

DRAFT AGENDA
Professional Studies Faculty Council

Friday, May 17, 2013
10:00 am – 12:00-noon
Room B140, Abbotsford Campus

<i>Package Pages</i>	
	1. Guest Speaker Dilmeet Bhasin, Academic Program Manager – Chandigarh Program
Pg. 1, 2 Pg. 3 – 7	2. Items for Approval 2.1. Agenda – May 17, 2013 2.2. Minutes – March 22, 2013
	3. Continuing Business 3.1. Retreat: Standards for Criteria in Teaching, Service and Scholarship
Pg. 8 – 10	4. New Business 4.1. School of Social Work and Human Services – Minor Course Changes SOWK 225
Pg. 11 – 17	4.2. Teacher Education Program – Minor Course Changes EDUC 200, EDUC 300
Pg. 18 – 20 Pg. 21 – 22	4.3. Revised Course Outline Form 4.4. Policy # 105: Assignment of Course Credit 4.5. Internationalization a) Celebrating Internationalization Event b) Faculty Professional Development
Pg. 23 - 28	4.6. Three Year Evaluation of Faculty 4.7. Announcement of a new award – Dr. Abebe Abay Teklu Scholarship
	5. Standing Committee Reports 5.1. Nominations and Elections Committee o Faculty of Professional Studies Sessional Representation 5.2. Field Education and Practicum Committee 5.3. Retention Committee 5.4. Learning Exchange Committee 5.5. Faculty Newsletter Committee o Release of Professional Studies Newsletter, PScene Issue # 6

6. **Committee Reports**

- 6.1. Dean's Report
- 6.2. Report's from other Faculty Councils
- 6.3. Report from Senate

7. **Information Items**

- 7.1. Friday, June 14, 2013, Faculty Council Meeting **Cancelled**

DRAFT MINUTES
Professional Studies Faculty Council

Friday, March 22, 2013
10:00 a.m., Room A210, Abbotsford Campus

Chair: Cyrus Chaichian

Present:

Rosetta Khalideen	Colleen Bell	Heather Compeau*	Leah Douglas
Amir Hajbaba	David Dobson	Ian Hunt	Les Stagg
Barbara Salingré	Elizabeth Dow	Joe Ilsever	Maple Melder-Crozier
Barbara Stirskey*	Gerry Palmer	Kathie Ramsay	Mike Ivanof
Christine Nehring	Gillian Bubb	Kim Milnes	Ron Zitron
Christine Slavik	Glen Paddock	Kyle Stamm	Seonaigh MacPherson

Regrets:

Andrea Hughes	Ed Li	Katherine Sallos	Mark Breedveld
Awneet Sivia	Fiona McQuarrie	Keith Lownie	Mark Lee
Christina Neigel	George Melzer	Kenneth Gariepy	Pat Bullock
Cindy Rammage	Gwen Clarke	Kevin deWolde	Raymond Leung
Cindy Stewart	Gwen Point	Lisa Moy	Robert Harding
Curtis Magnuson	Jan Lashbrook Green	Lorne Mackenzie	Ron Wilen
Dianne Common	John Hogg	Lou Schroeder	Sandy Hill
Doris Ball	Karen Power	Lucki Kang	Sheryl MacMath
Don Miskiman			

Recorder: Nicole Fast*

* Indicates Non-Voting Member

1. GUEST SPEAKERS – JODY GORDON, PEGGY BRAY, and KRISTEN SWITZER

1.1. Priority Access to Student Supports (PASS) – Peggy Bray, Kristen Switzer, and Jody Gordon

Peggy Bray, Educational Advisor, Student Services introduced the PASS Program (Priority Access to Student Supports). PASS is a proactive approach to enhance student success through accelerated access to support services at UFV. This program brings UFV's resources together to provide a simple and effective way for instructors to refer students to the support they need. Early intervention is key; the earlier a faculty member refers a student the better the success rate of the student. Information sent to the PASS team is kept confidential. The PASS team then connects with the at-risk student to refer support.

Kristen Switzer, Educational Advisor, Student Services, spoke about the positive feedback the PASS program has received. Students who have come through PASS feel happy and appreciative that they have been contacted about their success at UFV. Most students are not aware of all the resources UFV has to assist them through university, successfully. PASS fosters a safe environment and maps routes of success for students.

