

**APPROVED AGENDA**  
Professional Studies Faculty Council

Friday, October 17, 2014  
10:00 am – 12:00-noon  
Room B140, Abbotsford Campus

<i>Package Pages</i>	
Pg. 3-7	<p><b>1. Presentation by</b> - Adrienne Chan, Associate Vice President, Research, Engagement, and Graduate Studies, and Betty Poettcker, Director, Finance – Overhead Cost Recovery Policy</p>
Pg. 1-2 Pg. 8-18	<p><b>2. Items for Approval</b></p> <p>2.1. Agenda – October 17, 2014 2.2. Minutes – September 26, 2014</p>
Pg. 19-79 Pg. 80-102 Pg. 103	<p><b>3. New Business</b></p> <p>3.1. Bachelor of Education Proposal – Sheryl MacMath 3.2. New Program: Instructional Design (ID) Certificate 3.3. Program Name Change: AEWTC (Adult Education and Workplace Training Certificate) to WTC (Workplace Training Certificate) 3.4. New UEC Procedures <a href="http://www.ufv.ca/media/assets/senate/uec/resources/Program-and-Course-Approval-Procedures-(2014).pdf">http://www.ufv.ca/media/assets/senate/uec/resources/Program-and-Course-Approval-Procedures-(2014).pdf</a></p>
	<p><b>4. Standing Committee Reports</b></p> <p>4.1. Nominations and Elections Committee – <i>Glen Paddock</i> 4.2. Field Education and Practicum Committee – <i>Lucki Kang</i> 4.3. Retention Committee – TBA 4.4. Learning Exchange Committee – <i>David Dobson</i> 4.5. Faculty Newsletter Committee – <i>Maple Melder-Crozier</i> 4.6. Indigenization Committee - <i>Robert Harding</i></p>

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**5. Other Reports**

- 5.1. Reports from other Faculty Councils
- 5.2. Report from Senate
- 5.3. Dean's Report

**6. Information Items**

- 6.1. Ethics Practice Session
- 6.2. Motions and Actions – September 26, 2014
- 6.3. The next Faculty Council Meeting is **November 21, 2014** in Room **B140**



**Memo To: Faculty Councils**

From: Adrienne Chan, AVP Research, Engagement & Graduate Studies

CC: Betty Poettcker

Date: August 22, 2014

Re: Research Overhead Cost Recovery Policy

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Please find the attached Research Overhead Policy for discussion at your Faculty Council. Betty Poettcker and I will be attending one of your Faculty Council meetings in the Fall. We would appreciate your review of the policy before that meeting.

This revision is a result of feedback received, and we have now split out the Research portion of the Overhead Policy. The previous version had three parts: Research, Service Contracts, and Specialized Training/Educational Partnerships.

The other two portions (Service Contracts, and Specialized Training/ Educational Partnerships) are being revised and will be circulated later.

Thank you.

NUMBER  
APPROVAL DATE MM-DD-YYYY  
LAST AMENDMENT MM-DD-YYYY  
LAST REVIEWED  
NEXT REVIEW DATE MM-DD-YYYY

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## RESEARCH OVERHEAD COST RECOVERY POLICY

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AUTHORITY	President
PRIMARY CONTACTS	Chief Financial Officer/AVP Research, Engagement and Grad Studies
RELATED POLICIES / LEGISLATION	Procedures for Research Overhead Cost Recovery Board Policy Direction 205 – Financial Management

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### PURPOSE/PHILOSOPHY

The purpose of the policy is to ensure that the university takes into account the resources, expenditures and infrastructure required for conducting and supporting the research activities of the University. The costs of conducting research at the University of the Fraser Valley include not only the direct costs of the project but also the indirect overhead costs.

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### SCOPE

The policy applies to all faculty members, staff, students and all other research personnel associated with UFV.

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### POLICY

The University requires an overhead fee to be included in all applications or proposals for research, research contracts and projects, prior to any commitment of University resources. Any exceptions require the approval of the appropriate administrator as per the procedures outlined in the following pages.

Overhead fees are calculated and distributed at the rate specified in the following procedures.

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### DEFINITIONS

**Contract or agreement:** an agreement between legal entities, namely the sponsor and the University, to provide financial support to perform research-related services within the specific stipulations and conditions of a contract or agreement.

**Off-Campus activity:** activities where the research is conducted at a non-UFV site; UFV facilities are not used for the delivery of the activity.

**On-Campus activity:** activities where the research is conducted using UFV facilities.

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Overhead fees: include but not limited to the provision of space, maintenance of buildings, utilities, accounting, payroll, human resources, student support, library, information technology services, grants and contract administration, and equipment replacement. This term means the same thing as “indirect costs” and is used interchangeably.

Research grant: is financial support for an investigator or investigators, or group or centre or institute conducting research in a particular subject area or field, with a described focus within that subject and/or a described methodology.

DRAFT

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## PROCEDURES FOR RESEARCH OVERHEAD COST RECOVERY

Except where expressly prohibited by the funding organization, the University requires the inclusion of overhead fee recoveries in all proposals, applications, contracts, and agreements. The University may refuse to authorize activities where indirect costs are not recoverable.

All applications, contracts, and agreements must be approved and signed in accordance with the University's signing authority policy as well as in compliance with any other laws or regulations (*Policy # BRP-205.02*).

It is the responsibility of the senior administrator or signatory to cover activity deficits including any deficit resulting from overhead fees incurred. Any surplus in excess of the overhead fee will be retained by the division.

### RESEARCH

Researchers and project leads must budget overhead costs, or eligible costs *in lieu of* overhead, into applications for funding using the rates indicated and **may not** negotiate overhead with funding sponsors. Any negotiation of overhead with sponsors should be undertaken by the Office of Research Services.

Funding received directly from Tri-council for projects (SSHRC, NSERC, and CIHR) is **exempt** from overhead charges as an Indirect Costs grant is provided to the University each year based on funding received over the prior three years.

In exceptional cases, the Provost may consider written appeals for exceptions or variations concerning the minimum amount of overhead charged. All exceptions to this policy require prior written approval from the Provost. An Administrative Overhead Cost Recovery Waiver form must be completed and approved if the overhead charge is to be waived (see Appendix A).

Overhead fees will be deducted based on the following rates:

- 30% for on-campus activity calculated as a percentage of total direct costs of the project
- 25% for off-campus activity calculated as a percentage of total direct costs of the project

All funds received and allocated will be distributed through the University's central accounting system

Overhead recoveries will be distributed as follows:

- 50% to Central Administration
- 35% to Office of Research Services
- 15% to Faculty Division

## RESEARCH OVERHEAD COST RECOVERY WAIVER

Principal Investigator/Project Lead: \_\_\_\_\_

Department: \_\_\_\_\_

Project Title: \_\_\_\_\_

Project/Agreement Number: \_\_\_\_\_

Funding Source: \_\_\_\_\_

Proposed Percentage of OH Recovery to Waive: \_\_\_\_\_

OH Recovery Waiver Amount: \_\_\_\_\_

Justification for Waiving Overhead:

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\_\_\_\_\_  
Principal Investigator/Project Lead

\_\_\_\_\_  
Date

\_\_\_\_\_  
AVP Research, Engagement and Grad Studies

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Financial Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost & VP Academic

\_\_\_\_\_  
Date

**DRAFT MINUTES  
Professional Studies Faculty Council**

Friday, September 26, 2014  
10:00 a.m., Room B140, Abbotsford Campus

**Chairs:** Tracy Ryder Glass, Cyrus Chaichian

**Present:**

Amir Hajbaba	Doris Ball	Jan Lashbrook Green	Maple Melder-Crozier
Christina Neigel	Elizabeth Dow	Janet Carroll	Mark Breedveld
Christine Nehring*	Frank Ulbrich	Karen Power*	Margaret Coombes
Christine Slavik	George Melzer	Kenneth Gariepy	Ron Wilen*
Chuck Charles*	Gerry Palmer	Leah Douglas	Robert Harding
Darrell Fox	Gillian Bubb	Les Stagg	Sandy Hill
David Dobson	Glen Paddock	Lisa Moy	Seonaigh MacPherson
Don Miskiman	Ian Hunt	Lucki Kang	Vandy Britton

**Regrets:**

Awneet Sivia	Curtis Magnuson	Heather Compeau*	Kirsten Robertson
Barbara Salingre	Don Dixon	Liz Wiebe	Luciana Hakak
Cindy Rammage	Fiona McQuarrie	Mike Ivanof	Rod Hayward
Colleen Bell*			

**Recorder:** Abimbola (Abi) Eke\*

\* Indicates Non-Voting Member

**1. WELCOME TRACY RYDER GLASS TO PROFESSIONAL STUDIES FACULTY COUNCIL**

Cyrus welcomed Tracy to her first Faculty Council meeting as the new Dean of the Faculty of Professional Studies.

Tracy welcomed the following to their first Faculty Council meeting: Vandy Britton, Janet Carroll, Chuck Charles, and Luciana Hakak.

**2. ITEMS FOR APPROVAL**

**2.1 Approval of Agenda September 26, 2014**

**MOTION**

THAT the agenda of September 26, 2014 be approved as presented.

**Christine Slavik/Frank Ulbrich**

**CARRIED**



2.2 Approval of Minutes May 23, 2014

**MOTION**

Frank Ulbrich/Mark Breedveld

THAT the minutes of May 23, 2014 be approved as presented.

**CARRIED**

3. **CONTINUING BUSINESS**

3.1 Faculty Standards and Criteria for Rank and Tenure Document

The Professional Studies Working Group is reviewing our Faculty Standards & Criteria document to ensure it aligns with the draft principles recently submitted from the Senate Committee for Faculty Standards & Criteria.

**ACTION: Professional Studies Working Group**

4. **NEW BUSINESS**

4.1 ADED: Changes to Entrance Requirements – Seonaigh MacPherson

**MOTION**

Seonaigh MacPherson/David Dobson

THAT proposed entrance requirements for the ADED Program be approved as presented.

**CARRIED**  
**1 Abstained**

4.2 ADED: Changes to the Course Outlines – Seonaigh MacPherson

**MOTION**

Seonaigh MacPherson/Elizabeth Dow

THAT proposed course outlines changes to the following Adult Education courses be approved as presented:

ADED 210, 310, 330, 407, 430, 446, 471, 472, 480

**CARRIED**  
**1 Abstained**

4.3 LIBT 161: Workplace Site Visits – Kenneth Gariepy

**MOTION**

Kenneth Gariepy/Leah Douglas

THAT proposed credit value change and editorial changes to the course outline for LIBT 161 – Work Place Site Visits be approved as presented.

**CARRIED**

4.4 LIBT 265: Workplace Experience Practicum – Kenneth Gariepy

**MOTION**

Kenneth Gariepy/Don Miskiman

THAT proposed name, credit value, prerequisite changes and the addition of industry-related learning outcomes, PLAR and editorial changes to the course outline for LIBT 265 – Work Experience Practicum be approved as presented.

**CARRIED**

**4.5 LIBT Diploma Program Minor Change – Kenneth Gariepy**

<p><b><u>MOTION</u></b> <span style="float: right;"><b>Kenneth Gariepy/Christine Slavik</b></span> THAT the proposed minor change to the Library Information Technology Diploma Program be approved as presented.</p> <p style="text-align: right;"><b><u>CARRIED</u></b></p>
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**4.6 TEP Name Change – Sandy Hill**

PowerPoint Presentation

**Attachment #1**

<p><b><u>MOTION</u></b> <span style="float: right;"><b>Sandy Hill/Vandy Britton</b></span> THAT the Teacher Education Program change its name to: Education Department.</p> <p style="text-align: right;"><b><u>DEFEATED</u></b> <b>Vote: 4 In Favour, 20 Against, 3 Abstained</b></p>
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Seonaigh MacPherson and Ian Hunt presented a response to the proposed TEP name change. PowerPoint Presentation

**Attachment #2**

<p><b><u>MOTION</u></b> <span style="float: right;"><b>Sandy Hill/Seonaigh MacPherson</b></span> THAT the Teacher Education Program change its name to: Teacher Education Department.</p> <p style="text-align: right;"><b><u>CARRIED</u></b> <b>1 Abstained</b></p>
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**5. STANDING COMMITTEE REPORTS**

**5.1 Nominations and Elections Committee - Glen Paddock**

Glen thanked Abi Eke for her administrative support with subcommittee Faculty Council vacancies.

**The following are the current vacancies:**

Nominations & Elections Committee – 1 vacancy  
Retention Committee – 4 vacancies  
Learning Exchange Committee – 3 vacancies  
Faculty Newsletter Committee – 2 vacancies  
Teaching and Learning Advisory Committee – 1 vacancy

**Faculty Council Membership Vacancies:**

1 Staff  
1 Sessional  
2 Students

At the May 23, 2014 meeting, Rosetta asked the Nomination and Elections Committee Chair to organize a callout to Faculty Council to form a Professional Studies Faculty Council Standing Committee on Indigenization. Five volunteered.

## **5.2 Field Education and Practicum Committee – Lucki Kang**

Lucki reported that the committee is looking into any agencies that have agreements with more than three different departments at UFV. This is so that UFV is mindful of the workload.

In addition, the committee is also looking to propose one centralized agency to house all agreements with UFV. There were suggestions that it may be helpful for UFV to have an institution-wide agreement for field placements.

Lucki will send out a list of agencies that are in partnership with UFV to Faculty Council.

**ACTION: Lucki Kang**

## **5.3 Retention Committee - Kim Milnes**

Kim is on sabbatical, no report.

## **5.4 Learning Exchange Committee - David Dobson**

David reported that Raymond Leung is on sabbatical, and the committee would appreciate new members.

## **5.5 Faculty Newsletter Committee - Christine Slavik**

Christine noted she would like to step down and give someone else the opportunity to chair the Committee. Maple Melder-Crozier volunteered to take on the role of Chair.

## **6. OTHER REPORTS**

### **6.1 Other Faculty Councils**

#### **6.1.1. Faculty of Science – Ron Wilen**

Faculty of Science is reviewing how the new classification of Limited Term Appointments (LTAs) will fall within their Faculty Council's Terms of Reference.

#### **6.1.2. Faculty of Applied and Technical Studies – Sandy Hill**

The Faculty of Trades has changed their name to Faculty of Applied and Technical Studies.

They will be using Facebook more vigorously than their website to attract new students. Facebook will allow for a timeline/storyline with pictures, which captures the attention of students.

The Dean commented on the institutions interest in short-term funding which affects recruitment of faculty in their area.

#### **6.1.3. Faculty of Access and Continuing Education – Seonaigh MacPherson**

The Faculty of Access and Open Studies changed their name to Access and Continuing Education.

The Continuing Education department has a new Director, Liana Thompson, who is supportive of outreach to universities.

Seonaigh will not be able to attend FACE's Faculty Council meetings as it conflicts with other meetings this year.

#### **6.1.4. Representation Vacancies on Other Faculty Councils – Glen Paddock**

There are openings for representation from the Professional Studies Faculty Council on:

- Access and Continuing Education Faculty Council
- Health Sciences Faculty Council

#### **6.2 Senate Report – Gerry Palmer**

- Budget principles were presented
- Program Discontinuance Policy will be reviewed at the next meeting
- Senate is looking to fill vacancies on its standing committees

#### **6.3 Dean's Report – Tracy Ryder Glass**

Tracy welcomed Abimbola (Abi) Eke as the new Secretary to Faculty Council

Tracy thanked everyone for a successful SPARK! this year, as it provided a great start to the academic year.

- The School of Social Work and Human Services has been active in the UFV community. They are currently working towards their MSW accreditation. Tracy had the opportunity to join Darrell in congratulating a student, Haley Cooper on receiving a UFV Writing Centre prize and was the recipient of the Premier's International Scholarship from the Victoria Foundation which she will be using to study abroad.
- The Teacher Education program welcomed a secondary cohort this year despite the slight disruption at the beginning of the school year.
- The Adult Education Department is pleased to announce that a former grad, Patti MacAhonic was selected for the UFV Distinguished Alumni Award for 2014
- The School of Business has been very busy in publishing, Joe's and Ray's work on Supported Learning Groups, Kirsten's work on Management Studies, and Frank's on IT Focused Management.
- The Child, Youth, and Family Studies Department successfully integrated a new learning model for courses over the summer which proved to be well received by students.
- The Library Information and Technology Department – congratulating them this year on their largest graduation class of 43 students, in the 34-year history of the program!
- Professional Studies Academic Leadership Team (PSALT) now has a new name, Professional Studies Heads and Directors (PSHD).

- The President's Office is seeking nominations for the 2015 Honorary Degree who will attend Convocation 2015. They are asking for a nomination from each Faculty. Those nominated cannot be current members of UFV but those that have made outstanding contributions that are consistent with the mission and values of UFV that are regional, provincial, national or international. If you have someone in mind, please let me know and we can move forward with the nomination process.
- The Strategic Enrollment Management (SEM) report was approved by the Board and was recently sent out. It will go on the website today or early next week. While it will be discussed at departmental meetings, Tracy encourages faculty members to read it through with an eye on to how it may fit within each department.

