

FACULTY COUNCIL MEETING

DRAFT AGENDA

Friday, November 18, 2011 – 10:00 AM TO NOON
Room A421

1. WELCOME

2. ADOPTION OF AGENDA

3. APPROVAL OF MINUTES – Meeting of October 21, 2011 Page 3

**4. GUEST – Wendy Burton - Director, Teaching and Learning
Institutional Learning Outcomes**

Faculty Council Learning Outcomes Group Discussion (Oct. 21) Page 7

5. NEW BUSINESS/DISCUSSION ITEM

5.1. Course Review Approvals Page 10

- EDUC 421
- EDUC 422
- EDUC 423
- EDUC 424
- EDUC 425

5.2. Course Credit Change Approvals Page 26

- EDUC 447
- EDUC 454
- EDUC 460

5.3. Undergraduate and Grad Programs, Approval Process – Discussion

5.4. Capacity of Programs

5.5. Faculty Use of Outlook Calendars

5.6. Media Relations at UFV Page 35

5.7. APPC – Approval of Proposed Program Criteria Page 40

6. REPORTS

6.1. Reports from 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

6.2. Dean's Report

6.3. Reports from Other Faculty Councils

6.4. Reports from Senate

7. INFORMATION ITEMS

7.1. Next Faculty Council meeting: scheduled for December 16 at 10:00 room A421.

8. ADJOURNMENT

FACULTY COUNCIL MEETING

DRAFT MINUTES

Friday, Oct 21, 2011 – 10:00 AM TO NOON

Room A421

Attendees: Doris Ball, Colleen Bell, Adrienne Chan, Heather Comeau, Carol Dickson, Dianne Common, Leah Douglas, Elizabeth Dow, Ian Hunt, Mike Ivanof, Maureen Kiner, Sheryl MacMath, Rosetta Khalideen, Jan LashbrookGreen, Katherine MacLaren (recorder), Fiona McQuarrie, Don Miskiman, Lisa Moy, Gerry Palmer, Cindy Rammage, Kathie Ramsay, Barbara Salingré, Awneet Sivia, Christine Slavik, Barbara Stirskey

Regrets: Mark Breedveld, Gillian Bubb, David Dobson, Kevin DeWolde, Sandy Hill, Joe Ilsever, Keith Lownie, Shirley Lister, George Melzer, Kim Milnes, Gwen Point, Cindy Stewart, Sundeep Sandhu, Pieter Steyn

Chair: John Hogg

1. WELCOME/INTRODUCTIONS

The meeting commenced at 10:05 with Rosetta Khalideen welcoming everyone to the meeting and introducing John Hogg as the chair during Cyrus Chaichan's absence. Rosetta noted that the objective at this meeting is to finish the agenda and leave enough time for a lengthy discussion on Learning Outcomes. Rosetta acknowledged the efforts of the Learning Outcome team to facilitate these discussions. (Mike Ivanof, Colleen Bell, Sheryl MacMath and Adrienne Chan).

2. ADOPTION OF AGENDA

On a motion duly made and seconded, the agenda was approved with the following additions/amendments:

- Addition of Item 6.5 – Nominations for Teaching Excellence Award Selection Committee
 - Amendment to typing error – Item 5.0 Membership should be "Membership"
- (Moved: Sheryl MacMath; seconded: Robert Harding). Motion carried unanimously.

3. APPROVAL OF MINUTES – Sept 23, 2011

On a motion duly made and seconded, the minutes were approved with the change to add Robert Harding under Regrets.

(Moved: Christine Slavik; seconded: Elizabeth Dow). Motion carried unanimously.

4. NEW BUSINESS/DISCUSSION

4.1. Terms of Reference

The Dean called for any last comments or concerns regarding the final draft. Rosetta explained some additions and amendments:

- 4.1.f) two representatives from each faculty offering a degree program . . .; this is a new clause as defined by Senate.
- 5c) a Vice-Chair was added. The Chair and Vice-Chair run the meetings and can set and cancel meetings, which differs from the "Chair of the Faculty", who is the Dean.
- 6) Quorum has been increased from 20 to 25%. This change was due to the decrease in the size of the faculty due to the departure of Health Sciences. A 20% quorum, at our current membership size, would only require 12 members present. The increased 25% quorum means a more substantial group of 16 people will be required.

The Terms of Reference will be now sent to the Senate Governing Committee, which in turn will proceed to Senate for approval.

On a motion duly made and seconded that the revised Terms of Reference can be forwarded to Senate for final approval.

(Moved: Gerry Palmer; seconded: Robert Harding). Motion carried unanimously.

ACTION: Forward revised Terms of Reference to the Senate Governance Committee

4.2. Honours Degrees

The discussion at the Faculty of Professional Studies Faculty Council regarding the General Framework for Honours Degrees identified the following:

Suggested Requirements:

2a) It should be specified that the additional 9-12 credits should be upper level credits, preferably at the 400 level.

2b) It was felt that departments/programs should be able to choose either of the suggested requirements, but should not have to do both.

Other

A minimum CGPA to receive an Honours Degree should be specified (beyond the “normal” CGPA).

4.3. Undergraduate and Graduate Programs, Approval Process

Faculty had the opportunity to discuss the above new policies:

- These policies are not substantially different from before.
- This is a competency document; the Masters of Social Work program is developing this concept for their Graduate Program as it is a post-degree program.
- There are various roles for Faculty Council within these policies from curriculum to Graduate versus Undergraduate programs.
- Upon reviewing Appendix B 1.4 (Undergraduate Program Approval Process) it appears we must create a Faculty Council Undergraduate Committee.
- There needs to be course level clarification between Undergraduate and Graduate programs.
- There is concern about 500 level courses as these are post-Baccalaureate, not Graduate courses.
- There will be further opportunities for people to contribute information over the next two to three months. The policy does not need Faculty Council approval but we are being asked for feedback.

ACTION: Send request for additional comments within one week to combine with this meeting's feedback

4.4. Capacity of Programs

Rosetta Khalideen gave an overview:

The university needs to incorporate better efficiencies in areas such as course capacity. According to the collective agreement, 36 is the maximum number of students per course; with that in mind we need to look at course capacity of some of our Faculty's courses. Within UFV (in general) some courses have been capped at 25 which in turn creates the need for more sessions and sessionals. Sometimes this cap is understandable (for example practicum programs) but there needs to be some research into some of the other course capacities. This is just an informative discussion for now; shortly departments will be asked why course capacities are below the 36 student maximum.

Faculty discussion:

Faculty suggested that some of these issues could be solved at an institutional level with

implementation of teaching assistants, more instructors and capping enrollment. Enrollment management needs to be addressed as there is a concern about the number of students who are accepted but they find that they cannot get into a class. There should be a distinction made between cohort/program/under & graduate when capping numbers as well as better funding and allocation of resources. The Faculty could develop an adhoc committee to look at student success as well as capping; the Teacher Learning Advisory Committee should be part of these considerations as well.

A recommendation to create an adhoc committee for this task would be useful. For now this is just an information discussion. This item will come back to Faculty Council and Rosetta will also bring it forward to Dean's Council.

5. MEMBERSHIP OF STANDING COMMITTEES AND OTHER AREAS

The membership list that was distributed will be amended to include members of Senate Subcommittees that represent our Faculty. Faculty were asked to send any additions to Katherine to be included.

Elizabeth Dow requested her representation on Senate Committees be added to the Faculty's List of Representatives. Heather Compeau will step down from representing the Faculty with the Faculty of Trades.

