

June 11, 2019



# **Teacher Education Program Renewal Proposal**

**School of Education  
University of Northern British Columbia  
Revised: June 2019**

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## 1. Introduction

The mandate to renew the Bachelor of Education (BEd) program at the University of Northern British Columbia (UNBC) comes from UNBC's Provost, Dr. Dan Ryan. The purpose of the program renewal is to:

- engage in programmatic change to revitalize the School of Education (SoE),
- renew the School of Educations' offerings as destination programs in/with:
  - Aboriginal/Indigenous Education
  - Northern Focus, and
  - Rural Education,
- address and attend to changes in the British Columbia K–12 curricula,
- build on the strengths of the existing BEd program,
- attend to concerns identified in the existing BEd program,
- address and attend to educators' needs in British Columbia's northern region and beyond,
- create a culture of collaboration and innovation for education in the region, and
- meet and exceed BCTC/TRB requirements for certification.

The renewal process was started in June 2018 with the appointment of Dr. Shannon Wagner as Interim Dean of the College of Arts, Social and Health Sciences (CASHS), and School of Education Chair. Dr. Susan Crichton was hired as a consultant and tasked with leading the program renewal process. Faculty members with expertise in Teacher Education joined the Design Committee, the committee that drafted the renewed BEd program, participated in consultations with colleagues and students at UNBC and regional school districts (see Section 4 for list of consults), and revised course descriptions (see Section 6 for Course Descriptions and Goals). The BEd Program Renewal Design Committee members included:

- Susan Crichton, Chair
- Alex Fraess-Phillips
- Bonnie Fuller
- Bill Hay
- Deborah Koehn
- Alex Lautensach
- Gretchen Vogelsang
- Christine Younghusband

## 2. Program History

There has been a BEd program at UNBC since 2002. The previous British Columbia College of Teachers (BCCT) approved a two-year Post Degree Program for both Elementary Years (EY) and Secondary Years (SY) streams at the Prince George campus. The first cohort of Teacher Candidates was enrolled in the Elementary Years stream in September 2002, and the first cohort of Secondary Years were enrolled the following year, 2003.

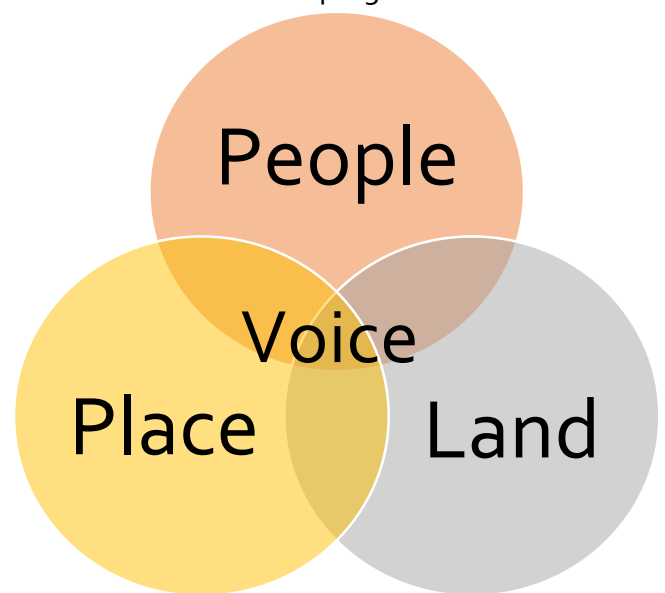
Since its inception, the SoE has recognized its unique position in the province, and it has attended to the needs of educators in its northern rural and remote schools. As well, the program was designed to reflect the region's cultural diversity, especially with regard to Aboriginal/Indigenous populations.

## 3. Program Mission Statement

The renewed BEd program is based on a signature pedagogy focused on People, Place and Land. Teacher Candidates graduating from UNBC's Bachelor of Education program will be empowered to develop their professional voices as educators and leaders.

They will have experienced authentic engagement through continuous, in situ inquiry with Aboriginal/Indigenous Ways of Knowing and Doing, moving beyond simply learning about Aboriginal Education and Truth and Reconciliation, to questioning, exploring, focusing and refocusing how and why this work impacts teaching and learning.

Particular emphasis will be placed on the integration of Literacy and Numeracy skills across the BEd program as it relates to the K-12 curricula.



## 4. Program Consultations Process

Following the design and development of the draft version of the renewed BEd program in January 2019, the SoE held a series of consultations with a wide range of colleagues and students.

Findings from the consultations were used (1) to inform the next iteration of the draft BEd Program renewal document and (2) to revise the Academic Calendar descriptions and goals required for approval by the UNBC Senate Committee on Academic Affairs.

Date	Consultation Participants	Location
Jan. 17, 2019	<b>UNBC:</b> Full-time SoE Faculty; Design Committee; Dan Ryan, Provost; SoE Undergraduate and Graduate Student Representatives <b>BCTF Members:</b> Christine Younghusband (SD46), Deb Koehn (SD57), Gretchen Vogelsang (SD91)	UNBC Prince George
Jan. 21, 2019	<b>UNBC:</b> Full-time SoE Faculty and Sessional Instructors, Design Committee <b>BCTF Members:</b> Christine Younghusband (SD46), Bonnie Fuller (SD57), Deb Koehn (SD57)	UNBC Prince George, Terrace via web conference
Jan. 24, 2019	<b>UNBC:</b> Full-time SoE Faculty and Sessional Instructors, Design Committee, Graduate Student Representative <b>BCTF Members:</b> Christine Younghusband (SD46), Deb Koehn (SD57), Samantha Lambright (SD82)	UNBC Prince George, Terrace via web conference
Feb. 1, 2019	<b>Northern Chapter of the BC School Superintendents Association:</b> Marilyn Marquis-Forster, Superintendent of Schools (SD57); Debbie Kaban, District Principal, Learning innovations (SD57); Cloutier, Superintendent of Schools (SD 59); David Sloan, Superintendent of Schools (SD60); Mike Skinner, Assistant Superintendent (SD91)	Board Room of School District 57 and web conference
Feb. 4, 2019	<b>School District 91: Nechako Lakes:</b> Manu Madhok, Superintendent; Mike Skinner, Assistant Superintendent; and Rhonda Togyi, District Vice Principal – Student Services	School Board Office - Vanderhoof, BC
Feb. 5, 2019	<b>Prince George District Teachers' Association:</b> Daryl Bauregard, Vice President <i>Please note: Representatives from Quesnel, Nechako Lakes, Terrace, and Fort St. John were invited but didn't respond to our invitation for consultation.</i>	UNBC Prince George
Feb. 5, 2019	<b>School District 60: Fort St. John:</b> David Sloan, Superintendent of Schools	UNBC Prince George, via web conference
Feb. 6, 2019	<b>School District 57: Prince George:</b> Marilyn Marquis-Forster, Superintendent of Schools; Jennifer Rankin, District Principal Human Resources; Monica Berra, District Vice Principal, Learning and Innovations; Debbie Kaban, District Principal, Learning Innovations <b>Prince George District Teachers' Association:</b> Joanne Hapke, President	Board Room of School District 57 and web conference
Feb. 7, 2019	<b>UNBC:</b> Dan Ryan, Provost	UNBC
Feb. 7, 2019	<b>School District 28: Quesnel:</b> Sue Ellen Miller, Superintendent of Schools; Perry Lofstrom, Director of Instruction – Human Resources; Dan Lowndes, District Principal of Support Services	Quesnel School Board Office
Feb. 7, 2019	<b>UNBC:</b> SoE Elementary and Secondary Teacher Candidates <b>BCTF Members:</b> Christine Younghusband (SD46), Bonnie Fuller (SD57), Deb Koehn (SD57), Gretchen Vogelsang (SD91)	UNBC Prince George, Terrace via web conference
Feb. 20, 2019	<b>Catholic Independent Schools Diocese of Prince George:</b> Chris Dugdale, Superintendent of Schools; Frances Roch, Coordinator of Curriculum and Instruction	UNBC Prince George

## 5. Program Goals/Strengths

The renewed Bachelor of Education program is informed and supported by the objectives of The University. UNBC's objectives provide overarching direction for the SoE, with its location in the province offering a unique opportunity to serve Aboriginal/Indigenous communities and address the concerns of educators in rural and remote settings.

UNBC's objectives include:

- mobilizing the social and economic research capacity at UNBC,
- providing Prince George and surrounding communities with local expertise to address research needs,
- expanding and strengthening community connections,
- promoting community-based research,
- attracting research funds,
- collaborating with other research institutes at UNBC and elsewhere on issues that extend beyond respective boundaries of each institution,
- creating experiential learning opportunities for undergraduate students,
- research training for graduate students and new faculty,
- attracting more graduate students and post-docs to UNBC,
- bringing social researchers together,
- increased funding from Tri-Council and other grants, and
- furthering the research profile of UNBC.

The renewed Bachelor of Education program supports the development of educators by providing supportive and relevant instruction that encourages pedagogical excellence for Teacher Candidates. The renewed BEd program is five semesters in duration, providing in situ and experiential learning in school-based classrooms for four of the five semesters.

Two cross-cutting courses provide program coherence. The first cross-cutting course, EDUC 446: Aboriginal/Indigenous Education, builds on the context knowledge of EDUC 346: Aboriginal/Indigenous Education which is offered in the first semester, and provides ceremony and experiential learning throughout each of the semesters.<sup>1</sup> This course allows students to continuously experience Indigenous Ways of Knowing and Doing throughout the program, moving beyond considering Aboriginal Education as a topic to be studied, toward full integration of Aboriginal perspectives and approaches in all educational aspects.

The second course, EDUC xx1: Reflective Practice Through Inquiry and Portfolio, introduces Teacher Candidates to digital citizenship/literacy and the development of learning portfolios to foster reflection and professional growth. This course will be offered across the five semesters of the BEd program and concludes with the presentation of portfolios following the summative practicum. A potential audience for the portfolio presentations will include first semester

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<sup>1</sup> Please note, the final Course Titles have not been determined. Once Course Titles have been approved by the UNBC Senate, they will be forwarded to BCTC.

Teacher Candidates from the next cohort, school district partners/mentor teachers, and faculty.

The renewed BEd program provides opportunities for Teacher Candidates to explore and reflect on topics over time, building competence and confidence in their practice over the five semesters. The SoE is confident in the direction of the renewal program based on the following:

- The pedagogy and structural framework for the renewed program is research and practice informed;
- The pedagogy and the curriculum focus align with the recently implemented British Columbia K–12 curriculum;
- The successes developed in the existing BEd program have been incorporated in the renewed program;
- Feedback from existing and former BEd students, Coaching and Mentor Teachers, school district senior administration, and faculty has been considered;
- Trends in teacher education, gained interactions with provincial and national colleagues at Association of BC Deans of Education (ABCDE), Western Association of Deans of Education (WADE), and Canadian Association of Deans of Education CADE), have been considered;
- Extensive consultation with regional groups and partners as evidenced in Section 4, including informed revisions and modifications to the renewed program; and
- The composition of the BEd Program Renewal Design Committee included recently hired faculty who are BCTF members. One of whom is currently teaching in a K-12 (Gretchen Vogelsang) and two who worked on BC Ministry curriculum revision committees (Christine Younghusband and Susan Crichton).

Please see Appendix D – Program Comparison for details elaborating the structural differences between the existing BEd program and the proposed renewed BEd program.

## **6. Course Sequence and Content**

The renewed BEd program at UNBC will be a total of 60 credit hours, with credit hours evenly distributed across five continuous semesters. This quantity of credit hours will place the BEd program at UNBC in line with the offerings of other teacher education programs in BC, while the distribution of credit hours will allow students to plan for program expenses and meet eligibility requirements for student loans and other financial supports.

Full course descriptions for the renewed course offerings are provided in Section 8. However, the following overview provides a summary of the key content areas addressed within each course by semester:

## **Overview - Semester One Through Five**

The two courses (EDUC xx1 and EDUC 466) cross-cut the entire five-semester program, with content dispersed throughout and tied into the content of other courses. Please refer to the complete program wireframe, Appendix B for details of the Cross-cutting courses.

