



OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC

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MEMORANDUM

ATTENTION	Senate	DATE	December 12, 2016
FROM	Wade Parkhouse, Acting Chair Senate Committee on Undergraduate Studies	PAGES	1/1
RE:	Faculty of Education (SCUS 16-47)		

For information:

Acting under delegated authority at its meeting of December 1, 2016 SCUS approved the following curriculum revisions effective Fall 2017.

1. Requirement changes to the:
 - Professional Development Program (PDP)
 - Professional Linking Program (PLP)
 - Helping Expand Access for Returning Teachers (HEART) Practicum
2. New Course Proposal: EDUC 400-15, Foundations of Education and Schooling (Fall 2018)



Faculty of Education

S.17-9

SCUS 16-47

MEMO

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ATTENTION: SCUS

FROM: Ann Chinnery, Director

RE: Calendar Changes

DATE: November 21, 2016

The following is a calendar change that has been approved by the Faculty of Education.

New Course Proposal

EDUC 400 plus related calendar updates

New Minor

Social Justice in Education

AC/sp

Professional Programs

Miscellaneous Updates

AC/sp

COURSE SUBJECT NUMBER

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: Burnaby Surrey Vancouver Great Northern Way Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Through a combination of on-campus seminars and guided field experiences, students will investigate the historical, philosophical, social, and cultural foundations of education and schooling, and begin to develop professional orientations and identities that recognize the expectations and responsibilities of practicing teachers. Grading is on a pass/withdraw basis.

REPEAT FOR CREDIT YES NO How many times? Within a term? YES NO

LIBRARY RESOURCES

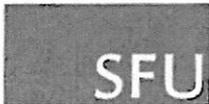
NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

Library review done?

RATIONALE FOR INTRODUCTION OF THIS COURSE

Given the increasing complexity of BC classrooms, EDUC 400 will help to better prepare beginning teachers for entry to the profession by:

- * situating the work of teachers and teaching on a broad scholarly foundation;
- * addressing more fully the Teacher Regulation Branch mandates in First Nations Issues & Pedagogy and Special Education;
- * helping students begin to develop professional orientations and identities that recognize the expectations and responsibilities of a practicing teacher; and
- * fostering the capacity for ongoing professional development through inquiry and critical reflection.



SCHEDULING AND ENROLLMENT INFORMATION

Term and year course would first be offered (e.g. FALL 2016)

Term in which course will typically be offered Spring Summer Fall

Other (describe)

Will this be a required or elective course in the curriculum? Required Elective

What is the probable enrollment when offered? Estimate:

UNITS
Indicate number of units:

Indicate no. of contact hours: Lecture Seminar Tutorial Lab Other; explain below

OTHER

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

EQUIVALENT COURSES

Does this course replicate the content of a previously-approved course to such an extent that students should not receive credit for both courses?



FEES

Are there any proposed student fees associated with this course other than tuition fees?

YES

NO

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

Students will be able to:

- situate the work of teachers and teaching on a broad scholarly foundation;
- demonstrate understanding of the socio-political and epistemological bases of education;
- demonstrate understanding of the historical and current contexts of diversity in Canadian schools, including but not limited to:
 - First Nations, Inuit and Metis Education
 - Special Education, and the inclusion of students with exceptional or special needs
 - Language Education, multilingualism, and multiculturalism
 - Race, gender, and sexuality
- demonstrate a commitment to social and ecological justice and responsibility;
- demonstrate an understanding of, commitment to, and responsibility for their own professional development through inquiry and critical reflection; and
- begin developing professional orientations and identities that recognize the expectations and responsibilities of practicing teachers, including engaging in ethical and collaborative relationships with community members, school staff, students, and peers.

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

None

OTHER IMPLICATIONS

Final exam required YES NO

Criminal Record Check required YES NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Ann Chinnery / Paul Neufeld



Calendar Entry Change - Faculty of Education

Rationale for change:

There is a new PDP/PLP application form supported by Fluid Review. These are now Reference Forms that must be completed in support of an application to PDP/PLP. The change reflects these new reference forms. Also the HEART application deadline has changed to reflect the February 28th application deadline to apply to SFU for the Fall Semester.

Effective term and year:

ASAP

The following program(s) will be affected by these changes:

Professional Development Program (PDP)
Professional Linking Program (PLP)
Helping Expand Access for Returning Teachers (HEART) Practicum

Calendar Changeß

1. PDP and PLP

All Applicants

All PDP applicants are required to submit the following:

- ~~a minimum of two reference letters, and no more than three (one should describe the candidate's experience in teaching/instructional related functions)~~
- **3 online reference forms**
- a written essay ~~(described further on the PDP website at~~
<http://www.sfu.ca/education/teachersed/pdp/admissions/apply.html>
- a resume

2. PLP only

Secondary Applications

Secondary applicants must complete six English units (a maximum of three units of English composition may be included) ~~one full term~~ prior to starting PLP.



Program Requirements

The program's duration is four part-time terms.

Students complete all of

EDUC 402W - Studies of Educational Theory and Practice (7)

EDUC 403 - Studies in Teaching and Learning (11)

EDUC 404 - Coursework Semester (0)

EDUC 405 - Teaching Semester (15)

During EDUC 402 (part-time studies), students participate in the study of teaching, while learning to make meaning of the complex world of education practice, informed by extensive study of pedagogical literature. Fall-PLP students attend part time during evening and Saturday classes while maintaining full-time work.

During EDUC 403 (part-time studies), students will need to take a 3 week leave in order to complete a short practicum in a school with a supervising teacher. Students also attend seminar classes each week on Saturdays. The course integrates in school experiences with theoretical concepts discussed in seminars which are held during evenings and weekends. Students observe, practice teach and reflect on experiences in their practice teaching placement, and use these to further their understanding and practices as future teachers.

During EDUC 405 (full time studies; not offered in the summer term), students gain classroom experience while being supervised by University appointed faculty associates. The school placement is appropriate to the educational level and subject specialties in which the student expects to gain certification. Students assume a large measure of responsibility and participate in a wide range of teaching and supervisory activities. School placements are generally made in school districts in the Lower Mainland.

3. Helping Expand Access for Returning Teachers (HEART) Practicum

Admission Requirements

HEART applications should be received by ~~March 15~~ **February 15** for fall term; September 15 for spring term. An interview is normally required. Application available at: