SFU OFFICE OF THE
VICE-PROVOST, LEARNING & TEACHING

MEMORANDUM

ATTENTION:	Senate
FROM:	Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies
RE:	New Course Proposals
DATE:	July 7, 2023

For information:

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

a. Faculty of Applied Sciences *(SCUS 23-65)*

1. School of Computing Science

   (i) New Course Proposal: CMPT 303-3, Operating Systems *(Fall 2024)*

b. Faculty of Arts and Social Sciences *(SCUS 23-66)*

1. Urban Studies Program

   (i) New Course Proposals *(Fall 2024)*:

   - URB 101-4, What is a City?
   - URB 201-3, Urban Inquiry and Practice

c. Faculty of Education *(SCUS 23-67)*

   i) New Course Proposals *(Fall 2024)*:

   - EDUC 407 – 3, Professional Growth Portfolio: Developing a Solid Foundation
   - EDUC 408 – 3, Professional Growth Portfolio: Building a Framework for Current Practices
   - EDUC 409 – 3, Professional Growth Portfolio: Capstone Project

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.

COURSE SUBJECT CMPT   **NUMBER** 303

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

Operating Systems

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

Operating Systems

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.

A course teaching the internals of modern operating systems. Topics consist of kernel components of modern OSes, such as system calls, device drivers, virtual memory, scheduling, file systems, synchronization for multi-core, and memory ordering.

REPEAT FOR CREDIT   ☐ YES   ☑ NO   Total completions allowed [   ]   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.

RATIONALE FOR INTRODUCTION OF THIS COURSE

This course is part of an effort to teach systems programming and operating systems as two separate courses. The current CMPT 300 is a course that combines systems programming and operating systems, and as a result, does not cover many of the topics that typical systems programming or operating systems courses teach. Having two separate courses will provide us enough time to cover necessary topics thoroughly. There is another proposal for a systems programming course, and please refer to that for more in-depth discussion on the relationship between systems programming and operating systems.

The proposed course will cover the internals of operating systems. It will have kernel-level programming assignments using a real OS. The proposed course will have the (separately-proposed) systems programming course as a prerequisite.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Fall 2024

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: 50

UNITS
Indicate number of units: 3

Indicate no. of contact hours: 3   Lecture   ☐ Seminar   ☐ Tutorial   ☐ Lab   ☐ Other; explain below

OTHER

FACULTY

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

Steve Ko, Tianzheng Wang

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

CMPT 225, (CMPT 295 or ENSC 254), and (CMPT 201 or ENSC 351), all with a minimum grade of C-

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☑ YES ☐ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

Steve Ko

SFU

COURSE SUBJECT URB   **NUMBER** 101

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

What is a city?

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

What is a city?

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.

Students will learn what a city can be, and what it means to be part of an urban community from a range of perspectives, methods, and practices. Key ideas explore urban life and processes, including land and housing, economic relations, social relations, mobility and movement, political relations, and human-nature relations.

REPEAT FOR CREDIT   ☐ YES ☑ NO   Total completions allowed [   ]   Within a term? ☐ YES ☐ NO

LIBRARY RESOURCES

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RATIONALE FOR INTRODUCTION OF THIS COURSE

URB 101 is one of the foundational courses of the proposed undergraduate Major in Urban Studies. This would be a required course in the program, for students taking both the Urban Studies and the Urban Change (housed in FENV) streams of the Major. The course would also be available as an elective for non-declared students. It will introduce students to key themes, topics, and instructors they will encounter in the program.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Fall 2024

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: 60

UNITS
Indicate number of units: 4

Indicate no. of contact hours: 4   Lecture   ☐ Seminar   ☐ Tutorial   ☐ Lab   ☐ Other; explain below

OTHER

FACULTY

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

The course delivery will be shared by all core URB faculty. One core faculty member (Ferguson, Fourot, Hall, Holden, Javdani, Muller Myrdahl, Perl, Zhu) will be the instructor of record, responsible for course coordination and student evaluation, and the instruction will be shared across all core faculty members.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