### **Full Cohort**

#### **EDUC xx1: Reflective Practice Through Inquiry and Portfolio**

- Intro to e-portfolio and inquiry
- Reflection – reflective practitioner
- Transformative inquiry
- Identity – from student to educator
- Evidence informed practice
- Continuous learning/professional and personal growth
- Portfolio – what, why and how
- Digital tools – what, why and how
- Digital documents
- Digital literacy
- Digital citizenship
- Digital assessment tools in the classroom (i.e., FreshGrade, etc.)
- Competency with digital tools/appropriate technologies

#### **EDUC 446: Aboriginal/Indigenous Education**

- Holistic - Aboriginal worldview and perspectives
- Connecting the competencies with First Peoples' Principles of Learning
- Anchored in knowledge
- Co-Designing curriculum, embedding First Peoples' Principles of Learning
- Project-based learning
- Interview and Elder, Advocate, Aboriginal Community Leader
- Planning a curricular theme with goals in each of the 4 directions - spiritual, emotional, intellectual, physical

## **Semester One**

### **Full Cohort**

#### **EDUC xx2: Foundations of Education**

- Ethical behaviours
- Integration of foundations of theory, practice
- Pedagogical knowledge and skills – historical, philosophical, psychological, sociological foundations
- Gender, culture, race, social class

#### **EDUC xx3: Pedagogy, Curriculum and Teaching - Theory in Context**

- Overview of BC curriculum
- Understanding of curricular integration
- Progression of skills and abilities, especially in numeracy and literacy



- Development of student perspectives, understanding differentiation
- Assessment and evaluation
- Teacher as researcher/learner/leader
- Practical approaches to development and evaluation and curriculum

#### **EDUC 346: Aboriginal/Indigenous Education**

- Development/understanding of cultural and purposeful integration into curriculum to build student knowledge/understanding
- Understanding of oral history
- Knowledge of world views/Indigenous perspectives on historical/current issues

#### **EDUC 390: Observational Practicum**

- Observational practicum – first experience in classrooms
- Observations with mentors addressing ongoing practice issues
- Becoming a peer team
- Reflection, case management, problem solving, assessing resources, professional issues, teacher research

### **Semester Two**

#### **Full Cohort**

#### **EDUC 391: Experiential Practicum**

- Experiential practicum – second experience in classrooms with increase in engagement according to Coaching Teacher estimate of Candidate readiness
- Observations, supervision, practical experiences in schools – planning and instruction across the curriculum
- Reflective practice – inquiry, problem solving, access resources, professional issues, portfolio development

#### **EDUC 421: Assessment and Motivation**

- Forms of assessment
- Role of assessment
- Link between assessment, evaluation and student learning, motivation, behaviour and development
- Differential assessment and evaluation
- Link between curricular competencies, assessment and evaluation
- Children and adolescents' development
- Theories of development–developmental diversity and identity

#### **EY Cohort Only**

#### **EDUC xx4: Curriculum and Instruction in the Humanities K-7 using ADST**

- Development of oral and written language
- Diversity amongst learners in Language and Literacy, including cultural differences
- Curricular expectations for K-7 listening, speaking, reading, writing and spelling
- Progression of skill development/instructional strategies

- ADST as pedagogical stance and instructional strategy
- Social Studies Education K-7, including curriculum content, competencies, resources and materials
- Strategies/integration into cross curricular learning

**EDUC xx5: Curriculum and Instruction in Math and Science using ADST**

- K-7 strategies, knowledge of curriculum development, materials, planning, evaluation and assessment
- Building connections with Math and Science curriculum
- Building connections – curriculum guidelines and instructions
- Progression of skill development/instructional strategies
- ADST as pedagogical stance and instructional strategy
- K-7 strategies in Math and Science, including curriculum content, competencies, resources and materials
- Strategies/integration into cross curricular learning

**SY Cohort Only**

**EDUC xx6: Integrating ADST as a Pedagogical Stance**

- Introduction to ADST
- Integration of ADST components as cross cutting, curricular integration

**EDUC 361: Curriculum and Instruction in the Secondary Humanities, Part 1 (Humanities Cohort Only)**

- Senior years – grades 8 – 12 Humanities curriculum
- Develop curricular materials
- Fostering cross curricular learning
- Planning, instruction, assessment and evaluation

**EDUC 372: Curriculum and Instruction: Mathematics and Science, Part 1 (Math/Science Cohort Only)**

- Senior years – grades 8 – 12 Math, Science and digital component of ADST curriculum
- Develop curricular materials
- Fostering cross curricular learning
- Planning, instruction, assessment and evaluation

**Semester Three**

**Full Cohort**

**EDUC 336: Inclusive Education: Success for All**

- Inclusion
- Multicultural education
- Integrating all levels of ability
- Aboriginal/Indigenous education
- Celebrating differences

**EDUC 490: Formative Practicum**

- Formative practicum – formative opportunity for independent teaching
- Practical skills – case management, reflection, problem-solving, accessing resources, professional issues, teacher research, portfolio development, social dynamics of classrooms, classroom management, effective instruction, interpersonal relationships
- Integration/awareness of BC curricular areas

**EY Cohort Only**

**EDUC xx7: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy**

- Curricular integration of Fine Arts, Music, PE, Drama, Dance, Performance, Health, Imagery, ELA, Wellness, Sustainable Health and Career

**EDUC 446: Aboriginal/Indigenous Education**

- Cultural practices
- Culturally reflexive practices
- Cultural awareness

**SY Cohort Only**

**EDUC 361: Curriculum and Instruction in the Secondary Humanities, Part 2 (Humanities Cohort Only)**

- Accessing, selecting and developing curriculum
- Planning, instruction, and assessment/evaluation methods
- Understanding and integrating ELA/Social Studies and ADST

**EDUC 372: Curriculum and Instruction: Mathematics and Science, Part 2 (Math/Science Cohort Only)**

- Accessing, selecting and developing curriculum
- Planning, instruction, and assessment/evaluation methods
- Understanding and integrating Math, Science, ADST

**Semester Four**

**Full Cohort**

**EDUC xx8: Career Education**

- My BluePrint, K-12 BC Curriculum Context, Touchstone Project Development, financial literacy and financial management, career aptitude and planning
- EDUC 413 - interpersonal counselling skills
- Pedagogical content knowledge informed by research

**EDUC xx9: Diverse Classrooms**

- Indigenization; Truth and Reconciliation
- Religion
- Immigration
- Language

- Ability
- Pedagogical content knowledge informed by research

### **EDUC xx10: Mental Health and Wellness**

- Self-directed wellness skills
- Workplace balance, priorities
- Healthy living and nutrition
- Workplace culture
- Student mental health and trauma informed pedagogy and practice
- Tough conversations and professionalism, Code of Ethics and Professional Practice
- Teaching Standards, boundaries, social media
- Pedagogical content knowledge informed by research
- Building support networks and working with colleagues

### **EY Cohort Only**

#### **EDUC 351: Curriculum and Instruction: Second Language**

- Second Language acquisition and development
- Pedagogical content knowledge informed by research
- Diverse learning needs

### **SY Cohort Only**

#### **EDUC 441: Innovative Community-Based Approaches to Responsive Education**

- Place-Based Learning, Interdisciplinary Learning, Project-Based Learning, Personalized Learning, Inquiry Based Learning, Experiential Learning, Design Thinking... in context to subject specialty(ies) and out-of-field teaching.
- Pedagogical content knowledge informed by research
- Special Needs

## **Semester Five**

### **Full Cohort**

#### **EDUC 491: Summative Practicum**

- Sustained practicum meeting criteria for certifying practicum
- Weekly seminars
- Developing/honing professional skills
- Case management
- Problem solving
- Accessing appropriate resources
- Professional issues, boundaries, social media
- Teaching standards
- Teacher research
- Integration of theory and practice

## **7. Monthly Sequence of Classes**

The following table provides the sequence of courses to be offered as part of the renewed BEd program. Appendix B provides the complete wireframe of the renewed BEd program.

<b>YEAR ONE – SEMESTER ONE - 13 WEEKS</b>			
<b>SEPTEMBER - DECEMBER</b>			
	<b>Week 1 - Full Cohort – EY/SY Orientation/Questioning</b>	<b>Weeks 2 – 13 - Full Cohort – EY/SY Questioning/Exploring</b>	
<b>Courses</b>	<b>EDUC 446 Aboriginal/Indigenous Education</b>	<b>EDUC 346 Aboriginal/Indigenous Education</b> 3 credit hours	
	<b>EDUC xx1 Reflective Practice Through Inquiry and Portfolio</b>	<b>EDUC xx2 Foundations of Education</b> 3 credit hours	
		<b>EDUC xx3 Pedagogy, Curriculum and Teaching - Theory in Context</b> 3 credit hours	
		<b>EDUC 390 Observational Practicum</b> 3 credit hours	
<b>YEAR ONE – SEMESTER TWO - 13 WEEKS</b>			
<b>JANUARY – APRIL</b>			
	<b>Full Cohort – EY/SY Questioning/Exploring</b>	<b>EY Cohort Questioning/Focusing</b>	<b>SY Cohort Questioning/Focusing</b>
<b>Courses</b>	<b>EDUC 421 Assessment and Motivation</b> 3 credit hours	<b>EDUC xx4 Curriculum and Instruction in the Humanities K-7 using ADST</b> 3 credit hours	<b>EDUC 372 Curriculum and Instruction: Mathematics and Science, Part 1</b> 3 credit hours
	<b>EDUC 391 Experiential Practicum</b> 3 credit hours	<b>EDUC xx5 Curriculum and Instruction in Math and Science using ADST</b> 3 credit hours	<b>EDUC 361 Part 1 Curriculum and Instruction in the Secondary Humanities, Part 1</b> 3 credit hours
			<b>EDUC xx6 Integrating ADST as a Pedagogical Stance</b> 3 credit hours
			<b>EDUC 446 Aboriginal/Indigenous Education</b>

<b>YEAR ONE – SEMESTER THREE - 13 WEEKS</b>				
<b>APRIL – JUNE</b>				
	<b>Full Cohort – EY/SY Questioning/Focusing</b>	<b>EY Cohort Questioning/Exploring</b>	<b>SY Cohort Questioning/Exploring</b>	
<b>Course</b>	<b>EDUC 336</b> <b>Inclusive Education: Success for All</b> 3 credit hours	<b>EDUC xx7</b> <b>Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy</b> 6 credit hours	<b>EDUC 372</b> <b>Curriculum and Instruction: Mathematics and Science, Part 2</b> 6 credit hours	<b>EDUC 361</b> <b>Curriculum and Instruction in the Secondary Humanities, Part 2</b> 6 credit hours
	<b>EDUC 490</b> <b>Formative Practicum</b> 3 credit hours			
<b>YEAR ONE – SEMESTER FOUR - 8 WEEKS</b>				
<b>JULY – AUGUST</b>				
	<b>Full Cohort – EY/SY Questioning/Exploring</b>	<b>EY Cohort Questioning/Exploring</b>	<b>SY Cohort Questioning/Exploring</b>	
<b>Course</b>	<b>EDUC xx8</b> <b>Career Education</b> 3 credit hours	<b>EDUC 351</b> <b>Curriculum and Instruction: Second Language</b> 3 credit hours	<b>EDUC 441</b> <b>Innovative Community-Based Approaches to Responsive Education</b> 3 credit hours	
	<b>EDUC xx9</b> <b>Diverse Classrooms</b> 3 credit hours			
	<b>EDUC xx10</b> <b>Mental Health and Wellness</b> 3 credit hours			
<b>YEAR TWO – SEMESTER ONE - 13 WEEKS</b>				
<b>SEPTEMBER – DECEMBER</b>				
	<b>Week 1 – 12 - Full Cohort – EY/SY Exploring/Focusing</b>		<b>Weeks 13 - Full Cohort – EY/SY Focus/Refocusing</b>	
<b>Course</b>	<b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b> 3 credit hours awarded		<b>EDUC 446</b> <b>ABORIGINAL/INDIGENOUS EDUCATION</b> 3 credit hours awarded	
	<b>EDUC 491</b> <b>Summative Practicum</b> 6 credit hours			

## 8. Course Descriptions and Goals

Included below are the complete descriptions and goals for each of the courses in the renewed BEd program. Complete syllabi are not required at UNBC for academic approval by the UNBC Senate Curriculum committee. At UNBC, individual course syllabi are written by faculty members, drawing on their individual expertise and academic freedom.

