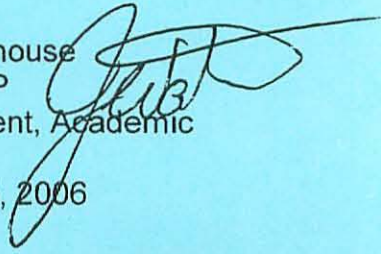


SIMON FRASER UNIVERSITY

**Senate Committee on University Priorities
Memorandum**

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic



RE: Proposal for a Certificate in Professional Practices (PQP) and a Minor in French Education, Faculty of Education (SCUP 06-04)

DATE: February 15, 2006

At its January 25, 2006 meeting SCUP reviewed and approved the proposals from the Faculty of Education for a Certificate in Professional Practices (Professional Qualification Program, PQP), and a Minor in French Education.

Motion One

That Senate approve and recommend to the Board of Governors, the proposal for a Certificate in Professional Practices (Professional Qualification Program, PQP).

Motion Two

That Senate approve and recommend to the Board of Governors, the proposal for a Minor in French Education.

encl.

c: M. Warsh
D. Arcand
S. Porter

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate Committee on University Priorities

From: C. MacKenzie, Chair
Senate Committee on Undergraduate Studies *C MacKenzie*

Subject: Faculty of Education
– Certificate in Professional Practices (Professional Qualification Program PQP)
– Minor in French Education
(SCUS Reference: SCUS 05-24)

Date: January 10, 2006

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of December 13, 2005 gives rise to the following motions:

Motion:

“That SCUP approve the new Certificate in Professional Practices (Professional Qualification Program PQP);

Motion:

“That SCUP approve the new Minor in French Education.”

The relevant documentation is attached for review by SCUP.

PROGRAM CHANGES AND NEW PROGRAM DESCRIPTION

**For the
PROFESSIONAL QUALIFICATION PROGRAM
(PQP)**

**FACULTY OF EDUCATION
SIMON FRASER UNIVERSITY**

**November, 2004
(Edit February 2005)**

Submitted by the Professional Programs Committee

Faculty of Education
Professional Qualification Program (PQP)

EXECUTIVE SUMMARY:

For the past three years the Faculty of Education has offered a specific set of courses, to foreign trained teachers seeking teacher re-certification in the Province. With the guidance and cooperation of the British Columbia College of Teachers, these courses, conceptualized as the Professional Qualification Program (PQP) are offered to prospective applicants who present a letter from the BCCT recommending SFU's PQP offering as a way of meeting the required courses leading to their certification. PQP is administered by Undergraduate Programs in the Faculty of Education with Professional Programs assuming supervision of the undertakings and responsibility for most aspects of the program. There have been four intakes of PQP to date and the overwhelming success of each intake has led Undergraduate Programs and Professional Programs to make a series of programmatic changes to the PQP as a means of formalizing its ongoing offerings.

While the fundamental purpose of the changes described below is to formalize the Professional Qualification Program, there are also a number of essentially administrative or structural problems that have surfaced during the past three years that are also addressed in the new program structure, such as:

- 1) The combination of courses that had been previously selected for the PQP students was not considered by SFU to be a program in itself. This meant that, among a number of administrative issues, the PQP students did not qualify for student financial support. The changes made and described below however, create a coherent program that would lead to an SFU Certificate in Professional Practices, which may allow PQP students to qualify for financial support.
- 2) The course credit granted for PQP courses taken during the first two semesters did not represent the actual work of the students in their courses. This inequity has been addressed by adding additional courses so that the credits earned more accurately represent the full time, immersion type of teacher education program that PQP students engage in during their first two semesters.

Before describing the proposal for revisions to the Professional Qualification Program, it would be useful to first include some notes on the background and history of PQP at SFU. This is to be followed by a description of the Professional Qualifications Program, including a note on program changes proposed. Finally, this presentation will conclude with a formalized program description.