Jody Gordon, Vice-President, Student Services, expanded on how PASS is a positive program for UFV. Jody launched Early Alert, the same type of program at Kwantlen. Jody explained that many issues related to student endeavors may not be content-driven. Having smaller class sizes makes it easier for faculty to be aware of struggling students. The PASS

program bridges the gap between faculty and student support. Jody also reinforced the importance of the student's confidentiality.

1.2. Co-Curricular Record (CCR) – Jody Gordon

Jody introduced the Co-Curricular Record (CCR). CCR tracks all volunteer and research activities in which students are involved and these are shown on their academic record. UFV has designed Institutional Learning Outcomes and the learning outcomes are now being applied to the CCR. Employers get the value of CCR; sometimes the related activities in which students are involved outside of the classroom is just as important as their academic studies. Students are thrilled with this initiative. CCR will soft launch in May 2013.

2. ITEMS FOR APPROVAL

2.1. Approval of Agenda March 22, 2013

MOTION

THAT the agenda of March 22, 2013 be adopted as presented

Mike Ivanof/Elizabeth Dow

CARRIED

2.2. Approval of Minutes February 22, 2013

MOTION

THAT the minutes of February 22, 2013 be approved as submitted

Gillian Bubb/Joe Ilsever

CARRIED

3. CONTINUING BUSINESS

3.1. Criteria for Teaching, Service, and Scholarship

The Faculty of Professional Studies has been discussing hosting a half-day retreat in mid-June to strategize and develop standards and criteria for teaching, service, and scholarship.

Joe Ilsever is a member of the Task Group on Research and Scholarship under the direction of the VP Academic. The Task Group is looking at defining the terms. Their mission is to come up with an example of a set of standards and criteria to be used across the university. They will be bringing clarity on what research looks like at a teaching university. There are still many questions and differences of opinions/views. As the committee begins to define the differences, they intend to share these definitions with the institution.

Rosetta noted that although these definitions would be helpful, the Faculty of Professional Studies should still continue their discussions on criteria and standards. The Task Group is focused on scholarship and research, where Professional Studies needs to look at criteria for teaching, service, and scholarship. Rosetta will send out the Professional Studies document on Teaching, Service, and Scholarship for Faculty to review.

ACTION: ROSETTA KHALIDEEN AND ALL FACULTY

MOTION

Elizabeth Dow/Ian Hunt

THAT the Faculty of Professional Studies will host a retreat focused on developing the criteria for Teaching, Service, and Scholarship

CARRIED

4. CONTINUING BUSINESS

4.1. Minor Course Change: BUS 499 Course Re-Approval (BUS 499A/BUS 499B)

MOTION

Kim Milnes/Barbara Salingré

THAT the School of Business Course BUS 499 be re-approved with changes suggested by UEC:

1. Change the Course Name/Number from "BUS 499" to "BUS 499 (offered as BUS 499A/BUS 499B)"
2. Add a note to the calendar description reading as follows: "BUS 499 is a full-year course. BUS 499A is normally offered September to December and BUS 499B follows. BUS 499B must be taken in the same academic year as BUS 499A. Students must take both to receive credit."

CARRIED

4.2. Teaching and Learning Department's Five-Year Strategic Plan for Online Learning

- In 2011, the Teaching and Learning Department's Five-Year Plan was submitted to offer all courses online
- Feedback and comments were submitted and taken into consideration
- The Teaching and Learning Department revised the draft and reduced the percentage of courses offered online to 80%, from the original 100%
- Much discussion took place around the resources that would be required in order to offer online versions of existing face-to-face courses
- Rosetta recommended all faculty read the new draft of the Teaching and Learning Department's Five-Year Plan and provide feedback to Nicole Fast

ACTION: ALL FACULTY

4.3. Convocation Update

- At the PSALT Meeting on Friday, March 15, 2013, Directors and Department Heads were asked if they would be interested in displaying their programs at Convocation
- Professional Studies has space on the Concourse Level of the Abbotsford Entertainment Centre
- Areas wishing to have a table should contact Karen Power no later than April 30, 2013

4.4. Quality Assurance Framework

- Rosetta encouraged all faculty to read the Green Paper on Quality Assurance Framework and provide feedback to Nicole Fast