## **EDUC XX1-3: Reflective Practice Through Inquiry and Portfolio**

### **Course Description**

This course provides Teacher Candidates with an introduction to and early development of a skillset to sustain an e-Portfolio that will record transformative inquiry over the journey of becoming a reflective practitioner. Teacher Candidates will focus on introspection and will have the opportunity to examine their emerging personal and professional identity, as they engage in continuous learning that is focused on their transformation from student to educator. Teacher Candidates will examine a number of digital tools that will allow them to self-assess and document their growth, as well as develop an understanding of current digital literacies to communicate student learning to parents.

### **Course Objectives**

Teacher Candidates will:

- develop both inquiry for self as a learner and inquiry for students as a learning strategy
- use portfolios for reflective practice to engage in ongoing reflection and self-assessment
- understand educational and pedagogical content as the foundation to meet Teaching Standards
- understand of a variety of digital tools to enable self and student assessment
- deepen pedagogical strategies to create student motivation and engagement

## **EDUC xx2-3: Foundations of Education**

### **Course Description**

This course is an introduction to the historical, philosophical, sociological and ethical foundations of education. Through this course, students are expected to connect the general foundations of and the present approaches to curriculum policies and practices, in public and independent schools in British Columbia and Canada in general. The professional standards and code of practice for teachers in BC will be interpreted in the light of the major ethical theories. Critical reasoning and ethical decision making in the professional context will be practiced and discussed.

### **Course Objectives**

Teacher Candidates will:

- become familiar with the various historical and philosophical perspectives informing education in British Columbia and Canada
- relate the ideas of early educational philosophers to the foundations of education in BC and Canada
- interpret the major ethical theories and apply them to the professional context of teachers
- acquire a broader understanding of contemporary educational issues related to culture, social class and gender in BC and Canada



- analyze emerging educational policy reforms in the K-7 public schools in British Columbia and Canada
- evaluate arguments on educational foundations as agents for or against change in contemporary Canadian society
- identify their own beliefs about education and reflect on their moral foundations

### **EDUC xx3-3: Pedagogy, Curriculum and Teaching - Theory in Context**

#### **Course Description**

This course provides Teacher Candidates with an introduction to and development of a skillset to fluently engage with BC's curriculum. Teacher Candidates will develop an understanding of curriculum content and competency integration, and an understanding of the importance of differentiated instruction to enable student success. Teacher Candidates will also integrate the cycle of assessment and evaluation to inform instruction, and ways to keep students at the center of the learning. Finally, Teacher Candidates will examine the role of teachers as researcher, learners and leaders of learning.

#### **Course Objectives**

Teacher Candidates will:

- understand how to effectively engage with the many parts of BC's curriculum
- utilize differentiated curriculum and instruction that meet the individual learning styles of all students in the classroom
- develop a progression of literacy skills for reading, writing, numeracy and technologies instruction
- develop ways to assess, diagnose and remediate teaching and learning
- begin to form an understanding of assessment in relationship to specific literacies
- be familiarized with Policies, Procedures, Guidelines and Teaching Standards and considering these when providing instruction and assessing students' progress
- integrate theories regarding Human Development and Learning into their Professional Practice
- understand theory and application for progression of skills

### **EDUC xx4-3: Curriculum and Instruction in the Humanities K-7 using ADST**

#### **Course Description**

This course prepares Elementary Teacher Candidates for the teaching of humanities in K-7. It emphasizes literacy, spoken and written language across subject areas, and social studies pedagogy, while integrating theory and practice with critical reflection. Other concentrations include the development of ADST and First Nations pedagogical knowledge, along with the assessment and evaluation of diverse learners.

#### **Course Objectives**

Teacher Candidates will:

- understand curricular and instructional expectations for language and literacy (reading, writing, speaking, listening, viewing) in K-7
- understand social studies education K-7, including curricular content, instruction, competencies, resources, and materials
- integrate spoken and written language across subject areas
- develop assessment, evaluation, and reporting skills for diverse learners
- develop pedagogical knowledge for social studies, literacy, First Nations pedagogy and issues, and ADST
- integrate theory and practice with critical reflection
- understand theory and application for progression of skills

### **EDUC xx5-3: Curriculum and Instruction in Math and Science using ADST**

#### **Course Description**

Quantitative and scientific literacy are essential competencies for Teacher Candidates to acquire and develop for them to educate students for the world and the future. Teacher Candidates will deepen and broaden their knowledge in these literary areas while developing and refining the skills and mind set required for logical reasoning, analytical thought, problem solving, creative thinking, and ethical decision-making. This learning will be based on the collection, analysis, and effective communication of data in addition to problem solving in situational contexts.

#### **Course Objectives**

Teacher Candidates will:

- understand how to create a learning environment that is conducive to the ADST design process
- develop an enthusiasm in themselves and their students for science and mathematics
- encourage others to engage in action and decision-making on a global scale as educated citizens
- acquire multiple ways to use BC's curriculum, and assessment strategies to create lesson plans, unit plans and experiential and inquiry based learning experiences
- understand theory and application for progression of skills

### **EDUC xx6-3: Integrating ADST as a Pedagogical Stance**

#### **Course Description**

This courses provides Teacher Candidates with opportunities to explore, inquire and understand the value of experiential learning for their students. Teacher Candidates will begin to develop their own pedagogical stances, recognizing the importance of hands-on learning. Experiential learning, as expressed in the BC Ministry of Education's curriculum - Applied Design, Skills and Technologies (ADST), states children need opportunities to build on their own natural curiosity, inventiveness, and desire to create and work in practical ways.

#### **Course Objectives**

Teacher Candidates will:

- understand the context of a challenge for developmentally appropriate learning
- seek insights and solutions to open-ended problems
- develop creative and critical thinking skills
- analyze and fitting multiple solutions to authentic contexts
- facilitate the design thinking process
- use experiential learning to support personalized instruction and assessment
- understand theory and application for progression of skills

### **EDUC xx7-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy**

#### **Course Description**

This course provides Teacher Candidates with an introduction to and development of skillset to develop an understanding of the curricular integration of fine arts, music, health and physical education, drama, dance, performance, imagery representation of knowledge, development of emergent and early language literacy, numeracy, wellness, sustainable health and career education. This overarching course will provide Teacher Candidates with methods that invite students to express their learning through the demonstration of personal aptitudes, values and beliefs using a variety of skillsets and explorations identity. This course will emphasize alternate ways of demonstrating learning.

#### **Course Objectives**

Teacher Candidates will:

- understand creative ways to embrace and interweave human development and learning
- understand curriculum and instruction in applicable teaching areas
- develop a holistic approach to education, and transformative practices
- design multi-curricular approaches and ways of learning
- understand personal health and wellness for Teacher Candidates and students, and the impact of developing self-expression for a strong sense of identity and self
- understand theory and application for progression of skills

### **EDUC xx8-3: Career Education**

#### **Course Description**

This course provides Teacher Candidates with an understanding of career education, career-life education, and career-life connection. Portfolio development and assessment using My Blue Print and Capstone Project will be featured in this course, in addition to financial and career literacy, interpersonal and intrapersonal skills, and acceptance of diversity (cultural, gender, intellectual, and physical). Theory and practice will be integrated throughout the course to develop pedagogy and assessment practices.

#### **Course Objectives**

Teacher Candidates will:

- experience my BluePrint and Capstone Project Development
- develop financial literacy and financial management
- develop career planning and interpersonal counselling skills
- explore issues of gender equity, violence, bullying, appropriate workplace interactions
- understand provincial and federal human right context
- understand administrative, legal, and political frameworks
- develop a knowledge of ethics, standards, and practice of teaching as a profession
- understand Teaching Standards, boundaries and social media in a career context

### **EDUC xx9-3: Diverse Classrooms**

#### **Course Description**

Schools and classrooms in BC are becoming more culturally diverse and complex. In this course, Teacher Candidates will address multiculturalism in classrooms, explore issues related to religion and religious diversity, engage in Truth and Reconciliation and what it means to them in a local context, and deepen their understanding of new Canadians in classrooms and their lived experiences. This course will integrate theory and practice to discover how diverse classrooms influence and inform pedagogy, mindset, and assessment strategies. In addition to diverse classrooms, this course will provide Teacher Candidates with skills and theories needed to teach English Language Learners effectively.

#### **Course Objectives**

Teacher Candidates will:

- practice and reflect on the development of cultural awareness, sensitivity, and competencies
- celebrate diversity and individual differences
- develop diagnostics, formative and summative assessments, and cultural safety for students in a multicultural learning environment
- analyze theoretical models connecting language with culture and apply them to practice
- identify historical, socioeconomic, and cultural factors affecting multicultural students

### **EDUC xx10-3: Mental Health and Wellness**

#### **Course Description**

This course provides Teacher Candidates with skillsets to develop an understanding of well-being for self and for all members of the school community. Teacher Candidates will develop trauma informed pedagogy and practice to support students' development of resilience behaviours and positive mental health, and will examine the meaning of professionalism through an examination of the Code of Ethics and TRB Professional Standards. Workplace culture will be examined through a lens of collaboration and an understanding of the many roles of the educator.

## **Course Objectives**

Teacher Candidates will:

- learn self-directed wellness techniques
- understand the importance of mental wellbeing for all members of the learning community
- examine boundaries and scope of competency in learning environments
- become familiar with research-based risk and protective factors for mental health
- examine ethics, professional standards and practice of teaching as a profession
- understand the administrative, legal and political framework of education in British Columbia and Canada developing the necessary skillsets and strategies to act as a collaborator

## **EDUC 336-3: Inclusive Education: Success for All**

### **Course Description**

The course addresses individual differences and inclusion based on the premise that all students have individual needs and health of classrooms depends on celebrating difference. Students differ in their experiences, skills, knowledge, perspectives, and cultural beliefs that must be considered when selecting, designing and adapting pedagogical components and strategies for inclusion, the inclusive classroom, and being an inclusive educator. The broader philosophical and pedagogical framework for this course will focus on inclusive teaching strategies across curricula, assessment strategies that support inclusion, and inclusive classroom management strategies.

### **Course Objectives**

Teacher Candidates will:

- develop a comprehensive overview of inclusivity and learning context
- understand a teacher's role and responsibilities in an inclusive classroom
- develop and refine classroom management strategies leading to success for all
- recognize culturally diverse demographics through a multicultural and Aboriginal/Indigenous educational lens
- develop a competency in the application of Individual Education Plans, Differentiated Learning, and Universal Design for Learning strategies
- understand rights and responsibilities related to inclusive education

## **EDUC 346-3: Aboriginal/Indigenous Education**

### **Course Description**

This course provides Teacher Candidates with a deep understanding of the TRC Calls to Action by embedding cultural and Indigenous/Aboriginal perspectives to build their own understandings and knowledge. Teacher Candidates will develop an understanding of oral

history and the Indigenous perspectives on historical and current issues, and will develop pedagogical strategies to support learners in the classroom.

### **Course Objectives**

Teacher Candidates will:

- understand human development and learning through a First Nations' lens by engaging with First Nations' pedagogy and learning
- indigenize curriculum and approach
- recognize oral learning and diverse way of knowing
- integrate aboriginal/indigenous history into classrooms
- develop curriculum and instruction strategies that enable the addressing of diverse world view knowledge

## **EDUC 351-3: Curriculum and Instruction: Second Language**

### **Course Description**

This course provides Elementary Teacher Candidates with curriculum and instructional methods for teaching a second language. This second language may be French or a provincially approved language, such as a local Indigenous language. Teacher Candidates will develop strategies, knowledge, and skillsets that will include assessment and evaluation, classroom management, and pedagogical factors related to teaching elementary students a second language. Teacher Candidates will develop a deep understanding of second language acquisition and development, pedagogical content knowledge that is informed by research, and personalizing student learning needs.

### **Course Objectives**

Teacher Candidates will:

- understand and implement techniques, principles, and pedagogy involved in second language acquisition
- understand and implement progression of skills in language development
- develop diagnostics, formative and summative assessments
- develop a climate of cultural safety and celebration of diversity
- integrate theory and practice to second language teaching and learning with practical learning opportunities, educational studies, and pedagogical knowledge in the discipline
- incorporate Indigenous/Aboriginal pedagogy and issues related to historical and current contexts

## **EDUC 361-3: Curriculum and Instruction in the Secondary Humanities, Part 1**

### **Course Description**

The course investigates curriculum and instruction methods in English language arts and social studies in Grades 8-12. This includes accessing, selecting, and developing curricular materials

as well as planning, instruction and assessment. Emphasis will be placed on strategies for thematic instruction, cross-curricular teaching, Canadian texts, First Peoples Principles, and language and literacy across the curriculum.

### **Course Objectives**

Teacher Candidates will:

- develop and implement curriculum for Secondary English language arts and social studies
- use a variety of strategies to teach the humanities
- foster cross-curricular learning using the thematic approach
- promote language and literacy across the curriculum
- integrate theory and practice with critical, reflective approaches

### **EDUC 361-6: Curriculum and Instruction in the Secondary Humanities, Part 2**

#### **Course Description**

This course is a continuation of EDUC 361 Part 1 and is designed to continue to promote English language arts and social studies across the Secondary humanities curriculum. Additionally, it will promote the use of Canadian and Indigenous texts to explore Social Justice themes and First Nations history and pedagogy.

#### **Course Objectives**

Teacher Candidates will:

- extend the development and implementation of Secondary humanities curriculum
- develop further strategies to teach Secondary English language arts and social studies
- explore Social Justice themes through Canadian texts in correspondence with place-based learning emphasis
- focus on First Nations issues in historical and contemporary contexts by way of Indigenous authors

### **EDUC 372-3: Curriculum and Instruction: Mathematics and Science, Part 1**

#### **Course Description**

This course is designed to provide secondary Teacher Candidates that have a subject specialty in Mathematics and Science with opportunities to develop their personal pedagogical competencies for teaching in these subject areas. Teacher Candidates will be given opportunities to explore foundational studies in Mathematics and Science, laboratory practices, discovery/project/place-based learning, and experiential and inquiry methods of teaching. Teacher Candidates will be provided with opportunities for situational and cross-curricular contexts.

#### **Course Objectives**

Teacher Candidates will:

- develop a focus on flexible, real-life teaching and learning strategies that will enable them to choose design processes, resources and applications best suited to the needs of their students
- develop skill development in mathematics and science, and assessment and evaluation techniques required for effective teaching of problem-solving thinking processes and strategies to explain and justify mathematical and scientific ideas

## **EDUC 372-6: Curriculum and Instruction: Mathematics and Science, Part 2**

### **Course Description**

This course is a continuation of EDUC 372 Part 1 and is designed to continue the progression of skill development in mathematics and science and evaluation and assessment techniques for Teacher Candidates to explore further and integrate into their subject specific pedagogy. Integrating theory and practice, habits of the mind, professional ethics and standards, and implementation of laboratory safety protocol continues. Experiential and reflexive learning of First Peoples Principles and cross-curricular teaching and learning using ADST will be ongoing themes.

### **Course Objectives**

Teacher Candidates will:

- facilitate the mindset of mathematical and scientific thinking and learning
- create classroom experiences based on the community, shared learning and collegiality to empower them to make sense of the world and encourage students to do the same
- develop research-based knowledge and flexibility in instructional skills
- pursue a deeper and broader study of knowledge to nourish their individual interests and passions
- model enthusiasm that supports the growth and development of their students' understanding and skills

## **EDUC 390-3: Observational Practicum**

### **Course Description**

This course provides Teacher Candidates with the skillsets needed to better understand the complexities of teaching and learning. Teacher Candidates will participate in an observational practicum in K-12 classrooms as well as alternative educational settings. Mentors will guide discussions addressing ongoing practice issues to provide Teacher Candidates opportunities to reflect on and problem solve real life and case study issues. This course will help Teacher Candidates assess current resources, address professional issues, and experience the role of teacher as researcher.

### **Course Objectives**

Teacher Candidates will:

- critically examine human development and learning through practicum experiences



- develop an understanding of the importance of educational and pedagogical content
- identify examples of teachers adapting and modifying instruction to personalize learning needs
- participate in opportunities where theory intersects with practice
- adhere to professional ethics, teaching standards, and complexities of the teaching profession

## **EDUC 391-3: Experiential Practicum**

### **Course Description**

This course provides Teacher Candidates with the skillsets needed to participate in an experiential practicum. During their time in classrooms, Teacher Candidates will participate in planning, teaching, assessing and reflecting on self and students' learning. Teacher Candidates will be immersed in reflective practices that include participating in groups to provide ongoing support and guidance to each other as they participate in reflective practices, inquiry, and problem solving.

### **Course Objectives**

Teacher Candidates will:

- develop an e-Portfolio as repository of their personal growth, inquiries, questions and evidence of increasing professional development as an educator
- critically examine human development and learning through practicum experiences
- understand the cycle of assessment and evaluation to explore individual students' learning needs
- embed First Nations pedagogies and current research informed pedagogies into their practice
- understand the importance of ethics for individuals as well as the community of educators
- ensure wise practices, such as gender equity, are implemented

## **EDUC 421-3: Assessment and Motivation**

### **Course Description**

This course provides Teacher Candidates with skills in classroom assessment for all levels of ability. This course will help Teacher Candidates understand the deep connection between assessment and evaluation and student learning, motivation and behaviour. Teacher Candidates will explore theories of development for childhood and adolescence, while focusing on understanding the ways that diversity and identity create opportunities for differential learning opportunities as well as differential assessment and evaluation. Teacher Candidates will also explore the importance of motivation and engagement in developing classroom communities of learning.

## **Course Objectives**

Teacher Candidates will:

- create opportunities for developing engaging and motivating lessons
- understand the importance of embedding the cycle of assessment and evaluation in daily practice to inform teaching, as well as ways to communicate learning
- establish the link between curricular competencies, core competencies and assessment and evaluation
- develop differential assessment and evaluation techniques that meet the needs of diverse learners while developing students' own abilities to assess competencies

## **EDUC 441-3: Innovative Community-Based Approaches to Responsive Education**

### **Course Description**

This course provides Teacher Candidates with opportunities to research collaboratively, plan, teach, assess and reflect actively on classroom practices with real time coaching from classroom teachers and university instructors. Teacher Candidates will develop deep understandings of ways to embed Aboriginal/Indigenous perspectives into experiential, subject-based learning and classroom organization. This course will help Teacher Candidates explore teacher identity and inquiry into social-emotional aspects of classroom practice, as well as student led inquiry. Application of teaching strategies will link research and theory to practice. Teacher Candidates will also develop personalized pedagogical stances based on current theory and their own experiences.

### **Course Objectives**

Teacher Candidates will:

- use research to foster place-based, interdisciplinary learning
- experience real life assessment in which Teacher Candidates are participating in a feedback cycle that informs instruction
- personalize inquiry based learning for teachers as well as for students
- participate in experiential learning
- develop pedagogical content knowledge informed by research
- understand open ended learning that allows relevance and success for every classroom student
- identify local contextual factors for learners and incorporating these factors into meaningful classroom learning

## **EDUC 446-3: Aboriginal/Indigenous Education**

### **Course Description**

This course emphasizes the importance of people, place and land to learning. In this course, Teacher Candidates will have opportunities to engage in experiential learning opportunities, learning about current First Nations pedagogies and issues. Teacher Candidates will be guided

to appropriately design curriculum embedding First Peoples Principles of Learning, and will develop curricular themes with goals in each of the four directions—Spiritual, Emotional, Intellectual and Physical.

### **Course Objectives**

Teacher Candidates will:

- explore First Nations pedagogies and approaches related to historical and current contexts
- develop an understanding of holistic Indigenous worldviews and perspectives
- co-design and co-teach curriculum that embeds the First Peoples Principles of Learning
- engage and embody non-western ways of knowing

### **EDUC 490-3: Formative Practicum**

#### **Course Description**

This course contributes to meeting Teacher Regulation Branch practicum requirements. During the university instruction and in-situ learning of this practicum, Teacher Candidates will develop a deeper understanding of teaching by integrating theory into practice and will have a first opportunity for independent classrooms. Teacher Candidates will document the journey through continued use of e-Portfolios to demonstrate and articulate an increasing awareness of practical skillsets. This course will support a deepening awareness and facilitation of BC curriculum.

#### **Course Objectives**

Teacher Candidates will:

- develop excellence in classroom according to the Teaching Standards
- engage with personalized learning and individual needs for both the Teacher Candidate and classroom students
- complete meaningful assessment and maintain appropriate records
- reflect on personal practice, participate in teacher research, and be informed of professional issues
- problem-solve, access resources, and develop student and personal portfolios
- understand the social dynamics of the classroom and complexities of relationships
- understand and respect professional boundaries in all contexts
- record personal growth in e-Portfolios including evidence of effective instruction and classroom management
- merging theory and practice to create and develop pedagogical knowledge
- demonstrate a high level of ethical behaviour as a teaching professional

## **EDUC 491-6: Summative Practicum**

### **Course Description**

This course is a summative practicum that prepares Teacher Candidates to meet Teacher Regulation Branch practicum requirements. During the university instruction and in-situ learning of this summative practicum, Teacher Candidates will develop the necessary experience and knowledge to advance BC curriculum and pedagogical knowledge for learners. Teacher Candidates will be expected to demonstrate a thorough understanding and practice of ethics, standards, and teaching as a profession.

### **Course Objectives**

Teacher Candidates will:

- develop excellence in classroom according to the Teaching Standards
- engage with personalized learning and individual needs for both the Teacher Candidate and classroom students
- complete meaningful assessment and maintain appropriate records
- reflect on personal practice, participate in teacher research, and be informed of professional issues
- problem-solve, access resources, and develop student and personal portfolios
- understand the social dynamics of the classroom and complexities of relationships
- understand and respect professional boundaries in all contexts
- record personal growth in e-Portfolios including evidence of effective instruction and classroom management
- merging theory and practice to create and develop pedagogical knowledge
- demonstrate a high level of ethical behaviour as a teaching professional
- demonstrate competency for independent practice

## **9. Admission Requirements/Withdrawals/Appeals**

### **9.1 Admission Requirements**

#### **Elementary Years**

Applicants to the BEd Elementary Years stream must have completed a minimum 60 credit hours of undergraduate-level coursework or equivalent at an accredited post-secondary institution.

Applicants to the BEd degree completion program must have completed a UNBC Education Diploma in a First Nations Language and Culture.

The following requirements must also be met:

- A minimum GPA of 2.33 (C+) in the most recent 60 credit hours of post-secondary coursework;

- 6 credit hours of English Literature with a C+ average, or 3 credit hours of English Literature and 3 credit hours of English Composition with a C+ average (courses in creative, business, or technical writing or communication are not acceptable);
- 3 credit hours of Mathematics (not including Statistics);
- 3 credit hours of a Laboratory Science—a lab component is not required, but recommended. Laboratory Science credit hours are normally selected from Astronomy, Biology, Chemistry, Earth and Environmental Science, Physical Geography, or Physics. Upon review, credit hours from other disciplines may be recognized as meeting the Laboratory Science requirement;
- 3 credit hours of Canadian History or 3 credit hours of Canadian Geography;
- 3 credit hours of Canadian Studies. Canadian Studies credit hours are normally selected from Anthropology, English Literature, First Nations Studies, Geography, History, Northern Studies, or Political Science courses containing significant Canadian content. Upon review, credit hours from other disciplines may be recognized as meeting the Canadian Studies requirement;
- 12 credit hours of upper-division (300- and/or 400-level) course work in one or a combination of the following subjects taught in British Columbia public schools listed below:<sup>1</sup>
  - Anthropology
  - Biology
  - Chemistry
  - Computer Science
  - Dance
  - Earth and Environmental Science
  - Economics
  - English
  - First Nations Studies
  - French
  - Geography
  - Health Studies
  - History
  - Human Kinetics
  - Mathematics
  - Music
  - Physics
  - Political Science
  - Sociology
  - Theatre
  - Visual Art
- Submission of the completed application forms including the Experience with Children and Youth statement, three Confidential Reference Forms, and the Personal Statement.

<sup>1</sup>Courses used to satisfy the above English, Mathematics, Laboratory Science, Canadian History/Geography, and Canadian Studies requirements cannot also be used to satisfy the requirement of 12 credit hours of upper-division course work.

All required coursework must be completed by May 1, prior to commencement in the BEd Elementary Years stream.

Admission to the BEd Secondary Years stream has limited enrolment and is competitive. Satisfying the minimum admission requirements does not guarantee admission.

## **Secondary Years**

Applicants to the BEd Secondary Years stream must have completed a four-year (minimum 120 credit hours) Bachelor's degree or equivalent at an accredited post-secondary institution.

