UNIVERSITY OF THE FRASER VALLEY
FACULTY OF PROFESSIONAL STUDIES
FACULTY COUNCIL MEETING
Friday, March 18, 2011 – 10:00 AM TO NOON
Chilliwack Campus - Room D239

DRAFT AGENDA

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1. **WELCOME**

2. **ADOPTION OF AGENDA**

3. **APPROVAL OF MINUTES – Meeting of February 18, 2011**

4. **PRESENTATION –** UFV Library (Colleen Bell)

5. **NEW BUSINESS/DISCUSSION ITEMS**

5.1   Course and Program Change Approvals
   - SOWK 110 (four-year course review)
   - EDUC 412 (revision)
   - EDUC 420 (revision)
   - EDUC 445 (revision)
   - EDUC 452 (revision)
   - EDUC 453 (revision)
   - EDUC 454 (revision)
   - TEP Elementary Program Course Sequencing

5.2   Call for Nominations: Senate Representative for Faculty of Health Sciences

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   Next Faculty Council meeting: Friday, April 15 at 10 am in Abbotsford room A421

8. **ADJOURN**

Faculty of Professional Studies

Faculty Council Minutes

February 18, 2011

Abbotsford Campus Room A421

Attendees: Adrienne Chan, Awneet Sivia, Barbara Salingre, Barbara Stirskey, Carol Dickson, Cecilia Grant, Cindy Rammage, Colleen Bell, Dani-Lissa Brisbin, Debbie Horin, Debbie Jobb, Deborah Larson, Don Miskiman, Doris Ball, Elizabeth Dow, Fiona McQuarrie, George Melzer, Gerry Palmer, Gillian Bubb, Gwen Clarke, Hannah MacDonald, Heather Compeau, Ian Hunt, Janine Roberts, Karen Davidson, Kate McCulloch, Kathie Ramsay, Les Stagg, Leta Zaleski, Lou Schroeder, Lynne Wells, Maggie Theron, Maple Melder-Crozier, Marie Haima, Mark Breedveld, Marlene Upton, Maureen Kiner, Noorjahan Jaganath, Paula Stubbings, Renette AubinBoisclair, Ron Zitron, Rona Miller, Samantha Hampton, Sandy Hill, Sheila Edwards, Sheryl MacMath, Shirley Lister, Stephanie Kelly

Dean: Rosetta Khalideen

Chair: Cyrus Chaichian

Regrets: Lisa Almos, Gianini Bocsanu, Sandra Flynn, Rosie Friesen, Nancy Goad, Andrea Hughes, Lee-Anne Jackson, Anne Kent, Kim Milnes, Lisa Moy, Christina Neigel, Adele Phillips, Gwen Point, Shellie Steidle, Cindy Stewart, Pieter Steyn, Ron Wilen

Guests: Ian McAskill, Advisor to the Provost, Integrated Planning

1. **Approval of Agenda**

   On a motion duly made and seconded, the agenda was approved with the addition of item 5.4 – Representatives on other Faculty Councils (moved: Elizabeth Dow, seconded: Les Stagg). Motion carried unanimously.

2. **Approval of Minutes – November 19, 2010**
   On a motion duly made and seconded, the minutes of November 19, 2010 were approved with the following changes:
   Attendees: add *Cyrus Chaichan*; Regrets: remove *Leta Zalenski*; Regrets: add *Robert Harding, Sheryl MacMath* and *Ian Hunt* (moved: Gerry Palmer, seconded: Mark Breedveld). Motion carried unanimously.

3. **Approval of Minutes – January 21, 2011**

There was some discussion regarding the depth of detail of the minutes. The Dean's office will endeavour to find some balance between detail and substance in future minutes.

On a motion duly made and seconded, the minutes of January 21, 2011 were approved (moved: Sandy Hill, seconded: Robert Harding). Motion carried with two objections and four abstentions.

4.   **Guest: Ian McAskill**. Ian gave a presentation on Integrated Planning at UFV.

5.   **New Business**

5.1 Education Plan

We have been working on the Faculty of Professional Studies Education Plan for some time now. The VP Academic has now written the full institutional Education Plan. The Faculty Education Plans have been appended to his institutional plan. The full Education Plan has now been posted on the Senate website and it appears on the March Senate agenda for approval. Comments and feedback can be sent back to the VP.

