronlund, E.G., & Cameron, I.J. (2004). *Assessment of Student Achievement: Canadian Edition*. Toronto, ON: Pearson Canada Inc.

Burke, K. (2005). *How to assess authentic learning: 4th Edition*. Thousand Oaks, CA: Corwin Press, Inc.

Western and Northern Canadian Protocol for Collaboration in Education (2006). *Rethinking classroom assessment with mind*. Winnipeg, MB: Manitoba Education, Citizenship, and Youth. Available at <http://www.wncp.ca/media/40539/rethink>.

Wiggins, G., & McTighe, J. (2005). *Understanding by design, 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignment 1 (set of 3 lesson plans)	35%
Assignment 2 (set of 3 lesson plans)	35%
Assignment 3 (assessment tools)	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:]

- Prescribed Learning Outcomes
- Planning Backwards by Design (starting with outcomes)
- Teacher as Learner
- Lesson Planning
 - Linking knowledge and skills
 - Experience, analyze, and apply
 - Meeting a variety of learner needs
- Assessment as, of, and for learning
- Assessment tools

- Rubrics, rating scales, and scoring keys
- Checklists and observation records
- Introduction to unit planning

COURSE IMPLEMENTATION DATE: May 2007
 COURSE REVISED IMPLEMENTATION DATE: May 2012
 COURSE TO BE REVIEWED: _____
 (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 446	Professional Studies/Education	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Information Technology in Teaching	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course is designed to be an interactive and hands-on introduction to learning and teaching with information technology: computers and audio-visual equipment. Through readings, discussion, and practical assignments, the course aims to introduce students to some of the major social, cultural, and instructional issues surrounding the use of computing and communications technologies in K-12 teaching. Students will gain some concrete ideas about how to integrate information technology into their teaching, and they will develop a critical approach to the selection and use of computer software and audio visual-materials available for the K-12 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: 15

STRUCTURE OF HOURS:

Lectures: 8 Hrs
 Seminar: 7 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: 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): Heather Compeau

Department Head: Awneet Sivia

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: Awneet Sivia

Dean/Associate VP: 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:

- **Identify** the major social, cultural and instructional issues involving the use of computing and communications technologies in **K-12** teaching
- Develop strategies for the appropriate integration of information technology and curricula
- Critique software and audio-visual materials available for the **K-12** classroom at the school district's instructional resource centres and other cultural centres

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

Lecture, seminar, 3 assignments

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): This course is integrated with school 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:]

Cennamo, K., & Ertmer, P. (2010). *Technology integration for meaningful classroom use: A standards-based approach* (1st ed.). Belmont, CA: Wadsworth Cengage Learning.

Frei, S., Gammill, A., & Irons, S. (2007). *Integrating technology into the curriculum*. Huntington Beach, CA: Shell Education.

Robyler, M. D. (2010). *Integrating educational technology into teaching* (Fifth ed.). Upper Saddle River, New Jersey: Pearson. ** Last Canadian edition was published in 2003.

Ryan, K., & Cooper, J. M. (2010). *Those who can, teach* (12th ed.). Boston, MA: Wadsworth Cengage Learning.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignment 1- 25%
Assignment 2 -25%
Assignment 3 -40%
Participation 10%

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

- Major social, cultural and instructional issues involving the use of computing and communications technologies in **K-12** teaching
- **Exploration of technology tools** and strategies for the appropriate integration of information technology and curricula
- Critical Assessment of **K-12** computer software and audio-visual materials

Assignments

1. Online discussions or written/visual/audio reflections based on the course readings and experiences
2. A critical review of software and a/v materials
3. Integration of technology in a Curriculum methods(e.g. Social Studies) assignment

COURSE IMPLEMENTATION DATE: September 2007
 COURSE REVISED IMPLEMENTATION DATE: September 2012
 COURSE TO BE REVIEWED: September 2018
(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 447	Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Indigenous Youth and Schooling	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is an introduction to Indigenous education. Throughout the course teacher candidates will critically examine historical and contemporary issues in education, develop knowledge of indigenous philosophies of education and the multifaceted policies that have and continue to influence indigenous education and its pedagogies. Successful teacher candidates will be able to make meaningful links between the issues, philosophies, and policies examined in the course and their own practice as educators.

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: **45**

STRUCTURE OF HOURS:

Lectures: **21** Hrs
 Seminar: **6** Hrs
 Laboratory: _____ Hrs
 Field experience: **6** Hrs
 Student directed learning: _____ Hrs
 Other (specify): longhouse **3** 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): **Shirley Hardman**

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:

- Identify historical periods, policies and events in Indigenous education and articulate how these influenced contemporary educational practice
- Describe Indigenous knowledges, philosophies of education and worldviews
- Examine their own practice in relation to indigenous issues of racism, prejudice, discrimination, stereotyping in curricula, the classrooms, and throughout the landscapes of the schools
- Critically reflect and analyze experiences and course readings and engage in classroom discourses about these readings and experiences

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

- Lecture, seminar, presentations and field trips.

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): This course is integrated with 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:]

There will be no assigned textbook for this course. Rather there will be a series of photocopied articles.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

2 Lesson Plans / Presentations	25%
Reflective Practice Journal	15%
Short (750 – 1000 wd) Essay	25%
Resource Portfolio	25%
Participation	10%

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 an 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:]

Introduction: Pre-contact, contact and colonial policies for assimilation
Longhouse experience (local Stó:lō context and epistemology)
Residential School Policies, Indian Day Schools, Transfer of responsibility to Public Schools
Indian Control of Indian Education, Local Education Agreements, Enhancement Agreements
Indigenous Ways of Knowing, Indigenous Education Philosophies and Worldviews
Indigenous Identity, Indigenous Space in Schools
First Nation controlled education
Contemporary models for success
Examining Our own practices

COURSE IMPLEMENTATION DATE: Sept. 2007
 COURSE REVISED IMPLEMENTATION DATE: Sept. 2011
 COURSE TO BE REVIEWED: July 2016
(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 448	Professional Studies/Education	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Conflict Resolution in Schools		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION: Conflict inevitably occurs at some levels among people in various roles in the K-12 school setting: students, teachers, administrators, and parents. This course will introduce student teachers to contemporary responses to conflict resolution in schools.