The following requirements must also be met:

- A minimum GPA of 2.33 (C+) in the most recent 60 credit hours of transferable post-secondary coursework;
- 6 credit hours of English Literature with a C+ average, or 3 credit hours of English Literature and 3 credit hours of English Composition with a C+ average (courses in creative, business, or technical writing or communication are not acceptable);
- 3 credit hours of Mathematics (not including Statistics);
- 3 credit hours of a Laboratory Science—a lab component is not required, but recommended. Laboratory Science credit hours are normally selected from Astronomy, Biology, Chemistry, Earth and Environmental Science, Physical Geography, or Physics. Upon review, credit hours from other disciplines may be recognized as meeting the Laboratory Science requirement;
- 3 credit hours of Canadian Studies. Canadian Studies credit hours are normally selected from Anthropology, English Literature, First Nations Studies, Geography, History, Northern Studies, or Political Science courses containing significant Canadian content. Upon review, credit hours from other disciplines may be recognized as meeting the Canadian Studies requirement;
- 24 credit hours of academic course work (inclusive of the credit hour requirements above) in any one of the teachable subjects taught in British Columbia public schools listed below:
  - Biology
  - Business Education
  - Chemistry
  - Computer Science
  - Earth Science
  - English
  - First Nations Studies
  - General Science<sup>1</sup>

- Geography
- History
- Mathematics
- Physics
- Social Studies<sup>2</sup>;
- Submission of the completed application forms including the Experience with Children and Youth statement, three Confidential Reference Forms, and the Personal Statement.

<sup>1</sup>Applicants with a teachable area in General Science must have completed the 24 credit hours of academic course work in any combination of Biology, Chemistry, and/or Physics courses. Other science courses may be included in the 24 credit hours upon approval.

<sup>2</sup>Applicants with a teachable area in Social Studies must have completed:

- 3 credit hours of Canadian Studies
- 3 credit hours of Geography
- 3 credit hours of History
- 15 credit hours of one or a combination of the following:
  - Anthropology
  - Economics
  - Geography
  - History
  - Political Science
  - Sociology
  - Coursework in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences may be considered upon examination of the course syllabi. Approval must be sought from both the British Columbia Ministry of Education—Teacher Regulation Branch, and the UNBC School of Education.

Applicants to the BEd Secondary Years stream should recognize that the credit levels for teachable subjects meet the British Columbia Ministry of Education—Teacher Regulation Branch accreditation requirements, and may not be equivalent to the formal requirements for a UNBC major or minor. Applicants should refer to the appropriate section of the UNBC Undergraduate Calendar in order to ensure that they are meeting all of the coursework required to successfully complete UNBC degree requirements.

All required coursework must be completed by May 1, prior to commencement of the BEd Secondary Years stream.

Admission to the BEd Secondary Years stream has limited enrolment and is competitive. Satisfying the minimum admission requirements does not guarantee admission.

## 9.2 Withdrawals

The School of Education reserves the right at any time to require any Teacher Candidate to withdraw from UNBC if it believes, on consideration of academic, professional fitness or professional conduct, that the student is unsuitable for the teaching profession. Unsatisfactory performance in any aspect of the program may be considered reason to require a Teacher Candidate to withdraw from the Program.

Regular attendance is expected of all Teacher Candidates in all courses. An instructor can initiate procedures to reject a Teacher Candidate from attending classes and from final examinations where unexcused absences exceed three hours of scheduled classes in one term.

Teacher Candidates may be required to withdraw from a practicum experience if their performance in their school placement is considered to be unsatisfactory by the Chair or designate (based on written assessments by the Practicum Supervisor and/or Cooperating Teacher).

Teacher Candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must receive permission to do so from the Chair. Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Practicum Placement Coordinator, and/or BEd Coordinator, will result in withdrawal from UNBC's Education Program. Teacher Candidates who withdraw voluntarily from a practicum placement must notify the Practicum Placement Coordinator in writing at least one week in advance of the commencement of the classroom placement.

Teacher Candidates who have withdrawn for any reason from a Classroom Practice & Seminar course, or who wish to re-enter, or re-take, the course must apply to the BEd Admissions and Standards Committee Chair for re-admission. The number of times a Teacher Candidate can be re-admitted to Classroom Practice & Seminar courses is limited to once except in cases where there are dire circumstances beyond the Teacher Candidate's control as set out in the UNBC "Conditions of Academic Standing" (Academic Regulation 49). Teacher Candidates will only be re-admitted to a Classroom Practice & Seminar course when, in the opinion of those responsible for the supervision of the previous attempt, there was evidence of significant progress toward meeting the outcomes for the practicum placement. If re-admission is approved following required or voluntary withdrawal from a practicum and/or program, the Teacher Candidate will normally be re-admitted on probationary status.

## 9.3 Appeals

Appeals are to be first be submitted to the BEd Admissions Committee. If a Teacher Candidate is not satisfied with the outcome of that process, the candidate may then file an appeal with UNBC's Senate Committee on Academic Appeals.

The following is a direct quote of UNBC's Academic Regulation 50, Appeals Process:

All students have the natural and reasonable right to appeal grades given during the term, the final grade of a course, and other academic policies and decisions of the University. The Senate



Committee on Academic Appeals is the final adjudicator in such matters. All formal appeals must be made through the Registrar, in writing and with necessary documentation, within 15 working days of the receipt of the decision in question. The student's written appeal must state clearly the decision being appealed, the reason(s) why the decision is considered to be unfair, what decision would be considered fair, and why it would be fair. It is incumbent upon the student to advise the University, via the Office of the Registrar, of their current contact information. All written appeals to the Senate Committee on Academic Appeals should indicate whether an in-person hearing is being requested. Otherwise, cases are adjudicated on the basis of the written submissions.

Further information regarding the procedures of the Senate Committee on Academic Appeals can be found as Academic Regulation 51 in the 2018-2019 UNBC Undergraduate Calendar (<https://www.unbc.ca/sites/default/files/sections/calendar/2018-2019undergraduateacademiccalendar-v3.pdf>.)

## 10. Program Delivery/Class Size and Structure/Practicum Requirements

### 10.1 Program Delivery

The renewed BEd program will be delivered on campus, using a variety of instructional strategies. These instructional strategies include, but are not limited to:

- **Large Group Lecture** with opportunities for breakout seminars to bring together both EY/SY cohorts,
- **Breakout Seminars** with small group discussion on specific topic areas or cohort needs,
- **Workshops** to address short term, intensive experiential learning events that might be skill focused or topic specific,
- **Seminars** with small groups, possibly within EY/SY cohort groupings, to allow for interaction, deliberation, and debate across the program,
- **Case Studies** to explore living cases of actual practice used to position theory within practice and provoke discussion of issues, analyses, and strategizing,
- **Formative Practicum** to sustain field experience opportunities with intentional debrief opportunities for reflection and growth,
- **Classroom Observations** within the schools that are monitored by faculty or Coaching Teachers,
- **Field Experiences** within rural and or remote school and/or community-based settings that will enrich Teacher Candidates' preparation to enter the profession and introduce them to the broader environment in which contemporary educators work, and
- **Sustained, Final Practicum** to provide experience in schools to meet and exceed existing TRB certification requirements. Teacher Candidates will be supported in advance of this final practicum and will be provided a substantive debrief at the conclusion of the practicum to support reflection and growth.

## 10.2 Class Size and Structure

Class sizes will be small as the initial cohort will consist of approximately 15 Teacher Candidates in EY and 15 Teacher Candidates in SY. It is anticipated that the Bachelor of Education program will eventually be 60 Teacher Candidates—30 EY and 30 SY.

While some courses will be offered to Teacher Candidates in a combined cohort configuration, other courses will be offered cohort specific to meet the requirement for Teacher Certification for Elementary Years Educators (EY) and Secondary Years Educators (SY).

- Semester One: both cohorts (EY and SY) will be taught together, using a range of instructional strategies presented in Section 8.1.
- Semester Two and Three: both cohorts are together for two courses. EY and SY are separated for curriculum specific courses.
- Semester Four: both cohorts are together for three courses.
- Semester Five: Teacher Candidates will come together to share their portfolios and participate in a Celebration of Learning.

## 10.3 Practicum Requirements

The renewed BEd program follows the guidelines outlined in the British Columbia Teacher Regulation Policy 5 CO3

<https://www.bcteacherregulation.ca/documents/AboutUs/BylawsPolicies/bylaws.pdf>.

Teacher Candidates will be supervised by sponsoring teachers and administrators who hold valid Certificates of Qualifications. Expectations for each of the practicum experiences is stated in the Course Descriptions and Goals in Section 6. Please see descriptions for EDUC 390, 391, 490, and 491 for the learning goals for each of the in Situ and Experiential Learning opportunities, including both the Formative and Summative Practicum (EDUC 490 and 491).

## 11. List of Faculty and Staff with credentials

The following table lists the faculty and staff within the School of Education as of March 2019.

Faculty Member	Rank	Credentials
Wagner, Shannon	Interim Dean, Professor	BA, MSc, PhD
Sommerfeld, Anne	Interim Director	HBScN, MSc, EdD (candidate)
Kitchenham, Andrew	Professor	BEd, MEd, PhD
Fraser, Tina	Associate Professor	BSc, MEd, PhD
Lautensach, Alex	Associate Professor	BEd, MSc, MScT, PhD
Usman, Lantana	Associate Professor	BEd, MEd, MBA, PhD

<b>Harrison, Ed</b>	Assistant Professor	BEd, MEd, PhD
<b>McDonald, Verna</b>	Assistant Professor	BA, MA, EdD
<b>Whalen, Catherine</b>	Assistant Professor	BEd, MA, EdD
<b>Younghusband, Christine</b>	Assistant Professor	BSc, BEd, MEd, EdD
<b>Kotowich-Laval, Marian</b>	Senior Lab Instructor	MA
<b>Fuller, Bonnie</b>	Instructor	BSc, BEd, MEd
<b>Hay, William</b>	Lecturer	BA, BEd, MEd
<b>Koehn, Deborah</b>	Lecturer	BEd, MEd
<b>Vogelsang, Gretchen</b>	Lecturer	BA, BEd, MEd
<b>Staff Member</b>	<b>Title</b>	
<b>Fraess-Phillips, Alex</b>	Manager	MSc
<b>Edwards, Sheryl</b>	Acting Practicum Placement Coordinator (Prince George)	
<b>Lambright, Sam</b>	Practicum Placement Coordinator (Terrace)	
<b>Mason, Joan</b>	Administrative Assistant (Terrace)	
<b>Wertz, Kimi</b>	Administrative Assistant (Prince George)	

## 12. Faculty Scholarly Research

The following table lists relevant scholarly research conducted by School of Education faculty members as of March 2019. This is not an exhaustive list of publications and presentations by faculty.

Faculty Member	Sample of Scholarship
<p><b>Fraser, Tina</b></p>	<p>Fraser, T., &amp; O'Neill, L. (submitted). I Am Not Represented here: Cultural Frameworks and Indigenous Methodologies for Postsecondary Settings.</p> <p>Fraser, T., O'Neill, L., &amp; Sherry, J. (submitted). The Well-being of Indigenous People: A Collective Approach to Healing.</p> <p>Ragoonaden, K., Fraser, T., Hoffman, R., &amp; Latta, M. (2019, scheduled). A Holistic Exploration of Mindfulness and Indigenous Knowledge. American Educational Research Association, Kamloops, BC.</p> <p>Ragoonaden, K., Fraser, T., Hoffman, R., &amp; Latta, M., Hebert, B., Shayer, L., Budeskin, G., &amp; Beaudry, T. (2019, scheduled). A pedagogy of Well-Being: Introducing Mindfulness to First-Year Access Students. Canadian Society for the Study of Education, Vancouver, BC.</p> <p>O'Neill, L., Fraser, T., Kitchenham, A., &amp; McDonald, V. (2018). Hidden burdens: A review of intergenerational, historical and complex trauma, implications for indigenous families. <i>Journal of Child &amp; Adolescent Trauma</i>, 11(2), 173-186.</p>
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### 13. Library Resources Review

The comprehensive review of Library resources available to support the renewed Bachelor of Education program is part of the Senate Course revision process at UNBC. That process has been started. Once the School of Education receives Senate approval for the course revisions,



which includes the formal Library Review, Dean Shannon Wagner will forward the notification of Library Review to BCTC.

A letter of support from the Interim University Librarian, Heather Empey, is included as Appendix A and details the library supports available to the School of Education.

