

APPROVED AGENDA
Professional Studies Faculty Council

Friday, November 21, 2014
10:00 am – 12:00-noon
Room B140, Abbotsford Campus

<i>Package Pages</i>	
	Guest: Mark Evered, President, University of the Fraser Valley
	1. Items for Approval
Pg. 1-2	1.1. Agenda – November 21, 2014
Pg. 3-7	1.2. Minutes – October 17, 2014
	2. New Business
Pg. 8 - 113	2.1. Teacher Education Program course outline revisions to <u>prerequisites</u> for: EDUC 410, 412, 413, 420, 421, 422, 423, 424, 425, 431, 432, 434A, 434B, 435, 436, 437A, 437B, 440, 441, 442, 444, 445, 446, 447, 448, 450, 452, 453, 454, 460, 490, 492, 495A-D, and 498
	2.2. Teacher Education Program course outline revisions to <u>course descriptions</u> for: EDUC 410, 412, 413, 420, 421, 422, 423, 424, 425, 431, 432, 434A, 434B, 435, 436, 437A, 437B, 440, 441, 442, 444, 445, 446, 447, 448, 450, 452, 453, 454, 460, 490, 492, 495A-D, and 498
	2.3. Teacher Education Program course outline revisions to <u>learning outcomes</u> for: EDUC 410, 412, 413, 420, 421, 422, 423, 424, 425, 431, 432, 434A, 434B, 435, 436, 437A, 437B, 440, 441, 442, 444, 445, 446, 447, 448, 450, 452, 453, 454, 460, 490, 492, 495A-D, and 498
	2.4. Teacher Education Program course outline revisions to reflect <u>new department name</u> for: EDUC 410, 412, 413, 420, 421, 422, 423, 424, 425, 431, 432, 434A, 434B, 435, 436, 437A, 437B, 440, 441, 442, 444, 445, 446, 447, 448, 450, 452, 453, 454, 460, 490, 492, 495A-D, and 498
	2.5. Teacher Education Program course outline revisions to <u>resource list</u> for: EDUC 410, 412, 413, 420, 421, 422, 423, 424, 425, 431, 432, 434A, 434B, 435, 436, 437A, 437B, 440, 441, 442, 444, 445, 446, 447, 448, 450, 452, 453, 454, 460, 490, 492, 495A-D, and 498

- Pg.114 – 124
- 2.6. Social Services Diploma, practicum-related course outline revisions to name, number of hours, learning outcomes, course descriptions, and PLAR for: HSER 130 and HSER 230
- Pg. 125 - 136
- 2.7. Social Services Diploma, practicum-related course outline revisions to name, number of hours, learning outcomes, and course descriptions for: HSER 129 and HSER 229
- 3. Continuing Business**
- 3.1. Review for alignment the following two Faculty Standards documents:
- Pg. 137-142
- a) Faculty Standards Committee of Senate – Feedback requested by December 12th, 2014 to carol.dickson@ufv.ca on the guidelines and minimum requirements for academic units in developing standards and criteria for the ranks of Assistant Professor, Associate Professor, and Full Professor document
- Pg. 143-156
- b) Faculty Standards Committee of Professional Studies – Feedback requested by November 28th, 2014 to abimbola.eke@ufv.ca on the Rank & Tenure Criteria document
- 4. Committee Reports**
- 4.1. Nominations and Elections Committee – *Glen Paddock*
- 4.2. Field Education and Practicum Committee – *Lucki Kang*
- 4.3. Retention Committee – *Barbara Salingre*
- a) Revised Terms of Reference for approval
- 4.4. Learning Exchange Committee – *David Dobson*
- 4.5. Faculty Newsletter Committee – *Maple Melder-Crozier*
- 4.6. Indigenization Committee - *Robert Harding*
- Pg. 157
- Pg. 158
- 5. Information Items**
- 5.1. Research & Scholarly Database <http://www.ufv.ca/research/rsadb/>
- 5.2. Elizabeth Dow has been elected to sit on the Senate Budget Committee
- 5.3. Motions and Actions – October 17, 2014
- 5.4. Next Faculty Council Meeting - December 12, 2014, Room B140
- Pg. 159

DRAFT MINUTES
Professional Studies Faculty Council

Friday, October 17, 2014
10:00 a.m., Room B140, Abbotsford Campus

Chairs: Tracy Ryder Glass, Cyrus Chaichian

Present:

Awneet Sivia	David Dobson	Janice Johnson*	Lisa Moy
Barbara Salingre	Don Miskiman	Karen Power*	Robert Harding
Christina Neigel	Elizabeth Dow	Keith Lownie	Rod Hayward
Cindy Rammage	George Melzer	Kenneth Gariepy	Ron Zitron
Colleen Bell*	Gerry Palmer	Kirsten Robertson	Seonaigh MacPherson
Curtis Magnuson	Gwen Point	Leah Douglas	Sheryl MacMath
Darrell Fox	Heather Compeau*	Les Stagg	Vandy Britton

Regrets:

Amir Hajbaba	D.J. Sandhu	Joe Ilsever	Maple Melder-Crozier
Anand Kishore*	Elizabeth Dow	John Hogg	Mark Breedveld
Andrea Hughes*	Fiona McQuarrie	Kim Milnes	Margaret Coombes
Christine Nehring*	Frank Ulbrich	Kevin deWolde	Melanie Scott*
Christine Slavik	Gillian Bubb	Liz Wiebe*	Mike Ivanof
Chuck Charles*	Glen Paddock	Lorne MacKenzie	Raymond Leung
Cindy Stewart	Ian Hunt	Lou Schroeder	Ron Wilen*
Don Dixon	Jan Lashbrook Green	Luciana Hakak	Sandy Hill
Doris Ball	Janet Carroll	Lucki Kang	

Recorder: Abimbola (Abi) Eke*

* Indicates Non-Voting Member

1. OVERHEAD COST RECOVERY POLICY - ADRIENNE CHAN, ASSOCIATE VICE PRESIDENT, RESEARCH, ENGAGEMENT, AND GRADUATE STUDIES

- The purpose of the policy is to ensure that the university takes into account the resources, expenditures and infrastructure required for conducting and supporting research activities at UFV.
- The policy has three parts: research, events, and training. Adrienne focused on research.
- An Overhead fee of 10% will be included in all application proposals for research, research contracts, and projects. Overhead recoveries will be distributed as 50% to Central Administration, 35% to Office of Research Services, and 15% to Faculty Division.
- Overhead fees would be deducted based on on-campus and off-campus activity rates. These rates are included in the policy.

2. ITEMS FOR APPROVAL

2.1 Approval of Agenda October 17, 2014

<p><u>MOTION</u> Sheryl MacMath/Robert Harding THAT the agenda of October 17, 2014 be approved as presented with the following additions: Standing Committee Report – Indigenization Committee Report Information Item - Ethic Practice Session</p>
<p><u>CARRIED</u></p>

2.2 Approval of Minutes September 26, 2014

<p><u>MOTION</u> Leah Douglas/Les Stagg THAT the minutes of September 26, 2014 be approved as presented.</p>
<p><u>CARRIED</u></p>

3. NEW BUSINESS

3.1. Bachelor of Education Proposal – Sheryl MacMath

<p><u>MOTION</u> Lisa Moy/Sheryl MacMath THAT the Bachelor of Education Proposal be accepted as presented.</p>
<p><u>CARRIED</u></p>

3.2. New Program: Instructional Design (ID) Certificate – Seonaigh MacPherson

<p><u>MOTION</u> Seonaigh MacPherson/David Dobson THAT the proposed New Program Instructional Design (ID) Certificate and the New Courses for ADED 425, ADED 435, and ADED 325 be approved as presented.</p>
<p><u>CARRIED</u></p>

3.3. Program Name Change: AEWTC (Adult Education and Workplace Training Certificate) to WTC (Workplace Training Certificate) - Seonaigh MacPherson

<p><u>MOTION</u> Seonaigh MacPherson/David Dobson THAT the proposed Program Name Change: AEWTC (Adult Education and Workplace Training Certificate) to WTC (Workplace Training Certificate) be approved as presented.</p>
<p><u>CARRIED</u></p>

3.4. New UEC Procedures

Tracy informed Faculty Council of the recent changes to the UEC procedures. The new procedures can be found at [ufv.ca/media/assets/senate/uec/resources/Program-and-Course-Approval-Procedures-\(2014\).pdf](http://ufv.ca/media/assets/senate/uec/resources/Program-and-Course-Approval-Procedures-(2014).pdf)

The Secretary to Faculty Council (Abi Eke) will submit to UEC all motions and proposals following Faculty Council's approval.

4. **STANDING COMMITTEE REPORTS**

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

Standing Committees Update:

Committees	Members	Vacancy
Nominations & Elections Committee	Glen Paddock, Leah Douglas, Vandy Britton	Committee complete
Field Placement Committee	Ex officio membership	Committee complete
Retention Committee	Kirsten Robertson, Barbara Salingre, Kim Milnes, Cindy Rammage	1 member
Learning Exchange Committee	David Dobson, Luciana Hakak	2 members
Newsletter Committee	Maple Melder-Crozier, Seonaigh MacPherson, Colleen Bell	2 members
Indigenization Committee	Robert Harding, Lisa Moy, Seonaigh MacPherson, Kenneth Gariepy, Gerry Palmer	Committee complete

UFV Committee Representation Update:

Councils/Committees	Representative	Vacancy
College of Arts	Vandy Britton	Complete
Faculty of Science	Awneet Sivia	Complete
Faculty of Applied & Technical Studies	Sandy Hill	Complete
Faculty of Access & Continuing Education		Vacant
Faculty of Health Sciences		Vacant
Teaching & Learning Advisory Council	Maple Melder-Crozier, Jan Lashbrook Green	Complete
Bachelor of General Studies Curriculum Committee	Barbara Salingre, Gillian Bubb	Complete
Library Advisory Council	Lou Schroeder	1 member

4.2. **Field Education and Practicum Committee – Lucki Kang**

No report

4.3. Retention Committee – Barbara Salingre

The committee is still seeking one member. The committee will be working on revising its Terms of Reference. Barbara noted that the committee would like to have a rotating chair. In addition, the committee will be reaching out to Maureen Wideman for ideas on retention.

4.4. Learning Exchange Committee - David Dobson

David reported that a Learning Exchange Initiative will be held on December 12, 2014 during the first hour of the Faculty Council meeting. Two speakers are being sought for this event.

4.5. Faculty Newsletter Committee

No report

4.6. Indigenization Committee – Robert Harding

The committee had its first meeting today. Members will begin working on a Terms of Reference.

5. OTHER REPORTS

5.1. Other Faculty Councils

No report

5.2. Senate Report – Gerry Palmer

- Program Discontinuance Policy has been approved
- Indigenous Studies Program has been approved

5.3. Dean's Report – Tracy Ryder Glass

- Tracy congratulated Gwen Point on her new appointment as Chancellor. Gwen has been an integral part of the Faculty of Professional Studies as an Assistant Professor in the School of Social Work and Human Services engaging students in the culture and knowledge of the Sto:lo Nation.
- Chandigarh – The Chandigarh BBA program enrolled 60 new students for Fall 2014 (two academic sections of 30 students each). Overall enrolments are 105 full-time students. 24 students transferred from Chandigarh to UFV Abbotsford to continue their studies for Fall 2014.
- Lucerne/School of Business – On October 5, 2014, 19 Swiss Masters students, together with seven UFV Bachelor of Business Administration students were welcomed to a weeklong seminar hosted by the School of Business in partnership with Lucerne University of Applied Sciences and Arts. Tracy thanked Frank Ulbrich,

Don Miskiman, Kevin Dewolde and Amir Hajbaba for their work in organizing the seminar focused on Leadership in the Context of Globalization

- Charlotte Kwon – On October 6, 2014, Charlotte Kwon, a UFV honorary degree recipient and artist, documentary filmmaker, educator, businesswoman, and humanitarian was hosted. Charlotte, works tirelessly as an advocate for the preservation of tradition and craft and the betterment of society, all driven by the Maiwa Foundation. The Maiwa Foundation is dedicated to the preservation of traditional craft and to employment, empowerment, and the eradication of poverty through craft in developing nations. Charlotte returned to UFV to kick off the UFV President's Lecture Series, titled Waiting for the Monsoon: Slow Clothes in India.
- Master of Social Work Accreditation Process - On October 7/8, 2014, an external accreditation team for the Masters of Social Work visited UFV. It was a successful accreditation process. Tracy thanked everyone for their hard work on preparing for and participating in the accreditation process.
- Budgets - The 2015-2016 populated budget packages for the Faculty of Professional Studies was received, and the Faculty is doing well. Tracy will be presenting the package to Eric on October 27, 2014, and to Senior Administration on November 3, 2014. Tracy thanked everyone for their work on this year's budget process and course planning.
- Computer Information Systems (CIS) - With restructuring currently occurring within the Faculty of Science, the Faculty of Professional Studies will be welcoming once again, the Computer Information Services Department. In 2008, CIS moved to the Faculty of Science; to better serve the needs of programming and students, it was recommended that CIS return to the Faculty of Professional Studies. More details regarding this move to follow.

6. INFORMATION ITEMS

6.1. Ethics Practice Session – Lisa Moy

- Following the information presented at SPARK! 2014, the first Ethics Practice Session will be held on October 29, 2014 at 3:00 p.m. Formal invitation to follow.

6.2. Patti MacAhonic, a graduate of the Adult Education Program who continued on to complete an MBA received the UFV Distinguished Alumni Award and the 40th Anniversary Alumni Award

6.3. Motions and Actions from September 26, 2014 attached to Agenda Package

6.4. The next Faculty Council Meeting is **November 21, 2014 in Room B140**

Memo

To: Faculty Council for Professional Studies

From: Dr. Sheryl MacMath, BEd Program Working Group Chair

Date: November 7, 2014

Subject: Revision of 34 existing EDUC courses (EDUC 410, 412, 413, 420, 421, 422, 423, 424, 425, 431, 432, 434A, 434B, 435, 436, 437A, 437B, 435, 436, 437A, 437B, 440, 441, 442, 444, 445, 446, 447, 448, 450, 452, 453, 454, 460, 490, 492, 495A-D, 498)

Course revisions: Please find attached 34 revised course outlines from the Teacher Education Department. We kindly request review and approval from Faculty Council for the changes we have proposed.

Rationale for change: All 34 courses are part of the BEd as a second degree. These courses have been updated to the new course outline template and will become part of the BEd as a second degree. These have been reviewed and approved by the Program Development Office as part of this program implementation.

Motion 1: Change the prerequisite for all 34 courses from “Admission to TEP”, to “Admission to the BEd”.

Motion 2: Approve revised course description for all 34 courses (these are now within 40 words).

Motion 3: Approve revised learning outcomes which were updated as a result of approved recommendations from the TEP Program Review (these include a focus on Indigenization and the integration of technology).

Motion 4: Approve the inclusion of our new department name on all 34 course outlines.

Motion 5: Approve the updated resource list for all 34 courses (these now include updated Integrated Resource Packages from the Ministry of Education, and updated course texts).



ORIGINAL COURSE IMPLEMENTATION DATE: 05/30/2008
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 410 **Number of Credits:** 3 [Course credit policy \(105\)](#)

Course Full Title: Schooling in a Diverse Society
Course Short Title:

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

Calendar Description:
 This course ~~will combine various~~ connects social justice theories with educational policy and pedagogy. ~~The course aims to build~~ s an analytical framework ~~that will lead to~~ for the development of progressive teaching practices ~~and explores~~ Policy policy and pedagogy that support ~~both the inclusive classrooms and the integration of~~ that integrate the goals of social justice into the mainstream curriculum ~~will be explored~~.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)~~ BEEd
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 (Note: 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	25
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Anwoot-Silva~~ **Date approved:** April 2011 Aug 18th, 2014 ~~April 2011~~
Campus-Wide Consultation (CWC) **Date of posting:**
Faculty Council approval **Date approved:**
Dean/Associate VP: **Date approved:**

Learning Outcomes

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

- Demonstrate an understanding of the principles of social justice and develop an analysis of education from this perspective
- Critically analyze issues related to cultural identity, immigration, multiculturalism, Indigenization, diversity, social justice and inclusion
- Reflect on their own personally held values and beliefs about diversity, inclusion, and social justice
- Develop an understanding of the various issues that individual students may face in the school, the classroom, and the playground in society and deconstruct hegemonic practices from a social justice lens
- Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in terms of relation to diversity issues
- Develop and design appropriate curricula for their subject area in light of consideration of diversity issues
- Develop teaching strategies which facilitate inclusion of and respect for all students
- Develop pedagogically sensitive, culturally responsive practices as future teachers
- Utilize guided questioning to reflect critically on prior knowledge and preconceptions in order to reformulate one's understanding of social justice
- Reflect on social justice and diversity pedagogy as a basis for appreciating challenges and making pedagogical decisions
- Develop a disposition for self-education and life-long learning that includes social justice as a necessary value and aim of being a teacher
- Develop a personal inquiry related to education and examine this issue using a social justice lens

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because this course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course.

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

Presentations, lectures, small group work Lecture, seminar, oral presentations, written portfolio, group work

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
Egbo, B.	<i>Teaching for diversity in Canadian schools.</i>		Pearson	2009
<i>Adams, M., et al. (eds.)</i>	<i>Readings For Diversity and Social Justice: An Anthology On Racism, Anti-Semitism, Sexism, Heterosexism, Ableism, and Classism.</i>		New York: Routledge	(2000)
<i>Ayers, W. et al. (eds.)</i>	<i>Teaching For Social Justice</i>		New York: Teachers College Press	(1998)
4. <i>Iseke-Barnes, J.M. and N.N. Wane (eds.)</i>	<i>Equity in Schools and Society</i>	<input type="checkbox"/>	Toronto: Canadian Scholars Press	(2000)
5.		<input type="checkbox"/>		

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Research paper	30%	Autobiography	20%	Critical Review	25%	Total:	100%
				Portfolio	25%		

Details (if necessary):

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

Typical Course Content and Topics

Topics

- ~~Defining the problem: Schools and inequality~~
- ~~Principles of social justice~~
- ~~Policies and legislation~~
- ~~Curriculum design for diversity~~
- ~~Teaching strategies~~
- ~~Resources~~

Assignments

- A. ~~Research paper on social justice and inclusion in education~~
- B. ~~Educational Autobiography: This reflection entails an examination of how the students' own experiences, attitudes, and differences contribute to the learning climate and their behaviour within the institution.*~~
- C. ~~Critical review of different models of teaching and learning in light of social justice and inclusion.**~~
- D. ~~Teaching Portfolio: collection of teaching strategies, resources, and curricula that reflect the course objectives.**~~

*~~Note: This assignment will be integrated with Education 495.~~

**~~Note: This assignment will be integrated with an assignment required by one of the Designs for Learning courses taken concurrently~~

Understanding diversity and social justice

The Hidden curriculum

Culture and identity

Classroom as a socially just and safe space

Schooling the world: Implications of educational colonialism on Indigenous communities

Community ethnographies and place-based pedagogy

First Nations and schooling: Storying and learning to become a socially just teacher

Linguistic, religious, and socio-economic diversity

ELL, ESL, EFL—a model for appreciating linguistic diversity

Promoting an inclusive classroom through multiple intelligences

Transformative frameworks for diversity

Culturally responsive teaching

Initiating praxis: Self, students, and schools

Deconstructing privilege

Culturally responsive curriculum

Building bridges and creating a community of learners

Incorporating social justice into lesson planning

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 05/30/2007
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 412

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

Course Full Title: Introduction to Development and Special Learning Needs

Course Short Title: Development and Spec. Needs

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course reviews ~~the main theories/~~ models ~~and theories~~ associated with learning and ~~development~~ and ~~their~~ implications for ~~understanding the learning needs of children in schools. Relevant issues in child development and educational practice will be reviewed and critiqued regarding their implications on~~ children's physical, cognitive, and socio-emotional development in classrooms and schools. The ~~model of~~ Universal Design for Learning, differentiation, and the identification and support of students with special needs is included. ~~(UDL) and differentiating instruction to promote access to the curriculum is reviewed. The impact of educational legislation regarding the inclusion of students with special learning needs is discussed. The process of the identification of a child with special needs and working in a collaborative school based team is reviewed. An overview of the educational, psychological, behavioral, and social needs of students with high incidence special needs, including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders will be reviewed. The course will also address examples of adaptations to support these students in the classroom.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd~~

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 (Note: 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	39-30
Seminars/tutorials/workshops	6-15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath Awneet Sivia	Date approved: February 2011 Aug 18, 2014
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP: Dr. Rosetta Khalideen	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

- Articulate the implications of models and theories associated with learning and development with regards to the development of lesson content and teaching methods for differing grade levels.
- Illustrate how they will be following the Universal Design for Learning Model (UDL) in their planning for teaching.
- Critique possible dilemmas of practice as an inclusive educator in the province of British Columbia and provide examples of decisions of how to teach and how to vary aspects of teaching, e.g pacing.
- Describe the process of the identification of a child with special needs, and the role of a classroom teacher in a collaborative school based team.
- Describe and demonstrate the educational, psychological, behavioral, and social needs of students with learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorder and provide examples of possible adaptations to meet the learning needs of these students.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as this course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, seminars, guest speakers, use of: Case studies, oral presentations, role playing, group work

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

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

	<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Hutchinson, Nancy	Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers.	<input checked="" type="checkbox"/>	Pearson Canada	2010
2.	McDevitt, T. Ormrod, J.E.	Child development and education	<input checked="" type="checkbox"/>	Pearson	2010
3.	Wood, C.	Yardsticks—Children in the classroom: Ages 4-14.	<input type="checkbox"/>	USA: Northeast Foundation for Children, Inc.	(2007)
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

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

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

Typical Evaluation Methods and Weighting

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

Details (if necessary):

~~Class Participation: 10%~~

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

~~Human Developmental Theory Review: Group Mini-Project and Presentation: 10%~~

~~'Educational Psychology in the Classroom' Written Assignment: 40%~~

~~Written paper discussing 'typical' physical, cognitive and socio-emotional characteristics of children in students' practicum classroom, discussion and examples regarding actual developmental levels of children in practicum classroom. Reflection of schools' and classroom's schedules and routines and whether or not they meet the needs of students in the classroom. Discussion of the application and relevance of two human development theories in development and teaching of connected lessons to children in practicum classroom.~~

~~'Education for All' Written Assignment: 40%~~

~~Written paper discussing how principles of UDL were incorporated in development of lessons and activities for children in practicum classroom. Description of how instructional techniques and expectations were differentiated to meet the needs of all students in practicum classroom. Documentation of specific adaptations made for learners with special needs in practicum classroom.~~

