UNIVERSITY OF THE FRASER VALLEY
FACULTY OF PROFESSIONAL STUDIES

DRAFT AGENDA
Professional Studies Faculty Council

Friday, April 24, 2015
10:00 am – 12:00-noon
Room B161, Abbotsford Campus

Package Pages	
	Welcome CIS Faculty to Professional Studies Faculty Council
	1. **Presentation by** David Harper – International Education Opportunities
	2. **Presentation by** Yi Chang Zhang and Jennifer Trithardt-Tufts – Marketing Research Project for Abbotsford Agrifair
Pg. 1 – 2 Pg. 3 – 7	**3.** **Items for Approval** 3.1. Agenda – April 24, 2015 3.2. Minutes – March 20, 2015
	4. **FPS News**
	5. **Continuing Business** 5.1. Faculty Council Meeting Times
Pg. 8 – 9 Pg. 10 –18 Pg. 19 – 44 Pg. 45 – 48	**6.** **New Business** 6.1. Indigenization Committee Terms of Reference 6.2. TED Summer Institute - New Course Proposals for EDUC 481, EDUC 482, EDUC 483 6.3. ADED Changes to New Instructional Design Certificate 6.4. CIS 192 Changes to Course Outline
	7. **Standing Committee Reports** 7.1. Nominations and Elections Committee – *Glen Paddock* 7.2. Field Education and Practicum Committee – *Lucki Kang* 7.3. Student Retention & Engagement Committee – *Cindy Rammage* 7.4. Learning Exchange Committee – *David Dobson* 7.5. Faculty Newsletter Committee – *Maple Melder-Crozier* 7.6. Indigenization Committee – *Robert Harding*

8. Other Reports

8.1. Reports from other Faculty Councils

    a. Faculty of Access and Continuing Education – *Christine Nehring*

    b. Faculty of Applied & Technical Studies – *Sandy Hill*

    c. College of Arts

    d. Faculty of Health Sciences

    e. Faculty of Science – *Ron Wilen*

8.2. Report from Senate

8.3. Dean's Report

9. Information Items

9.1. Deletion of the Academic Warning (79) policy

9.2. [Revisions to the Course Repeat (86) policy](#)

9.3. [Revisions to the Grade Reporting (109) policy](#) – effective Fall 2015

9.4. [Character Canada Conference](#) – October 23 - 24, 2015

9.5. Motions and Actions – March 20, 2015

9.6. The next Faculty Council Meeting is **May 22, 2015** in room **B161**

DRAFT MINUTES
Professional Studies Faculty Council

Friday, March 20, 2015
10:00 a.m., Room A210, Abbotsford Campus

Chair: Tracy Ryder Glass

Present:

Amir Hajbaba	Colleen Bell*	Ian Hunt	Maple Melder-Crozier
Awneet Sivia	Don Miskiman	Kirsten Robertson	Margaret Coombes
Christina Neigel	Elizabeth Dow	Lisa Moy	Seonaigh MacPherson
Christine Nehring*	George Melzer	Luciana Hakak	Sheryl MacMath
Christine Slavik	Heather Compeau*	Lucki Kang	Vandy Britton
Cindy Rammage			

Regrets:

Anand Kishore*	Fiona McQuarrie	Kathryn Garcia	Lou Schroeder
Barbara Salingre	Frank Ulbrich	Karen Power*	Mark Breedveld
Chuck Charles*	Gerry Palmer	Keith Lownie	Melanie Scott*
Cindy Stewart	Gillian Bubb	Kenneth Gariepy	Mike Ivanof
Curtis Magnuson	Glen Paddock	Kevin deWolde	Raymond Leung
Cyrus Chaichian	Jan Lashbrook Green	Kim Milnes	Robert Harding
David Dobson	Janet Carroll	Leah Douglas	Rod Hayward
Darrell Fox	Janice Johnson	Les Stagg	Ron Wilen*
Don Dixon	Joe Ilsever	Liz Wiebe*	Ron Zitron
Doris Ball	John Hogg	Lorne Mackenzie	Sandy Hill
D.J. Sandhu			

Recorder: Abimbola (Abi) Eke*

* Indicates Non-Voting Member

1. **ITEMS FOR APPROVAL**

    1.1. **Approval of Agenda March 20th, 2015**

MOTION	**Vandy Britton/Margaret Coombes**
THAT the agenda of March 20th, 2015 be approved as presented.	
	CARRIED

    1.2. **Approval of Minutes February 20th, 2015**

MOTION	**Lisa Moy/Margaret Coombes**
THAT the minutes of February 20th, 2015 be approved as presented.	
	CARRIED

2. **FPS News (new ongoing agenda items)**

Tracy has decided to add this item to the agenda, as an opportunity for Directors and Department Heads to share news and events from their areas.

2.1. **Child, Youth and Family Studies – Maple Melder-Crozier/Cindy Rammage**
The student Sleep Out was a success. About $3600 was raised for the Covenant House in Vancouver.

Fourth year CYC students are hosting a forum in partnership with Abbotsford Community Services on 'Building Bridges Beyond 19' on Tuesday March 24th, 2015 in room B101. The event starts at 6pm to 8pm (doors open at 5:45pm). Everyone is welcome.

2.2. **Social Work and Human Services – Elizabeth Dow**
The Social Work week held March 9th – March 13th, 2015 was a success with many people in attendance, including some Politicians, Tracy Ryder Glass, and Adrienne Chan. It was an opportunity that inspired students. Tracy Ryder Glass gave a welcome speech, and Robert Harding hosted a workshop on Community Development.

2.3. **Adult Education – Seonaigh MacPherson**
The Dean of Teaching and Learning at Vancouver Community College will be teaching a course for ADED in summer 2015.