#### **14. Program Review and Evaluation**

The scheduled Structure Dialogue for the Bachelor of Education program was deferred to Spring 2019. Previous Dean CASHS/Acting Chair SoE Blanca Schorcht requested the deferral for the following reasons:

1. The School of Education was undergoing a period of transition.
2. Dr. Shannon Wagner was appointed Interim Dean and Chair on July 1, 2018, and a consultant was hired to assist with programmatic change.
3. UNBC was completing its Academic Planning initiative that impacts department structures and administrative organization.
4. The Academic Planning process may also impact UNBC's satellite programs, including program offerings at the Terrace Campus.
5. Programmatic renewal in the School of Education will consider ways in which UNBC can continue to make teacher education available to more students in different locations. Of particular interest is how to develop flexible models for indigenous students in the North, many of whom have completed their Developmental Standard Term Certificates in First Nations languages and culture and who wish to complete their BEd degrees.

Structured Dialogues are planned for the School of Education at both the Terrace and Prince George campuses in June 2019.

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## Appendix A – UNBC Library Letter of Support

*UNIVERSITY OF NORTHERN BRITISH COLUMBIA*

Geoffrey R. Weller Library  
University of Northern British Columbia  
3333 University Way  
Prince George, BC  
V2N 4Z9



February 12, 2019

Dr. Shannon Wagner  
Interim Dean  
College of Arts, Social and Health Sciences

### **Re: Library Resources Review for B.Ed. program renewal**

I am pleased to provide a letter confirming that the Geoffrey R. Weller Library has adequate resources to support the B. Ed. program at UNBC.

The Library provides support for the B.Ed. program at UNBC through our collection of over 10,000 education-related monographs, over 3000 education-related journals as well as a small collection of curriculum resources in our Education Resources Center (ERC). In addition, we have an agreement with School District #57 whereby UNBC teacher candidates can access the material in the District Learning Commons (DLC) to assist with their planning and courses. Students can access research assistance (synchronous and asynchronous) either at the Reference Desk, through email, chat, or by using our online subject guides. Students are encouraged to consult with the Education liaison librarian through office hours or by appointment.

Finally, the Library also provides assistance, support, and library instruction for distance students and faculty. Infrastructure is in place to ensure that distance students can access resources, obtain assistance (library instruction or assistance with working with library resources), and request materials. This service also manages the delivery of materials to distance students.

Yours truly,

A handwritten signature in blue ink, appearing to read 'HEATHER EMPEY', is written over a horizontal line.

Heather Empey  
Interim University Librarian  
Geoffrey R. Weller Library

## Appendix B – Complete Wireframe of the Renewed BEd Program

YEAR ONE – SEMESTER ONE - 13 WEEKS- 12 Credit Hours SEPTEMBER – DECEMBER		
	Week 1 - Full Cohort – EY/SY Orientation/Questioning	Weeks 2 – 13 - Full Cohort – EY/SY Questioning/Exploring
Course	<p><b>EDUC 446</b> Aboriginal/Indigenous Education</p> <p><b>EDUC xx1</b> Reflective Practice Through Inquiry and Portfolio</p>	<p><b>EDUC 346</b> Aboriginal/Indigenous Education 3 credit hours</p> <p><b>EDUC xx2</b> Foundations of Education 3 credit hours</p> <p><b>EDUC xx3</b> Pedagogy, Curriculum and Teaching - Theory in Context 3 credit hours</p> <p><b>EDUC 390</b> Observational Practicum 3 credit hours</p>
Content		<p><b>EDUC 346</b></p> <ul style="list-style-type: none"> <li>• Development/understanding of cultural and purposeful integration into curriculum to build student knowledge/understanding</li> <li>• Understanding of oral history</li> <li>• Knowledge of world views/Indigenous perspectives on historical/current issues</li> </ul> <p><b>EDUC xx2</b></p> <ul style="list-style-type: none"> <li>• Ethical behaviours</li> <li>• Integration of foundations of theory, practice</li> <li>• Pedagogical knowledge and skills – historical, philosophical, psychological, sociological foundations</li> <li>• Gender, culture, race, social class</li> </ul> <p><b>EDUC xx3</b></p> <ul style="list-style-type: none"> <li>• Overview of BC curriculum</li> <li>• Understanding of curricular integration</li> <li>• Progression of skills and abilities, especially in Numeracy and Literacy</li> <li>• Development of student perspectives, understanding differentiation</li> <li>• Assessment and evaluation</li> <li>• Teacher as researcher/learner/leader</li> <li>• Practical approaches to development and evaluation and curriculum</li> </ul> <p><b>EDUC 390</b></p> <ul style="list-style-type: none"> <li>• 3 week observational practicum</li> <li>• Observations with mentors addressing ongoing practice issues</li> <li>• Becoming a peer team</li> <li>• Reflection, case management, problem solving, assessing resources, professional issues, teacher research</li> </ul>
Cross Cutting Course	<p><b>EDUC xx1</b> Reflective Practice Through Inquiry and Portfolio 3 credit hours</p>	
Content	<p><b>EDUC xx1</b></p> <ul style="list-style-type: none"> <li>• Intro to e-Portfolio and Inquiry</li> <li>• Reflection – Reflective practitioner</li> <li>• Transformative inquiry</li> <li>• Identity – from student to educator</li> <li>• Evidence informed practice</li> <li>• Continuous learning/professional and personal growth</li> <li>• Portfolio – what, why and how</li> <li>• Digital tools – what, why and how</li> <li>• Digital documents (Reggio inspired practice)</li> <li>• Digital literacy</li> <li>• Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, et.)</li> </ul>	

	<ul style="list-style-type: none"> <li>Competency with digital tools/appropriate technologies</li> </ul>	
<b>Cross Cutting Course</b>	<b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 3 credit hours	
<b>Content</b>	<b>EDUC 446</b> Ceremony and Identity People, Place and Land	
<b>TRB Policy 2.1b</b>	<b>EDUC xx1</b> <ul style="list-style-type: none"> <li>Inquiry</li> <li>Reflective Practice Using Portfolios for Ongoing Reflection</li> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul> <b>EDUC 446</b> <ul style="list-style-type: none"> <li>Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul>	<b>EDUC 346</b> <ul style="list-style-type: none"> <li>Human development and learning</li> <li>Curriculum and instruction</li> <li>Diagnosing/providing for the educational needs of individual students, evaluation and testing</li> <li>Integration of theory and practice</li> </ul> <b>EDUC XX2</b> <ul style="list-style-type: none"> <li>Educational foundations</li> <li>Integration of theory and practice</li> <li>Practicum, education studies, pedagogical knowledge and skills</li> </ul> <b>EDUC xx3</b> <ul style="list-style-type: none"> <li>Curriculum and instruction</li> <li>Human development and learning</li> <li>Diagnosing and providing for educational needs of individuals</li> <li>Integration of theory and practice</li> </ul> <b>EDUC 390</b> <ul style="list-style-type: none"> <li>Human development and learning</li> <li>Curriculum and instruction</li> <li>Integration of theory and practice</li> </ul>
<b>TRB Policy 5</b>	<ul style="list-style-type: none"> <li>Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul>	<b>EDUC 346</b> <ul style="list-style-type: none"> <li>Studies in 1<sup>st</sup> Nations – pedagogy and issues</li> <li>Education and pedagogical content providing basis to meet Teaching Standards</li> </ul> <b>EDUC xx2</b> <ul style="list-style-type: none"> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> <li>Pedagogical knowledge informed by current research</li> <li>Ethics, standards and practice of teaching as a profession</li> </ul> <b>EDUC xx3</b> <ul style="list-style-type: none"> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> <li>Pedagogical knowledge informed by research</li> <li>Integration of theory and practice</li> <li>Ethics, standards and practice</li> </ul> <b>EDUC 390</b> <ul style="list-style-type: none"> <li>Practicum</li> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> <li>Pedagogical knowledge informed research</li> <li>Integration of theory and practice/practicum</li> <li>Ethics, standards and practice of teaching as a profession</li> </ul>
<b>Field</b>		<b>EDUC 390</b> 3 weeks

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YEAR ONE – SEMESTER TWO - 13 WEEKS-12 Credit Hours JANUARY – APRIL				
	Full Cohort – EY/SY Questioning/Exploring	EY Cohort Questioning/Focusing	SY Cohort Questioning/Focusing	
Course	<p><b>EDUC 421</b> Assessment and Motivation 3 credit hours</p> <p><b>EDUC 391</b> Experiential Practicum 3 credit hours</p>	<p><b>EDUC xx4</b> Curriculum and Instruction in the Humanities K-7 using ADST 3 credit hours</p> <p><b>EDUC xx5</b> Curriculum and Instruction in Math and Science using ADST 3 credit hours</p>	<p><b>EDUC 372</b> Curriculum and Instruction: Mathematics and Science, Part 1 3 credit hours</p>	<p><b>EDUC 361</b> Curriculum and Instruction in the Secondary Humanities, Part 1 3 credit hours</p>
			<p><b>EDUC xx6</b> Integrating ADST as a Pedagogical Stance 3 credit hours</p> <p><b>EDUC 446</b> Aboriginal/Indigenous Education</p>	
Content	<p><b>EDUC 421</b></p> <ul style="list-style-type: none"> <li>Forms of assessment</li> <li>Role of assessment</li> <li>Link between assessment, evaluation and student learning, motivation, behaviour and development</li> <li>Differential assessment and evaluation</li> <li>Link between curricular competencies and assessment and evaluation</li> <li>Children and adolescents' development</li> <li>Theories of development – developmental diversity and identity</li> </ul> <p><b>EDUC 391</b></p> <ul style="list-style-type: none"> <li>3-week practicum – EY student teach 20 – 25 lessons/SY students teach 11 – 13 blocks</li> <li>Observations, supervision, practical experiences in schools – planning and instruction across the curriculum</li> <li>Reflective practice – inquiry, problem solving, access resources, professional issues, portfolio development</li> </ul>	<p><b>EDUC xx4</b></p> <ul style="list-style-type: none"> <li>Development of oral and written language</li> <li>Diversity amongst learners in Language and Literacy, including cultural differences</li> <li>Curricular expectations for K-7 listening, speaking, reading, writing and spelling</li> <li>Progression of skill development/instructional strategies</li> <li>ADST as pedagogical stance and instructional strategy</li> <li>Social Studies education K-7, including curriculum content, competencies, resources and materials</li> <li>Strategies/integration into cross curricular learning</li> </ul> <p><b>EDUC xx5</b></p> <ul style="list-style-type: none"> <li>K-7 strategies, knowledge of curriculum development, materials, planning, evaluation and assessment</li> <li>Building connections with Math/Science curriculum</li> <li>Building connections – curriculum guidelines and instructions</li> <li>Progression of skill development/instructional strategies</li> <li>ADST as pedagogical stance and instructional strategy</li> <li>K-7 strategies in Math and Science, including curriculum content, competencies, resources and materials</li> <li>Strategies/integration into cross curricular learning</li> </ul>	<p><b>EDUC 361 Part 1</b></p> <ul style="list-style-type: none"> <li>Senior years – grades 8 – 12 HUMANITIES curriculum</li> <li>Develop curricular materials</li> <li>Fostering cross curricular learning</li> <li>Planning, instruction, assessment and evaluation</li> </ul> <p><b>EDUC 372 Part 1</b></p> <ul style="list-style-type: none"> <li>Senior years – grades 8 – 12 Math, Science and digital component of ADST curriculum</li> <li>Develop curricular materials</li> <li>Fostering cross curricular learning</li> <li>Planning, instruction, assessment and evaluation</li> </ul> <p><b>EDUC xx6</b></p> <ul style="list-style-type: none"> <li>Introduction to ADST</li> <li>Integration of ADST components as cross cutting, curricular integration</li> </ul>	
Gross Cutting Course	<p><b>EDUC xx1</b> Reflective Practice Through Inquiry and Portfolio 3 credit hours</p>			



