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**SFU** OFFICE OF THE  
VICE-PROVOST, LEARNING & TEACHING

## MEMORANDUM

ATTENTION:	Senate
FROM:	Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies
RE:	Program Changes <i>Elizabeth Elle</i>
DATE:	July 7, 2023

**For information:**

Acting under delegated authority at its meeting of July 6, 2023, SCUS approved the following curriculum revisions effective Fall 2024.

**a. Faculty of Education (SCUS 23-68)**

- (i) Requirement changes to the Teacher Education, Professional Linking Program (PLP)

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at <https://docushare.sfu.ca/dsweb/View/Collection-12682>.



## Calendar Entry Change

### Preservice Professional Studies, Faculty of Education

#### Rationale for change:

According to the BC Teachers' Council, our teacher education program must comply with the new TEP Approval Standards, developed on March 29, 2022.

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tep\\_standards.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tep_standards.pdf)

**Requirement #1 – TEP 1.5** The program must have a minimum of 16 weeks of in-school experience/practicum

**Requirement #2 – TEP 4.4** The program must meet a minimum of 60 units

**1.5** Prior to recommending their graduates for certification, programs provide a minimum 60 credit/ semester hours of professional preparation, combining coursework and Practicum that must include the following content: (a) studies of human development and learning. (b) foundational studies of the theories and practices of teaching and learning. (c) effective teaching methods through the modelling of planning, appropriate instructional and assessment strategies, engaging relationships, and clear expectations for intellectual rigor, performance, and behaviour. (d) studies or dialogue addressing and reflecting the diverse cultural, spiritual, ethical, and philosophical nature of society. (e) studies in anti-racist education and anti-oppression education. (f) at least 3 credit/semester hours of study related to Indigenous Pedagogies and Unappropriated Indigenous Knowledge and perspectives, and integration of these teachings throughout the program. (g) at least 3 credit/semester hours of study related to supporting students with disabilities or diverse abilities, and integration of these teachings throughout the program. (h) studies, inquiry, and dialogue regarding the ethics, standards, and practices of the teaching profession.

Currently, students complete the Professional Linking Program (PLP) with 48 units. In order to meet the required BCTC TEP Approval Standards (March 29, 2022) of 60 units (requirement 1.5), we have increased the units for the EDUC 403 from 11 to 14 units by including three extra weeks of Practicum for a total of six weeks of Practicum.

We have designed action research courses (EDUC 407, 408, 409 at 3 units each) where the student would register concurrently in their Spring, Fall and Spring terms. In completing EDUC 407, 408 and 409 throughout their PLP program, the student will receive 9 units bringing the total units for PLP to 60 units.

**4.4** Programs provide a minimum of 16 weeks of high-quality Practicum that represent the range of grade levels and curricular areas that Teacher Candidates are expecting to teach. Currently, our Professional Linking Program (PLP) offers 13 weeks of high-quality Practicum. By increasing the number of weeks of Practicum from 13 to 16 weeks, this program will meet the required BCTC TEP Approval Standards (March 29, 2022). The student will need to attend additional 3 weeks for a total of 6 weeks of Practicum in EDUC 403, thus raising the unit value of this course from 11 to 14 units. Each week of classroom observations is up to 9 hours per week.



Note: The removal of the Course Challenge was approved by SCUS in January 2023 and will be in effect for the Fall 2023 calendar.

Effective term and year:  
Fall 2024

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

Teacher Education, Professional Linking Program (PLP)

**Calendar Change:** “to” and “from” sections are not required. All deletions should be crossed out as follows: ~~sample~~. All additions should be marked by a **bold**.

### Teacher Education (PLP)

#### Professional Linking Program

This is a 16-month, part-time teacher education program for employed paraprofessionals, paraeducators, adult educators and teachers (Francophone, trades, independent) who are operating on letters of permission issued from the Teacher Regulation Branch (TRB) and who are seeking certification as teachers in British Columbia.

#### Admission Requirements

Applicants must be attending Simon Fraser University or be admissible.

Candidates who have not attended Simon Fraser University previously, or who have not attended in any of the three terms prior to their intended enrollment, must apply for admission or readmission.

All candidates are required to complete the online professional linking program application form located at <https://www.sfu.ca/education/programs/teacher-ed/plp/application-tuition.html>.

All applications must be submitted to the Preservice Professional Studies Admissions office by January 31.

In addition to the standard requirements for admission to the university, PLP requires candidates to have a minimum of two years of work experience in their fields at the time of application.

#### Elementary Applicants

Non-degreed elementary applicants must, by the date of application, have completed a minimum of 76 units towards a bachelor's degree, including the following prerequisite courses:

- six units in English (including a minimum of three units of English literature)
- one course (three units) in each of Canadian history, Canadian geography, and laboratory science
- MATH 190
- elementary applicants are recommended to have education, fine and performing arts and kinesiology courses

Elementary prerequisite courses must be completed one full term prior to starting PLP.