6. REPORTS

6.1. Reports from Committee

6.1.1. Nominations and Elections Committee

There is a vacancy for representation in the Faculty of Trades. The call for student representation is still ongoing, one staff member is still required and there are openings for sessional representation on Faculty Council.

6.1.2. Field Education and Practicum Committee

Nothing to report

6.1.3. Retention Committee

Abebe Teklu is the newest member of the Retention Committee.

6.1.4. Learning Exchange Committee

The committee now has five members and intends to meet shortly.

6.1.5. Faculty Newsletter Committee

October 28th is the deadline for items with the hope to have the newsletter in boxes by mid-November. Target publication date for the next edition is mid-November.

6.2. Dean's Report

Rosetta welcomed any comments or questions on the report.

6.3. Reports from Other Faculty Councils

6.3.1. Faculty of Science

This Faculty is also undergoing their own Learning Outcomes discussions. Awneet Sivia is our new representative and plans to attend the next meeting on November 4.

6.3.2. Faculty of Trades – nothing reported.

6.3.3. Faculty of Access and Open Studies

Cindy Rammage attended her first meeting. Learning Outcomes discussions have begun.

6.3.4. Faculty of Health Sciences

The Faculty is creating a TOR document. Meetings will alternate between Chilliwack and Abbotsford campuses.

6.4. Report from Senate –

Academic versus nonacademic misconduct policies are being reviewed. Information is available on the website and there is a small window of time for comments. These policies should prove beneficial as they provide more rights to students and removes the discipline responsibility from instructors.

6.5. Nominations for Teacher Excellence Awards Standing Committee (TEASC)

Call for nominations for members of the TEASC should be passed to the Nominations and Elections Committee. Carol Dickson requested people to consider the nominations as past volunteers have reported that this was a rewarding committee.

7. LEARNING OUTCOMES – GROUP DISCUSSION

The Faculty was given time to discuss Learning Outcomes for the university. They were split into groups representing areas and departments across the faculty and given time to:

- Share common values/outcomes from each program;
- Come up with a list of prioritized outcomes; and
- Give a definition of the outcomes.

After much discussion the groups submitted their conclusions which will be distributed to Faculty Council before the next meeting.

ACTION: Send Learning Outcomes discussion summary to Faculty Council.

8. INFORMATION ITEMS

8.1. Race & Anti-Racism – Report on Building Anti-Racism & Inclusive Communities at UFV.

Adrienne Chan encouraged people to read the report which is available at:

<http://www.raceantiracismnetwork.ca/ran-report/62-ran-report.html>

8.2. Next Faculty Council meeting: scheduled for November 18 in Abbotsford room A421.

9. ADJOURNMENT

The meeting was adjourned at 11:55.

(Moved: Gerry Palmer; seconded: Sheryl MacMath). Motion carried unanimously.

FACULTY COUNCIL MEETING

LEARNING OUTCOMES GROUP DISCUSSION

Friday, Oct 21, 2011

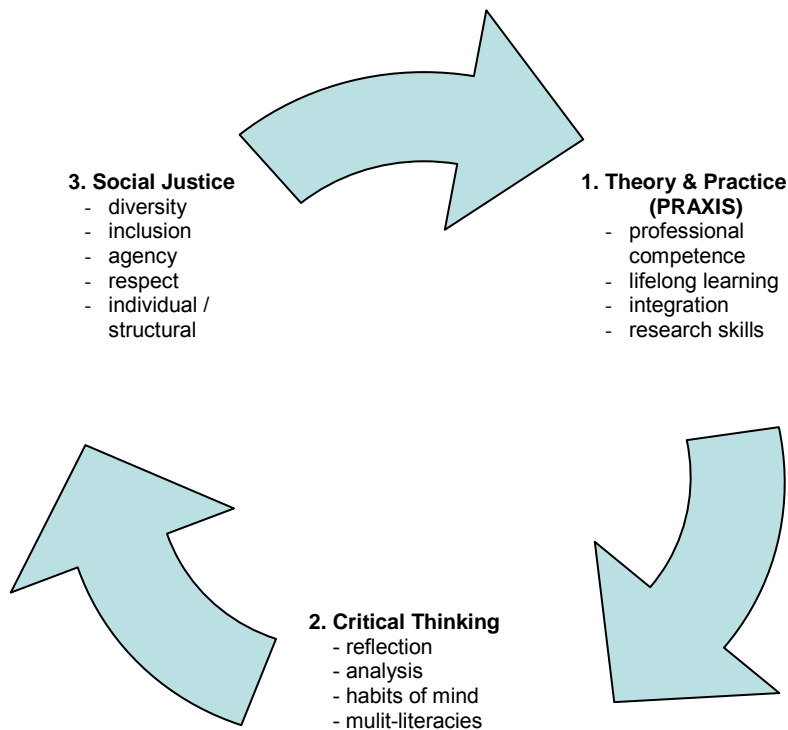
Room A421

The members were given time to discuss Learning Outcomes for the university. Participants were split into groups representing areas and departments from across the Faculty and asked to:

- Share common values/outcomes from each program
- Come up with a list of prioritized outcomes.
- Give a definition of the outcomes.

After much discussion the groups presented their conclusions as follows:

Group 1



Group 2

1. Cultivate intellectual skills → lifelong learning
 - appreciation, thirst
2. Integration of theory & practice
 - professionalism, ethics, professional skills
3. Analytical thinking → critical mindedness
4. Self-awareness / critical reflection
 - confidence, communication
5. Civic responsibility & engagement

- ethics, understanding of the world, professional & social organizations, communities, mentoring (pay it forward)
- 6. Creativity, innovation, problem solving

Group 3

1. Professionalism
 - accountability
 - profession
 - society
 - ethics, codes of professional practice
 - responsibility
2. Service (Social Responsibility)
 - citizenship/democratic/global
 - developing communities
 - activism
3. Critical Thinking
 - problem solving
 - research
 - analysis
4. Communication / Awareness of Diversity
 - oral
 - written

Group 4

Values

Students will demonstrate	<ol style="list-style-type: none"> 1. Integrity 2. Critical Thinking 3. Communication 4. Creativity 5. Citizenship 6. Generativity 7. Diversity 8. Social Interaction 	By (activity)
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Outcomes

Students will:

- demonstrate ethical decision-making and behavior
- analyze complex policies, practices and perspectives
- communicate effectively

After the individual group presentations the findings were combined to form a common summary:

Group Overview

Common Values/Outcomes

1. Social Justice (ethical) (1)
2. Civic Responsibility (2)

3. Theory & Practice (1)
4. Lifelong Learning (creativity, generatively, innovative) (1)

5. Critical Thinking (4)
6. Problem Solving (1)

7. Professionalism (ethical) (1)

8. Communication (1)

Students will demonstrate . . .

1. Active and educated decision making
2. Socially just and critical thinking that is generative and curious
3. The integration of theory and practice
4. Professional behavior and competence

Any Concerns

1. Need to be measurable (how will Learning Outcomes be assessed)
2. What is the purpose of these outcomes?
3. How do we indigenize
4. Need to look at literature that supports Learning Outcomes and offers criticisms. Finding balance.