Content	<p><b>EDUC xx1</b></p> <ul style="list-style-type: none"> <li>• Intro to e-Portfolio and Inquiry</li> <li>• Reflection – Reflective practitioner</li> <li>• Transformative inquiry</li> <li>• Identity – from student to educator</li> <li>• Evidence informed practice</li> <li>• Continuous learning/professional and personal growth</li> <li>• Portfolio – what, why and how</li> <li>• Digital tools – what, why and how</li> <li>• Digital documents (Reggio inspired practice)</li> <li>• Digital literacy</li> <li>• Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, et.)</li> <li>• Competency with digital tools/appropriate technologies</li> </ul>		
Cross Cutting Course	<p><b>EDUC 446</b>  <b>Aboriginal/Indigenous Education</b>            3 credit hours</p>		
Content	<p><b>EDUC 446</b>            Ceremony and Identity            People, Place and Land</p>		
TRB Policy 2.1b	<p><b>EDUC 421</b></p> <ul style="list-style-type: none"> <li>• Human development and learning</li> <li>• Diagnosis and testing</li> </ul> <p><b>EDUC 391</b></p> <ul style="list-style-type: none"> <li>• Human development and learning</li> <li>• Curriculum and instruction</li> <li>• Diagnosing/providing for individual needs</li> <li>• Evaluation and assessment</li> <li>• Integration of theory and practice</li> </ul>	<p><b>EDUC xx4</b></p> <ul style="list-style-type: none"> <li>• Human development and learning</li> <li>• Curriculum and instruction</li> <li>• Diagnosing and providing education, recognizing needs of individual students</li> <li>• Evaluation and testing</li> <li>• Integration of theory and practice</li> </ul> <p><b>EDUC xx5</b></p> <ul style="list-style-type: none"> <li>• Human development and learning</li> <li>• Curriculum and instruction</li> <li>• Integration of theory and practice</li> <li>• Evaluation and assessment</li> </ul>	<p><b>EDUC 361 and EDUC 372</b></p> <ul style="list-style-type: none"> <li>• Human development and learning</li> <li>• Curriculum and instruction</li> <li>• Individual needs</li> <li>• Integration of theory and practice</li> <li>• Evaluation and assessment</li> </ul> <p><b>EDUC xx6</b></p> <ul style="list-style-type: none"> <li>• Human development and learning</li> <li>• Curriculum and instruction</li> <li>• Integration of theory and practice</li> <li>• Evaluation and assessment</li> </ul>
TRB Policy 5	<p><b>EDUC 421</b></p> <ul style="list-style-type: none"> <li>• Student needs/differentiation</li> <li>• Integration of theory and practice</li> <li>• BC Curricular models</li> </ul> <p><b>EDUC 391</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Nations pedagogy</li> <li>• Practicum</li> <li>• Teaching to individual needs</li> <li>• Education and pedagogy – content</li> <li>• Pedagogical knowledge informed by current research</li> <li>• Gender equity</li> <li>• Ethics</li> </ul>	<p><b>EDUC xx4</b></p> <ul style="list-style-type: none"> <li>• Studies in 1<sup>st</sup> nations pedagogy and issues</li> <li>• Educational and pedagogical content</li> <li>• Pedagogical knowledge</li> <li>• Multiculturalism/racism</li> <li>• Integration of theory and practice</li> </ul> <p><b>EDUC xx5</b></p> <ul style="list-style-type: none"> <li>• TEK – Traditional Ecological Knowledge</li> <li>• Education and pedagogy content – TRB Standards</li> <li>• Pedagogical knowledge informed by current research</li> <li>• Theory to practice</li> </ul>	<p><b>EDUC 361 and EDUC 372</b></p> <ul style="list-style-type: none"> <li>• First Nations pedagogy and issues in historical and current contexts</li> <li>• Teaching individual students</li> <li>• Education and pedagogical content</li> <li>• Pedagogical knowledge through current research</li> <li>• Integration of theory and practice</li> <li>• Ethics, standards and practice of teaching as a profession</li> </ul> <p><b>EDUC xx6</b></p> <ul style="list-style-type: none"> <li>• TEK – Traditional Ecological Knowledge</li> <li>• Education and pedagogy content – TRB Standards</li> <li>• Pedagogical knowledge informed by current research</li> <li>• Theory to practice</li> </ul>
Field	<p><b>EDUC 391</b>            3 weeks</p>		

YEAR ONE – SEMESTER THREE - 13 WEEKS-12 Credit hours APRIL – JUNE				
	Full Cohort – EY/SY Questioning/Focusing	EY Cohort Questioning/Exploring	SY Cohort Questioning/Exploring	
Course	<b>EDUC 336</b> <b>Inclusive Education: Success for All</b> 3 credit hours  <b>EDUC 490</b> <b>Formative Practicum</b> 3 credit hours	<b>EDUC xx7</b> <b>Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy</b> 6 credit hours  <b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b>	<b>EDUC 372</b> <b>Curriculum and Instruction: Mathematics and Science, Part 2</b> 6 credit hours	<b>EDUC 361</b> <b>Curriculum and Instruction in the Secondary Humanities, Part 2</b> 6 credit hours
Content	<b>EDUC 336</b> <ul style="list-style-type: none"> <li>Individual differentiation</li> <li>Inclusion</li> <li>Multicultural education</li> <li>Disabilities</li> <li>Aboriginal/Indigenous education</li> </ul> <b>EDUC 490</b> <ul style="list-style-type: none"> <li>Four-week practicum</li> <li>Practical skills – case management, reflection, problem-solving, accessing resources, professional issues, teacher research, portfolio development, social dynamics of classrooms, classroom management, effective instruction, interpersonal relationships</li> <li>Integration/awareness of BC curricular areas</li> </ul>	<b>EDUC xx7</b> <ul style="list-style-type: none"> <li>Curricular integration of Fine Arts, Music, PE, Drama, Dance, Performance, Health, Imagery, ELA, Wellness, Sustainable Health and Career</li> </ul> <b>EDUC 446</b> <ul style="list-style-type: none"> <li>Cultural practices</li> <li>Culturally reflexive practices</li> <li>Cultural awareness</li> </ul>	<b>EDUC 372 Part 2</b> <ul style="list-style-type: none"> <li>Accessing, selecting and developing curriculum</li> <li>Planning, instruction, and assessment/evaluation methods</li> <li>Understanding and integrating Math, Science, ADST</li> </ul> <b>EDUC 361 Part 2</b> <ul style="list-style-type: none"> <li>Accessing, selecting and developing curriculum</li> <li>Planning, instruction, and assessment/evaluation methods</li> <li>Understanding and integrating ELA/Social Studies and ADST</li> </ul>	
Cross Cutting Course	<b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b> 3 credit hours			
Content	<b>EDUC xx1</b> <ul style="list-style-type: none"> <li>Maintaining digital repository</li> <li>Ethical use of digital materials</li> <li>Reflection – Reflective practitioner</li> <li>Transformative inquiry</li> <li>Identity – from student to educator</li> <li>Evidence informed practice</li> <li>Continuous learning/professional and personal growth</li> <li>Portfolio – what, why and how</li> <li>Digital tools – what, why and how</li> <li>Digital documents (Reggio inspired practice)</li> <li>Digital literacy</li> <li>Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, etc.)</li> <li>Competency with digital tools/appropriate technologies</li> </ul>			
Cross Cutting Course	<b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 3 credit hours			
Content	<b>EDUC 446</b> <ul style="list-style-type: none"> <li>Holistic - Aboriginal Worldview and Perspectives</li> <li>Connecting the competencies with First Peoples Principles of Learning</li> <li>Anchored in Knowledge</li> <li>Co-Designing Curriculum, Embedding First Peoples Principles of Learning</li> <li>Project-based Learning</li> <li>Interview and Elder, Advocate, Aboriginal Community Leader</li> <li>Planning a Curricular Theme with Goals in each other the 4 directions - Spiritual, Emotional, Intellectual, Physical</li> </ul>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TRB Policy 2.1b</p>	<p><b>EDUC 336</b></p> <ul style="list-style-type: none"> <li>Diagnosing and providing for the educational needs of individual students</li> </ul> <p><b>EDUC 490</b></p> <ul style="list-style-type: none"> <li>Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills)</li> </ul>	<p><b>EDUC 446</b></p> <ul style="list-style-type: none"> <li>Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul> <p><b>EDUC xx7</b></p> <ul style="list-style-type: none"> <li>Human development and learning</li> <li>Curriculum and instruction in the applicable teaching area</li> </ul>	<p><b>EDUC 372 Part 2</b></p> <ul style="list-style-type: none"> <li>Curriculum and instruction in an applicable teaching area</li> <li>Integration of theory and practice</li> <li>Studies in 1<sup>st</sup> Nations Pedagogy and issues</li> <li>Educational and pedagogical content</li> </ul> <p><b>EDUC 361 Part 2</b></p> <ul style="list-style-type: none"> <li>Educational foundations</li> <li>Human development and learning</li> <li>Curriculum and instruction in the applicable teaching area</li> <li>Testing</li> <li>Integration of theory and practice</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TRB Policy 5</p>	<p><b>EDUC 336</b></p> <ul style="list-style-type: none"> <li>Studies in 1<sup>st</sup> Nations pedagogy and issues</li> <li>Teaching students with special needs</li> <li>Aboriginal Education</li> </ul> <p><b>EDUC 490</b></p> <ul style="list-style-type: none"> <li>Practicum</li> <li>Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills)</li> </ul>	<p><b>EDUC 446</b></p> <ul style="list-style-type: none"> <li>Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul>	<p><b>EDUC 372 Part 2</b></p> <ul style="list-style-type: none"> <li>Education and pedagogical content</li> </ul> <p><b>EDUC 361 Part 2</b></p> <ul style="list-style-type: none"> <li>Education and pedagogical content</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Field</p>	<p><b>EDUC 490</b> 4 weeks</p>		

<b>YEAR ONE – SEMESTER FOUR – 8 WEEKS-12 Credit hours JULY – AUGUST</b>			
	<b>Full Cohort – EY/SY Questioning/Exploring</b>	<b>EY Cohort Questioning/Exploring</b>	<b>SY Cohort Questioning/Exploring</b>
<b>Course</b>	<b>EDUC xx8</b> <b>Career Education</b> 3 credit hours  <b>EDUC xx9</b> <b>Diverse Classrooms</b> 3 credit hours  <b>EDUC xx10</b> <b>Mental Health and Wellness</b> 3 credit hours	<b>EDUC 351</b> <b>Curriculum and Instruction: Second Language</b> 3 credit hours	<b>EDUC 441</b> <b>Innovative Community-Based Approaches to Responsive Education</b> 3 credit hours  <b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b>
<b>Content</b>	<b>EDUC xx8</b> <ul style="list-style-type: none"> <li>• My BluePrint, K-12 BC Curriculum Context, Touchstone Project Development, Financial literacy and financial management, career aptitude and planning</li> <li>• EDUC 413 - interpersonal counselling skills</li> <li>• Pedagogical content knowledge informed by research</li> </ul> <b>EDUC xx9</b> <ul style="list-style-type: none"> <li>• Religion and Religious Intolerance</li> <li>• Immigrant Experience</li> <li>• ESL, ESD, EAL, EAD</li> <li>• Special Needs</li> <li>• Pedagogical content knowledge informed by research</li> <li>• Truth and Reconciliation</li> </ul> <b>EDUC xx10</b> <ul style="list-style-type: none"> <li>• Mindfulness, workplace balance, prioritizing duties, understanding duties</li> <li>• Healthy living and nutrition</li> <li>• Workplace culture</li> <li>• Student mental health and trauma informed pedagogy and practice</li> <li>• Tough conversations and professionalism, Code of Ethics and Professional Practice</li> <li>• Pedagogical content knowledge informed by research</li> <li>• Building support networks and working with colleagues, admin, and support staff</li> </ul>	<b>EDUC 351</b> <ul style="list-style-type: none"> <li>• Second Language Acquisition and Development</li> <li>• Pedagogical content knowledge informed by research</li> <li>• Special Needs</li> </ul>	<b>EDUC 441</b> <ul style="list-style-type: none"> <li>• Place-Based Learning, Interdisciplinary Learning, Project-Based Learning, Personalized Learning, Inquiry Based Learning, Experiential Learning, Design Thinking... in context to subject speciality(ies) and out-of-field teaching.</li> <li>• Pedagogical content knowledge informed by research</li> <li>• Special Needs</li> </ul>
<b>Cross Cutting Course</b>	<b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b> 3 credit hours		
<b>Content</b>	<b>EDUC xx1</b> <ul style="list-style-type: none"> <li>• Maintaining digital repository</li> <li>• Ethical use of digital materials</li> <li>• Reflection – Reflective practitioner</li> <li>• Transformative inquiry</li> <li>• Identity – from student to educator</li> <li>• Evidence informed practice</li> <li>• Continuous learning/professional and personal growth</li> <li>• Portfolio – what, why and how</li> <li>• Digital tools – what, why and how</li> <li>• Digital documents (Reggio inspired practice)</li> <li>• Digital literacy</li> </ul>		