3. **CONTINUING BUSINESS**

3.1. **Faculty Standards and Criteria Documents**

MOTION   **Don Miskiman/Elizabeth Dow**
THAT the Professional Studies Faculty Standards and Criteria documents be approved as presented.
                                                                              CARRIED

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4. **NEW BUSINESS**

4.1. **Future Faculty Council Meeting Dates**

ACTION   **Tracy Ryder Glass**
Agenda item 4.1 Future FC Meeting Dates
A Doodle Poll will be sent out to everyone regarding a preferred time for 2015/16 Faculty Council meetings.

4.2. **New Course Proposal for BUS 378 – Organizational Culture, Climate, and Change**

MOTION   **Don Miskiman/Amir Hajbaba**
THAT the new course proposal for BUS 378 be approved as presented.
                                                                              CARRIED

4.3. New Course Proposal for BUS 379 – Cross Cultural Management

MOTION	**Don Miskiman/Christina Neigel**
THAT the new course proposal for BUS 379 be approved as presented.	
	CARRIED

4.4. New Course Proposal for BUS 477 – Fair Trade and Ethical Consumption

MOTION	**Don Miskiman/Sandy Hill**
THAT the new course proposal for BUS 477 be approved as presented.	
	CARRIED

4.5. Bachelor of Business Administration Program Change

MOTION	**Don Miskiman/Christina Neigel**
THAT the Bachelor of Business Administration Program change to include the new courses BUS 378, BUS 379, and BUS 477, be approved as presented.	
	CARRIED

4.6. Bachelor of Business Administration Calendar Changes

MOTION	**Don Miskiman/Amir Hajbaba**
THAT the Bachelor of Business Administration calendar changes be approved as presented.	
	CARRIED

5. STANDING COMMITTEE REPORTS

5.1. Nominations and Elections Committee – Vandy Britton

No Report.

5.2. Student Retention and Engagement Committee – Cindy Rammage

No Report.

5.3. Learning Exchange Committee - David Dobson

No Report.

5.4. Newsletter Committee – Maple Melder-Crozier

PS Newsletter Committee has received several submissions. A thank you to everyone who has submitted articles for the Newsletter.

5.5.   Indigenization Committee – Robert Harding

The committee will present its Terms of Reference at the next Faculty Council meeting for approval.

6.   OTHER REPORTS

6.1.   Reports from Other Faculty Councils

a. Faculty of Access and Continuing Education – Christine Nehring

No Report.

b. Faculty of Applied & Technical Studies – Sandy Hill

Mark Evered attended the last Faculty Council meeting. External visitors to UFV notice the positive effect of having a Trades Program.

There was a concern raised regarding the enrollment of local high school students. It was determined that the school counselors might not be encouraging students enough to consider a Trades Program.

The Faculty has received some initiatives from other departments such as Visual Arts for collaboration.

c. College of Arts – Vandy Britton

The Fashion Design Program will continue to offer course electives to student. The current students will continue courses as normal and finish the program.

However, the program is in a state of discontinuance as a result of very low enrollment.

d. Faculty of Health Sciences

No Report.

e. Faculty of Science – Ron Wilen

The Faculty of Science is holding a Research Open House starting at 5 pm on April 14, 2015. There was also a presentation on Globalization at the last Faculty Council meeting.

6.2.   Report from Senate – Christine Slavik

- The Fashion Design Program discontinuance was approved.

- There was a discussion about the Concept Paper Approval process, around involving the Dean's Caucus for prioritization before Senate.

- The Writing Centre controversy was also discussed. APPC will be holding a special meeting regarding this issue in the next two weeks.

- Senate approved new programs including the Bachelor of Education.

- The following policies were approved at the last Senate meeting for implementation in Fall 2015:

    o Deletion of the Academic Warning (97) Policy

    o Revisions to the Grade Course Repeat (86) Policy

    o Revisions to the Grade Reporting (109) policy (former title Submission of Grades), with deletion of the Change of Grades (102) policy and the Incomplete Grades (103) policy

6.3. Dean's Report – Tracy Ryder Glass

Tracy has agreed to present on the Faculty of Professional Studies to the UFV Board of Governors at their April 9th, 2015 meeting. She will be inviting three or four students to join her in the presentation.

7. INFORMATION ITEMS

7.1. Presentation by Josh Ameil on Sex, Gender & Behaviour - May 12, 2015 from 1:30 pm - 3:00 pm in B101

7.2. Gerry Palmer has been re-elected to Senate for a three-year term

7.3. Child and Youth Care Student Sleep out on March 13, 2015

7.4. Child and Youth Care Youth Transitioning from Care Forum on March 24, 2015

7.5. Nominations for student speakers at Convocation 2015 must be submitted to Provost's Office by Friday, April 24th

7.6. The Program Discontinuance Policy guidelines and template available online

7.7. Motions and Actions – February 20, 2015

7.8. The next Faculty Council Meeting is **April 24, 2015** in room **B161**

Indigenization Subcommittee of
Professional Studies Faculty Council
Terms of Reference

1. Mandate

The Subcommittee's mandate is to support indigenization, broadly defined, within the Faculty of Professional Studies.

The Committee has a responsibility to foster a culture that is respectful of Indigenous Peoples, including First Nations, and the educational needs they express.

2. Function

The Subcommittee shall

a. interact with Council, the Indigenization Committee of Senate, the Indigenous Studies Curriculum Committee, and other indigenization-related committees for the purpose of supporting ways in which the Faculty might be responsive to Indigenous Communities of the Fraser Valley and beyond;

b. foster, coordinate, and offer advice on the content and delivery of courses and programs that support the indigenization-related goals of the University's Strategic, Education, and Strategic Enrolment Management Plans;

c. encourage faculty members to explore and incorporate Indigenous world views into courses and programs;

d. raise awareness of, and promote educational opportunities for, professional development regarding First Nations and other Indigenous Peoples' issues;

e. recommend approaches to the recruitment of First Nations and other Indigenous students and to ensuring their success within the Faculty's programs; and

f. promote community issues and opportunities related to indigenization.