Next Steps

1. Review summary.
2. Continue discussions and come up with some suggested institutional learning outcomes.



COURSE IMPLEMENTATION DATE: May 2007
 COURSE REVISED IMPLEMENTATION DATE: October 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 421	Professional Studies/Teacher Education Program	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Designs for Learning Elementary Social Studies	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides an introduction to fundamental theoretical concepts and pedagogical skills necessary to create a coherent social studies program for the elementary classroom. Approaches to teaching active citizenship, environmental responsibility, and cultural sensitivity will be explored. The BC Social Studies K-7 Integrated Resource Package (IRP) will be used as a focus for exploring diverse pedagogical strategies. The course will highlight the theory and practice of teaching utilizing critical thinking challenges.

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

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

TOTAL HOURS PER TERM: 30
STRUCTURE OF HOURS:
 Lectures: 15 Hrs
 Seminar: 15 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:
 Length of course: _____
 Hours per day: _____

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

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

Course designer(s): Dr. Sheryl MacMath
 Department Head: Awneet Sivia Date approved: _____
 Supporting area consultation (Pre-UPAC) Date of meeting: _____
 Curriculum Committee chair: Awneet Sivia Date approved: September 2011
 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 Social Studies K-7 IRP
- Create lesson plans organized around critical thinking challenges
- Create concept sets to maximize their ability to teach conceptual knowledge in social studies
- Plan and sequence lessons in social studies utilizing logical and age appropriate progressions to maximize student success
- Incorporate the use of information technology in the teaching of social studies

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

Lectures, seminars, small group work, and whole class discussions

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

x Other (specify): Three assignments: critical challenge, concept set, and sequence of 3-4 lesson plans

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

TEXTBOOKS, REFERENCES, MATERIALS:

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

BC Ministry of Education (2006). *Social Studies K to 7: Integrated Resource Package 2006*. Available online at <http://www.bced.gov.bc.ca/irp/ssk7.pdf>

Case, R., & Clark, P. (2008). *The anthology of Social Studies: Issues and strategies for elementary teachers, Volume 1* (selected chapters). Vancouver, BC: Pacific Educational Press.

SUPPLIES / MATERIALS:

Additional readings may include:

Baker, F.W. (2009). Media literacy: 21st century literacy skills. In H. Hayes Jacobs (Ed.), *Curriculum 21: Essential education for a changing world*. Alexandria, VA: ASCD.

Fine, M., Weis, L., & Power, L.C. (1997). Communities of difference: A critical look at desegregated spaces created for and by youth. *Harvard Educational Review*, 67, 247-284.

MacMath, S. (2008). Implementing a democratic pedagogy in the classroom: Putting Dewey into practice. *Canadian Journal for New Scholars in Education*, 1(1), 1 – 12.

Merryfield, M.M., & Wilson, A. (2005). *Teaching global perspectives*. USA: National Council for the Social Studies.

United Nations (1989). *Convention on the rights of the child*. Available online at <http://www2.ohchr.org/english/law/pdf/crc.pdf>

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41, 237-269.

Wright, I. (1995). Concept teaching and learning. In *Elementary Social Studies: A practical approach* (pp41-57). Toronto, ON: Nelson Canada.

STUDENT EVALUATION:

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

- Create a critical challenge that would address a BC Ministry of Education Prescribed Learning Outcome (kindergarten to grade 7) in the social studies. Include your assessment "of" learning example task for your

challenge.

- Using a concept (e.g., discrimination, geographical regions, etc), create a fulsome definition and set of examples and non examples to be used to develop students' knowledge in relation to a specific BC Ministry of Education Prescribed Learning Outcome in the social studies.
- Create a series of lesson plans that describe, in detail, how to teach a BC Ministry of Education Prescribed Learning Outcome (kindergarten to grade 7) in the social studies. These lesson plans should demonstrate how you can meet a variety of student needs (e.g., differentiated learning).

COURSE CONTENT:

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

Interactive constructivism and the ideal citizen
Examining the Prescribed Learning Outcomes by grade
Critical challenges
Peer assessment protocols
Concept sets
United Nations Convention on Rights of the Child
Inquiry learning
Democratic pedagogy
Citizenship in the classroom
Lesson planning
Assessment in social studies
Addressing controversial issues in the classroom
Multicultural and global education



COURSE IMPLEMENTATION DATE: May 2007
 COURSE REVISED IMPLEMENTATION DATE: October 2011
 COURSE TO BE REVIEWED: October 2017
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

EDUC 422	PROFESSIONAL STUDIES/ TEACHER EDUCATION PROGRAM	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Designs for Learning Elementary Fine Arts	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is designed to provide students with an overview of the Fine Arts including Movement and Dance, Drama, Music, and Visual Arts. Students will familiarize themselves with the British Columbia Fine Arts Curriculum Guidelines for the elementary grades. Attention will be paid to the elements that are particular to each Fine Arts discipline. We will explore meaningful ways to connect the Fine Arts to other subject areas in the elementary curriculum, with a focus on deep learning and exploratory work that evolves out of interest.

The focus of this course will be on experiential, student-centered, and process-oriented learning in, through, with and about the arts. We will actively participate in experiences that engage us in the arts, with the understanding that in order to teach the arts we must first experience them ourselves.

This course is designed to be an initial introduction to and overview of the four fine arts areas—music, dance, drama and visual arts. We will work from the premise that the arts are fundamental to learning and that progressive, sequential experiences and opportunities in each of the arts disciplines develop the skills and abilities of all children. Underlying our work is the recognition that for all learners, experiences in the arts open up possibilities for creative and critical thinking, flexibility, self-knowledge, self-confidence, risk-taking and open-mindedness.

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

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

TOTAL HOURS PER TERM: <u>15</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: <u>3</u> Hrs	Hours per day: _____
Seminar: <u>12</u> Hrs	
Laboratory: _____ Hrs	
Field experience: _____ Hrs	OTHER:
Student directed learning: _____ Hrs	Maximum enrolment: <u>36</u>
Other (specify): _____ Hrs	Expected frequency of course offerings: <u>annually</u>
	<i>(every semester, annually, every other year, etc.)</i>

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

Course designer(s): **Shirley Lister**

Department Head: **Awneet Sivia**

Date approved: _____

Supporting area consultation (Pre-UPAC)

Date of meeting: _____

Curriculum Committee chair: **Awneet Sivia**

Date approved: **September 2011**

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:

- Describe the elements of each arts discipline and how they are applied to pedagogy
- Articulate the importance of offering an experiential, student-centred, and process-oriented nature of arts education
- Explain the deep connections between arts and other subject areas for representing learning
- Integrate arts content and pedagogy with other elementary subjects
- Describe the BC Fine Arts K-7 IRP and Provincial Learning Outcomes relevant for the grade level[s] taught in practicum and provide concrete examples of learning opportunities/lessons that meet these Provincial Learning Outcomes.

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

Lectures, experiential learning, seminars

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

TEXTBOOKS, REFERENCES, MATERIALS:

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

B.C.'s Ministry of Education Website regarding the British Columbia Fine Arts Curriculum: <www.bced.gov.bc.ca/irp>

Other Recommended References:

- Booth, D. (2005). *Story drama, 2nd ed.* Canada: Pembroke Publishers.
[available in campus bookstore]
- Brynjolson, R. (1998). *Art and illustration for the classroom, A guide for teachers and parents.* Canada: Peguis Publishers.
[available from School House Teaching Supplies, Victoria, B.C. sales@schoolhouseteaching.com]
- Edwards, L. (2010). *The creative arts—A process approach for teachers and children, 4th ed.* USA: Merrill Publishers.
- Montgomery, A. (2002). *Teaching towards musical understanding—A handbook for the elementary grades.* Canada: Pearson Education.
- Pura, T. (1992-6th printing 2008). *Creative Ideas for teaching Drama—Stages.* Canada: J. Gordon Shillingford Publishing.
- Spolin, V. (1986). *Theatre games for the elementary classroom—A teacher's handbook.* USA: Northwestern University Press.