Please pay attention to the piece titled: Looking Ahead – Objectives for the Coming Year. This contains information on the recruitment and retention of faculty, training that needs to happen, setting targets, program reviews, and indigenization of the Academy.

Comments from faculty members included:
- Do we have the $'s to do this? If not, where will they come from?
- How do we celebrate what we have and what we are doing? For example – Indigenization – Bladerunners, SOWK First Nations Classes, Aboriginal Language Support program, etc.
- We are glad to have the opportunity to provide comments and feedback, but are wondering if it will matter as this document appears finished. Throughout the document there is little mention of Graduate Studies programs. Recruitment and Retention – only details recruitment with no plans to retain faculty.
- There is a lack of balance in the cited examples – for example, the sections on community partnerships and internationalization don't recognize works within the Faculty of Professional Studies.

If you haven't taken a look at the document prior to the meeting, please do so now. Please send comments via e-mail to Rosetta Khalideen by Friday February 26.

5.2 Course Approvals

- On a motion duly made and seconded, that the course changes for HSC 111 are accepted as presented (moved: Sheila Edwards, seconded: Sheryl MacMath). Motion approved.
- On a motion duly made and seconded, that the course changes for HSC 113 are accepted as presented (moved: Heather Compeau, seconded: Shirley Lister). Motion approved.
- On a motion duly made and seconded, that the course changes for SOWK 490 are accepted as presented (moved: Elizabeth Dow, seconded: Les Stagg). Motion approved.

5.3 President's Lecture Series

President Mark Evered has started a President's lecture series. The goal is to be current, to be educational, and to become better professionals. Peter Legge was the speaker for the first event, which was held in January. The second event, a presentation by Gregg Saretsky, President & CEO of Westjet, will be on March 23, 2011. Rosetta would like to encourage everyone to find the time to attend this lecture series and become engaged with our community.

Pam Causton asked that UFV consider holding one of the future events on the Chilliwack campus.

5.4 Representatives on other Faculty Councils
- Faculty of Trades & Technology and the Faculty of Access and Continuing Studies – Heather Compeau
- Faculty of Science – Maple Melder-Crozier
- Faculty of Arts – vacant

6.   Reports
   a. Reports from Established and Ad Hoc Committees:
      i.   Learning Exchange Committee – will have two presentations for the next Faculty Council meeting. The committee is currently working with Rosetta on the timing of these events.
      ii. Newsletter Committee – is currently working on the next edition of PScene. The call for submissions should be sent out shortly.
      iii. Retention Committee – We are receiving positive feedback regarding the SLG activities. The group would like to invite Donna Alary and Wendy Burton to a future meeting to discuss the results of the National Survey of Student Engagement that UFV participated in.
      iv. Field Education Committee – No report.
      v.   Faculty Council Terms of Reference sub-committee – Have met and reviewed the Terms of Reference. The committee will bring

forward their recommendations to the March Faculty Council meeting.

Reports from other Faculty Councils:
vi. Science – much of their discussion has centred around the changes in our governance/academic structure which will take effect in September.
vii. Faculty of Access and Continuing Studies – currently reviewing their Nominations and Elections procedures as well as discussing quorums and the English language policy. FACS is working to define teaching, scholarship and service within their Faculty.

Report from Senate – The Education Plan received a first reading at the February meeting, and will be brought forward again at the March meeting. Senate hopes that everone has had an opportunity to contribute and/or provide feedback. The Faculty of Professional Studies Nominations and Elections Procedures were passed at the February meeting.

Dean's Report
At the recent Heads and Directors meeting we discussed different ways to raise the profile of the Faculty of Professional Studies both within and outside of the institution. If you have ideas for the enhancement of our image as a Faculty of Professional Studies, please forward them to Rosetta.

Many hours have been spent working on the 2011/12 budget. The Deans' offices collected all department submissions and prioritized all current and future spending within their Faculties. These were then discussed at the Dean's Caucus table and then presented to the Budget Committee. We are now waiting to hear back from the Senate Budget Committee.

6.5 Learning Exchange Committee – no presentations for today.

7 **Next Meeting** – Friday, March 18, 2011 in room D239 on the Chilliwack Campus.

8 On a motion duly made and seconded, that the meeting be adjourned at noon (Motion: Sheryl MacMath, seconded: Shirley Lister). Motion carried.

UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE: May 1991
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED:
(four 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

SOWK 110	School of Social Work & Human Services	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Introduction to Social Work & Human Services	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course will provide students with an introduction to the profession of social work and social services in Canada. Students will analyze the historical development of social work and social services as well as the values, theoretical perspectives, and ethical principles that inform the profession. Critical examination of social locations, identity, and social justice will be explored as they relate the construction of social problems and fields of practice.

~~This course will provide students with a critical analysis of social service and social work practice and client needs at local, provincial and federal levels and will emphasize the role of the professional and para-professional in the service delivery system and the basic structure and function of social service agencies. An introduction to ethical issues will be included. Students will be expected to study in depth at least one social problem area and its concomitant social services.~~

PREREQUISITES: None
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):		SERVICE COURSE TO: *(department/program)*
(a)	Replaces: SSSW 110	
(b)	Cross-listed with:	
(c)	Cannot take: for further credit.	

TOTAL HOURS PER TERM: **45**   TRAINING DAY-BASED INSTRUCTION:

STRUCTURE OF HOURS: Length of course:

Lectures:	~~30~~45 Hrs	Hours per day:
Seminar:	~~1~~ Hrs	
Laboratory:	Hrs	**OTHER:**
Field experience:	Hrs	Maximum enrolment: **30**
Student directed learning:	45 Hrs	Expected frequency of course offerings: 5-6 sections/year
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):   **Dr. Lisa Moy**

Department Head: **Dr. Elizabeth Dow**   Date approved:

Supporting area consultation (pre-UPAC)   Date of meeting:

Curriculum Committee chair: 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:

1. Identify the range of contexts and fields of practice in which social workers engage and work.
2. Describe the historical development of social work and social welfare in Canada.
3. Identify the ethical principles, values, and theoretical perspectives—at an introductory level- that underpin and guide social work and social services in Canada.
4. Explain—at an introductory level—the complex relationships between social justice, power, oppression and social problems.
5. Describe the relationships between personal and professional values.
6. Explain the differences between social work and other helping professions.
7. Explain the role that media and ideology play in constructing and framing social problems.
8. Identify several historical, current and future challenges that face social work and social services.
9. Articulate the relationships between public issues and private troubles
10. Critically reflect on their own values, ideological perspectives, and social locations as these relate to working with social problems and working within social work/social services.

1. understand the professional and para-professional roles in the delivery of social services
2. know the range of social services available and understand social service agency forms and functions
3. have a beginning understanding of ethical social work practice
4. have a beginning understanding of the intersection between personal and professional values
5. have knowledge of a social problem area, the services available to address it, and their personal interest in this area
6. explain the principal roles and tasks of generalist practice
7. understand the variety of contexts in which social services are delivered in the community
8. assess their own suitability for the field
9. understand the impact of power differences in the delivery of social services to diverse populations
10. know about the development of the Canadian social welfare state

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

This course will incorporate lectures, online instruction, group discussions, written assignments, multimedia resources, and guest speakers.

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:]

Hick, S. (2002). *Social Work in Canada: An Introduction*. Toronto: Thompson Educational Publishing.

Harding, R. (2003). Course pack.

Hick, S. (2010). *Social Work in Canada: An Introduction* (3rd ed.). Toronto: Thompson
Educational Publishing.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Social Problem Paper Proposal and Annotated Bibliography 10%
Mid-Term Exam 30%
Social Problem Paper 30%
Exam 3040%
Total 100%

COURSE CONTENT:

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

1.   The Canadian welfare state

2.   History of social work

3.   Theory and approaches to social work

4.   Ethics, values and the social work profession

5.   Social work with individuals and families

6.   Social work with groups and communities

7.   Children, youth and social work

8.   Social work and Aboriginal Peoples

9.   Social work and racialization

10.   Social work and sexual and gender diversity

11.   Social work with the elderly

12.   Social work and disability

13.   International social work

Week 1: Introductions/Review of Course Outline
Overview of Required Assignments
Video: *The Inheritance* 1993, 25M

Week 2: The nature of the Canadian social service system

Week 3: History of social work
Impact of political realities, the media and the economy of social services

Week 4: Ethics, values and the social work profession

Week 5: Social work and health
Mid-Term Exam Review

Week 6: **Mid-Term Exam**

Week 7: Social work with individuals, groups and communities

Week 8: Women and social work
Poverty
Video: *Who's Counting: Marilyn Waring on Sex, Lies & Global Economics, 1995, 94M …*