3. Membership

The Subcommittee shall consist of a minimum of three and a maximum of seven volunteer members of Council, ideally from a diversity of academic units. Members shall serve a minimum of two years. Every attempt will be made to stagger terms of service to help ensure continuity from year to year.

The Subcommittee may invite additional members to serve in non-voting, ex officio, and/or advisory capacities. These members may include, but are not limited to, elders, alumni,

students, non-teaching faculty, members of the Teaching and Learning Advisory Council, and staff of the Indigenous Affairs Office.

The Chair shall be elected annually. Members and the Chair shall constitute the voting membership.

4. Meetings and Reporting

The Subcommittee shall normally meet monthly during the academic year. The Subcommittee reports to Council and shall make its minutes available to Council members.

5. Review of Terms of Reference

The terms of reference for the Indigenization Subcommittee are to be reviewed every two years or when necessary.

Ratified by Faculty Council for the Faculty of Professional Studies _____, 2015

<center>**Memo for New Course**</center>

To: Chair, UEC

From: Dr. Vandy Britton

Date: April 15, 2015

Subject: Proposal for New Courses: EDUC 481 Special Topics in Education (1 credit); EDUC 482 Special Topics in Education (2 credits); EDUC 483 Special Topics in Education (3 credits).

1. **Rationale for new course(s):**

The Teacher Education department in the Faculty of Professional Studies submitted and received an Innovation Fund grant to offer a 4 week Summer Institute in July 2016. The purpose of the Summer Institute is to provide professional development for certified K-12 teachers through offering accredited education courses for a variety of audiences. Credits earned during the Summer Institute are recognized by the Teacher Regulation Branch and Teacher Qualification Service and can be applied towards professional category upgrade. Our prospective audience is threefold: (a) practicing teachers interested in category and pay-scale upgrading; (b) UFV Teacher Education Program alumni seeking additional coursework in relevant K-12 educational topics; and, (c) international teachers who are seeking to inform their teaching practices and looking for opportunities to share their experiences of teaching in their home countries. It is our expectation that this Summer Institute will become a yearly event that responds to the need for ongoing professional development of educators and highlights the innovative work being done in the Teacher Education department at the University of the Fraser Valley. Therefore, it is necessary to develop three Special Topics courses for the purposes of the Summer Institute.

The three courses proposed are EDUC 481 (1 credit); EDUC 482 (2 credits); and, EDUC 483 (3 credits). The Special Topics courses allow for a variety of topics to be taught for 1, 2 or 3 credits. We require these courses to be Special Topics courses for two reasons: (1) to maintain the integrity of a Summer Institute model whereby the courses offered are in direct response to the understood needs of the field and garner interest from a wide variety of educators; and, (2) to retain the flexibility of these 'bucket' courses to, for example, offer EDUC 481C (Special Topics: Learning Outcomes and Differentiated Instruction); EDUC 481D (Special Topics: Literacy in the Urban Classroom); and/or EDUC 481E (Special Topics: Lab Science in the Elementary Classroom), allowing students to take all three offerings and, thus, attain 3 credits. This form of naming and numbering is consistent with other Summer Institutes offered by BC Faculties of Education and approved by the Teacher Regulation Branch of BC.

2. **How this course fits into program(s):**
   These courses are not designed to fit into any current Teacher Education Department program. They have been developed in order to meet the needs of the Summer Institute format, as outlined in the Innovation Fund proposal. The courses are only available to UFV TEP alumni (and not current candidates) and certified teachers (locally and internationally). The courses cannot be taken towards credit for any other degrees, diplomas, certificates, or credentials at UFV and are non-transferable.

3. **How the course learning outcomes align with the learning outcome(s) of the program:**

   The Teacher Education Program Values (social justice, integration of knowledge and practice, reflective practice, critical mindedness, and pedagogical sensitivity) are inextricably linked to UFV's ILOs. These values will guide the development and selection of courses for the Summer Institute and will be reflected in the instructional approaches and arrangements in coursework as evidenced in the learning outcomes of each course. For students in our Summer Institute, the course design and delivery will evoke critically reflective discussions about their teaching practices and promote inquiry and problem-based learning as methods to address contemporary issues in education. In addition, a potential cohort of internationally-trained teachers working side-by-side with Canadian teachers will help to foster the regional and global connections necessary to develop informed citizens and diversity-sensitive educators.

4. **Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?**

   Not applicable.

5. **Which program areas have been consulted about the course?**

   The Teacher Education department endorses the Summer Institute, as does the Dean for the Faculty of Professional Studies. The Innovation Fund has been granted by UFV's Budgets and Financial Planning department.

6. **If a new discipline designation is required, explain why.**

   Not applicable.

7. **What consideration has been given to indigenizing the curriculum?**

   Indigenizing the curriculum is being addressed in three ways:
   > (1) there will be at least one Special Topics course offering devoted to aboriginal education (ie Supporting Aboriginal learners, Indigenizing Your Classroom, etc.);

(2) orienting faculty who teach in the Summer Institute to the *First Peoples' Principles of Learning* (FNESC document prepared for the BCTF);
(3) inclusion of a traditional Sto:lo welcome at the launch of the Summer Institute.

8. **If this course is not eligible for PLAR, explain why.**

These courses are not eligible for PLAR because Teacher Certification is a requirement to enroll in the Summer Institute which means that the courses build upon specific and prior credentials. Secondly, because the Summer Institute is not a required set of courses and students elect to enroll in the courses of their choice, prior learning assessment does not factor. Thirdly, the Summer Institute is designed as an opportunity for professional development for in-service educators that brings them into a community of practice with educators from differing educational contexts, roles and responsibilities and, as such, prior learning cannot be used to replace or count for credit towards learning in these courses.

9. **Explain how each of the following will affect the budget for your area or any other area:**

As the Summer Institute was designed as a cost-recovery program, there are no budget implications for the Teacher Education department budget.
   1. Credit value: no change
   2. Class size limit: no change
   3. Frequency of offering: no change
   4. Resources required (labs, equipment): no change

10. **Are field trips required for this course? How are the field trips funded?**

Not applicable.