N/A

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

1. Gain knowledge of the preconditions for urbanization to take place.
2. Understand how and why urbanization proceeds in different cities and regions worldwide.
3. Be aware of both similarities and major differences in urban systems and patterns across the globe.
4. Become familiar with urban form, and physical, social and cultural systems that contribute to shaping cities in different world regions.
5. Identify a comprehensive set of tools for understanding, comparing and diagnosing urban problems and developing their solutions.
6. Recognize relationships among urban forms, socioeconomic, demographic, and development patterns and systems, at various scales.
7. Understand the nature and significance of urban problems and identify promising and transformative solutions that have been theorized and implemented.
8. Demonstrate critical thinking in relation to urban problems and solutions proposed to address these problems.

RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☑ YES ☐ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

Tiffany Muller Myrdahl

COURSE SUBJECT URB **NUMBER** 201

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

Urban Inquiry and Practice

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

Urban Inquiry & Practice

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.

Effective inquiries in Urban Studies require the application of approaches to find, analyze, and communicate data about the city, its residents, and its functions. From these applications, they can become the keys to professional urban practices in careers that focus on examining cities.

REPEAT FOR CREDIT ☐ YES ☑ NO Total completions allowed [ ] 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.

RATIONALE FOR INTRODUCTION OF THIS COURSE

This course is required for the Urban Studies stream of the Urban Worlds Major. While establishing the foundations of an analytical toolset and portfolio required to excel in Urban Studies, the course also introduces students to the diversity of professional practices that can be found in this diverse field of inquiry.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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: 24

UNITS
Indicate number of units: 3

Indicate no. of contact hours: ☐ Lecture 3 Seminar ☐ Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

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

Andy Yan; Yushu Zhu

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

GEOG 266W will be accepted in lieu of URB 201

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

Students with Academic credit for FASS 211 may not take this course for additional academic credit.

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

By the end of this course, students will be able to:
• Apply common quantitative and qualitative tools and methods of analysis in urban research.
• Identify a basic software stack for data analysis, visualization, and presentation;
• Develop a functional understanding of how to utilize Census information to create basic neighbourhood data profiles;
• Develop a critical perspective on the context for quantitative datasets;
• Utilize a data-informed approach to explore community foodways small businesses and foodways in the context of Metro Vancouver.
• Create the foundations for a professional portfolio that will articulate and demonstrate the analytical and data literacy skills acquired in the course.

RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

Andy Yan; Anthony Perl

SFU SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE SUBJECT EDUC   **NUMBER** 407

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

Professional Growth Portfolio: Developing a Solid Foundation

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

Portfolio Development

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 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.

REPEAT FOR CREDIT ☐ YES ☑ NO   Total completions allowed 1   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.

RATIONALE FOR INTRODUCTION OF THIS COURSE

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

Five important areas to note in the TEP Approval Standards are:

• 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
• 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
• studies in anti-racist education and anti-oppression education
• the program must have a minimum of 16 weeks of in-school experience/practicum
• the program must meet a minimum of 60 units

To explicitly address the above areas and ensure continuity of growth throughout the Professional Linking Program, we propose the integration of three courses: EDUC 407, EDUC 408 and EDUC 409. These courses will be integrated into the 16-month PLP program by running concurrently with the existing courses of EDUC 402, EDUC 403 and EDUC 405 respectively. These additional courses will help in meeting the additional Ministry credit requirements for the PLP by adding a total of 9 units to the program.

EDUC 407, EDUC 408, and EDUC 409 are designed around the development of a Professional Growth Portfolio which targets the learning areas above in a format that is consistent with the three pillars of learning within the Capstone Portfolio currently used in EDUC 400 within our Professional Development Program. This ensures cohesion between our programs. These pillars of the EDUC 400 portfolio are:

• Indigenous Education and Perspectives
• Inclusive Education
• Intersections of Identities (anti-racist education and anti-oppression education)

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2024

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: 32

UNITS

Indicate number of units: 3

Indicate no. of contact hours: 28 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

Co-requisite: EDUC 402. Students must successfully complete a Criminal Record Check.

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

N/A

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

N/A

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

N/A

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☑ YES ☐ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

COURSE SUBJECT EDUC   **NUMBER** 408

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

Professional Growth Portfolio: Building a Framework for Current Practices

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

Framework for Current Practices

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.