## 7. INFORMATION ITEMS

- 7.1 Motions and Actions from May 23, 2014 attached to Agenda Package
- 7.2 Senate guidelines for in-camera meetings attached to Agenda Package
- 7.3 Revisions to Terms of Reference RE: Faculty Council Membership Composition:  
 Ex-Officio and Non-voting Members  
 Non-voting membership:
- a) Registrar/Secretary to the Faculty Council;
  - b) Provost and Vice-President Academic;
  - c) ~~University Secretary/Registrar;~~
  - d) one member of Senate;
  - e) one representative each from other Faculty Councils;
  - f) those invited by the Dean in consultation with the Faculty Council;
  - g) University Librarian or designate
- 7.4 Lisa Moy has been elected to sit at the Undergraduate Education Committee starting August 1, 2014
- 7.5 The next Faculty Council Meeting is **October 17, 2014 in Room B140**

**ATTACHMENT #1**  
**Report from Sandy Hill**  
**Teacher Education Program (TEP) Name Change**

## TEP NAME CHANGE HISTORY

- COMPLETED OUR PROGRAM REVIEW IN 2014
  - EXTERNAL REVIEW COMMITTEE IDENTIFIED THAT THE TEACHER EDUCATION CERTIFICATE SHOULD BE REBRANDED AS BACHELOR OF EDUCATION (2<sup>ND</sup> DEGREE)
- APPC REVIEWED AND PASSED PROGRAM REVIEW RECOMMENDATIONS IN SEPTEMBER 2014
- IN PREPPING PROPOSAL FOR BACHELOR OF EDUCATION DEGREE IT WAS IDENTIFIED THAT TEP IS A PROGRAM AND NOT A DEPARTMENT. NEED TO BE A DEPARTMENT TO PUT FORTH OUR PROPOSAL

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## EDUCATION DEPARTMENT

- RECOGNIZING THAT WE ARE RESPONSIBLE FOR MULTIPLE PROGRAMS
  - BACHELOR OF EDUCATION (ELEMENTARY /MIDDLE AND SECONDARY)
  - PREREQUISITE COURSES (EDUC 200 AND 300)
  - GRADUATE CERTIFICATE
  - INTERNATIONAL PROGRAMS (ANTIGUA, WITH MEXICO AND CHANDIGARH AS FUTURE POSSIBILITIES)
- OUR COURSES ARE CURRENTLY RECOGNIZED AS "EDUC" FOR EDUCATION
- WANTING TO ALIGN WITH THE NORMS IN BC
  - WHILE WE ARE NOT A FACULTY OF EDUCATION, WE ARE MORE THAN TEACHER EDUCATION

## LOOKING AT INSTITUTIONAL NORMS IN BC

- SIMON FRASER UNIVERSITY: FACULTY OF EDUCATION
  - BACHELOR OF EDUCATION AND BACHELOR OF EDUCATION (2<sup>ND</sup> DEGREE)
  - BACHELOR OF GENERAL STUDIES (EDUCATION) AND BACHELOR OF GENERAL STUDIES (EDUCATION) ONLINE
  - PROFESSIONAL DEVELOPMENT PROGRAM, PROFESSIONAL LINKING PROGRAM, AND PROFESSIONAL QUALIFICATION PROGRAM
  - GRADUATE STUDIES

- UNIVERSITY OF BC: FACULTY OF EDUCATION
  - EDUCATIONAL AND COUNSELLING PSYCHOLOGY
  - CROSS-FACULTY INQUIRY IN EDUCATION
  - CURRICULUM AND PEDAGOGY
  - DEPARTMENT OF EDUCATIONAL STUDIES
  - SCHOOL OF KINESIOLOGY
  - LANGUAGE AND LITERACY EDUCATION
  - TEACHER EDUCATION
- UNIVERSITY OF VICTORIA: FACULTY OF EDUCATION
  - BACHELOR OF EDUCATION (ELEMENTARY, MIDDLE, OR SECONDARY)
  - GRADUATE STUDIES
  - UNDERGRADUATE CERTIFICATES IN SPECIAL EDUCATION, FRENCH IMMERSION, ETC
  - BACHELOR OF ARTS IN RECREATION AND HEALTH EDUCATION
  - BACHELOR OF SCIENCE IN KINESIOLOGY

- VANCOUVER ISLAND UNIVERSITY: FACULTY OF EDUCATION
  - BACHELOR OF EDUCATION (ELEMENTARY, SECONDARY, PDP)
  - GRADUATE DIPLOMA IN SPECIAL EDUCATION OR ONLINE TEACHING
  - MASTERS OF EDUCATION IN LEADERSHIP, INTERNATIONAL, OR SPECIAL EDUCATION
- THOMPSON-RIVERS UNIVERSITY: EDUCATION DEPARTMENT
  - MASTER OF EDUCATION
  - BACHELOR OF EDUCATION
  - PHYSICAL EDUCATION
  - BACHELOR OF EDUCATION IN TRADES AND TECHNOLOGY
  - EARLY CHILDHOOD EDUCATION
  - GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES
  - FIRST NATIONS LANGUAGE TEACHERS

## IN THE FUTURE...

- POSSIBILITY OF BECOMING PART OF A SCHOOL OF.... STILL EXISTS
  - ONCE WE BECOME A SCHOOL WE WILL NO LONGER HAVE DEPARTMENTS
  - INSTEAD, THE DIFFERENT PROGRAMS AND OPTIONS WOULD BE LISTED

**ATTACHMENT #2**  
**Seonaigh MacPherson**  
**In Response to TEP Name Change**



## Department of Adult Education

A response to TEP's proposed name change from "Teacher Education Program" to "Education Department"

## TEP's Domain

- TEP is focused on K-12 Education:
  - Undergrad classes to recruit K-12 teachers
  - B.Ed. (K-12 pre-service teacher education)
  - PBD (K-12 in-service teacher / admin education)
- TEP does NOT include other "Education" units @ UFV:
  - Early childhood education
  - Adult Education
  - TESL (adult-focused in Canada)

## Objections

- "Education" is an inclusive concept that TEP is proposing to use in an exclusive way.
- TEP's proposed use of "education" contravenes university and disciplinary norms as an umbrella term used to describe Faculties / Schools.
- This use of "education" contravenes UFV institutional and governmental conventions.
- There are ample alternatives.

## "Education:" An Inclusive Concept

	Brook University	Concordia University	University New Bruns.	UPEI	SFU
Faculty Program	Education	Education	Education	Education	Education
Teacher Ed (BEd)					
ADED (HR, Com Rec)					
ECE					
TESL					
Ed Tech					
Aboriginal					

## "Education"- Name of Faculties and Schools in BC/Western Canada

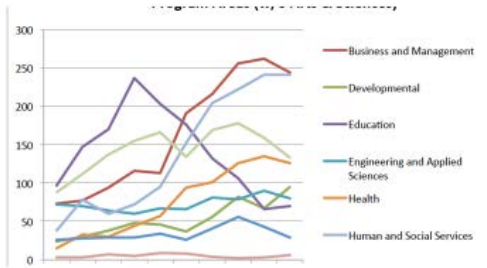
University	Faculty or School	TEP Equivalent Department or "Unit"	ADED Equivalent Department or "Unit"	ECE Department or "Unit"	TESL Department or "Unit"
Royal Roads	Education & Technology (no dept)	Graduate programs in leadership	Graduate programs in online facilitation and higher ed	N/A	N/A
Simon Fraser University	Faculty of Education	Professional Programs (Teacher Education)	Undergraduate Programs	N/A	Graduate Programs (TESL/M.Ed.)
Thompson Rivers University	Human, Social, and Educational Development	Educational Programs	N/A	Educational Programs	"English as a Second Language"
University of British Columbia	Faculty of Education	Teacher Education	Department of Educational Studies (Diploma in ADED)	The Institute for Early Childhood Education & Research	Department of Language & Literacy
University of British Columbia - Okanagan	Faculty of Education	Bachelor of Education	N/A	N/A	N/A (though they have an EAP program)
University of Northern British Columbia	School of Education	Bachelor of Education	N/A	N/A	N/A
University of Victoria	Faculty of Education	Teacher Education	Adult Education	Dept. of Curriculum & Instruction (M.Ed.)	In other faculties.
Vancouver Island University	Faculty of Education	Bachelor of Education (i.e., 4y program)	Graduate Diploma in Online Learning	Early childhood & care (Human Services - not Education)	N/A
AB University of Calgary	School of Education	Undergraduate Programs in Education	Graduate Programs in Education	N/A	Continuing Education (NOT in the face of Ed)
University of Alberta	Faculty of Education	Dept of Elementary Ed Dept of Secondary Ed Field Experiences	Dept of Educational Policy Studies	Dept of Elementary Ed	Dept. of Educational Psychology
MB University of Manitoba	Faculty of Education	Curriculum, Teaching, and Learning	Educational Studies	N/A	Curriculum, Teaching, and Learning

## Contravenes Disciplinary "Norms"

- Terms used to describe "TEP"/B.Ed. Areas
  - B.Ed
  - Teacher Education
  - Education & Schooling (e.g., UNB)
  - Teaching & Learning (e.g., Mount Royal)
  - Curriculum, Teaching, & Learning (e.g. UofM)
  - Curriculum Studies (UBC)
  - Elementary Education / Secondary Education
  - NEVER "Education" alone

## UFV & Gov't of BC (e.g., SEM, FTE)

"Education" is an inclusive term that refers to TEP, ADED, ECE, etc.



## Normative Alternatives

- Teacher Education Department
- Dept. of Teaching and Learning
- Dept. of Curriculum, Teaching, & Learning
- Dept. of Schooling (less common)

## Conclusion

- TEP's proposed name "Education Department" encroaches on areas and activities of other units at UFV/ FPS:
  - e.g., Adult Education, ECE, TESL
  - e.g., When prospective Ss search for adult education or ECE programs, they may not find them and be confused and think these programs aren't offered at UFV
- The use of this name contravenes academic, institutional and governmental norms in Canada and beyond.
- There are other viable alternatives that avoid this problem, most notably **TEACHER EDUCATION DEPARTMENT**
- We continue to strongly endorse the formation of a **School of Education and Community Studies**

## What's in a name?

"What's in a name? That which we call a rose  
By any other name would smell as sweet?"

*Romeo and Juliet (II, ii, 1-2)*

## MEMO

**TO:** Faculty of Professional Studies  
**FROM:** Sheryl MacMath  
**DATE:** October 1<sup>st</sup>, 2014  
**RE:** Bachelor of Education Proposal

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Please find attached a proposal for a Bachelor of Education as a second degree (elementary and secondary options). This proposal is in accordance with the newly revised program approval process. It has been approved by both the Program Development Office as well as the Dean of the Faculty of Professional Studies. We are currently submitting it for approval from faculty council before it moves onto the UEC Screening Subcommittee.

There are no new courses required for this program. Instead, this proposal represents a re-branding of the Teacher Education Program certificate as a BEd. This proposal enables our department to be consistent with other universities in BC and across Canada.

Thank you for your attention to this proposal.



Full Program Proposal

Bachelor of Education (Second Degree)

**UNIVERSITY OF THE FRASER VALLEY**

Faculty of Professional Studies

Submitted to Faculty of Professional Studies

Date: September 2014

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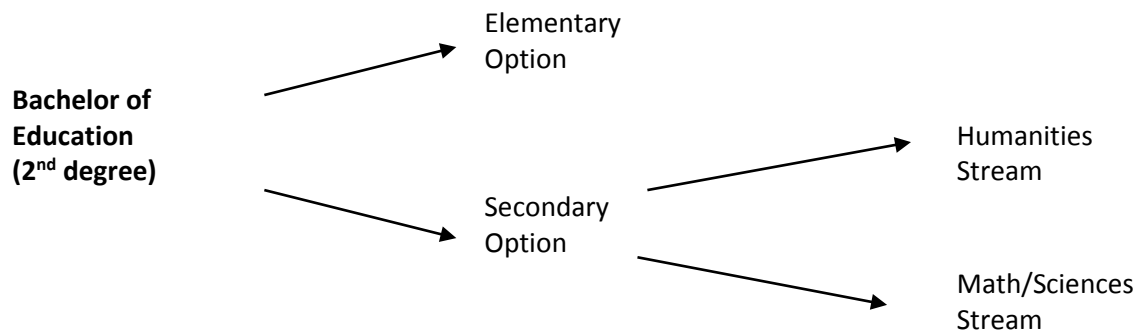
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## 1) EXECUTIVE SUMMARY

- a) **Overview of the organization’s history, mission and academic goals:** The University of the Fraser Valley (UFV) is a regional, special purpose, teaching university that serves the Fraser Valley. The university was founded as Fraser Valley College in 1974, became the University College of the Fraser Valley in 1991, and in 2008 received university status to become the University of the Fraser Valley. UFV’s vision is to provide the best undergraduate education in Canada; be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley; and be innovative, entrepreneurial, and accountable in achieving these goals. (See [Changing Lives, Building Community](#)).
- b) The **proposed credential to be awarded** is a Bachelor of Education (Elementary Option or Secondary Option) as a second degree. Within the Secondary Option, candidates will have the choice of a Math/Sciences or Humanities stream (see Figure 1). Candidates eligible for the BEd will have a completed Bachelor’s degree, typically a Bachelor of Arts or a Bachelor of Science. The newly proposed BEd is a post-degree credential, rather than a graduate program.

Figure 1



This proposal is essentially for a credential renaming. The proposed BEd (second degree) will replace the existing post-degree certificates offered by the Teacher Education Program (TEP). The post-degree certificates which are currently offered were created in 2006 (in the case of the Elementary Option) and in 2013 (in the case of the Secondary Option); both are accredited by the Teacher Regulation Branch (graduates receive professional teaching certification upon successful completion of, and recommendation from, TEP). The proposed BEd mirrors the content and orientation of the existing certificates, but will represent a level of credential that is better aligned with comparable programs at other institutions, and will offer students greater opportunities upon graduation. This proposal conforms with UFV’s [Subsequent Degree](#) policy (98).

- c) **Location:** The BEd will be offered at the Abbotsford Campus with practica in districts located within the Fraser Valley (specifically: Langley, Mission, Abbotsford, Chilliwack and Fraser-Cascades).
- d) **Faculty offering the proposed new degree program:** Faculty of Professional Studies.

- e) **Anticipated program start date:** September 2016.
- f) **Anticipated completion time in years or semesters:** The program (55 credits in total) is structured to be completed in three semesters (running September to June inclusive).

g) **Summary of the proposed program**

**Aims, goals and/or objectives:**

The aim of the BEd is to offer a second degree to candidates who want to become certified as K-12 teachers in BC.

The proposed BEd, like the post-degree certificates currently offered by UFV's Teacher Education Program, is informed by five values, namely pedagogical sensitivity, reflective practice, critical mindedness, integration of theory and practice, and social justice. The emphasis on social justice that the UFV program features is unique as no other teacher education program in BC lists it as a focus. The learning objectives of the program, that is the competencies to be demonstrated by an effective teacher on completion of the program, are designed to ensure that graduates:

- 1) demonstrate a strong, professional, teacher presence (goals 1-6);
- 2) demonstrate knowledge and skills related to teaching (goals 7-12);
- 3) and become positive members of the school and the community (goals 13-14).

See Appendix 1 for more information about program values and goals. These program values and goals are in accordance with the Teacher Regulation Branch's (TRB) [\*Standards for the Education, Competence and Professional Conduct of Educators in British Columbia\*](#) (2012).

**Anticipated contribution of the proposed program to the mandate and strategic plan of the institution** ([See UFV Strategic Plan](#)): This program is strongly aligned with the institution's mandate and strategic commitment to serve the Fraser Valley, a region characterized by population growth, particularly in the demographic of younger families with school-aged children (see the second goal of UFV's Strategic Plan). The program's close alignment with regional needs is demonstrated by its attractiveness to applicants from the region and the employment rate of its graduates (the highest for any teacher education program in the province). On average, TEP has 70-100 applicants annually (for 64 seats); the percentage of the graduating cohort hired in local districts in the last three years was 97% in 2011, 88% in June 2012, and 100% in June 2013. In addition to its ability to prepare teachers for the profession, the close working relationship that the program maintains with the region's four school districts is essential to its success.

**Linkages between [UFV's Institutional Learning Outcomes \(ILO\)](#), the program's learning outcomes, and the curriculum design:** The overall design and focus of the proposed program, modeled on the existing Teacher Education Program, is closely aligned with UFV's ILOs as evidenced in the thorough Curriculum Map prepared by the program (see <http://www.ufv.ca/media/assets/teaching--learning-centre/images/ILO-Poster-Final.pdf>).

**Work experience/work place term required for degree completion:** There are two practica for the BEd as a second degree: a five week school experience in the Fall and a twelve week practicum in the Spring. These practica require teacher candidates to demonstrate the five program values and fourteen program goals in action. All coursework is connected to the practica to ensure classroom readiness at the completion of the program. These practica also fulfill the requirement, by the TRB, for classroom experience.

**Potential employment for graduates and/or opportunities for further study:** A BEd second degree will offer graduates of the program enhanced opportunities for employment and further studies. In addition to being employable as K-12 teachers in BC (which the current post-degree certificates also provide), graduates will have the opportunity to pursue international teaching and academic opportunities. BEd graduates will more readily meet the requirements for national and international programs, pending their application to a different jurisdiction. Graduates would also be well prepared for employment beyond the K-12 education system where an education degree is required.

**Delivery methods:** The delivery methods include a combination of on-campus face-to-face models, hybrid models, and K-12 school based practica. These methods of delivery will be supported by a variety of instructional strategies, including group work, online instruction, and microteaching activities.

**Program strengths:** The key strengths are: (a) the program emphasis on social justice; (b) the completion of courses in all method areas (e.g., social studies, mathematics, etc) prior to starting the Spring practicum; (c) the strong involvement and support of surrounding school districts; and, (d) the integration of theory and practice that occurs via the involvement of university faculty in the field.

**Support and recognition from partners and regulatory body:** As evidenced by letters of support provided by two of our district partners, re-branding of the TEP into a BEd degree is well supported in the region (see Appendix 2). In addition, the regulatory body of the TRB was consulted and gave support for this credential renaming.

**Related programs in BC:** With the exception of SFU, who allows the B.Ed. as a choice credential, every other institution that offers a comparable program issues a B.Ed. upon successful completion of their teacher training. This proposal will bring UFV's program on par with other institutions in the province. Given that the UFV program serves the Fraser Valley, there is no duplication.

- h) The Program Working Group for the development of the proposal for a BEd degree includes: Awneet Sivia ([Awneet.Sivia@ufv.ca](mailto:Awneet.Sivia@ufv.ca)), Dr. Sheryl MacMath ([Sheryl.MacMath@ufv.ca](mailto:Sheryl.MacMath@ufv.ca)), Barbara Salingre ([Barbara.Salingre@ufv.ca](mailto:Barbara.Salingre@ufv.ca)), and Dr. Lisa Moy ([Lisa.Moy@ufv.ca](mailto:Lisa.Moy@ufv.ca)). The Dean overseeing this proposal is Dr. Tracy Ryder Glass, Dean of the Faculty of Professional Studies.



## **2) DEGREE LEVEL STANDARDS**

### **2.1 Depth and Breadth of Knowledge**

Teacher candidate starting their BEd have completed a previous degree in a teachable subject (e.g., social studies, mathematics, etc.). Candidates build upon the knowledge they have learned in these discipline specific areas. The BEd focuses on learning the pedagogies appropriate to these discipline specific areas. Appropriate pedagogies are determined by curriculum and resources from the Ministry of Education, current practice in the field, and the latest research and scholarship in education.

The elementary option includes six separate method courses (EDUC 420, 422, 424, 421, 423, and 425). These method courses instruct candidates on the content and pedagogy related to teaching language arts, fine arts, mathematics, social studies, science, and physical education in the BC kindergarten to grade 7 classrooms.

In the secondary option, there are two streams: humanities and math/sciences. Candidates enter the program with a previous degree with a major in at least one of the streams. Within the humanities stream, candidates take four method courses (EDUC 431, 432, 434A, and 434B) that instruct candidates on the content and pedagogy related to language arts, history, and geography in the BC grade 8 to 12 classrooms. Within the math/sciences stream, candidates take four method courses (EDUC 435, 436, 437A, and 437B) that focus on the content and pedagogy related to mathematics, biology, earth science, chemistry, and physics in the BC grade 8 to 12 classrooms.

In each of these method courses candidates learn the curriculum of the identified subjects and grades, become familiar with Ministry approved and field used resources, and develop their abilities to assess and evaluate elementary and secondary school children. Assignments within these method courses include the development of lesson and unit plans; the presentation of different pedagogies and strategies; and the writing of reflections related to the complexities, challenges, and opportunities related to teaching and assessing curriculum to a variety of different school aged children. These courses and assignments meet the broad knowledge base and subject understanding to teach effectively, as detailed in the 6th TRB standard.

### **2.2 Knowledge of Methodologies and Research**

In addition to the method specific courses outlined above, candidates in the TEP take a number of courses specific to the pedagogy of teaching. These courses include EDUC 410, 444, 445, 446, 447, 450, 452, and 453. Rather than focusing on pedagogy and practice in specific discipline areas, these courses develop candidates' abilities to support a socially just classroom community; manage classroom and student behaviour; plan and assess; utilize information technology; meet the needs of second language learners; incorporate Indigenous youth and schooling; assess, evaluate, and report; and integrate curriculum. The knowledge and skills learned by candidates can be applied in any and all classrooms. Consequently, both elementary and secondary options include these foundation courses.