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

Typical Course Content and Topics

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

For Administrative Use Only

Department code: _____ CIP Code: _____ Course Level Code: _____

PDC Code: _____



ORIGINAL COURSE IMPLEMENTATION DATE: 09/01/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 413

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

Course Full Title: Introduction to Adolescent Development and Special Learning Needs
 Course Short Title: Adolescent Development and Special Needs

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course reviews ~~the main models and theories/models~~ associated with ~~adolescent~~ learning and ~~development and their implications for understanding the learning needs of adolescents in schools. Relevant issues in adolescent development and educational practice are reviewed and critiqued regarding their~~ implications ~~on for~~ adolescents' physical, cognitive, and socio-emotional development ~~in classrooms and schools~~. The ~~model of~~ Universal Design for Learning, (UJL) ~~and differentiating differentiation and the identification of students with special needs is included. instruction to promote access to the curriculum is reviewed. The course examines the impact of educational legislation with respect to inclusion of students with special learning needs, process of the identification of a student with special needs, and working in a collaborative school-based team. An overview of internalizing problems and externalizing difficulties in adolescence, as well as high incidence special needs— including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders are reviewed, along with examples of adaptations to support these students in the classroom.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEc~~

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 (Note: 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	39-30
Seminars/tutorials/workshops	6-15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath Anweeet Sivia	Date approved: March 2011 –Aug 18, 2014
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

- Articulate the implications of models and theories associated with learning and development in adolescence.
- Illustrate the use of the Universal Design for Learning Model (UDL) in planning for teaching.
- Describe dilemmas and differences faced by educators in the province of British Columbia as it relates to inclusion
- Identify methods of how to vary aspects of teaching e.g. pacing.
- Describe the process of the identification of a student with special needs, and the role of teachers within a collaborative school based team.
- Analyze the internalizing problems and externalizing difficulties in adolescence, as well as high incidence special needs—including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders along with examples of adaptations to support these students in the classroom.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, seminars, ~~group work and presentations, guest speakers~~ guest speakers, use of: Case studies, oral presentations, role playing, group work

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

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

	<u>Author Surname,</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Feldman, R.S.	Adolescence	<input checked="" type="checkbox"/>	Pearson	2008
2.					
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Group Projects and Presentations	60%	Other				Total:	100%

Details (if necessary):

~~Class Participation-10%~~

~~(To include attendance and effective participation in class with regards to discussions, small group work, completion of readings, and in-class assignments that may require additional time outside of class to complete.)~~

~~Key Developmental Transitions-Adolescent Development-Group Project and Presentation-30%~~

~~Challenges of Adolescence-Group Project and Presentation-30%~~

~~'Education for All' Written Assignment-30%~~

~~(Written paper discussing how principles of UDL were incorporated in development of lessons and activities for students in practicum classroom. Description of how instructional techniques and expectations were differentiated to meet the needs of all students in practicum classroom. Documentation of specific adaptations made for learners with special needs in practicum classroom).~~

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

Typical Course Content and Topics

- Introduction to Adolescence
- Physical Development
- Cognitive Development
- Social Development
- Self and Morality
- Issues in Adolescence-Peers, Intimacy, Adolescent Sexuality
- Teaching with an inclusive perspective, perspectives from a global, national, provincial and local level
- Application of the Universal Design for Learning Model [UDL], Differentiation of Instruction
- Introduction to Individual Education Plans and identification of a student with special needs
- Collaboration with members of a school based team
- Internalizing problems and externalizing difficulties in adolescence
- High incidence special needs—including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders along with examples of adaptations to support these students in the classroom

For Administrative Use Only

Department code: _____ CIP Code: _____ Course Level Code: _____

PDC Code: _____



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2007
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 420

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

Course Full Title: Designs for Learning Elementary Language Arts
 Course Short Title: Elementary Language Arts

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

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

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)~~ BEd

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 (Note: 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	20
Seminars/tutorials/workshops	25
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~February 2011~~ Aug 18, 2014

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

Learning Outcomes

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

- Demonstrate familiarity with the BC English Language Arts K-7 IRP-curriculum
- Examine the implications of constructivist learning theory for designing learning activities in language arts
- Demonstrate the use of a variety of strategies to teach, integrate, and assess listening and speaking, reading and viewing, and writing and representing
- Identify and apply the processes, materials, and pedagogical strategies necessary for an effective Language Arts program
- Apply literature-based books and resources for writers workshops, literature circles and novel study
- Relate the importance of reading assessment to student learning
- Develop skills in planning and developing a connected sequence of lessons in language arts
- Analyze the use of story and storytelling in Language Arts and other areas

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lecture, seminar, three 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)

	<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Elliott, A. & Woloshyn V..	Language arts in Canadian classrooms	<input checked="" type="checkbox"/>	Pearson	2013
2.		English Language Arts K-7 Integrated Resource Package (2006) Transforming curriculum and assessment (2014)		Ministry of Education	
3.	Palacio, R.J.	<i>Wonder</i>	<input checked="" type="checkbox"/>	Knopf	2012
4.	Tompkins, G. E., et al.	Language arts: Content and teaching strategies. 4th ed.	<input type="checkbox"/>	Pearson: Toronto, ON.	(2008)
5.			<input type="checkbox"/>		

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	90%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	Other		Total:			100%

Details (if necessary):

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

Typical Course Content and Topics

- How constructivist learning theory influences classroom practice
- Language learning and literacy as a socio-cultural process
- Listening, talking, reading, viewing, writing, and representing as the active construction of knowledge
- Emergent literacy

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

ASSIGNMENTS ~~Assignment 1: Reading/Observation-with-a-Child, Analysis and Report~~

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

~~Assignment 2: Children's Literature/Professional Resource Mini-Collection~~

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

~~Assignment 3: Lesson/Unit Planning~~

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

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: EDUC 421

Number of Credits: 2 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Elementary Social Studies
 Course Short Title: Elementary Social Studies

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

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

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEc~~

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 (Note: 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	15
Seminars/tutorials/workshops	15
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~September 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes

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

- Demonstrate familiarity with the BC Social Studies K-7 curriculum
- Create lesson plans organized around critical thinking challenges
- Create concept sets to maximize their ability to teach conceptual knowledge in social studies
- Plan and sequence lessons in social studies utilizing logical and age appropriate progressions to maximize student success
- Incorporate the use of information technology in the teaching of social studies

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

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

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Case, R & Clark, P..	The anthology of Social Studies: Issues and strategies for elementary teachers	<input checked="" type="checkbox"/>	Pacific Educational press, Vancouver	2008
2.	Social Studies K to 7: Integrated Resource Package (2006) Transforming curriculum and assessment (2014)		Ministry of Education	
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	60%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Lesson Plans	40%	Other				Total:	100%

Details (if necessary):

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

~~➤ Create a critical challenge that would address a BC Ministry of Education Prescribed Learning Outcome (kindergarten to grade 7) in the social studies. Include your assessment "of" learning example task for your challenge. 40%~~

~~➤ Using a concept (e.g., discrimination, geographical regions, etc), create a fulsome definition and set of examples and non-examples to be used to develop students' knowledge in relation to a specific BC Ministry of Education Prescribed Learning Outcome in the social studies. 20%~~

~~➤ Create a series of lesson plans that describe, in detail, how to teach a BC Ministry of Education Prescribed Learning Outcome (kindergarten to grade 7) in the social studies. These lesson plans should demonstrate how you can meet a variety of student needs (e.g., differentiated learning). 40%~~

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

Typical Course Content and Topics

- Interactive constructivism and the ideal citizen
- Examining the Prescribed Learning Outcomes by grade
- Critical challenges
- Peer assessment protocols

- Concept sets
 - United Nations Convention on Rights of the Child
 - Inquiry learning
 - Democratic pedagogy
 - Citizenship in the classroom
 - Lesson planning
 - Assessment in social studies
 - Addressing controversial issues in the classroom
 - Multicultural and global education
-

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2007
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 422

Number of Credits: 1 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Elementary Fine Arts
 Course Short Title: Elementary Fine Arts

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

T
 This course ~~is designed to provide students with~~ an overview of the Fine Arts including Movement and Dance, Drama, Music, and Visual Arts. ~~Students will familiarize themselves with using~~ the British Columbia Fine Arts Curriculum Guidelines. ~~The integration of fine arts with other curriculum areas is included for the elementary grades. Attention will be paid to the elements that are particular to each Fine Arts discipline. We will explore meaningful ways to connect the Fine Arts to other subject areas in the elementary curriculum, with a focus on deep learning and exploratory work that evolves out of interest. The focus of this course will be on experiential, student-centered, and process-oriented learning in, through, with, and about the arts.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd~~

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 (Note: 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: 15

Typical structure of instructional hours:

Lecture hours	3
Seminars/tutorials/workshops	12
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~September 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

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

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, experiential learning, seminars

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	B.C.'s Ministry of Education Website regarding the British Columbia Fine Arts Curriculum (2013) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	Ministry of Education	
2. Edwards, L.	The creative arts—A process approach for teachers and children	<input checked="" type="checkbox"/>	Merrill	2010
3. Booth, D.	Story drama, 2nd ed.		Canada: Pembroke Publishers	(2005)
4. Brynjolson, R	Art and illustration for the classroom, A guide for teachers and parents.	<input type="checkbox"/>	Canada: Peguis Publishers	(1998)
5. Montgomery, A.	Teaching towards musical understanding—A handbook for the elementary grades.	<input type="checkbox"/>	Canada: Pearson Education	2002

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

The following materials are mandatory for effective course participation:

- 1-2 Drawing pencils- e.g. 4B, 2B, one charcoal pencil
- Paintbrushes [3-4 of varied sizes] suitable for acrylic paints
- Tubes of acrylic paint-minimum colors to include red, yellow, blue, white and black.
- [You may wish to share a set between 2-3 people]
- Sketch pad suitable for drawing and acrylic paints
- Soft eraser
- 1 roll blue work towels [for use in paper mache] [available at Canadian Tire, etc]
- Small jar vaseline
- Feathers/glitter/sequins, etc for decorating mask [not needed initially]
- 1 large bottle white glue [225ml]
- An apron, old shirt or large garbage bag to protect your clothing when painting
- 2 large plastic tupperware-type containers [for water when using clay & painting]
- Old muffin tin, styrofoam egg carton or plastic lid or palette for mixing paints
- A large piece of heavy cardboard, along with an old plastic placemat, or a wood or plastic [e.g. old cutting board], minimum 9"x12" [preferably larger] [this is for a base for your clay mask form]
- 1 or 2 old towels [that will be used for clean-up when working with clay]

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Presentations	50%	Portfolio	50%			Total:	100%

Details (if necessary):

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

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

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

Typical Course Content and Topics

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

For Administrative Use Only

Department code: _____ CIP Code: _____ Course Level Code: _____

PDC Code: _____



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2007
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 423

Number of Credits: 2 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Elementary Science
 Course Short Title: Elementary Science

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course ~~provides an introduction to~~introduces fundamental pedagogical concepts and skills necessary for the effective teaching of elementary science ~~using t~~The B.C. ~~provincial Ministry of Education~~ curriculum. ~~Approaches include inquiry, discovery, conceptual change, critical challenges and direct instruction. ntegrated Resource Package (IRP) will be used as a focus for exploring diverse pedagogical strategies. The course will explore the theory and practice of several pedagogical approaches including inquiry, discovery, conceptual change, critical challenges and direct instruction. Instruction will take place in a context of community-based science. Integration of science with other subject areas will be addressed.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEd~~

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 (Note: 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	10
Seminars/tutorials/workshops	10
Laboratory hours	10
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~September 2014~~ Aug 18, 2014

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

Learning Outcomes

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

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

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lecture, seminar, lab experiments.

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

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

	<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Martin, D. J.	Elementary Science Methods: A Constructivist Approach	<input checked="" type="checkbox"/>	Wadsworth	2011
2.	Bloom, J.	Creating a classroom community of young scientists: A desktop companion.	<input checked="" type="checkbox"/>	Taylor and Francis	2006
3.		BC Curriculum Resources: Science (2005) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	Ministry of Education	
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

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

Science learning resources and kits from UFV curriculum library

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	85%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
In class activities	15%	Other:				Total:	100%

Details (if necessary):

- ~~Assignment A 50% (science connections with paper or portfolio)~~
- ~~Assignment B 35% (two critical thinking challenges)~~
- ~~In class activities/assignments and active participation 15%~~

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

Typical Course Content and Topics

TOPICS

- How constructivist learning theory influences classroom practice
 - The nature of science and learning in science
 - Pupil's conceptions in science and implications for citizenship
 - Direct instruction, inquiry teaching, critical challenges, discovery learning and conceptual change instructional models and strategies for science learning
 - Information technology to promote science learning
 - Basics of safety in the classroom, laboratory and field
 - The local community as a location for science and stewardship activities
 - Lesson planning and unit planning
 - Using a range of on-going assessment strategies for science activities
 - Diversity and inclusion issues in science teaching
 - BC Elementary Science curriculum (~~2005~~) and Science Safety Resource Manual (2003)
 - Integration of science into other subject areas, including health, consumerism, and community planning
 - Resources available for science teaching (e.g., Project Wild, Streamkeepers, etc.)
-

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: EDUC 424

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

Course Full Title: Designs for Learning Elementary Mathematics

Course Short Title: Elementary Math

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

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

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)~~ BEd

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 (Note: 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	23
Seminars/tutorials/workshops	22
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnoot Sivia~~ Date approved: ~~September 2014~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

[EDUC 424]

University of the Fraser Valley Official Undergraduate Course Outline

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Learning Outcomes

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

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

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lecture, seminar, ~~three assignments~~ lab experiments.

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Van de Walle, J., Folk, S., Karp K. S. & Bay-Williams, J.M.	Elementary and middle school mathematics: Teaching developmentally	<input checked="" type="checkbox"/>	Pearson	2014
2. Hoven, J., & Garelick, B.	Singapore Math	<input checked="" type="checkbox"/>	Educational Leadership, Nov. 27,28-36	2007
3.	Mathematics K to 7: Integrated resource package. Vancouver, BC (2007) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	Ministry of Education	
4. Schifter, D.	What's right about looking at what's wrong?	<input type="checkbox"/>	Educational Researcher, Nov 27, 22-27.	
5. Steen, L.A.	How mathematics counts	<input type="checkbox"/>	Educational Leadership, Nov 27, 9-14.	

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

Typical Evaluation Methods and Weighting

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

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

Typical Course Content and Topics

TOPICS

Mathematics ~~IRP and PLOs~~ provincial curriculum by grade
5 strands of mathematical proficiency
Problem solving

Singapore math
Number sense
Teaching from the student text vs teaching from a teacher's guide
Available math programs and resources
Addition, subtraction, multiplication, and division
Fractions, decimals, and percents
Measurement
Space and shape
Probability and statistics
Algorithms
Assessment in mathematics
Lesson planning

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: EDUC 425

Number of Credits: 1 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Elementary Physical Education
 Course Short Title: Elementary PE

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

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

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd~~

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 (Note: 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: 15

Typical structure of instructional hours:

Lecture hours	8
Seminars/tutorials/workshops	7
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnest Sivia~~ Date approved: ~~September 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Learning Outcomes

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

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

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lecture, seminar, three 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)

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Mandigo, J., Butler, J. & Hopper, T.	What is teaching games for understanding? A Canadian perspective		Physical and Health Education	1998
2. .	Physical Education K-7 Integrate Resource Package. (2006) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	Ministry of Education	
3. Fencl, J.	Fun and creative unit assessment ideas for all students in physical education	<input type="checkbox"/>	Journal of Physical Education, Recreation, & Dance	2014
4. Chorney, D.	Can anyone plan a quality physical education program?	<input type="checkbox"/>	Physical and Health Education Journal	2010
5. Caruso Parnell E.	Dance in schools: Why do we have to do this?	<input type="checkbox"/>	Physical and Health Education Journal	2012

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

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

Details (if necessary):

~~In-class activities and active participation 20%~~

~~Assignment 1 (group presentation on resources for health and physical education teachers) 30%~~

~~Assignment 2 (paper on materials used in the classroom with linkages to academic learning and curricular expectations) 50%~~

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

Typical Course Content and Topics**TOPICS**

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

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 431

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

Course Full Title: Designs for Learning General language Arts
 Course Short Title: General Language Arts

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course introduces pedagogical concepts and skills necessary for the effective teaching of secondary language arts using the BC Ministry of Education curriculum. Focus is placed on expressive and receptive aspects which enhance literacy in the secondary context.

~~This course provides an introduction to the fundamental~~introduces pedagogical concepts and skills necessary for the effective teaching of secondary language arts using the BC Ministry of Education curriculum. Focus is placed on expressive and receptive aspects which enhance literacy in the secondary context. ~~The study and relationship of expressive (writing and speaking) and receptive (listening and reading) aspects will enable teachers to design and implement unit and lesson plans. Students will develop sound principles and curricular arrangements which enhance literacy in the secondary context. The B.C. Ministry Integrated Resources Packages (IRPs) will be used for curriculum requirements and teaching strategies.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd~~

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 (Note: 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	23
Seminars/tutorials/workshops	22
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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): 18

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

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~March 2014~~ Aug 18, 2014

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

Learning Outcomes

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

- Demonstrate familiarity with B.C. 8-10 IRP curriculum, particularly the connection among listening, speaking, reading, and writing
- Facilitate the communications model and analyze relationship with text, reader, and writer
- Develop skills in planning lessons and units specific to the language arts curriculum
- Design theme-oriented units
- Demonstrate the use of teaching by the critical thinking approach in language arts
- Integrate the use of media in language arts
- Integrate a wide variety of literature in language arts
- Develop strategies to assist struggling readers
- Create a wide variety of assessment tools specific to language arts with diverse learners in mind

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

classroom lectures, activities, films, and demonstrations.

~~The course will be presented using a variety of techniques: classroom lectures, activities, films, and demonstrations.~~

- ~~• Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.~~
- ~~• Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.~~
- ~~• At least half of the classroom time will be spent on hands-on learning and inquiry based 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)

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Burke, J.	The English teacher's companion	<input checked="" type="checkbox"/>	Heinemann	2013
2.	B.C. Curriculum Resources: English 12 First Peoples, Integrated Resource Package (2008). English Language Arts 8-12, Integrated Resource Package (2007) Literacy Foundations – English Language Arts, Integrated Resource Package (2010). English Literature 12, Integrated Resource Package (2003) Transforming curriculum and assessment (2014)	<input type="checkbox"/>	B.C. Ministry of Education.	Varied
3. Gallagher, K.	Deeper reading: Comprehending challenging texts 4-12.	<input type="checkbox"/>	Stenhouse Publishing	(2004)

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%		Total:	100%	

Details (if necessary):

Reflections: 10%

Participation: 10%

Unit Planning: 35%

Short paper: 20%

Presentations: 25%

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

Typical Course Content and Topics

Major Concepts:

- The place of language in the secondary school curriculum
- The writing process
- Writing expository, narrative, persuasive, and descriptive essays
- Writing for a range of audiences
- Writing synthesis essays based on a variety of sources
- Vocabulary building and grammar instruction
- Methods to improve reading comprehension
- The role of prior knowledge and scaffolding in reading comprehension
- Surface and deep structure comprehension
- 'Active' reading
- Historical and social influences in a variety of reading material
- Poetry analysis, terms, and features
- Identifying and responding to subjectivity in text
- Analyzing text structure
- Oral language – conveying and deriving meaning
- Oral language – explaining, arguing, and entertaining

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 432

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

Course Full Title: Designs for Learning General Social Studies
 Course Short Title: General Social Studies

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course ~~provides the fundamental~~introduces theoretical concepts and practical skills necessary ~~to create a program forfor teaching~~ secondary social studies ~~coursesgrades 8 to 11.~~ ~~The study of economic, political, environmental, and social challenges facing local, national, and international communities will be examined through history, government, geography, and other social sciences.~~ The B.C. Ministry Integrated Resources Packages (IRPs) ~~will be used forusing the BC Ministry of Education curriculum, requirements and teaching strategies.~~ Focus will be placed on using historical thinking and critical challenges to develop planning.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)~~ BEd

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 (Note: 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	23
Seminars/tutorials/workshops	22
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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): 18

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

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnoot Sivia~~ Date approved: ~~March 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Learning Outcomes

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

- Demonstrate familiarity with B.C. Social Studies 8-11 ~~IRPs~~ curriculum
- Apply the use of the critical thinking theory for designing learning activities in social studies
- Integrate strategies to teach a variety of research skills
- Develop skills in planning and developing lessons and units from a critical thinking perspective
- Demonstrate and apply textbook reading strategies to improve comprehension
- Analyze the structure of report and essay writing to complement learning
- Integrate and demonstrate the use of information technology in social studies
- Integrate literature and other content materials in social studies
- Create a wide variety of assessment tools specific to language arts with diverse learners in mind

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

classroom lectures, activities, films, and demonstrations.

- ~~Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.~~
- ~~Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.~~
- ~~At least half of the classroom time will be spent on hands-on learning and inquiry based 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)

	<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Case, R. & Clark, P.	<i>The Canadian anthology of social studies: issues and strategies for secondary teachers</i>	<input checked="" type="checkbox"/>	Pacific Ed. Press	2008
2.	Case, R., & Denos, M.	Case, Roland, & Denos, Mike (2014). <i>Teaching historical thinking 2nd Edition</i>	<input checked="" type="checkbox"/>	Pacific Ed. Press	2014
3.		B.C. Curriculum Resources Social Studies 10, (2006), Integrated Resource Package. Social Studies 11, (2005), Integrated Resource Package. Social Studies 8-10, (1997), Integrated resource Package Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	B.C. Ministry of Education.	Varied
4.			<input type="checkbox"/>		

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%		Total:	100%	

Details (if necessary):

~~Reflections: 10%~~

~~Participation: 10%~~

~~Unit Planning: 35%~~

~~Short paper: 20%~~

~~Presentations: 25%~~

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

Typical Course Content and Topics

Major Concepts:

- The place of social studies in the secondary school curriculum
- Active citizenship in local, national, and international issues
- Contemporary issues in secondary social studies – geography, government, history
- The function of legislative, executive and judicial branches of government
- Political contexts and ideologies
- Participation in various forms of governance including democracy
- Environmental issues
- Issues related to population and food production
- Cultural issues and diversity
- Historical and contemporary issues of First Nations
- Historical and contemporary issues of immigration
- Course, lesson, and unit planning
- Library and internet research methods

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: EDUC 434A

Number of Credits: 1.5 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Secondary History/Geography

Course Short Title: Secondary History/Geography

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course provides the fundamental theoretical concepts and practical skills necessary to ~~create a program for teach History and Geography 12 and History 12~~ as well as ~~components of geography and history in other~~ secondary ~~social studies in Civics, BC First Nation, and Social Justice using the courses. The B.C. Ministry of Education Integrated Resources Package (IRP) will be used for curriculum Curriculum requirements and teaching strategies.~~

Note: Both EDUC 434A and EDUC 434B must be completed before credit can be obtained.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd~~

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 (Note: 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: 23

Typical structure of instructional hours:

Lecture hours	12
Seminars/tutorials/workshops	11
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	23

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): 18

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

Department / Program Head or Director: Dr. Sheryl MacMath ~~Anweel Sivia~~ Date approved: March 2011 Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Learning Outcomes

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

- Demonstrate familiarity with B.C. ~~Social Studies 8-Grade 11 and 12 social studies courses (including, Geography geography 12, and History history 12 IRPs and social justice, civic studies and BC First Nation Studies) including~~ provincial resource sets
- Identify and apply the principles of critical thinking for designing learning activities in social studies
- Describe tenets of inquiry-based instruction
- Apply methods used to teach research skills related to teaching content in this area
- Develop skills in planning ~~lessons and developing lessons~~ and units
- Demonstrate the use of teaching ~~by~~-via a content-led approach in geography and history
- Integrate the use of information technology in geography and history
- Create a wide variety of assessment tools specific to History 12 and Geography 12, within the context of diverse learning needs

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

classroom lectures, activities, films, and demonstrations.

- ~~Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.~~
- ~~Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.~~
- ~~At least half of the classroom time will be spent on hands-on learning and inquiry based 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)

	<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Case, R., & Clark, P.	<i>The Canadian anthology of social studies: issues and strategies for secondary teachers.</i>	<input checked="" type="checkbox"/>	Pacific Educational Press	2008
2.	Case, R., & Denos, M	<i>Teaching historical thinking 2nd Edition.</i>	<input checked="" type="checkbox"/>	Pacific Educational Press	2014
3.			<input type="checkbox"/>		
4.		Social Justice 12, (2008), Integrated Resource Package History 12, (2006), Integrated Resource Package Geography 12, (2006), Integrated Resource Package. B.C. Ministry of Education Comparative Civilizations 12, (2006). Integrated Resource Package. BC First Nations Studies 12, (2006). Integrated Resource Package.	<input checked="" type="checkbox"/>	B.C. Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm	
5.	BC Ministry of Education	Transforming Curriculum and Assessment	<input type="checkbox"/>	https://curriculum.gov.bc.ca	2014
6.	Lambert, D. & Morgan, J.	Teaching Geography 11-18.		Open University Press	(2009)
7.	Balderstone, D.	Secondary Geography Handbook		Geographical Association	(2001)

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%		Total:	100%	

Details (if necessary):

Reflections: 10%

Participation: 10%

Unit planning: 35%

Short paper: 20%

Presentations: 25%

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

Typical Course Content and Topics

Teaching for understanding
Critical thinking
Historical thinking
Geographical thinking
Planning and assessment
Global Ed, Multicultural Ed, Environmental Ed.
Social justice, social action
Law, economics, government
Anthropology
Historical Fiction
Film and Images
Integrating computer technology
Doing effective research
Values education
Integrating with other subjects
Field studies, guest speakers

Major Concepts: The place of geography and history in the secondary school curriculum

Geography 12 Curriculum Outcomes including but not limited to:

- Themes and Skills, Tectonic Processes, Gradational Processes, Weather and Climate, Biomes, Resources, and Environmental Sustainability
- Maps and graphic skills
- Precise language of geography
- Physical geography
- Interaction of humans with natural systems
- Resource development and the environment
- Physiographic regions influence on historical trade and settlement
- Contemporary issues in geography — pollution, urbanization, globalization, global warming, sustainability, interdependence, development, population growth, environmental degradation, stewardship etc.
- Aboriginal culture and geography
- Cultural understanding and diversity
- Case study methods
- Primary sources
- Library and internet research methods
- Report writing
- Resources for teaching geography — Canadian Geographic, Teaching Geography, media
- Assessment: formative and summative

History 12 Curriculum Outcomes including but not limited to:

- Chronological mapping of events from 1919 to modern day
- Assessment of historical events in relation to social, political, economical, technological, cultural and geographical factors
- Nationalism and imperialism in the world
- Fascism, communism, nationalism, and democracy
- War and peace
- The Great Depression
- WWII (Europe and Asia-Pacific)
- Holocaust and Cold War
- Chinese Cultural Revolution
- Colonization and decolonization
- Current social demographic and political changes across the world

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 434B **Number of Credits:** 1.5 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Secondary Language Arts
Course Short Title: Secondary Language Arts

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

Calendar Description:
~~This course integrates theory and practice to create a program and curriculum for senior secondary language arts courses. This course draws~~ Draws on students' knowledge gained in EDUC 431 and builds deeper understanding of expressive (writing and speaking) and receptive (listening and reading) in such topics as poetry, creative writing, expository writing, and literature. ~~uses The the~~ B.C. Ministry Integrated Resources Packages (IRPs) ~~will be used~~ for curriculum requirements and teaching strategies.
 Note: Both EDUC 434A and EDUC 434B must be completed before credit can be obtained.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd, EDUC 434~~
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 (Note: 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: 23
Typical structure of instructional hours:

Lecture hours	12
Seminars/tutorials/workshops	11
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	23

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): 18
Expected frequency of course offerings (every semester, annually, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath Awneet Sivia	Date approved: March 2011
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:

Learning Outcomes

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

- Demonstrate familiarity with B.C. 8-12 IRP, particularly the connection among listening, speaking, reading, and writing
- Develop sophisticated lessons using strategies to enhance literacy in specific topic areas
- Develop skills in planning and developing lessons and units around poetry, media studies, creative writing, etc.
- Design theme-oriented units in senior level language arts courses
- Demonstrate the use of teaching by the critical thinking approach in language arts
- Integrate use of visual, auditory, and tactile experiences in lesson design
- Integrate a wide variety of literature in language arts
- Develop strategies to assist struggling readers
- Create authentic assessment tools and methods
- Create a wide variety of assessment tools specific to language arts, within the context of diverse learning needs

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

classroom lectures, activities, films, and demonstrations.

- ~~Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.~~
- ~~Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.~~
- ~~At least half of the classroom time will be spent on hands-on learning and inquiry based 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)

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Burke, J.	The English teacher's companion	<input checked="" type="checkbox"/>	Heinemann, Westport	1999
2. Gallagher, K.	Deeper reading: Comprehending challenging texts 4-12.	<input checked="" type="checkbox"/>	Stenhouse	2004
3. Gallagher, K.	Teaching Adolescent Writers	<input type="checkbox"/>	Stenhouse	2005
4.	English 12 First Peoples, Integrated Resource Package (2008) English Language Arts 8-12, Integrated Resource Package (2007) Literacy Foundations – English Language Arts, Integrated Resource Package (2010) English Literature 12, Integrated Resource Package (2003).	<input checked="" type="checkbox"/>	B.C. Ministry of Education. Available at www.bced.gov.bc.ca/irp/irp.htm	
5. Milner, L. & J.	Bridging English	<input type="checkbox"/>	_____	(2000)

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%		Total:	100%	

Details (if necessary):

~~Reflections: 10%~~

~~Participation: 10%~~

~~Unit planning: 35%~~

~~Short paper: 20%~~

~~Presentations: 25%~~

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

Typical Course Content and Topics

Major Concepts:

- The place of language and literacy in the secondary school curriculum
- The writing process
- Writing expository essays, poetry, and creative writing assignments
- Writing for a range of audiences
- Developing skills in sourcing to promote literacy
- Vocabulary building and grammar instruction
- Methods to improve reading comprehension
- The role of prior knowledge and scaffolding in reading comprehension
- Surface and deep structure comprehension
- 'Active' reading
- Historical and social influences in a variety of reading material
- Poetry analysis, terms, and features
- Identifying and responding to subjectivity in text
- Oral language – explaining, arguing, and entertaining
- Assessing writing and developing criteria for literacy development

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 435 **Number of Credits:** 3 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Secondary Mathematics
Course Short Title: Secondary Mathematics

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

Calendar Description:
 This course provides an introduction to fundamental pedagogical concepts and skills necessary for the effective teaching of secondary mathematics ~~using the The B.C. provincial Ministry of Education curriculum Integrated Resource Package (IRP) and current curriculum frameworks will be used as a focus for exploring diverse pedagogical strategies. The course will highlight the theory and practice of cooperative learning in a mathematics setting. The course will also introduce students to a range of mathematical activities that develop and an emphasis on mathematical reasoning, concepts, and skills across the secondary grades. Integration of mathematics with other subject areas will be addressed and conceptual understanding.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd~~
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 (Note: 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	23
Seminars/tutorials/workshops	22
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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): 18
Expected frequency of course offerings (every semester, annually, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath Awnet Sivia	Date approved: March 2011 Aug 18, 2014
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

- Demonstrate familiarity with the B.C. ~~IRPs~~ curriculum for various mathematics courses taught at the secondary level.
- Apply constructivist learning theory for designing learning activities in secondary mathematics.
- Demonstrate the use of a variety of manipulatives and integration with curriculum activities (e.g. in science, social studies) to develop pupils' mathematical understanding.
- Apply critical thinking activities to address higher level mathematical content
- Design a short sequence of lessons in mathematics, including activities that use cooperative learning techniques and other techniques that foster a wide range of learning styles.
- Develop basic strategies for using on-going assessment for pupils' understanding of content, skills, and problem solving, addressing a wide variety of student's learning needs.
- Integrate the use of information technology in the learning of mathematics.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

classroom lectures, activities, and demonstrations.

~~The course will be presented using a variety of techniques: classroom lectures, laboratory experiments, activities, films, and demonstrations.~~
~~• Close coordination will be maintained between the theoretical and practical work and the standard practices in British Columbia's secondary classroom.~~
~~• Weekly reflections will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.~~
~~• At least half of the classroom time will be spent on hands-on learning and inquiry-based 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)

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Posamentier, A., Smith, B., & Stepelman, J.	Teaching secondary mathematics: Techniques and enrichment units	<input checked="" type="checkbox"/>	Allyn & Bacon	2010
2.	Apprenticeship and Workplace Mathematics 10, 11, 12 Foundations of Mathematics and Pre-Calculus 10 Foundations of Mathematics 11, and 12 Pre-Calculus 11 and 12, Integrated Resource Packages Common Curriculum Framework Mathematics 10 to 12 Integrated Resource Package (2010 – 2012) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	B.C. Ministry of Education	
3.		<input type="checkbox"/>		

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

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%		Total:	100%	

Details (if necessary):

~~Reflections: 10%~~
~~Participation: 10%~~
~~Unit Planning: 35%~~
~~Short paper: 20%~~
~~Presentations: 25%~~

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

Typical Course Content and Topics

TOPICS

- How constructivist learning theory influences classroom practice
- The nature of mathematics and learning in mathematics
- Pupil's conceptions in math and implications for teaching and learning
- Numeracy initiatives in B.C.
- Use of manipulatives, activities, and strategies to promote mathematical reasoning, understanding, and problem solving
- Cooperative learning
- Introduction to use of computers and calculators in the mathematics classroom
- Application of mathematics into other subject areas, such as science and social studies, to show its relevancy
- Lesson planning and unit planning
- B.C. Secondary Mathematics Curriculum for various courses taught in the standard secondary school
- Using a range of on-going assessment strategies for mathematics activities
- Diversity and inclusion issues in mathematics teaching
- Resources available for mathematics teaching
- Basic information on the content organizers: Numbers, Statistics and Probability (Data Analysis and Chance and Uncertainty), Patterns and Relationships (Patterns and Variable and Equations), Shape and Space (Measurement, 3-D objects and 2-D shapes, and Transformations), Algebra and Number, Relations and Functions, Geometry, Trigonometry, etc., as they relate to each course taught in a B.C. secondary school.

ASSIGNMENTS

- ~~Reflections: Student responses to issues presented in class, ideas about mathematics and mathematics education, current topics in teaching mathematics, etc.~~
- ~~Activities and Assignments: Classroom activities as necessary to develop student understanding of the issues and concepts in mathematics and mathematics education.~~
- ~~Model Teaching: Collaborative planning, microteaching, and assessment of a mathematics lesson (from the Learning portfolio).~~
- ~~Learning portfolio: Student mathematics teaching portfolio, consisting of a series of lessons within one of the curriculum areas in the IRP using direct instruction, cooperative learning, and peer tutoring (includes activities, assessment and reflection on teaching strategies and microteaching) [collaborative or solo]. They can also begin to collect materials and resources that will help them teach mathematics in a secondary school setting. They should also include a critique of the appropriate use of direct instruction and cooperative learning in mathematics teaching. One part of this portfolio synthesizes the student's growing understanding of secondary mathematics teaching and secondary teaching strategies and how their teaching practice is related to the key values of UFV's teacher education program. This assignment may be used to contribute to the Education 495 portfolio project.~~

For Administrative Use Only

Department code: _____ CIP Code: _____ Course Level Code: _____

PDC Code: _____



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 436

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

Course Full Title: Designs for Learning General Science
 Course Short Title: General Science

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course provides an introduction to fundamental pedagogical concepts and skills necessary for the effective teaching of secondary science in the Junior Science courses (grades 8 – 10) using the ~~The B.C. provincial Ministry of Education~~ curriculum. ~~Integrated Resource Package (IRP) will be used as a focus for exploring diverse pedagogical strategies. The course will explore the theory and practice of two pedagogical approaches: inquiry and direct instruction. Instruction will take place in a context of community-based science. Integration of science with other subject areas will be addressed.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd.~~

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 (Note: 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	23
Seminars/tutorials/workshops	22
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
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): 18

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

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~March 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Learning Outcomes

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

- Demonstrate familiarity with the B.C. Secondary Science ~~IRP~~ curriculum, especially those which focus on students in grades 8 – 10.
- Apply constructivist learning theory for designing learning activities in secondary science, with emphasis on the junior secondary grades (grades 8 – 10).
- Use the Secondary Science ~~IRP~~ curriculum (grades 8 – 10) to develop and teach science activities in the 3 strands (Life, Physical and Earth, and Space Science) in a community setting.
- Develop skills in planning and developing a short sequence of lessons in science using inquiry and direct instruction.
- Identify the basics of safe practices in classroom, laboratory, and field settings. Demonstrate how those practices are a part of a secondary science classroom.
- Integrate the use of information technology in science lessons.
- Develop basic strategies for assessing understanding of content, skills, and problem solving in secondary science for diverse levels of abilities

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

classroom lectures, activities, and demonstrations.

~~The course will be presented using a variety of techniques: classroom lectures, laboratory experiments, activities, films, and demonstrations.~~

~~• Close coordination will be maintained between the theoretical and laboratory work and the standard practices in British Columbia's secondary classroom.~~

~~• Weekly assignments will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.~~

~~• At least half of the classroom time will be spent on hands-on learning and laboratory 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)

	<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Chiapetta & Koballa	Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills, 7/E	<input checked="" type="checkbox"/>	Allyn & Bacon	2010
2.		Science 8, 9, and 10, Integrated Resource Packages (2006 – 2008) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	B.C. Ministry of Education	
3.		Environmental Learning and Experience: An Interdisciplinary Guide and video clips for Teachers Columbia	<input type="checkbox"/>	Ministry of Education, Curriculum Dev. Branch	2007
4.		Science Safety Resource Manual	<input checked="" type="checkbox"/>	Ministry of Education, Curriculum Dev. Branch	2003
5.			<input type="checkbox"/>		

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

~~Fully equipped classroom with standard mathematics manipulatives and other materials used to teach mathematics in a B.C. secondary school.~~

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%		Total:	100%	

Details (if necessary):

~~Reflections: 10%~~

~~Participation: 10%~~

~~Unit Planning: 35%~~

~~Short paper: 20%~~

~~Presentations: 25%~~

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

Typical Course Content and Topics

TOPICS

Major Concepts:

- How constructivist learning theory influences classroom practice
- The nature of science and learning in science
- Pupil's conceptions in science and implications for citizenship
- Inquiry teaching and strategies for science learning
- Direct instruction and strategies for science learning
- Information technology to promote science learning
- Basics of safety in the classroom, laboratory, and field
- The local community as a location for science and stewardship activities
- Lesson planning and unit planning
- Using a range of on-going assessment strategies for science activities
- Diversity and inclusion issues in science teaching
- B.C. Secondary Science IRPs curriculum and Science Safety Resource Manual (2003)
- Application of science into other subject areas, including social studies, mathematics, health, consumerism, community planning, etc.
- Resources available for science teaching (e.g., Project Wild, Streamkeepers, etc.)
- Basic information on the curriculum content organizers: Processes and Skills of Science, Life Science (Biology), Physical Science (Chemistry and Physics) and Earth and Space Science, as they relate to each course taught in a B.C. secondary school.

ASSIGNMENTS

- ~~Reflections: Student responses to issues presented in class, ideas about science and science education, current topics in teaching mathematics, etc.~~
- ~~Activities and Assignments: Classroom activities as necessary to develop student understanding of the issues and concepts in science and science education.~~
- ~~Model Teaching: Collaborative planning, microteaching, and assessment of a science lesson (from the Learning portfolio).~~
- ~~Learning portfolio: Student science teaching portfolio, consisting of a series of lessons within one of the curriculum areas in the IRP using direct instruction, cooperative learning, and peer tutoring (includes activities, assessment and reflection on teaching strategies and microteaching) [collaborative or solo]. They can also begin to collect materials and resources that will help them teach science in a secondary school setting. They should also include a critique of the appropriate use of direct instruction, inquiry, and cooperative learning in science teaching. One part of this portfolio synthesizes the student's growing understanding of secondary science teaching and secondary teaching strategies and how their teaching practice is related to the key values of UFV's teacher education program. This assignment may be used to contribute to the Education 495 portfolio project.~~

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: EDUC 437A

Number of Credits: 1.5 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Secondary Science (Biology/Earth Science focus)

Course Short Title: Secondary Science (Biology/Earth Science)

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course provides ~~a continuation of learning about fundamental~~ pedagogical concepts and skills necessary for the effective teaching of secondary Senior Science courses (Biology and Earth Science focus) including sustainable resources 11 and 12, using The the B.C. provincial Ministry of Education curriculum. Integrated Resource Package (IRP) will be used as a focus for exploring diverse pedagogical strategies and students will develop lessons and units using pedagogical content knowledge as a conceptual framework. The course will explore the theory and practice of two pedagogical approaches: inquiry and direct instruction. Instruction will take place in a context of community-based science. Integration of science with other subject areas will be addressed and assessment in relation to science topics will be explored.

Note: Both EDUC 437A and EDUC 437B must be completed before credit can be obtained.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd.~~

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 (Note: 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: 23

Typical structure of instructional hours:

Lecture hours	9
Seminars/tutorials/workshops	5
Laboratory hours	9
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	23

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): 18

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

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~March 2011~~ Aug 18, 2014

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

Learning Outcomes

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

- Demonstrate familiarity with the B.C. Secondary Science ~~IRPs~~ curriculum that focus on students in grades 11- 12.
- Apply constructivist learning theory for designing learning activities in secondary science, with emphasis on the senior secondary grades (grades 11- 12).
- Apply the Secondary Science ~~IRP~~ curriculum (grades 11- 12) to develop and teach science activities in Biology, Earth Science, Geology, and Sustainable Resources in a community setting.
- Create a short sequence of lessons in science using inquiry and direct instruction.
- Identify safe practices in classroom, laboratory, and field settings. Demonstrate how those practices are a part of a secondary science classroom.
- Integrate the use of information technology in science lessons.
- Develop basic strategies for assessing understanding of content, skills, and problem solving in secondary science.
- Design assessment tools in relation to science curricula for diverse learners
- Demonstrate an understanding of the content and major concepts necessary for teaching biology, earth science, geology, and sustainable resources courses in a B.C. secondary school.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

classroom lectures, laboratory experiments, activities, and demonstrations.

~~The course will be presented using a variety of techniques: classroom lectures, laboratory experiments, activities, films, and demonstrations.~~

- ~~• Close coordination will be maintained between the theoretical and laboratory work and the standard practices in British Columbia's secondary classroom.~~
- ~~• Weekly assignments will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.~~
- ~~• At least half of the classroom time will be spent on hands-on learning and laboratory 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)

	<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Chiapetta & Koballa	Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills, 7/E	<input checked="" type="checkbox"/>	Allyn & Bacon	2010
2.		Biology 11 and 12, Integrated Resource Packages (2006) Earth Science 11 and 12, Integrated Resource Packages (2006) Sustainable Resources 11 and 12 Integrated Resource Package (2008) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	B.C. Ministry of Education	
3.		Environmental Learning and Experience: An Interdisciplinary Guide and video clips for Teachers Columbia	<input type="checkbox"/>	Ministry of Education, Curriculum Dev. Branch	2007
4.		Science Safety Resource Manual	<input checked="" type="checkbox"/>	Ministry of Education, Curriculum Dev. Branch	2003
5.			<input type="checkbox"/>		

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

Fully-equipped science lab with standard science equipment used to teach science in a B.C. secondary school.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%	Total:		100%	

Details (if necessary):

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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

Typical Course Content and Topics

TOPICS

Major Concepts:

- How constructivist learning theory influences classroom practice
- The nature of science and learning in science
- Pupil's conceptions in science and implications for citizenship
- Inquiry teaching and strategies for science learning
- Direct instruction and strategies for science learning
- Information technology to promote science learning
- Basics of safety in the classroom, laboratory, and field
- The local community as a location for science and stewardship activities
- Lesson planning and unit planning specific to Biology and Earth Sciences
- Using a range of on-going assessment strategies for science activities
- Diversity and inclusion issues in science teaching
- B.C. Secondary Science curriculum for Biology and Earth Sciences and Science Safety Resource Manual (2003)
- Application of science into other subject areas, including social studies, mathematics, health, consumerism, community planning, etc.
- Resources available for science teaching (e.g., Project Wild, Streamkeepers, etc.)
- Basic information on the curriculum content organizers: Processes and Skills of Science, Biology, Geology, Sustainable Resources and Earth Science, as they relate to each course taught in a B.C. secondary school.