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

SYNONYMOUS COURSE(S): **SERVICE COURSE TO:** (department/program)
 (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

TOTAL HOURS PER TERM: <u>15</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: <u>9</u> Hrs	Hours per day: _____
Seminar: <u>6</u> Hrs	
Laboratory: _____ Hrs	OTHER:
Field experience: _____ Hrs	Maximum enrolment: <u>36</u>
Student directed learning: _____ Hrs	Expected frequency of course offerings: _____
Other (specify): _____ Hrs	(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>Sandy Hill</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	

LEARNING OUTCOMES:

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

- recognize their own responses to conflict
- develop a critical perspective on the nature of conflict
- articulate their own values in relation to conflict and its occurrence in schools
- demonstrate a set of skills to address situations of conflict
- plan a variety of ways to address conflict in their practice and environment

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

- Lecture, seminar, 2 assignments

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 the other TEP courses and builds on experiences and reflections from the practica.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Selected articles distributed by the instructor and peers.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignment 1 40%

Assignment 2 40%

Assignment 3 20%

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

- Nature of conflict
- Personal responses to conflict
- Group development process
- Conflict prevention strategies and skills
- Communication practices and the role of conversation
- Professional boundaries
- Containment of emotions
- Effective conflict resolution strategies

ASSIGNMENTS

1. Written narrative and discussion on a specific conflict in an educational setting
2. Small group analysis of a specific conflict
3. Personal reflections on conflict resolution topics

COURSE IMPLEMENTATION DATE: Jan 2008
 COURSE REVISED IMPLEMENTATION DATE: Jan 2012
 COURSE TO BE REVIEWED: Jan 2018
 (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 450	Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Second Language Learning in Classroom Practice		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will prepare pre-service teachers in effective elementary curriculum and instruction strategies for students from a wide variety of linguistic and cultural backgrounds. Children of minority language backgrounds (those often labeled as ESL students) face particular challenges and bring particular strengths to learning English in elementary school. The course will consider the theory and research in second language learning, examine recommendations for K-12 classroom practice, and develop plans for effective instructional programs. Pre-service teachers will integrate theoretical knowledge about language acquisition with K-12 lesson planning and practices.

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: 30

STRUCTURE OF HOURS:

Lectures: 15 Hrs
 Seminar: 15 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 36

Expected frequency of course offerings: Once per year
 (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☒ Yes ☐ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Allan McNeill

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:

- Integrate the theory and research in second language learning
- Identify principles for effective curriculum and instruction in multilingual, multi-ethnic classrooms
- Analyze classroom practices and **compare secondary and elementary contexts and issues**
- Develop **and deliver** plans for effective instructional programs in **K-12** classrooms.
- **Demonstrate knowledge about teaching language skills in second language environments**
- **Identify professional development resources for future practice**

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

Lecture, seminar, group presentation, 3 assignments

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): This course is integrated with school practica and is connected with 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:]

REQUIRED READING

Gibbons, P. (1991). *Learning to learn in a second language*. ISBN 0-435-08785-1

Helmer, S. and C. Eddy. (2004). *Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms*. Toronto: Pippin Publishing Corporation ISBN: 0-88751-108-2

RECOMMENDED READING

Toohey, K. (2000). *Learning English at school: Identity, social relations and classroom practice*. Clevedon, UK: Multilingual Matters. ISBN 1-85359-482-2

Sharkey, J and K.E. Johnson, eds. (2003). *The TESOL Quarterly Dialogues: Rethinking issues of language, culture and power*. Alexandria, VA: Teachers of English to speakers of Other Languages, Inc. ISBN 1-93118508-5.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignment 1 20%

Assignment 2 30%

Assignment 3 40%

Participation 10%

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

- Theory and research in second language learning
- Principles for effective curriculum and instruction in multilingual, multi-ethnic classrooms
- Analysis of classroom practice
- Evaluation of language skills
- Classrooms as environments for fostering language/literacy development

- Development of plans for effective instructional programs in K-12 classrooms

ASSIGNMENTS

1. Short reflection essay
2. Group presentation
3. Final project

COURSE IMPLEMENTATION DATE: January 2008
 COURSE REVISED IMPLEMENTATION DATE: January 2012
 COURSE TO BE REVIEWED: January 2018
 (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 452	Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Unit Planning, Assessment, Evaluation, and Reporting		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Building on the foundation established by EDUC 445 (Planning and Assessment), this course teaches students how to unit plan, ensuring that the Prescribed Learning Outcomes (PLOs) of the British Columbia Ministry of Education can be effectively taught to a variety of student learners and then assessed, evaluated, and reported. Validity and reliability with regards to assessment, evaluation, and reporting will be discussed. Aspects of assessment and evaluation (e.g. portfolios, student-led conferences, parent teacher interviews, and individual education plans) will be examined. As well, unit planning and lesson planning will be compared against day plans and year plans (as required by individual school boards in British Columbia).

PREREQUISITES: Admission to the Teacher Education Program (TEP), EDUC 445
 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: 15 Hrs
 Seminar: 15 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

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): Sheryl MacMath

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:

- Create effective unit plans that incorporate assessment as, of, and for learning
- Demonstrate how they will achieve valid and reliable standards or grades for report cards
- Create example report cards according to the reporting policy of the British Columbia Ministry of Education Report Student Progress Order
- Identify how to plan for and incorporate student led conferences and parent teacher interviews
- Identify how to assess students on an Individual Education Plan (IEP)
- Create a year plan addressing all PLOs for a given grade

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

Lectures, seminars, peer assessment, and guest lecturers

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 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:]

BC Ministry of Education (n.d.). *Reporting student progress: Policy and practice*. Victoria, BC: Author. Available at http://www.bced.gov.bc.ca/reportcards/reporting_student_progress.pdf

BC Ministry of Education (2006). *Special education services: A manual of policies, procedures, and guidelines*. Victoria, Author. Available at http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

Jung, L.A., & Guskey, T.R. (2010). Grading exceptional learners. *Educational Leadership*, 67(5), 31-35.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignment 1 (Unit plan)	50%
Assignment 2 (Report Card)	20%
Assignment 3 (Year Plan)	30%

COURSE CONTENT:

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

Reviewing Assessment as, of, and for learning
Unit planning
Calculating a grade or standard
Report Cards (including examination of BCeSIS)
Portfolios, conferences, interviews, and IEPs
Day Planning
Year Planning

COURSE IMPLEMENTATION DATE: January 2008
 COURSE REVISED IMPLEMENTATION DATE: May 2012
 COURSE TO BE REVIEWED: May 2018
 (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 454	Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Mental Health and Special Learning Needs	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course orients prospective teachers to the various needs experienced by students requiring special education or mental health services. The course will introduce behavioural descriptions of the most common mental health and special learning needs, and will provide a survey of treatment options and other resources relevant to these students and their care providers. The focus of this course is to provide prospective teachers with an introduction to the concepts, issues, language, and resources relevant to the needs of their students. The intent is two-fold: first, to prepare them to seek and understand information about these topics; second, to enhance their familiarity with the activities of service providers. The aim is to have teachers actively participate in the support of these students, and offer information and resources to counsellors, school psychologists, therapists, and administrators.

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

SYNONYMOUS COURSE(S):

(a) Replaces: EDUC 414
 (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: 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): Dr. Shirley Lister

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:

- Articulate how educational legislation in British Columbia regarding students with special needs impacts students' learning experiences.
- Discuss the pros and cons of various models of support for students with special needs [e.g. pull-out, team-teaching etc.]
- Describe the educational, psychological, behavioral and social needs of students with mental health and special learning needs, and possible adaptations to support these students in their classrooms.
- Explain the role of a classroom teacher in working with a school-based team and the identification process of a student with a special need.
- Analyze student's psycho-educational assessment, and identify the students' strengths and learning needs as described in the assessment.
- Revise lessons to incorporate modification and adaptations

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

Lecture, seminar, oral presentations, group work and assignments, simulations

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): This course is connected to and integrated with school practica and other courses in the 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:]

Winzer, M. (2008). *Children with Exceptionalities in Canadian Classrooms*, 8th ed. Canada: Pearson Education Canada

Bc's Ministry of Education Website regarding Special Education: www.bced.gov.bc.ca/specialed

-Additional articles relevant to Mental Health and Special Learning Needs

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Course Participation: 10%

To include class participation, effective cooperation with peers in group projects, effective completion of in-class assignments and assigned readings.

Hypothetical Case Study [Group Project and Presentation] 30%

Groups will select a case study illustrating one of mental health or special education learning needs-- will research and then give class presentation/seminar [to be developed as a workshop/in-service] about their psychological, educational, behavioral, and/or behavioral needs. Possible adaptations to support these learners in the classroom will be described.

Reflections on the provision of special education services in practicum classroom and school. 40%

Individual project-Students to critique inclusiveness of school-physical accessibility, social inclusion opportunities, and so on. Students to describe how special education services were provided to students at

school, and students in own classroom [withdrawal, team teaching, etc.]. In what ways did student teacher follow a UDL model of teaching? Describe two successful lessons where adaptations were incorporated into the planning that went well, & describe why. Describe two ways in which the needs of students with mental health or special learning needs could have been more effectively met, and justify the reasons why.

Revised Lessons 20%

COURSE CONTENT:

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

- Overview of British Columbia's classification of Special Education and Mental Health Needs
- Review of Universal Design for Learning, ADAPTING Instruction, Individual Education Plans
- Interpreting a student's psycho-educational assessment
- Working with students with common mental health and special learning needs (i.e. mental handicapping conditions, sensory impairments, mood disorders, compulsive behaviors etc.)
- Accessibility and simulation activities
- Assistive Technology in the Classroom
- Implications for curriculum design and delivery

COURSE IMPLEMENTATION DATE:	January 2008
COURSE REVISED IMPLEMENTATION DATE:	May 2012
COURSE TO BE REVIEWED:	May 2018
(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 460	Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Governance and Reform in Public Education	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Since its inception in the mid-nineteenth century, the public school has been the site of many struggles, most often over ideological differences between the various stakeholder groups involved with schooling. This course is designed to help beginning teachers gain an understanding of the issues emerging from these struggles by examining different philosophies of education, the history of education in BC, and the development of different stakeholder groups. The aim is to help the student teacher understand and negotiate a teaching career as a knowledgeable and responsible professional.

PREREQUISITES: Admission to the Teacher Education Program

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: 15 Hrs

Seminar: 15 Hrs

Laboratory: _____ Hrs

Field experience: _____ Hrs

Student directed learning: _____ Hrs

Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 36

Expected frequency of course offerings: Once per year

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)
☐ Yes 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): Sheryl MacMath

Department Head: Awneet Sivia

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair:

Dean/Associate VP: 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:

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

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

Lecture, discussion, small group activities, peer assessment

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

x PLAR cannot be awarded for this course for the following reason(s): This course is connected to and integrated with school practica and other courses in the 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:]

- Feinberg, W. (2006). *For goodness sake: Religious schools and education for democratic citizenry*. New York, NY: Routledge.
- Fleming, T. (1991). Canadian school policy in liberal and post-liberal eras: Historical perspectives on the changing social context of schooling, 1846-1990. *Journal of Education Policy*, 6, 183 – 199.
- Fleming, T., & Hutton, B. (1997). School boards, district consolidation, and educational governance in British Columbia, 1972 – 1995. *Canadian Journal of Educational Administration and Policy*, 10.
- Gutek, G.L. (2009). *New perspectives on philosophy and education*. Columbus, OH: Pearson.
- Kliebard, H. (1987). *The struggle for the American curriculum: 1893 – 1958*. New York, NY: Routledge.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and tougher standards*. New York, NY: Houghton Mifflin.
- Kohn, A. (2007). The truth about homework: Needless assignments persist because of widespread misconceptions about learning. *Our Schools, Our Selves*, 16(3), 77 – 84.
- Montmarquette, C. (1990). A legacy for learners: The report on the British Columbia Royal Commission on Education, 1988. *Canadian Public Policy*, 16, 91-96.
- Osborne, K. (1999). *Education: A guide to the Canadian school debate—or, who wants what and why?* Toronto, ON: Penguin Canada.
- Parkay, F., Hardcastle Sanford, B., & Gougeon, T.D. (1995). *Becoming a teacher: Canadian edition*. Scarborough, ON: Allyn & Bacon Canada.
- Raptis, H., & Fleming, T. (2006). Large-scale assessment outcomes in British Columbia, 1876 – 1999. *Canadian Journal of Education*, 29, 1191 – 1222.
- Reed, R.F., & Johnson, T.W. (2000). *Philosophical documents in education, 2nd edition*. Toronto, ON: Longman.
- Sheenan, N.M., & Wilson, J.D. (1994). From normal school to the university to the College of Teachers: Teacher education in British Columbia in the 20th century. *Journal of Education for Teaching*, 20, 23 – 37.
- Ungerleider, C. (2003). *Failing children: How we are ruining our public schools*. Toronto, ON: McClelland & Stewart, Ltd.
- van Brummelen, H. (1993). *The Effects of Government Funding on Private Schools: Appraising the*

Perceptions of Long-term Principals and Teachers in British Columbia's Christian Schools. *Canadian Journal of Education*, 18, 14 – 28.

SUPPLIES / MATERIALS:

Web based articles

Newspapers and broadcasts

STUDENT EVALUATION:

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

Assignment #1 (history overview): 20%

Assignment #2 (philosophy overview): 20%

Assignment #3 (personal philosophy): 30%

Assignment #4 (issue examination): 30%

COURSE CONTENT:

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

Professionalism in Education

History of public education in BC (including School Acts, Teacher Profession Act, and First Nation School Act)

BC Teachers Federation

BC College of Teachers

School Boards and School Trustees

Independent schools in BC

School associations in BC

Educational Philosophies (inc. essentialism, pragmatism, progressives, post modernists, critical pedagogy, post structuralists)

Issues in education (e.g., private versus public funding, religion in education, homophobia in schools, funding for alternative schools, control of the BCCT, teachers and disciplinary action)

COURSE IMPLEMENTATION DATE: Sept. 2007
 COURSE REVISED IMPLEMENTATION DATE: Sept. 2011
 COURSE TO BE REVIEWED: July 2016
(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 490	Education, Faculty of Professional Studies	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	School Experience	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This six week school experience allows students to observe and experience the teaching environment. The course will include individual observations of students, classroom and school routines, and observations of students. Opportunities will be given for small group instruction and designing lesson plans within the larger context of unit plans and prescribed learning outcomes. The practicum will also allow students to implement effective teaching strategies and to apply assessment strategies. Proactive organization and classroom management for teaching whole classes are also emphasized.

PREREQUISITES: Admission to the Teacher Education Program (TEP), EDUC 410, EDUC 421, EDUC 422, EDUC 424

COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):	SERVICE COURSE TO: <i>(department/program)</i>
(a) Replaces: <u>EDUC 400</u>	
(b) Cross-listed with: _____	
(c) Cannot take: _____ for further credit.	

TOTAL HOURS PER TERM: <u>90</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: _____ Hrs	Hours per day: _____
Seminar: _____ Hrs	
Laboratory: _____ Hrs	
Field experience: <u>90</u> Hrs	OTHER:
Student directed learning: _____ Hrs	Maximum enrolment: <u>36</u>
Other (specify): _____ Hrs	Expected frequency of course offerings: <u>annually</u>
	<i>(every semester, annually, every other year, etc.)</i>

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Course designer(s): <u>Sandy Hill</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	

LEARNING OUTCOMES:

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

- demonstrate the professional characteristics of a teacher
- build positive relationships with school students
- describe the roles and responsibilities of the diverse members of a school community
- incorporate appropriate feedback about one's teaching practice
- design effective lesson plans within the context of larger unit plans and prescribed learning outcomes
- implement a variety of teaching strategies
- implement basic assessment strategies
- demonstrate classroom management and proactive organization skills
- reflect on the theoretical and practical aspects of teaching

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

- Observation and gathering data
- Interviewing and conferencing
- Interacting with students in schools
- Lesson design and implementation
- Analysis of teaching practices