11. **Estimate of the typical costs for this course, including textbooks and other materials:**

EDUC 481 (1 credit): Textbooks and Materials: $50.00

EDUC 482 (2 credit) Textbooks and Materials: $100.00

EDUC 483 (3 credits) Textbooks and Materials: $150.00

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 481	**Number of Credits:** 1 Course credit policy (105)

Course Full Title: Special Topics in K-12 Education
Course Short Title (if title exceeds 30 characters): Special Topics 1

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

Calendar Description:

This course varies depending on the interests of the faculty member and the relevant issues in education in BC. This course explores topics that are either not addressed in other Summer Institute courses or expands in more depth on topics related to the professional development of practicing teachers. Note: The special topic is denoted with a letter designation (e.g. EDUC 481C). Students may take EDUC 481 as many times as they wish, but will not receive credit for the same letter designation more than once in one year. Possible topics denoted by letter designations include: EDUC 481C (Special Topics: Differentiated Instruction); EDUC 481D (Special Topics: Literacy in the Urban Classroom); and/or EDUC 481E (Special Topics: Lab Science in the Elementary Classroom).

Prerequisites (or NONE):	Valid Teaching Certificate
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 15
Typical structure of instructional hours:

Lecture hours	9
Seminars/tutorials/workshops	6
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**15**

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: Dr. Sheryl MacMath	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
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:

Examine theory and research in relation to a single topic;
Connect theory and research to their educational practice;
Critically reflect on issues and challenges related to the single topic.

Additional outcomes will depend upon the course content and structure.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes   ☒ No, PLAR cannot be awarded for this course because it is part of an elective program and builds on existing knowledge, skills and competencies of certified teachers. Hence, teacher certification is a requirement for admission. This course cannot be audited or challenged.

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

Methods will be determined by course subject and content, but may include lectures, seminars, and presentations.

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

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.	Brownlie, F. and Schnellert, L.	It's All About Thinking: collaborating to support all learners in English, Social Studies, and Humanities	☒	Portage & Main	2009
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

n/a

Typical Evaluation Methods and Weighting

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

Details (if necessary): Credit/No Credit evaluation

Typical Course Content and Topics

Course content will depend upon the topic of the letter designation for this course. For example, EDUC 481D Special Topics in K-12 Education (Literacy in the Urban Classroom) content would include topics such as: "Meeting the Needs of All Learners through Literacy"; "Assessment that Supports Learning", "Online Literature Circles", and "Engaging Critically with Text". Assignments for this 1 credit course could include: a reflective writing assignment; and a culminating presentation or paper on a critical analysis of literacy issues and implications for practice.

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 482	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Special Topics in K-12 Education

Course Short Title (if title exceeds 30 characters): Special Topics 2

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

Calendar Description:

This course varies depending on the interests of the faculty member and the relevant issues in education in BC. This course explores topics that are either not addressed in other Summer Institute courses or expands in more depth on topics on the professional development of practicing teachers. Note: The special topic is denoted with a letter designation (e.g. EDUC 482C). Students may take EDUC 482 as many times as they wish, but will not receive credit for the same letter designation more than once in one year. Possible topics denoted by letter designations include: EDUC 482C (Special Topics: Digital Literacy); EDUC 482D (Special Topics: Supporting Aboriginal Learners); and/or EDUC 482E (Special Topics: Supporting English Language Learners in the Classroom).

Prerequisites (or NONE):	Valid Teaching Certificate
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

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

Total Hours: 30

Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	10
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**30**

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: Dr. Sheryl MacMath	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
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:

Respond to theory and research in relation to an educational approach;
Apply theory and research to their educational practice;
Critically reflect on issues and challenges related to the educational approach;
Summarize implications for practice based on analysis of research in literature.

Additional outcomes will depend upon the course content and structure.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes   ☒ No, PLAR cannot be awarded for this course because it is part of an elective program and builds on existing knowledge, skills and competencies of certified teachers. Hence, teacher certification is a requirement for admission. This course cannot be audited or challenged.

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

Methods will be determined by course subject and content, but may include lectures, seminars, and presentations.

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

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.	Rojas, Virginia	Strategies for Success with English Language Learners	☒	ASCD	2007
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

n/a

Typical Evaluation Methods and Weighting

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

Details (if necessary): Credit/No Credit Evaluation

Typical Course Content and Topics

Course content will depend upon the topic of the letter designation for this course. For example, EDUC 482E Special Topics in K-12 Education (Supporting English Language Learners in the Classroom) content would include: "Scaffolding Strategies for English Language Learners". In particular, there would be examination of effective vocabulary strategies, reading and writing strategies, cooperative learning strategies and differentiation strategies that could be directly applied in the classroom. Assignments for this 2 credit course could include: a reflective writing assignment; a culminating presentation or paper on a critical analysis of issues facing English Language Learners; and, the development of a personal set of instructional tools to use with English Language Learners.

REVISED COURSE IMPLEMENTATION DATE:	July 2016
COURSE TO BE REVIEWED: (six years after UEC approval)	July 2024
<mark>**Course outline form version: 09/15/14**</mark>	

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 483	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Special Topics in K-12 Education

Course Short Title (if title exceeds 30 characters): Special Topics 3

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

Calendar Description:

This course varies depending on the interests of the faculty member and the relevant issues in education in BC. This course explores topics that are either not addressed in other Summer Institute courses or expands in more depth on topics on the professional development of practicing teachers. Note: The special topic is denoted with a letter designation (e.g. EDUC 483C). Students may take EDUC 483 as many times as they wish, but will not receive credit for the same letter designation more than once. Possible topics denoted by letter designations include: EDUC 483C (Special Topics: Assessment in the 21st century); EDUC 483D (Special Topics: Teaching from an Indigenous Worldview); and/or EDUC 483E (Special Topics: Social Justice in K – 12 Classrooms).