ASSIGNMENTS

- Reflections: Student responses to issues presented in class, ideas about science and science education, current topics in teaching mathematics, etc.
- Activities and Assignments: Classroom activities as necessary to develop student understanding of the issues and concepts in science and science education.
- Model Teaching: Collaborative planning, microteaching, and assessment of a science lesson (from the Learning portfolio).
- Learning portfolio: Student science teaching portfolio, consisting of a series of lessons within one of the curriculum areas in the IRP using direct instruction, cooperative learning, and peer tutoring (includes activities, assessment and reflection on teaching strategies and microteaching) [collaborative or solo]. They can also begin to collect materials and resources that will help them teach science in a secondary school setting. They should also include a critique of the appropriate use of direct instruction, inquiry, and cooperative learning in science teaching. One part of this portfolio synthesizes the student's growing understanding of secondary science teaching and secondary teaching strategies and how their teaching practice is related to the key values of UFV's teacher education program. This assignment may be used to contribute to the Education 495 portfolio project.

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 437B

Number of Credits: 1.5 [Course credit policy \(105\)](#)

Course Full Title: Designs for Learning Secondary Science (Chemistry/Physics focus)

Course Short Title: Secondary Science (Chemistry/Physics focus)

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course provides ~~a continuation of learning about fundamental~~ pedagogical concepts and skills necessary for the effective teaching of secondary Senior Science courses (Chemistry and Physics focus) including science and technology 11, using the B.C. provincial Ministry of Education curriculum. Integrated Resource Package (IRP) will be used as a focus for exploring diverse pedagogical strategies and students will develop lessons and units using pedagogical content knowledge as a conceptual framework. The course will explore the theory and practice of two pedagogical approaches: inquiry and direct instruction. Instruction will take place in a context of community-based science. Integration of science with other subject areas will be addressed and assessment in relation to science topics will be explored.

Note: Both EDUC 437A and EDUC 437B must be completed before credit can be obtained.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd~~

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 (Note: 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: 23

Typical structure of instructional hours:

Lecture hours	9
Seminars/tutorials/workshops	5
Laboratory hours	9
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	23

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): 18

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

Department / Program Head or Director: Dr. Sheryl MacMath Awneet Sivia	Date approved: March 2011 Aug 18, 2014
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

- Demonstrate familiarity with the B.C. Secondary Science ~~IRPs~~ curricula that focus on students in grades 11– 12 Physics and Chemistry.
- Apply constructivist learning theory for designing learning activities in secondary science, with emphasis on the senior secondary grades in Physics and Chemistry (grades 11– 12).
- Use the Secondary Science ~~IRP~~ curriculum (grades 11– 12) to develop and teach science activities related to Physics and Chemistry
- Create a short sequence of lessons in science using inquiry and direct instruction.
- Identify safe practices in classroom, laboratory, and field settings. Demonstrate how those practices are a part of a secondary science classroom.
- Integrate the use of information technology in science lessons.
- Develop basic strategies for assessing understanding of content, skills, and problem solving in secondary science.
- Design assessment tools in relation to science curricula for diverse student needs
- Develop an understanding of the content and major concepts necessary for teaching chemistry and physics courses in a B.C. secondary school.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

classroom lectures, laboratory experiments, activities, and demonstrations.

~~The course will be presented using a variety of techniques: classroom lectures, laboratory experiments, activities, films, and demonstrations.~~

- ~~• Close coordination will be maintained between the theoretical and laboratory work and the standard practices in British Columbia's secondary classroom.~~
- ~~• Weekly assignments will be used to evaluate the rate of learning and depth of the students' knowledge and understanding.~~
- ~~• At least half of the classroom time will be spent on hands-on learning and laboratory activities.~~
- ~~• The activities will be used to interact with the students on a more personal and intimate level. This time can be used for formative assessment of student progress and to give individual help~~

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

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

	<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Chiapetta & Koballa	Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills, 7/E	<input checked="" type="checkbox"/>	Allyn & Bacon	2010
2.		Chemistry 11 and 12, Integrated Resource Packages (2006) Physics 11 and 12, Integrated Resource Packages (2007) Applications of Physics 11 and 12, Integrated resource Packages (2007) Science and Technology 11 Integrated Resource Package (2008) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	B.C. Ministry of Education	
3.		Environmental Learning and Experience: An Interdisciplinary Guide and video clips for Teachers Columbia	<input type="checkbox"/>	Ministry of Education, Curriculum Dev. Branch	2007
4.		Science Safety Resource Manual	<input checked="" type="checkbox"/>	Ministry of Education, Curriculum Dev. Branch	2003
5.			<input type="checkbox"/>		

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

Fully-equipped science lab with standard science equipment used to teach science in a B.C. secondary school.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%	Total:		100%	

Details (if necessary):

Reflections: 10%
Participation: 10%
Unit Planning: 35%
Short paper: 20%
Presentations: 25%

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

Typical Course Content and Topics

Major Concepts:

- How constructivist learning theory influences classroom practice
- The nature of science and learning in science
- Pupil's conceptions in science and implications for citizenship
- Inquiry teaching, demonstrations, and discrepant event strategies for science learning
- Direct instruction and group teaching strategies for science learning
- Information technology to promote science learning
- Basics of safety in the classroom, laboratory, and field
- The local community as a location for science and stewardship activities
- Lesson planning and unit planning specific to Physics and Chemistry
- Using a range of on-going assessment strategies for science activities
- Diversity and inclusion issues in science teaching
- B.C. Secondary Science curriculum ~~IRPs~~ for Physics and Chemistry and Science Safety Resource Manual (2003)
- Application of science into other subject areas, including social studies, mathematics, health, consumerism, community planning, etc.
- Resources available for science teaching (i.e. grade collection for Physics and Chemistry)

- Basic information on the curriculum content organizers: Processes and Skills of Science, Chemistry, Physics and Science and Technology, as they relate to each course taught in a B.C. secondary school.

ASSIGNMENTS

- ~~Reflections: Student responses to issues presented in class, ideas about science and science education, current topics in teaching mathematics, etc.~~
- ~~Activities and Assignments: Classroom activities as necessary to develop student understanding of the issues and concepts in science and science education.~~
- ~~Model Teaching: Collaborative planning, microteaching, and assessment of a science lesson (from the Learning portfolio).~~
- ~~Learning portfolio: Student science teaching portfolio, consisting of a series of lessons within one of the curriculum areas in the IRP using direct instruction, cooperative learning, and peer tutoring (includes activities, assessment and reflection on teaching strategies and microteaching) [collaborative or solo]. They can also begin to collect materials and resources that will help them teach science in a secondary school setting. They should also include a critique of the appropriate use of direct instruction, inquiry, and cooperative learning in science teaching. One part of this portfolio synthesizes the student's growing understanding of secondary science teaching and secondary teaching strategies and how their teaching practice is related to the key values of UFV's teacher education program. This assignment may be used to contribute to the Education 495 portfolio project.~~

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 05/01/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 440

Number of Credits: 1 [Course credit policy \(105\)](#)

Course Full Title: Professional Communication in Schools
 Course Short Title: Professional Communication

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course ~~provides an introduction to the~~introduces principles of effective communications in the school setting, ~~examines. The~~ effectiveness of the teacher's oral communication skills (voice and presence), ~~and uses is examined.~~ ~~Another focus will be facilitated demonstrations of effective teaching through peer observation, recording, and reflection. In addition, student teachers will develop~~ practical strategies for professional communication to a variety of audiences, such as parents, administrators, and colleagues, ~~through a variety of formats.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd.~~

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 (Note: 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: 15

Typical structure of instructional hours:

Lecture hours	6
Seminars/tutorials/workshops	9
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnest Sivia~~ Date approved: ~~March 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC) Date of posting:

Faculty Council approval Date approved:

Dean/Associate VP: Date approved:

Undergraduate Education Committee (UEC) approval Date of meeting:

Learning Outcomes

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

- Demonstrate competence in the use of voice and body movement to facilitate effective teaching strategies
- Demonstrate effective teacher's presence in the classroom
- Facilitate constructive feedback to each other on effective communication skills in the classroom
- Relate the "Standards for the Education, Competence, and Professional Conduct of Educators in B.C." to professional communication and presence in the school environment.
- Demonstrate effective use of memos, letters to parents, e-mail, and communication via social network sites within the professional boundaries of the teacher

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

~~Classroom Lectures, seminars, workshops, activities and demonstrations of skills through simulated teaching exercises and peer observations, peer and self-evaluation.~~

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Pugach, M.	Because teaching matters: An introduction to the profession	<input checked="" type="checkbox"/>	Wiley and Sons	2009
2.	The Standards for the Education, Competence, and Professional Conduct of Educators in British Columbia	<input checked="" type="checkbox"/>	Ministry of Education	2008
3.		<input type="checkbox"/>		
4.				
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%		Total:	100%	

Details (if necessary):

~~Reflections: 10%~~

~~Participation 10%~~

~~Peer teaching and observations: 30%~~

~~Short paper: 20%~~

~~Assignments: 30%~~

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

Typical Course Content and Topics

Major Concepts:

- The place of professional communication in the school setting
- Defining professional identity as a teacher
- Professional autonomy and responsibility
- The concept of professionalism as relational
- The notion of establishing boundaries which define the professional relationship
- Rules for social networking sites and professional boundaries
- Examining oral (voice and presence) communication skills while teaching

- Observing teacher communication and reflecting on constructive feedback
 - School correspondence: Communicating effectively in writing with parents, colleagues, and administrators through newsletters, e-mail, and student planners
-

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 01/01/2014
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 441 **Number of Credits:** 1 [Course credit policy \(105\)](#)

Course Full Title: Online Teaching and Learning
Course Short Title: Online Teaching and Learning

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

Calendar Description:
 This course ~~provides an introduction to~~introduces structures, technologies, curricular designs, and pedagogical approaches which characterize online teaching and learning—~~including Students will learn about concepts such as~~ distributed learning, blended instruction, continuous progress, and self-directed learning ~~and Moodle as they pertain to online learning programs. The course will provide an introduction to the features of Moodle (grade book, forums, blogs, profile, assignment development) and how to present instructional material in online teaching environments, such as Illuminate. Students will also learn about developing and creating an online community and presence as an online instructor.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd~~
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 (Note: 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: 15
Typical structure of instructional hours:

Lecture hours	5
Seminars/tutorials/workshops	10
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath Awneet Sivia	Date approved: March 2011 Aug 18, 2014
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

- Apply their knowledge about pedagogy to online instructional environments
- Describe at least two different models of online instruction used in B.C. school districts
- Identify basic functions and operations of Moodle software for course delivery
- Design a unit using Moodle
- Identify and critique online educational resources and professional development organizations which are designed to support online teaching and learning
- Develop knowledge about creating inclusive and supportive environments for learning online
- Practice professionalism and ethical interactions using online communication and learn about teacher student boundaries

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Online and face to face, presentations, group lessons in online learning environments, field trips to survey local school district online instructional programs.

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Cavanaugh, C. & Blomeyer, R. (Eds.)	What works in K-12 online learning. International Society for Technology in Education 9781564842367	<input checked="" type="checkbox"/>		2007
2. Education moving into the digital age	http://disruptingclass.mhprofessional.com/apps/ab/about-the-book/	<input type="checkbox"/>		
3.	Integrated Resource Packages and curriculum documents for secondary courses http://www.bced.gov.bc.ca/irps/	<input type="checkbox"/>		
4.	LearNow B.C. Educators online resources	<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments/Presentations:: 80%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In class activities:	10%	Total:		100%	

Details (if necessary):

~~Participation (including seminar and online submissions): 10%~~
~~Reflective journal: 10%~~
~~Review and analysis of sample online instructional models: 30%~~
~~Mini unit plan for online course: 25%~~
~~Short paper and presentation: 25%~~

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

Typical Course Content and Topics

- Online learning
- Distributed learning
- Social networking systems

- Teacher and student roles in online instruction
 - Ethics, communication, and professionalism in online environments
 - Course design and delivery
 - Assessment
 - Student learning needs
-

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

Learning Outcomes

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

- Identify critical issues in education in relation to injustices, suffering, irrationality, and alienation
- Design a participatory action research project for implementation in their school practicum placement
- Create, implement, and reflect on their use of an observation record and interview protocol
- Identify ways of improving validity and ethical standards in classroom research

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, discussions, small group presentations, ~~and lab work.~~

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Christenson, M., Slutsky, R., Bendau, S., et al.	The rocky road of teachers becoming action researchers	<input checked="" type="checkbox"/>	Teaching and Teacher Education, 18, 259-272.	2002
2. Hendricks, C.	Improving schools through action research: A comprehensive guide for educators (2nd edition)	<input checked="" type="checkbox"/>	Pearson	2009
3. Kemmis, S	Participatory action research and the public sphere.	<input checked="" type="checkbox"/>	Educational Action Research, 14, 459-476.	2006
4. Goodnough, K.	Dealing with messiness and uncertainty in practitioner research: The nature of participatory action research.	<input checked="" type="checkbox"/>	Canadian Journal of Science, Mathematics, and Technology Education, 31, 431-458	2008
5. Kemmis, S., & McTaggart, R.	Participatory action research. In N.K. Denzin & Y.S. Lincoln's <i>Handbook of qualitative research (2nd edition)</i>, pp567-605.	<input type="checkbox"/>	Thousand Oaks, CA: Sage.	(2000).
6. Mathison, S.	Why triangulate? <i>Educational Researcher</i>, 17(2), 13-17.			(1988).
7. Somekh, B., & Zeichner, K.	Action research for educational reform: Remodelling action research theories and practices in local contexts. <i>Educational Action Research</i>, 17, 5-21.			(2009).

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 90%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	Other:			Total:	100%	

Details (if necessary):~~Assignment #1 (question and literature review): 30%~~~~Assignment #2 (observation record and interview protocol): 40%~~~~Assignment #3 (research interpretation): 30%~~**Grading system:** Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No **Typical Course Content and Topics**

- Participatory action research
- Critical issues in education
- Data gathering
- Observations and interviews
- Data Interpretation
- Validity and ethics in the classroom

For Administrative Use Only

Department code: _____ CIP Code: _____ Course Level Code: _____

PDC Code: _____



ORIGINAL COURSE IMPLEMENTATION DATE: 01/05/2008
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 444

Number of Credits: 1 [Course credit policy \(105\)](#)

Course Full Title: Classroom Management Strategies
 Course Short Title: Classroom Management

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course ~~will introduce students to~~ traditional and contemporary approaches to classroom management ~~and how these approaches relate to sources of power and authority~~ in the K- 12 classroom. The use of routines, individual behaviour plans, whole class reward systems, environment supports, and student choice will be examined.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education program (TEP)-BEd.~~

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 (Note: 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: 15

Typical structure of instructional hours:

Lecture hours	8
Seminars/tutorials/workshops	7
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~April 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes

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

- Identify the strengths and challenges of various theories of classroom management
- Critically reflect on their own values in relation to various theories of classroom management
- Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines, individual behaviour plans, and whole class reward systems

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, guest speakers, small group work, and peer assessment

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Levin, J., Nolan, J.F., Kerr, J.W., & Elliott, A.E.	Principles of classroom management: A professional decision-making model, 2nd Canadian Edition	<input checked="" type="checkbox"/>	Pearson Education Canada.	2009
2. Elliot, A.J.	Approach and avoidance motivation and achievement goals. <i>Educational Psychologist</i>, 34(3), 169-189.	<input type="checkbox"/>		(1999).
3. Kohn, A.	The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."	<input type="checkbox"/>	New York, NY: Houghton Mifflin Company	(1999).
4. Jones, V., & Jones, L.	Comprehensive classroom management: Creating communities of support and solving problems, 9th edition.	<input type="checkbox"/>	Columbus, OH: Pearson Education Inc.	(2010).
5. Osher, D., Bear, G.G., Sprague, J.R., & Doyle, W.	How can we improve school discipline? <i>Educational Researcher</i>, 39, 48-58.	<input type="checkbox"/>	—	(2010).
6. Swearer, S.M., Espelage, D.L., Vaillancourt, T., & Hymel, S.	What can be done about school bullying? Linking research to educational practice. <i>Educational Researcher</i>, 39, 38-47.			(2010).

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments/Presentations::	90%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections		In-class activities:	10%	Total:		100%	

Details (if necessary):

~~Class participation: 10%~~

~~Assignment #1 (critique): 40%~~

~~Assignment #2 (personal classroom management plan): 30%~~

~~Group presentation of management plan: 20%~~

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

Typical Course Content and Topics

- Defining classroom management in relation to control and power (teacher and student)
 - Defining inappropriate behaviour
 - Intervention of common problems versus chronic or severe problems
 - Classroom environment
 - Developing standards for classroom behaviour
 - Managing common behaviour problems
 - Individual behaviour plans for students with chronic or severe problems
 - Student motivation and classroom management
 - Whole school culture in relation to classroom management
-

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: EDUC 445

Number of Credits: 2 [Course credit policy \(105\)](#)

Course Full Title: Planning and Assessment
 Course Short Title: Planning and Assessment

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

~~Introduces effective assessment and lesson planning for all subject areas and grade levels identified by the British Columbia Ministry of Education. This course teaches students how to lesson plan effectively for all subject areas and grade levels identified by the British Columbia Ministry of Education. In addition, students will be introduced to how lesson planning is an integral part of unit planning. An integral part of the planning process is the assessment and evaluation of student academic, social, and emotional development. Consequently, the principles of assessment and evaluation will be introduced, with students learning how to create and implement valid and reliable assessment tools.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd.~~

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 (Note: 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	15
Seminars/tutorials/workshops	15
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnet Sivia~~ Date approved: ~~April 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Learning Outcomes

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

- Create effective lesson plans designed to teach a variety of students to achieve the ~~Prescribed Learning Outcomes (PLOs) curricula~~ identified by the B.C. Ministry of Education
- Describe and apply the theory of assessment as, of, and for learning
- Implement assessment as, of, and for learning in their lesson planning

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, seminars, and ~~peer assessment-small group work.~~

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Dean, Hubbell, Pitler, & Stone	Classroom instruction that works: Research-based strategies for increasing student achievement, 2nd edition	<input checked="" type="checkbox"/>	ASCD	2012
2. Himmele & Himmele	Total participation techniques: Making every student an active learner.	<input checked="" type="checkbox"/>	ASCD	2011
3.	Western and Northern Canadian Protocol for Collaboration in Education. Rethinking classroom assessment with purpose in mind	<input checked="" type="checkbox"/>	Manitoba Education, Citizen and Youth	2006
4. Wiggins, G. & McTighe, J.	Understanding by design, 2nd edition	<input checked="" type="checkbox"/>	ASCD.	2005
5.	Transforming curriculum and assessment	X	BC Ministry of Education	2014
6. Gronlund, E.G., & Cameron, I.J.	Assessment of Student Achievement: Canadian Edition.		Toronto, ON: Pearson Education Canada Inc.	(2004).
7. Burke, K.	How to assess authentic learning: 4th Edition.		Thousand Oaks CA: Corwin Press Inc.	(2005).

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 100%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections		In-class activities:			Total:	100%	

Details (if necessary):

~~Assignment 1 (set of 3 lesson plans): 35%~~

~~Assignment 2 (set of 3 lesson plans): 35%~~

~~Assignment 3 (assessment tools): 30%~~

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

Typical Course Content and Topics

- ~~Prescribed Learning Outcomes-BC Curricular documents~~
- Planning backwards by design (starting with outcomes)
- Teacher as learner
- Lesson planning
 - o Linking knowledge and skills
 - o Experience, analyze, and apply
 - o Meeting a variety of learner needs
- Assessment as, of, and for learning

Assessment tools

- o ~~Rubrics, rating scales, and scoring keys~~
- o ~~Checklists and observation records~~
- Introduction to unit planning

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 01/05/2007
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 446

Number of Credits: 1 [Course credit policy \(105\)](#)

Course Full Title: Information Technology in Teaching
 Course Short Title: Information Technology

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course ~~introduces is designed to be an interactive and hands-on introduction to learning and teaching with information technology: computers and audio-visual equipment. Through readings, discussion, and practical assignments, the course aims to introduce students to some of the major social, cultural, and instructional issues surrounding the use of computing and communications technologies in K-12 teaching. Students will gain some~~ concrete ideas about how to integrate information technology into ~~their~~ teaching, ~~and they will develop~~with a critical approach to the selection and use of computer software and audio-visual materials available for the K-12 classroom.

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

Prerequisites (or NONE): Admission to the Teacher Education Program (TEP) [BEEd](#).