OVERVIEW AND BACKGROUND:

A considerable number of foreign-educated teachers who applied to the British Columbia College of Teachers (BCCT) for certification have been required to upgrade their coursework and undertake an extensive 12-week practicum in a BC public school. These recertifying teachers usually selected individual courses from offerings at regional colleges, provincial universities and/or through the Open Learning Agency. Upon completion of the coursework requirements they would apply to take a practicum course, such as SFU's EDUC 406-12: Supervised Observation and Teaching in order to meet the BCCT's one-semester practicum requirement.

In 1999, staff in Professional Programs undertook a careful review of the reasons why only a limited number of foreign-trained teachers in the province were successful with their recertification efforts, and why so many others were unsuccessful. The preliminary results of this review were shared both with the Deputy Minister of Education and the council and staff of the BCCT. All parties agreed that further research was necessary before SFU, or any other institution could implement new programming specifically designed to address the needs of the high number of recertifying teachers in BC. Professional Programs received a grant from Multicultural BC to continue its research in this area.

Further research confirmed that while some recertifying teachers successfully negotiated the independent coursework and one-semester practicum as their pathway to certification, many other foreign-educated teachers, particularly those from countries with philosophies of education and educational practices that differed from those in British Columbia, encountered difficulties to the point where they were unsuccessful with their endeavors. Research revealed that the problems encountered by those unsuccessful in recertification centered on what seemed to be a disjointed and haphazard pathway to recertification. What they faced was a teacher education curriculum that was contextualized for an entirely different audience with entirely different needs, and they encountered teacher educators that were largely unaware of the specific issues faced by foreign trained teachers working in Canadian schools.

An analysis of the research findings resulted in the development of a proposal that was submitted by Professional Programs to the BCCT and Ministry of Advanced Education in 2000. This proposal called for a new and specifically dedicated immigrant teacher education program, then referred to as NewCanTEP (New Canadian Teacher Education Program). An advisory board was selected and was made up of SFU program coordinators, faculty members, and representatives from external institutions including the BCCT. The board provided feedback throughout the early developmental phase of NewCanTEP and then helped with the completed framework based on offering an integrated set of courses that were to be specifically designed to meet the needs of recertifying foreign trained teachers.

The premises underlying the original program design assumed that in order to make informed decisions about whether or not to pursue a teaching career in British Columbia, teachers new to Canada needed:

- time and opportunity to examine their personal and professional beliefs about teaching and learning within their cultural context
- time and opportunity to explore philosophies of teaching with their peers

- sustained observation and engagement in local schools, at all grade levels
- activities which provide insights into the history of BC education and current practices of teaching
- opportunity to develop skills that enhance student learning
- opportunity to engage in conversation with practicing teachers who have undergone similar transitions, and to examine their own adaptations and changes in light of these discussions.

The NewCanTEP program posited a knowledgeable and dedicated teacher education staff. This was seen as an important component because in development of an instructional basis that allows foreign-educated teachers to re-examine their own beliefs in light of the reality of British Columbia's classrooms, instructors must be mindful to the fact that this kind of deconstruction of previous knowledge and reconstruction of new understanding takes considerable time - and it involves risk on the part of the learner, his or her colleagues and the instructors.

The original NewCanTEP proposal envisioned a two-semester integrated teacher recertification program. The first semester was conceptualized as a pre-practicum program to be laddered directly onto the second semester, a section of the Education 406 practicum semester specifically designed to meet the needs of recertifying foreign trained teachers. However, even before NewCanTEP began advertising for students some minor revisions were introduced and the program evolved into a three-semester immigrant teacher education program that was renamed the Professional Qualification Program (PQP).

THE PROFESSIONAL QUALIFICATION PROGRAM (POP)

The major goal of the PQP is to alleviate many of the problems identified in previous recertification efforts for teachers from other countries. This was to be done through the interconnection of in-school experiences and on-campus seminars and workshops in a comprehensive program of study specifically designed to increase an understanding of the cultural, social, political, theoretical and practical contexts to education in British Columbia.

The aims of Professional Qualification Program are:

- to provide support for individuals with previous teaching qualifications from other countries to successfully enter teaching in BC schools
- to provide opportunities for participants to develop a strong professional, pedagogical and cultural understandings about BC education and opportunities to develop the necessary skill sets to implement these understandings
- to increase cultural diversity in BC's teaching force through a professional upgrading program that fulfills the requirements of the BC College of Teachers

With an enrollment of fourteen foreign educated and credentialed teachers PQP began its first intake in January 2002. Twelve recertifying teachers eventually completed their requirements for certification - one withdrew during the first term and one withdrew during the practicum semester. A second PQP intake began a year later, in January 2003, and by the end of summer another nineteen foreign-trained teachers had completed the first portion of their program. Seventeen then went on to complete the EDUC 406: Supervised Observation and Teaching the following fall term - one recertifying teacher withdrew for medical reasons and the

other withdrew for personal reasons. In January 2004, a further 22 foreign-trained teachers enrolled in the intensive first portion of the PQP - nineteen of whom eventually entered EDUC 406 this fall term. One had withdrawn for personal reasons in March and two do not feel ready to undertake the practicum and are now taking additional course work and/or undertaking additional school observations. They hope to enroll in the practicum in the future.

PQP was designed to address difficulties in recertification that many foreign-trained teachers identified. The overwhelming success of PQP is a result of the fact that it replaced previous disjointed pathways to certification for foreign trained teachers with a comprehensive program of study, a specifically designed and integrated curriculum, a dedicated program staff, and a coherent, culturally sensitive, and a well thought-out instructional program.

PROGRAMATIC CHANGES

Program changes proposed for PQP are simple enough, and as noted above address several underlying problems. During the first three intakes of PQP, students enrolled in EDUC 483-8: Designs for Learning Curriculum Studies in their first term and EDUC 352-4: Building on Reflective Practices in their second term. They were encouraged to take additional courses relevant to their specific needs and interests during the second term; however this was an option. In the third semester students took the EDUC 406-12: Supervised Observation and Teaching course.

The new program design envisions students enrolling in three 12-credit semesters. They will take EDUC 483-8 and EDUC 352-4 in the first term, EDUC 401-8: Introduction to Classroom Teaching and one additional education course during the second term, and EDUC 406-12* in the third term.

* To enroll in EDUC 406 students must be recommended by their Faculty Associate and the PQP Coordinator to the Director of PDP.

• There may be, in the opinion of the FA, the PQP Coordinator and the Director of PDP, some students who are deemed ready to undertake EDUC 406 after completion of EDUC 483 & EDUC 352. These students will not be required to take EDUC 401 and the additional EDUC course.

FORMALIZED PQP PROGRAM DESCRIPTION

Professional Programs (PPC) of the Faculty of Education offers the Professional Qualification Program (PQP) leading to a Certificate in Professional Practices under the following program description.

The Professional Qualification Program (PQP):

The Professional Qualification Program is a three-semester (36 credit) program leading to a Certificate in Professional Practices. PQP recertifying teachers enroll in dedicated sections of EDUC 483-8 and EDUC 352-4 in their first semester, a special section of EDUC 401-8 and one additional upper level EDUC course (typically a Designs for Learning course, selected by the student with the approval of the Director of PDP or his designate) in the second semester, and a section of EDUC 406-12 in the third semester.

Upon successful completion of the first two terms of PQP, the recertifying teacher satisfies the familiarization and methodology requirement of the BCCT – this, through the examination of issues and content in philosophical, pedagogical and curricular areas of education, particularly as they pertain to teaching in British Columbia. Upon approval of the Director of Professional Programs, PQP students may then enter EDUC 406 and upon satisfactory completion of that course will meet the BCCT's practicum requirement for the certification of foreign trained teachers. PQP students. PQP students who complete all 36 credits will also meet the Faculty of Education's requirements for a Certificate in Professional Practices.

****Note:** In exceptional circumstances students may be recommended by their Faculty Associate and the PQP Coordinator to the Director of PDP to take EDUC 406 after completion of the first 12 credits of PQP and do not need to complete the 2nd semester coursework. (It is recommended, however, that they take at least 8 credits of Designs for Learning to enhance their skills in the classroom.)

The studies and activities of the Professional Qualification Program are arranged in the following three-term sequence.