Within each of these courses emphasis is placed on not only learning about certain strategies (e.g., differentiated instruction, student centred instruction, etc.), but evaluating when and why these strategies could be used. Throughout all courses for the BEd, faculty emphasize the importance of evaluating different strategies. Faculty recognize that one strategy may not work for every teacher, every group of students, every individual student, in every school, or on any given day. As such, future

teachers must be able to understand why they are choosing to use a given strategy as well as evaluate whether that strategy is working (both in the moment as well as over time), and be flexible in their ability to alter their strategies given the needs of the learners, classrooms, and communities in which they are working.

As evidenced in the courses listed above, special attention is paid to instructing candidates on how to meet the unique needs of many different learners. Recognizing the Ministry and field initiatives and concerns related to teaching many at-risk student populations, special course attention is paid to working with classroom students learning English as a second language and First Nation youth. In addition, courses working with students with different needs, as well as young children (EDUC 412 in the elementary option) or adolescents (EDUC 413 in the secondary option) are included. Given the prevalence of candidates working with Individual Learning Plans in BC schools, all teacher candidates also take a course on meeting the mental health and special learning needs (EDUC 454) of candidates in BC schools.

Assignments in these foundation courses are varied and may include the writing of inquiry or reflection papers, the development of lesson and unit plans, the altering of lesson and unit plans to meet specific learning needs, the application of specific performance standards and assessment criteria as outlined by the Ministry, the comparison and development of strategies for specific learners, or the development of a task analysis to identify a course of action to meet the needs of individual or groups of children. These courses and assignments address the effective practices in instruction, assessment, evaluation, and reporting detailed in the 5th TRB standard, as well as the understanding of knowledge of student growth and development detailed in the 3rd TRB standard.

### **2.3 Application of Knowledge**

Relevant to all of the 8 TRB standards, successful teacher candidates need to demonstrate both their knowledge and understanding in course work, as well as the effective application of knowledge and skills in the public school classroom. As a result, the TRB mandates a minimum six week practica (or field experience) in a BC public school. UFV's BEd includes two separate practica in a BC public school. EDUC 490 is a five week school experience in which the candidate works with a teacher mentor in that mentor's classroom. The candidate observes best practice, as well as teaches and reflects on their performance. Throughout this school experience candidates progress through observations and co-teaching opportunities, eventually teaching individual students, small groups, and, ultimately, the whole class. In EDUC 492 the candidate returns to, in most cases, the same teacher mentor's classroom for a 12 week long practicum. During this 12 week practicum candidates work towards complete immersion taking over the teacher's role in that classroom. Many of the assignments from the courses discussed in sections 2.1 and 2.2 relate directly to the practical application candidates are experiencing in these field experiences.

The successful completion of EDUC 490 and 492 requires that candidates successfully demonstrate competence in 14 program goal areas (see Appendix 1 for a detailed listing of the program goals). These goals include the following: professionalism, connecting with candidates, classroom management, reflective practice, working with feedback, developing a teaching vision, knowing your students, knowing the content, communicating effectively, effective teaching, effective assessment and evaluation, individualizing instruction, communicating with parents, and supporting the school community. Throughout each of these field experiences, candidates are observed by both teacher mentors (who take teacher candidates into their classrooms) and faculty mentors from UFV (who

evaluate teacher candidates during practica). Using a post conference meeting to reflect on observations of their teaching, candidates gather evidence of their development and competence in these 14 goal areas. These are then summarized in a final report for EDUC 490 and a midterm and final report for EDUC 492. Candidates have successfully completed EDUC 492 when they have gathered enough evidence to be "certification ready" in all 14 goal areas.

## **2.4 Communication Skills**

Throughout both field experiences (EDUC 490 and 492) candidates are responsible for communicating effectively with candidates, parents/guardians, and colleagues (as outlined specifically in three of the program goal areas discussed in section 2.3). In the BEd, effective communication skills are recognized as diverse and individualized: what may be considered appropriate communication with one community, may not be appropriate for a different community. As a result, specific courses address the differentiated communication needs of different communities (EDUC 410, 412/413, 447, 450, and 454). These courses—including courses about social justice, child development, Indigenous communities, English language learners, and mental health and special learning needs—incorporate content specific to communicating respectfully and effectively with diverse groups. Given the importance of professional communication with colleagues, as well as the challenges that exist in working with the many different needs present in a public school, EDUC 448 focuses on the development of strong conflict resolution skills that will also be required for effective communication with colleagues, parents, and students.

Assignments from different courses often involve the completion of reflections, action plans, inquiries, and/or problem solving strategies reliant on effective communication. These courses and assignments address all of the TRB standards, specifically the focus on involving and supporting parents/guardians and community members detailed in the 4th TRB standard.

## **2.5 Awareness of Limits of Knowledge**

Representative of research literature related to teacher education, UFV candidates enter the BEd with confidence in their abilities to teach. Based on their years of experience in the school system, candidates feel they understand the roles and responsibilities of teachers and feel confident in the content they will teach (e.g., how to add two digit numbers, identifying the factors contributing to Confederation, etc). In many cases, candidates enter the program wanting to learn "the right way to teach." Throughout their coursework and practica, this myth is purposively dispelled. Within every course, emphasis is placed on recognizing the role of teacher as decision-maker. There are always many possible courses of action (whether in relation to teaching a specific discipline, supporting an individual candidate, resolving a playground conflict, or completing administrative duties) and rarely is there an identifiable "right" answer. Instead, teacher candidates learn to weigh the needs of the candidates, the curriculum, and the community and make the best decision they can at that time. This requires knowledge of best practice (as outlined in the method and foundation courses) and, just as importantly, the ability to reflect on the actions that were taken and adjust as needed. This development of the reflective practitioner is a pivotal part of the BEd. Candidates are required to reflect in each of their method and foundation courses as well as throughout both practica (as a part of the formal observation cycle). To support their development as reflective practitioners, EDUC 495 explicitly examines how to reflect on practice, recognizing the role that knowledge and dispositions play in that reflection. EDUC 495 is spread through all three semesters of the BEd to ensure that this development is progressive over time, applicable to all coursework, and implemented in both practica.

## **2.6 Professional Capacity/Autonomy**

While completion of EDUC 490 and EDUC 492 may identify that a candidate has demonstrated "certification readiness" in all 14 program goals (as outlined in 2.3 above), and while EDUC 495 (as outlined in 2.5 above) engages candidates as reflective practitioners, candidates and faculty recognize that this does not mean that the development of the teacher is complete. Candidates are continually seeking new ideas and solutions, trying different strategies and seeking to learn from both their own practice as well as the practice of others. To support their continued growth as educators, EDUC 442 and EDUC 460 emphasize the role of action research and a knowledge of the profession (including ethical practices within this profession) in that development. In EDUC 442 candidates learn how to design their own action research and re-enter their field experience classroom to gather observations/data, make inferences, and report on implications for practice. In this way, reflection becomes an endeavour that is part of a professional learning community. EDUC 460 provides an introduction to the political stakeholders (e.g., BC Teacher's Federation, TRB, Teacher Qualification Service, school boards, etc.) and differing philosophies in education. Using these different lenses, candidates examine different issues (both historical and contemporary) in education; they learn to see themselves as active, contributing, ethical members of the profession. These courses address the TRB standards related to engaging in career-long learning (7th standard) and professional contributions (8th standard).

## **3. CREDENTIAL RECOGNITION AND NOMENCLATURE**

The credential for this proposal is a Bachelor of Education (BEd) as a second degree. The objectives of this proposed degree are to align UFV's TEP credential level with other BC Faculties of Education who offer Bachelor of Education degrees to their candidates enrolled in teacher education programs. Programs related to UFV's proposed BEd include: SFU's BEd, UBC's BEd and TWU's BEd, all of which are post-degree Bachelors of Education degree programs. All graduates from these programs gain certification through the TRB as K-12 teachers. UFV's BEd would result in the same credential and certification, but the location of this degree in the Fraser Valley alleviates redundancy. Candidates in the UFV BEd would be placed in practica in the Fraser Valley and would be exposed to educational practices specific to partnering districts.

At the Bachelor's level, a program must demonstrate that candidates will be able to perform the appropriate intellectual work within an area of study independently. For a BEd, the area of study focuses on professional preparation that will enable successful candidates to meet the requirements of a BC Teaching Certificate granted by the TRB of the Ministry of Education. The TRB has outlined eight Standards for the Education, Competence and Professional Conduct of Educators in BC. These eight standards align with the six areas elaborated on above and will be referenced where appropriate ([\*Standards for the Education, Competence and Professional Conduct of Educators in British Columbia\* \(2012\)](#)).

## **4. CURRICULUM AND PROGRAM CONTENT**

The BEd degree spans three semesters and includes a total of 55 credits. (See below for semester breakdown). The Elementary option consists of 22 courses, and the Secondary option includes 26 courses. Of these courses, 14 are common to both options with the remaining being specific to either the Secondary or Elementary option based on specific outcomes related to these areas of K-12 curricula.

Each semester of the program involves foundations courses as well as method courses specific to either the elementary option or secondary option.

All courses currently already exist at UFV as this is a program change in name only. No new courses are needed. (See the UFV Academic Calendar for [Course Descriptions](#).) Upon approval of this proposed credential name change, the prerequisite to relevant EDUC courses will be changed from “Admission to the Teacher Education Program (TEP)” to “Admission to the Bachelor of Education (BEd)”.

The first and second semesters include practicum (or work experience) components: five weeks and 12 weeks respectively. All method courses (which focus on pedagogies in relation to specific subject areas) are completed prior to the start of the long practicum to maximize candidate success. No additional work in placements are required as these practicum courses currently exist and are completed in the Abbotsford, Chilliwack, Mission, and Fraser-Cascades school districts.

**Program outline (Elementary Option)**

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

**Semester I (September to December)**

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 420	Designs for Learning Elementary Language Arts	3
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 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice I	0.5
Total		20.5

**Semester II (January to April)**

Course	Title	Credits
EDUC 412	Introduction to Development and Special Learning Needs	3
EDUC 421	Designs for Learning Elementary Social Studies	2
EDUC 423	Designs for Learning Elementary Science	2
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating and Reporting	2
EDUC 453	Literacy Across the Curriculum	1
EDUC 454	Mental Health and Special Learning Needs in Schools	1
EDUC 492	Integration of Knowledge and Practice (Practicum 2)	12
EDUC 495B	Applications of Reflective Practice II	0.5
Total		25.5

**Semester III (May and June)**

Course	Title	Credits
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 460	Governance and Reform in Public Education	2

EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 495C	Applications of Reflective Practice III	1
Total		9

Total program credits 55

### **BEd Program outline (Secondary Option)**

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

#### **Humanities Stream**

##### **Semester I (September to December)**

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 413	Adolescent Development and Special Education	3
EDUC 431	Designs for Learning General Language Arts	3
EDUC 432	Designs for Learning General Social Studies	3
EDUC 440	Professional Communications	1
EDUC 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice	0.5
Total		22.5

##### **Semester II (January to April)**

Course	Title	Credits
EDUC 434A	Designs for Learning Secondary History/Geography	1.5
EDUC 434B	Designs for Learning Secondary Language Arts	1.5
EDUC 441	Designs for Learning Online Instruction	1
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating, and Reporting	2
EDUC 454	Mental Health/Special Learning Needs	1
EDUC 492	Integration of Knowledge and Practice	12
EDUC 495B	Applications of Reflective Practice	0.5
Total		21.5

##### **Semester III (May to June)**

Course	Title	Credits
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 460	Governance and Reform in Public Education	2
EDUC 495C	Applications of Reflective Practice III	1
EDUC 498	Special Topics in K-12 Education	2
Total		11

Total program credits 55

**Math/Sciences Stream****Semester I (September to December)**

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 413	Adolescent Development and Special Education	3
EDUC 435	Designs for Learning Secondary Math	3
EDUC 436	Designs for Learning Secondary Science	3
EDUC 440	Professional Communications	1
EDUC 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice I	0.5
Total		22.5

**Semester II (January to April)**

Course	Title	Credits
EDUC 437A	Designs for Learning Secondary Biology/Earth Science	1.5
EDUC 437B	Designs for Learning Secondary Chemistry/Physics	1.5
EDUC 441	Designs for Learning Online Instruction	1
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating and Reporting	2
EDUC 454	Mental Health and Special Learning Needs in Schools	1
EDUC 492	Integration of Knowledge and Practice	12
EDUC 495B	Applications of Reflective Practice II	0.5
Total		21.5

**Semester III (May and June)**

Course	Title	Credits
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 460	Governance and Reform in Public Education	2
EDUC 495C	Applications of Reflective Practice III	1
EDUC 498	Special Topics in K-12 Education	2
Total		11

Total program credits 55

**5. LEARNING METHODOLOGIES/PROGRAM DELIVERY**

Given the diversity in courses (e.g., methods, foundations, reflective practice, and practica), there are a diverse set of pedagogies (ways of viewing teaching and learning), strategies (specific activities to be used in the classroom), evaluations of candidate work, program resources, and the effective use of technology in the classroom to support both teaching and learning. This brief table attempts to list some of the more consistent practices across courses. UFV Education faculty recognize that there are unique

candidate needs in elementary/middle and secondary school classrooms and that means that diversity in courses and course delivery is important.

<b>Pedagogies</b>	<b>Teaching Strategies</b>	<b>Candidate Evaluations</b>	<b>Program Resources</b>	<b>Integration of technology</b>
<ul style="list-style-type: none"> <li>➤ Circle pedagogy</li> <li>➤ Multiple intelligences</li> <li>➤ Constructivist methods</li> <li>➤ Inquiry based instruction</li> <li>➤ Restorative justice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Micro teaching</li> <li>➤ Approximation of practice</li> <li>➤ Roundtables</li> <li>➤ Socratic circles</li> <li>➤ Carousel</li> <li>➤ Roundtables</li> <li>➤ Group projects</li> <li>➤ Continuous modelling</li> <li>➤ Literature circles</li> <li>➤ Trading cards</li> <li>➤ AB Partners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Journal entries</li> <li>➤ E-Portfolio</li> <li>➤ Group presentations</li> <li>➤ Unit plans</li> <li>➤ Lesson plans</li> <li>➤ Inquiry papers</li> <li>➤ Community ethnography</li> <li>➤ Report cards (including report card comments)</li> <li>➤ Concept sets</li> <li>➤ Issue paper</li> </ul>	<ul style="list-style-type: none"> <li>➤ Smart learning</li> <li>➤ Reading Power Kits</li> <li>➤ Power of Ten</li> <li>➤ Base 10 blocks</li> <li>➤ Kim Sutton Expanded notation</li> <li>➤ JumpMath</li> <li>➤ Box Cars and One-Eyed Jacks</li> <li>➤ Critical challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mimeo</li> <li>➤ Document Camera</li> <li>➤ LCD projector</li> <li>➤ Powerpoint</li> <li>➤ Web-based research (and site evaluation)</li> <li>➤ Teacher blogs</li> <li>➤ Wikispaces for support document sharing</li> </ul>

## **6. ADMISSION, TRANSFER, AND RESIDENCY**

To be admitted into the BEd as a second degree, applicants require a recognized undergraduate degree in a teachable subject area; completion of EDUC 200 and 300; and, for the secondary option only, subject specific majors and/or minors. Upon completion of the program, graduates are awarded the BEd as a second degree. Please see Appendix 3 (Calendar Copy) for more detailed information on admission policies.

The BEd is full time requiring candidates to take all courses together on the same schedule. There is a heavy emphasis on the integration of concepts, curriculum, and assignments. Thus, transfer of courses from other institutions or earlier studies is not be considered (and, as noted earlier, this practice is consistent with other institutions in the province). This ensures that candidates' progress through the program is paced appropriately and ensures that candidates receive consistent exposure to all aspects of the BEd curriculum. The residency requirement for this degree program is 100%. Candidates are not permitted to audit courses.

## **7. FACULTY**

No additional faculty are required to deliver this re-branded program. The current structure is based on a differentiated staffing model. The maximum enrolment for the BEd degree program is set at 72 based on historical data related to demographics, intake trends, and enrolment projections. Faculty and staff allocations include but are not limited to:

- a) One Department Head (1.0 FTE with a 4 section release for administrative duties)



- b) Three Teaching Faculty (Each 1.0 FTE faculty positions to support a maximum of 72 candidates – 36 in each of the two options)
- c) One Program Coordinator (1.0 FTE and 2-4 credits teaching responsibilities)
- d) One Education Advisory (1.0 FTE, non-teaching)
- e) One Education Librarian (0.5 FTE, non-teaching and shared with UFV Library)
- f) One Department Assistant (0.5 FTE assigned to BEd, Staff Position)
- g) Sessional Instructors – Faculty Mentors (to supervise practicum candidates)
- h) Sessional Instructors – (number of sessional instructors depends on individual qualifications)

The program relies on this differentiated model to service the variety of components involved in delivering the BEd program effectively beyond teaching courses. The responsibilities of the differentiated faculty model include securing practicum placements, overseeing a comprehensive five part application process, developing a curriculum library, and providing curricular resources to teaching faculty, all of which are beyond the scope of teaching courses. These components are interdependent and serve to enable effective delivery of the program.

## **8. PROGRAM RESOURCES**

No new resources are required as this is a change in program name only. The current resources that exist include experienced and qualified faculty, professional support faculty, staff, sessional instructors and sessional faculty mentors. The Teacher Education Department Advisory Committee, consisting of representatives from each of the participating districts, provide additional resources related to curriculum, program vision, and school district placements. The curriculum lab, part of the Abbotsford UFV library, contains a comprehensive set of resources for both the elementary and the secondary option. Resources are selected through faculty nomination, course materials, research into best practice, and programs/resources used by teachers in the supporting school districts. Accreditation and licensure requirements are continuously reviewed with the Ministry of Education.

## **9. PROGRAM CONSULTATION**

The Program Working Group consulted with key organizations and departments both within UFV and external to the institution. The Teacher Education Department Advisory Committee was consulted to ensure support for the proposal; their support was strong and enthusiastic. The TRB was notified of this new degree offering and support it on the condition that UFV's program would be consistent with other teacher education programs. The Dean of the Faculty of Professional Studies is in full support of this proposal and the proposal for credential renaming was included in the Education Plan as approved by the UFV Board of Governors. In addition, please see Appendix 2 for letters in support of this name change from District partners.

## **10. PROGRAM REVIEW AND ASSESSMENT**

The Teacher Education Program was reviewed in 2013-2014 as part of UFV's Academic Program and Unit Reviews policy (number [189](#)). The external review team included the following recommendation in its final report: "UFV take the necessary steps to seek approval from the Teacher Regulation Branch of

the Ministry of Education to have the TEP recognized as a full Bachelor of Education Program. This proposal should include an expansion of the current program to three full semesters.” (pg 7)

This program will undergo another review in five years. Reviews are intended to ensure and improve quality of both the programs and the unit, and to foster a culture of continuous improvement of our academic programs.