SUPPLIES / MATERIALS:

The following materials are mandatory for effective course participation:

- 1-2 Drawing pencils- e.g. 4B, 2B, one charcoal pencil
 - Paintbrushes [3-4 of varied sizes] suitable for acrylic paints
 - Tubes of acrylic paint-minimum colors to include red, yellow, blue, white and black.
[You may wish to share a set between 2-3 people]
 - Sketch pad suitable for drawing and acrylic paints
 - Soft eraser
 - 1 roll blue work towels [for use in paper mache] [available at Canadian Tire, etc]
 - Small jar vaseline
 - Feathers/glitter/sequins, etc for decorating mask [not needed initially]
 - 1 large bottle white glue [225ml]
- An apron, old shirt or large garbage bag to protect your clothing when painting

- 2 large plastic tupperware-type containers [for water when using clay & painting]
- Old muffin tin, styrofoam egg carton or plastic lid or palette for mixing paints
- A large piece of heavy cardboard, along with an old plastic placemat, or a wood or plastic [e.g. old cutting board], minimum 9"x12" [preferably larger] [this is for a base for your clay mask form]
- 1 or 2 old towels [that will be used for clean-up when working with clay]

STUDENT EVALUATION:

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

All courses in the Teacher Education Program are graded on a credit/no credit basis. The instructor reserves the right to ask for an assignment to be revised and handed in for re-evaluation. All assignments must be completed successfully for course credit. Credit for EDUC 422 will be based upon:

- **Course Participation 10%**
- **Recorder Performance 10%**
- **Dramatic Presentation 30%**
- **Portfolio 50%**

COURSE CONTENT:

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

- Drama games and exercises, tableaux, story (role) drama, character development
- Sculpture, mask making and traditional use of mask
- Scribble and contour drawing, colour wheel, use of color, thumbnail sketch and illustration
- Music-Introduction to [& how to teach] beat, rhythm, reading music-notes, treble clef, time signature; how to teach & play recorder
- Elements of dance movements & integration with movement
- Examples of assessment in the arts
- Integration of fine arts learning with other curriculum areas



COURSE IMPLEMENTATION DATE: May 2007
COURSE REVISED IMPLEMENTATION DATE: Oct 2011
COURSE TO BE REVIEWED: Oct 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

Table with 3 columns: COURSE NAME/NUMBER (EDUC 423), FACULTY/DEPARTMENT (Professional Studies/Teacher Education Program), UFV CREDITS (2). Includes descriptive title: Designs for Learning Elementary Science.

CALENDAR DESCRIPTION:

This course provides an introduction to fundamental pedagogical concepts and skills necessary for the effective teaching of elementary science. The BC provincial curriculum integrated resource package (IRP) will be used as a focus for exploring diverse pedagogical strategies. The course will explore the theory and practice of several pedagogical approaches including inquiry, discovery, conceptual change, critical challenges and direct instruction.

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

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

TOTAL HOURS PER TERM: 30
STRUCTURE OF HOURS: Lectures: 10 Hrs, Seminar: 10 Hrs, Laboratory: 10 Hrs, Field experience: Hrs, Student directed learning: Hrs, Other (specify): Hrs
TRAINING DAY-BASED INSTRUCTION: Length of course: Hrs, Hours per day: Hrs
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): Dr. Barbara Moon
Department Head: Awneet Sivia
Supporting area consultation (Pre-UPAC)
Curriculum Committee chair: Awneet Sivia
Dean/Associate VP: Dr. Rosetta Khalideen
Undergraduate Program Advisory Committee (UPAC) approval
Date approved: September 2011
Date of meeting:

LEARNING OUTCOMES:

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

- Describe the organization and design of the BC Elementary Science IRP.
- Examine the implications of constructivist learning theory for designing learning activities in elementary science.
- Apply the Elementary Science IRP principles and outcomes to develop and teach science activities in the 3 strands (Life, Physical and Earth and Space Science) in a community setting.
- Develop and demonstrate skills in planning and developing a short sequence of lessons in science using inquiry and direct instruction.
- Describe basics of safe practices in classroom, laboratory, and field settings.
- Understand how to Integrate the use of information technology in science lessons.
- Analyze and integrate a variety of science instructional models with principles of learning and elementary curricula
- Develop basic-strategies for assessing understanding of content, skills, and problem solving in elementary science.

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

- Lecture, seminar, field trips and lab experiments.

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

TEXTBOOKS, REFERENCES, MATERIALS:

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

REQUIRED READING

Martin, D.J. (2005). *Elementary Science Methods: A Constructivist Approach*, 3e. Wadsworth
Bloom, Jeffrey. (2006). *Creating a classroom community of young scientists: A desktop companion*. (2nd Ed.). Taylor and Francis: New York.

BC Curriculum Resources: available at <www.bced.gov.bc.ca/irp/irp.htm>
Science K - 7. (1995). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia
Science Safety Resource Manual. (2003). Victoria: Ministry of Education, Curriculum Development Branch, Province of British Columbia

RECOMMENDED READING

Ebenezer, J.V. & Connor, S. (1999). *Learning to Teach Science for the 21st Century* (Canadian Ed.). Prentice-Hall: Scarborough, Ont.
Hassard, J. (2001). *The art of science teaching*. Prentice Hall: New York.
Griffiths, A.J. (2000). *KidScience: Real Science your Child Can Do*. APASE: Vancouver, BC.
Hunter, R. (2004). *Madeline Hunter's Mastery Teaching (Revised & Updated)*. Corwin Press
Teaching for Effective Learning: The Complete Book of PEEL Teaching Procedures. (2004). Peel Publishing Group: Melbourne, Australia.

SUPPLIES / MATERIALS:

Science learning resources and kits from UFV curriculum library

STUDENT EVALUATION:

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

Assignment A 50%
Assignment B 35%
Assignment C 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. 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
- The nature of science and learning in science
- Pupil's conceptions in science and implications for citizenship
- Inquiry teaching and strategies for science learning
- Direct instruction and strategies for science learning
- **Instructional models and strategies for science learning**
- Information technology to promote science learning
- Basics of safety in the classroom, laboratory and field
- The local community as a location for science and stewardship activities
- Lesson planning and unit planning
- Using a range of on-going assessment strategies for science activities
- Diversity and inclusion issues in science teaching
- BC Elementary Science curriculum (2005) and Science Safety Resource Manual (2003)
- Integration of science into other subject areas, including health, consumerism, and community planning
- Resources available for science teaching (e.g., Project Wild, Streamkeepers, etc.)

ASSIGNMENTS

A. Instructional Tools: A SIM (Science Instructional Model) lesson and a CC (Critical Challenge) lesson within one of the three curriculum areas in the IRP (includes sophisticated representation of chosen instructional model, activities, safety considerations, assessment and a rationale for instructional design) [collaborative or solo].

B. Instructional Practice: Collaborative planning, microteaching, and assessment of a short science lesson in the form of "Science Connections: Scientists for the Day". [collaborative]

C. Learning portfolio or paper that synthesizes the student's growing understanding of elementary science teaching and elementary teaching strategies and how their teaching practice is related to citizenship issues, their own beliefs about teaching and learning, knowledge about the nature of science and to the key values of UFV's teacher education program. ~~Include an assessment and critique of the direct instruction components of the Social Studies, Language Arts and/or Fine Arts Designs for Learning courses.*~~

Note: These assignments may be used to contribute to the Education 495 portfolio project.