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.

REPEAT FOR CREDIT   ☐ YES   ☑ NO   Total completions allowed [1]   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.

RATIONALE FOR INTRODUCTION OF THIS COURSE

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

Five important areas to note in the TEP Approval Standards are:

• 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
• 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
• studies in anti-racist education and anti-oppression education
• the program must have a minimum of 16 weeks of in-school experience/practicum
• the program must meet a minimum of 60 units

To explicitly address the above areas and ensure continuity of growth throughout the Professional Linking Program, we propose the integration of three courses: EDUC 407, EDUC 408 and EDUC 409. These courses will be integrated into the 16-month PLP program by running concurrently with the existing courses of EDUC 402, EDUC 403 and EDUC 405 respectively. These additional courses will help in meeting the additional Ministry credit requirements for the PLP by adding a total of 9 units to the program.

EDUC 407, EDUC 408, and EDUC 409 are designed around the development of a Professional Growth Portfolio which targets the learning areas above in a format that is consistent with the three pillars of learning within the Capstone Portfolio currently used in EDUC 400 within our Professional Development Program. This ensures cohesion between our programs. These pillars of the EDUC 400 portfolio are:

• Indigenous Education and Perspectives
• Inclusive Education
• Intersections of Identities (anti-racist education and anti-oppression education)

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) FALL 2024

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: 32

UNITS
Indicate number of units: 3

Indicate no. of contact hours: ☐ Lecture   39 Seminar   ☐ Tutorial   ☐ Lab   ☐ Other; explain below

OTHER

Work also done within 6 week classroom experience

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

Prerequisite: EDUC 402 and 407. Corequisite: EDUC 403. Students must successfully complete a Criminal Record Check.

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under <u>Information about Specific Course components</u>.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

N/A

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

N/A

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

N/A

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☑ YES ☐ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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

COURSE SUBJECT EDUC   **NUMBER** 409

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

Professional Growth Portfolio: Capstone Project

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

Capstone Project

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.

Includes the collection of evidence of the integration of Indigenous Education, Inclusive Education, and Anti-Racist/Anti-Oppression Education within the student teachers' 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.

REPEAT FOR CREDIT ☐ YES ☑ NO   Total completions allowed 1   Within a term? ☐ YES ☑ NO

LIBRARY RESOURCES
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RATIONALE FOR INTRODUCTION OF THIS COURSE

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

Five important areas to note in the TEP Approval Standards are:

• 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
• 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
• studies in anti-racist education and anti-oppression education
• the program must have a minimum of 16 weeks of in-school experience/practicum
• the program must meet a minimum of 60 units

To explicitly address the above areas and ensure continuity of growth throughout the Professional Linking Program, we propose the integration of three courses: EDUC 407, EDUC 408 and EDUC 409. These courses will be integrated into the 16-month PLP program by running concurrently with the existing courses of EDUC 402, EDUC 403 and EDUC 405 respectively. These additional courses will help in meeting the additional Ministry credit requirements for the PLP by adding a total of 9 units to the program.

EDUC 407, EDUC 408, and EDUC 409 are designed around the development of a Professional Growth Portfolio which targets the learning areas above in a format that is consistent with the three pillars of learning within the Capstone Portfolio currently used in EDUC 400 within our Professional Development Program. This ensures cohesion between our programs. These pillars of the EDUC 400 portfolio are:

• Indigenous Education and Perspectives
• Inclusive Education
• Intersections of Identities (anti-racist education and anti-oppression education)

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **Fall 2024**

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: **32**

UNITS

Indicate number of units: **3**

Indicate no. of contact hours: ☐ Lecture **40** 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

Prerequisites: EDUC 402, 403, 407, and 408. Corequisite: EDUC 405. Students must successfully complete a Criminal Record Check.

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

N/A

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

N/A

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

N/A

Does the partner academic unit agree that this is a two-way equivalency?   ☐ YES   ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees?   ☐ YES   ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☑ YES ☐ NO

OVERLAP CHECK

Checking for overlap is the responsiblity 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