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**MEMORANDUM**

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**ATTENTION** Senate **DATE** June 9, 2011  
**FROM** Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP **PAGES** 1/1  
**RE:** Faculty of Education: Full Program Proposal for an Elementary Generalist Minor (SCUP 11-28)

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At its June 1, 2011 meeting SCUP reviewed and approved the Full Program Proposal for an Elementary Generalist Minor within the Faculty of Education.

**Motion**

That Senate approve and recommend to the Board of Governors the Full Program Proposal for an Elementary Generalist Minor within the Faculty of Education, effective Spring 2012.

encl.

c: S. Richmond



OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC AND  
ASSOCIATE PROVOST

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**MEMORANDUM**

<b>ATTENTION</b>	Senate Committee on University Priorities	<b>DATE</b>	May 6, 2011
<b>FROM</b>	Bill Krane, Chair Senate Committee on Undergraduate Studies	<b>PAGES</b>	1/1
<b>RE:</b>	Faculty of Education (SCUS 11-31b)		




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Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of May 5, 2011, gives rise to the following recommendations:

**Motion:**

That SCUP approve the Full Program Proposal: Elementary Generalist Minor in the Faculty of Education effective Spring 2012.

**The relevant documentation for review by SCUP is attached.**



Faculty of Education

SCUS 11-31b

MEMO

Undergraduate Programs

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<b>ATTENTION:</b> Jo Hinchliffe, Senate Committee on Undergraduate Studies
<b>FROM:</b> Stuart Richmond, Director
<b>RE:</b> Elementary and Secondary Minors – Full Program Proposals
<b>DATE:</b> April 18, 2011

On October 27, 2010, The Undergraduate Programs Committee, Faculty of Education approved the attached Elementary Generalist Minor and the Secondary Teaching Minor. These minors were approved by the Faculty of Education Faculty Council, on November 22, 2010. The Notices of Intent for these minors were forwarded to SCUP on April 6<sup>th</sup>, 2011.

Would you kindly place this item on the agenda of the next meeting of SCUS.

SR/sp

**FULL PROGRAM PROPOSAL**  
**ELEMENTARY GENERALIST MINOR**  
**FACULTY OF EDUCATION**

**EXECUTIVE SUMMARY**

This minor is designed primarily for the elementary teacher, focusing on courses that enhance broad curriculum knowledge and teaching skills, while accommodating students' individual professional interests.

The minor will be a component of a well-established and highly respected teacher education program. It will offer a specific focus for PDP students aiming to work as elementary school teachers, thus expanding and enhancing our curriculum provisions. The PDP program is embedded in surrounding educational communities that support and participate professionally in teacher education as school associates and faculty associates. Teachers from the field also constitute a primary client group for our diploma and graduate programs. This minor together with student practice teaching, seeks to develop open, student-centered teaching and learning in keeping with the University's emphasis on excellence in teaching, addressing the diverse needs of student learners, and student participation, while working collaboratively with the broader educational community.

The minor will be available to students enrolled in the Professional Development Program (PDP), or the Professional Linking Program (PLP). PDP/PLP are twelve to sixteen month teacher education programs. The minor constitutes the coursework semester (EDUC 404-0), which is one of the three components of PDP / PLP (including Educ 401/402 or 401/403 and Educ 405). Students working towards finishing their first degree, or BEd as a second degree, may include this minor in their degree program plans.

This minor consists of a minimum of 15 credits of upper division Education coursework that fulfills the minor requirement. Students must maintain the University minimum CGPA of 2.00 to graduate, however, students entering PDP/PLP must have a minimum CGPA of 2.50 at the outset. The average CGPAs (of latest 60 credits) of students entering PDP in September 2010 and January 2011 were 3.23 and 3.18 respectively. The average GPA of the 2011 January cohort completing Educ 404 is 3.74. The program attracts well-qualified students from a range of teachable subjects. It is anticipated that, as is the norm, all places will be filled for September 2011; indeed offers have been sent out covering all available places, and there is a waiting list.

Some enrollments will likely be reduced in the Curriculum and Instruction minor and some will increase in the Designs for Learning courses – overall there will be no net change in enrollment targets. The Curriculum and Instruction minor will be

retained for students enrolled in the BEd and BGS (EDUC) degree and for other faculties. There will be no need for additional resources.

### **CURRICULUM AND LEARNING METHODOLOGIES**

Currently there is no minor that focuses specifically on the broad curriculum and teaching areas of the elementary classroom. The current Education minors address various specializations such as counseling and human development, educational psychology, French education, secondary mathematics, learning and development disabilities, and environmental education. Such minors, while suitable for some students, have a relatively narrow focus. The curriculum and instruction minor is relatively unstructured and Educ 471-4, the required course, is not designed to address specifically the range of needs of the elementary classroom teacher.

The new minor requires three courses from the first list of mainly Designs for Learning courses (see Appendix A) that address the curriculum and teaching needs of the elementary school. Students taking a second degree (BEd) must take Educ 475-4 as a Q requirement. All students must take one Literacy course (Educ 472-4, 473-4, 480-4) as designated and required by PDP. The main approach of the DFL courses is to introduce student teachers to the BC curriculum requirements of the different subject areas including aims and learning outcomes, concepts, skills and values, curriculum and unit planning, methods of assessment and different approaches to learning. Philosophically, the emphasis is on student-centered and collaborative learning.

In addition, one course must be selected from the second list of courses that are supportive of the primary curriculum areas. This list enables students some freedom of choice while remaining focused on the contextual complexity of contemporary BC classrooms, and includes, for example, Educ 311-3 Foundations of Aboriginal Education, Language and Culture, Educ 441-4 Multicultural and Anti-racist Education, Educ 422-4 Learning Disabilities, and Educ 326-3 Classroom Management and Discipline.

Classes typically involve lectures, seminars, on-line modes, field trips, experiential learning, labs, and active learning projects conducted individually and in collaborative groups. Assignments include academic essays, critical reading logs, class presentations, workshops, projects centered on curriculum development and approaches to teaching. Students learn to think as teachers in different social contexts, subject areas and grade levels. Being part of PDP/PLP this minor links theory with practice teaching (e.g., Educ 401/402 or 401/403 and Educ 405).

Student evaluation will be conducted as in all other Education undergraduate courses and will include essays, tests, projects, examinations, curriculum development work, class presentations and reading logs. The new minor will give students another option as part of their teacher preparation and help to keep the program vital and attentive to student needs and competition from other institutions.

## FACULTY

A minimum of thirty-six faculty members from Education will offer courses in the minor. Among Faculties of Education in Canada and beyond, the Faculty of Education is recognized as a leader in teacher education. The high number of faculty associated with the minor give it durability in the face of leaves of absence.

Cheryl Amundsen	25%	Assessment
Kumari Beck	25%	Social Studies / International Education
Sen Campbell	50%	Mathematics
Wanda Cassidy	25%	Social Studies / Law and Justice
Isabelle Cote	100%	Social Studies / French
Diane Dagenais	25%	French
Lynn Fels	25%	Drama
N. Gajdamaschko	50%	Curriculum Development
Iris Geva-May	25%	Assessment
Huamei Han	25%	EAL
Maureen Hoskyn	50%	Learning Disabilities
Marianne Jacquet	25%	French / Diversity
Lannie Kanevsky	25%	Gifted Students
Lucy Lemare	50%	Early Learning
Peter Liljedahl	50%	Mathematics
Margaret MacDonald	50%	Early Learning
Allan MacKinnon	25%	Science / Environmental Education
Carolyn Mamchur	50%	Writing / Language Arts
Beth Marshall	75%	Children's Literature/Language Arts
Daniele Moore	50%	French
Paul Neufeld	50%	Reading
Kevin O'Neill	25%	Computer Technology in Classrooms
David Paterson	25%	Classroom Management
Stuart Richmond	50%	Art
Cecile Sabatier	25%	French
Ozlem Sensoy	25%	Social Studies
Slava Senyshyn	50%	Music/Curriculum Development
Nathalie Sinclair	25%	Math
Stephen Smith	25%	PE
Celeste Snowber	50%	Dance
Lisa Sterling	75%	Early Learning
Kelleen Toohey	25%	Language Arts
Dolores van der Wey	25%	First Nations
Alyssa Wise	25%	Science
David Zandvliet	50%	Environmental Education
Rina Zazkis	25%	Mathematics

Courses in the minor are also taught by sessional instructors, all of whom will have a master's degree, some the PhD. Many of our instructors are past and present faculty associates currently working within the BC school system.

### **PROGRAM CONSULTATIONS AND EVALUATIONS**

The minor was developed in consultation with Faculty members who teach in PDP, members of the Faculty Executive, including Dr. Robin Brayne, who until recently was Superintendent of Schools for the North Vancouver School District, Dr. Paul Neufeld, Director of PDP, Faculty Associates and Coordinators of PDP, and by Undergraduate Programs Academic Advisor Jacque Breadon who has advised and received feedback from many hundreds of PDP students, UP Program Manager Shelley Porter, and the Undergraduate Programs Committee and Faculty Council.

Program assessment will be conducted every year by the Undergraduate Programs Committee based on student feedback, surveys, research, and by reviewing scheduling and student demand for courses.

### **ADDITIONAL MATERIALS**

The proposed calendar entry is shown in Appendix A. Because the proposed minor relies entirely on existing courses, no new course proposal forms, sample course outlines, or library reviews are included. No additional funds are required.

### **APPENDIX A**

#### **Elementary Generalist Minor**

Enables the elementary generalist PDP student to explore a range of curriculum and teaching areas from within the elementary school program.

Students must complete a minimum of 15 units of upper division course work as specified below:

EDUC 475-4 DFL: Elementary Mathematics

#### **Plus one of:**

- EDUC 311-3 Foundations in Aboriginal Education, Language and Culture
- EDUC 325-3 Assessment for Classroom Teaching
- EDUC 326-3 Classroom Management and Discipline
- EDUC 341-3 Literacy, Education and Culture
- EDUC 371-4 School Health Education
- EDUC 422-4 Learning Disabilities
- EDUC 426-4 Teaching Children and Youth with Special Needs
- EDUC 428-4 Nature and Nurture of Gifted Students
- EDUC 435-4 Infusing Global Perspectives into Curriculum
- EDUC 441-4 Multicultural and Anti-racist Education
- EDUC 452-8 Environmental Education

EDUC 464-4 Early Childhood Education  
EDUC 467-4 Curriculum and Instruction in TEAL  
EDUC 482-4 DFL: Information Technology  
EDUC 485-8 DFL: Writing

**Plus at least one of:**

EDUC 472-4 DFL: Elementary Language Arts  
EDUC 473-4 DFL: Reading  
EDUC 480-4 DFL: French as a Second Language

**If courses chosen from above do not add up to a minimum of 15 units, then one additional course is required from below:**

EDUC 430-4 DFL: Dance  
EDUC 457-4 Drama and Education  
EDUC 459-4 Instructional Activities in Physical Education  
EDUC 474-4 DFL: Social Studies  
EDUC 476-4 DFL: Elementary Science  
EDUC 477-4 DFL: Art  
EDUC 478-4 DFL: Music