ACTION: ALL FACULTY

5. **STANDING COMMITTEE REPORTS**

5.1. **Nominations and Elections Committee – Leah Douglas**

- The Learning Exchange Committee welcomes Raymond Leung as a new member
- Ron Wilen, member of the Science Faculty Council, has volunteered to sit on the Professional Studies Faculty Council as a Science Representative
- Listed below are Professional Studies Faculty Council members sitting as representatives on other Faculty Councils:
 - Fiona McQuarrie attends College of Arts
 - Cindy Rammage attends Faculty of Access and Open Studies
 - Christine Slavik attends Faculty of Health Sciences
 - Awneet Sivia attends Faculty of Science
 - Sandy Hill attends Faculty of Trades & Technology

Any member unable to attend other Faculty Council meetings as a representative of the Professional Studies Faculty Council should contact Leah Douglas.

ACTION: ALL FACULTY

- Professional Studies Faculty Council Standing Committees' Vacancies:
 - One openings for faculty members to sit on the Learning Exchange Committee
 - One opening for a faculty member to sit on the Retention Committee
 - One opening for a faculty member to sit on the Nominations and Elections Committee

ACTION: NOMINATIONS AND ELECTIONS COMMITTEE

5.2. **Field Education and Practicum Committee – Maple Melder-Crozier**

- No Report

5.3. **Retention Committee – Cindy Rammage**

- The Retention Committee encouraged all faculty to attend the UFV-Wide Professional Development Day on April 30, 2013

5.4. **Learning Exchange Committee – Mike Ivanof**

- No Report

5.5. **Faculty Newsletter Committee – Christine Slavik**

- The PScene Newsletter, Issue # 6 will be released electronically this semester

6. COMMITTEE REPORTS

6.1. Dean's Report – Rosetta Khalideen

Maple Melder-Crozier will become the new Department Head of Early Childhood Education/Child and Youth Care effective May 1, 2013. Rosetta thanked Les Stagg for his commitment and all his contributions to the Department and the Faculty.

The Library and Information Technology Department (LIBIT) hosted Michael Vonn on Tuesday, March 19, 2013. This event was widely publicized, however, attendance was low. The LIBIT Department looks forward to hosting Michael again in the near future, and anticipates a larger audience. Rosetta encouraged faculty to attend these events when they are organized.

6.2. Faculty of Access/Open Studies – Barbara Stirskey

- UUP will have the opportunity to run programs at UFV's new BMO location in downtown Chilliwack

6.3. Senate Report – Gerry Palmer

- Senate has passed the Final Grade Appeal Policy (217)

7. INFORMATION ITEMS

7.1. Next Faculty Council Meeting

- Friday, April 19, 2013, Room D219, Abbotsford Campus
- Friday, April 19, 2013 Meeting was later cancelled

Next Faculty Council Meeting: Friday, May 17, 2013, Room B140, Abbotsford Campus



OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 2004
 COURSE REVISED IMPLEMENTATION DATE: September, 2013
 COURSE TO BE REVIEWED: September, 2019
(six years after UEC 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

SOWK 225	School of Social Work and Human Services	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Human Behaviour And The Social Environment		
COURSE DESCRIPTIVE TITLE		

Formatted: Font: (Default) Arial, 10 pt

CALENDAR DESCRIPTION:

This course emphasizes a critique of theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live and diversity of human behaviour throughout the life cycle. Students will develop an understanding of the interactions between and among biophysical, social, psychological, and cultural systems as they affect human development. This will include the influence of gender, age, disability, economic class, sexual orientation and race. The impact of various social and economic forces, including forms and mechanisms of oppression and discrimination, are examined as they affect human development and act to promote or impede optimal health and well-being.

PREREQUISITES: PREREQUISITE OR COREQUISITE: SOWK 110.
 PSYC 101 RECOMMENDED.