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 (Note: 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: 15

Typical structure of instructional hours:

Lecture hours	8-5
Seminars/tutorials/workshops	7-10
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~April 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Learning Outcomes

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

- Identify the major social, cultural, and instructional issues involving the use of computing and communications technologies in K-12 teaching
- Develop strategies for the appropriate integration of information technology and curricula
- Critique software and audio-visual materials available for the K-12 classroom at the school district's instructional resource centres and other cultural centres

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, seminars, three 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)

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. <u>Naylor</u>	<u>21st Century learning: Widening the frame of focus and debate</u>	<input checked="" type="checkbox"/>	<u>BCTF</u>	<u>2011</u>
2. Ryan & Cooper	Those who can, teach	<input checked="" type="checkbox"/>	Wadsworth Cengage Learning	2010
3. <u>Connamo, K., & Ertmer, P.</u>	<u>Technology integration for meaningful classroom use: A standards-based approach (1st ed.)</u>	<input checked="" type="checkbox"/>	<u>Belmont, CA: Wadsworth Cengage Learning</u>	<u>(2010)</u>
4. <u>Froi, S., Gammill, A., & Irons, S.</u>	<u>Integrating technology into the curriculum</u>	<input checked="" type="checkbox"/>	<u>Huntington Beach CA: Shell Education</u>	<u>(2007)</u>
5. <u>Robyler, M. D.</u>	<u>-Integrating educational technology into teaching (Fifth ed.) ** Last Canadian edition was published in 2003.</u>	<input type="checkbox"/>	<u>Upper Saddle River, New Jersey: —Pearson</u>	<u>(2010)</u>

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments/Presentations:: 75%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	25%	In-class activities:		Total:		100%	

Details (if necessary):

Reflective paper on integrating technology in the classroom: 25%

Critical assessment of current classroom technologies : 25%

Technology demonstration: 40%

Participation: 10%

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

Typical Course Content and Topics

Topics

- Major social, cultural, and instructional issues involving the use of computing and communications technologies in K-12 teaching
- Exploration of technology tools and strategies for the appropriate integration of information technology and curricula
- Critical assessment of K-12 computer software and audio-visual materials

Assignments

- ~~1. Online discussions or written/visual/audio reflections based on the course readings and experiences~~
- ~~2. A critical review of software and audio-visual materials~~
- ~~3. Integration of technology in a curriculum methods (e.g. Social Studies) assignment~~

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: EDUC 447

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

Course Full Title: Indigenous Youth and Schooling
 Course Short Title: Indigenous Youth and Schooling

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

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

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd.~~

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 (Note: 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	30
Seminars/tutorials/workshops	6
Laboratory hours	
Field experience hours	6
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Longhouse	3
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnest Sivia~~ Date approved: ~~September 2014~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes

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

- Identify historical periods, policies and events in Indigenous education and articulate how these influenced contemporary educational practice
- Describe Indigenous knowledges, philosophies of education and worldviews
- Examine their own practice in relation to indigenous issues of racism, prejudice, discrimination, stereotyping in curricula, the classrooms, and throughout the landscapes of the schools
- Critically reflect and analyze experiences and course readings and engage in classroom discourses about these readings and experiences
- Develop alternative strategies for lessons, units, and the classroom environment that are consistent and respectful of indigenous ways of knowing

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, seminars, presentations and field trips

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

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

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Planning <input type="checkbox"/> GUIDE & framework <input type="checkbox"/> for development of Aboriginal learning resources	<input type="checkbox"/>	BC Ministry of Skills and Training	1998
2.	There will be no assigned textbook for this course. Rather there will be a series of photocopied articles.	<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments/Presentations: Resource Portfolio: 85%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	15%	In-class activities:		Total:		100%	

Details (if necessary):

~~2 Lesson Plans / Presentations 25%~~

~~Reflective Practice Journal 15%~~

~~Short (750 – 1000 wd) Essay 25%~~

~~Resource Portfolio 25%~~

~~Participation 10%~~

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

Typical Course Content and Topics

Topics

Introduction: Pre-contact, contact and colonial policies for assimilation

Longhouse experience (local Stó:lō context and epistemology)

Residential School Policies, Indian Day Schools, Transfer of responsibility to Public Schools

Indian Control of Indian Education, Local Education Agreements, Enhancement Agreements
Indigenous Ways of Knowing, Indigenous Education Philosophies and Worldviews
Indigenous Identity, Indigenous Space in Schools
First Nation controlled education
Contemporary models for success
Examining Our own practices

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 01/09/2007
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 448 **Number of Credits:** 1 [Course credit policy \(105\)](#)

Course Full Title: Conflict Resolution in Schools
Course Short Title: Conflict Resolution

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

Calendar Description:
 Conflict inevitably occurs at some levels among people in various roles in the K-12 school setting: students, teachers, administrators, and parents. This course ~~will~~ introduces ~~student~~ teachers ~~candidates~~ to contemporary responses to conflict resolution in schools.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd.~~
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 (Note: 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: 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: Longhouse	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath Awneet Sivia	Date approved: April 2011 Aug 18, 2014
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

- recognize their own responses to conflict
- develop a critical perspective on the nature of conflict
- articulate their own values in relation to conflict and its occurrence in schools
- demonstrate a set of skills to address situations of conflict
- plan a variety of ways to address conflict in their practice and environment
- recognize conflict situations, the role of one's bias in them, and develop alternate strategies to resolve the conflict
- demonstrate how to act in a manner consistent with the BCTF Code of Ethics and The BC Teacher Regulation Branch

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, seminars, three 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)

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Selected articles distributed by the instructor and peers	<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments/Presentations:	70%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	20%	In-class activities:	10%			Total:	100%

Details (if necessary):

~~Autobiographical analysis of an experience involving conflict: 40%~~
~~Group presentation: 30%~~
~~Reflective paper: 20%~~
~~Participation: 10%~~

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

Typical Course Content and Topics

Topics:

- Nature of conflict
- Personal responses to conflict
- Group development process
- Conflict prevention strategies and skills
- Communication practices and the role of conversation
- Professional boundaries
- Containment of emotions

- Effective conflict resolution strategies

Assignments

- ~~1. Written narrative and discussion on a specific conflict in an educational setting~~
- ~~2. Small group analysis of a specific conflict~~
- ~~3. Personal reflections on conflict resolution topics~~

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 01/01/2008
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 450

Number of Credits: 2 [Course credit policy \(105\)](#)

Course Full Title: Second Language Learning in Classroom Practice
 Course Short Title: Second Language in Classrooms

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course ~~will prepare~~ pre-service teachers in effective elementary curriculum and instruction strategies for students from a wide variety of linguistic and cultural backgrounds. ~~Children of minority language backgrounds (those often labeled as ESL students) face particular challenges and bring particular strengths to learning English in elementary school. The course will consider~~ the theory and research in second language learning, and examines recommendations for K-12 classroom practice, ~~and develop plans for effective instructional programs. Pre-service teachers will integrate theoretical knowledge about language acquisition with K-12 lesson planning and practices.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEEd.~~

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 (Note: 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	15
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Longhouse	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnoot Sivia~~ Date approved: ~~April 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

[EDUC 450]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

Learning Outcomes

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

- Integrate the theory and research in second language learning
- Identify principles for effective curriculum and instruction in multilingual, multi-ethnic classrooms
- Analyze classroom practices and compare secondary and elementary contexts and issues
- Develop and deliver plans for effective instructional programs in K-12 classrooms
- Demonstrate knowledge about teaching language skills in second language environments
- Identify professional development resources for future practice

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lecture, seminar, group presentation, three 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)

	<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Herrel, A. & Jordan, M.	Fifty strategies for teaching English language learners.	<input checked="" type="checkbox"/>	Pearson	2004
2.	Helmer, S. & Eddy, C.	Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms.	<input checked="" type="checkbox"/>	Pippin	2004
3.	Gibbons, P.	Learning to Learn in a second language	<input type="checkbox"/>		1991
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations::	90%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections		In-class activities:	10%			Total:	100%

Details (if necessary):

~~Journals: 20%~~

~~Group presentation: 30%~~

~~Critical analysis-second learning strategies paper: 40%~~

~~Participation: 10%~~

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

Typical Course Content and Topics

Topics

- Theory and research in second language learning
- Principles for effective curriculum and instruction in multilingual, multi-ethnic classrooms
- Analysis of classroom practice
- Evaluation of language skills
- Classrooms as environments for fostering language/literacy development
- Development of plans for effective instructional programs in K-12 classrooms

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 01/01/2008
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 452

Number of Credits: 2 [Course credit policy \(105\)](#)

Course Full Title: Unit Planning, Assessment, Evaluation, and Reporting
 Course Short Title: Unit Planning and Evaluation

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

~~Building on the foundation established by EDUC 445 (Planning and Assessment), this course teaches students how to unit plan, ensuring that the Prescribed Learning Outcomes (PLOs) of the British Columbia Ministry of Education can be effectively taught to a variety of student learners and then assessed, evaluated, and reported. Validity and reliability with regards to assessment, evaluation, and reporting will be discussed. Aspects of assessment and evaluation (e.g., portfolios, student-led conferences, parent-teacher interviews, and individual education plans) will be examined. As well, unit planning and lesson planning will be compared against day plans and year plans (as required by individual school boards in British Columbia).~~

This course introduces unit planning for diverse learners, covers how to evaluate and report on student learning while maintaining high levels of validity and reliability. All curricular areas are included from the BC Ministry of Education.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEd.~~

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 (Note: 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	15
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Longhouse	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnoet Sivia~~ Date approved: ~~April 2011~~–Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

- Upon successful completion of this course, candidates will be able to:
- Create effective unit plans that incorporate assessment as, of, and for learning
 - Demonstrate how they will achieve valid and reliable standards or grades for report cards
 - Create example report cards according to the reporting policy of the British Columbia Ministry of Education Report Student Progress Order
 - Identify how to plan for and incorporate student led conferences and parent teacher interviews
 - Identify how to assess students on an Individual Education Plan (IEP)
 - Create a year plan addressing all PLOs for a given grade

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, seminars, peer assessment, and guest lecturers

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Reporting student progress: Policy and practice. Victoria, BC: Author. Available at http://www.bced.gov.bc.ca/reportcards/reporting_student_progress.pdf	<input checked="" type="checkbox"/>	BC Ministry of Education	n.d.
2.	Special education services: A manual of policies, procedures, and guidelines. Victoria, BC Available at http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf	<input checked="" type="checkbox"/>	BC Ministry of Education	2006
3.	<u>O'Connor K. A repair kit for grading: 15 fixes for broken grades</u>	<input checked="" type="checkbox"/>	<u>Pearson</u>	<u>2011</u>
4.	Jung, L. A. & Guskey, T. R. Grading exceptional learners.	<input checked="" type="checkbox"/>	Educational Leadership, 67(5), 31-35.	2010
5.		<input type="checkbox"/>		

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

Typical Evaluation Methods and Weighting

Final exam: %	Assignments/Presentations: 100%	Midterm exam: %	Practicum: %
Quizzes/tests: %	Lab work: %	Field experience: %	Shop work: %
Reflections	In-class activities:		Total: 100%

Details (if necessary):~~Assignment 1 (Unit plan): 50%~~~~Assignment 2 (Report card): 20%~~~~Assignment 3 (Year plan): 30%~~**Grading system:** Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No **Typical Course Content and Topics**

- Reviewing assessment as, of, and for learning
- Unit planning connected to the methods courses for given grade levels
- Calculating a grade or standard
- Report cards (including examination of electronic student information systems)
- Portfolios, conferences, interviews, and IEPs
- Day planning
- Year planning

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 01/01/2008
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 453 **Number of Credits:** 1 [Course credit policy \(105\)](#)

Course Full Title: Literacy Across the Curriculum
Course Short Title: Literacy

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

Calendar Description:

This course ~~will focus on literacy and learning across the curriculum. The B.C. English Language Arts Integrated Resource Package (IRP) will be consulted to explore the ways in which language arts in the primary and intermediate/elementary grades relates to the elementary curriculum overall. Other subject areas using the BC Ministry of Education We will develop knowledge, skills, and strategies in content area literacy; that is, reading, writing, speaking, listening, viewing, and representing to learn in various subjects of the curriculum as a guide. To this end, we will explore texts as print, electronic, oral, visual, and Focus is placed on developing multimodal (multi literacies) to foster curricular integration.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd.~~
Corequisites (if applicable, or NONE):
Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)
 Former course code/number: **EDUC 443**
 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 (Note: 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: 15

Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	5
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Longhouse	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ **Date approved:** ~~February 2011~~ Aug 18, 2014
Campus-Wide Consultation (CWC) **Date of posting:**

Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

- Upon successful completion of this course, candidates will be able to:
- Analyze reading for information and writing to learn
 - Develop content literacy strategies to build comprehension and reading power
 - Demonstrate how literacy and the six strands of language arts cut across the curriculum
 - Identify and develop skills in planning and developing an integrated unit
 - Select and collect a wide range of resources for units
 - Develop skills in relating topics and themes to social justice issues

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lectures, seminars, two 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)

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Tompkins, G.	Language arts: Content and teaching strategies	<input checked="" type="checkbox"/>	Pearson	2008
2.	Various children's novels	<input checked="" type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations::	75%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	15%	In-class activities:	10%	Total:			100%

Details (if necessary):

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

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

Typical Course Content and Topics

TOPICS

- Reading and writing connections
- Reading for information and literacy in the content areas
- Non-fiction/information books
- Reading power and comprehension strategies
- Graphic organizers
- Integrated units and developing effective literacy instruction across the curriculum
- Literary elements, reading response

- Writing workshops and writing assessment

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

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

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: EDUC 454

Number of Credits: 1 [Course credit policy \(105\)](#)

Course Full Title: Mental Health and Special Learning Needs
 Course Short Title: Special Learning Needs

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course orients students to the individualized needs of students with low incidence special or mental health needs ~~requiring special education or mental health services. Students will learn about the including any~~ educational, psychological, behavioral, and social needs of students, ~~with low incidence special educational needs and possible teaching strategies to support these students at school. The course will introduce behavioural descriptions of the most common mental health and special learning needs, and will provide a survey of treatment options and other resources relevant to these students and their care providers. Focus is placed on teaching strategies to support these students at school.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd.~~

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: EDUC 414

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 (Note: 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: 15

Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	5
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Longhouse	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~September 2014~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

- Articulate the educational, psychological, behavioral and social needs of students with low incidence special educational or mental health-needs and possible teaching strategies as well as ways to support these students at school.
- Discuss accessibility and mobility needs of some students with low incidence needs as well as possible barriers to participation by these students.
- Describe 3 examples of how assistive technology facilitates participation of students with varied low incidence special needs.
- Identify individual learning needs and analyze the different service models to address those needs

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lecture, seminar, oral presentations, group work and assignments, simulations

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

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

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Winzer, M.	Children with Exceptionalities in Canadian Classrooms	<input checked="" type="checkbox"/>	Pearson	2008
2.	<u>Children and youth with special needs: A framework for action: Making it work</u>	<input checked="" type="checkbox"/>	<u>Ministry of Education</u>	<u>2008</u>
3.	<u>Additional articles relevant to Mental Health and Special Learning Needs</u>	<input checked="" type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations:: 70%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	10%	In-class activities:	20%			Total:	100%

Details (if necessary):

~~In-class activities: 20%~~

~~To include class participation, effective cooperation with peers in group projects, effective completion of in-class assignments and assigned readings.~~

~~Hypothetical Case Study [Group Project and Presentation] 50%~~

~~Groups will select a case study illustrating one of low incidence or special education learning needs--will research and then give class presentation/seminar [to be developed as a workshop/in-service] about their psychological, educational, behavioral, and/or behavioral needs. Possible adaptations to support these learners in the classroom will be described. Reflections on the provision of special education services in practicum classroom and school. 40%~~

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

~~Disability Awareness Mini-Unit 30%~~

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

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

Typical Course Content and Topics

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

For Administrative Use Only

Department code: _____ CIP Code: _____ Course Level Code: _____

PDC Code: _____



ORIGINAL COURSE IMPLEMENTATION DATE: 01/01/2008
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 460

Number of Credits: 2 [Course credit policy \(105\)](#)

Course Full Title: Governance and Reform in Public Education
 Course Short Title: Governance and Reform

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

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

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)-BEd.~~

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 (Note: 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	15
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Longhouse	
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~September 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

[EDUC 460]

University of the Fraser Valley Official Undergraduate Course Outline

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Learning Outcomes

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

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

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

Lecture, discussion, small group activities, peer assessment

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Fleming, T	<i>Worlds apart, British Columbia schools: Politics and labour relations before and after 1972</i>	<input checked="" type="checkbox"/>	Bendall Books	2011
2. Feinberg W.	<i>For goodness sake: Religious schools and education for democratic citizenry</i>	<input type="checkbox"/>		
3. Fleming T.	<i>Canadian school policy in liberal and post-liberal eras: Historical perspectives on the changing social context of schooling, 1846-1990</i>	<input type="checkbox"/>		
4. Fleming, T., & Hutton, B.	<i>School boards, district consolidation, and educational governance in British Columbia, 1972—1995.</i>	<input type="checkbox"/>		
5. Gutek, G.L.	<i>New perspectives on philosophy and education</i>	<input type="checkbox"/>		
6. Kliebard, H.	<i>The struggle for the American curriculum: 1893—1958.</i>			
7. Kohn, A.	<i>The schools our children deserve: Moving beyond traditional classrooms and tougher standards</i>			
8. Kohn, A.	<i>The truth about homework: Needless assignments persist because of widespread misconceptions about learning. Our Schools, Our Selves</i>			
9. Montmarquette, C.	<i>A legacy for learners: The report on the British Columbia Royal Commission on Education, 1988</i>			
	<i>(7 more resources were deleted that are too numerous to list in this form)</i>			

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

~~Web based articles, newspapers and broadcasts~~

Typical Evaluation Methods and Weighting

Final exam: %	Assignments/Presentations:: 100%	Midterm exam: %	Practicum: %
Quizzes/tests: %	Lab work: %	Field experience: %	Shop work: %
Reflections	In-class activities:		Total: 100%

Details (if necessary):

~~Assignment #1 (history overview): 20%~~

~~Assignment #2 (philosophy overview): 20%~~

~~Assignment #3 (personal philosophy): 30%~~

~~Assignment #4 (issue examination): 30%~~

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

Typical Course Content and Topics

Professionalism in Education

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

BC Teachers Federation

BC College of Teachers, [Teacher Regulation Branch](#)

School Boards and School Trustees

Independent schools in BC

School associations in BC

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

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

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 01/09/2007
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 490

Number of Credits: 6 [Course credit policy \(105\)](#)

Course Full Title: School Experience
 Course Short Title:

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

~~This six-week school experience allows students to~~ Teacher candidates observe and experience the teaching environment. ~~The course will include (individual observations, of students, and classroom and school routines. Opportunities will be given for~~ each small group instruction and designing lesson plans ~~within the larger context for teaching in the elementary classroom. Observations by faculty and teacher mentors occur continually throughout the school experience. of unit plans and prescribed learning outcomes. The practicum will also allow students to implement effective teaching strategies and to apply assessment strategies. Proactive organization and classroom management for teaching whole classes are also emphasized.~~

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP)~~ BEEd.

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: EDUC 400

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 (Note: 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: ~~90-125~~

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	90-125
Online learning activities	
Other contact hours:	
Total	90-125

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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~April 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval	Date approved:
Dean/Associate VP:	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

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

- demonstrate the professional characteristics of a teacher
- ~~construct/develop~~ positive relationships with school students
- ~~describe the roles and responsibilities of the diverse members of a school community~~
- incorporate appropriate feedback about one's teaching practice
- design effective lesson plans ~~within the context of larger unit plans and prescribed learning outcomes~~
- implement a variety of teaching strategies
- implement basic assessment strategies
- demonstrate classroom management and proactive organization skills
- reflect on the theoretical and practical aspects of teaching
- apply contemporary strategies and methods in classroom practice

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as this course is a practicum which is supervised by a faculty and teacher mentor. It is substantively connected to courses within the BEd and combines knowledge and skills from the BEd courses with practices in the classroom. It requires teacher candidates to reflect on these specific connections. The supervision of the practicum and the integration with other BEd courses is a requirement by the Teacher Regulation Branch. Students cannot audit or challenge this course

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

- Observation and gathering data
- Interviewing and conferencing
- Interacting with students in schools
- Lesson design and implementation
- Analysis of teaching practices

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	British Columbia provincial curriculum integrated resource packages (1998 – 2011) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	Ministry of Education	
2.	Teacher Education Program BEd Handbook	<input checked="" type="checkbox"/>	Education Department	
3.	Text and materials used in previous TEP courses	<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations::	Midterm exam:	%	Practicum:	100%
Quizzes/tests:	%	Lab work:	Field experience:	%	Shop work:	%
Reflections		In-class activities:			Total:	100%

Details (if necessary): The school experience is graded by the program coordinator in consultation with the faculty mentor and teacher mentor. The grading is on a Credit/No Credit basis. The grade of credit/no credit for EDUC 490 will be based on satisfactory completion of the following in relation to the goals of the program:

- ~~1. Formal observations of lessons including post-conference forms~~
- ~~2. Lesson plans for formal observations~~
- ~~3. Weekly reflections~~
- ~~4. Final evaluation report of strength and areas of future growth~~
1. Weekly reflections on observations and teaching experiences
2. Weekly demonstrations of the ability to incorporate feedback into teaching observations
3. Weekly improvement in the areas of professionalism, connection with students, classroom management, effective communication, and effective teaching practices
4. Completion of a final report signed off by the faculty and teacher mentor

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

Typical Course Content and Topics

- a survey interviewing various members of the school community
- the observation of pupils, classroom, and school routines
- individual remedial or small group instruction
- the designing of lesson plans ~~within the larger context of unit plans and prescribed learning outcomes~~
- the implementation of effective teaching strategies
- the application of acceptable principles of assessment
- the proactive organization and classroom management for teaching whole classes

At the start of the school experience, ~~student~~ teacher candidates will observe pupils, and classroom and school routines. They may engage in individual and/or small group instruction under the direction of their teacher mentor. As the school experiences progress, they shift to a focus on lesson design and implementation for a whole class. ~~Completion of the Midterm Progress Report will occur at this point. Student-Teacher candidates'~~ responsibility increases so that ~~student~~ teacher candidates are teaching a number of lessons during the week. ~~Student-Teacher candidates~~ will implement different teaching strategies, assessing the effectiveness of each strategy. ~~The focus of designing lesson plans will now take place within the larger context of unit plans and prescribed learning outcomes. Assessment as it influences pedagogical practice will also be explored. Student teachers may teach one or two full days near the end of EDUC 490. Student teachers will prepare their Final Evaluation Report. Students-Teacher candidates~~ may be grouped in their schools, but may work individually with both their teacher mentor(s) and faculty mentor.

For Administrative Use Only

Department code: _____ CIP Code: _____ Course Level Code: _____

PDC Code: _____



ORIGINAL COURSE IMPLEMENTATION DATE: 01/09/2007
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 492 **Number of Credits:** 12 [Course credit policy \(105\)](#)

Course Full Title: Integration of Knowledge and Practice
Course Short Title: Long Practicum

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

Calendar Description:
 This twelve week practicum ~~allows students to continue working~~ occurs in the a classroom environment. ~~Students will be individually placed and will~~ working with a teacher ~~mentor and supervising~~ faculty mentor. ~~Students will~~ Teacher candidates begin teaching in the first week and will gradually take on more teaching duties, until full immersion at 80% for six weeks, depending on the judgment of the supervising faculty and teacher mentor. Between weeks three and nine, inclusive student teachers will be teaching 80% of a teacher's normal working load as required by the Teacher Regulation Branch. During the final week(s) of the practicum, student teachers conclude teaching at levels of 80% or less. A collaborative mid-term report and final evaluation are included.