### Secondary Applicants

Applicants who plan to teach at the secondary level must fulfil the requirements of a four-year degree with a teachable major subject or two teachable minor subjects prior to commencing PLP.

### *Teachable Majors or Minors*

- Anthropology\*
- Applied Mathematics
- Archaeology\*
- Asia/Pacific Studies\*
- Biological Sciences
- Canadian Studies\*
- Chemistry
- Classics/Greek & Roman Studies\*
- Computing Science (Minor only)
- Criminology\*
- Dance (FPA) (Minor only)
- Earth Science
- Economics\*
- English
- First Nations Studies\*
- French
- Gender Studies\*
- Geography\*
- Germanic Studies\*
- History\*
- Humanities (Minor only)\*
- International Relations/Studies\*
- Law\*
- Mathematics
- Music (FPA)
- Physical Education/Kinesiology (Minor only)
- Physics
- Political Science\*
- Slavic Studies\*
- Social Studies\*
- Sociology\*
- Spanish & Latin American Studies\*
- Theatre (FPA) (Minor only)
- Visual Arts (FPA)
- World Literature

\*see admission requirements for Social Studies here:

<https://www.sfu.ca/education/programs/teacher-ed/social-studies-requirements.html>

Students planning to teach at the secondary level must complete requirements prior to commencing PLP, except BEd candidates who cannot complete their degree until they have successfully completed PLP. These BEd candidates complete one teachable major or two teachable minors prior to commencing PLP. Students from other institutions may apply prior to degree completion.

Secondary applicants must complete six English units (including a minimum of three units of English literature) one full term prior to starting PLP.

It is recommended that applicants have credit for at least one EDUC course before applying for admission.

### All Applicants

All PLP applicants must:

- have a minimum of two years of paraprofessional experience in their current role (in the BC school setting) and be working a minimum of three days per week, at the time of application;
- be working with children and youth at the age level they are applying to teach (i.e. Elementary or Secondary);
- meet the minimum academic [admission requirements](#) for the age level they wish to teach; and
- if accepted into the program, must be employed a minimum of three days a week (in a school setting) working with children and youth at the age level they have been accepted to teach.

All PLP applicants are required to submit the following:

- three online recommendation forms
- a written essay described further on the PLP website at <https://www.sfu.ca/education/programs/teacher-ed/plp/application-tuition.html>
- a resumé detailing the roles, responsibilities, duration and location of related work experience
- all transcripts

Before program admission, applicants must demonstrate competence in written and oral English (and written and oral French for French immersion and French as a second language programs).

Students may be interviewed before being considered for program admission.

Admission selection is based favourably on students whose applications show employment experience of working collaboratively with school professionals and community stakeholders in their roles and responsibilities to the children in their care. Commitment to community service is also given consideration both in teaching and other helping roles.

Because of the number of well qualified PLP applicants, it is unlikely that candidates who have been unsuccessful in four previous competitions will be considered favourably in any subsequent competition. Those who have been unsuccessful in gaining entry on at least four occasions are discouraged from further application.

### Program Requirements

The program's duration is four terms.

Professional studies and activities are arranged in the following sequence.

In the first term, students complete

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

In EDUC 402, student teachers begin the study of the literature of education and examine educational issues. Campus-based seminars will introduce theory, concepts and methodologies relevant to teacher development. Student teachers may also attend curriculum workshops to become more familiar with a vast array of educational resources. During the first term, the goal is to make meaning of the vast and complex world of educational practice, and have this meaning informed by the extensive study of the literature and by thoughtful, reflective discourse.

**EDUC 407: Professional Growth Portfolio: Developing a Solid Foundation (3)**

**In EDUC 407, students explore the use of first-person narratives and reflections on lived experiences. This course aims to develop a strong foundation of knowledge and understanding of the history of Indigenous Education, Inclusive Education, and Anti-Racist/Anti-Oppression Education. EDUC 407 involves the beginnings of a Professional Growth Portfolio which highlights student learning and goals for future consideration. (3 Units) \*concurrent with EDUC 402**

In the second term, students complete

**EDUC 403 - Studies in Teaching and Learning (14)**

**During EDUC 403 (part-time studies), students will need to take a 6-week leave from their paid work in order to complete a short practicum in a school with a supervising teacher. Students also attend seminar classes each week on some Wednesdays and Saturdays. The course integrates in-school experiences with theoretical concepts discussed in seminars which are held during evenings and weekends. Students observe, practice teaching, and reflect on experiences in their practice teaching placement, and use these to further their understanding and practices as future teachers.**

**EDUC 408 Professional Growth Portfolio: Building a Framework for Current Practices (3)**

**EDUC 408 includes explorations of current practices in school contexts in relation to Indigenous Education, Inclusive Education, and Anti-Racist/Anti-Oppression Education. Students will build upon the portfolio started in EDUC 407 to include new learnings and goals for future consideration in the context of curriculum and schools. \*concurrent with EDUC 403 (This semester includes a 6-week school experience)**