Week 9: Social work and the aging population
Assignment Due: Social Problem Paper

Week 10: Social work with aboriginal people
Video: *Treaty-Making in BC, 1996, 34M*

Week 11: Social work and diversity
Video: *Off the Straight & Narrow: Lesbians, Gays, Bisexuals & Television, 2000, 63M*

Week 12: Special needs populations

Week 13: Exam Review
Future directions in social services

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UNIVERSITY OF THE **FRASER VALLEY**

COURSE IMPLEMENTATION DATE: May 2007
COURSE REVISED IMPLEMENTATION DATE: September 2011
COURSE TO BE REVIEWED: September 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 412	Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Introduction to Development and Special Learning Needs	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course reviews the main models and theories associated with learning and development and their implications for understanding the learning needs of children in schools. Relevant issues in child development and educational practice will be reviewed and critiqued regarding their implications on children's physical, cognitive, and socio-emotional development. The model of Universal Design for Learning 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 is discussed. The process of the identification of a child with special needs and working in a collaborative school-based team is reviewed. An overview of the educational, psychological, behavioral and social needs of students with 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
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: 45
STRUCTURE OF HOURS:

			TRAINING DAY-BASED INSTRUCTION:	
Lectures:	39	Hrs	Length of course:	
Seminar:	6	Hrs	Hours per day:	
Laboratory:		Hrs		
Field experience:		Hrs	**OTHER:**	
Student directed learning:		Hrs	Maximum enrolment: **36**	
Other (specify):		Hrs	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): **Dr. Shirley Lister**

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

Supporting area consultation (Pre-UPAC)   Date of meeting:

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

Dean/Associate VP: **Dr. Rosetta Khalideen**   Date approved:

Undergraduate Program Advisory Committee (UPAC) approval   Date of meeting:

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

♦ Articulate the implications of models and theories associated with learning and development with regards to the development of lesson content and teaching methods for differing grade levels.

♦ Illustrate how they will be following the Universal Design for Learning Model (UDL) in their planning for teaching.

♦ Discuss possible dilemmas of practice as an inclusive educator in the province of British Columbia and provide examples of decisions you will have to make about how to teach and how to vary aspects of teaching—e.g pacing.

♦ Describe the process of the identification of a child with special needs, and the role of a classroom teacher in a collaborative school based team.

♦ Describe the educational, psychological, behavioral and social needs of students with learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder and fetal alcohol spectrum disorder and example of possible adaptations to meet the learning needs of these students.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*
Lectures, seminars, guest speakers, use of: Case studies, oral presentations, role playing, 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 connected with other courses in the TEP and is integrated with School Experience EDUC 490.

TEXTBOOKS, REFERENCES, MATERIALS:

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

♦ McDevitt, T., and Ormrod, J.E. (2010) *Child Development and Education, 4th ed.* USA: Pearson Education Inc.
♦ Wood, C. (2007) *Yarrdsticks—Children in the Classroom. Ages 4-14. USA: Northeast Foundation for Children, Inc.*
Hutchinson, Nancy, N. (2010) *Inclusion of Exceptional Learners in Canadian Schools A Practical Handbook for Teachers 3rd ed.* Canada: Pearson Canada

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

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

♦ Human Developmental Theory Review-Group Mini Project and Presentation-10%
♦ 'Educational Psychology in the Classroom' Written Assignment-40%
Written paper discussing 'typical' physical, cognitive and socio-emotional characteristics of children in students' practicum classroom, discussion and examples regarding actual developmental levels of children in practicum classroom. Reflection of schools' and classroom's schedules and routines and whether or not they meet the needs of students in the classroom. Discussion of the application and relevance of two human development theories in development and teaching of connected lessons to children in practicum classroom.

- ♦ 'Education for All' Written Assignment-40%

Written paper discussing how principles of UDL were incorporated in development of lessons and activities for children in practicum classroom. Description of how instructional techniques and expectations were differentiated to meet the needs of all students in 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:]

- ♦ Review of models and theories associated with child development and their implications for teaching— e.g. Developmental systems Theories (Bronfenbrenner), Cognitive Development Theories (Piaget, Kohlberg, etc), and so on.
- ♦ Philosophical orientations to teaching
- ♦ Teaching with an inclusive perspective, perspectives from a global, national, provincial and local level.
- ♦ Understanding and Application of the Universal Design for Learning Model {UDL
- ♦ Differentiation of Instruction
- ♦ Introduction to Individual Education Plans and the process of identifying a child with special needs.
- ♦ Working in a collaborative manner with parents and members of a school based team
- ♦ Understanding the needs of students with learning disabilities
- ♦ Understanding the needs of students with attention deficit hyperactivity disorder {ADHD]
- ♦ Understanding the needs of students with autism spectrum disorder
- ♦ Understanding the needs of students with fetal alcohol spectrum disorder.

UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE: May 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

420	Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Designs for Learning: Elementary Language Arts	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course provides an introduction to fundamental theoretical concepts and pedagogical skills necessary to create a rich and dynamic English language arts program for the elementary classroom. Approaches to teaching oral language (speaking and listening) skills, reading and viewing competence, and writing and representing will be explored. The BC English Language Arts K-7 Integrated Resource Package (IRP) will be used to explore the creation of a balanced and diverse program and to develop sound principles and strategies for teaching language and literacy in primary and intermediate grades. The course will highlight the use of quality children's literature and the power of story and storying.

PREREQUISITES: Admission to 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:	20	Hrs	
Seminar:	25	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. Renee Norman**		
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 familiarity with the BC English Language Arts K-7 IRP
• Examine the implications of constructivist learning theory for designing learning activities in language arts
• Understand the use of a variety of strategies to teach, integrate, and assess listening and speaking, reading and viewing, and writing and representing
• Identify the processes, materials, and pedagogical strategies necessary for an effective Language Arts program
• Apply literature-based books and resources for writers workshops, literature circles and novel study
• Relate the importance of reading assessment to student learning
• Develop skills in planning and developing a connected sequence of lessons in language arts
• Understand the use of story and storying in Language Arts and other areas

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

Lecture, seminar, three 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): Designs for Learning courses are integrated with the practicum and other Teacher Education Program courses. 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:]

Tompkins, G. E., et al. *Language Arts: Content and Teaching Strategies*. 4th Canadian edition. Pearson: Toronto, Ontario, 2008.
English Language Arts K-7 Integrated Resource Package. BC Ministry of Education. 2006. Available at
http://www.bced.gov.bc.ca/irp/

RECOMMENDED READING
Calkins, Lucy. *The Art of Teaching Writing*. Heinemann, 1994.
Huck, Charlotte et al. *Children's Literature in the Elementary School*. McGraw Hill, 2003.
Taberski, Sharon. *On Solid Ground: Strategies for Teaching Reading K-3*. Heinemann, 2000.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignment 1 30%
Assignment 2 30%
Assignment 3 30%
Reflections   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
• How constructivist learning theory influences classroom practice
• Language learning and literacy as a socio-cultural process
• Listening, talking, reading, viewing, writing, and representing as the active construction of knowledge
• Emergent literacy

• Teaching reading: the four cueing systems, guided reading, running records, reading programs, selecting reading materials
• Using and responding to children's literature
• Stages of reading and writing development
• Stages of the writing process
• Teaching writing and using language tools
• Using technology in writing and representing
• Story and storying in language arts and across the curriculum
• Lesson planning and unit planning
• Assessment-that-informs language arts instruction (eg: miscue analysis)
• Making connections between the strands of language arts and language arts and other curriculum areas
• Diversity and inclusion issues in literacy and language arts teaching
• Resources available for teaching language arts
Introduction to Novel Study, Literature Circles and Writing Workshops

ASSIGNMENTS

Assignment 1
Reading/Observation-with-a-Child, Analysis and Report
Work with a reader 5-8 or an older, struggling reader and take a running record of their reading. Check for comprehension of the reading passage. In addition to gathering information about a child's reading process and comprehension, find out about the reader's literacy experiences, attitudes, and perception.
Analyze this information and write a 2-page report.

Assignment 2
Children's Literature/Professional Resource Mini-Collection
Select 5 outstanding books from various genres: poetry, traditional literature, fantasy, non-fiction, etc. At least 1 book should explicitly fit the social justice theme.
a. Complete an annotated bibliography for each title. Describe the book, why you chose it, and how you would use it in the classroom to enhance literacy. Write a paragraph summary of each book briefly describing the content and the appropriate grade range, identifying the qualities which make it a good choice for use in the classroom, and outlining the possibilities the book offers in developing children's language, knowledge, and understanding. Bring 2 or 3 books to share with the class and email your collection to your classmates.
b. Select a professional resource and in your annotation outline chapter content, key concepts, and the book's usefulness and where it fits in the six strands of language arts instruction.