COREQUISITES: See above
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: HSER 125
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*
School of Social Work and Human Services

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 20 Hrs
 Seminar: 25 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: 1 day/week for 15 weeks N/A
 Hours per day: N/A3

OTHER:

Maximum enrolment: 30
 Expected frequency of course offerings: 2 SECTIONS 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): <u>Pieter Steyn, John Hogg</u>	Date approved: _____
Director: <u>Gloria Wolfson, Elizabeth Dow</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: _____
Curriculum Committee chair: _____	Date approved: _____
Dean/Associate VP: <u>Jackie Snodgrass, Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

1. Identify the processes of biophysical, psychological and social development from conception through late adulthood.
2. Apply knowledge of bio-psycho-social variables that affect individual development and behaviour.
3. Integrate diverse theoretical approaches and articulate a critical perspective on traditional developmental models (Piaget, Erikson, Kohlberg, etc.).
4. Identify and critique developmental theories that do not recognise the influences of cultural diversity.
5. Examine and understand a wide range of professional Human Services/Social Work value and ethical issues related to developmental theories.
6. Understand the forms and mechanisms of oppression and discrimination and describe the effects of discrimination on human development.
7. Identify the gender bias in developmental theories.
8. Demonstrate and have an understanding of the feminist and anti-oppressive theory based criticisms of developmental theories.
9. Evaluate the impacts of culture, race, gender, class, disability, and sexual orientation upon people and their development.
10. Analyze the impacts of social policies on human development within the context of pursuing social and economic justice.

Formatted: English (Canada)

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

This course will be taught using a combination of lectures, class discussions, student presentations, videos, guest speakers and field visits.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)
- X. Other (specify): All SOWK courses are open to PLAR. Follow UCFV PLAR process.
- 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:]

Zastrow, C., & Kirst-Ashman, K.(2012). Understanding Human Behavior and the Social Environment (6th ed.). Pacific Grove, CA: Brooks/Cole.

Formatted: Superscript

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Class presentation	15%
Midterm Exam	15%
Analysis of child/adolescent	20%
Major paper	30%
Final Exam	20%

COURSE CONTENT:

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

Week 1 Introduction

Week 2 Theoretical perspectives. Infancy

Week 3 Infancy and Childhood-

Week 4 Infancy and Childhood-

Week 5 Adolescence and Young Adulthood

Week 6 Adolescence and Young Adulthood-

Week 7 Mid term Exam

Week 8 Middle Adulthood-

Week 9 Middle Adulthood and Late Adulthood-

Week 10 Late Adulthood-

Week 11 Diversity and Racism

Week 12 Gender roles, sexism and sexual orientation-

Week 13 Review

Week 14 Course expansion



To: Rosetta Khalideen, Dean, Faculty of Professional Studies

From: Sheryl MacMath
Acting Curriculum Committee Chair, TEP
Acting Department Head, TEP

Date: April 7th, 2013

RE: **SUBMISSION OF REVISED COURSE OUTLINES FOR EDUC 200 AND 300**

Please find attached the revised official course outlines for EDUC 200 (*Educational Psychology*) and 300 (*Introduction to best practices in teaching and learning*). These courses were due for revision in September 2008.

These revisions are considered minor as they will not be affecting students. As a result, we do not require campus-wide consultation or UEC approval.

For both courses, the learning outcomes, course texts, course content, and student evaluations have been updated to reflect advancements in the field. These revisions have been highlighted in light blue so as not to be confused with the yellow highlighting that exists on the form already.

In addition, the class maximum enrollment for EDUC 300 has been increased from 24 to 36 to align with courses taught within the teacher education program (400 level courses) that involve similar class activities, assignments, and marking loads. These changes were approved by our TEP curriculum committee on April 5th, 2013.

Please place approval of these official course outlines on the agenda for Faculty Council on April 19th, 2013. I will be present at that meeting to answer any questions.

Thank you,

Sheryl MacMath
Acting Department Head, TEP

COURSE IMPLEMENTATION DATE: August, 2004
 COURSE REVISED IMPLEMENTATION DATE: September, 2013
 COURSE TO BE REVIEWED: September, 2019
(six years after UEC 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 200	Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Educational Psychology	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

The two fundamental questions addressed in this course are: how do we learn and how do we create the conditions for others to learn particular content within the organized setting of schooling and for the purpose of education? Specific topics include learning theory, learning strategies, memory systems, maturation, development, intelligence, motivation, assessment strategies, social conditions for learning, and the specific strategies of pedagogy that enable learning curriculum content in schools. The content is based in established theories of learning and development and findings from contemporary research. The course is designed for students who are interested in pursuing the profession of teaching at all age levels and content areas.