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

Prerequisites (or NONE): Admission to the ~~Teacher Education Program (TEP) BEd, and~~ EDUC 490
Corequisites (if applicable, or NONE):
Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)
 Former course code/number: EDUC 404
 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 (Note: 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: ~~180-300~~

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	180-300
Online learning activities	
Other contact hours: Longhouse	
Total	300

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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awnet Sivia~~ **Date approved:** ~~April 2011~~ Aug 18, 2014
Campus-Wide Consultation (CWC) **Date of posting:**
Faculty Council approval **Date approved:**

Learning Outcomes

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

- • demonstrate continuing professional behavior of a teacher
- • demonstrate strong connection with students
- • demonstrate effective classroom management
- • demonstrate continuing reflective practice
- • demonstrate working with feedback from school students, teacher mentor, and supervising faculty
- • demonstrate a clear and observable vision that one can achieve as an educator
- • demonstrate knowledge of school students
- • demonstrate knowledge of content
- • demonstrate effective communication with school students
- • demonstrate effective teaching practices
- • demonstrate valid and reliable assessment and evaluation practices
- • demonstrate inclusive and individualized teaching
- • demonstrate working respectfully with parents
- • demonstrate participating in the school culture and community

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course. This course is a practicum which is supervised by a teacher and faculty mentor. It is substantively connected to courses within the BEd and combines knowledge and skills from the BEd courses with practices in the classroom. It requires teacher candidates to reflect on these specific connections. The supervision of the practicum and the integration with other BEd courses is a requirement by the Teacher Regulation Branch. as the course is integrated with the practicum and other courses in the BEd. Students cannot audit or challenge this course

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

- Observing and gathering data
- Interacting with students in schools
- Teaching classroom routines during the entire school day
- Planning substantive units
- Designing and implementing of lessons for whole classes
- Analyzing of teaching practices

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

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

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Teacher Education Program <u>BEd</u> Handbook	<input checked="" type="checkbox"/>	Education Department	
2.	British Columbia provincial curriculum integrated resource packages (1998 – 2011) Transforming curriculum and assessment (2014)	<input checked="" type="checkbox"/>	Ministry of Education	
3.	Texts and materials used in previous TEP courses	<input type="checkbox"/>		
4.		<input type="checkbox"/>		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments/Presentations::	Midterm exam:	%	Practicum:	100%	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections		In-class activities:			Total:	100%	

Details (if necessary): The practicum is graded by the program coordinator in consultation with the faculty mentor and teacher mentor. The grading is on a Credit/No Credit basis. The grade of credit/no credit for EDUC 492 will be based on satisfactory completion of the following towards the goals of the program:

1. Formal observations of lessons including post-conference forms
2. Unit and lesson plans for formal observations
3. Mid-term report of strength and areas of growth
4. Marks and comments for units taught by the student teacher
5. Weekly reflections
6. Final evaluation report of ~~strengths and areas of future growth~~ certification readiness in relation to the program goals

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

Typical Course Content and Topics

~~Students-Teacher candidates~~ will be individually placed, and will work with both the teacher mentor and faculty mentor.

- the observing of pupils, classroom, and school routines
- implementing effective classroom and school routines
- designing coherent and clear unit plans
- designing of lesson plans ~~within the larger context of unit plan and prescribed learning outcomes~~ and unit plans
- implementing effective teaching strategies
- applying acceptable principles of assessment, evaluation and reporting
- the proactive organization and classroom management for teaching whole classes

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:

Total Hours: 30

Typical structure of instructional hours:

Lecture hours	12
Seminars/tutorials/workshops	8
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Student directed learning	10
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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ **Date approved:** ~~April 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC) **Date of posting:**

Faculty Council approval **Date approved:**

Dean/Associate VP: **Date approved:**

Undergraduate Education Committee (UEC) approval **Date of meeting:**

[EDUC 495]

University of the Fraser Valley Official Undergraduate Course Outline

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Learning Outcomes

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

- Reflect on knowledge and experience to develop an educational philosophy
- Describe changes to preconceptions of teaching and learning based on academic coursework and experience
- Describe one or more examples of how reflection during student teaching practica is utilized for problem solving and decision making
- Articulate the development of teacher dispositions towards self-education and lifelong learning
- Demonstrate learning in the form of artifacts and examples from practica and course work

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course for the following reason(s): This course is integrated with practica and other BEd courses. Students cannot audit or challenge this course.

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

Lectures, discussion, guest speakers, peer sharing, self-directed learning

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Foster, B., Walker, M. & Hyunsook, K.	A Beginning teaching portfolio handbook: Documenting and reflecting on your Professional growth and abilities.	<input checked="" type="checkbox"/>	Pearson	2009
2.	Standards for the Education, Competence and Professional Conduct of Educators in BC, 4 th edition	<input type="checkbox"/>	Ministry of Education, Teacher Regulation Branch	2012
3.	Teacher Education Program BEd Handbook	<input checked="" type="checkbox"/>	UFV Education Department	
4.	Articles relevant to the development of a portfolio will be assigned for reading and discussion at various times during the year.	<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments, reflective writing, portfolio	90%	Midterm exam:	%	Practicum:	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:		In-class activities:	10%	Other:		Total:	100%

Details (if necessary):

Participation: 10%

Reflective writing: 40%

Electronic portfolio and presentation: 50%

Students will be evaluated on a Credit/ No Credit basis. Students must receive credit for all three parts to be able to receive credit for the course. Students must have developed an effective e-portfolio that demonstrates their professional journey to that point in time, and documents their readiness to be a teacher, certified in British Columbia.

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

Typical Course Content and Topics

The following questions describe the guiding questions the students-teacher candidates will be expected to reflect upon over the year, providing documentation through a variety of means including discussion, written, or online format. Teacher candidates will be guided in the development of an online portfolio, utilizing their answers to these questions to build the foundation of their portfolio. Thematic questions, such as the following related to on-going activities, will be emphasized each term:

Term 1: EDUC 495A

- How has this academic term supported the work you did in Education 200 and 300?
- What are the big ideas that are informing your teaching practice (i.e. teaching philosophy)?
- How have your ideas about teaching changed or been modified since you decided to become a teacher?
- What have you added to your philosophy of teaching from this term?
- What evidence from theory and your other readings has had an impact on your views of teaching? Why was it compelling to you?
- What evidence did you not find convincing? Why did you discount it?
- What attitudes, knowledge, insights, and attributes did you gain this term that will be important for you as a teacher?
- What issue or principle of social justice impressed you as being of central importance for teachers and students?

Term 2: EDUC 495B

- What have you added to your philosophy of teaching from this term?
- What evidence from theory and your other readings has had an impact on your views of teaching? How do you expect to modify your teaching practice?
- What evidence from your classroom experiences and your research project has had an impact on your views of teaching? How do you expect to modify your plans for teaching?
- What are key goals to prepare you for a successful long practicum?
- What steps will you commit to in order to accomplish these goals?
- What legal and ethical restrictions are associated with sharing information gathered in an education setting?

Term 3: EDUC 495C

- How have your ideas as a beginning teacher and researcher influenced your research topic and your observations?
- Has the interactive process in your collaborative research project brought about changes in your theories about diverse learners or classroom research?
- How has the focus on diverse learners informed your understanding of the role of special needs and mental health, culture, family, and language in the learning needs of children?
- What evidence has most influenced you?
- How do teachers deal with these considerations in planning teaching and assessment?

- Did you meet the goals you set for yourself at the end of your practicum in Term 2?
- What factors were influential in supporting or impeding the attainment of your goals in your long practicum?
- How might you modify your goal setting for teaching in the future?
- Construct a coherent, clear, and justified view of what it is to be a teacher (in other words, your teaching philosophy) that you will present to your colleagues.
- What evidence from your teaching experience has had an impact on your views of teaching?
- How will your philosophy influence your actions as a beginning teacher?
- How do you expect to change your work as a teacher as your experience builds?

- Consider your experience in the long practicum and, using the UFV ~~TEP-BEd~~ values and goals as criteria, review your progress towards becoming a teacher.
 - Examine the work in your portfolio and, using the ~~BCCT~~-BC TRB Standards for the Education and Competence of Educators in British Columbia as criteria, review your progress towards becoming a teacher.
 - Use the criteria to assess your strengths and to plan for future growth ~~as a practicing professional.~~
 - ~~Envision yourself as a teacher 10 years from now.~~
-

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: 01/09/2013
 REVISED COURSE IMPLEMENTATION DATE: 09/01/2016
 COURSE TO BE REVIEWED: (six years after UEC approval) 09/01/2022
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 498

Number of Credits: 2 [Course credit policy \(105\)](#)

Course Full Title: Special Topics in K-12 Education
 Course Short Title: Special Topics

Faculty: Faculty of Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

~~The specific emphasis in this course will vary. This course varies~~ depending on the interests of the faculty member and the relevant issues in education in BC. ~~The This course will provide an opportunity to~~ explore topics related to K-12 education that are not addressed in ~~the current~~ courses currently in the program, or ~~to expand~~ in more depth on topics already addressed in other courses. ~~The course will also provide an opportunity for faculty members to offer courses related to their specific areas of expertise.~~

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

Prerequisites (or NONE): Admission to the Teacher Education Program (TEP)- BEd

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 (Note: 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, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath ~~Awneet Sivia~~ Date approved: ~~March 2011~~ Aug 18, 2014

Campus-Wide Consultation (CWC) Date of posting:

Faculty Council approval Date approved:

Dean/Associate VP: Date approved:

Undergraduate Education Committee (UEC) approval Date of meeting:

Learning Outcomes

Outcomes will depend on the course content and structure.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course for the following reason(s): This course is integrated with practica and other BEd courses. Students cannot audit or challenge this course.

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.

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	This will depend on the course subject and content.	<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	<u>80%</u>	Midterm exam:	%	Practicum:	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Reflections	<u>20%</u>	In-class activities:				Total:	<u>100%</u>

Details (if necessary): This will depend on the course subject and content, but may include portfolios, research papers, and presentations

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

Typical Course Content and Topics

Course content will vary based on subject and content but may include topics such as: Professional learning communities, drama in schools, secondary physical education, alternative programs, choice schools, or administration within schools.

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:

Memo for Course Changes

To: Faculty Council, Faculty of Professional Studies, University of the Fraser Valley
From: Curtis Magnuson, Associate Professor, School of Social Work & Human Services
Chair, Social Services Diploma Review Committee
Date: November 17, 2014

Subject: Proposal for revision of HSER 130 and HSER 230

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:

2. Rationale for change:

As part of a larger review of the Social Services Diploma program, four practicum-related courses in the program have been reviewed for accuracy, currency, and consistency; to rewrite course objectives as learning outcomes; to rationalize the number of hours students are required to complete; and to make PLAR procedures pedagogically sound and consistent between the School's programs. The School of Social Work and Human Services is moving towards greater consistency in applying its policies to all of its programs. HSER 130 and HSER 230 were last reviewed in 2006.

Specific to HSER 130 and 230, the names of these courses have been changed to remove "social services" from 130 and to remove "fieldwork" from 230. These changes make the titles internally consistent as well as consistent with the Bachelor of Social Work degree program.

The number of hours has been reduced from 250 to 220 to reflect the actual number of hours that students are in practicum and the practicum placement seminar. Previously, students were credited 30 hours for journaling assignments, which have been reduced significantly, from two per week to one every two weeks. In no other course does the School include the number of hours students spend completing required assignments in its course outlines.

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

The learning outcomes of these courses have been rewritten using learning outcomes language, reflecting both the current realities of these courses as well as in keeping with the Mission Statement of the School's Bachelor of Social Work degree program and the learning outcomes of the practicum courses within the BSW program.

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

No. These four courses are open to and required only by Social Services Diploma students.

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

Faculty and staff in the School of Social Work have been consulted as well as students currently enrolled in the Social Services Diploma program through a survey conducted as part of the review of the program. These proposed changes were discussed at Human Services Articulation meetings held in Williams Lake, BC, in the spring of 2014. It is worth noting that no other Social Services Diploma program in attendance at Articulation permits students to PLAR their second practicum.

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

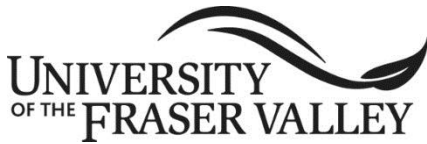
The School of Social Work and Human Services infuses indigenous content throughout its curriculum and strives to place students into practica where they have opportunities to work with First Nations agencies and clientele.

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

At its retreat in 2014, the School approved a motion that would make HSER 230 *ineligible* for PLAR, which it currently is, and make HSER 130 *eligible* for PLAR, which it currently is not. Pedagogically, it makes better sense to allow students to demonstrate prior learning for their first practicum based on experience they obtained before admission to the diploma program. Currently, admitted students with prior learning are *required* to complete a first practicum but not a second practicum. In some instances, students graduate without having completed a practicum at the end of their program of studies. This makes it more difficult to make the transition from student to worker through the benefit of having successfully completed a practicum at the conclusion of their studies. In the Bachelor of Social Work degree program, students are eligible to apply for PLAR of their third year practicum but not their fourth year practicum. The School is moving towards greater consistency in applying its policies to all of its programs.

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:

- a. Credit value N/A
 - b. Class size limit N/A
 - c. Frequency of offering N/A
 - d. Resources required (labs, equipment) N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No field trips are required.
10. Estimate of the typical costs for this course, including textbooks and other materials:
Students enrolled in practicum courses pay for their tuition as well as any transportation costs to and from their practicum agencies. No additional costs are incurred.



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval)
 Course outline form version: 11/22/13

May 1991
 September 2006
 October 2009

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 130

Number of Credits: 6 [Course credit policy \(105\)](#)

Course Full Title: Practicum I
Course Short Title:

Faculty: Faculty of Professional Studies

Department (or program if no department): School of Social Work & Human Services

Calendar Description:

HSER 130 comprises 200 hours (6 credits) of supervised work experience in a social service setting. Students also attend a bi-weekly seminar class that focuses on the integration of theory and practice, professional ethics, as well as work/life balance and personal wellness.

Note: Students with credit for SSSW 130 cannot take this course for further credit.

Prerequisites (or NONE): SOWK 110, HSER 120, HSER 129 (in the previous semester) and one of CMNS 155 or ENGL 105

Corequisites (if applicable, or NONE): None

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

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **SSSW 130**

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 (Note: 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: 220

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	200
Online learning activities	
Other contact hours:	
Total	220

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): 18

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

Department / Program Head or Director:

Date approved:

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes

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

1. Work effectively and collaboratively as part of a team
2. Actively participate in supervision as an adult-learning opportunity
3. Adhere to the policies and procedures of the practicum agency and the School of Social Work and Human Services
4. Establish priorities and work towards achieving them
5. Demonstrate the use of effective communications skills (verbal, non-verbal, written)
6. Demonstrate an awareness of and respect for all human diversity
7. Identify, apply, and reflect on knowledge, values, and skills in social services
8. Critically assess practice through personal reflection and consultation
9. Demonstrate an understanding of social justice as it relates to social services
10. Demonstrate an understanding of the relationship between social policy and the impact of social change on social services
11. Integrate theories, values, and professional ethics into practice

Prior Learning Assessment and Recognition (PLAR)

Yes No

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

Bi-weekly seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos

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

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

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. SWHS	Human Services Practicum Manual	<input checked="" type="checkbox"/>	UFV	Current
2. BCCSW	Social Work Code of Ethics and Standards of Practice	<input checked="" type="checkbox"/>	BCCSW	2009
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

A selection of readings will be chosen each semester

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	10%	Midterm exam:	%	Practicum:	80%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Journals	10%	Total:	100%

Details (if necessary):

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

Typical Course Content and Topics

1. Introduction to practicum placement: expectations, confidentiality, professional ethics
2. Students' learning objectives and agency task descriptions
3. Using supervision effectively
4. Personal/professional values and the helping relationship
5. Student-led discussion of practicum-related issues
6. Student-led discussion of practicum-related issues
7. Evaluation of the practicum placement

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: HSER 230

Number of Credits: 6 [Course credit policy \(105\)](#)

Course Full Title: Practicum II

Course Short Title:

Faculty: Faculty of Professional Studies

Department (or program if no department): School of Social Work & Human Services

Calendar Description:

HSER 230 comprises 200 hours (6 credits) of supervised work experience in a social service setting. The goals and objectives of HSER 230 build on those of HSER 130 (the first-year practicum); however, the demonstration of a higher level of skill is expected. Students also attend a bi-weekly seminar class that focuses on the integration of theory and practice, professional ethics, as well as work/life balance and personal wellness.

Note: Students with credit for SSSW 230 cannot take this course for further credit.

Prerequisites (or NONE): HSER 130, HSER 229 (in the previous semester) and 30 credits of diploma-related coursework

Corequisites (if applicable, or NONE): None

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

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: SSSW 230

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 (Note: 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: 220

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	200
Online learning activities	
Other contact hours:	
Total	220

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): 18

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

Department / Program Head or Director:

Date approved:

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes

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

1. Work effectively and collaboratively as part of a team
2. Actively participate in supervision as an adult-learning opportunity
3. Adhere to the policies and procedures of the practicum agency and the School of Social Work and Human Services
4. Establish priorities and work towards achieving them
5. Demonstrate the use of effective communications skills (verbal, non-verbal, written)
6. Demonstrate an awareness of and respect for all human diversity
7. Identify, apply, and reflect on knowledge, values, and skills in social services
8. Critically assess practice through personal reflection and consultation
9. Demonstrate an understanding of social justice as it relates to social services
10. Demonstrate an understanding of the relationship between social policy and the impact of social change on social services
11. Integrate theories, values, and professional ethics into practice

Prior Learning Assessment and Recognition (PLAR)

Yes No

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

Online seminars, practicum experience, written journals, online discussion, small group activities, guest speakers, videos

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. SWHS	Human Services Practicum Manual	<input checked="" type="checkbox"/>	UFV	Current
2. BCCSW	Social Work Code of Ethics and Standards of Practice	<input checked="" type="checkbox"/>	BCCSW	2009
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	10%	Midterm exam:	%	Practicum:	80%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Journals	10%	Total:	100%

Details (if necessary):

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

Typical Course Content and Topics

1. Introduction to practicum placement: expectations, confidentiality, professional ethics
2. Students' learning objectives and agency task descriptions
3. Using supervision effectively
4. Personal/professional values and the helping relationship
5. Student-led discussion of practicum-related issues
6. Student-led discussion of practicum-related issues
7. Evaluation of the practicum placement

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:

COURSE IMPLEMENTATION DATE:	May-91
COURSE REVISED IMPLEMENTATION DATE:	September 2006
COURSE TO BE REVIEWED:	October 2009
(Four years after implementation date)	(MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

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

FACULTY/DEPARTMENT:	School of Social Work & Human Services	
HSER 130	SSSW 130	6
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Practicum I - Social Services	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides supervised experience in work situations in which you could later find employment. You will have an opportunity to practice skills gained in prerequisite courses and will receive feedback about your competencies. There will be a weekly seminar, either on an individual or group basis.

PREREQUISITES: SOWK 110, HSER 120, and HSER 129 (in the previous semester), and one of CMNS 155 or ENGL 105.
 COREQUISITES: None

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: SSSW 130 (Course #)	(Department/Program)
(b) Cannot take: _____ for further credit. (Course #)	(Department/Program)

TOTAL HOURS PER TERM: 250	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: N/A
Lectures: _____ Hrs	HOURS PER DAY: N/A
Seminar: 20 Hrs	
Laboratory: _____ Hrs	
Field Experience: 200 Hrs	
Student Directed Learning: 30 Hrs	
Other (Specify): _____ Hrs	

MAXIMUM ENROLLMENT:	18
EXPECTED FREQUENCY OF COURSE OFFERINGS:	5 SECTIONS PER YEAR
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Gloria Wolfson	Chairperson: _____ (Curriculum Committee)
Department Head: _____ Gloria Wolfson	Dean: _____ Jackie Snodgrass
PAC Approval in Principle Date: _____	PAC Final Approval Date: October 28, 2005

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

To facilitate the attainment of the Practicum Objectives (outlined in the Practicum Package) through a small group learning experience. Students will be able to learn

from the experiences of others who are in a wide range of practicum settings, as well as have the opportunity to examine their own practicum experiences.

METHODS:

Weekly seminars, practicum experience, written assignments, journal, guest speakers..

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

This course is not open to PLAR.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Kiser, P (2000). Getting the most from your human services internship. California: Brooks/Cole.
School of Social Work & Human Services Practicum Package

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

1. Written evaluation by the practicum supervisor.
2. Verbal evaluation involving the student, practicum supervisor and instructor.
3. Final practicum paper.

COURSE CONTENT:

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

1. Checking in / Outline; Practicum Package; journals
2. Student Discussion; Description of Placements; First Impressions; Observing and Recording; SOAP Assignment
3. Journals revisite; Supervisors and Supervision
4. NO CLASS Site Visits
5. Ethics, Confidentiality; Diversity
6. Wellness; Burnout/Stress; Dealing with Conflict
7. NO CLASS Site Visits
8. Harassment in the Workplace
9. NO CLASS Site Visits
10. Student Discussion
11. Preparing to Say Goodbye
12. NO CLASS Site Visits
13. Evaluation of practica.
14. Wrap up and closure.

COURSE IMPLEMENTATION DATE:	May-91
COURSE REVISED IMPLEMENTATION DATE:	September 2006
COURSE TO BE REVIEWED:	October 2009
(Four years after UPAC final approval date)	(MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

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

FACULTY/DEPARTMENT:	School of Social Work & Human Services	
HSER 230	SSSW 230	6
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Fieldwork Practicum	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides supervised work experience in a social service agency. The goals and objectives of this course will be similar to the first year practicum; however, higher levels of skills performance are required. This course is to be taken during the Fall semester of the program.

PREREQUISITES: **HSER 130, HSER 229 (in the previous semester) and 30 credits of diploma-related course work.**
 COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: SSSW 230 (Course #)	(Department/Program)
(b) Cannot take: _____ for further credit. (Course #)	(Department/Program)

TOTAL HOURS PER TERM:	250	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: N/A
Lectures:	Hrs	HOURS PER DAY: N/A
Seminar:	20 Hrs	
Laboratory:	Hrs	
Field Experience:	200 Hrs	
Student Directed Learning:	30 Hrs	
Other (Specify):	Hrs	

MAXIMUM ENROLLMENT:	18
EXPECTED FREQUENCY OF COURSE OFFERINGS:	5 SECTIONS PER YEAR
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Gloria Wolfson	Chairperson: _____ (Curriculum Committee)
Department Head: _____ Gloria Wolfson	Dean: _____ Jackie Snodgrass
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: October 28, 2005

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of the practicum, the students will be able to:

1. Work effectively as part of a team.
2. Work effectively under supervision.
3. Apply skills and knowledge in a working environment.
4. Adhere to working conditions of the agency and/or institution.
5. Use appropriate filing and record keeping systems.
6. Write appropriate reports, records and/or letters.
7. Plan and manage a workload.
8. Establish priorities and work toward them.
9. Solicit verbal and written feedback.
10. Understand and carry out assigned responsibilities.
11. Develop the ability to use themselves effectively in helping others.

METHODS:

Weekly seminars, practicum experience, written assignments, journals, guest speakers, videos, class discussion, and small group activities.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

This course is open to PLAR through portfolio.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Kiser, P (2000). Getting the most from your human services internship. California: Brooks/Cole.
School of Social Work & Human Services Practicum Package

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

1. Written evaluation by the practicum supervisor.
2. Verbal evaluation involving the student, practicum supervisor and instructor.
3. Final practicum paper.