Prerequisites (or NONE):	Valid Teaching Certificate
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

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

Total Hours: 45 **Typical structure of instructional hours:**	**Special Topics**
	Will the course be offered with different topics?

Lecture hours	20	
Seminars/tutorials/workshops	25	
Laboratory hours		
Field experience hours		
Experiential (practicum, internship, etc.)		
Online learning activities		
Other contact hours:		
Total	**45**	

☒ 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: Dr. Sheryl MacMath	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
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:

Assess theory and research in relation to a current issue or theme in education
Integrate theory and research to their educational practice
Critically reflect on issues and challenges related to the current issue or theme in education
Evaluate implications for practice based on analysis of research in literature
Synthesize pedagogical approaches in relation to this issue or theme
Document pedagogical approaches in relation to this issue or theme.

Additional outcomes will depend upon the course content and structure.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes   ☒ No, PLAR cannot be awarded for this course because it is part of an elective program and builds on existing knowledge, skills and competencies of certified teachers. Hence, teacher certification is a requirement for admission. This course cannot be audited or challenged.

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

Methods will be determined by course subject and content, but may include lectures, seminars, and presentations.

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

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.	Wiggins And McTighe	Understanding By Design	☒	ASCD	2005
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

n/a

Typical Evaluation Methods and Weighting

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

Details (if necessary): Credit/No Credit Evaluation

Typical Course Content and Topics

Course content will depend upon the topic of the letter designation for this course. For example, EDUC 483C Special Topics in K-12 Education (Assessment in the 21st century), content would include: "What is Backwards Design?"; "Thinking Like an Assessor", "Criteria and Validity", "Planning for Learning" and "Teaching For Understanding". Assignments for this 3 credit course could include: a reflective writing assignment; development of a unit plan using the *Understanding by Design* (UbD) methodology; a micro-teach using the UbD methodology; and, a culminating presentation or paper that links research, literature and professional learning to a personal inquiry topic related to assessment.

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: April 3, 2015
Subject: New Program Instructional Design (ID) certificate

1. Summary of changes:

   New Instructional Design (IDC) undergraduate certificate, Type B

2. Rationale for change:

   As a result of informal feedback from the UEC subcommittee, we wish to revise the IDC program. These revisions address the committee's concerns, which were:

   1. The original entrance requirements do not provide adequate information for applicants. Also, the entrance requirements outlined in the original submission were not structured for applicants to apply to a specific program. These revisions will provide applicants will clear instructions and position them into the IDC program opposed to an Adult Education studies path.

      New: Addition of new IDC pathway with TESL Certificate.

   2. The course numbers in the program have been assigned 400 level numbers when they were delivered as 300 level numbers. Although special topic courses are 300 levels, their content was developed to define the course at a 400 level.

      a. ADED 330P regularized as ADED 425

      b. ADED 330Q regularized as ADED 435

      Note: ADED 330R is regularized as ADED 325. The committee had no concerns about this course number.

   3. The final concern relates to ADED 470. If the IDC program requires this course to be delivered as a practicum designed specifically for IDC, it must have a different course number to differentiate it from the regular ADED 470, which is a required course in the degree program.   Attached is the new course outline for ADED 473 for approval.

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.~~

University entrance (for students with some post-secondary credits)

1. Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar

2. Completion of a minimum of nine credits with a GPA of 2.0 or better

Note 1: Students who do not meet the entrance requirements might also consider Open Studies.

Note 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.

Note 3: Current UFV students enrolled in other degree programs can contact the department for permission to register in ADED 325, 408, 425, 435, and 473.

Note 4: All courses are offered online with some face-to-face sessions with videoconferencing access for distance students. (See below for more details).

Technology requirements

Students entering any Adult Education program are advised to ensure that they have home access to a personal computer and with a strong internet connection. Students may consult the Adult Education website http://www.ufv.ca/adult-education/webex/ for hardware and software recommendations.

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When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see Specific intake application process.

How to apply

1. Apply online at ufv.ca/admissions/admissions/apply.

Additional documents required for a complete application:
• Proof of B.C. secondary school graduation or equivalent, or permission from the program head.
• An official transcript from every post-secondary institution attended. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details. Unofficial copies may accompany the application form if official transcripts have been ordered.

2. Upon admission to the program, you will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). The deposit will be applied to the tuition fees. Final payment of all course fees is due the end of the second week of classes.

Program requirements

Students are required to have a minimum GPA of 2.0 in the five 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

Instructional Design 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 473	Practicum in Adult Education	3

Instructional Design Certificate with TESL certification

There is a unique pathway to complete an Instructional Design Certificate with the TESL Certificate at UFV. This pathway recognizes TESL 310 and TESL 333 as meeting the requirements for ADED 325 and ADED 473 if and when all the other requirements for both certificates are met. In addition, two of the Adult Education courses of the IDC count as the six required elective credits for the TESL Certificate (link http://www.ufv.ca/calendar/winter-summer-2015/ProgramsR-Z/TESL.htm   Below is the list of required courses for this pathway.

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
TESL 310	Methodology in TESL	4
TESL 333	TESL Practicum	3
TESL 300	Foundations of TESL	4
TESL 303	Teaching Reading and Writing	4
TESL 304	Teaching Oral Skills	4
TESL 305	Teaching English Pronunciation	4
TESL 311	Teaching ESL Writing & Grammar: From Theory to Practice	4

To:	Seonaigh MacPherson
From:	Liana Thompson
CC:	Corinne Richardson
Date:	15/04/2015
Re:	Instructional Design Certificate with TESL certification

The Continuing Education department supports the inclusion of the TESL certificate program as a pathway to complete the Instructional Design certificate. This pathway recognizes TESL 310 and TESL 333 as meeting the requirements for ADED 325 and ADED 473 if and when all the other requirements for both certificates are met. In addition, two of the Adult Education courses of the IDC count as the six required elective credits for the TESL Certificate. Link to TESL website. Below is the list of required courses for this pathway.