PREREQUISITES: 15 credits of Arts/Science courses
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: *(department/program)*
Education/TEP

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>35</u>	Hrs
Seminar:	<u>10</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 36
 Expected frequency of course offerings: fall and winter
(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>Dr. Dianne Common</u>	Date approved: <u>April 5, 2013</u>
Department Head: <u>Dr. Sheryl MacMath</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: <u>April 5, 2013</u>
Curriculum Committee chair: <u>Dr. Sheryl MacMath</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Apply information from contemporary research and theory (e.g., work of Vygotsky, Bandura, Bronfenbrenner, Piaget, Erikson, Kohlberg, etc.) to recognize and pose solutions to challenges that exist in schooling;
- Identify how the brain learns, remembers, and forgets;
- Describe aspects of human intelligence, willpower, and motivation;
- Discuss the effects of genetics, environment, personality, emotions, culture, and community of student learning;
- Make connections between human maturation, human development, and learning;
- Discuss the relationship between teaching, learning, and schooling;
- Describe effective strategies for a variety of learners (based on gender, different abilities, and different learning needs) and variety of content (e.g., spelling, riding a bike, becoming moral, etc.);
- Describe the relationship amongst multi-tasking, attention, and memory; and,
- Identifies obstacles to learning, strategies for teaching others to learn, and the importance of higher-order thinking.

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

Formal individual and group presentations, class and group discussions, reading from text and research articles; case studies on individual cases of learning across a wide range of content areas, ages, and contexts.

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):

TEXTBOOKS, REFERENCES, MATERIALS:

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

Baumeister, R.F., & Tierney, J. (2012). *Willpower: Rediscovering the greatest strength*. New York, NY: Penguin Press.

Edmunds, A., & Edmunds, G. (2010). *Educational psychology: Applications in Canadian classrooms*. New York, NY: Oxford University Press.

Gladwell, M. (2000). *The tipping point*. New York, NY: Little, Brown and Company.

Hebb, D. (2002). *The organization of behavior: A neuropsychological theory*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hock, R.R. (2008). *Forty studies that changed psychology*. New York, NY: Prentice Hall.

Woolfolk, A.E., Winne, P., & Perry, N.E. (2012). *Educational psychology*. Toronto, ON: Pearson Canada.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Mid-term test: 30 marks.

Final Exam: 30 marks.

Assignment One: Strategies of Effective Learning: Two Cases: 20 marks

Assignment Two: Class Presentation: 10 marks.

Assignment Three: Reflective Practice: 10 marks.

COURSE CONTENT:

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

Part One: Introduction to the Human Brain and Learning:

- the brain and how it works
- learning and: intelligence, willpower, evolution, environment, maturation, behaviour, executive control, information processing, and memory
- implicit and explicit learning
- the brain's fundamental capacities (perceptual, emotional, cognitive, social) and learning
- the many forms of memory
- the causes of forgetting
- learning strategies

Part Two: Learning Strategies, Content, and Context of learning

- Stimuli, Behavior and Consequences: Learning, Teaching [and Schooling]: focus Behavioral Views of Learning
- Cognitive Development, Learning, and Teaching, [and Schooling]: focus Piaget's View of Learning
- Cognitive and Social Development and Teaching [and Schooling]: focus Vygotsky's Views of Learning
- The Social Context, Learning, Teaching and Schooling: focus Bronfenbrenner and Bandura's Views of Learning
- Self-Identity, Social Responsibility, Learning, Teaching, and Schooling: focus Erikson and Kohlberg's Views of Learning

Part Three: Presentations of Case Studies

- Presentations of Case Studies on Learning to Individuals' Weaving Groups
- Complex cognitive processes
- Individual differences in learning.

COURSE IMPLEMENTATION DATE: January 2005
 COURSE REVISED IMPLEMENTATION DATE: September, 2013
 COURSE TO BE REVIEWED: September, 2019
(six years after UEC 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 300	Professional Studies/Education	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Introduction to Best Practices of Teaching and Learning		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

The content is organized around contemporary theories and research findings related to pedagogy in schooling settings. Key ideas that are examined focus on pedagogical relationships, including engagement, and the personal and methodological dimensions of these relationships. Specific topics relate to pedagogy and communication; strategies of teaching, learning, and assessment; social organization; settings; design and planning; and (leadership and management). These ideas are augmented by school observations and/or an in-depth analysis of case studies of the practice of exceptional teachers, with a special focus on teachers teaching students who have been classified as under-achievers in schools across Canada and the United States.