COURSE IMPLEMENTATION DATE: May 207
 COURSE REVISED IMPLEMENTATION DATE: October 2011
 COURSE TO BE REVIEWED: October 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 424	Professional Studies/Teacher Education Program	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Designs for Learning Elementary Mathematics	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides an introduction to fundamental pedagogical concepts and skills necessary for the effective teaching of elementary mathematics. The BC provincial curriculum Integrated Resource Package (IRP) and Common Curriculum Framework will be used as a focus for exploring diverse pedagogical strategies. The course will focus on developing conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and productive dispositions that enable students to be successful in mathematics.

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

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

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

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 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): <u>Dr. Sheryl MacMath</u>	Date approved: _____
Department Head: <u>Awneet Sivia</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: <u>Sept 2011</u>
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with the BC Elementary Mathematics IRP
- Utilize a variety of manipulatives to teach any concept in the elementary mathematics IRP
- Plan and develop lesson plans that provide conceptual, procedural, and strategic competence in students
- Assess student knowledge and skill in elementary mathematics using assessment as, for, and of learning strategies
- Teach elementary mathematical concepts using real life examples and applications

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)

x Other (specify): Lesson plans, assessment plans, and conceptual framework maps

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

TEXTBOOKS, REFERENCES, MATERIALS:

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

BC Ministry of Education (2007). *Mathematics K to 7: Integrated resource package*. Vancouver, BC: Author. Available online at <http://www.bced.gov.bc.ca/irp/mathk72007.pdf>

Hoven, J., & Garelick, B. (2007). Singapore Math. *Educational Leadership*, Nov. 27, 28 -36.

Schifter, D. (2007). What's right about looking at what's wrong? *Educational Researcher*, Nov 27, 22 – 27.

Steen, L.A. (2007). How mathematics counts. *Educational Leadership*, Nov 27, 9 – 14.

Van de Walle, J., Folk, S., Karp, K.S., & Bay-Williams, J.M. (2011). *Elementary and middle school mathematics: Teaching developmentally, 3rd edition*. Toronto, ON: Pearson Canada.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

- **5 Strand Proficiency Map:** Choose a grade and PLO from the Math IRPs. Using the 5 strands for mathematical proficiency, identify all background knowledge and example activities for each strand. To be assessed based on comprehensiveness, congruence with your PLO, and accurate reference to the 5 strands.
- **Assessment “of” set of activities:** You will create four different assessment “of” activities for your PLO (assignment and product). Your four assessments will be: (a) a conceptual task involving the use of manipulatives and/or pictures, (b) a procedural task, (c) a strategic competence task, which provides examples of adaptive reasoning, and (d) a completed ANIE. To be assessed on congruence with the PLO, age appropriateness, comprehensiveness, and accurate reference to the 5 strands.

➤ **Lesson plans:** It is important to note that these lesson plans will most likely not be consecutive. Rather than focusing on your ability to link a sequence together, I am focusing on your ability to plan for a variety of math activities. Each lesson plan may be for a lesson that may take more than two sessions of time. All parts of the LEAAL are required for each lesson. You will be making three lesson plans, one for each of the following: (a) conceptual focus, involving the use of manipulatives, pictures, and/or different ways of representing numbers/ideas; (b) procedural focus; and (c) strategic competence which involves the use of adaptive reasoning. To be assessed on the criteria outlined in your planning and assessment course, congruence with your PLO, age appropriateness, and accurate reference to the 5 strands

COURSE CONTENT:

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

Mathematics IRP and PLOs by grade
5 strands of mathematical proficiency
Problem solving
Singapore math
Number sense
Teaching from the student text vs teaching from a teacher's guide
Available math programs and resources
Addition, subtraction, multiplication, and division
Fractions, decimals, and percents
Measurement
Space and shape
Probability and statistics
Algorithms
Assessment in mathematics
Lesson planning



COURSE IMPLEMENTATION DATE: May 2007
 COURSE REVISED IMPLEMENTATION DATE: Sept 2011
 COURSE TO BE REVIEWED: Oct 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 425	Professional Studies/Teacher Education Program	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Designs for Learning Elementary Physical Education		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides an introduction to fundamental theoretical concepts and pedagogical skills for implementation of a physical education program for the elementary classroom. Approaches to teaching about active, healthy lifestyles and wellness will be explored. The BC provincial curriculum Integrated Resource Packages (IRP) will be used as a focus for exploring diverse pedagogical strategies and inclusion. Participants need to be prepared to take part in physical activity in class and outdoors.

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

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 15

STRUCTURE OF HOURS:

Lectures:	<u>8</u>	Hrs
Seminar:	<u>7</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: 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): <u>Allison Pritchard-Orr</u>	Date approved: _____
Department Head: <u>Awneet Sivia</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: <u>September 2011</u>
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- Demonstrate familiarity with **and describe main components** of the BC Physical Education K-7 IRP
- Demonstrate inclusion to promote physical activity
- **Integrate physical education instruction with other elementary subject areas to promote physical activity across the curriculum**
- Apply a wide variety of strategies for teaching movement skills
- **Develop and demonstrate** skills in planning and developing a short sequence of lessons using physical education integrated into other curriculum areas
- **Integrate physical education curriculum with** information technology for the promotion of healthy, active lifestyles

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

TEXTBOOKS, REFERENCES, MATERIALS:

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

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

REQUIRED READING

Physical Education K-7 Integrate Resource Package. BC Ministry of Education. 1998. Available at <<http://www.bced.gov.bc.ca/curriculum/pdfs/pek7intr.pdf>>.

RECOMMENDED READING

Kirchner, G. *Physical Education for Elementary School Children* (11th ed.) Madison, WI: Brown & Benchmark, 1998.
Kirchner, G. & Fishburne, G.J. *Physical Education for Elementary School Children with Lesson Plans and Powerweb: Health and Human Performance*. 10th ed. WCB/McGraw Hill: Boston, Mass, 1998

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

- Assignment 1 20%
- Assignment 2 30%
- Assignment 3 50%

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

- Motor learning and children's growth and development
- Diversity, gender and inclusion issues in physical fitness and wellness
- Introduction to the teaching of movement skills in sports, dance and games
- Introduction to principles and skills for organizing and managing whole group activities
- Integration of physical activities into other curriculum areas
- Using technology as a creative medium for the promotion of healthy, active lifestyles
- Unit and lesson planning and on-going assessment
- Local resources and programs available for promoting physical fitness

ASSIGNMENTS

1. Using the BC Physical Education K-7 IRP as a resource, develop a series of lessons (2-3) that focuses on motor learning and children's growth and development.
 2. In a short paper, explore inclusion issues (e.g., race, gender, and ability) in sports and physical activity.*
 3. Using the BC Physical Education K-7 IRP as a resource, develop a unit plan that contains:
 - A lesson on children's physical fitness and lifestyle choices
 - A lesson on inclusion
 - An activity that is community based or integrated into another subject area.
- *Note:** This assignment may be used to contribute to the Education 495 portfolio project.



COURSE IMPLEMENTATION DATE: September 2007
 COURSE REVISED IMPLEMENTATION DATE: September 2013
 COURSE TO BE REVIEWED: September 2019
(six years after UPAC approval) (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

EDUC 447	Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Indigenous Youth and Schooling	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

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

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

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

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

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

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

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

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

LEARNING OUTCOMES:

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

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

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

- Lecture, seminar, presentations and field trips.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): This course is integrated with other courses in the Teacher Education Program. Students cannot audit or challenge this course.