## 5 PROGRAM VALUES

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Our program is informed by these values:

1

### ***Pedagogical Sensitivity***

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

2

### ***Reflective Practice***

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

3

### ***Critical Mindedness***

TEP believes that educators must understand the complexity, subtlety, and difficulty of contemporary educational questions and issues. This understanding is extended to colleagues as educators value the experiences of their peers, recognize the diversity that is possible in instructional techniques, and choose to learn all that they can without passing judgment on fellow professionals. In an attempt to solve problems, educators must show a high degree of flexibility in comparing various perspectives, seeking alternative solutions, and engaging in collaboration.

4

### ***Social Justice***

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

5

### ***Integration of Knowledge and Practice***

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

## PROGRAM GOALS

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The Teacher Education Program is dedicated to educating teachers who will become responsible and effective professionals. Our graduates will be distinguished by the knowledge, skills, and values expected of educators in the 21<sup>st</sup> century classroom. The five program values form the basis for the goals of TEP.

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

### ***Demonstrating a Strong and Professional Teacher Presence***

#### ***1. Professional:***

This goal relates to the day-to-day respect that TCs demonstrate with students, colleagues, and the profession through effective planning, organizing, time management, communication, and role modeling. Some examples of professionalism include:

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

#### ***2. Strong connection with students:***

To be an effective teacher, the TC must first develop strong, meaningful relationships with each individual student. This involves learning about student needs and interests, as well as sharing his/her interests. In contrast to goal 7, this goal focuses on knowing students personally rather than academically. Some examples that demonstrate a strong connection with students include:

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

### **3. Classroom management:**

This goal focuses specifically on the management of individual, small group, and whole class behaviour. Any actions the TC demonstrates to develop, support, reinforce, and ensure a safe and effective learning environment for students would relate to this goal. In contrast to goal 10 which focuses on developing student knowledge and skills related to curricula, this goal relates specifically to student behaviour. Some examples that demonstrate a ST can effectively manage a classroom include:

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

### **4. Reflective practitioner:**

This goal focuses on how the TC thinks through their lessons, makes decisions on what works and what could be done differently, and then implementing changes in future lessons based on these decisions. Some examples that demonstrate how a TC can engage in reflective practice include:

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

### **5. Working with feedback:**

This goal focuses on information gathered from other colleagues and mentors. In the previous goal (#4) the focus was on having the TC note successes and challenges and altering his/her practice. For this goal, the TC needs to demonstrate a willingness to get feedback from others and put that feedback into practice. It is important that the TC gathers evidence that demonstrates how the feedback affected his/her practice. Some examples of working effectively with feedback would include:

- responding positively to feedback or suggestions for changes;
- implementing feedback from others and reflecting on those changes;

- taking responsibility for what was observed and how that can be improved and/or altered;
- being willing to negotiate changes with those who provide feedback; and
- seeking out constructive criticism.

### **6. *Clear and observable vision:***

As teachers, our vision of what “good teaching” and “effective learning” are will change over time. TCs, even though early in their career, can articulate the vision they are working towards. As a result, there are three important steps for demonstrating this goal. TCs need to describe their vision, usually in a written statement. TCs then share this vision with their mentors and have observations that focus on how they did, or did not, enact their vision. The third step is for TCs to reflect on their lessons and their vision to identify alignment, challenges, and how this experience shapes or informs their vision. Some examples related to demonstrating a clear and observable vision include:

- articulating his or her own values and beliefs regarding children, learning, teaching, and curriculum;
- reflecting on those values and beliefs in relation to his or her practice; and,
- discussing, examining, and clarifying his or her vision with mentors and/or colleagues.

## ***Demonstrating knowledge and skills related to teaching***

### **7. *Knowledge of students:***

This goal focuses on knowing the academic needs of the individual students in a classroom. In contrast to goal 2 which focuses on learning the needs and interests of students, this goal requires the TC to demonstrate knowledge of individual student’s academic success, challenges, and needs. Some examples of demonstrating that a TC is knowledgeable in the academic needs of his or her students include:

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

### **8. *Knowledge of content:***

This goal focuses on ensuring that the TC is knowledgeable in the content and/or skills that he or she is teaching. This includes being familiar with the necessary background knowledge related to each subject area. Some examples of a TC demonstrating that they know the content include:

- developing unit, lesson, and day plans that accurately address curricula content;
- responding effectively to student questions that extend beyond planned lesson content;

- integrating knowledge and skills both within a discipline as well as across disciplines;
- writing and speaking using correct Canadian English; and,
- demonstrating effective use of a variety of technological resources (including assistive technology when possible); and,
- researching and learning about a specific topic for impromptu events.

### ***9. Effective communication with students:***

This goal focuses on clarity and effectiveness in relation to communication. One of the key requirements for effective learning is for students to know what is expected of them. Any strategies, instructions, alterations, or examples a TC can provide that increase the ability of students to understand what is expected of them fits with this goal. Some examples of TCs demonstrating effective communication with students include:

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

### ***10. Effective teaching practices:***

This is one of the largest goals requiring a great deal of time, practice, reflection, and success on the part of the TC. It encompasses everything from mastering direct instruction to the effective implementation of more challenging teaching strategies. Sometimes this requires multiple observations for TCs to demonstrate not just that they can implement a strategy, but that they can implement it effectively. The focus for this goal is the maximizing of student learning. It relates to planning, pacing, incorporating variety, ensuring engagement, and being flexible. To be successful with this goal TCs need to be creative in their planning and effective in their delivery. They need to pay attention to student learning (or lack of learning) and respond appropriately. Ultimately, this requires the TC to move beyond focusing on the technical aspects of teaching to focus on what students are learning. Some examples of TCs who are demonstrating effective teaching practices include:

- pacing lessons so that individuals and entire class maximize their learning;
- scaffolding instruction to ensure individual students learn new concepts;
- being open to, seeking out, implementing, and refining innovative and challenging teaching strategies (e.g., project based learning, cooperative groups, visits into the community, guest speakers, experiments, stations, etc.);

- being open to, seeking out, implementing, and refining the use of new academic programs in the district or school;
- identifying and effectively responding to “teachable moments” that emerge while teaching;
- planning and implementing lessons that engage students, promoting lifelong learning;
- being flexible with their lesson plan, altering if needed (even within the moment) to meet student needs, changes in school schedules, etc.;
- providing opportunities for active engagement, manipulation, and student exploration/experimentation with ideas and materials;
- providing opportunities for students to assume responsibility for the shaping of their own learning tasks;
- providing time for students to analyze and consolidate new concepts between accessing prior knowledge and independent practice;
- responding to connections that students make to concepts and refining those connections to maximize student understanding; and,
- moving students through activities that develop their procedural and conceptual knowledge.

### ***11. Valid and reliable assessment practices:***

To provide effective instruction, TCs need to know what each student knows and does not know; this is the focus of assessment. This can happen within a lesson, over a period of lessons, towards the end of the unit, and is communicated to the student, parents, and administration. TCs must be accurate in their assessments and congruent with the curricula outcomes to be considered effective. Some examples of TCs implementing valid and reliable assessment practices include:

- planning for assessment “as”, “for”, and “of” learning opportunities throughout all units;
- providing students with opportunities to practice assessment formats and content prior to an assessment “of” learning;
- providing a variety and number (more than one) assessments “of” student learning;
- completing quick visual checks of student understanding while having students work through an activity;
- sharing developmentally appropriate assessment criteria, standards, and/or examples with students;
- gradually developing students’ ability to self and peer assess constructively;
- gathering and recording evidence of student understanding both “for” and “of” learning;
- gathering daily recorded observations and comments of student learning and behaviour;
- developing, implementing, reflecting on, and revising tools and questions for interviews designed to assess academic knowledge;
- completing periodic, timed (usually 5 to 20 minutes) observations of individual student behaviours (in relation to work habits, social/emotional development, and cooperative skills);
- implementing school and/or district evaluations (e.g., FSA testing, district-wide writes, etc.);
- developing, implementing, reflecting on, and revising observation records, checklists, scoring keys, rating scales, and rubrics designed to assess academic knowledge and skills; and,
- developing multiple tools and strategies (even multiple tools for the same academic content) to accurately assess individual learners.



### ***12. Inclusive and individualized teaching:***

There are individuals within every group whose needs may vary from the rest of the group. It is the responsibility of the TC to identify those individual needs and meet them while still effectively supporting the behaviour and learning needs of the group. How a TC identifies and meets those individual needs, how they ensure that the classroom is inclusive and safe for individual students, is the focus for this goal. Some examples of TCs demonstrating inclusive and individualized teaching include:

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

### ***Becoming a positive member of the school and the community***

#### ***13. Working respectfully with parents:***

This goal focuses specifically on building a relationship with the parents/guardians of the students in the classroom. Recognizing the importance and value of working with and supporting parents/guardians, the TC seeks a variety of ways to communicate with parents. Some examples of working respectfully with parents include:

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

#### ***14. School culture and community:***

Teachers are not only responsible to the students in their classrooms, but to the school, neighbourhood, and district communities. This involves communicating with, developing, and supporting initiatives that occur outside of the practicum classroom. Some examples of TCs contributing to their school culture and community include:

- establishing positive interactions with faculty, staff (including janitorial and administrative), volunteers, parents, and students beyond classroom walls;
- becoming involved in extra-curricular activities (whether repeatedly over a number of weeks or for specific one- or two-day school-wide events) throughout the school;
- participating in staff meetings and professional development opportunities (including professional learning communities and curriculum based team meetings);
- initiating collaboration with education specialists (e.g., LA, ESL, resource, music, prep teachers, TOCs, and student support);
- communicating and supporting educational assistants;
- contributing to the visual look of school hallways and foyers;
- initiating contact and communication with principals and school administration; and
- helping in other areas of the school outside of one's classroom.



February 25, 2014

Ms. Awneet Sivia  
Department Head  
Teacher Education Program  
Faculty of Professional Studies  
University of the Fraser Valley  
33844 King Road  
Abbotsford, B.C.  
V2S 7M8

Dear Ms. Sivia:

I have had the privilege of working with staff members from the Teacher Education Program (TEP) at UFV for the last 5 years. During this time, I have been impressed with the hard work and commitment that has been dedicated to providing the best possible programming for our student teachers. In Fraser Cascade, we continue to be very pleased with the high level of professionalism and quality of instruction demonstrated by the students who graduate from this program.

The success of the Teacher Education Program is due in part to the effective working relationships that have been developed with each of the School Districts in the Fraser Valley. I have been in attendance at meetings with UFV staff as recently as October 2013, where it was proposed that the Teacher Education Program would be re-branded into a BEd (Bachelor of Education) as a second degree. The purpose of my letter is to provide full support of this proposal. It is my understanding that there will be no changes made to the TEP's structure in terms of credits, courses, goals, practica or any other components of significance. The proposal of a BEd will provide further incentive to attract and retain local students who are interested in furthering their studies, and returning to their home communities to work in the teaching profession.

Once again, I extend my appreciation to the staff members in the Teacher Education Program at UFV, and provide full support of the re-branding of the program into a BEd as a second degree. Please do not hesitate to contact me if you require further information.

Yours truly,

Karen Nelson, EdD  
Superintendent of Schools

March 27, 2014

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

Dear Ms. Sivia:

RE: Secondary Teacher Education Program

Last spring, members of our teacher selection committee had the privilege of attending the electronic portfolio presentations by students in the Teacher Education Program at UFV. These presentations were very impressive and speak highly of the quality of the teacher preparation program provided through the University of the Fraser Valley. Students who have graduated from the UFV Teacher Education Program have proven to be some of the best prepared when we do our recruiting.

The Mission School district is very pleased to learn that UFV is considering offering a Bachelor of Education as a second degree. We are highly supportive of this program as it will continue to provide excellent teachers who will be needed to support our students in future years.

Sincerely,



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Larry Jepsen  
Director of Instruction – Secondary Schools  
TEP Liaison

## **Calendar Copy \*\*\*\*\***

### **Bachelor of Education (BEd) as a second degree**

The Teacher Education Department offers a Bachelor of Education (BEd) as a second degree. This is available to prospective teacher candidates, who have already completed a four-year degree and who intend to become pre-service teachers through the **elementary/middle school option** (Kindergarten to grade 7). The BEd as a second degree is also available for prospective teacher candidates who intend to become secondary school teachers (grade 8 to grade 12) with the **secondary school option**. Within the secondary option, professional development will be provided through a Math/Science stream and a Humanities stream.

The BEd has 55-credits, and course work spans over three semesters. It can only be taken on a full-time basis. Courses and practica emphasize the integration of knowledge, practice, and program components that are specifically designed to meet the BEd values and goals and the curricular requirements of the Ministry of Education. The BEd is intended to help prospective teachers attain the professional standards established by the Ministry of Education through the B.C. Teacher Regulation Branch (TRB); see [bcteacherregulation.ca](http://bcteacherregulation.ca) for more information. Upon successful completion of the BEd, teacher candidates will be recommended to the Ministry of Education for professional certification through the TRB and will receive a BEd from UFV.

### **Entrance requirements and eligibility (ELEMENTARY OPTION)**

The BEd Elementary Option is designed to prepare teacher candidates to qualify for a professional teaching certificate issued by the B.C. Teacher Regulation Branch (TRB). Some of the following admission requirements reflect policies or standards of the TRB.

#### **Academic Entrance requirements**

- Bachelor's degree to include **12** credits of 300 or 400 level courses in teachable subject areas (see Note)
- 3 credits of English composition
- 3 credits of English literature
- 3 credits of Canadian history
- 3 credits of Canadian geography
- 4 credits of an approved laboratory science course
- MATH 105 (4 credits)
- EDUC 200 (3 credits)
- EDUC 300 (4 credits)

Note: All applicants must meet the course requirements of the TRB to qualify for professional certification. The required Bachelor's degree needs to include a minimum of 120 credits. **Twelve** credits of third and fourth year courses have to be from teachable subject areas: English, math, science, physical education, social studies (any combination of anthropology, geography, history, political science, or sociology), French, visual arts, and theatre.

All courses mentioned above, except EDUC 300, must be completed one full semester prior to beginning the BEd.

### **Other requirements (BEd – elementary option)**

**a) Interview** All applicants who meet the minimum requirements will be interviewed to assess their readiness and their dispositions for the teaching profession. Interview dates will be made available by invitation and are normally scheduled for March. Students unable to attend the interview must consult the Education Advisor.

**b) Program Preparation:** Students are required to have work experience with children/adolescents in a variety of settings. While all experience with children/adolescents is valuable, classroom volunteer work is strongly recommended. Students are encouraged to highlight additional certificates, talents and skills. In addition, we recommend that elementary education applicants take courses in First Nations Studies or Indigenous People’s Knowledge to further enhance their preparation. It is also recommended that applicants have preparation in numeracy (e.g. Math 205), modern languages, or fine and performing arts courses.

**c) Reference letters:** At least two, but no more than three, confidential letters of reference from professionals are required to support the application. Forms with guiding questions can be found on the BEd website

**d) Grade Point Average:** UFV will calculate grade point average (GPA) on the most recent two years (approximately 60 semester hours) of undergraduate coursework (this may include post-degree coursework). Applicants with a GPA below a 2.8 on the 4.33 scale in this calculation will not be considered.

### **Entrance requirements and eligibility (SECONDARY OPTION)**

The BEd Secondary Option is designed to prepare students to qualify for a professional teaching certificate issued by the B.C. Teachers Regulation Branch (TRB). The BEd as a second degree (secondary option) includes two streams: Math/Sciences and Humanities. Within these streams are four teachable subject areas: Mathematics and Science (Math/Sciences stream), and Social Studies and English (Humanities stream).

The following admission requirements reflect the policies and standards of the TRB.

There are three ways in which an applicant can be eligible for the BEd as a second degree:

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

**Academic entrance requirements for all secondary streams:**

- Bachelor's degree, to include at least one teachable area consisting of a major or a minor in one of English, Social Studies, Mathematics, or Sciences
- 3 credits in English composition
- 3 credits in English literature
- 3 credits of Educational Psychology (EDUC 200)
- 4 credits of Best Practices of Teaching and Learning (EDUC 300)

Note: The English requirements and EDUC 200 must be completed by December 31st prior to applying to the BEd.

**Course Requirements for major/minor distinctions:**

**The teachable major:**

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

**The teachable minor:**

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

**2) Specific course requirements for admission to the BEd as a second degree ( Secondary option):**

**1. Math/Sciences stream**

**a) Science teacher applicants**

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

- MATH 111, and one of MATH 112 or Math 118, or equivalent.
- A minimum of 18 credits of 100/200-level course work in one of the following designated content areas: Chemistry, Physics, Biology, or Physical Geography/Geology.
- 30 credits of 300/400-level course work in the designated major subject area (or 18 credits for the minor).

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

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

### **b) Mathematics teacher applicants:**

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

- MATH 111, and one of MATH 112 or Math 118, or equivalent
- 12 additional credits in 100/200-level mathematics, (including one course in statistics)
- 8 credits from the completion of CHEM 113 and 114, **or** PHYS111 and 112, **or** BIO 111 and 112
- 30 credits in 300/400-level mathematics courses (a minimum of 18 credits is required for the minor). Please note that the upper level courses should be math courses and not statistics.

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

## **2. Humanities Stream (English/Social Studies)**

### **a) Social Studies teacher applicants**

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

#### **For Geography students:**

- 12 credits in geography at any university level



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

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

**For History students:**

- 12 credits in history, which must include 3 credits of pre-Confederation Canadian history, 3 credits of post-Confederation Canadian history, 3 credits of European history, and 3 credits of Asian, African, or Latin American history
- 6 credits in geography (3 credits must be in Canadian geography)
- 30 credits in 300/400 level history courses (a minimum of 18 credits is required for the minor)

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

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

**b) English teacher applicants**

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

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

Note: English teacher applicants will also be completing the Social Studies methods courses within the Humanities stream. English teacher applicants are encouraged to include English literature courses in their preparation.

**Other requirements (BEd – secondary option)**

**a) Interview** All applicants who meet the minimum requirements will be interviewed to assess their readiness and their dispositions for the teaching profession. Interview dates will be made available by invitation and are normally scheduled for March. Students unable to attend the interview must consult the Education Advisor.

**b) Program Preparation:** Students are required to have work experience with children/adolescents in a variety of settings. While all experience with children/adolescents is valuable, classroom volunteer work is strongly recommended. Students are encouraged to highlight additional certificates, talents and skills. For those students applying with only one teachable minor in one of the four subject areas, preference will be given to students who have a second minor in another subject area widely taught in B.C. schools. In addition to the courses required to apply for each stream, applicants are encouraged to take additional courses to enhance their preparedness for today's classrooms. Students are encouraged to pursue course work in the following areas:

*Mathematics/Sciences applicants:* 6 credits in computer science or 6 credits in another science subject than the teachable major/minor

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

**c) Reference letters:** At least two, but no more than three, confidential letters of reference from professionals are required to support the application. Forms with guiding questions can be found on the BEd website

**d) Grade Point Average:** UFV will calculate grade point average (GPA) on the most recent two years (approximately 60 semester hours) of undergraduate coursework (this may include post-degree coursework). Applicants with a GPA below a 2.8 on the 4.33 scale in this calculation will not be considered.