PREREQUISITES: EDUC 200, 75 credits of Arts/Science courses
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: *(department/program)*
Education/TEP

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	<u>30</u>	Hrs
Seminar:	<u>20</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	<u>10</u>	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: fall and winter
(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>Dr. Dianne Common</u>	Date approved: <u>April 5, 2013</u>
Department Head: <u>Dr. Sheryl MacMath</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: <u>April 5, 2013</u>
Curriculum Committee chair: <u>Dr. Sheryl MacMath</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Apply emerging theories on pedagogy and pedagogical theory to professional practice;
- Discuss best practices as theories, which are ideas supported by research, and how and why the theories work in practice;
- Identify the characteristics of the personal and methodological dimensions of the pedagogical relationship (among teachers and students);
- Describe the impact of public policies, prescribed curriculum, and pedagogy on schooling;
- Evaluate how the exercise of power, which is shared among teachers and students, affects learning and results in change;
- Reflect on the nature and complexity of communication as it relates to the personal and methodological dimensions of the pedagogical relationship ; and,
- Describe how the personal and methodological dimensions of the pedagogical relationship generate a culture and community when involved in schooling.

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

Formal individual and group presentations, class and group discussions, reading from text and research articles; case studies on individual cases of teaching across a wide range of content areas, ages, and contexts.

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):

TEXTBOOKS, REFERENCES, MATERIALS:

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

Farr, S. (2010). *Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap*. San Francisco, CA: Jossey Bass.

Gladwell, M. (2008). *Outliers: The story of success*. New York, NY: Back Bay Books.

McTaggart, L. (2011). *The Bond: Connecting through the space between us*. New York, NY: Free Press.

Palmer, P.J. (2007). *The Courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: John Wiley & Sons.

Parkay, F.W., Hardcastle Stanford, B., Vaillancourt, J.P., Stevens, H.C. (2005). *Becoming a teacher*. Toronto, ON: Pearson.

Sousa, D.A. (2010). *Mind, brain, & education*. Bloomington, IN: Solution Tree Press.

Willingham, D.T. (2009). *Why students don't like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, CA: John Wiley & Sons.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

- I. The Five Conceptual Frameworks - 50 marks.

2. Case Study or Critique of exemplary pedagogical practices – 30 marks.
3. Class Presentation - 10 marks.
4. Reflective Practice – 10 marks.

COURSE CONTENT:

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

The First Three Weeks: Introduction to the Policy and Practice of Schooling and Pedagogy: Analysis of our own experiences and the experiences of exemplary teachers whose practice is guided by contemporary research, and an introduction to the four pillars of pedagogy: presentation, conversation, discovery, and story.

The Next Seven Weeks: Conceptual Frameworks: Study of the five fundamental conceptual frameworks about pedagogy, through in-class activities, out-of-class preparations, and completion of the assignment on the conceptual frameworks. The frameworks are: 1. The Personal Dimension of the Pedagogical Relationship; 2. The Methodological Dimension of the Pedagogical Relationship; 3. Engagement in the Pedagogical Relationship; 4. Communication in the Pedagogical Relationship 5. Pedagogical Social Organization.

The Next Two Weeks: Pillars of Pedagogy and Pedagogical Governance: Study and application of the four pillars of pedagogy: presentation, conversation, inquiry, and story, and an introduction to the theory and practice of governance, with a focus on justice as the foundation of governance [leadership and management]

The Final Weeks: Performance: Presentations of lessons learned through the individual Case Studies or Critiques

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Error! Hyperlink reference not valid.

Course Code and Number:	Number of Credits:	Course credit policy (105)
--------------------------------	---------------------------	--

Course Title:

Faculty: Choose an item.	Department (or program if no department):
---------------------------------	--

Calendar Description:

The calendar description should be written in active voice with a minimum of 40 words. Use sentence fragments, eliminate redundant words and phrases, and don't repeat what's in the course title. Make the description clear, brief, and informative.

Note: Students with credit for cannot take this course for further credit.

Prerequisites (or NONE):

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit

Transfer credit requested (OReg to submit to BCCAT):
 Yes No

Resubmit revised outline for articulation: Yes No

To find out how this course transfers, see bctransferguide.ca.