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 a practicum which is supervised by a Faculty Mentor. It is substantively connected to courses within the TEP and combines knowledge and skills from the TEP courses with practices in the classroom. It requires students to reflect on these specific connections. The supervision of the practicum and the integration with other TEP courses is a requirement by the BC College of Teachers.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Teacher Education program handbook
Texts and materials used in previous TEP courses
British Columbia provincial curriculum integrated resource packages (IRPs)

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Formal observations of lessons including post-conference forms
Lesson plans for formal observations
Weekly reflections
Final evaluation report of strengths, areas of growth and areas of future growth

COURSE CONTENT:

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

EDUC 490 School Experience will include:
-a survey interviewing various members of the school community,
-the observation of pupils, classroom and school routines;
-individual remedial or small group instruction;
-the designing of lesson plans within the larger context of unit plans and prescribed learning outcomes;
-the implementation of effective teaching strategies;

- the application of acceptable principles of assessment;
- the proactive organization and classroom management for teaching whole classes.

At the start of the School Experience student teachers will observe pupils, and classroom and school routines. They may engage in individual and/or small group instruction under the direction of their teacher mentor.

As the School Experiences progresses, they shift to a focus on lesson design and implementation for a whole class.

Completion of the Midterm Progress Report will occur at this point.

Student teacher responsibility increases so that student teachers are teaching a number of lessons during the week. Student teachers will implement different teaching strategies, assessing the effectiveness of each strategy.

The focus of designing lesson plans will now take place within the larger context of unit plans and prescribed learning outcomes.

Assessment as it influences pedagogical practice will also be explored.

Student teachers may teach 1-2 full days near the end of EDUC 490.

Student teachers will prepare their Final Evaluation Report.

Students may be grouped in their schools, but may work individually with both their teacher mentors and faculty mentors.

COURSE IMPLEMENTATION DATE: Sept. 2007
 COURSE REVISED IMPLEMENTATION DATE: Sept. 2011
 COURSE TO BE REVIEWED: July 2016
(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 492	Faculty of Professional Studies/Education	12
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Integration of Knowledge and Practice	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION: This twelve week practicum allows students to continue working in the classroom environment. Students will be individually placed and will work with a teacher mentor and supervising faculty mentor. Students will begin teaching in the first week and will gradually take on more teaching duties, depending on the judgment of the supervising faculty and teacher mentor. Between weeks 3 and 9 inclusive student teachers will be teaching 80% of a teacher's normal working load as required by the BC College of Teachers. During the final week(s) of the practicum, student teachers conclude teaching at levels of 80% or less. A collaborative mid-term report and final evaluation are included.

PREREQUISITES: Admission to the Teacher Education Program (TEP), EDUC 490
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):	SERVICE COURSE TO: <i>(department/program)</i>
(a) Replaces: <u>EDUC 404</u>	
(b) Cross-listed with: _____	
(c) Cannot take: _____ for further credit.	

TOTAL HOURS PER TERM: <u>180</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: _____ Hrs	Hours per day: _____
Seminar: _____ Hrs	
Laboratory: _____ Hrs	
Field experience: <u>180</u> Hrs	OTHER:
Student directed learning: _____ Hrs	Maximum enrolment: <u>36</u>
Other (specify): _____ Hrs	Expected frequency of course offerings: _____
	<i>(every semester, annually, every other year, etc.)</i>

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Course designer(s): <u>Sandy Hill</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	

LEARNING OUTCOMES:

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

- demonstrate continuing professional behavior of a teacher
- demonstrate strong connection with students
- demonstrate effective classroom management
- demonstrate continuing reflective practice
- demonstrate working with feedback from school students, teacher mentor and supervising faculty
- demonstrate a clear and observable vision that one can achieve as an educator
- demonstrate knowledge of school students
- demonstrate knowledge of content
- demonstrate effective communication with school students
- demonstrate effective teaching practices
- demonstrate valid and reliable assessment and evaluation practices
- demonstrate inclusive and individualized teaching
- demonstrate working respectfully with parents
- demonstrate participating in the school culture and community

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

- Observing and gathering data
- Interacting with students in schools
- Teaching classroom routines during the entire school day
- Planning substantive units
- Designing and implementing of lessons for whole classes
- Analyzing of teaching practices

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 a practicum which is supervised by a Faculty Mentor. It is substantively connected to courses within the TEP and combines knowledge and skills from the TEP courses with practices in the classroom. It requires students to reflect on these specific connections. The supervision of the practicum and the integration with other TEP courses is a requirement by the BC College of Teachers.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Teacher Education program handbook
Texts and materials used in previous TEP courses
British Columbia provincial curriculum integrated resource packages (IRPs)

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Formal observations of lessons including post-conference forms
Unit and lesson plans for formal observations
Marks and comments for units taught by the student teacher
Weekly reflections
Final evaluation report of strengths and areas of growth
Grading is on a credit/no credit basis.

COURSE CONTENT:

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

Students will be individually placed, and will work with both the teacher mentor and faculty mentor.

EDUC 492 Integration of Knowledge and Practice will include:

the observing of pupils, classroom and school routines;

implementing effective classroom and school routines;

designing coherent and clear unit plans;

designing of lesson plans within the larger context of unit plans and prescribed learning outcomes;

implementing effective teaching strategies;

applying acceptable principles of assessment,

evaluation and reporting; the proactive organization and classroom management for teaching whole classes.