TEXTBOOKS, REFERENCES, MATERIALS:

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

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

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

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

Grading for this course is on a credit/no credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit grade). Students achieving below a C+ level will be assigned and NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

COURSE CONTENT:

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

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



COURSE IMPLEMENTATION DATE: January 2008
 COURSE REVISED IMPLEMENTATION DATE: Oct 2012
 COURSE TO BE REVIEWED: Oct 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/Teacher Education	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Mental Health and Special Learning Needs		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course orients students to the individualized needs of students with low incidence special needs requiring special education or mental health services. This course provides students with an overview of the educational, psychological, behavioral and social needs of students with low incidence special educational needs and possible teaching strategies as well as ways to support these students at school. 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: 15

STRUCTURE OF HOURS:

Lectures:	<u>10</u>	Hrs
Seminar:	<u>5</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: _____
(every semester, annually, every other year, etc.)

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

Course designer(s): Dr. Shirley Lister	_____	Date approved: _____
Department Head: Awneet Sivia	_____	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	_____	Date approved: October 2011
Curriculum Committee chair: Awneet Sivia	_____	Date approved: _____
Dean/Associate VP: Dr. Rosetta Khalideen	_____	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	_____	Date of meeting: _____

LEARNING OUTCOMES:

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

- ~~Articulate how educational legislation in British Columbia regarding students with special needs impacts students' learning experiences.~~
- ~~Identify the pros and cons of various models of support for students with special needs [e.g. pull-out, team-teaching etc.]~~
- ~~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.~~
- Articulate the educational, psychological, behavioral and social needs of students with low incidence special educational needs and possible teaching strategies as well as ways to support these students at school.
- Discuss accessibility and mobility needs of some students with low incidence needs as well as possible barriers to participation by these students.
- Describe 3 examples of how assistive technology facilitates participation of students with varied low incidence special needs.

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.bc.ca/specialed

-Additional articles relevant to Mental Health and Special Learning Needs

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Course Participation: 20%

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 low incidence or special education learning needs-- will research and then give class presentation/seminar [to be developed as a workshop/in-service] about their psychological, educational, behavioral, and/or behavioral needs. Possible adaptations to support these learners in the classroom will be described.

Reflections on the provision of special education services in practicum classroom and school. 40% Individual project-Students to critique inclusiveness of school-physical accessibility, social inclusion opportunities, and so on. Students to describe how special education services were provided to students at school, and students in own classroom [withdrawal, team teaching, etc.]. In what ways did student teacher follow a UDL model of teaching? Describe two successful lessons where adaptations were incorporated into the planning that went well, & describe why. Describe two ways in which the needs of students with mental health or special learning needs could have been more effectively met, and justify the reasons why.

Disability Awareness Mini-Unit 30%

Students will develop a Disability Awareness mini-unit suitable for the grade level they plan to teach. It may focus on a specific low incidence special need – e.g. Blindness.

COURSE CONTENT:

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

- Definition and BC classifications of students with low-incidence special needs
- Learners with Intellectual disabilities
- Learners with severe behavior disorders
- Learners who are deaf or hard of hearing
- Learners with blindness or low vision
- Learners with low multiple and severe exceptionalities
- Learners with physical impairments and other health impairments
- Accessibility and mobility needs, aids and issues
- Assistive technology to support learners with special needs



COURSE IMPLEMENTATION DATE: January 2008
 COURSE REVISED IMPLEMENTATION DATE: May 2012
 COURSE TO BE REVIEWED: May 2018
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

EDUC 460	Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Governance and Reform in Public Education		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

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

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

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **30**

STRUCTURE OF HOURS:

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

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: **36**

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

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

Course designer(s): Sheryl MacMath	Date approved: _____
Department Head: Awneet Sivia	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: October 2011
Curriculum Committee chair: Awneet Sivia	Date approved: _____
Dean/Associate VP: Rosetta Khalideen	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

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

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

Lecture, discussion, small group activities, peer assessment

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

x PLAR cannot be awarded for this course for the following reason(s): This course is connected to and integrated with school practica and other courses in the program. Students cannot audit or challenge this course.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Feinberg, W. (2006). *For goodness sake: Religious schools and education for democratic citizenry*. New York, NY: Routledge.

Fleming, T. (1991). Canadian school policy in liberal and post-liberal eras: Historical perspectives on the changing social context of schooling, 1846-1990. *Journal of Education Policy*, 6, 183 – 199.

Fleming, T., & Hutton, B. (1997). School boards, district consolidation, and educational governance in British Columbia, 1972 – 1995. *Canadian Journal of Educational Administration and Policy*, 10,

Gutek, G.L. (2009). *New perspectives on philosophy and education*. Columbus, OH: Pearson.

Kliebard, H. (1987). *The struggle for the American curriculum: 1893 – 1958*. New York, NY: Routledge.

Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and tougher standards*. New York, NY: Houghton Mifflin.

Kohn, A. (2007). The truth about homework: Needless assignments persist because of widespread misconceptions about learning. *Our Schools, Our Selves*, 16(3), 77 – 84.

Montmarquette, C. (1990). A legacy for learners: The report on the British Columbia Royal Commission on Education, 1988. *Canadian Public Policy*, 16, 91-96.

Osborne, K. (1999). *Education: A guide to the Canadian school debate—or, who wants what and why?* Toronto, ON: Penguin Canada.

Parkay, F., Hardcastle Sanford, B., & Gougeon, T.D. (1995). *Becoming a teacher: Canadian edition*. Scarborough, ON: Allyn & Bacon Canada.

Raptis, H., & Fleming, T. (2006). Large-scale assessment outcomes in British Columbia, 1876 1999. *Canadian Journal of Education*, 29, 1191 – 1222.

Reed, R.F., & Johnson, T.W. (2000). *Philosophical documents in education, 2nd edition*. Toronto, ON: Longman.

Sheenan, N.M., & Wilson, J.D. (1994). From normal school to the university to the College of Teachers: Teacher education in British Columbia in the 20th century. *Journal of Education for Teaching*, 20, 23 – 37.

Ungerleider, C. (2003). *Failing children: How we are ruining our public schools*. Toronto, ON: McClelland & Stewart, Ltd.

van Brummelen, H. (1993). The Effects of Government Funding on Private Schools: Appraising the Perceptions of Long-term Principals and Teachers in British Columbia's Christian Schools. *Canadian Journal of Education*, 18, 14 – 28.

SUPPLIES / MATERIALS:

Web based articles

Newspapers and broadcasts

STUDENT EVALUATION:

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

Assignment #1 (history overview): 20%

Assignment #2 (philosophy overview): 20%

Assignment #3 (personal philosophy): 30%

Assignment #4 (issue examination): 30%

COURSE CONTENT:

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

Professionalism in Education

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

BC Teachers Federation

BC College of Teachers

School Boards and School Trustees

Independent schools in BC

School associations in BC

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

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



HOW TO SHINE IN THE MEDIA SPOTLIGHT

A former reporter reveals the secrets of successful spokespeople

by Karen Friedman

You've probably seen them on television—interviewees who always seem to deliver a quick quip, an interesting anecdote or an important fact that makes you stop and take notice. They seem natural, conversational, energetic and unrehearsed. They engage you as soon as they speak. Others simply ignore the reporter's question and, like any good driver, take quick control of the wheel, heading off in their own direction. What is it they have in common? Chances are, these savvy spokespeople have benefited from good media training.