Total Hours:

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	0

Course Repeats

If the course is offered with different topics, it can be repeated for further credit:
 No Yes, one repeat Yes, no limit

If the course is offered with different topics, the specific topic will be recorded when offered:
 No Yes

Maximum enrolment:

Expected frequency of course offerings
 (every semester, annually, etc.):

Department / Program Head or Director:	Date approved:
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Place of Publication</u>	<u>Year Published</u>
1.		<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)

Use this section for supplies and materials for all sections of this course.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Portfolio:	%	Practicum:	%
Midterm exam:	%	Lab work:	%	Project:	%	Other:	%
Quizzes/tests:	%	Field experience:	%	Shop Work:	%	Total:	0%

Grading system: Letter Grades: Credit/No Credit:

Typical Course Content and Topics

Departments typically list course content sequentially under the following headings: week, topic, and chapter.

Supplemental Texts and Resource Materials form

For use with the Course Outline form, if more space is required for the **Typical Text(s) and Resource Materials** field.

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Place of Publication</u>	<u>Year Published</u>
1.		<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		
6.		<input type="checkbox"/>		
7.		<input type="checkbox"/>		
8.		<input type="checkbox"/>		
9.		<input type="checkbox"/>		
10.		<input type="checkbox"/>		
11.		<input type="checkbox"/>		
12.		<input type="checkbox"/>		
13.		<input type="checkbox"/>		
14.		<input type="checkbox"/>		
15.		<input type="checkbox"/>		
16.		<input type="checkbox"/>		
17.		<input type="checkbox"/>		
18.		<input type="checkbox"/>		
19.		<input type="checkbox"/>		
20.		<input type="checkbox"/>		
21.		<input type="checkbox"/>		
22.		<input type="checkbox"/>		
23.		<input type="checkbox"/>		
24.		<input type="checkbox"/>		
25.		<input type="checkbox"/>		
26.		<input type="checkbox"/>		
27.		<input type="checkbox"/>		
28.		<input type="checkbox"/>		
29.		<input type="checkbox"/>		
30.		<input type="checkbox"/>		

ASSIGNMENT OF COURSE CREDIT

AUTHORITY Senate
PRIMARY CONTACT Provost and Vice President, Academic
RELATED POLICIES

POLICY

Course credit is a measure of the content in a course. The expert authority with regard to course content and proposing credit value is the department responsible for designing the course.

RATIONALE

Course credit value is meant to be, and is interpreted as, a measure of the content (skills and /or knowledge) in the course. Operationally, such measurement, especially when some degree of precision is desired, is fraught with difficulty. By and large this has been resolved by measuring a variable known to correlate with content, has an acceptable level of face validity as an indicator of material covered, and which lends itself to being measured more easily: contact hours. In this regard, a number of standards have been developed which rely on the assumption that mastery of the content can be attained by an average student over a specified number of instructional contact hours and an "assumed" number of hours of independent study.

One such standard, for instance, is the one-semester three-credit academic lecture-based course, which is based on the assumption that delivery and mastery of content requires three hours of instruction and an average of six hours of independent study per week. Another is that 25 hours (typically one week) of learning time in a trades and technology program yields one credit's worth of content.

Once such standards are accepted as norms, they are used to estimate credit values for other courses. One such method relies merely on counting additional hours of instruction, assuming the same lecture/independent study ratio, and using the standard as a multiplier (e.g., adding credits for lab hours associated with a course). Another method involves ignoring the hours completely (e.g., for alternative delivery methods such as distance delivery or distributed learning), while assuming that, based on content alone, the standard credit value for such a course will be the equivalent of its lecture-based version.

GUIDELINES

Course content is the prime determinant of the appropriate course credit value; however, it is recognized that depth and complexity are important dimensions of content and that these are likely to affect the time and effort required of students to master it.

PROCEDURES

Senate, upon the recommendation of the Undergraduate Education Committee (UEC), and the Graduate Studies Committee (GSC) recognises the content of each course by assigning credit.

When proposing course credit values, or changes to credit values, departments will identify and explain the standard used. Each case will be considered on its individual merit on basis of such considerations as:

- the quantity, depth, and complexity of content covered
- instructional contact hours required for students to achieve content mastery
- additional hours required of the student to achieve content mastery
- articulation with other institutions
- the credit value of the same or similar courses at UFV or at other institutions
- the level of student effort required to master the content.