COURSE IMPLEMENTATION DATE: May 2007
 COURSE REVISED IMPLEMENTATION DATE: July 2011
 COURSE TO BE REVIEWED: _____
 (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 495	PROFESSIONAL STUDIES/EDUCATION	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Applications of Reflective Practice	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This year-long portfolio project is designed as a form of narrative inquiry for student teachers in which they portray and reflect on their knowledge, experiences, and developing educational philosophy. The guided questioning each term supports critical reflection on existing preconceptions of teaching and learning, on academic coursework, and on the activities during the program. This reflective process will help the students derive new levels of understanding and aid them in the development of justified principles and theories to guide future actions in the classroom. Students will become accustomed to reflection for problem solving and making pedagogical decisions. The project is further designed to promote a disposition for self-education and life-long learning. Feedback from faculty will serve an important mentorship function. The Standards for the Education, Competence, and Professional Conduct of Educators in British Columbia, as developed by the British Columbia College of Teachers (2nd ed., May 2004), will provide the focus and guidelines to assist each student in the development of their e-portfolio.

Note: EDUC 495 is offered in four 0.5 credit parts (A, B, C, D) over the entire year-long program. The four sections must be completed in the same academic year. The final objective is for each student to have completed an electronic portfolio by the end of the program. Students will become increasingly comfortable with the process of reflection for problem solving and for pedagogical decision-making. The process of developing and maintaining portfolios will facilitate development as a growing professional.

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: 7.5

STRUCTURE OF HOURS:

Lectures: 3 Hrs
 Seminar: 2 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: 2 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 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): **Dr. Shirley Lister**

Department Head: **Awneet Sivia**

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair:

Dean/Associate VP: **Rosetta Kahlideen**

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:

- Reflect on knowledge and experience to develop an educational philosophy
- Describe changes to preconceptions of teaching and learning based on academic coursework and academic experience.
- Describe one or more examples of how reflection during student teaching practica is utilized for problem solving and decision making
- Articulate how they have evolved a disposition for self-education and life-long learning
- Demonstrate dispositions that favour self-education and life-long learning using examples from practica and course work

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

Lectures, discussion, guest speakers, peer sharing, self-directed learning.

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): This course is integrated with practica and other Teacher Education Program courses. Students cannot audit or challenge this course.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Foster, B., Walker, M., & Hyunsook, K. (2009). *A Beginning teaching portfolio handbook: Documenting and reflecting on your Professional growth and abilities*. Pearsons. Columbus:OH

Articles relevant to the development of a portfolio will be assigned for reading and discussion at various times during the year.

References:

University of the Fraser Valley. *Teacher Education Program Handbook*.

Standards for the Education, Competence and Professional Conduct of Educators in British Columbia. *Please see <http://www.bcct.ca/standards/default.aspx>. The complete version includes a full description on the criteria, definitions and a bibliography.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Students will be evaluated on a Credit, No-Credit basis. All four parts of EDUC 495 must be completed in the same academic year. Students must receive credit for all four parts to be able to receive credit for the course. Students must have developed an effective e-portfolio that demonstrates their professional journey to that point in time, and documents their readiness to be a teacher, certified in British Columbia.

COURSE CONTENT:

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

The following questions describe the guiding questions the students will be expected to reflect upon over the year, providing documentation through a variety of means including discussion, written or online format. Students will be guided in the development of an online portfolio, utilizing their answers to these questions to build the foundation of their portfolio.

Thematic questions, such as the following related to on-going activities, will be emphasized each term:

Term 1: EDUC 495A

- How has this academic term supported the work you did in Education 200 and 300?
- What are the big ideas that are informing your teaching practice (i.e. teaching philosophy)?
- How have your ideas about teaching changed or been modified since you decided to become a teacher?
- What have you added to your philosophy of teaching from this term?
- What evidence from theory and your other readings has had an impact on your views of teaching? Why was it compelling to you?

- What evidence did you not find convincing? Why did you discount it?
- What attitudes, knowledge, insights, and attributes did you gain this term that will be important for you as a teacher?
- What issue or principle of social justice impressed you as being of central importance for teachers and students?

Term 2: EDUC 495B

- What have you added to your philosophy of teaching from this term?
- What evidence from theory and your other readings has had an impact on your views of teaching? How do you expect to modify your teaching practice?
- What evidence from your classroom experiences and your research project has had an impact on your views of teaching? How do you expect to modify your teaching practice?
- What are key goals to prepare you for a successful long practicum?
- What steps will you commit to in order to accomplish these goals?

Term 3: EDUC 495C

- How have your ideas as a beginning teacher and researcher influenced your research topic and your observations?
- Has the interactive process in your collaborative research project brought about changes in your theories about diverse learners or classroom research?
- How has the focus on diverse learners informed your understanding of the role of special needs and mental health, culture, family, and language in the learning needs of children?
- What evidence has most influenced you?
- How do teachers deal with these considerations in planning teaching and assessment?

Term 4: EDUC 495D

- Did you meet the goals you set for yourself at the end of your practicum in Term 2?
- What factors were influential in supporting or impeding the attainment of your goals in your long practicum?
- How might you modify your goal setting for teaching in the future?
- Construct a coherent, clear, and justified view of what it is to be a teacher (in other words, your teaching philosophy) that you will present to your colleagues.
- What evidence from your teaching experience has had an impact on your views of teaching?
- How will your philosophy influence your actions as a beginning teacher?
- How do you expect to change your work as a teacher as your experience builds?
- Consider your experience in the long practicum and, using the UCFV TEP values and goals as criteria, review your progress towards becoming a teacher.
- Examine the work in your portfolio and, using the BCCT Standards for the Education and Competence of Educators in British Columbia as criteria, review your progress towards becoming a teacher.
- Use the criteria to assess your strengths and to plan for future growth as a practicing professional.
- Envision yourself as a teacher 10 years from now.