First Semester of the Professional Qualification Program:

- EDUC 483-8: Curriculum Studies
- EDUC 352-4: Building on Reflective Practice

Second Semester of the Professional Qualification Program:

- EDUC 401-8: Introduction to Teaching
- One additional Upper Level Education course (at least 4 credits) which has been selected by the student and approved by the Director of PDP or designate.

Third Semester of Professional Qualification Program:

- EDUC 406-12: Supervised Observation and Teaching

Note: EDUC 483, 352 and 401 are taught and offered as an integrated program of study. These courses combine theory and practice through on-campus seminars and in-school practice. This is accomplished by alternating blocks of classroom observation and teaching time with workshops, classes and seminars on campus. The general aim is for PQP students to gain an increased and heightened awareness of the various factors that influence the education of children in British Columbia. Along with an obligation to nurture and foster individual students' intellectual and emotional growth in this changing world, the recertifying teacher develops skills to help students become more active members of the many communities they are part of and to help them develop the skills required to think critically and make informed and responsible decisions.

One focus of PQP courses is the understanding of the foreign-educated teacher's previous experiences of teaching within its cultural framework and the development of an elevated awareness of, and appreciation for the differences found

in British Columbia classrooms. This is based on the premise that when foreign-trained teachers have opportunities to examine their own beliefs, to observe and interact with children in a variety of classrooms, and are given opportunities to dialogue with teachers, children, and teacher educators, they will be better able to shift their thinking to embrace more fully the "Principles of Learning" and educational philosophy that form the foundation of education in British Columbia.

Through workshops, seminars, directed study, school observations, and classroom teaching and participation in school routines and programs, recertifying teachers will: 1) develop skills in reflective practice, 2) explore various educational issues related to the caring for children and the creation of learning communities appropriate to the diversity of learners in BC schools, and 3) undertake exploration of human development and learning in the school. Stress is placed on approaches to individualizing instruction and to integrating the curriculum in different subject areas. Major emphasis is placed on an exploration of the cultural, social and political contexts of schooling and on the impact that culture has on learning and teaching. Recertifying teachers will spend time in classrooms exploring the importance of connected learning experiences for children.

EDUC 406 is a supervised orientation/observation/teaching sequence of ten to twelve weeks in a BC public school. The practicum experience is designed as an opportunity for recertifying teachers to continue their familiarization of schools and students, of the British Columbia school system, and to update their teaching skills.

Applicants to PQP must be admissible to the University. See "Admission and Readmission." Candidates who have not attended SFU previously, or who have not attended any of three semesters prior to intended registration must apply online to SFU (<http://students.sfu.ca/pa/>) for undergraduate admission. Applicants must also provide Professional Program's Admissions Office with a letter from the BCCT stating that they have been recommended for enrollment in PQP or a similar program. The Admissions Office of Professional Programs in the Faculty of Education should receive PQP application forms by September 15. An interview is required.

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
MEMORANDUM

TO: SCUS

FROM: Dr. David Paterson
Director
Undergraduate Programs

RE: Calendar Changes 2006/2007

DATE: October 25, 2005

The following are the calendar changes that have been passed by the Faculty of Education.

- 1) New Minor Proposal
French Education

Minor in French Education
Undergraduate Programs, Faculty of Education
Simon Fraser University, Burnaby Campus

Anticipated program start:
Summer of 2006

Aims, goals, objectives:

Provide Education students who intend to become French teachers (Francophone, Core French or Immersion) with a significantly enhanced French component, taught in French, of their overall professional preparation.

Contribution to strategic mandate of institution:

Since April 2004, Simon Fraser University has been host to the Office of Francophone and Francophile Affairs (OFFA), an entity whose mission is to develop and coordinate university-level programs in French language. OFFA was the result of a collaborative effort by SFU, Canadian Parents for French (CPF) and the Fédération des Francophones de la Colombie-Britannique (FFCB). Jointly funded by the Federal Ministry of Canadian Heritage (PCH), and the BC Ministry of Advanced Education, it was established to respond to the francophone and Francophile communities' wishes to have access to post-secondary education in French in BC, and to address the issue of an imminent shortage of Immersion and Core French teachers in the province.