Curriculum Vitae for Faculty Members

If any section does not pertain to you, just delete that section or section. This common CV template will be useful for program reviews, accreditation, program development and faculty three year reviews.

Date:

Initials:

1. SURNAME:

FIRST NAME:

MIDDLE NAME(S):

2. DEPARTMENT/SCHOOL:

3. FACULTY:

4. POSITION:

5. POST-SECONDARY EDUCATION

University or Institution	Degree	Subject Area	Dates

Special Professional Qualifications

6. EMPLOYMENT RECORD

(a) *Prior to coming to UFV*

University, Company or Organization	Rank or Title	Dates

(b) *At UFV*

Position or Title	Dates

(c) *Special Workplace and/or Industry Experience*

7. TEACHING

(a) *Areas of special interest and accomplishments*

(b) *Courses Taught at UFV*

Course Number	Descriptive Title of Course

(c) *Courses Taught Elsewhere*

Course Number	Descriptive Title of Course

(d) *Other kinds of student supervision*

Student Name	Program Type	Year		Supervisory Role (supervisor, co-supervisor, committee member)
		Start	Finish	

(e) *Continuing Education Activities*

(f) *Visiting Lecturer (indicate university/organization and dates)*

(g) *Special Projects*

(h) *Other*

8. RESEARCH AND RESEARCH LEAVES

(a) *Research Projects*

(b) *Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)).*

Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)

(c) *Contracts*

Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)

(d) *Research Consultancy*

(e) *Research Leaves*

Type of Leave	Focus	Dates

(f) *Any other leaves that would be useful for your record*

9. SABBATICALS AND SECONDMENTS

(a) *Sabbatical Projects*

(b) *Sabbatical or Secondment Leave*

Type of Leave	Focus	Dates

10. SCHOLARLY AND PROFESSIONAL ACTIVITIES

- (a) *Scholarly Projects*
- (b) *Areas of special interest and accomplishments*
- (c) *Invited Presentations*
- (d) *Other Presentations*
- (g) *Other*
- (h) *Conference Participation (Organizer, Keynote Speaker, etc.)*

11. PROFESSIONAL DEVELOPMENT ACTIVITIES

- (a) *List courses, seminars, upgrading, or other relevant PD activities.*

PD Description	Year

12. SERVICE TO THE UNIVERSITY

- (a) *Memberships on committees, including offices held and dates*
- (b) *Administrative Service*
- (c) *Curriculum contributions*
- (d) *Other service, including dates*

13. **SERVICE TO THE COMMUNITY**

- (a) *Memberships on societies or committees, including offices held and dates*
- (b) *Consultant (indicate organization and dates)*
- (c) *Other service to the community*

14. **SERVICE TO THE SCHOLARLY OR DISCIPLINARY COMMUNITY**

- (a) *Memberships on scholarly societies, including offices held and dates*
- (b) *Membership on scholarly committees, including offices held and dates*
- (c) *Memberships on other societies, including offices held and dates*
- (d) *Editorships (list journal and dates)*
- (e) *Reviewer (journal, agency, etc. including dates)*
- (f) *External examiner (indicate universities and dates)*
- (g) *Consultant (indicate organization and dates)*
- (h) *Other service to the scholarly or disciplinary community*

15. **AWARDS AND DISTINCTIONS**

- (a) *Awards for Teaching (indicate name of award, awarding organizations, date)*
- (b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*
- (c) *Awards for Service (indicate name of award, awarding organizations, date)*
- (d) *Other Awards*

Publications Record

16. **REFEREED PUBLICATIONS**

- (a) *Journals*
- (b) *Conference Proceedings*
- (c) *Other*

17. **NON-REFEREED PUBLICATIONS**

- (a) *Journals*
- (b) *Conference Proceedings*
- (c) *Other*

18. **BOOKS**

- (a) *Authored*
- (b) *Edited*
- (c) *Chapters*

19. **PATENTS**

20. **SPECIAL COPYRIGHTS**

21. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

22. **OTHER WORKS**

23. **WORK SUBMITTED** (including publisher and date of submission)

24. **WORK IN PROGRESS** (including degree of completion)

25. **OTHER RELEVANT INFORMATION**