COURSE CONTENT:

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

1. Introduction to practicum.
2. Learning objectives; placements.
3. Expectations, confidentiality and ethics.
4. Assertiveness training.
5. Values and helping relationships; discussion.
6. Field issues.
7. Student discussions.
8. Student discussions.
9. Student discussions.
10. Job market - jobs.
11. Job market - interviews.
12. Student discussions.
13. Evaluation of practica.
14. Wrap up and closure.

Memo for Course Changes

To: Faculty Council, Faculty of Professional Studies, University of the Fraser Valley
From: Curtis Magnuson, Associate Professor, School of Social Work & Human Services
Chair, Social Services Diploma Review Committee
Date: November 17, 2014
Subject: Proposal for revision of HSER 129 and HSER 229

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:

1. Rationale for change:

As part of a larger review of the Social Services Diploma program, four practicum-related courses in the program have been reviewed for accuracy, currency, and consistency; to rewrite course objectives as learning outcomes; to rationalize the number of hours students are required to complete; and to make PLAR procedures pedagogically sound and consistent between the School's programs. The School is moving towards greater consistency in applying its policies to all of its programs. HSER 129 was last reviewed in 2007 and HSER 229 in 2006.

Specific to HSER 129 and HSER 229, the course names have been changed to reflect that they are, in fact, "pre-placement" seminars and not "practicum" seminars. Practicum seminars do take place concurrent with the practicum courses, HSER 130 and HSER 230. The current names cause confusion amongst students and does not accurately reflect the nature and purpose of the courses.

The number of hours has been increased from 15 to 20 to reflect the fact that the course will be scheduled bi-weekly for 2 hours and 50 minutes for a total of 7 sessions ($170 \times 7 = 1,190 / 60 = 19.8$ hours). Currently, HSER 129 is scheduled weekly for 1 hour and 20 minutes whereas 229 takes place online.

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

The learning outcomes of these two courses have been rewritten using learning outcome language, reflecting both the current realities of these courses as well as in keeping with the Mission Statement of the School's Bachelor of Social Work degree program and the learning outcomes of the practicum courses within the BSW program.

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

No. These four courses are open to and required only by Social Services Diploma students.

4. Which program areas have been consulted about the change(s)?

Faculty and staff in the School of Social Work have been consulted as well as students currently enrolled in the Social Services Diploma program through a survey conducted as part of the review of the program. These proposed changes were discussed at Human Services Articulation meetings held in Williams Lake, BC, in the spring of 2014. It is worth noting that no other Social Services Diploma program in attendance at Articulation permits students to PLAR their second practicum.

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

The School of Social Work and Human Services infuses indigenous content throughout its curriculum and strives to place students into practica where they have opportunities to work in First Nations social service agencies with First Nations clientele.

6. If this course is not eligible for PLAR, explain why:

HSER 129 and HSER 229 are pre-placement seminars that require students, including those who intend to apply for PLAR credit of HSER 130, to meet with a faculty member and other students to gauge their readiness for practicum placement and/or PLAR. In addition, these seminars provide valuable orientation to practicum requirements and expectations for all students enrolled in the Social Services Diploma program.

7. 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:

- a. Credit value N/A
- b. Class size limit N/A
- c. Frequency of offering N/A
- d. Resources required (labs, equipment) N/A

8. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No field trips are required.

9. Estimate of the typical costs for this course, including textbooks and other materials:
Students enrolled in HSER 129 and HSER 229 pay for a criminal records check. No additional costs are incurred.



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval)
 Course outline form version: 11/22/13

May 1991
 September 2006
 October 2009

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 129 **Number of Credits:** 1 [Course credit policy \(105\)](#)

Course Full Title: Pre-Placement Seminar I
Course Short Title:

Faculty: Faculty of Professional Studies **Department (or program if no department):** School of Social Work & Human Services

Calendar Description:
 The pre-placement seminar prepares students for HSER 130, Practicum I. This bi-weekly seminar introduces students to practicum opportunities in the community and related information required to select and complete their first social service practicum. Over the course of the semester, students are matched with experienced community-based practicum supervisors, who share their expertise and serve as mentors. This course is taken in the first year of the program in the semester prior to HSER 130.

Note: Students with credit for SSSW 129 cannot take this course for further credit.

Prerequisites (or NONE): Acceptance in the Social Services Diploma program

Corequisites (if applicable, or NONE): None

Pre/corequisites (if applicable, or NONE): SOWK 110, HSER 120, and CMNS 155 or ENGL 105

Equivalent Courses (cannot be taken for additional credit)
 Former course code/number: **SSSW 129**
 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 (Note: 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: 15
Typical structure of instructional hours:

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

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): 18
Expected frequency of course offerings (every semester, annually, etc.): Every semester

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

Learning Outcomes

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

1. Demonstrate their knowledge and skills by preparing an updated resume.
2. Critically reflect on topics such as professional ethics, boundaries, and self-care.
3. Actively participate and meaningfully contribute to classroom discussions.
4. Clarify the nature and purpose of practicum in the field of social services.
5. Assess learning goals and identify a practicum agency that will enable them to meet these goals.
6. Present qualifications professionally through an interview with a prospective practicum agency supervisor.
7. Demonstrate an understanding of the chosen practicum placement agency's programs and methods of service delivery.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course.

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

Bi-weekly in-class seminars, individual consultations with instructor, and interviews with prospective practicum supervisors

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. SWHS	Human Services Practicum Manual	<input checked="" type="checkbox"/>	UFV	Current
2. BCCSW	Social Work Code of Ethics and Standards of Practice	<input checked="" type="checkbox"/>	BCCSW	2009
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

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

Details (if necessary):

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

Typical Course Content and Topics

1. Practicum Seminar Expectations and Professional Ethics
2. Identify Learning Goals through Completion of Practicum Request Form
3. Practicum Manual Expectations and Methods of Student Evaluation
4. Individual Student Meetings with Instructor
5. Resume and Interview Preparation
6. Interviews with Potential Practicum Supervisors
7. Feedback on Interviews with Potential Practicum Supervisors

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval)
 Course outline form version: 11/22/13

May 1991
 September 2006
 October 2009

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 229 **Number of Credits:** 1 [Course credit policy \(105\)](#)

Course Full Title: Pre-Placement Seminar II
Course Short Title:

Faculty: Faculty of Professional Studies **Department (or program if no department):** School of Social Work & Human Services

Calendar Description:
 The pre-placement seminar prepares students for HSER 230, Practicum II. This online seminar introduces students to practicum opportunities in the community and related information required to select and complete their second social service practicum. Over the course of the semester, students are matched with experienced community-based practicum supervisors, who share their expertise and serve as mentors. This course is taken in the second year of the program in the semester prior to HSER 230.

Note: Students with credit for SSSW 229 cannot take this course for further credit.

Prerequisites (or NONE): HSER 130 and 30 credits of diploma-related coursework
Corequisites (if applicable, or NONE): None
Pre/corequisites (if applicable, or NONE): None

Equivalent Courses (cannot be taken for additional credit)
 Former course code/number: **SSSW 229**
 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 (Note: 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: 15
Typical structure of instructional hours:

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

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): 18
Expected frequency of course offerings (every semester, annually, etc.): Every semester

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

Learning Outcomes

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

1. Demonstrate their knowledge and skills by preparing an updated resume.
2. Critically reflect on topics such as professional ethics, boundaries, and self-care.
3. Actively participate and meaningfully contribute to online discussions.
4. Clarify the nature and purpose of practicum in the field of social services.
5. Assess learning goals and identify a practicum agency that will enable them to meet these goals.
6. Present qualifications professionally through an interview with a prospective practicum agency supervisor.
7. Demonstrate an understanding of the chosen practicum placement agency's programs and methods of service delivery.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course.

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

Bi-weekly online seminars, individual consultations with instructor, and interviews with prospective practicum supervisors.

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

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

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. SWHS	Human Services Practicum Manual	<input checked="" type="checkbox"/>	UFV	Current
2. BCCSW	Social Work Code of Ethics and Standards of Practice	<input checked="" type="checkbox"/>	BCCSW	2009
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**Typical Evaluation Methods and Weighting**

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

Details (if necessary):

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

Typical Course Content and Topics

1. Practicum Seminar Expectations and Professional Ethics
2. Identify Learning Goals Through Completion of Practicum Request Form
3. Practicum Manual Expectations and Methods of Student Evaluation
4. Individual Student Meetings with Instructor
5. Resume and Interview Preparation
6. Interviews with Potential Practicum Supervisors
7. Feedback on Interviews with Potential Practicum Supervisors

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:

COURSE IMPLEMENTATION DATE:	February 1994
COURSE REVISED IMPLEMENTATION DATE:	September 2007
COURSE TO BE REVIEWED:	October 2009
(Four years after UPAC final approval date)	(MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

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

FACULTY/DEPARTMENT:	Human Services	
HSER 129		1
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Practicum Seminar	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

The practicum seminar aims to prepare student for the upcoming practicum. The seminar will introduce students to various methods of field work, field work opportunities in the community, and relevant information required for selecting and beginning a social service practicum. In a human services practicum, the student is matched to an experienced supervisor in the field who shares expertise and acts as a role model.

PREREQUISITES: Acceptance into Social Services or Substance Abuse Diploma programs.
 PRE- or CO-REQUISITES: SOWK 110, HSER 120, and (CMNS 155 or ENGL 105)

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM:	15	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures:	15 Hrs	HOURS PER DAY: _____
Seminar:	Hrs	
Laboratory:	Hrs	
Field Experience:	Hrs	
Student Directed Learning:	Hrs	
Other (Specify):	Hrs	

MAXIMUM ENROLLMENT: _____	
EXPECTED FREQUENCY OF COURSE OFFERINGS: _____	
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Chairperson: _____

Department Head: _____ Dean: _____

W. R. Bate

UPAC Approval in Principle Date: _____ UPAC Final Approval Date: Oct. 27, 2007

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

The practicum seminar will emphasize participation by students. In addition to small and large group discussions, students will be expected to complete a number of assignments. These assignments are intended to provide relevant information to both the student and the instructor for the purpose of placing each student in an appropriate practicum setting.

Some reading assignments may be given and discussed during seminar time. Students will also be given access to social service referral guides and resource manuals, agency pamphlets, and other informational material in order that students increase their knowledge about potential practicum placements. Relevant topics related to the practicum experience will also be discussed. Each student will also be given the opportunity to consult on a one-to-one basis with the instructor and meet with their potential field supervisor in preparation for their practicum.

METHODS:

Discussion, interviews

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

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

Instructor Prepared Manual (available in Bookstore)

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

In order to receive credit for the seminar (which is graded on a CR/NC basis only, the student must:

- a. attend at least 11 out of 14 seminars during the fall semester
- b. complete all required assignments
- c. demonstrate professional behaviour and a willingness to participate in seminar activities
- d. visit at least one practicum site and complete an interview with the field supervisor
- e. if continuing on to a practicum, must submit the Waiver of Responsibility and a completed information sheet no later than December 7th.

COURSE CONTENT:

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

Week	1	Introductions
	2	Practicum Information and Resources/ Written assignments
	3	Information Sharing
	4	Information Sharing
	5	Guest speaker
	6	Guest speaker
	7	Guest speaker
	8	Guest speaker
	9	Student Interviews
	10	same
	11	same
	12	Student Discussion
	13	Questions/Concerns
	14	Wrap-up

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

The practicum seminar will emphasize participation by the students. In addition to small and large group online discussions and tasks, students will be expected to complete a number of written assignments. These assignments are intended to provide relevant information to both the student and the instructor for the purpose of placing each student in an appropriate practicum setting.

Some reading assignments may be given and discussed during seminar time. Students will also be given information to access social service referral guides and resource manuals, agency pamphlets and other informational material in order that students increase their knowledge about potential practicum placements in the community. Relevant topics related to the practicum experience will be discussed. Each student will also be given the opportunity to consult on a one-on-one basis with the instructor and meet with their potential field supervisor in preparation for their practicum.

METHODS:

Discussions and interviews

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

This seminar is not open to PLAR.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Kiser, P (2000). Getting the most from your human services internship. California: Brooks/Cole.
School of Social Work & Human Services Practicum Package

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

In order to receive credit for the seminar (which is graded on a CR/NC basis only) and successfully enter a practicum students need to follow:

1. A student cannot miss more than two seminars. Failure to attend the minimum number of seminars will jeopardize getting a placement and credit for the course.
2. COMPLETE ALL REQUIRED WRITTEN ASSIGNMENTS/FORMS. The information provided through information sheets is crucial for properly matching students to a practicum. If assignments are not fully completed AND handed in by the due date, the student's practicum WILL NOT be arranged. Information provided by the student on the information sheets may be shared with a potential field supervisor.
3. DEMONSTRATE PROFESSIONAL BEHAVIOUR AND A WILLINGNESS TO PARTICIPATE IN SEMINAR ACTIVITIES. Students will be assessed during the seminar as to their readiness to enter a practicum
4. VISIT AT LEAST ONE PRACTICUM SITE AND COMPELTE AN INTERVIEW WITH THE FIELD SUPERVISOR. Towards the end of the semester, the instructor will give each student a name and phone number of a potential field supervisor. It is the student's responsibility to arrange and complete an interview with this supervisor..
5. If continuing on to a practicum, the Student must sign and submit the Practicum Agreement to the course Instructor.

COURSE CONTENT:

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

Week

1 Introductions

2 Practicum Information and Resources/ Written assignments

3 Information Sharing

4 Information Sharing

5 Guest speaker

6 Guest speaker

7 Guest speaker

8 Guest speaker

9 Student Interviews

10 same

11 same

12 Student Discussion

13 Questions/Concerns

14 Wrap-up

To: Chair, Faculty Council
From: Peter Geller, Chair, Faculty Standards Committee
Date: 06/11/2014
Re: Faculty Standards Committee Recommendations for Review

The Faculty Standards Committee (FSC) of Senate was established to recommend university-wide principles for the establishment of criteria for faculty standards. In the course of its work, the FSC has developed guidelines and minimum requirements for academic units in developing standards and criteria for the ranks of Assistant Professor, Associate Professor, and Full Professor.

The FSC is providing this material to Faculty Councils for feedback. If you could provide any feedback to Carol Dickson (carol.dickson@ufv.ca) by December 12, that would be most appreciated.



Recommendations on University-Wide Principles
for the Establishment of Criteria for Faculty Standards
Faculty Standards Committee of Senate

PREAMBLE

The following document is intended to guide each academic unit in the development of standards and criteria for tenure and promotion according to the specified academic ranks (Assistant Professor, Associate Professor, and Full Professor). Academic Units will develop standards and criteria that reflect the principles for tenure and promotion in each area of teaching, scholarly activities, and service for each academic rank.

The Principles outlined here will be used by the Faculty Standards Committee of Senate in reviewing these standards. First, definitions are provided for the terms used in the Principles. As well, guidelines and minimum requirements for the academic ranks of Assistant Professor, Associate Professor and Full Professor are provided. Finally, procedures for the review of faculty standards and criteria established by the academic units at UFV are outlined.

DEFINITIONS

Academic Freedom and Academic Responsibility: UFV recognizes the primacy of academic freedom, as defined in policy (BRP 201-01) and the UFV Collective Agreement. This expectation in turn entails ethical practice and academic responsibilities to one's students, peers, institution, academic community, and the communities the institution serves.

Academic Unit: Program, department, school, faculty, college or interdisciplinary unit whose mission is to advance teaching and learning and/or research at the university.

Profile: The combination of teaching and learning, scholarly activities, and service that an individual faculty member will be assessed upon.

Promotion: A change in rank from Assistant Professor to Associate Professor, or Associate Professor to Full Professor.

Rank: The University of the Fraser Valley (UFV) awards the following academic ranks to its tenure-track and tenured faculty: Assistant Professor, Associate Professor, and Full Professor. The rank of Associate Professor is awarded upon successful achievement of tenure.

Scholarly activities: include research activities, scholarship, and creative activities that contribute to a distinctive body of knowledge within the discipline and/or field of study, including the scholarship of teaching and learning. Scholarly activities involve discovery, integration or synthesis, application of knowledge in ways that connect it to understanding and solving pressing social, civic and ethical problems.

Service: includes productive contributions meeting the needs of the one's department, faculty, and the institution, and to academic and regional communities. Faculty members may serve the university, their departments or programs, and their disciplines in a variety of ways, guided by the overall aim of directing, organizing, and/or enhancing the life and work of the university, their fields of study and practice, and/or the communities of the Fraser Valley.

Teaching and learning: includes engagement in classroom, laboratory, field, and community settings. It also involves student mentorship, supervision of individualized learning experiences, curriculum development, and related activities identified as significant within particular academic units (e.g. graduate instruction).

ACADEMIC RANKS

The following are provided as guidelines and minimum requirements for academic units in developing specific standards and criteria for the ranks of Assistant Professor, Associate Professor, and Full Professor. In developing these standards, academic units are required to clearly describe the specific expectations for progression through the ranks, along with the evidence that is to be provided to assess the candidate's performance.

1. Assistant Professor

Faculty members at this rank are usually within the beginning stages of their academic career. They have achieved competency in instruction and have demonstrated the ability to improve on practices and strategies for engaging undergraduate students in teaching and learning. An Assistant Professor has met the criteria for continuance on the tenure track established by each academic unit.

They will have demonstrated, at minimum, a commitment to fulfilling the basic academic responsibilities in teaching and learning, scholarly activities, and service, as follows:

- Level of education appropriate to the field; academic units may specify a suitable combination of education, professional credential and related professional experience where this is a generally accepted standard in the field;
- Evidence of teaching effectiveness and a commitment to excellence in teaching and learning;
- Evidence of potential and commitment to engage in scholarly activities; and
- Evidence of potential and commitment of service to the University, the academic community, and the community at large.

2. Associate Professor

For tenure and promotion to the rank of Associate Professor, the University places particular emphasis on the quality of work accomplished and the potential for meaningful contribution to the areas of teaching, scholarly activities, and service beyond the rank of Assistant Professor.

Criteria for Associate Professor should stipulate the expectancy of a high level of sustained proficiency in undergraduate teaching at the time of application for promotion. A faculty member applying for Associate Professor will provide evidence of effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and working with students.

An Associate Professor has matured into a mentor for students, and is facilitating the students' own process of discovery and application of what they learn. If applicable, graduate student supervision will

also be considered. An Associate Professor will have shown promise as a mentor to peers within and outside the university, and will have begun the study and sharing of effective practices in teaching, scholarly activities, and service.

While it is not yet expected that applicants for Associate Professor will have begun engaging with learning communities outside of the university, they are to be encouraged, as they move forward, to consider how best to disseminate knowledge and ideas to the public, external organizations, and other institutions, and through a variety of information sharing strategies. An Associate Professor sets an example of ethical practice for students in the pursuit, construction, and application of knowledge.

An Associate Professor will have established a record of productivity and achievement within an established program of scholarly activities. This will include dissemination of scholarly and creative work in forums of academic or equivalent review, and including appropriate forms of peer-review or equivalent assessment; and reflection on the impact of scholarship on teaching practice.

The faculty member will have established a record of sustained and meaningful contributions in service, including capacity building and leadership.

The faculty member has to provide evidence of fulfilling all criteria for the rank of Associate Professor as approved by Senate for that academic unit and demonstrate commitment to exceed the basic requirements as stated for Assistant Professor in the areas of teaching and learning, scholarly activities, and service, as follows:

- A record of effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and curriculum development;
- A record of sustained and productive scholarly activities; and
- A record of sustained and meaningful service to the University, and to the academic community and/or the community at large.

3. Full Professor

For tenure and promotion to the rank of Full Professor, the University places particular emphasis on the quality of work accomplished and meaningful contribution to the areas of teaching, scholarly activities and service distinctly beyond the rank of associate professor. A faculty member applying for Full Professor will provide evidence of sustained quality in effectiveness, innovation, creativity, understanding, and meaningful reflection in teaching and working with students.

Full Professors are respected by students and peers alike for substantial and distinguished teaching abilities, scholarly activities, service contributions, and ethical practice on regional, national and international levels. Full Professors work in both individual and group settings to mentor students and guide their development as mature learners, critical thinkers, and leaders in their communities. Where applicable, graduate student supervision will also be considered.

The faculty member will have established a record of substantial and distinguished achievement in scholarly activities, as evidenced by substantial and distinguished achievement in the discipline; dissemination of scholarly and creative work in forums of primarily peer-reviewed or equivalent assessment; and sustained reflection on the impact of scholarship on teaching practice; and demonstration of distinction by colleagues from outside the university.

The faculty member will have established a record of substantial and meaningful contributions in service, including capacity building and leadership.

The faculty member will provide evidence of fulfilling all criteria for the rank of Full Professor as approved by Senate for that academic unit and demonstrate commitment to distinctly exceed the requirements as stated for Associate Professor in the areas of teaching and learning, scholarly activities, and service, as follows:

- Demonstrated and documented distinction in teaching and learning;
- A record of sustained and productive scholarly activities that is recognized nationally and internationally; and
- A record of outstanding and significant service to the University, the academic community, and the community at large.

Note: The following were consulted and proved helpful in the preparation of this document:

Faculty Standards Criteria for Rank, Tenure and Promotions, College of Arts, University of the Fraser Valley (November 2013).

The MacEwan University Model for Academic Standards and Rank (November 2011) and *Guidelines for the Development of Department/Area Standards for Rank and Title* (April 2012), Grant MacEwan University <<http://www.macewan.ca/wcm/ExecutiveandGovernance/AcademicGovernanceCouncil/AcademicTitling/index.htm>>

Principles and Essential Features of Standards Documents (October 2007), Senate Committee on Promotion, Tenure and Faculty Standards, Thompson Rivers University. <<http://www.tru.ca/nts23557.pdf>>

APTC Recommendations on Institutional Tenure and Promotion Criteria (May 2010), Mount Royal University <http://www.mtroyal.ca/cs/groups/public/documents/pdf/gfc_aptc_recommandations.pdf>

Rank and Tenure Criteria

Faculty of Professional Studies

This document is aligned with the *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion* established by Senate. Its primary purpose is to guide faculty members in the tenure and promotion process. At the same time, it is intended to support faculty members in their ongoing professional development and in the preparation of annual professional plans.

The Application

Faculty members applying for rank and tenure prepare a *Tenure and/or Promotion File* that includes the following sections and documents for consideration by the tenure and promotion committee.