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
TESL 333	TESL Practicum	3
TESL 300	Foundations of TESL	4
TESL 303	Teaching Reading and Writing	4
TESL 304	Teaching Oral Skills	4
TESL 305	Teaching English Pronounciation	4
TESL 311	Teaching ESL Writing and Grammar: From Theory to Practice	4

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 325	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Teaching Adults

Course Short Title (if title exceeds 30 characters):

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

Calendar Description:

Developing theoretical understanding and practical skills to teach adults, focusing on course design, lesson planning, flipped classrooms, teaching - face-to-face, blended, and online, developing teaching personas and teaching philosophies, creating professional development plans. Emphasis: collaborative learning and reflective practice

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

Prerequisites (or NONE):

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ 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**.

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:	
Total	**45**

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: Tracy Ryder Glass	**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.	☒	San Francisco: Jossey-Bass	2014
2.	Bergmann, J. & Samms, A.	Flip your classroom: Reach every student in every class every day.	☒	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	☒	Thousand Oaks, CA: Sage/Corwin	2014
4.			☐		
5.			☐		

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:

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)	**Transfer Credit**
Former course code/number: **ADED 330N**	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s): **ADED 330N**	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ 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**.

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:	
Total	**45**

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

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.	*The art of evaluation: a handbook for educators and trainers (2nd ed.).*	☐	Thompson Educational Publishing	2009
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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)	Transfer Credit
Former course code/number: **330P**	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s): **330P**	Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes 45 No
	To find out how this course transfers, see **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:	
Total	**45**

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: Seonaigh MacPherson	Date approved:
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP: Tracy Ryder Glass	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	*Creating significant learning experiences: An integrated approach to designing college courses*	☒	San Francisco, CA: Wiley / Jossey-Bass	2013
2.	Smith, P.L. & Ragan, T.J.	*Instructional design*	☒	San Francisco, CA: Wiley / Jossey-Bass	2004
3.			☐		
4.			☐		
5.			☐		

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, & 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:

UNIVERSITY OF THE FRASER VALLEY

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**.

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:	
Total	**45**

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: Tracy Ryder Glass | 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 (2nd ed)	X	San Francisco: Jossey-Bass	2013
2.	Blumberg, Phyllis	Developing learner-centered teaching: A practical guide for faculty	☒	San Francisco: Jossey-Bass	2009
3.	Ball, J.	As if indigenous knowledge and communities mattered: Transformative education in First Nations communities in Canada.	☐	*The American Indian Quarterly, 28*(3 & 4), 454-479.	2004
4.			☐		
5.			☐		

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:

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 473   **Number of Credits:** 3 Course credit policy (105)

Course Full Title: Adult Education Practicum
Course Short Title (if title exceeds 30 characters): Adult Education Practicum

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

Calendar Description:
This course provides a supervised adult education practicum experience. The practicum is self-designed with students arranging both the site and on-site supervisor. Evaluation criteria focus on reflective practice: the ability to critically reflect on the practice of adult education within a supervised instructional experience. This practicum serves the requirements of the Instructional Design certificate or other pathways such as a PLAR practitioner credential or as the ADED 470 requirement for the BA degree program in ADED.

Note:

Prerequisites (or NONE):

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE): The other four required courses of the Instructional Design certificate.

Equivalent Courses (cannot be taken for additional credit)	Transfer Credit
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes X No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	20
Online learning activities	25
Other contact hours:	
Total	**45**

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): 15

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: Tracy Ryder Glass	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- Arrange an appropriate and relevant practicum site with a qualified and experienced adult education instructor & supervisor
- Observe and reflect on an experienced adult educator's instructional skills, strategies, and approaches
- Relate what is observed and encountered on the practicum to theories and research learned in other ADED courses.
- Design & plan lessons, tasks, and activities, including assessment strategies, for adult learner
- Instruct adult learners effectively using a range of adult educational strategies and skills
- Critically reflect on your instructional experience and adapt your teaching accordingly based on these reflections

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.	☐		
2.	☐		
3.	☐		
4.	☐		
5.	☐		

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:	50%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:Reflection	50%	Other:	%	Total:	100%

Details (if necessary):

Assignment 1: Reflection on Observation (20%)

Assignment 2: Unit Plan for Practicum (20%)

Assignment 3: Teaching Log (30%)

Assignment 4: Response to Supervisory Feedback (20%)

Assignment 5: Final Reflection (10%)

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

Typical Course Content and Topics

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 3rd, 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
Total	**184**	**100**	

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 470P Synthesis Project in Adult Education l – 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 in 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.

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**.

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
Total	**45**

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	☐		
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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:

<p style="text-align:center">Memo for Course Changes</p>

To: UEC

From: Edward Lo

Date: April 2015

Subject: Proposal for revision of (CIS 192 – Introduction to Networking)

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify: course content, lab exercises

2. Rationale for change:

   Prerequisites – increased since we have a high rate in the course. The new pre-requisite will make the students more prepared.

   Learning outcomes - updated.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): n

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n

5. Which program areas have been consulted about the change(s)? n/a

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

7. If this course is not eligible for PLAR, explain why: n/a

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: n/a
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? n

10. Estimate of the typical costs for this course, including textbooks and other materials: $100 (approx.)

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CIS 192	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Introduction to Networking

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Science	**Department (or program if no department):** CIS

Calendar Description:

Data network fundamentals including OSI reference model, TCP/IP protocol suite, design, physical topologies, media, infrastructure cabling standards, routers and switches. IP addressing designs are developed and implemented for small internetworks. Routing protocols are configured, analyzed, and tested.

Prerequisites (or NONE):	CIS 190, or 8 credit hours of CIS/COMP university-transferable credits
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number: **CIS 195** 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 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**.