~~EDUC 404 - Coursework Semester (0)\*\*~~

~~All PLP student teachers are required to take a minimum of 15 units of upper division education courses in order to complete the Professional Coursework requirements for certification.~~

~~Courses can be taken over one or more terms to accommodate work schedules. With careful course and minor selection, student teachers can also complete a bachelor of education (BEd) as a second degree without adding any extra time or cost to the program. An Advisor will provide more information on this option during the first term of the program.~~

~~To be recommended for certification, in EDUC 404, students must achieve a minimum 2.0 grade point average in courses taken towards the EDUC 404 requirement (or receive a P in Pass/Fail courses).~~

In the third term, students complete  
[EDUC 403 - Studies in Teaching and Learning \(11\)](#)

~~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.~~  
**EDUC 404 - Coursework Semester (0)\*\***

**All PLP student teachers are required to take a minimum of 15 units of upper division education courses in order to complete the Professional Coursework requirements for certification.**

**Courses can be taken over one or more terms to accommodate work schedules. With careful course and minor selection, student teachers can also complete a Bachelor of Education (BEd) as a second degree without adding any extra time or cost to the program. An Advisor will provide more information on this option during the first term of the program.**

**To be recommended for certification, in EDUC 404, students must achieve a minimum 2.0 grade point average in courses taken towards the EDUC 404 requirement (or receive a P in Pass/Fail courses).**

In the fourth term, students complete  
EDUC 405 - Teaching Semester (15)\*

During EDUC 405, student teachers are assigned to a classroom for 10-12 weeks of student teaching experience. The school associate and faculty associate provide help and guidance, as well as make assessments of students' growth toward the achievement of standards of professional competence. The school placement is appropriate to the educational level and subject specialties in which the student expects to gain certification. All PLP student teachers must arrange with their districts for a full-time leave of absence for the entire practicum of EDUC 405. Students assume a large measure of responsibility and participate

in a wide range of teaching and supervisory activities. Students will be placed by the placement coordinator in local schools in the Lower Mainland or Fraser Valley. Students must be prepared to travel a distance to attend their school placements.

**EDUC 409 Professional Growth Portfolio: Capstone Project (3)**

**EDUC 409 includes the collection of evidence of the integration of Indigenous Education, Inclusive Education, and Anti-Racist/Anti-Oppression Education within the student teacher's practice during their certifying practicum. This evidence informs the Capstone Portfolio Project which highlights learning and growth throughout the PLP and sets goals for the future, thus providing a bridge from the role of a student teacher to beginning teacher (3 Units) \*concurrent with EDUC 405 (This semester includes a 10-week practicum)**

\* not offered in summer term

\*\* this zero-unit course functions as an umbrella course where the student completes 15 units of course work

**General Regulation**

Students complete normal Simon Fraser University enrollment procedures before commencing studies in any term of the Professional Linking Program.

Successful applicants will be required to undergo a criminal record check. If the check indicates the applicant has a criminal record, that may preclude continuation in PLP.

Students must meet program goals, as outlined in the Preservice Professional Studies **Student Handbook**.

Those with valid reasons may be given permission by the director of Professional Programs to interrupt their program. A formal request must be submitted in writing to the director, Professional Programs. A program interruption requested by a student may normally last no longer than two years.

Students who indicate their intention to undertake a given PLP term and then do not honour this commitment are considered to have withdrawn from the program. Permission to re-enter is not given automatically.

**Readmission**

Students who withdraw from EDUC 402/407 must re-apply through Preservice Professional Studies Admissions.

**EDUC 403/408:** Students may apply for re-entry into EDUC 403/408 by the March 15 deadline for the two fall terms following the withdrawal. Students must meet the conditions for re-entry outlined in their withdrawal paperwork. An interview may be required. Applications must be submitted within two years of the withdrawal. Re-entry is competitive; there is no guarantee of admission to a particular term.

**EDUC 405/409:** Students may apply for re-entry by September 15 for the spring term or March 15 for the fall term. Students must meet the conditions for re-entry outlined in their withdrawal paperwork. An interview may be required. Applications must be submitted within two years of the withdrawal. Re-entry is competitive; there is no guarantee of admission to a particular term.

A student withdrawn from EDUC 405/**409** for a second time may not re-enter the program unless by appeal.

Students who withdraw from PLP may apply for re-entry within two years of withdrawal. Students who do not re-enter within the specified time must re-apply to the program and must meet the admission requirements at the time of reapplication.

#### Recommendation for Certification

The academic and professional records of all students who have completed the four professional linking program terms will be subject to review by the faculty before a recommendation for certification is forwarded to the Teacher Regulation Branch (TRB).

#### Residency Requirements and Transfer Credit

- At least half of the program's total units must be earned through Simon Fraser University study.
- At least two thirds of the program's total upper division units must be earned through Simon Fraser University study.