1. An **initial general statement** of his/her personal and professional objectives and perception of performance during the time covered by the evaluation period. This document should relate to some or all of the eight **principles**.¹
2. A **document** containing three sections, one for each of the **domains** of teaching, service, and scholarship.²
3. A **narrative** describing performance in each required activity in each domain, with specific reference to one or more of the eight principles. Applicants should identify key criteria (sample criteria³ from the attached tables⁴ or other) that reflect performance. Each criterion should be supported by some form of evidence. Sample evidence⁵ appears in the table, but applicants are invited to provide different forms of evidence as appropriate or relevant.

¹ Principles operate as both a code for the ethical practices of teaching, scholarship, and service and the ethical basis upon which the framework and process for tenure and promotion operate.

² The three domains of teaching, service, and scholarship refer to the three types of activities expected of professors in universities in Canada. Although these activities may overlap, they are understood to be distinctive forms of work. The weight placed on each is determined by the Collective Agreement, which establishes teaching as 60% weighted against a combination of 40% (minimum of 10% each) of service and scholarship.

³ 'Sample criteria' refers to criteria that could be applied to demonstrate that the applicant has participated in a given activity. These criteria will vary considerably across faculty members, disciplines and departments, so the examples given in this document should be considered samples or examples that are neither definitive nor exhaustive.

⁴ The tables that follow, one for each domain, are organized into three columns that identify the required activities, sample criteria (by activity), and sample evidence (by criteria).

⁵ 'Sample evidence' refers to a range of artifacts, principally documents that suggest how one might demonstrate the performance of an activity to the quality required by the rank. Again, these are just samples and are neither definitive nor exhaustive. In the interests of brevity, sample forms of evidence (e.g., CV) are not repeated in all categories in which they might apply. The relevant criteria and evidence will need to be linked to an activity and principle(s) and clarified in the narrative explanation provided for each required activity.

How to Determine Rank

The principles, domains, and required activities are the same for all ranks. The quantitative or qualitative assessment of overall performance, the criteria assessed, and how applicants meet each activity will vary. As members move through the ranks of Assistant, Associate, and Full Professor, they are required to show a progressive shift from demonstrating *competence*, to *scholarly focus*, and then to a *leadership orientation*, respectively, in teaching, scholarship, and service. In keeping with the *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion*, applications for rank “require evidence of peer review of teaching and learning and scholarly activities, and confirmation of performance in service roles” (§8). These descriptive distinctions correspond to a shift at the Assistant Professor rank from an orientation to *participating* to an orientation to *contributing* as one nears the rank of Associate Professor. Likewise, the transition to Full Professor corresponds to a shift towards an increased orientation to activities involving *leading*.

The following table presents the progressions of these approaches across the three ranks. The characteristic approaches distinguish the performance of someone entering that rank and would transition into those of the next rank over time. It is understood that the requirements for an Assistant Professor are met at the time of hiring rather than determined by the rank and tenure processes, but the descriptors are provided nonetheless for Assistant Professors as a formative assessment tool. At UFV, the weighting of Teaching to Service/Scholarship is established to be 60:40; therefore, these entrance descriptors will be interpreted more strictly for teaching than for the other domains, which will vary depending on the weight accorded service and scholarship by a faculty member. It is expected that at least two of the three domains, including teaching, would demonstrate this developmental trajectory across ranks.

Rank	Teaching	Scholarship	Service
Assistant Professor Participation	Faculty member's teaching demonstrates the potential to engage students with course content. The faculty member also encourages student participation and provides timely and appropriate feedback. For example, s/he has a strong knowledge base, is recognized as an effective instructor by students, and engages in a variety of classroom and/or online learning activities.	Faculty member's scholarship demonstrates the potential to be activity-focused and is planned with an emphasis on developing scholarly opportunities and networks and disseminating scholarship through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.	Faculty member's service activities demonstrate the potential for collegial involvement not requiring significant preparation. For example, the faculty member sends reading materials out in advance of a department meeting, reads in preparation for that meeting, and contributes to discussion.
Associate Professor (with tenure) Contribution	Teaching promotes creative and critical explorations of course content, develops students' ability to be culturally responsive, and demonstrates recognized best practice in that discipline. As a result the faculty member can share research on best practice and link that to course content/activities, demonstrate connections between course content/activities and ILOs, and illustrate the development and use of critical thinking and problem solving within courses. Faculty member can demonstrate professional development in the area of teaching, is involved in course creation/revision, and possibly student mentorship.	Scholarship is deepening, focusing, extending, and developing with substantive evidence of being accepted by a community of peers in and beyond UFV through peer reviewed publications, applied formats, and/or presentations. The candidate can relate at least some component(s) of their scholarship to broader professional development outcomes in teaching and service. There is evidence that the candidate is systematically engaged in a scholarly program to generate significant results.	Service requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.
Full Professor Leadership	Teaching is recognized as an exemplar, acting as a model and mentor for other instructors/faculty; contributes to the development of stronger teaching practices at UFV; experiments with innovative teaching practices that contribute and advance the field or discipline, and is involved in program creation/development.	Scholarship offers substantial and sustained contributions to the body of knowledge in one's field; recognitions in the form of invitations, collaborations, citations, and awards, including internal and external grants; and leadership as evidenced by mentorship, peer reviewing, editing, and organizing scholarly events.	Service requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. For example, the faculty member might chair a University-wide committee or professional association.

Evaluation Principles

The following ten overarching evaluation principles for rank and tenure hold across all three domains of teaching, service, and scholarship. Applicants' performance descriptions should be linked, ultimately, to these ten principles. These evaluation principles derive from the strategic objectives and institutional learning outcomes of the University of the Fraser Valley, as well as to scholarship on academic leadership in higher education. Furthermore, these principles operate both as a code of conduct to be demonstrated by a candidate and as the ethical bases upon which the process for tenure and promotion should operate. The ten evaluation principles are as follows:

1. **Academic Freedom.** Practicing the rights to teach and learn, pursue knowledge, conduct and disseminate scholarship, and engage in institutional and community service.
2. **Academic Responsibility.** Demonstrating the duties and responsibilities associated with conserving academic freedom and promoting the intellectual leadership of the professoriate and university, including supporting peers and students to develop and exercise intellectual freedom.
3. **Diversity and Difference.** Respecting individual students, faculty, and diverse learning communities. Recognizing the varied and multiple forms of scholarly, creative, and service activities that are essential to education, professional development, and the purposes and mandates of the university.
4. **Equity.** Promoting and advocating equal access to, and participation in, postsecondary education. Ensuring that all faculty members within Professional Studies are entitled to apply for rank and tenure regardless of academic discipline or departmental or school affiliation and that the standards and criteria for determining rank and tenure are communicated clearly and are made readily available.
5. **Intellectual Engagement.** Engaging in systematic and sustained knowledge production and exchange in a manner that promotes academic citizenship and the continued value placed on truth, knowledge, and meaning in the life of the community.
6. **Critical Reflection.** Emphasizing and applying critical reflection in the pursuit of knowledge and in the development of professional practices.
7. **Community Engagement.** Contextualizing teaching, scholarship, and service within broader social spheres.
8. **Applicability and Relevance.** Considering the wider social implications of teaching, scholarship, and service.
9. **Innovation.** Bringing the benefits of creative and diverse teaching, scholarship, and service activities to the university and wider society.
10. **Ethics and Procedural Integrity.** Informing and interpreting teaching, scholarship, and service using personal, professional, institutional, and human rights-related ethics and values considerations. At the same time, the following principles will guide the evaluation process of tenure and rank assessment.
 - Ensuring promotion, tenure, and dispute resolution processes are peer reviewed, based

on the objective assessment of evidence, consistent with the laws of natural justice, and adhere to the legal requirements of the *Collective Agreement*.

- Ensuring that the processes for awarding tenure and promotion are free from discrimination based on, but not limited to, age, gender, sexual orientation, race, and religious or political affiliation.
- Ensuring that the evaluation process respects confidentiality and transparency in the tenure and promotion process.
- Ensuring that the evaluation process reflects a formative assessment approach in which applicants are supported within a collaborative professional development consultation.

Evaluation Process

At the time of the preparation of this document, the institutional structures and processes for determining rank and tenure at the University of the Fraser Valley have yet to be identified and developed fully by the Senate, FSA, and administration. To date, it has been suggested that the process will be conducted by committees at the Departmental and School level but finalized at the University level. Whatever structures are instituted, the committees tasked with evaluating and adjudicating rank and tenure applications will add an additional layer to this document in terms of how they interpret the descriptors and applications based on disciplinary values and preferences. Although we endorse a more open-ended and individualized interpretation of performance using predominantly qualitative assessment, some may prefer clear quantitative indicators of performance.

Teaching Domain

<u>Required Activities</u>	<u>Sample Criteria</u>	<u>Sample Evidence</u>
Supervising and/or mentoring students and colleagues	Supervising of <ul style="list-style-type: none"> Undergraduate-level research/projects Directed Independent Studies (DIS) Graduate-level research/final projects Students' programs of study	<ul style="list-style-type: none"> CV List of supervised students including major paper, theses, or project titles Students' supervised work Assessment documents
	Field supervision <ul style="list-style-type: none"> Arranging field experiences Supervising students during field experience Mentoring field supervisors Teaching a seminar to link knowledge with field placement 	<ul style="list-style-type: none"> List of field site meetings Practicum evaluations List of arranged practicums and work place site visits organized by faculty member Feedback from field sites
	Mentoring <ul style="list-style-type: none"> Facilitating professional induction (students) Cultivating a culture of mentorship & collaboration among students Mentoring and collaborating with peers (e.g., colleagues) Taking leadership on collaborative projects with colleagues 	<ul style="list-style-type: none"> Reflective narratives Orientation materials List of oral references provided for students or colleagues List of letters of reference provided for students or colleagues Reference letters
Creating effective learning environments	Advising <ul style="list-style-type: none"> Providing career planning advice Offering academic and study advice Fostering professional development 	<ul style="list-style-type: none"> Student portfolios Advising materials Letters/cards/notes of thanks from students
	Engaging students <ul style="list-style-type: none"> Supporting diverse learners Creating a safe learning environment Supporting student voices Using an effective mix of teaching methods Responding to diverse learning preferences Conducting student needs assessment 	<ul style="list-style-type: none"> Teaching philosophy statement Course outlines Solicited and unsolicited feedback Peer reviews of teaching Teaching awards Written feedback to students on their language and writing skills Initial needs assessment forms or process documents Lesson plans Reflective statements on changes made to lessons Instructions for learning activities

Creating effective learning environments (con't)

Demonstrating cultural and intercultural awareness

- Special projects or activities demonstrating inclusive teaching strategies
- Resource development bibliographies
- Solicited and unsolicited feedback

Facilitating critical and conceptual understanding

- Description of learning activities and resources, such as:
 - Journaling
 - Reflective tasks
 - Summaries and critiques
 - Applied (experiential, hands on) activities
 - Concept mapping
 - Criterion based reasoning
 - Problem solving and decision making
- Abstract thinking
- Tests or Exams

Being approachable

- Responding to students in a timely manner
- Establishing rapport
- Building trust

- Responses to students' queries
- In class observation or on-line documentation of facilitation skills with discussion groups

Promoting cultures of inquiry

- Cultivating inquiry-based learning
- Developing independent student learning
- Engaging in practical and applied research

- Narratives about
 - Creating safe learning environments
 - Questioning techniques
 - Respecting academic honesty and integrity
 - Sharing stories/experiences from practice/research

Providing teaching materials

- Electronic files uploaded to learning management systems

Supporting student success

- Teaching awards
- Student awards
- Students' work

Designing, planning, implementing and reviewing activities, curriculum and programs

Being learner-centred

- Formal needs assessment documents
- Self-assessment tools
- Stakeholder needs analyses

Cultivating cultural and intercultural awareness

- Course outlines
- Activities or assignments
- Sample role plays
- Ethnographic field work tasks
- Site visits to cultural centres
- Relevant case studies
- Samples of supervised student work on international placements

Using outcomes-based principles

- Assessment rubrics
- Course outlines
- Narrative linking of outcomes across planning, teaching and evaluation of learning

Developing learning materials

- Learning materials
- Cases

Designing innovative projects

- Students' work

Designing engaging learning activities

- Effective online & multimedia learning resources
- Descriptions of the following:
 - Special discussions
 - Special projects
 - Case-based teaching
 - Field trips
 - Site-based teaching
 - Team-work
- Integration of new technologies

Designing, planning, implementing and reviewing activities, curriculum and programs (con't)	Designing curricula	<ul style="list-style-type: none"> • Curriculum for: <ul style="list-style-type: none"> ○ External stakeholders ○ Programs ○ Courses ○ Practicum ○ Professional development events for colleagues • Documented integration of ILOs • Reference lists demonstrating relevant and current teaching and learning materials
	Testing a variety of skills and knowledge	<ul style="list-style-type: none"> • Evaluation strategies • Performance evaluation/rating scales and checklists
Assessing and providing feedback to students	Testing a variety of skills and knowledge	<ul style="list-style-type: none"> • PLAR • Exams, quizzes
	Assessing fairly and transparently	<ul style="list-style-type: none"> • Assessment rubrics • Students' exams and quizzes
	Providing formative feedback	<ul style="list-style-type: none"> • Self-assessment checklists and rubrics • Sequencing of assignments • Feedback on language and writing
Maintaining currency in the academic discipline and professional field	Practicing innovatively	<ul style="list-style-type: none"> • Curricula and program documents • Description of multi-media and technology use in teaching • Online assessment tools • Description of innovative activities/practices
	Blending inquiry and practice	<ul style="list-style-type: none"> • Digital storytelling or records • Self and peer evaluation materials
	Displaying knowledge of new developments and trends	<ul style="list-style-type: none"> • Development of new courses/programs • Conference presentations

Scholarship¹ Domain

<u>Required Activity</u>	<u>Sample Activities</u>	<u>Sample Criteria</u>	<u>Sample Evidence</u>
Being scholarly active	Writing and publishing of books, articles, and training or user manuals	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> • Copy of publication • Citation for publication
	Conducting research	Funded Unfunded	<ul style="list-style-type: none"> • Proposals • Applications • Acceptance letters • Ethics approval • Data sets • Final reports
	Reviewing journals, books, or productions	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> • Copy of publication • Citation for publication • Appointment letters • Journal masthead page • Review list • Review documents
	Compiling scholarly bibliographies and annotated resource lists	Peer-reviewed Non peer-reviewed Published Unpublished	<ul style="list-style-type: none"> • Original • Citation
	Developing and disseminating innovative teaching and learning	Published Presented	<ul style="list-style-type: none"> • Publication • CV • Letters of reference
	Creating resources or programs to support teaching	For own use For use by others	<ul style="list-style-type: none"> • Original documents • Letters of reference

¹ The required and sample activities are transcribed from the *Collective Agreement* §12.7 and §18.1(c).

<u>Required Activity</u>	<u>Sample Activities</u>	<u>Sample Criteria</u>	<u>Sample Evidence</u>
Being scholarly active	Creating a work of art such as a sculpture or painting, producing/directing a play, or writing a novel, creative non-fiction	Publically presented Not publicly presented	<ul style="list-style-type: none"> • Pictures • Citations and reviews
	Translating material of scholarly interest	Published Unpublished	<ul style="list-style-type: none"> • Copy of publication • Citation for publication
	Developing primary and secondary texts and learning materials	Primary Secondary	<ul style="list-style-type: none"> • Case studies • Scenario-based learning materials
	Developing curriculum and courses	For own use For use by others	<ul style="list-style-type: none"> • Curriculum materials
	Scholarship of teaching and learning	Published Unpublished	<ul style="list-style-type: none"> • Copy of publication • Citation for publication
	Presenting workshops, papers or being a panel member at a conference	Peer-reviewed Non peer-reviewed	<ul style="list-style-type: none"> • Conference programs and proceedings • Promotional materials • Reviews
	Participating in workshops or conferences	Invited Non-invited	
	Inventing or enhancing a piece of equipment or a physical instrument	Patented Non-patented	<ul style="list-style-type: none"> • Physical objects • Software • Patents • Industrial designs
	Scholarship related to unfunded consulting/mentoring ²		

² Activity not included in the April 1, 2012 to March 31, 2014 *Collective Agreement*

Definition

Scholarship and **scholarly activity** are defined in the *Collective Agreement* as “intellectual and academic work that is undertaken for the benefit of one’s professional development, students, peers, and/or the community or society. Faculty are responsible for reporting on these activities to the university (§18.1c).”

Service Domain¹

<u>Required Activity</u>	<u>Sample Activities</u>	<u>Sample Criteria</u>	<u>Sample Evidence</u>
Service ²	<p>University Service</p> <ul style="list-style-type: none"> • Participation in department, faculty, and university governance • Administrative and non-teaching responsibilities within the University • Participation in the Faculty and Staff Association, its processes and committees • Creation, development, evaluation, and revision of academic programs <p>Professional Service</p> <ul style="list-style-type: none"> • Service on regional, national, and international committees and other professional organizations • Organizing professional and scholarly conferences and events <p>Community Service</p> <ul style="list-style-type: none"> • Service in communities where the individual has made an essentially non-remunerative contribution by virtue of particular academic or professional competence. 	<p>Participation²</p> <p>Contribution²</p> <p>Leadership²</p>	<ul style="list-style-type: none"> • Budgets • Calendar and website copy • Education plan updates • Faculty workload plans • Marketing and promotion materials • Performance evaluations • Practicum agreements • Reports: annual, committee, project, administration, site visit, etc. • Timetables • Accreditation-related documents • Concept papers • Program and unit reviews <ul style="list-style-type: none"> • E-mails and letters of appointment, commendation, etc. • Agendas and minutes of meetings • Board materials • Conference or event materials • Letters or awards <ul style="list-style-type: none"> • Awards and honours • Blog, listserv, and other postings from social media • Event-related images from social media • Newspaper and newsletter articles

¹ The required and sample activities are transcribed from the *Collective Agreement* §12.7 and §18.1(b).

Definitions²

Regarding **service**, “UFV and the FSA affirm ... the significance and wide range of service as essential to faculty professional activities, community engagement, and academic governance” (*Collective Agreement*, §12.7).

Participation is collegial involvement not requiring significant preparation. For example, the faculty member attends an event, reads or prepares materials that enable him/her to participate in discussions. For instance, the faculty member sends reading materials out in advance of a department meeting and contributes to discussion.

Contribution requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.

Leadership requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. This criterion is aligned with UFV’s strategic goal to “be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley.” For example, the faculty member might chair a University-wide committee or professional association. While tenure-track faculty members might attain a leadership position, this type of service is not expected of non-tenured faculty. However, leadership would be a consideration in promotion to the rank of full professor.

² Definitions of contribution, leadership, and participation adapted from *Criteria for Evaluating Teaching, Service, and Scholarship for Tenure* (Mt. Royal University, Faculty of Arts, 2011). See www.mtroyal.ca/cs/groups/public/documents/pdf/gfc_utpc_arts.pdf.

Retention and Student Engagement Committee Terms of Reference

Mandate

The Retention and Student Engagement Committee for the Faculty of Professional Studies at the University of the Fraser Valley (UFV) will:

- 1) Analyze information, to reach conclusions and describe what retention means to students and faculty at UFV, as it relates to student success in diverse programs and environments.
- 2) Suggest Strategies to Faculty Council that will enhance student engagement and success, while honoring the diversity of programs and student needs.

Membership

The Retention and Student Engagement Committee will strive for membership from faculty representing existing departments and schools in Professional Studies.

Initial membership will be ratified by Faculty Council. Membership will be comprised of a minimum of 4, and can expand to a maximum of 10 if interest is expressed by other faculty members. The Dean of Professional Studies is a non-voting ex-officio member.

The term of each membership will be 2 years.

Committee Business

Committee business will be carried out at regularly scheduled committee meetings and through email. Brief oral summaries of this business will be provided at Faculty Council meetings. A short written report of committee accomplishments will be provided to Faculty Council semi-annually.

Meetings will be held at least three times per year, preferably in conjunction with faculty council meetings.

Chair, Agenda, and Minutes

Members of the Retention and Student Engagement Committee will select a Chair for the committee. The Chair is responsible for scheduling meetings, creating an agenda, and completing the minutes.

The term for the chair position will be 1 year.

Review of Terms of Reference

Terms of reference will be reviewed every two years, or when necessary.

The Learning Exchange Committee is pleased to inform you that we will be holding the 2nd Learning Exchange Sharing Initiative at our December 12th Faculty Council meeting, with two faculty members presenting their research/scholarly work. Each person will be given 15-20 minutes to present, with 5-10 minutes to follow for Q&A. A total of 1 hour is assigned for this activity (10:00 AM - 11:00 AM). Thus far, we have one confirmed presenter and a spot still available for a second presenter. If you are interested in presenting, please contact either [Luciana Hakak](#) or [David Dobson](#) by submitting an abstract to them. We look forward to seeing you all on December 12th.

Thank you,

David Dobson
Learning Exchange Committee to Faculty Council

Faculty Council Motions/Actions October 17, 2014

	Motions/Action		Follow Up
	<p><u>MOTION</u> Sheryl MacMath/Robert Harding THAT the agenda of October 17, 2014 be approved as presented with the following additions:</p> <p>Standing Committee Report – Indigenization Committee Report Information Item - Ethic Practice Session</p> <p style="text-align: right;"><u>CARRIED</u></p>		None
	<p><u>MOTION</u> Leah Douglas/Les Stagg THAT the minutes of September 26, 2014 be approved as presented.</p> <p style="text-align: right;"><u>CARRIED</u></p>		None
	<p><u>MOTION</u> Sheryl MacMath/Lisa Moy THAT the Bachelor of Education Proposal be accepted as presented.</p> <p style="text-align: right;"><u>CARRIED</u></p>		Forward to UEC CC: Sheryl MacMath and Sylvia Murray
	<p><u>MOTION</u> Seonaigh MacPherson/David Dobson THAT the proposed New Program Instructional Design (ID) Certificate and the New Courses for ADED 425, ADED 435 and ADED 325 be approved as presented:</p> <p style="text-align: right;"><u>CARRIED</u></p>		Forward to UEC CC: Seonaigh MacPherson and Corrine Richardson
	<p><u>MOTION</u> Seonaigh MacPherson/David Dobson THAT the proposed Program Name Change: AEWTC (Adult Education and Workplace Training Certificate) to WTC (Workplace Training Certificate) be approved as presented.</p> <p style="text-align: right;"><u>CARRIED</u></p>		Forward to UEC CC: Seonaigh MacPherson and Corrine Richardson