Total Hours: 80 **Typical structure of instructional hours:**	**Special Topics**

Lecture hours	45
Seminars/tutorials/workshops	
Laboratory hours	15
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Lab (Student-directed)	20
Total	**80**

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): 35

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

Department / Program Head or Director:	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
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:

- Identify common network equipment including switches and routers
- Recommend network topologies based on best industry practices
- Follow infrastructure cabling standards
- Explain LAN technology, architecture and protocol.
- Discuss the OSI reference model and its layers
- Describe TCP/IP applications, transport and network protocols.
- Identify the main topics of concerns in a modern office environment.
- Design differet types of IP addressing schemes
- Configure static routes and dynamic routing protocols
- Construct a small, complete, workable and tested internetworks

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)

Lectures and Labs

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

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.	Mark Dye and Allan Reid	Introduction to Networks Companion Guide	☒	Cisco Press	2014
2.	Cisco Networking Academy	Routing and Switching Essentials Companion Guide	☒	Cisco Press	2014
3.	Cisco Networking Academy	Routing and Switching Essentials Lab Manual	☒	Cisco Press	2014
4.	Cisco Networking Academy	Introduction to Networks Lab Manual	☒	Cisco Press	2014
5.			☐		

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 (Lab + Written): 40 %	Assignments: %	Midterm exam: 20 %	Practicum: %
Quizzes/tests: **20** %	Lab work: 10 %	Field experience: %	Shop work: %
Class participation: 10 %	Other: %	Other: %	Total: 100%

Details (if necessary):

Typical Course Content and Topics

The OSI Reference Model and the seven layers.

Data communications transmission methods

The concept of Encapsulation and de-encapsulation

Ethernet and Wifi LANs, and switches

IP addressing and address design including IPv4, IPv6, CIDR

Introduction to routing protocols and implementation

Topology and network addressing schemes

TCP/IP transport Protocols including TCP and UDP

TCP/IP application protocols including HTTP, FTP, Telnet and SMTP

TCP/IP network layer protocols including IP, ARP, ICMP

Routing protocols including static routing and dynamic routing with RIP

Dean's Report – April 2015

Announcements

It is with great pleasure that we welcome to the Faculty of Professional Studies, the **Computer Information Systems Department**. This administrative change is an internal realignment that offers a wider window of opportunities for CIS students and faculty while facilitating potential cross-disciplinary interactions with business, library information systems and other applied professional fields. The BCIS degree and the CIS Diploma programs will continue to be offered by the CIS department as well as a proposed BSc in Computing Science that is being developed in collaboration with the Faculty of Science. This will allow for continuing collaboration with the Faculty of Science and opens up new possibilities within Professional Studies including offering CIS in Chandigarh. We are very excited to have the CIS Department join us and we look forward to working together to create even more exciting new learning opportunities for our students.

Teaching and Community

Teacher Education Students' Association: Teacher candidates are planning two fundraising events: a movie night to collect donations for the food bank and a pub night to contribute to the TEPSA legacy fund. The TEPSA is committing a small donation to the purchase of the smart boards that have recently been purchased for the Teacher Education Department's classrooms.

Teacher Education Department, Department Head, Sheryl MacMath and Stefan Stiff (sessional instructor) will be joining Chris Leach and Robin Anderson (History department) and Karen Saenger (Abbotsford School District) on April 23rd. This working group has been struck to develop a school district wide ProD event for Feb 2016 looking at History as a K – 16 development.

School of Business, faculty member, Mark Breedveld had two senior management from Tycrop visit BUS 321 Business Marketing to give a presentation on supply chain management.

UFV's School of Business student team won gold at this year's Western Canadian Business Simulation Competition. Our students put in an incredible amount of work and effort, performed as a tightly knit group and literally pulled away from all the other teams. Individual awards were also won: Katherine Robertson - top VP HR award, Adam Gross - top CEO award, and Jarret Bainbridge - top VP Marketing award.

School of Business, faculty member, Mark Breedveld's BUS 322 Advanced Selling class sold memberships in the Abbotsford Chamber of Commerce worth a total of $2,869.55. The students were divided into five teams at the beginning of the semester. The winning team was made up of Dawson Lindahl, Claudia Rezewski, Ravneet Sekhon, and Vishal Sharma; they generated $1,160.01 in sales. Allan Asaph, executive director at the Chamber of Commerce, presented the Top Performers Award to the winning team.

Value added benefits of two activities done by student-led groups from the Child and Youth Care 402 course (taught by Associate Professor Cindy Ramage):

1. The March 13th Sleep Out to bring awareness to youth homelessness raised over $3000.00 for Covenant House;
2. The Forum of Mar 24th to discuss the issue of youth-in-care transition to adulthood in the Fraser Valley, has received attention from the Abbotsford Mayor and he has expressed interest in taking action to support these kids.

School of Social Work and Human Services' Lucki Kang and Director Darrell Fox have engaged with Liana Thompson (CE) and Terry Brock (Practice Lead for Fraser Health) on partnership opportunities including a proposed post BSW certificate that gives practitioners credit that they can use to ladder in to our MSW program.

Our Adult Education Department have been working hard on articulation agreements and are pleased to confirm partnerships with Sask-Polytech, VCC (PIDP) and Red River College to recognize their in-house instructional design certificates.

Students in our Adult Education Department and our School of Business had the opportunity to share their research during the recent Student Research Day held this month at UFV. Students had the option of presenting in a two minute speed sharing session, or a poster session.

Service

On April 8th Teacher Education Department, Educational Advisor, Barbara Salingre will be leading a sharing session with the UFV Networking Group (Safer Schools). The topic is assessing teacher candidates who are pedagogical sensitive and how this disposition can be fostered.

Child, Youth and Family Studies, Associate Professors George Melzer, Christine Slavik, and Maple Melder-Crozier were accepted to present at the ECE Forum: Early Learning in the Valley for 150 service providers, to be held here at UFV on May 2nd

Associate Professor Maple Melder-Crozier has been appointed to the Local Action Team (LAT) of the *Child & Youth Mental Health & Substance Use Collaborative*, a project facilitated and funded by Fraser Health.