Not long ago, a colleague complained that in today's media-charged environment, it's hard to find an executive who hasn't been coached

Karen Friedman is president of Karen Friedman Enterprises Inc. and recently earned IABC's prestigious "Recommended Speaker" designation. An award-winning television reporter and anchor, she covered local, national and international events for 20 years. She can be reached at +1 610.292.9780 or www.karenfriedman.com.

by a media trainer. And in a recent *Columbia Journalism Review* article, well-known journalists grumbled that as a growing number of media trainers teach spokespeople to twist interviews, dodge questions and seize control of interviews, the public is suffering.

Strive for verbal fluency

Imagine that! Intelligent spokespeople who don't want to be caught off guard are coming to interviews armed with facts and messages, have practiced delivering those messages, and are learning how to speak clearly and concisely so they can explain complicated information in simple terms. What a concept!

In the early 1990s, Thomas Harrell, professor emeritus of business at Stanford University, studied a group of MBAs a decade after their graduation. His goal was to identify the traits of those who were most successful. The one common trait among the "successfuls" was their verbal fluency. They were confident communicators who could talk to anyone—colleagues, investors, strangers, bosses or associates. They could speak well in front of audiences, and they were easy to talk to. That's why media training—



“The biggest challenge for executives is to stop speaking CEO-speak and start talking in a language everyone can understand.”

—Darrell Browning
media consultant

otherwise known as communication coaching—should be mandatory in business.

As a reporter for more than 20 years, I interviewed countless numbers of smart, articulate people who had a lot to say but didn't know how to say it. As a result, they missed great opportunities to get their point across and shine in the spotlight. They were nervous and uncomfortable and, like many of us, feared being misquoted, blindsided by unexpected questions or taken out of context. So, instead of plotting their own path, they simply followed my lead and let me determine their direction. While reporters certainly have their own agendas, until recently, no one had given spokespeople the tools or permission to take control away from them.

While you may never find yourself being interviewed on TV or having to answer tough questions from a reporter from a major newspaper, facing any journalist without preparation is bad news. Interviews shape public perception about you, your company or your product. Think of them as opportunities.

Think like a reporter

Most media training focuses on developing key messages, dodging questions and preparing for responses. Good media training will teach you how to crawl inside a reporter's head so you understand how to get what you need while giving him what he wants. Reporters want you to answer questions, not spout messages. They want you to appear animated, not coached. They want you to talk about your product or service but are turned off if you start promoting. So, how can you bridge the gap and make the most of every

interview opportunity?

The key is to think like the reporter. Let's say you're a doctor who is offering advice about how people who suffer from depression can get through the holidays. It is natural for you to want to discuss years of research, data and safety profiles before getting to possible solutions. While that information may be relevant to certain audiences, it is far more compelling to put the facts into perspective by explaining the magnitude of the problem and how it affects your target audience. If people don't understand the problem, they can't appreciate the importance of a solution.

Imagine if you said this:

“For nearly 20 million people who suffer from depression each year, the holiday season can be an especially difficult time, resulting in time away from work, strained personal relationships and an inability to complete everyday tasks. That's why it's so important to recognize symptoms, because this is a very treatable condition.”

By explaining the significance of the problem (20 million people), you are helping the audience understand how it affects others (work, relationships, tasks) and why the advice (recognizing symptoms and getting help) is so important.

When reporters cover stories, they ask three questions: Who cares? Why do they care? And how is my reader, listener or viewer affected? Reporters don't want volumes of information or lengthy background. They want you to give them the bottom line—quickly.

“A spokesperson needs to talk in concepts and put information in perspective, rather than memorize sentences,” observes

crisis management consultant Rick Amme. “By knowing what people care about, you can prepare messages that go to the heart of their wants and needs.”

Humanize the story

Reporters need that perspective to tell the story. They ask questions to evoke emotion. They want you to speak from the heart so you reach through the screen or come off the page to make people see what you saw, hear what you heard or feel what you felt. This doesn't mean you need to sob or tell a journalist everything you know. When you speak, you should look for opportunities to humanize the information so that people can visualize and relate to what you're saying.

“The biggest challenge for executives is to stop speaking CEO-speak and start talking in a language everyone can understand,” says media consultant Darrell Browning.

This is especially important when a situation unexpectedly thrusts a company or an event into the spotlight and reporters are banging down the door. I once covered a story about alleged sexual misconduct by a high-ranking association official who worked with children. When the accused and the association refused to return our calls, we showed up at their door. When they still refused to acknowledge our presence, our editors instructed us to report live from the scene. This fueled speculation, additional media attention and community outrage. The association would have been in a better position to control the flow of information if it had issued a statement saying it was aware of the allegations but no charges had been

Do's and don'ts for great media interviews

Think of a media encounter as a good dining experience

- **Start with a clean plate.** Forget about what you can't control. Assume the reporters know very little about your area of expertise. Think of communicating as a way to help them solve their problems.
- **Think of planning a dinner party.** If you were sitting at their table, what would you like to eat?
- **Whet their appetite with the first course.** The first words out of your mouth really count. If you don't interest them immediately, they'll tune out.
- **Don't serve them all at once.** Don't tell them everything you know. Tell them what they want to know.
- **Stuff them till they're full.** Pack your discussion with real-life examples. Facts and information are dry. Explain with stories, examples, analogies and anecdotes.
- **Don't make them wait.** Get to the point or they'll lose their appetite.
- **Offer a little dessert.** Keep it short and sweet or they'll be too full to enjoy.
- **Deliver service with a smile.** Be fully engaged to make them feel valued.

—K.F.

filed, or that this was a terribly upsetting situation and they were working closely with authorities to determine what, if anything, had happened.

How a company responds often drives what the media reports. It is better to explain why you can't comment than not say anything at all. By appearing open and honest, you will be perceived as a caring person who is trying to manage difficult circumstances, instead of someone who is just attempting to defend or "spin" your actions.

Know your game

Preparing for a media interview is similar to preparing for a football game. You need a game plan. You must first determine where you're headed, how you're going to get there and what outcome you desire. Like a kickoff, you need to come out strong and set the tone, because first impressions score big. Then it's important to stay focused by limiting the number of points

you throw out. In a sense, that's why media training is about far more than talking to the media. It helps people communicate more effectively to a variety of groups, including business audiences, analysts, investors and the public. Here are tips to help you deliver your message with greater impact.

■ **Be real.** People want to relate to you. No one wants to hear from a robot who is so "on message" that he never smiles or shows emotion. Enthusiasm is contagious. If you want to engage a reporter, then let your passion pour out.

■ **Speak their language.** They know you're smart—that's why they're interviewing you. So avoid big words or workplace jargon. Speak simply and conversationally. If the reporter doesn't understand you, then she can't explain it to the reader.

■ **Own your interview.** Interviews are opportunities to share, inform and educate. It's not enough to simply answer the

question. Try to address the question and look for opportunities to insert your message.


■ **Don't assume the reporter knows what you're talking about.** Most reporters are not experts in your field. They know a little about a lot, not a lot about a little. What is clear to you might sound foreign to them. Make sure they understand what you're talking about. They can't accurately report and make sense of information that they only think they understand.