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

All candidates must meet the B.C. Teacher Regulation Branch acceptable degree policy, restricting the academic preparation acceptable for qualifying teachers. It is strongly recommended that prospective students attend the BEd Seminars which are regularly offered by the department. For more information please see [ufv.ca/tep](http://ufv.ca/tep).

### **Criminal Record Check**

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

be administered through the Education Department and the British Columbia Ministry of Public Safety and Solicitor General.

### **Recognition of previously completed education courses (Transfer)**

The BEd as a second degree is a full-time cohort program, in which all students take all courses together on the same schedule. To ensure that students' progress through the program at the same pace and to ensure that students receive consistent exposure to all aspects of the BEd curriculum, we limit transfer credit from other institutions or from other programs at UFV toward credit in the BEd program.

The following criteria are used to determine the applicability of transfer credit or other UFV credits to the BEd as a second degree requirements or BEd admission requirements:

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

Once transfer credit has been evaluated, through the process administered by the UFV Office of the Registrar, applicants should contact the Teacher Education Department to determine whether courses assigned UFV transfer credit may be used toward the BEd admission requirements. When transfer credit to the BEd is not appropriate, unassigned transfer credit may be given towards electives for other UFV programs. Students should consult with the Education Advisor.

### **How to apply**

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

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

Students can obtain BEd application forms online through the Office of the Registrar, or the BEd website ([www.ufv.ca/tep](http://www.ufv.ca/tep)).

### **Additional documents required for a complete application:**

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

The résumé must accompany the application. The date for the interview will be made available by invitation.

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

All references must be mailed directly by the referee in a sealed envelope to the UFV Office of the Registrar:

Office of the Registrar  
attn: BEd Program Admissions  
University of the Fraser Valley  
33844 King Rd. Abbotsford, B.C. V2S 7M8

### **Basis for admission decision**

1. An admissions committee, comprised of four to five faculty members will consider each candidate's application.
2. Each applicant must meet all academic requirements. In addition, teacher candidates are evaluated based on the four additional admission criteria as outlined under “Other requirements”. Applicants with the highest overall score will be given admission to the BEd. A waitlist will also be generated for each intake.
3. Conditional acceptance may be offered, if students are still completing their Bachelor’s degree and/or EDUC 300 prior to beginning the BEd in September. Proof of completion of ALL entrance requirements is due by mid-May.

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

## **Fees and additional costs**

See the [Fees and Other Costs](#) section. Books and additional supplies cost approximately \$100 per course. Students must have reliable modes of transportation for travel to practica sites. The criminal record check will be \$28. Upon successful completion of the BEd, student teachers can expect to pay a fee to the B.C. Teacher Regulation Branch to have documents reviewed for certification purposes.

## **BEd Program outline (Elementary Option)**

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

### **Semester I (September to December)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 410	Schooling in a Diverse Society	3
EDUC 420	Designs for Learning Elementary Language Arts	3
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 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice I	0.5
Total		20.5

### **Semester II (January to April)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 412	Introduction to Development and Special Learning Needs	3
EDUC 421	Designs for Learning Elementary Social Studies	2
EDUC 423	Designs for Learning Elementary Science	2
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating and Reporting	2
EDUC 453	Literacy Across the Curriculum	1
EDUC 454	Mental Health and Special Learning Needs in Schools	1
EDUC 492	Integration of Knowledge and Practice (Practicum 2)	12
EDUC 495B	Applications of Reflective Practice II	0.5

Total 25.5

### **Semester III (May and June)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 460	Governance and Reform in Public Education	2
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 495C	Applications of Reflective Practice III	1
Total		9

Total program credits 55

### **BEd Program outline (Secondary Option)**

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

#### **Humanities Stream**

#### **Semester I (September to December)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 410	Schooling in a Diverse Society	3
EDUC 413	Adolescent Development and Special Education	3
EDUC 431	Designs for Learning General Language Arts	3
EDUC 432	Designs for Learning General Social Studies	3
EDUC 440	Professional Communications	1
EDUC 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice	0.5
Total		22.5

#### **Semester II (January to April)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 434A	Designs for Learning Secondary History/Geography	1.5
EDUC 434B	Designs for Learning Secondary Language Arts	1.5
EDUC 441	Designs for Learning Online Instruction	1
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating, and Reporting	2
EDUC 454	Mental Health/Special Learning Needs	1
EDUC 492	Integration of Knowledge and Practice	12
EDUC 495B	Applications of Reflective Practice	0.5
Total		21.5

### **Semester III (May to June)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 460	Governance and Reform in Public Education	2
EDUC 495C	Applications of Reflective Practice III	1
EDUC 498	Special Topics in K-12 Education	2
Total		11
Total program credits		55

### **Math/Sciences Stream**

### **Semester I (September to December)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 410	Schooling in a Diverse Society	3
EDUC 413	Adolescent Development and Special Education	3
EDUC 435	Designs for Learning Secondary Math	3
EDUC 436	Designs for Learning Secondary Science	3
EDUC 440	Professional Communications	1
EDUC 444	Classroom Management Strategies	1
EDUC 445	Planning and Assessment	2
EDUC 490	School Experience (Practicum 1)	6
EDUC 495A	Applications of Reflective Practice I	0.5
Total		22.5

### **Semester II (January to April)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 437A	Designs for Learning Secondary Biology/Earth Science	1.5
EDUC 437B	Designs for Learning Secondary Chemistry/Physics	1.5
EDUC 441	Designs for Learning Online Instruction	1
EDUC 446	Information Technology in Teaching	1
EDUC 448	Conflict Resolution in Schools	1
EDUC 452	Unit Planning, Assessment, Evaluating and Reporting	2
EDUC 454	Mental Health and Special Learning Needs in Schools	1
EDUC 492	Integration of Knowledge and Practice	12
EDUC 495B	Applications of Reflective Practice II	0.5
Total		21.5

### **Semester III (May and June)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
EDUC 442	Introduction to Classroom Research	1
EDUC 447	Indigenous Youth and Schooling	3
EDUC 450	Second Language Learning in Classroom Practice	2
EDUC 460	Governance and Reform in Public Education	2
EDUC 495C	Applications of Reflective Practice III	1
EDUC 498	Special Topics in K-12 Education	2
Total		11



## **Program Regulations**

### **Continuance in the program**

Teacher candidates must demonstrate a satisfactory level of understanding in all foundation courses, designs for learning courses, and short courses in order to receive credit. Courses are evaluated on a credit/no credit basis. Please note that details of how a teacher candidate is evaluated in a course is specified in each course outline. Teacher candidates must receive credit in the school experience and practica in order to complete the program. Moreover, teacher candidates are expected to be guided by ethically responsible professional conduct that includes behaviour consistent with the established [Standards for the Education, Competence and Professional Conduct of Educators](#), as outlined through the Ministry of Education's Teacher Regulation Branch.

### **Interruption of the BEd due to extenuating circumstances**

Students may apply for permission to interrupt the BEd due to extenuating circumstances such as medical, personal, or financial difficulties. There is an interrupt form which must be completed by the student and reviewed by the program coordinator. A recommendation is then made to the department head. Conditions for the student's re-admission into the BEd are specified at this time. Candidates who interrupt the BEd will be considered withdrawn from the program. They must apply for re-entry into the program by the specified deadlines within two years of the interruption. **Interruption is not an option once performance issues have been identified.**

### **Withdrawal from the BEd**

#### **Academic warning**

Students must achieve credit in all courses to maintain standing in the program. Academic warning in the BEd program is provided in the form of a Notice of Potential Withdrawal Contract. Students who do not achieve credit in a course will be withdrawn from the program. Please see the section on course withdrawal below.

#### **Course withdrawal**

Students who withdraw from any of the BEd courses will be considered withdrawn from the program. See [Re-application, or re-entry](#) below for information on completing the program.

The withdrawal of a student from the BEd may be a difficult experience for all concerned. It is important that all affected parties have a thorough understanding of the withdrawal process in order to lessen discomfort and ensure transparency of the process.

## **Withdrawal procedures**

### **Voluntary withdrawal by the student**

If a student acknowledges his/her inability to meet the goals of the BEd as a second degree he/she may withdraw from the program. The student is required to inform their Faculty Mentor, Teacher Mentor, and the Registrar's office of his/her intention to withdraw. The student is required to fill out the withdrawal form and to meet with the program coordinator. In a student-initiated withdrawal, a variety of conditions for re-entry may be identified on the withdrawal form. These conditions will reflect the student's performance and the circumstances surrounding the student-initiated withdrawal.

### **Withdrawal initiated by TEP**

If in the professional judgment of the Faculty Mentor, Teacher Mentor, or program coordinator, a student has not adequately demonstrated competency in meeting the goals of the BEd program, certain procedures are initiated in the following sequence:

#### **The Contract/Notice of Potential Withdrawal**

As problems in the student's work are identified and persist, the Faculty Mentor may put the student on contract. This contract is developed in consultation with the student, Faculty Mentor, Teacher Mentor, and Program Coordinator, so that the requirements of the contract are clear. This contract identifies the student's performance weaknesses and specifies the conditions the student must meet in order to demonstrate improvement. A deadline will be set to determine whether the conditions have been met. (The student will have a minimum of five working days to meet the terms of the contract.) When the student has demonstrated that he/she has met the conditions by the deadline, he/she must demonstrate that the improvements are sustained during the remainder of the practicum. Failure to meet or sustain the conditions of the contract will result in immediate withdrawal.

## **Withdrawal**

At the time of a student's withdrawal, a withdrawal form is completed and signed by the student, the Faculty Mentor, the Teacher Mentor, and the Program Coordinator. The withdrawal form lists the reasons for the withdrawal and specifies the conditions that the student must meet before he/she can apply for re-entry and re-admission. These conditions for re-entry should identify the student's performance issues clearly, and should allow for the presentation of observable data at the time of re-entry, both in an interview and in the student's portfolio.

Note: Teacher candidates who withdraw or who are withdrawn from a course in the first semester must re-apply to the BEd. Teacher candidates who withdraw from any of the BEd

courses will be withdrawn from the program. (See Re-entry and Re-admission to the BEd for information on subsequent attempts to complete the degree.)

### **Immediate withdrawals**

For situations that are considered very serious, a teacher candidate may be immediately removed from the classroom. Examples include instances when physical, emotional, intellectual, and social safety of children may be at risk or when the principal at the sponsoring school refuses to allow the student to continue. In this case, the Program Coordinator will remove the student from the program immediately without following the usual steps in the withdrawal process. The process is outlined in the BEd Handbook.

### **Re-application, or re-entry**

There are two ways to re-join the BEd. The specific options available relate to the length of time spent in the degree before withdrawing or being required to withdraw: re-application, or re-entry.

### **Re-application to the BEd**

Students who withdraw or are withdrawn from any first semester course (incl. EDUC 490), are required to re-apply for admission to the BEd. Admission is competitive and the student must be successful in the application to be re-admitted. A previous admission does not provide any guarantee for re-admission; the application is subject to the same criteria for admission as are those from all other candidates.

### **Re-entry to the BEd**

Students who withdraw or are withdrawn from second semester courses (incl. EDUC 492), or from any third semester courses, may apply for re-entry to the BEd. They must show evidence of meeting the terms of the withdrawal contract. An interview with the admissions committee may be required.

Teacher candidates who do not meet the objectives of EDUC 492 may be put on a contract. If the teacher candidate withdraws or is withdrawn from EDUC 492, s/he can apply for re-entry into the program. There are specific written requirements for re-entry as stated on the withdrawal form, which can be obtained from the Program Coordinator.

A teacher candidate who re-enters the BEd is required to repeat the semester in which the withdrawal occurred. Teacher candidates who have withdrawn from EDUC 492 must be successful in their application to be re-admitted within 2 years after interrupting or withdrawing from the BEd. Deadline for re-entry is October 15 and part of the application to re-enter is a submission of supporting data which demonstrates that all re-entry conditions have been met.

Only teacher candidates who withdraw from EDUC 492 and apply by the deadline will be considered for re-entry into the BEd.

**Requirements for Re-Entry to the BEd may include one or more of the following:**

- a) The teacher candidate may need to show documentation of new observation and/or volunteer experience working in educational/instructional contexts.
- b) The teacher candidate may need to show completion of required coursework.
- c) The teacher candidate may be required to complete specific tasks involving reading, writing, reflection, planning, and/or instruction.
- d) The teacher candidate must apply for re-entry within two years of interrupting or withdrawing from the BEd and must demonstrate that professional/personal development relevant to the circumstances of withdrawal has been undertaken.
- e) The teacher candidate may be required to have an interview with the Admissions Committee.

A teacher candidate who re-enters the BEd is required to repeat the semester in which the withdrawal occurred. Students who withdraw or are withdrawn from the program for the second time will not be considered for re-entry to the program.

Note: Although every effort is made to accommodate students who wish to re-enter the program in the semester of their choice, this cannot be guaranteed. Factors such as space availability for re-admitted students, as well as the total number of applicants in any given semester, inevitably influence the possibility of re-admission, even for candidates who are otherwise qualified.

**Residency**

This is a full-time program in which all students take all of the courses. Thus, transfer of courses from other institutions or earlier studies will not be considered.

**Auditing courses**

Students will not be permitted to audit courses.

**Graduation**

Upon successful completion of all program requirements, students are recommended to the Ministry of Education through the B.C. Teacher Regulation Branch for professional certification. In addition, teacher candidates will receive the BEd as a second degree from UFV.

**Course listings**

For complete details on courses see the [course descriptions](#) section.



## Curriculum Collection

This report has been prepared at the request of the Teacher Education Program (TEP); it describes the library's collections, facilities, and services in general and, more specifically, how the Library supports the TEP.

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### **LIBRARY COLLECTIONS**

The UFV Library collection has been developed over a number of years to support the academic programs offered by the university. The overall library collection statistics are summarized below. These counts represent materials in a variety of formats, and in all subject areas.

**a. Collection Overview (All Subjects) as of December 2013**

Item Type	Count
Books (including non-circulating items)	182,167
Electronic Books <sup>1</sup>	148,796
Recorded Media (VHS, DVD, CD)	11,253
Streaming Video <sup>2</sup>	12,791
Periodical Barcoded Issues	136,936
Full Text Electronic Journal Titles	59,233
Licensed Research Databases	126

**b. Collection support and number of total items in the Curriculum Collection as of December 2013**

Item Type	Count
Book	1753
CD	42
DVD	70
Videotape	8
Poster	5
Kit	128
<b>Total</b>	<b>2006</b>

The Curriculum Collection has steadily grown since the establishment of the Teacher Education Program (TEP) at UFV in 2007. The growth of the collection for the elementary program contains a mixture of book, audiovisual and kit resources to support elementary curriculum subjects and other course subjects in the Teacher Education Program.

**c. History of Orders for the Curriculum Collection (2003-2013)**

In a review of UFV Library's education collection, the 2006 Naslund Report recommended library funding should be increased from proposed \$10,000 to \$20,000 to acquire a basic collection of learning resources before start-up of Teacher Education Program in 2007. In

<sup>1</sup> Number of titles included in the library's online catalogue.

<sup>2</sup> *ibid.*

addition, a minimum of \$7000 per year for the next five years was recommended to continue the growth of the professional resources in the collection. <sup>3</sup>

The Teacher Education Program receives allocated funds from the annual library collections budget. This shifts every year as it depends on total amount of funds for collections available to be divided among all departments by the collections allocation formula. Generally, the library allocation contribution has been between \$3000-\$4000 per year. In addition, beginning in 2007, a \$7000 additional contribution from the TEP annual budget to purchase resources for the Curriculum Collection. The TEP annual contribution and an original start-up amount of \$10,000 were part of the recommendations from the Naslund Report<sup>4</sup> for the creation of the TEP.

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

2003	2004	2005	2006	2007	2008	2009
<b>287.00</b>	513.71	1,092.81	13,492.2	7,528.00	10,331.15	12,218.00

2010	2011	2012	2013	Total
<b>11,923.5</b>	11,984.2	11,060.27	10,966.46	91,399.30

In addition, there has been one faculty member who received recruitment funds on their hiring of \$5000.00. This was focused on purchasing elementary and a few secondary Science resources. The Shirley Lister Memorial Fund of \$3037.69 was also given for Curriculum resources and is split between purchasing items for Special Education, Fine Arts and Physical Education resources for elementary and the new secondary Curriculum collections.

**d. Number of Items by Library of Congress (LC) Call Number Range in Curriculum Collection – Selected Areas**

The table below includes items catalogued with LC call numbers and includes most formats, such as books, videos, DVD’s, CD’s, and kits in the Curriculum collection. This number count does not include electronic books, streaming videos, or journals. Curriculum specific items in the collection maybe catalogued in their subject-specific LC call number range or put in the LB call number range (Theory and Practice of Education).

Call Number Range	Subject	Count
<b>BF1-BF990</b>	<b>Psychology</b>	
<b>L 7-L991</b>	Education	70

<sup>3</sup> Naslund, J. (2006). *Assessment of the University College of the Fraser Valley Library Education Collection: Report to the British Columbia College of Teachers*. Appendix 4: Library Assessment Report for the Draft Report and Recommendations from the Program Approval Team – UCFV., 52.

<sup>4</sup> Naslund, J. (2006). *Assessment of the University College of the Fraser Valley Library Education Collection: Report to the British Columbia College of Teachers*. Appendix 4: Library Assessment Report for the Draft Report and Recommendations from the Program Approval Team – UCFV., 51.



<b>LA5-2396</b>	History of Education	3
<b>LB5-3640</b>	Theory and Practice of Education	554
<b>LC8-6691</b>	Special Aspects of Education	65
<b>E11-E909</b>	America	49
<b>FC1-FC3850</b>	America; British America	63
<b>G1-GV1799</b>	Geography; Recreation & Leisure	112
<b>H1-HV9960</b>	Social Sciences (including Social Studies)	52
<b>M 1-Mt949, N1-NX-410</b>	Music; Fine Arts	67
<b>PZ1-PZ90</b>	Language and Literature	264
<b>QA1-QA939</b>	Mathematics	302
<b>Q1-QL795</b>	Science	90

***e. Number of Titles by Subject Heading***

The table below presents a small selection of LC Subject Headings pertaining to the Teacher Education Program. These titles include monographs, reference books, Kits, audiovisual resources.