Power 4 All is an adaptive paddling society, of which Associate Professor Maple Melder-Crozier is a Board Member. They recently received a grant of $52,000.00 to develop an adaptive device for standup paddle board enthusiasts with physical (standing) difficulties.

The Cycling 4 Diversity Team (a newspaper writer, political candidate, opera singer, and administrator) did a presentation to Child and Youth Care students in the Diverse Population Class.   They gave tees to students, and had one student volunteer to join their team.

The School of Social Work and Human Services and the Child, Youth, and Family Studies Departments are hosting the Provincial Human Services Articulation meetings at UFV on Monday and Tuesday, May 25 and 26. Professors Cindy Rammage and Curtis Magnuson are co-chairing the Articulation Meetings this year.

International Conference, Reaching Out Together: Connections Through Social Work is fast approaching. It will be held from April 28 to May 1st on UFV's campus with speakers and participants from around the globe. Congratulations to our School of Social Work and Human Services faculty, staff and students for their exceptional work on pulling this international event together.

During Social Work Week, the BCASW Fraser River Branch, with the support of SWSA and the School of Social Work and Human Services, honored Roopchand Seebaran, Professor Emeritus who presented: *Advocacy: The Bedrock of Social Work.* The Branch executive (Paul Jenkinson, Elizabeth Dow, Shahbar Dadvand) established an ongoing award, and John Hogg presented it in honour of Professor Seebaran. It will be presented in perpetuity to a social worker excelling in advocacy.

Darrell Fox, Paul Jenkinson, John Hogg, Roopchand Seebaran, Elizabeth Dow, Tracy Ryder Glass

Students from School of Social Work and Human Services, faculty member, Robert Harding's Community Development course organized *the BC Poverty Reduction Plan* forum which was a great success during Social Work Week. The students organized a panel of high profile event speakers: Michelle Mungal, NDP Nelson-Creston Social Development Critic, Dave Loewen, Abbotsford Councillor, Chair of Homelessness Committee, John Aldag, Liberal Party Candidate, Cloverdale-Langley, Simon Gibson, MLA Abby-Mission, and Adrienne Montani, Provincial Coordinator First Call, BC Child and Youth Advocacy Coalition. Professor Elizabeth Dow was the moderator of the panel.

Scholarship

Teacher Education Department, faculty member, Awneet Sivia's (TED) paper (with Co-Authors from UBC-O and OISE) was accepted for roundtable at AERA in April: "Transformative Frameworks for Social Justice and Diversity in Teacher Education."
Teacher Education Department, faculty member, Awneet Sivia and Dr. Wenona Victor (instructor – history) presented at April SSI event: "What's in a Name?: TEP in Halq'emeylem"- Reflections on the Naming Celebration held May 2014 with Sto:lo Elders, faculty and students.

All five submissions from the School of Business to the Administrative Sciences Association of Canada (ASAC) conference were accepted.

School of Business, faculty member, Dr. Luciana Turchick Hakak's submission entitled, "Hidden Professionals: Immigrant Identity Work in Situations of Downward Occupational Transition," won the Best Paper Award for the Gender and Diversity in Organizations Division of ASAC at the 2015 Conference.

School of Business, faculty member, Dr. Joe Ilsever's paper "Does the effective use of technology in a sales environment yield better sales results when used by transformational leaders: An empirical evidence" has been accepted for presentation at the 7th Annual General Business Conference at Sam Houston State University, Huntsville, TX, US.

School of Business, faculty member, Dr. Fiona McQuarrie's fourth edition textbook was officially published: http://ca.wiley.com/WileyCDA/WileyTitle/productCd-EHEP003351.html
Child, Youth and Family Studies, Associate Professor Christine Slavik was accepted to present at the Social Services Conference in Croatia in June.

School of Social Work and Human Services faculty member, Glen Paddock presented a paper titled, "Research Informed Leadership: Five Skills for Systemic Leaders" at the American Association for Marriage and Family Therapy (AAMFT) 12th annual national Leadership

Symposium held in Washington, DC March 19 – 22, 2015.   Glen delivered his paper twice at this symposium.

School of Social Work and Human Services' Lucki Kang and Darrell Fox are presenting at the CASWE conference in June.

Adult Education Department, Department Head, Seonaigh MacPherson has a paper accepted at an upcoming conference in Laval, PQ entitled "Rethinking the promotion of heritage language in cultural education: The role of diasporas and adult education in the revival of Gaelic in Nova Scotia." The conference will be held May 28-30 to mark the 10th anniversary of the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

Faculty Council Motions/Actions
March 20th, 2015

	Motions/Action		Follow Up
	MOTION **Vandy Britton/Margaret Coombes** THAT the agenda of March 20th, 2015 be approved as presented. **CARRIED**		
	MOTION **Lisa Moy/Margaret Coombes** THAT the minutes of February 20th, 2015 be approved as presented. **CARRIED**		
	MOTION **Don Miskiman/Elizabeth Dow** THAT the Professional Studies Faculty Standards and Criteria documents be approved as presented. **CARRIED**		
	ACTION **Tracy Ryder Glass** Agenda item 4.1 Future FC Meeting Dates A doodle poll will be sent out to everyone regarding a preferred time for Faculty Council meetings.		
	MOTION **Don Miskiman/Amir Hajbaba** THAT the new course proposal for BUS 378 be approved as presented. **CARRIED**		
	MOTION **Don Miskiman/Christina Neigel** THAT the new course proposal for BUS 379 be approved as presented. **CARRIED**		
	MOTION **Don Miskiman/Sandy Hill** THAT the new course proposal for BUS 477 be approved as presented. **CARRIED**		
	MOTION **Don Miskiman/Christina Neigel** THAT the Bachelor of Business Administration Program change be approved as presented. **CARRIED**		

MOTION	**Don Miskiman/Amir Hajbaba**	
THAT the Bachelor of Business Administration Calendar changes be approved as presented. **CARRIED**		