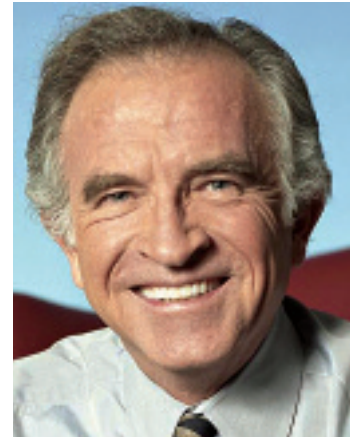
■ **Attitude is everything.** Cooperate. Don't be offensive, argumentative or confrontational. Don't tell the reporters how to do their jobs. You should provide information to guide them, but ultimately they will write the story. Reporters do not work for you.

■ **Stay on the yellow brick road.** Don't ramble. Say what you have to say as clearly and concisely as possible, and then stop! It is not your responsibility to fill the silence. Too much information and too many details create confusion, inaccurate reporting and misunderstandings.

■ **Avoid either/or questions.** Either you agree or disagree. Which is it? You cannot win an either/or question, which is designed to box you into a limited answer. Take the high road to present a broad picture of the issues involved.

■ **Be yourself.** If you don't know something, say so. Reporters will respect your honesty.

If you're serious about improving your skills or keeping your boss out of the hot seat, seek media training that focuses on standards and values. Words without principle are words without meaning. Listeners will see right through them—and right through you. 



“A spokesperson needs to talk in concepts and put information in perspective, rather than memorize sentences.”

—Rick Amme
crisis management consultant

Media Relations at UFV

October 31, 2011

Why media relations?

UFV engages in media relations to enhance the university's reputation, and to ensure information is shared regarding its strategic directions, priorities, partnerships and successes. Communication with media is also used for issues management and emergency/crisis communications.

University communications are authentic, accurate, transparent, accessible and timely in order to be accountable to the government and public. It is important to present UFV accurately and in the best possible light. When information is released to the media, every effort must be made to avoid misunderstanding, misinterpretation, or confusion.

Who speaks to the media?

The President is the official spokesperson for the university at large, and can delegate this responsibility when appropriate. The Marketing and Communications department handles all media inquiries, and is informed of all media contact with the university (including student media). When needed, the Marketing and Communications department requests administrators, faculty and staff throughout UFV to be media spokespersons on their areas of expertise. This practice of distributed media relations increases efficiency in responding to media requests, increases UFV's share of voice in the media, and enables the most knowledgeable person on a given topic to be the direct source of information.

Who talks about what?

1. Administration, deans, directors, faculty, and staff should not respond to inquiries from the media concerning matters such as personnel issues, crisis management, emergency situations, and university policies and fiscal operations; instead, they should immediately refer such inquiries to the Marketing and Communications department.
2. Administration, deans, directors, faculty, and staff may respond directly to media inquiries on ordinary, day-to-day matters such as course information, scholarships, faculty awards and areas of subject matter expertise; however, all inquiries from media should be reported immediately to the Marketing and Communications department.
3. With a few exceptions, departments and faculty or staff members should not issue news releases directly to the media. All news releases must go through the Marcom office. Exceptions are departments that have a designated media liaison (i.e., the Athletics department is responsible for varsity sports and events news releases and media inquiries, and the Theatre department issues theatre-related releases).

Preparing for a media interview

Marketing and Communications can liaison with media to pitch/shape/determine the subject and scope of the interview, the angle of the story, and find out the reporter's deadline. Marcom can also prepare talking points for the interviewee to work from.

Tips for the media interview

- Be yourself, speak conversationally, and let enthusiasm/passion shine through.
- Humanize the story: what does this mean for students? Staff? Etc. Provide context to answer the question, "Why should anyone care?"
- Do not assume the reporter understands the subject.
- It's often not enough to simply answer the reporter's questions: make sure you get your messages across (you can lead the interview).
- You are never off the record. Do not say something you would not want to appear in the media.
- Be as clear and concise as possible (strive for short quotes and sound bites, rather than longwinded.)
- Do not answer questions you do not know the answer to, or do not feel comfortable answering (or, if the question gets into an area you are not in a position to comment on). Rather than saying 'no comment,' let the reporter know that Marcom can assist with getting the answer to the question.

For more information, see attached article *How to Shine in the Media Spotlight*, by Karen Friedman (Communication World, May-June 2005), and contact Marketing and Communications for media training opportunities.

Contact: Leslie Courchesne, Director, Marketing and Communications
Mobile: 604-302-6257 Office: 604-864-4611 Leslie.Courchesne@ufv.ca
October 31, 2011

New Programs Criteria Checklist (revised, October 16, 2011)

(submitted to APPC by a small working group of APPC members but not yet discussed by the committee.)

		No	Yes	Exceeds exp	original criterion number
		0	1	2	
	Quality of the Proposal (prerequisite condition)				
0	Internal consistency between the program objectives and content.	Proposals that don't satisfy this criterion will not be considered.			13
Strategic direction #1: UFV will provide the best undergraduate education in Canada					
	I. Meets the needs of students				
1	Creates a substantially new option for students	insubstantial	new to UFV	new to lower mainland	1
2	Adds value to an existing credential or creates new credential	marginal value	adds to existing	new credential	2
3	Contributes to the diversity of offerings at UFV.				3
4	Innovative in goal and/or method of delivery				14
5	Accessible to a broad range of students (can include, but is not limited, to: attention to diverse learning styles; multiple delivery options, such as online, evening, or weekend courses; financial assistance, such as tuition waivers).				8
6	Incorporates a sensitivity to the needs of Aboriginal learners both in curricular content and method of delivery.				6
	II. Offers student adequate preparation for citizenship, and a general education to meet the needs of a changing economy				
7	Builds skills in critical thinking, communication, dialogue, and leadership.				16
8	Provides skills suitable for employment.				17
9	Encourages creative thinking.				8

10	Creates opportunities for student research and/or creative enterprises				4, 20
11	Includes experiential learning in the program				21
12	Enhances cross-cultural awareness (in a global context)				19
13	Enhances cross-cultural awareness as related to Indigenous practices, issues and perspectives				6
14	Meets other UFV learning outcomes				14
III. Demand and Employability					
External demand:					
15	Student demand for the program currently exists				22
16	Student demand for the program will be ongoing				23
Internal demand:					
17	Provides students with work-related skills they could not otherwise obtain at UFV				25
18	UFV students prefer this program over existing UFV programs				26
19	Strengthens existing programs by offering complementary program opportunities				27
Strategic direction #2: UFV will be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley					
IV. Positions UFV locally, nationally, and internationally					
20	Addresses local issues				5
21	Addresses global issues				19
22	Creates or enhances relationship with Fraser Valley communities, including businesses, industry and/or social organizations				7
23	Creates or enhances relationship with international partners				19
Strategic direction #3: UFV will be innovative, entrepreneurial, and accountable in achieving our goals					
V. Demonstrates efficiency in utilizing existing resources and innovation					
24	Comprehensively utilizes the expertise of existing faculty.				9
25	Contributes to the development of more than one area of the institution.				3

26	Offers students efficient routes to completion without unnecessary duplication of curriculum				10, 11
27	Collaborates with other post-secondary institutions where such collaboration could benefit students				12
VI. Budget Analysis					
28	Makes use of existing human and material resources				28
29	Has secured required space for program				29
30	<i>?Does not adversely affect the institution's program mix cost (CLARIFICATION REQUIRED)</i>				30
31	Likely to maintain long term financial sustainability.				31
32	Does not adversely affect the FTE target.				32
33	Provides revenue generating opportunities				33
Totals					
	Cost for implementation:	Low	Medium	High	