<b>Subject Headings</b>	<b>Count</b>
<b>Bullying</b>	43
<b>Classroom Management</b>	33
<b>Educational Leadership</b>	14
<b>Inclusive Education</b>	7
<b>Indians of North America</b>	48
<b>Juvenile and Literature</b>	431
<b>Juvenile Fiction</b>	194
<b>Language Arts – (Primary)</b>	47
<b>Language Arts – (Elementary)</b>	79

Literacy	28
Mathematics – Problems, Exercises	59
Mathematics – Study and Teaching (Primary)	76
Mathematics – Study and Teaching (Elementary)	100
Music	59
Physical Education	48
Science – Study and Teaching (Primary)	18
Science – Study and Teaching (Elementary)	49
Social Justice-Study and Teaching	9
Special Education	13

**f. Use of Collection**

The following table presents the number of check-outs from Jan. 2007 to Dec. 2012,

Item Type	Item Count	Circulation Count	Average # C/O
Book	1753	10,399	6
CD	42	103	2
DVD	70	291	4
Videotape	8	102	12
Poster	5	10	2
Kit	128	635	5
<b>Total</b>	<b>2006</b>	<b>11540</b>	<b>6</b>

**g. Highest Use Items in Curriculum Collection from 2007-2013**

The first year of the TEP, the Curriculum Collection was small and so started off as a reference only collection. Part way through the first year we shifted it to a 24 hour loan period. It shifted to the current loan period of three days (one week during school practicums) in 2008. Below is a selection of most popular circulating items in the Curriculum Collection from 2007 until 2013:

Checkouts and Renewals	Copies	Title
<b>104</b>	7	MATH MAKES SENSE 000004
<b>60</b>	16	LETS MOVE
<b>56</b>	19	JUMP MATH
<b>56</b>	12	MATH MAKES SENSE 000003
<b>46</b>	14	NELSON LITERACY

<b>30</b>	4	EASYSHAPES
<b>21</b>	2	INSTANT SCIENCE ACTIVITY LIBRARY
<b>17</b>	2	WRITING POWER ENGAGING THINKING THROUGH WRITING
<b>14</b>	4	TRAIT CRATE PICTURE BOOKS MODEL LESSONS AND MORE TO TEACH
<b>13</b>	5	MATH MAKES SENSE 000006
<b>13</b>	1	ABORIGINAL ASTRONOMY KIT
<b>12</b>	1	LITERACY CENTERS
<b>12</b>	4	MATH MAKES SENSE 000005
<b>12</b>	1	ME ON THE MAP
<b>11</b>	1	PLANTS
<b>11</b>	1	KEEPERS CHICKLETES SET
<b>10</b>	1	LITERACY TECHNIQUES FOR BUILDING SUCCESSFUL READERS AND WR
<b>10</b>	1	FORCE MOTION
<b>10</b>	2	SEVEN BLIND MICE
<b>10</b>	3	OUR COMMUNITIES
<b>9</b>	2	PM BENCHMARK KIT 000001
<b>9</b>	2	ENEMY PIE
<b>9</b>	1	DISCOVERING FIRST PEOPLES AND FIRST CONTACTS
<b>8</b>	1	DAILY 000005 FOSTERING LITERACY INDEPENDENCE IN THE ELEMEN
<b>8</b>	2	B C SCIENCE PROBE 000004
<b>8</b>	2	B C SCIENCE PROBE 000005
<b>8</b>	1	CAFE BOOK ENGAGING ALL STUDENTS IN DAILY LITERACY ASSESME
<b>8</b>	2	FROM TIME IMMEMORIAL THE FIRST PEOPLE OF THE PACIFIC NORTH
<b>8</b>	2	GLOBAL CITIZENS
<b>8</b>	3	READING POWER TEACHING STUDENTS TO THINK WHILE THEY READ
<b>8</b>	1	WHAT ARE THE SEASONS LIKE
<b>7</b>	1	INTERNMENT AND REDRESS THE STORY OF JAPANESE CANADIANS A R
<b>7</b>	7	MATH MAKES SENSE 000002
<b>7</b>	1	JOHN CABOT
<b>7</b>	2	BODY WORKS
<b>7</b>	2	CONNECTIONS CANADA
<b>6</b>	1	FINDING YOUR LEADERSHIP STYLE A GUIDE FOR

EDUCATORS	
6	2 B C SCIENCE PROBE 000006
6	1 ARRIVAL
6	1 IF YOU COULD WEAR MY SNEAKERS
6	2 MAGNETIC 000100 BOARD
6	1 HOW TO BE A FRIEND A GUIDE TO MAKING FRIENDS AND KEEPING T
6	1 GOOD LUCK GOLD AND OTHER POEMS
6	1 THINK AGAIN
6	1 RAVEN A TRICKSTER TALE FROM THE PACIFIC NORTHWEST
6	2 MATH WORKS A BALANCED APPROACH TO TEACHING MATHEMATICS
6	4 NELSON LITERACY
6	6 MY NAME IS SEEPEETZA
6	1 MISSING PIECE
5	1 METRE STICK
5	1 NATIONAL PROVINCIAL TERRITORIAL SYMBOLS OF CANADA
5	1 POWER OF TEN
5	1 SCAREDY SQUIRREL MAKES A FRIEND
5	1 SUPER SAND CASTLE SATURDAY
5	1 VISUAL TOOLS 000025 MATH GRAPHS
5	1 WHAT IF
5	1 MATH CENTERS
5	1 CANADIAN GOVERNMENTS COMPLETE UNIT

#### **h. Reference Collection: Print and Online Collections**

The library's reference collection offers a number of resources to support courses in this program. A brief selection is listed below:

Concise encyclopedia of special education

Call Number: LC 4007 E53 2002

Critical thinking and learning: an encyclopedia for parents and teachers

Call Number: LB 1590.3 C735 2004

Early childhood education: an international encyclopedia

Call Number: LB 1139.23 E264 2007 (4 vols.)

Edspeak: a glossary of education terms, phrases, buzzwords, and jargon

Call Number: LB 15 R285 2007

Education and sociology: an encyclopedia

Call Number: LC 189.95 E38 2002

Encyclopedia of education and human development

Call Number: LB 15 E473 2005 (3 vols.)

Encyclopaedia of Indian education

Call Number: LA 1151 S94 2006 (3 vols.)

The encyclopedia of learning disabilities

Call Number: LC 4704.5 T86 2002

Learning theories, A to Z

Call Number: LB 15 L4695 2002

World education encyclopedia: a survey of educational systems worldwide

Call Number: LB 15 W87 2002 (3 vols.)

This collection is complemented by our subscriptions to a growing collection of several hundred subject-specialized quality electronic reference sources such as Oxford Reference Online (selected dictionaries and encyclopedias from Oxford Press), Sage Knowledge (indepth, authoritative background information on social sciences topics), and Blackwell Reference Online (authoritative, scholarly reference sources: dictionaries, handbooks and companions in the social sciences and humanities).

**Oxford Reference Online Premium** a selection of titles include:

Wallace, S. (2008). *A dictionary of education*. Oxford: Oxford University Press.

Zipes, J. (2006). *The Oxford encyclopedia of children's literature*. Oxford: Oxford University Press.

**Sage Reference Online** contains high quality handbooks and encyclopedias in the social sciences. A selection of titles includes:

Connelly, F. M., He, M. F., & Phillion, J. (Eds.). (2008). *The SAGE handbook of curriculum and instruction*. Thousand Oaks, CA: SAGE Publications, Inc. doi:

<http://dx.doi.org/10.4135/9781412976572>

English, F. W. (Ed.). (2006). *Encyclopedia of educational leadership and administration*. (Vols. 1-2). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412939584>

Hunt, T. C., Carper, J. C., Lasley, T. J., II, & Raisch, C. D. (Eds.). (2010). *Encyclopedia of educational reform and dissent*. Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412957403>

Russo, C. J. (Ed.). (2008). *Encyclopedia of education law*. (Vols. 1-2). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412963916>

Salkind, N. J. (Ed.). (2008). *Encyclopedia of educational psychology*. (Vols. 1-2). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412963848>

Wiley, D. C., & Cory, A. C. (Eds.). (2013). *Encyclopedia of school health*. Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781452276250>

Connelly, F. M., He, M. F., & Phillion, J. (Eds.). (2008). *The SAGE handbook of curriculum and instruction*. Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412976572>

Brown, F., Hunter, R. C., Donahoo, S., Russo, C. J., & Osborne, A. G., Jr. (Eds.). (2012). C. J. Russo, & A. G. Osborne, Jr. (Series Eds.), *Debating Issues in American Education: Diversity in schools*. Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781452218496>

**i. Ebooks**

Print collections are augmented by the library's electronic resources. The library collection now contains more than 148,000 electronic books from Netlibrary (Ebsco), ebrary, MyiLibrary, Oxford, Gale, Sage, Blackwell and Springer, including numerous titles related to Education. Titles are included in the UFV Library catalogue using the Advanced Search, and may be searched separately by using the E-Resources Search option. Here is listing of sample of titles by LC Subject headings:

Subject Headings	Count
Classroom Management	104
Educational Leadership	154
Inclusive Education	85
Juvenile Fiction	32
Literacy	234
Social Justice – Study and Teaching	11
Elementary and Education	196
Primary and Education	46
Teacher and Education	58
Elementary and Study and Teaching	177

**j. Journals**

The UFV Library has approximately 62,700 journals in our print and online collection, of which the vast majority are available online from any location via our proxy server. Print and online journals are listed in our online UFV Journals List (<http://cufts2.lib.sfu.ca/CJDB/BCLF/browse>).

**k. Journal Titles by Subject**

The following table shows a selection of journal titles in subject areas as categories by the UFV Journals List.

Subject Area	# Titles
Education	517
Educational Psychology	29
Educational Theory and Practice	57
History of Education	22
Preschool to Grade 12	15
Teacher Education	11

### ***I. UFV Holdings for Highest Ranked Journals<sup>5</sup> in Education***

Rank	Title	ISSN	UFV Holdings
1	Review of Educational Research	1935-1046,0034-6543	FT: 1931-current
2	American Educational Research Journal	1935-1011,0002-8312	FT: 1964-current
3	Journal of Research in Science Teaching	1098-2736,0022-4308	FT: 1996-current
4	Learning and Instruction	0959-4752	FT: 1991-current
5	Reading Research Quarterly	1936-2722,0034-0553	FT: 1965-2011
6	Computers and Education	0360-1315	FT: 1976-current
7	Science Education	1098-237X,0036-8326	FT: 1996-current
8	Educational Researcher	1935-102X,0013-189X	FT: 1972-current
9	Contemporary Educational Psychology	1090-2384,0361-476X	FT: 1976-current
10	Educational Evaluation and Policy Analysis	1935-1062,0162-3737	FT: 1979-current
11	Journal of Computer Assisted Learning	0266-4909,1365-2729	FT: 1997-current
12	Sociology of Education	1939-8573,0038-0407	FT: 1963-current
13	Journal of Teacher Education	1552-7816,0022-4871	FT: 1950-current
14	Structural Equation Modeling	Not for Teacher Education	
15	Journal of the Learning Sciences	1532-7809,1050-8406	FT: 1991-current
16	Elementary School Journal	1554-8279,0013-5984	FT: 1914-2007
17	Metacognition and Learning	1556-1631,1556-1623	FT: 2006-current
18	Internet and Higher Education	1096-7494,1096-7516	FT: 1998-current
19	Advances in Health Sciences Education	Not for Teacher Education	
20	International Journal of Computer – Supported Collaborative Learning	1556-1615,1556-1607	FT: 2006-current
21	Early Childhood Research Quarterly	0885-2006	FT: 1986-current
22	Journal of School Psychology	0022-4405	FT: 1995-current
23	Developmental Review	1090-2406,0273-2297	FT:1981-current
24	Academy of Management Learning and Education	Not for Teacher Education	
25	British Journal of Educational Technology	1467-8535,0007-1013	FT: 1997-current
26	Journal for Research in Mathematics Education	1945-2306,0021-8251	FT: 1970-current
27	Academic Medicine	Not for Teacher Education	
28	Comparative Education Review	1545-701X,0010-4086	FT: 1957-2007
29	Handbook of the Economics of Education	No holdings	
30	Education Finance and Policy	No holdings	

<sup>5</sup> SJR rankings for journals, 2012 (retrieved <http://www.scimagojr.com/journalrank.php>); measures the impact and importance of journals within a discipline

### Research Databases

The UFV Library provides access to more than 126 research databases, including more than 50 open access databases, which provide indexing for journals, books and book chapters, streaming video, primary sources, and more. Many of these databases provide full text for journal articles. In addition, the “Where Can I Get This” feature links citations to full text content in all other UFV research databases, the print collection and other library collections.

#### Primary Research Databases for Teacher Education

##### ERIC (Various Vendors)

This database provides access to education literature (including educational psychology and physical education) and resources, including journal articles and full-text documents dating back to 1966.

##### Teacher Reference Center (EBSCOhost)

This database provides indexing and abstracts for many of the most popular teacher and administrator journals and magazines to assist professional educators.

#### Additional Research Databases for LIBIT

##### Academic Search Premier (EBSCOhost)

This multi-disciplinary database provides full text for a multitude of journals, including many which are peer-reviewed.

##### Canadian Business & Current Affairs (CBCA) (ProQuest)

Canadian Business & Current Affairs (CBCA) covers current events, business, science, the arts, education, and social sciences as produced in Canada.

##### JSTOR (JSTOR)

This database provides an archive of full text scholarly journals across the humanities, social sciences and sciences, with coverage beginning from the first issue of each title.

##### PsychInfo (EBSCOhost)

This database provides abstracts of scholarly, peer-reviewed journal articles, book chapters, books, and dissertations in psychology and related disciplines.

### LIBRARY FACILITIES

The Teacher Education Program UFV Library & Information resides on the Abbotsford campus of the University of the Fraser Valley.

UFV libraries are located on the Abbotsford and Chilliwack campuses and offer reference and circulating collections, study carrels and tables, group study rooms, audio-visual viewing



stations, wireless computer access, photocopying and scanning equipment, computer workstations for student research, and reference, circulation, and instructional services.

**Library Hours**

The Abbotsford and Chilliwack campus library are open year-round. These campus libraries have reduced evening and weekend hours May through August.

<b>Abbotsford campus library</b> (September to April):	<b>Chilliwack campus library</b> (September to April):
Monday - Thursday..... 8 am - 10 pm	Monday - Thursday..... 8 am – 8:30 pm
Friday .....8 am - 6 pm	Friday..... 8 am – 4:30 pm
Saturday.....10 am - 6 pm	Saturday..... 10 am - 4 pm
Sunday ..... 12 pm - 6 pm	Sunday ..... Closed

**Curriculum Collection**

The Curriculum Collection is physically located on the Abbotsford Campus Library in the right corner of the first floor. It is a collection that has grown and continues to do so since program began in 2007. In addition, the collection that contains Kit items, big books, maps, posters that can take up a lot of space. Around the collection are two group study tables for students to work study and work at. The collection consists of books, audiovisual (DVD, Video, CD), kits, and posters/maps for teaching K-12 curricular, professional and other courses in program.

**LIBRARY SERVICES**

***ROLE OF THE EDUCATION LIBRARIAN: TEACHING AND LEARNING SUPPORT TO TEP STUDENTS AND FACULTY***

As teacher librarian for the TEP, I am embedded in courses and in the work of the department. I highly value the role and time spent with students helps me better understand how to help answer questions, teach students, and develop the Curriculum Collection.

**Reference Services**

I work with TEP students and faculty one-on-one in person, telephone or email consultations on a whole range of topic or subject areas. Often this takes place during class time, before/after TEP classes, and over lunch hour.

**Collections**

Growing a library collection to meet the curricular and scholarly needs of a PDP program is significant commitment in time and financial resources. A key role of the Education librarian, through consultation and collaboration with TEP faculty, is to balance and select resources (teacher guides, kits, Audio-visual, Aboriginal, and breadth of coverage in some collection types such as children’s literature collections) to support the learning of students in curriculum subjects and other course subjects in this program.

The goal of the Curriculum Collection is to prioritize collection areas, balance spending of funds of high cost resources produced in Teacher Education (e.g. Teacher Guides, Kits, some AV) amongst all curricular and course subject areas and work on developing a collection of examples of resources student teachers can use to support course work or will encounter in teaching children in school districts in the Fraser Valley.

In addition to work with TEP Faculty and students to build the Curriculum Collection there is also reaching out to contact local school district Curriculum or Instructional Services

departments to determine resource suggestions as well as review of prescribed Curriculum and the learning resources recommended by the B.C. Ministry of Education.

### *Teaching*

As Teacher Librarian, I work with TEP faculty and students with and a few specific courses. Over time, I have worked with TEP faculty on adding in information literacy and technology integration as part of TEP courses. UFV's ILO #1 on Information Literacy has meant that we have looked at how this aspect can be better integrated as part of courses in the program. Here are courses that currently have information literacy teaching components around course assignments:

- EDUC 410 Schooling in a Diverse Society (One hour workshop)
- EDUC 420 Designs for Learning Elementary Language Arts (30 minutes)
- EDUC 453 Literacy Across the Curriculum (30 minutes)
- EDUC 442 Introduction of Classroom Research (One hour workshop)

Due to my experience teaching the course on technology integration, I also teach with TEP faculty on these two courses:

- EDUC 446 Information Technology in Teaching
- EDUC 495 Applications of Reflective Practice

### **Reference Services**

The UFV Library provides excellent reference services to students, faculty and staff at UFV. We pride ourselves in our service levels, providing students with a high level of individual attention. Reference librarians are available to answer in-person questions during almost all of our opening hours. In addition, we offer reference service by telephone, fax, and email. We also offer 30-minute appointments with our reference librarians on request. Our online request forms are available on our web site:

Email: [http://www.ufv.ca/library/contact\\_us/request.htm](http://www.ufv.ca/library/contact_us/request.htm)

Reference appointment: <http://journals.ufv.ca/library/extendedref/>

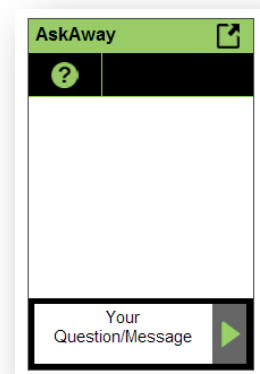
In the 2012/13 academic year, the UFV Library responded to 26,014 reference questions. Since September 2006, our reference services and hours have been greatly enhanced by our participation in a collaborative virtual reference service called Askaway, which provides online reference service using web-based software. The current hours for this service are:

Sunday - Thursday..... 10 am - 9 pm

Friday - Saturday ..... 11 am - 5 pm

Students and faculty are able to chat with a librarian both on and off campus and receive synchronous assistance with their library and research needs.

Students can access AskAway in two ways: by visiting UFV's AskAway entry page (linked from our home page and "Ask a Librarian" page), or by taking advantage of the AskAway Qwidget, which is visible on most pages on our web site. Qwidgets are mini-chat boxes that participating



libraries can place anywhere on their web site, putting AskAway right where patrons need it. UFV began adding Qwidgets to the Library web site in Spring of 2008, and in 2010/11, Askway use by UFV students increased 95% over the previous year, primarily because of the prominence of the new AskAway Qwidget on our web site.

**Internet Services**

***Library Web Site (<http://www.ufv.ca/library>)***

The UFV library has an extensive web site which provides a gateway to our library collections and services. Our online catalogue (SIRSI iLink) is available on the internet with such enhanced features as book jacket photos, tables of contents, bestseller lists, brief synopses and much more.

Students may view their own library accounts to review checkouts and fines, renew materials they have checked out, and place their own online holds and campus-to-campus transfer requests. The web site also provides access to our online journals and databases, research guides, helpful tutorials, and information on our services and policies.

***LibGuides (<http://libguides.ufv.ca/>)***

In 2010, UFV Library added the LibGuides application to our list of resources. LibGuides enables us to create attractive, multimedia subject guides, share knowledge and information, and promote library resources to the UFV community. In 2011, students in LIBT 140, Library Public Services, used the library's Libguides system to create pathfinders as one of their main assignments.