Assignment 3
Lesson/Unit Planning
a. Develop a mini-unit of 4 Language Arts lessons that are connected and could be taught in either a primary or intermediate classroom. Consult the Language Arts K-7 IRP and identify which PLOs relate to the lessons. Consult the Achievement Indicators to assist you with planning, writing, and suggesting assessment-that-informs-instruction.
b. We will be sharing these mini-units in class and completing peer evaluations of our work

UNIVERSITY OF THE FRASER VALLEY

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 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**	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:
- ➢   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 Education 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 purpose in mind.* Winnipeg, MB: Manitoba Education, Citizenship, and Youth. Available at http://www.wncp.ca/media/40539/rethink.pdf

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

UNIVERSITY OF THE FRASER VALLEY

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	Teacher Education Program	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)
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 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**	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:
  - ➢ 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, B 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

UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE: September 2007
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 453	Professional Studies/Education	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Literacy Across the Curriculum	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course will focus on literacy and learning across the curriculum. The BC English Language Arts Integrated Resource Package (IRP) will be consulted to explore the ways in which language arts in the primary and intermediate grades relate to the elementary curriculum overall. We will develop knowledge, skills, and strategies in content area literacy, that is, reading, writing, speaking, listening, viewing, and representing to learn in various subjects of the curriculum. To this end, we will explore texts as print, electronic, oral, visual, and multimodal (multi literacies) to foster curricular integration. ~~We will also explore reading comprehension, writing workshops and assessment, and novel study, and foster a literacy across the curriculum focus and a deeper understanding of key concepts in curricular areas.~~

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

SYNONYMOUS COURSE(S):	**SERVICE COURSE TO:** *(department/program)*
(a) Replaces: **EDUC 443**	
(b) Cross-listed with:	
(c) Cannot take: for further credit.	

TOTAL HOURS PER TERM: 15   TRAINING DAY-BASED INSTRUCTION:

STRUCTURE OF HOURS: Length of course:

Lectures:	10	Hrs	Hours per day:
Seminar:	5	Hrs	
Laboratory:		Hrs	**OTHER:**
Field experience:		Hrs	Maximum enrolment: 36
Student directed learning:		Hrs	Expected frequency of course offerings: Once a year
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): **Dr. Renee Norman**	
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:

• Understand reading for information and writing to learn
• Develop content literacy strategies to build comprehension and reading power
• Understand how literacy and the six strands of language arts cut across the curriculum
• ~~Understand novel study, literature circles, literary elements, and reading response~~
• Develop skills in planning and developing an integrated unit
• Develop skills in selecting a wide range of resources for units
• Develop skills in relating topics and themes to social justice issues
• ~~Understand the use of a variety of strategies to teach, integrate, and assess writing~~
• ~~Develop writing skills in connection with literature and drama~~
• ~~Develop strategies in drama as a way of learning across the curriculum, readers' theatre, forum theatre~~

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):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with the practicum and other courses within the Teacher Education Program. Students are not permitted to audit or challenge this course.

TEXTBOOKS, REFERENCES, MATERIALS:

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

REQUIRED READING
Tompkins, Gail et al. *Language Arts: Content and Teaching Strategies, 4th Canadian edition.* Pearson, 2008.
Various children's novels.
RECOMMENDED READING
Chapman, Marilyn. *Weaving Webs of Meaning: Writing in the Elementary School.* Nelson, 1997.
Daniels, Harvey *Literature Circles*: *Voice and Choice in Book Clubs and Reading Groups* Markham, ON: Stenhouse, 2002. ISBN: 1-55138-139-7
Vacca, Richard et al. *Content Area Reading: Literacy and Learning Across the Curriculum*, *Canadian Edition.* Pearson, 2005.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignment 1 40%
Assignment 2 35%
Participation   10%
Reflections   15%

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.

COURSE CONTENT:

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

TOPICS
• Reading and writing connections
• Reading for information and literacy in the content areas
• Non-fiction/information Books

- Reading Power and Comprehension strategies
- Graphic Organizers
- Integrated units and developing effective literacy instruction across the curriculum
- Novel Study: Read aloud, Literature Circles, Book Club
- Literary Elements, Reading Response
- Grammar, Spelling, Vocabulary
- Writing workshops and Writing assessment
- Classroom talk and gender
- Drama as way of learning across the curriculum, Forum Theatre, Readers' Theatre

ASSIGNMENTS:

1. Reading/Writing Autobiography: Write a page in poetry, prose, or a blend of genres, considering your reading background and experiences and your relationship to the blank page and the written word. Do you recall any pivotal moments, events, or experiences in learning to read and/or write? Do you write in a diary, journal, blog, on MSN? Your autobiography will be shared with the class.