CERTIFICATE IN ADULT TEACHING AND LEARNING (CATL)

Proposal by: Bachelor of Arts in Adult Education program (ADED)

Type of credential: undergraduate certificate, Type B

Rationale

The ADED degree program has been in place at UFV since 1990. Because of ongoing challenges of maintaining enrolments, the program is currently undergoing a review and restructuring. It has become apparent during the review process that many potential students, within and outside UFV, would find it difficult to complete an entire degree in adult education. However, it has also become apparent that many of these students would be interested in and able to complete a shorter credential, such as a certificate or diploma. This proposal for a Certificate in Adult Teaching and Learning (CATL) is intended to create a credential that would serve the needs of this group.

The courses in the CATL program are all existing courses within the ADED program. They have been chosen so that CATL students will be introduced to the principles of adult education, the characteristics of adult learners, and the process of planning and administering adult education programs. The courses in the CATL program are all credit courses in the BA ADED degree, so that students completing the CATL can continue their studies in adult education while receiving credit toward the degree from their previous coursework.

This proposal has been developed and approved by the BA in Adult Education curriculum committee and by the ADED Restructuring Committee (Dr. Rosetta Khalideen, Dean of Professional Studies; Dr. Fiona McQuarrie, Interim Associate Dean, Faculty of Professional Studies; Cheryl Isaac, Director, Continuing Studies; Les Stagg, Program Head, Early Childhood Education/Child and Youth Care; Mandy Klepic, Educational Advisor, General Studies Program; Susan Brown, PLAR Coordinator, Assessment Services; Dr. Ian Hunt, Program Head, BA in Adult Education; Dr. Nym Hughes, Sessional Instructor, BA in Adult Education; David Tickner, School of Instructor Education, Vancouver Community College).

Importance to the University

The CATL will expand the range of offerings in the Adult Education program and thus will make the program more accessible to those potential students who are unable to undertake a degree program. Additionally, because adult learning takes place in a wide variety of environments, the CATL will facilitate connections between the University and many employers, community groups, and other organizations seeking training for potential adult educators or seeking a credential for their members already engaged in adult education.

Similar Programs at Other Post-Secondary Institutions

The Vancouver Community College School of Instructor Education offers a diploma in adult education. However, its diploma consists of seven courses. The CATL would serve students who are interested in a

shorter program (four courses) and would also serve students in the Fraser Valley who are unable to attend classes in Vancouver.

Program Requirements

The CATL consists of four courses worth three credits each, for a total of 12 credits.

ADED 320 (Adult Learning)

ADED 330f (Special Topics in Adult Education: Workplace and Organizational Learning)

ADED 330n (Special Topics in Adult Education: Assessing Adult Learning)

ADED 340 (Program Planning and Evaluation)

At present, the prerequisite for ADED 340 is “Any two of ADED 310, ADED 320, or ADED 360”. ADED 310 and ADED 360 are not part of the CATL program requirements, so as they stand these prerequisites could pose a barrier to students’ timely completion of the CATL. Therefore, along with this program proposal, a revision to the prerequisites for ADED 340 is also being proposed. The proposed revision to the prerequisites is “ADED 320 or instructor’s permission; ADED 330N recommended”.

Program Delivery

As currently offered, these courses are offered face-to-face and online.

Admission

Admission requirements will be admission to the University of the Fraser Valley.

Residency Requirement

At least three of the four required courses must be taken at UFV.

Graduation Requirements

A cumulative GPA of 2.0 in all courses applicable to the certificate is required for graduation.

Faculty

The faculty teaching the certificate courses are those currently teaching the same courses in the ADED degree program.

Program Resources

No new resources are required. This certificate consists of existing courses, offered no more often than at present. The graduation check-off will be done by the Adult Education department.

Implementation

Subject to UFV approvals, the certificate will be offered starting in September 2011. It may be applied for retroactively. The certificate program will be housed in the Adult Education department.



OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 1994
 COURSE REVISED IMPLEMENTATION DATE: September 2011
 COURSE TO BE REVIEWED: September 2016
(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

ADED 340	Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	<u>Program Planning Program Planning and Evaluation</u>	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course will provide a basis for responsible, reflective program planning practice by introducing participants to key concepts, principles, and issues in program planning processes, and to the diverse settings in which those processes are carried out. The course will emphasize the development of a critical perspective. Through study of recent theory and actual cases, participants will assess the extent to which educational program planning is an important site in the struggle over the definition, sources, and purposes of legitimate knowledge.

PREREQUISITES: Any two of ADED 340, ADED 320, or ADED 360 ADED 320 or instructor's permission; ADED 330N recommended.
 COREQUISITES: None
 PRE or COREQUISITES: None

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: *(department/program)*

n/a

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: _____ Hrs
 Seminar: 45 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: 25
 Expected frequency of course offerings: Every semester
(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>Andrea Kastner</u>	Date approved: <u>March 4, 2011</u>
Department Head: <u>Ian Hunt</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: <u>March 4, 2011</u>
Curriculum Committee chair: <u>Ian Hunt</u>	Date approved: <u>March 4, 2011</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

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

Course participants will:

- extend their knowledge of the range of settings in which adult education program planning takes place, and of the types of programs typically offered
- deepen their understanding of the main processes of program planning and their ability to relate key concepts to those processes
- investigate the assumptions and implications of current theoretical perspectives which may inform program planning practices
- develop skills in locating and evaluating relevant literature
- reflect on and develop or refine their own personal philosophy and set of principles to guide their own program planning practice

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

- Describe the range of settings in which adult education program planning takes place, and the types of programs typically offered
- Explain the main processes of program planning and relate key concepts to those processes
- Analyze the assumptions and implications of current theoretical perspectives which may inform program planning practices
- Locate and evaluate relevant literature
- Identify and develop their own personal philosophy and set of principles to guide their own program planning practice

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

Class activities will include short lectures, small-group discussion, guest speakers, community research, written assignments and participant presentations.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) X Portfolio assessment ☐ Interview(s)

X Other (specify): Course challenge

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

TEXTBOOKS, REFERENCES, MATERIALS:

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

Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

The grading process used in this course is intended to enable cooperation in learning. Each learner will play a leadership role in assessing his/her own learning in the course. Individual grades will be based upon a concluding self-assessment and suggested grade, based upon the course learning objectives, the learner's additional learning agenda, ongoing feedback from the instructor on written and oral work, feedback from course colleagues where appropriate, and upon the outline of standards set out below. The instructor will review the self-evaluation in order to confirm satisfactory development. If necessary, negotiation will take place between the instructor and the learner with regard to the assignment of the final official course grade.