**\*Teacher Education**

Last Updated: Dec 3, 2013 | URL: <http://libguides.ufv.ca/TeacherEducation> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#)...

<b>Introduction</b>	Background	Books	Videos	Journals	Data/Statistics	Links	Podcasts	Copyright	Resource Lists
Children's Literature									
<b>Introduction</b>	Comments(0)	Print Page		Search:			This Guide		
<p><b>Quick Teacher Links</b></p> <ul style="list-style-type: none"> <li>British Columbia Curriculum - Integrated Resource Packages (IRPs)</li> <li>British Columbia College of Teachers</li> <li>British Columbia Teacher's Federation</li> <li>BC Provincial Specialist Associatino</li> <li>Association for Supervision and Curriculum Development</li> </ul> <p>Comments (0)</p>	<p><b>Introduction</b></p> <p>This guide has been developed as a general introduction to resources in the field of <b>Teacher Education</b>. It is not a comprehensive listing of sources, but rather a starting point from which you can begin your research according to your information needs.</p> <p>Comments (0)</p> <p><b>Top 5 Resources</b></p> <p>Short on time? Just want to dive right in? Start here.</p> <ul style="list-style-type: none"> <li>ERIC This database provides access to education literature and resources, including journal articles and full-text documents dating back to 1966.</li> </ul>	<p><b>Need help? Ask us!</b></p> <ul style="list-style-type: none"> <li> <b>Library Hours</b> Request an Appointn</li> <li> <b>Abbotsford</b> (604) 854-4545</li> <li> <b>Chilliwack</b> (604) 795-2824</li> <li> <b>refabby (at) ufv (dot)</b></li> <li> <b>Library Locations</b> Library Maps</li> <li> <b>Guides to Research</b> Assignment Planner RefWorks Plagiarism Guide Citing Sources</li> <li> <b>Chat with an AskAway</b></li> </ul>							

## EDUC 453: Literacy Across the Curriculum Tags: education

Last Updated: Dec 2, 2013 | URL: <http://libguides.ufv.ca/educ453> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#) ...

[Introduction](#) | **Children's Literature**

**Children's Literature** | [Comments\(0\)](#) | [Print Page](#) | [Search](#)

### Children's Literature Websites

- [Canadian Children's Book Centre](#)
- [Children's Book Council](#)
- [ALA Book Links](#)
- [Booklist](#)
- [CM: Canadian Review of Materials](#)
- [Co-operative Children's Book Center Database of Award-Winning Children's Literature](#)

### Finding Children's Literature

#### Library Catalogues

#### UFV Library

words or phrase

[Advanced Search](#)

#### Keyword Search examples:

**math\$ and juvenile (will retrieve both fiction and non-fiction titles)**

**add\$ and juvenile and fiction**

**subtract\$ and juvenile and literature**

- [Facebook](#)
- [Twitter](#)
- [Email](#)
- [Print](#)
- [Gmail](#)
- [StumbleUpon](#)
- [Favorites](#)
- [More... \(290\)](#)
- [Sign In](#)
- [AddThis](#) [Privacy](#)

### Mobile Search

A growing number of research databases and other sites are optimized for viewing on your iPhone, iPad, Android phone, or other mobile device.

Many sites now have a mobile friendly version of their interface, and can be accessed using a specific mobile URL. Some sites detect that you are using a mobile device, and automatically provide a mobile version, such as UFV Library's LibGuides. Other databases have developed mobile apps, which can be downloaded from the Android Market or iTunes App Store.

For more details, see our Mobile Search LibGuide at <http://libguides.ufv.ca/mobile>

### Library Instruction

The library has a strong program of providing introductory and research skills classes for students. In the 2012/13 academic year, we conducted 238 library instruction sessions. These classes introduce students to the library's collection and resources and teach them the information seeking, problem solving, and critical skills necessary to find and evaluate information in their discipline. Both the Abbotsford and Chilliwack libraries have a computer lab with about 25 workstations, providing opportunities for hands-on learning. Library instruction on the Mission campus is, whenever possible, conducted in the computer lab on that campus. As well, students are now able to complete our Online Library Assignment ([http://temple.ufv.ca/library/first\\_year/](http://temple.ufv.ca/library/first_year/)), which automatically emails the student's results to the appropriate instructor.

### Course Consultations

Library consultation is a required component of all new course and program approvals at UFV. Each new course outline is reviewed by the liaison librarian, and detailed recommendations for

collection development are offered. We also analyze student interlibrary loan requests by course and circulation statistics and use this to inform our acquisition decisions.

**Course Reserves (<http://www.ufv.ca/library/faculty/reserves.htm>)**

Course reserves are materials selected by instructors as required or supplementary readings items which instructors would like students to access and share in a timely fashion. They may be from the library collection, or brought in by instructors, and include books, periodical articles, answer keys, lecture notes, maps, videos and more. The library will also create electronic course reserves for online articles, PDF files of instructor-authored material, or websites. Course reserves are listed in the UFV Library Catalogue by instructor's name, and course number. Physical items are kept in a secure location and have short loan periods and high overdue fines.

**Interlibrary Loans ([http://www.ufv.ca/library/services\\_policies/ill.htm](http://www.ufv.ca/library/services_policies/ill.htm))**

If an item is not available from the UFV Library, students and faculty may request it from another library. For journal articles, the “Where Can I Get This” feature within our research databases offers easy access to our request forms. This system of direct requesting provides a very quick turn-around time for students and faculty (generally 1-3 days for articles and book chapters; about 1 week for books). In September, 2012 we completed our implementation of the Relais Interlibrary Loan system, which delivers scanned images of articles and book chapters directly to students and faculty via email and the web.

Students and faculty may also take advantage of our online book, article and video request forms at [http://www.UFV.ca/library/services\\_policies/ill.htm](http://www.UFV.ca/library/services_policies/ill.htm)

We offer students 100 free interlibrary loans per year; we do not limit the number of allowable requests for faculty. In 2012/13, our interlibrary loan staff requested 2,162 items from other libraries. Although most requests can be filled by libraries within B.C., we have obtained items from as far away as Japan, Iceland, Australia, and Great Britain.

**Services to Students at a Distance**

In addition to the online services described above, students who are taking courses exclusively online and do not live in proximity to a campus library may take advantage of the services to students at a distance, which will deliver materials directly to their home addresses, on request. These services include books, videos, and print course reserve materials.

(<http://www.ufv.ca/library/services-for-students-at-a-distance/>)

Students at our Mission campus and Hope Centre can request to have materials delivered to those locations. (<http://www.ufv.ca/library/library-services--policies/borrowing-materials/mission-and-hope-library-services/>)

**Reciprocal Borrowing Agreements**

UFV students and faculty may also take advantage of direct borrowing from other postsecondary libraries in B.C. and across Canada.

### ***COPPUL***

The UFV library is part of the Council of Prairie and Pacific University Libraries (COPPUL). COPPUL is a consortium of 22 Western Canadian post-secondary libraries, which in turn has collaborative agreements with 3 other Canadian university library consortia. One direct benefit for faculty and students is the ability to obtain a library card and borrow material from virtually any public post-secondary library across Canada.

[http://www.ufv.ca/library/services\\_policies/coppul.htm](http://www.ufv.ca/library/services_policies/coppul.htm)

### ***CPSLD Reciprocal Borrowing Policy***

Since 2009, UFV students and faculty have been granted free borrowing privileges with almost all university and college libraries in British Columbia. For a detailed list, see

<http://www.cpsld.ca/page/reciprocal%20borrowing.aspx>

### **Other Services**

The UFV Library also provides assistance to faculty and students in other areas, including:

- Copyright: <http://libguides.ufv.ca/Copyright>
- Plagiarism: <http://libguides.ufv.ca/Plagiarism>
- Terms of Use for Electronic Resources:  
[http://www.ufv.ca/library/faculty/terms\\_eresources.htm](http://www.ufv.ca/library/faculty/terms_eresources.htm)
- Integrating Search Box Widgets into Course Web Sites:  
<http://libguides.ufv.ca/SearchBoxWidget>

Prepared by Heather Compeau, Education Librarian, December 5, 2013



## Memo for Program Changes

To: Tracy Ryder Glass, Dean of Faculty of Professional Studies and Faculty Council

From: Seonaigh MacPherson, Adult Education Department Head and Corinne Richardson, Program Advisor

Date: October 3<sup>rd</sup>, 2014

**Subject: New Program Instructional Design (ID) certificate**

1. Summary of changes:

New Instructional Design (ID) undergraduate certificate, Type B

2. Rationale for change:

In a nation-wide survey of adult educators conducted by the Canadian Council of Learning (CCL), both instructors and students identified facilitation and instructional design skills as *the* key competency areas for the preparation of adult educators (see Appendix A). Likewise, we have identified 15 credits in these combined categories, referred to broadly as “instructional design,” as program requirements in our BA-ADED program. Many of our existing students are post-secondary or public service instructors who would benefit from such a certificate. Furthermore, we could recruit more instructors with subject-specialization degrees who may wish such a credential from a university without necessarily committing to a BA. At present, the only option available to all these students or potential students is the PIDP (Provincial Instructor Diploma Program), a non-credit diploma offered by VCC for the Ministry of Advanced Education. In the past, we have recognized this diploma for nine transfer credits; however, we would prefer to offer the equivalent to UFV-ADED students ourselves to ensure more advanced outcomes reflecting a university-level credit. Finally, we are expanding to recruit in the post-secondary instructor pool throughout Western Canada, where we offer a unique undergraduate program in adult education. As we are doing so, it is important that we offer this type of certificate to allow new recruits to ladder into our program **and** to showcase our focus, skills and expertise as a program and institution in the area of undergraduate teaching.

### Appendix A.

In a national survey of adult educators, Canadian Council of Learning (CCL) researchers McCaughan and Wilson (2009) reported that Facilitation was the most highly valued competency cluster for adult educators (p. 35). In this research, 72 competencies were arranged and assessed for their importance individually and in the six cluster categories (see Table 1 below).

**Table 1: Ranked competency clusters identified by interviewees in a CCL national study**

Competency Cluster	Frequency	%	Rank
Facilitation	78	40	1
Instructional Design	49	26	2
Professionalism	25	13	3
Communication	15	8	4
Management	8	4	5
Information Technologies	4	2	6
<b>Total</b>	<b>184</b>	<b>100</b>	

Other results of the study included a parallel high valuation of facilitation and instructional design in a survey of community college adult educators (p. 43). Also, applying knowledge through skills were deemed to be more



important than acquiring knowledge (p. 42). Facilitation and Instructional Skills as knowledge domains were differentiated as follows:

**Facilitation Knowledge:** This competency area involved knowledge of the following: the impact of self-direction on learning; the cultural forces impacting learners; the theories that explain the role of teacher as facilitator; the differences between didactic and learner-centred; and the psychological, sociological and philosophical theories (Appendix F).

**Instructional Design Knowledge:** This competency area involved knowledge of the following: a variety of teaching/learning strategies; multiple types of learning resources; varieties of delivery formats; reasons for choice of learning methods and resources; principles and models of instructional design (Appendix F).

## Reference

McCaughan, K. & Wilson, S. (2009). *Adult educators' program outcomes: Guidelines for practice*. Ottawa, ON: Canadian Council of Learning. Accessed at:

<http://www.ccl-cca.ca/pdfs/fundedresearch/McCaughan-FinalReport.pdf>

## Insights from industry from WorkBC

<http://www.workbc.ca/Job-Seekers/Career-Profiles/4021#section-outlook>

Since this [college and other vocational instructors - NOC 4021] is a very large occupational group, many positions are expected. Because there is an increasing trend towards part-time employment, workers may not get full-time employment immediately.

College and vocational instructors are in demand in all regions of the province. Colleges located outside of the Lower Mainland and southern Vancouver Island regions tend to have more difficulty recruiting instructors, especially in speciality areas such as health programs and trades training. As a result, there may be more employment opportunities for instructors who are willing to work in northern and rural regions.

Demand for college and a vocational instructor also varies based on area of specialization. In some fields, such as English, there are a sufficient number of new graduates interested in instruction.

There is also increasing demand by businesses for skills-upgrading, particularly in some technical and applied technology fields, which will increase demand for instructors in these fields.

Changes in hiring practices are impacting work for college and vocational instructors. Part-time or part-year employment, including session and contract work, is becoming more common as institutions desire greater flexibility in hiring. This trend will have less impact on vocational instructors, many of whom remain up-to-date by working part time in their field of specialization and only teach part time.

Advances in technology will continue to impact the delivery of educational services. Both public and private colleges are increasing online learning options for students. As a result, many college and vocational instructors will be expected to learn the associated technology.

In recent years, the number of private post-secondary training institutions that provide technical, vocational and language training has grown considerably. These institutions often offer part-time work and contract positions, which usually pay less than equivalent positions in the public sector.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

All the courses in the Instructional Design Certificate have learning outcomes aligned to the Institutional Learning Outcomes and to program outcomes.

4. What consideration has been given to indigenizing the curriculum?

All program and non-program students are encouraged to bring their personal and professional experiences to classroom discussions or as part of course projects. All cultural perspectives are encouraged. Special consideration where appropriate or justified to the unique needs of Indigenous adult learners in Canada.

5. Will additional resources be required? If so, how will these costs be covered?

There will not be any additional resources needed because all the courses in this certificate are courses offered in the Adult Education degree program. The only anticipated costs will be marketing expenses which will be restricted to social media, and printed materials such as posters, etc.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

This program will offer students an alternative to VCC's PIDP (Provincial Instructor Diploma Program) which will provide ID certificate graduates with the opportunity to ladder into the Adult Education degree if they desire. Since the start of the Adult Education and Workplace Training certificate, the department has seen an increase involvement of inactive program students. The certificate was highly marketed to the inactive students as a way to reengage them to the degree program. Some students feel achieving small benchmarks by way of a certificate helps keep them motivated and in some cases, attain workplace recognition. The department anticipates the same response from the Instructional Design certificate. Additionally, for students in the degree program who have met the ID certificate requirements, it provides a value-added designation. Furthermore, it distinguishes both the Department of Adult Education and UFV as instructional design specialists to promote the marketing of our BA ADED degree to college and vocational instructors in Western Canada.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The number of required core or elective credits will not change.

8. Identify any available resources that will be used to accommodate the program changes. (E.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

All the courses in the Instructional Design Certificate are courses being offered in the degree program and will not negatively impact other courses, sections or timetabling issues. The two new advanced instructional design courses and the introductory instructional design course were all successful Special Topic courses (ADED 330P, 330Q, and 330R), which are now being regularised as ADED 425, 435, and 325 respectively.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

There will be no changes.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

### **Program Requirements**

The Instructional Design certificate (IDC) consists of five courses worth three credits each, for a total of 15 credits.

1. ADED 325 Teaching Adults – New course number from a Special Topics course formerly called ADED 330R - regularised
2. ADED 408 Assessing Adult Learning
3. ADED 425 Curriculum Design for Adult Learning – New course number from a Special Topics course formerly called ADED 330P – regularised
4. ADED 435 Facilitating Adult Learning – New course number from a Special Topics course formerly called ADED 330Q
5. ADED 470 Synthesis Project in Adult Education I – Practicum based

### **Program Delivery**

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

### **Admission**

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

### **Residency Requirement**

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

### **Graduation Requirements**

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

### **Faculty**

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

### **Program Resources**

No new resources are required. This certificate consists of existing courses, offered no more often than present.

### **Implementation**

Subject to UFV approvals, the certificate will be offered starting January 2015. It may be applied for retroactively. The certificate program will be housed in the Adult Education department.

## Proposed Calendar Copy for the Instructional Design certificate (IDC)

The Instructional Design certificate (IDC) is a five course (15-credit) certificate designed to offer facilitation and instructional design skills for the preparation of adult educators. Many of our existing students are post-secondary. The credential can be used to support related employment or further studies in adult education in the undergraduate program at UFV or graduate studies in other institutions.

### Entrance requirements

There are three pathways into the certificate courses:

**Option 1:** New students can apply to the UFV [open access program pathway](#) and select the Adult Education Studies pathway. Students will be required to meet the admissions requirements for Open Studies.

**Option 2:** Current UFV students in the Bachelor of Arts (Adult Education) are free to register for these courses to meet the certificate requirements and to use towards their degree requirements.

**Option 3:** Current UFV students enrolled in other degree programs can contact the department for permission to register in ADED 325, 408, 425, 435, and 470.

### Fees and additional costs

See the [Fees and Other Costs section](#). Other than the \$25 graduation fee, there are no additional fees for the certificate.

### Program requirements

Students are required to have a minimum GPA of 2.0 in the four courses to be eligible for the certificate.

### Residency

Four of the five courses in the certificate must be taken at UFV; only one of the five courses is eligible for transfer credit or PLAR.

For more information, contact the Adult Education Department at 604-854-4500 (4621).

### Program outline

Certificate requirements: 15 credits

Course	Title	Credits
ADED 325	Teaching Adults (formerly ADED 330R)	3
ADED 408	Assessing Adult Learning (formerly ADED 330N)	3
ADED 425	Curriculum Design for Adult Learning (formerly ADED 330P)	3
ADED 435	Facilitating Adult Learning (formerly ADED 330Q)	3
ADED 470 *	Synthesis Project in Adult Education I - <b>Practicum</b>	3

Note: Students in programs other than the Bachelor of Arts (Adult Education) or Adult Education Studies should contact the department for permission to register in ADED 325, 408, 425, 435, and ADED 470.

\* ADED 470 will be structured as a practicum.



**Total Hours: 0**

**Typical structure of instructional hours:**

Lecture hours	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
Other contact hours:	
<b>Total</b>	<b>45</b>

**Special Topics**

Will the course be offered with different topics?