2. Integrated Unit: Develop plans for an integrated unit that could be taught in either a primary, intermediate, middle school classroom, with a literacy across the curriculum focus and social justice relevance. Refer to the English Language Arts IRP and identify PLOs related to the unit plan. Include a graphic organizer which shows connections to the elementary curriculum, a critical challenge or conceptual focus statement, introductory and concluding lesson plan descriptions, bibliographic and annotated information for related learning resources, print as well as other modes.

3. Novel Presentations: In your literature circle groups, design a dramatic presentation which draws upon the novel you read. Consider what we have discussed in the course about responding to literature and representing ideas. Each group will have 15 minutes for their presentation. Prepare a handout for the novel which includes bibliographic information, grade level of the novel, teaching ideas and writing and response ideas, how you would introduce the novel, discussion of the novel's genre and outstanding literary qualities, relevance to social justice issues, connections to other areas of the curriculum, and where the novel might lead next

TEP Rationale:

Sequence Change:

The existing courses and course schedules have been reviewed by all members of the Teacher Education Program and changes made, as noted below, are determined by several considerations. Due the nature of the "cohort" model, changing the sequence of a few courses more accurately reflects students' learning needs as they develop from student to teacher over the course of one year in the program. Specific methodology courses are "paired" in the same semester for purposes of integration, while others are shifted to connect more substantively with field experiences and practica. The changes also respond to student and district feedback regarding the need for more time spent on planning, assessment and special education. The arrangement of courses facilitates a better balance of credits per semester and student workload. The goals and program values remain unchanged.

The changes do not alter the overall credit value of 55 credits and course numbers remain the same. The goals of the program continue to reflect the overall program structure of courses, school experiences and practica. These changes simply facilitate a more coherent and connected program based on feedback and program analysis.

Course title and Credit change:

Based on program review internally and consultation with districts, the curriculum committee for TEP courses is proposing some credit changes for 6 of our courses. The content of the revised credit values is reflected in the course descriptions and learning outcomes. The committee believes that this change will serve not only our elementary students teachers well in terms of background knowledge for their future as teachers, it articulates with our upcoming secondary proposal to allow for more broad planning across K-12.

To: Undergraduate Program Advisory Committee
From: Teacher Education Program
Date: February 14, 2011
Re: Requested program change – sequencing of courses within TEP

Rationale:

The existing courses and course schedules have been reviewed by all members of the Teacher Education Program and changes made, as noted below, are determined by several considerations. Due to the nature of the "cohort" model, changing the sequence of a few courses more accurately reflects students' learning needs as they develop from student to teacher over the course of one year in the program. Specific methodology courses are "paired" in the same semester for purposes of integration, while others are shifted to connect more substantively with field experiences and practica. The changes also respond to student and district feedback regarding the need for more time spent on planning, assessment and special education. The arrangement of courses facilitates a better balance of credits per semester and student workload. The goals and program values remain unchanged.

The changes do not alter the overall credit value of 55 credits and course numbers remain the same. Given that TEP runs on a cohort model, no current and future student will be affected by this change in course sequence. We would like to implement the proposed changes for the next cohort, starting in July 2011. The goals of the program continue to reflect the overall program structure of courses, school experiences and practica. These changes simply facilitate a more coherent and connected program based on feedback and program analysis.

Existing Calendar Copy 2010/2011

Term 1 (July and August)

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 421	Designs for Learning Elementary Social Studies	2
EDUC 422	Designs for Learning Elementary Fine Arts	1
EDUC 424	Designs for Learning Elementary Mathematics	3
EDUC 425	Designs for Learning Elementary Physical Education	1
EDUC 445	Planning and Assessment	1
EDUC 495A	Applications of Reflective Practice I	0.5

Total   11.5

Term 2 (September to December)

Integration of Knowledge and Practice

Course	Title	Credits
EDUC 412	Developmental Theory and Teaching	3
EDUC 420	Designs for Learning Elementary Language Arts	2
EDUC 423	Designs for Learning Elementary Science	2
EDUC 444	Classroom Management Strategies	1
EDUC 446	Information Technology in Teaching	1
EDUC 447	Indigenous Youth and Schooling	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 490	School Experience (Practicum 1)	6
EDUC 495B	Applications of Reflective Practice II	0.5
Total		17.5

Term 3 (January to April)

Courses on Emerging Educational Issues

Course	Title	Credits
EDUC 442	Introduction to Classroom Research	1
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 452	Principles of Assessment, Evaluation, and Reporting	1
EDUC 453	Literacy Across the Curriculum	3
EDUC 492	Integration of Knowledge and Practice (Practicum 2)	12
EDUC 495C	Applications of Reflective Practice III	0.5
Total		19.5

Term 4 (May to June)

Course	Title	Credits
EDUC 454	Mental Health and Special Learning Needs in Schools	3
EDUC 460	Governance and Reform in Public Education	3
EDUC 495D	Applications of Reflective Practice IV	0.5
Total		6.5

Total program credits   55

_____ _____

Proposed Calendar Copy for 2011/2012

Term 1 (July and August)

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 420	Designs for Learning Elementary Language Arts	3
EDUC 421	Designs for Learning Elementary Social Studies	2
~~EDUC 422~~	~~Designs for Learning Elementary Fine Arts~~	~~1~~
~~EDUC 424~~	~~Designs for Learning Elementary Mathematics~~	~~3~~
EDUC 425	Designs for Learning Elementary Physical Education	1
EDUC 445	Planning and Assessment	2
EDUC 446	Information Technology in Teaching	1
EDUC 495A	Applications of Reflective Practice I	0.5
Total		12.5

Term 2 (September to December)

Integration of Knowledge and Practice

Course	Title	Credits
EDUC 412	Introduction to Development and Special Learning Needs	3
~~EDUC 420~~	~~Designs for Learning Elementary Language Arts~~	~~2~~
EDUC 422	Designs for Learning Fine Arts	1
EDUC 423	Designs for Learning Elementary Science	2
EDUC 424	Designs for Learning Elementary Mathematics	3
EDUC 444	Classroom Management Strategies	1
~~EDUC 446~~	~~Information Technology in Teaching~~	~~1~~
EDUC 447	Indigenous Youth and Schooling	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 490	School Experience (Practicum 1)	6
EDUC 495B	Applications of Reflective Practice II	0.5
Total		18.5

Term 3 (January to April)

Courses on Emerging Educational Issues

Course	Title	Credits
~~EDUC 442~~	~~Introduction to Classroom Research~~	~~1~~
EDUC 450	Second Language Learning in Classroom Practice	2

EDUC 452	Principles of Assessment, Evaluation, and Reporting	2
EDUC 453	Literacy Across the Curriculum	1
EDUC 492	Integration of Knowledge and Practice (Practicum 2)	12
EDUC 495C	Applications of Reflective Practice III	0.5
Total		17.5

Term 4 (May to June)

Course	Title	Credits
EDUC 442	Introduction to Classroom Research	1
EDUC 454	Mental Health and Special Learning Needs in Schools	2
EDUC 460	Governance and Reform in Public Education	3
EDUC 495D	Applications of Reflective Practice IV	0.5
Total		6.5

| Total program credits | 55 |

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:

			TRAINING DAY-BASED INSTRUCTION:
Lectures:	**20**	Hrs	Length of course:
Seminar:	**10**	Hrs	Hours per day:
Laboratory:		Hrs	
Field experience:		Hrs	**OTHER:**
Student directed learning:		Hrs	Maximum enrolment: **36**
Other (specify):		Hrs	Expected frequency of course offerings:
			(every semester, annually, every other year, etc.)

	Yes	No
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐	☒
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒	☐
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐	☒

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

LEARNING OUTCOMES:

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

♦ Articulate 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 and so on]
♦ 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.
Review student's psycho-educational assessment, and articulate the students' strengths and learning needs as described in the assessment.

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, Margaret (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.nc.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] 50%
-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/inservice] 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[withdrawl, team teaching, or?]. 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 2 ways that the needs of students with mental health or special learning needs could have been more effectively met, and justify the reasons why.

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—
   e.g.-mental handicapping conditions, sensory impairments, mood disorders, compulsive behaviors, and so on
♦ Accessibility and simulation activities
Assistive Technology in the Classroom