For purposes of this course, "Satisfactory Development" means:

C-range grades

- C contracted activities are completed
- C efforts demonstrate a grasp of basic concepts, sound analysis and synthesis of relevant ideas
- C prepared materials are organized logically, expressed clearly and readied with care
- C cooperative engagement with peers
- C may struggle with self-reflection

- difficulties, if any, are developmental in nature and are limited to technical oversights or justifiable shortfall in
- breadth or depth

B-range grades

- contracted activities are completed
 - efforts demonstrate a sound grasp of the concepts under study and a good working knowledge of related facts and
 - evidence of sound analysis and synthesis of relevant ideas, along with evidence of the ability to critically assess
- and weigh alternative perspectives in an informed fashion
- prepared materials are organized logically, expressed clearly and readied with care
- cooperative engagement with peers
- sound self-reflection
- difficulties, if any, are developmental in nature and represent a justifiable shortfall in breadth or depth
-

A-range

- contracted activities are completed
- all efforts display **outstanding commitment** to the learning agenda
- evidence of **sound analysis and synthesis** of relevant ideas, along with confirmation of the ability to critically assess and weigh alternative perspectives in an **informed** fashion
- prepared materials demonstrate **originality and insight**, and are organized logically, expressed clearly and readied with care
- cooperative engagement with peers and **demonstrated scholarly leadership** within the group
- committed and insightful** self-reflection
- no deficiencies** of note

Grades of less than C- may result from failure to accomplish activities required for the course, including, but not limited to, chronic absence from class meetings. Grades of less than C- also may reflect a lack of care and/or attention to the criteria set out above.

Self-Assessment 15%

Quizzes 20%

Presentation of Theoretical Perspective 20%

Literature Critique 15%

Final Project 30%

COURSE CONTENT:

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

Introduction to Basic Concepts:

program

planning

power and ideology

participation

context and dialectical interaction with planning needs

Settings/Types/Topics/Providers – Range and Implications

health

CE

work/employment

etc.

vis-a-vis adult roles and challenges: e.g., career planning, parenting, marriage, widowhood, empty nest, caring for aging parents,

retirement, personal growth, grief, citizenship, leisure and recreation

reports from participant community research

Theoretical Perspectives

maintenance/reproduction

transformation

Basic Processes

overview

tasks and theoretical perspectives per process

assessing educational need and alternate perspectives

developing rationale and goals

planning evaluation approaches

planning participation in the planning process

curriculum design and event format

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advertising
evaluating the planning process
evaluating outcomes
Case Studies
overview of analysis of program planning examples
presentation of cases
analysis

Introduction to Basic Concepts:

- program
- planning
- power
- ideology
- participation
- context (and its dialectical interaction with planning needs)

Settings/Types/Topics/Providers - Range and Implications

- health
- community education
- work/employment

These will be examined in relation to adult roles and challenges: e.g., career planning, parenting, marriage, widowhood, empty nest, caring for aging parents, retirement, personal growth, grief, citizenship, leisure and recreation. Reports from participant community research will be used to illustrate these concepts in practice.

Theoretical Perspectives

- maintenance/reproduction
- transformation

Basic Processes in Program Planning and Evaluation

- overview of planning and evaluation
- tasks in the process
- planning the process
- assessing educational needs
- developing rationale and goals for program
- determining participants in the planning process
- choosing the method of evaluation
- curriculum design
- program delivery format
- advertising
- delivering the program
- evaluating the planning process
- evaluating outcomes

Case Studies

- overview
- analysis of program planning cases
- presentation of cases
- analysis of cases
- learning from cases

Proposed Changes to UFV Library Loan Periods (Staff, Faculty, and Undergraduate Students)

March 25, 2011

- The following proposed changes would be implemented by September 2011 (or summer semester, if finalized in time).
- Faculty concerns initiated a review of the loan periods.
- A subcommittee of the Library Advisory Committee (LAC) was formed to propose changes. The full LAC reviewed the proposed changes.
- The proposed changes will be presented at Faculty Council Meetings for comment.
- The proposed changes will be presented to students (not yet determined how).

Proposed changes to Faculty and Staff Loan Periods

- 4 month initial loan period, guaranteed for 3 weeks, then subject to recall (4 months from the check out date, not tied to the semester)
- 2 online renewals allowed and renewals are subject to recall
- the recall process is not finalized but probably would require the book to be returned within 3 days and then fines will be applied
- Items must be returned to the library after the maximum one checkout and two renewals have been reached. If there are no requests for the item, it can be checked out again.

Proposed changes to Undergraduate Student Loan Periods

- 3 week, guaranteed initial loan period
- 3 online renewals allowed and renewals are subject to recall
- the recall process is not finalized but probably would require the book to be returned within 3 days and then fines will be applied
- Items must be returned to the library after the maximum of one checkout and three renewals have been reached. If there are no requests for the item, it can be checked out again.