Yes  No

If yes, different lettered courses may be taken for credit:

No  Yes, repeat(s)  Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only): 36**

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

**Department / Program Head or Director:** Seonaigh MacPherson

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:**

**Faculty Council approval**

**Date approved:**

**Dean/Associate VP:**

**Date approved:**

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:**

## Learning Outcomes

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

- Develop a course profile for a face-to-face, blended and/or online workshop/course for adult learners
- Create useful, practical lesson plans for teaching adults in all three learning domains and in each mode
- Conduct participatory lessons using appropriate learning and teaching activities in face-to-face, blended and/or online modes
- Implement the concept of the flipped classroom in their face-to-face, blended, and online teaching
- Create learning evaluation and feedback plans for their workshops/courses
- Describe who they are as instructors, who their learners are, and how all aspects of context affect their teaching and their adult students' learning
- Articulate a plan to become a reflective practitioner, using self, peer and student feedback to improve their teaching

## Prior Learning Assessment and Recognition (PLAR)

Yes       No, PLAR cannot be awarded for this course because

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

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

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

Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1. Spalding, D.	How to teach adults: Plan your class, teach your students, change the world.	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2014
2. Bergmann, J. & Samms, A.	Flip your classroom: Reach every student in every class every day.	<input checked="" type="checkbox"/>	Alexandria, Virginia: International Society for Technology in Education	2012
3. Fulton, K. P.	Time for learning: Top 10 reasons why flipping the classroom can change education	<input checked="" type="checkbox"/>	Thousand Oaks, CA: Sage/Corwin	2014
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	100%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):**

- Assignment 1: Teaching Philosophy 10%
- Assignment 2: Learning about teaching journal 30%
- Assignment 3: Teaching practice 25%
- Assignment 4: Course design 25%
- Assignment 5: Professional development plan 10%

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

**Typical Course Content and Topics**

- Week one: Course overview, teaching philosophies
- Week two: Course design, rationale for the flipped classroom
- Week three: Lesson planning, overview of learning theories
- Week four: Review and re-visit early course topics
- Week five: Working with learners, implementing the flipped classroom
- Week six: Learning and teaching activities
- Week seven: Assessing learning and teaching
- Week eight: Flipped mastery classroom, generative curriculum model
- Week nine: Constructivism and situated learning
- Week ten: Reflection: Who are you as a teacher?
- Week eleven: Professional development: Becoming a reflective practitioner
- Week twelve: Adult education and the future
- Week thirteen: Course wrap up, review of professional development plans

**For Administrative Use Only**

Department code: \_\_\_\_\_ CIP Code: \_\_\_\_\_ Course Level Code: \_\_\_\_\_ PDC Code: \_\_\_\_\_





ORIGINAL COURSE IMPLEMENTATION DATE: Sept. 2012  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2018  
 Course outline form version: 05/29/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 408 Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: Assessing Adult Learning  
 Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Professional Studies Department (or program if no department): Adult Education

Calendar Description:  
 Course Focus: Evaluating the adult teaching and learning process to inform teacher and learners about the quality of the adult learning experiences and possible corrective actions to enhance learning. Emphasis – students designing relevant and appropriate assessments for their own practices.  
 Note: Students with credit for ADED 330N cannot take this course for further credit.

Prerequisites (or NONE): Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)  
 Former course code/number: ADED 330N  
 Cross-listed with:  
 Equivalent course(s): ADED 330N  
 Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit  
 Transfer credit already exists:  Yes  No  
 Transfer credit requested (OReg to submit to BCCAT):  
 Yes  No (if yes, fill in transfer credit form)  
 Resubmit revised outline for articulation:  Yes  No  
 To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 45**

**Typical structure of instructional hours:**

Lecture hours	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
Other contact hours:	
<b>Total</b>	<b>45</b>

**Special Topics**

Will the course be offered with different topics?

Yes  No

If yes, different lettered courses may be taken for credit:

No  Yes, repeat(s)  Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only): 36**

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

**Department / Program Head or Director:** Seonaigh MacPherson

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:**

**February, 2014**

**Faculty Council approval**

**Date approved:**

May 23, 2014

**Dean/Associate VP: Rosetta Khalideen**

**Date approved:**

May 23, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:**

**Learning Outcomes**

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

- Explain the common methods of assessment used in adult education.
- Select appropriate assessment methods for use within adult education settings.
- Discuss and assess the major findings of research involving evaluation in adult education.
- Critically analyze the structure and application of methods of evaluation in adult education.
- Critically analyze an existing evaluation method.
- Design an appropriate evaluation instrument to assess student learning in relation to specific learning materials or outcomes.

**Prior Learning Assessment and Recognition (PLAR)**

Yes  No, PLAR cannot be awarded for this course because

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

Readings, Lectures or online instruction, Class discussion, Written assignments

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

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

Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1. Fenwick, T. & Parsons, J.	<i>The art of evaluation: a handbook for educators and trainers (2nd ed.).</i>	<input type="checkbox"/>	Thompson Educational Publishing	2009
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

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

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	80%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	20%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):**

Assignment 1: Opinion Paper 10%

Assignment 2: Summary & Critique 15%

Assignment 3: Peer Response 5%

Assignment 4: Evaluation Tool 20%

Assignment %: Final Project 30%

Quizzes 20%

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

**Typical Course Content and Topics**

Week one: The Purposes of Evaluation - *Is anybody learning anything out there?*

Week two: Evaluating your Philosophy - *The foundation for planning evaluation.*

Week three: Planning Evaluation - *What do you want learners to know?*

Week four: Developing Criteria for Evaluation - *Choosing a frame of reference*

Week five: Choosing a Strategy - *Alternative methods of evaluation.*

Week six: Evaluating Technical Skills - *"Factual" and "procedural" knowledge.* Evaluating Performance - *Standard setting, observation and interpretation*

Week seven: Evaluating Growth in Conceptual Knowledge - *How do people come to understand something?* Evaluating "Levels" of Conceptual Growth - *Using Bloom's Taxonomy*

Week eight: Evaluating "Relational" Skills - *Caring about people.* Towards Dynamic Assessment - *Capturing learning in the moment.*

Week nine: Helping Learners Evaluate Themselves - *A critical goal of learning.* Integrating Ongoing Evaluation into the Learning Process - *Continuous assessment of self, peers and instruction.*

Week ten: Evaluating for Grades - *What's in a number?* Assessment for Learning - *Creating ongoing conversations with learners.*

Week eleven: Assessing Online Distance Learning - *Working together when apart.*

Week twelve: Evaluating Your Practice - *Scrutinizing the scrutinizer*

Week thirteen: Closing activities and assignment submission

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:



**ORIGINAL COURSE IMPLEMENTATION DATE:**

Sept. 2013?

**REVISED COURSE IMPLEMENTATION DATE:**

**COURSE TO BE REVIEWED:** (six years after UEC approval)

**Course outline form version: 05/29/14**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

**Course Code and Number:** ADED 425

**Number of Credits:** 3 [Course credit policy \(105\)](#)

**Course Full Title:** Curriculum Design for Adult Learning

**Course Short Title (if title exceeds 30 characters):** Curric Design: Adult Learning

**Faculty:** Faculty of Professional Studies

**Department (or program if no department):** Adult Education

**Calendar Description:**

Course Focus: Exploration of the art, skills, and processes of designing effective curricula for adults including applying design strategies to differentiate and support diverse learners. Emphasis: Working in teams designing learning for particular learners and contexts relevant to students' experiences

**Note: Students with credit for 330P cannot take this course for further credit.**

**Prerequisites (or NONE):** Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

**Corequisites (if applicable, or NONE):**

**Pre/corequisites (if applicable, or NONE):**

**Equivalent Courses (cannot be taken for additional credit)**

Former course code/number: **330P**

Cross-listed with:

Equivalent course(s): **330P**

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

**Transfer Credit**

Transfer credit already exists:  Yes  No

Transfer credit requested (OReg to submit to BCCAT):

Yes  No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation:  Yes  No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 45**

**Typical structure of instructional hours:**

Lecture hours	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
Other contact hours:	
<b>Total</b>	<b>45</b>

**Special Topics**

Will the course be offered with different topics?

Yes  No

If yes, different lettered courses may be taken for credit:

No  Yes, repeat(s)  Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):**

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

**Department / Program Head or Director:**

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:**

**Faculty Council approval**

**Date approved:**

**Dean/Associate VP:**

**Date approved:**

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:**

### Learning Outcomes

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

- Design a curriculum for a particular adult learning context using learner-centred, activity-based, and (other) principled approaches.
- Collaborate effectively to conduct training needs analyses.
- Collaborate effectively in a team to design curriculum.
- Facilitate learning in team, online, and in class.
- Design & present a practical and professional standard curriculum.
- Design curriculum & learning that respects diversity and integrates language, culture and skills training for specific learners.

### Prior Learning Assessment and Recognition (PLAR)

Yes       No, PLAR cannot be awarded for this course because

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

Online instruction, individual and group projects and presentations, group discussions

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

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

Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1. Fink, L. Dee	<i>Creating significant learning experiences: An integrated approach to designing college courses</i>	<input checked="" type="checkbox"/>	San Francisco, CA: Wiley / Jossey-Bass	2013
2. Smith, P.L. & Ragan, T.J.	<i>Instructional design</i>	<input checked="" type="checkbox"/>	San Francisco, CA: Wiley / Jossey-Bass	2004
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

### Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	0%

**Details (if necessary):**

Assignment 1: Project plans (10%)

Assignment 2: Needs assessment reports (20%)

Assignment 3: Curriculum maps (20%)

Assignment 4: Curriculum Framework (40%)

Assignment 5: Participation (10%)

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No 
**Typical Course Content and Topics**

Week one: What is curriculum?

Week two: Why design?

Week three: Why begin by assessing training needs?

Week four: How do we identify needs (context, learner, tasks)?

Week five: Why design for significant learning experiences?

Week six: How do we identify learning outcomes from training needs? Why tasks?

Week seven: How do we align tasks with learning outcomes?

Week eight: How do we design learning experiences?

Week nine: What are good approaches for active learning?

Week ten: How do we constructively align learning outcomes, curricular tasks, &amp; assessment?

Week eleven: How do we move from design to implementation?

Week twelve: How do we work with the lived curriculum?

Week thirteen: Issues in contemporary curriculum design

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE:

Sept. 2013

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 05/29/14

# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 435

Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: Facilitating Adult Learning

Course Short Title (if title exceeds 30 characters): Facilitating Adult Learning

Faculty: Faculty of Professional Studies

Department (or program if no department): Adult Education

### Calendar Description:

Course Focus: Learner-centred or facilitative teaching, including changes in instructor roles and responsibilities, and facilitative approaches creating supportive, challenging and effective adult learning environments, whether face-to-face, blended or online. Emphasis: Critical thinking and analysis in context of practice.

Note: Students with credit for ADED330Q cannot take this course for further credit.

Prerequisites (or NONE): ADED 330R – new number ADED 325

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number: ADED 330Q

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists:  Yes  No

Transfer credit requested (OReg to submit to BCCAT):  Yes  No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation:  Yes  No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).



**Total Hours: 45**

**Typical structure of instructional hours:**

Lecture hours	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
Other contact hours:	
<b>Total</b>	<b>45</b>

**Special Topics**

Will the course be offered with different topics?

Yes  No

If yes, different lettered courses may be taken for credit:

No  Yes, repeat(s)  Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only): 25**

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

**Department / Program Head or Director:** Seonaigh MacPherson

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:**

**Faculty Council approval**

**Date approved:**

**Dean/Associate VP:**

**Date approved:**

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:**

## Learning Outcomes

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

- Critically examine assumptions and beliefs about adult learners
- Identify and critique research evidence that supports learner-centred/facilitative teaching approaches
- Responsibly integrate new evidence-based learning with personal and professional experience
- Apply facilitative teaching concepts and skills to their own adult education/teaching practice
- Critically reflect on their own professional development and teaching practice

## Prior Learning Assessment and Recognition (PLAR)

Yes       No, PLAR cannot be awarded for this course because

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

- Facilitated face-to-face large and small group discussions
- Online large and small group discussions
- Mini-lectures
- Review and critique of relevant videos
- Jigsaw/expert groups
- Student facilitation of lessons
- Reflective activities

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

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

Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1. Weimer, Maryellen	Learner-centered teaching: Five key changes to practice (2 <sup>nd</sup> ed)	X	San Francisco: Jossey-Bass	2013
2. Blumberg, Phyllis	Developing learner-centered teaching: A practical guide for faculty	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2009
3. Ball, J.	As if indigenous knowledge and communities mattered: Transformative education in First Nations communities in Canada.	<input type="checkbox"/>	<i>The American Indian Quarterly</i> , 28(3 & 4), 454-479.	2004
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	0%

**Details (if necessary):**

Assignment one: Your current thinking about the course topic – 10%

Assignment two: Reflective paper – 30%

Assignment three: Lesson plan with critical reflection and analysis paper – 30%

Assignment four: Group project - 30%

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

**Typical Course Content and Topics**

Week one: Introduction to course, beliefs about facilitating adult learning, review of facilitative teaching lesson planning

Week two: Key elements of learner-centred facilitative teaching

Week three: Review of current evidence supporting facilitative teaching

Week four: Roles and responsibilities of a facilitative teacher/adult educator

Week five: The balance of power – helping students become independent self-directed learners

Week six: Using content – developing a knowledge base and learning skills

Week seven: Creating classrooms where students take responsibility for their own learning

Week eight: Evaluation – a better balance between grades and learning

Week nine: Responding to resistance in facilitative, learner-centred teaching

Week ten: A developmental approach – promoting learning skills and autonomous self-directed learners

Week eleven: Developing learning skills – trying some examples

Week twelve: Highlights, key points, and application to specific teaching contexts

Week thirteen: Looking to the future – ourselves as facilitative learner-centred adult educators, closing activities

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: October 1998  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2018  
 Course outline form version: 05/29/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 470 Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: Synthesis Project in Adult Education I  
 Course Short Title (if title exceeds 30 characters): Adult Educ Synthesis Proj I

Faculty: Faculty of Professional Studies Department (or program if no department): Adult Education

**Calendar Description:**  
  
 Course Focus: Opportunity for learners near completion to integrate concepts, philosophies and knowledge of adult education through preparation of a major paper or other approved project. Requires an approved individual learning contract prior to registration.

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

**Prerequisites (or NONE):** Enrolment in an Adult Education program; or 30 university credits; permission of the Adult Education department

**Corequisites (if applicable, or NONE):**

**Pre/corequisites (if applicable, or NONE):**

**Equivalent Courses (cannot be taken for additional credit)**  
 Former course code/number:  
 Cross-listed with:  
 Equivalent course(s):  
*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

**Transfer Credit**  
 Transfer credit already exists:  Yes  No  
 Transfer credit requested (OReg to submit to BCCAT):  
 Yes  No (if yes, fill in transfer credit form)  
 Resubmit revised outline for articulation:  Yes  No  
 To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 45**

**Typical structure of instructional hours:**

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Supervised self-directed learning	45
<b>Total</b>	<b>45</b>

**Special Topics**

Will the course be offered with different topics?

Yes  No

If yes, different lettered courses may be taken for credit:

No  Yes, repeat(s)  Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only): 25**

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

**Department / Program Head or Director:** Seonaigh MacPherson

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:**

**February, 2014**

**Faculty Council approval**

**Date approved:**

May 23, 2014

**Dean/Associate VP: Rosetta Khalideen**

**Date approved:**

May 23, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:**

**Learning Outcomes**

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

Personal synthesis of concepts, philosophies, and knowledge of the field as applied to student's specific field of practice.  
Specific objectives to be determined in individual Student Learning Contract.

**Prior Learning Assessment and Recognition (PLAR)**

Yes  No, PLAR cannot be awarded for this course because the course represents a personal synthesis informed by the student's coursework in Adult Education, and must be supervised by a UFV faculty member.

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

To be determined by individual Student Learning Contract

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

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

Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1.	To be determined by individual Student Learning Contract	<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):** To be determined by individual Student Learning Contract

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

**Typical Course Content and Topics**

To be determined by individual Student Learning Contract.

**For Administrative Use Only**

Department code: \_\_\_\_\_ CIP Code: \_\_\_\_\_ Course Level Code: \_\_\_\_\_ PDC Code: \_\_\_\_\_

## Memo for Program Changes

To: Tracy Ryder Glass, Dean of Faculty of Professional Studies and Faculty Council

From: Seonaigh MacPherson, Adult Education Department Head and Corinne Richardson, Program Advisor

Date: October 1<sup>st</sup>, 2014

**Subject: Program name change Adult Education and Workplace Training certificate (AEWTC)**

1. Summary of changes

**Change the title for the Adult Education and Workplace Training certificate (AEWTC) to Workplace Training certificate (WTC)**

2. Rationale for change:

**The simplified title change will help with marketing the program. The revised title reflects the current trend toward simplified titles.**

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **n/a**

4. What consideration has been given to indigenizing the curriculum? **n/a**

5. Will additional resources be required? If so, how will these costs be covered? **n/a**

6. How will students be impacted? (Indicate the projected number of students impacted.)

**Since the AEWTC is relatively new (2012) with a total of 13 graduates to date, there will be no discernable impact on them as a result of this proposed change. If the change is approved, the department will be contacting AEWTC graduates to advise them of the change and provide a document indicating their designation is equal to the new title.**

Is the change expected to increase/decrease enrolment in the program?

**The change is to help increase enrolment because the shorted title (WTC) will increase the marketing effectiveness because of the simplified and memorable title.**

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **n/a**

8. Identify any available resources that will be used to accommodate the program changes. (E.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **n/a**

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **n/a**

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Faculty Council Motions/Actions September 26, 2014

	Motions/Action		Follow Up
	<p><b><u>MOTION</u></b> <span style="float: right;"><b>Christine Slavik/Frank Ulbrich</b></span>            THAT the agenda of September 26, 2014 be approved as presented.  <span style="float: right;"><b><u>CARRIED</u></b></span></p>		
	<p><b><u>MOTION</u></b> <span style="float: right;"><b>Frank Ulbrich/Mark Breedveld</b></span>            THAT the minutes of May 23, 2014 be approved as presented.  <span style="float: right;"><b><u>CARRIED</u></b></span></p>		
	<p><b><u>MOTION</u></b> <span style="float: right;"><b>Seonaigh MacPherson/David Dobson</b></span>            THAT proposed entrance requirements for the ADED Program be approved as presented.  <span style="float: right;"><b><u>CARRIED</u></b> <b><u>1 Abstained</u></b></span></p>		
	<p><b><u>MOTION</u></b> <span style="float: right;"><b>Seonaigh MacPherson/Elizabeth Dow</b></span>            THAT proposed course outlines changes to the following Adult Education courses be approved as presented:             ADED 210, 310, 330, 407, 430, 446, 471, 472, 480  <span style="float: right;"><b><u>CARRIED</u></b> <b><u>1 Abstained</u></b></span></p>		
	<p><b><u>MOTION</u></b> <span style="float: right;"><b>Kenneth Gariepy/Leah Douglas</b></span>            THAT proposed credit value change and editorial changes to the course outline for LIBT 161 – Work Place Site Visits be approved as presented.  <span style="float: right;"><b><u>CARRIED</u></b></span></p>		
	<p><b><u>MOTION</u></b> <span style="float: right;"><b>Kenneth Gariepy/Don Miskiman</b></span>            THAT proposed name, credit value, prerequisite changes and the addition of industry-related learning outcomes, PLAR and editorial changes to the course outline for LIBT 265 – Work Experience Practicum be approved as presented.  <span style="float: right;"><b><u>CARRIED</u></b></span></p>		



	<p><b>MOTION</b> <span style="float: right;"><b>Kenneth Gariepy/Christine Slavik</b></span>          THAT the proposed minor change to the Library Information Technology Diploma Program be approved as presented.</p> <p style="text-align: right;"><b><u>CARRIED</u></b></p>		
	<p><b>MOTION</b> <span style="float: right;"><b>Sandy Hill/Vandy Britton</b></span>          THAT the Teacher Education Program change its name to: Education Department</p> <p style="text-align: right;"><b><u>DEFEATED</u></b>  <b><u>Vote: 4 In Favour, 20 Against, 3 Abstained</u></b></p>		
	<p><b>MOTION</b> <span style="float: right;"><b>Sandy Hill/Seonaigh MacPherson</b></span>          THAT the Teacher Education Program change its name to: Teacher Education Department.</p> <p style="text-align: right;"><b><u>CARRIED</u></b>  <b><u>1 Abstained</u></b></p>		