Target audience:

Students who intend to become French teachers (either in Francophone schools, Core French or Immersion) and are presently either preparing to enter or finishing PDP, whether in the French Module or otherwise.

Content: Minor in French Education

Lower division courses:

- 3 Lower Division credits in Education
- 6 Lower Division credits in French (200 level)

Upper Division requirements

- EDUC 380 Introduction to Teaching French in Canadian Contexts
 - EDUC 480 Designs for Learning: French as a Secondary Language
- or**
- EDUC 481 Designs for Learning: French Immersion Programs and Francophone Schools

Plus two of (both must be taught in French)

- EDUC 414 Designs For Learning: Secondary Social Studies
- EDUC 415 Designs For Learning: Secondary Mathematics

- EDUC 474 Designs For Learning: Elementary Social Studies
- EDUC 476 Designs For Learning: Elementary Science
- EDUC 475 Designs For Learning: Elementary Mathematics

Students accepted into the "Explore" program at Université Laval may apply one accepted course towards the minor program (these courses are recognized by BCCT) providing these students are not in their graduating semester:

- DID 18200 Didactics of Oral French
- DID 18201 Didactics of Written French

Linkages between learning outcomes and curriculum design:

The Laval option would be strongly recommended in that it provides students with an opportunity to experience firsthand genuine aspects of French Canadian culture and language, and practice with the use of French in daily life.

Delivery methods and anticipated completion time:

Courses could be taken before entering PDP (EDUC 380), or during the Summer semester as part of EDUC 404.

Enrolment plan for program:

Students will be made aware of this new Minor through promotional leaflets, reference to the OFFA website, e-mail and through student advisors in the Faculty of Education, the French department and other relevant communications. The minor will also be announced to all students registered in PDP for 05-06.

Evidence of student interest and market demand:

Students graduating from the French Module readily find employment. School Districts offering Immersion programs recruit even the Core French students to supply to the demand for French Immersion teachers. This B. Ed as a second degree, Minor in French Education constitutes a more thorough French language preparation for teachers entering the market and will be a genuine asset to qualifying students.

Name title phone and e-mail address of institutional contact person (AVPA)

Dr Bill Krane, Associate Vice-President Academic, 604-291-4636,
william_krane@sfu.ca

Or alternately,

Danielle Arcand, Associate Director, Office of Francophone and Francophile Affairs,
604-268-6866, darcand@sfu.ca

Minor in French Education

This minor provides opportunities to explore contemporary second language teaching and learning theory as well as experientially based approaches to French language curriculum development and instructional design so that culturally informed and appropriate practices can be developed and used in French classrooms.

Lower Division requirements

Students must complete 3 Lower Division credits in Education as well as 6 Lower Division credits at the 200 level in French (or demonstrate an equivalent knowledge of the language)

Upper Division requirements

- EDUC 380-4 Introduction to Teaching French in Canadian Contexts
 - EDUC 480-4 Designs for Learning: French as a Secondary Language
- or
- EDUC 481-4 Designs for Learning: French Immersion Programs and Francophone Schools

Plus two of (both must be taught in French)

- EDUC 414-4 Designs for Learning: Secondary Social Studies
- EDUC 415-4 Designs for Learning: Secondary Mathematics
- EDUC 474-4 Designs for Learning: Elementary Social Studies
- EDUC 476-4 Designs for Learning: Elementary Science
- EDUC 475-4 Designs for Learning: Elementary Mathematics

NOTE

Although not a requirement, students are strongly encouraged to apply for the "Explore" French as a second language program. A bursary is available through the Ministry of Education's French Programs branch for this linguistic and cultural experience in a francophone setting. SFU has an official agreement with Laval University to complement the bursary program at University Laval's Language School (ELUL) with specially designed methodology courses that students can take while on location at Laval University in Québec city. Therefore students accepted into the "Explore" program at Laval may apply one accepted course below towards the minor program. These courses are recognized by British Columbia College of Teachers as part of the requirements for teacher certification.

- DID 18200 Didactics of Oral French
- DID 18201 Didactics of Written French

Either of these two courses would replace EDUC 380 Introduction to Teaching French in Canadian Contexts as part of the minor requirements.