	<ul style="list-style-type: none"> <li>Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, et.)</li> <li>Competency with digital tools/appropriate technologies</li> </ul>		
<b>Cross Cutting Course</b>	<b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 3 credit hours		
<b>Content</b>	<b>EDUC 446</b> <ul style="list-style-type: none"> <li>Holistic - Aboriginal Worldview and Perspectives</li> <li>Connecting the competencies with First Peoples Principles of Learning</li> <li>Anchored in Knowledge</li> <li>Co-Designing Curriculum, Embedding First Peoples Principles of Learning</li> <li>Project-based Learning</li> <li>Interview and Elder, Advocate, Aboriginal Community Leader</li> <li>Planning a Curricular Theme with Goals in each other the 4 directions - Spiritual, Emotional, Intellectual, Physical</li> </ul>		
<b>TRB Policy 2.1b</b>	<b>EDUC xx8</b> <ul style="list-style-type: none"> <li>Diagnosing and providing for the educational needs of individual students, evaluation and testing</li> </ul> <b>EDUC xx9</b> <ul style="list-style-type: none"> <li>Integration of theory and practice (in second language)</li> <li>Curriculum and instruction in the applicable teaching area (in second language)</li> <li>Diagnosing and providing for the educational needs of individual students, evaluation and testing (in second language)</li> <li>Human development and learning</li> </ul> <b>EDUC xx10</b> <ul style="list-style-type: none"> <li>Human Development and Learning</li> </ul>	<b>EDUC 351</b> <ul style="list-style-type: none"> <li>Curriculum and instruction in the applicable teaching area</li> <li>Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills)</li> </ul>	<b>EDUC 441</b> <ul style="list-style-type: none"> <li>Curriculum and instruction in the applicable teaching area</li> <li>PS2/5: Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills)</li> </ul>
<b>TRB Policy 5</b>	<b>EDUC xx8</b> <ul style="list-style-type: none"> <li>Gender Equity</li> <li>Violence and Bullying</li> <li>Sexual Orientation, homophobia, heterosexism</li> <li>Administrative, legal and political framework</li> <li>Ethics, standards and practice of teaching as a profession</li> <li>Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills (in career education)</li> </ul> <b>EDUC xx9</b> <ul style="list-style-type: none"> <li>PS5: Multiculturalism and Racism</li> <li>PS5: Poverty and Social Deprivation</li> <li>Ethics, standards and practice of teaching as a profession</li> <li>Teaching students with special needs</li> </ul> <b>EDUC xx10</b> <ul style="list-style-type: none"> <li>Ethics, standards and practice of teaching as a profession</li> <li>PS5: Administrative, legal and political framework</li> </ul>	<b>EDUC 351</b> <ul style="list-style-type: none"> <li>Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills)</li> <li>Studies in 1<sup>st</sup> Nations pedagogy and issues related to historical and current contexts</li> <li>Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul>	<b>EDUC 441</b> <ul style="list-style-type: none"> <li>Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills)</li> <li>PS5: Studies in 1<sup>st</sup> Nations pedagogy and issues related to historical and current contexts</li> <li>PS5: Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul>
<b>Field</b>			

<b>YEAR TWO – SEMESTER ONE - 13 WEEKS- 12 credit hours</b>		
<b>SEPTEMBER – DECEMBER</b>		
	<b>Week 1 – 12 - Full Cohort – EY/SY</b> Exploring/Focusing	<b>Weeks 13 - Full Cohort – EY/SY</b> Focus/Refocusing
<b>Course</b>	<b>EDUC xx1</b> Reflective Practice Through Inquiry and Portfolio 3 credit hours awarded  <b>EDUC 491</b> Summative Practicum 6 credit hours	<b>EDUC 446</b> Aboriginal/Indigenous Education 3 credit hours awarded
<b>Content</b>	<b>EDUC 491</b> <ul style="list-style-type: none"> <li>• Sustained practicum</li> <li>• Weekly seminars</li> <li>• Developing/honing professional skills</li> <li>• Case management</li> <li>• Problem solving</li> <li>• Accessing appropriate resources</li> <li>• Professional issues</li> <li>• Teacher research</li> <li>• Integration of theory and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Ceremony and Identity</li> <li>• Portfolio curation for various uses</li> <li>• Presentation of e-Portfolio</li> <li>• Celebration</li> </ul>
<b>Cross Cutting Course</b>	<b>EDUC xx1</b> Reflective Practice Through Inquiry and Portfolio 3 credit hours	
<b>Content</b>	<b>EDUC xx1</b> <ul style="list-style-type: none"> <li>• Reflection – Reflective practitioner</li> <li>• Transformative inquiry</li> <li>• Identity – from student to educator</li> <li>• Evidence informed practice</li> <li>• Continuous learning/professional and personal growth</li> <li>• Portfolio – what, why and how</li> <li>• Digital tools – what, why and how</li> <li>• Digital documents (Reggio inspired practice)</li> <li>• Digital literacy</li> <li>• Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, etc.)</li> <li>• Competency with digital tools/appropriate technologies</li> </ul>	
<b>Cross Cutting Course</b>	<b>EDUC 446</b> Aboriginal/Indigenous Education 3 credit hours	
<b>Content</b>	<b>EDUC 446</b> <ul style="list-style-type: none"> <li>• Holistic - Aboriginal Worldview and Perspectives</li> <li>• Connecting the competencies with First Peoples Principles of Learning</li> <li>• Anchored in Knowledge</li> <li>• Co-Designing Curriculum, Embedding First Peoples Principles of Learning</li> <li>• Project-based Learning</li> <li>• Interview and Elder, Advocate, Aboriginal Community Leader</li> <li>• Planning a Curricular Theme with Goals in each other the 4 directions - Spiritual, Emotional, Intellectual, Physical</li> </ul>	
<b>TRB Policy 2.1.b</b>	<b>EDUC 491</b> <ul style="list-style-type: none"> <li>• Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills)</li> </ul>	<b>EDUC 446</b> <ul style="list-style-type: none"> <li>• Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>• Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TRB Policy 5</p>	<p><b>EDUC xx1</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice Using Portfolios for Ongoing Reflection</li> <li>• Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul> <p><b>EDUC 491</b></p> <ul style="list-style-type: none"> <li>• Practicum</li> <li>• Integration of theory and practice (practicum, educational studies, pedagogical knowledge and skills Reflection</li> <li>• Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> <li>• Pedagogical knowledge informed research</li> <li>• Integration of theory and practice/practicum</li> <li>• Ethics, standards and practice of teaching as a profession</li> </ul>	<p><b>EDUC 446</b></p> <ul style="list-style-type: none"> <li>• Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>• Educational and pedagogical content providing basis and depth to meet Teaching Standards</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Field</p>	<p><b>EDUC 491</b> 10 weeks</p>	

## Appendix C – Bachelor of Education Field Experiences

### Bachelor of Education – Field Experiences

*Please see Section 6 and 8 for detailed descriptions of the renewed courses.*

*Please see Section 6 and 7 for a sense of the flow and duration of the renewed courses.*

*Please see Appendix B for compliance with TRB Policies 2.1b and 5.*

Current Program	Renewed Program	Planned Change/Impact on Practice
<p><b>EDUC 390: Classroom Practice and Seminar I</b>  <b>Year One, Semester One (Sept-Dec), 3 weeks</b>  <b>3 Credit Hours</b></p> <p><b>Description</b> -Observation                      Three-week equivalent practicum, comprising of:</p> <ul style="list-style-type: none"> <li>• Observations and supervised practical experience in a school</li> <li>• Weekly seminars with team members addressing ongoing practice issues such as: practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development</li> </ul> <p>Assessed - Pass/Fail</p> <p><b>Actual Practice</b></p> <ul style="list-style-type: none"> <li>• Students visit the District Learning Centre for workshop on accessing instructional resources, visit the local art gallery and/or museum and have workshops on programs</li> <li>• Elementary Teacher Candidates visit secondary schools as well as elementary schools</li> </ul>	<p><b>EDUC 390: Observational Practicum</b>  <b>Year One, Semester One (Sept-Dec), 3 weeks</b>  <b>3 Credit Hours</b></p> <p><b>Description</b> -Observation                      Three weeks in duration, provides Teacher Candidates with their first experience in classrooms, comprising of:</p> <ul style="list-style-type: none"> <li>• Observations with mentors addressing ongoing practice issues</li> <li>• Suggestions and supports in becoming a member of an educational peer group</li> <li>• Opportunities for professional reflection</li> <li>• Opportunities to explore and experience case management, problem finding and problem solving</li> <li>• Discussions and support in understanding professional issues and the value of teacher research on practice</li> </ul> <p>Assessed - Pass/Fail                      Minimum Pass = 77%                      Please note the determination of 77% as the minimum standard for a PASS is a UNBC standard.</p>	<p>The renewed EDUC 390 will be situated in classrooms rather than museum or art gallery contexts. The change will impact practice by increasing the actual time in classrooms and focus on classroom teaching and learning experiences, not community.</p> <p>TRB Policy 2.1b</p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Integration of theory &amp; practice</li> </ul> <p>TRB Policy 5</p> <ul style="list-style-type: none"> <li>• Practicum</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> <li>• Pedagogical knowledge informed research</li> <li>• Integration of theory &amp; practice/practicum</li> <li>• Ethics, standards &amp; practice of teaching as a profession</li> </ul>



Current Program	Renewed Program	Planned Change/Impact on Practice
<ul style="list-style-type: none"> <li>Secondary Teacher Candidates visit elementary schools as well as Secondary Schools.</li> <li>Teacher Candidates observe either one or several classrooms (depending on what the school arranges) and have assigned tasks from the instructors (i.e. focus on classroom management, assessment practices, etc.)</li> <li>Teacher Candidates participate in discussions with instructors during their observation experiences</li> <li>Teacher Candidates complete a written reflection task supported with evidence of gathered artifacts.</li> <li>Triads are established during this practicum to support one another and to engage in co-planning, sharing learning and resources, and providing emotional and social support.</li> </ul>	<p>Please see Section 8 for individual course learning outcomes. Course instructors will develop assignments and assessment instruments when they develop their course syllabi.</p> <p><b>Anticipated Practice</b> Teacher Candidates will:</p> <ul style="list-style-type: none"> <li>be facilitated in guided observation in classrooms.</li> <li>be placed in educational peer groups to foster collaboration and scaffolded learning</li> <li>debrief classroom observations will write reflections</li> <li>be guided in their observations, stressing issues of professionalism</li> <li>be encouraged to consider educational and pedagogical content as ways to meet Teaching Standards</li> <li>begin to see the integration of theory and practice</li> <li>begin to collect, curate and contribute artefacts to their portfolios</li> </ul>	
<p><b>EDUC 391: Classroom Practice and Seminar II</b> <b>Year One, Semester Two (Jan-Apr), 3 weeks</b> <b>3 Credit Hours</b></p> <p><b>Description</b> - Experiential Three-week equivalent of supervised practical experience in a school comprised of:</p> <ul style="list-style-type: none"> <li>weekly seminars with team members to address issues including: practical skills, case management, reflection, problem-solving,</li> </ul>	<p><b>EDUC 391: Experiential Practicum</b> <b>Year One, Semester Two (Jan-Apr), 3 weeks</b> <b>3 Credit Hours</b></p> <p><b>Description</b> - Experiential Three weeks in duration, this practicum is the second experience for Teacher Candidates to be in classrooms.</p> <ul style="list-style-type: none"> <li>Engagement with students is increased based on the Coaching Teacher’s assessment of the</li> </ul>	<p>The renewed EDUC 391 shifts the focus from number of lessons taught, to gradually increasing the Teacher Candidate’s confidence and competence through support and in-school experiences.</p> <p>The intended pedagogy shifts from instructor-centered lesson development to student-centered learning.</p>

Current Program	Renewed Program	Planned Change/Impact on Practice
<p>accessing resources, professional issues, teacher research, and portfolio development. The focus during these seminars is often based on school and classroom protocols, developing communication skills in order to interact with Coaching Teachers and Practicum Mentors.</p> <ul style="list-style-type: none"> <li>• weekly meetings with the University, Coaching Teacher and Practicum Mentor</li> <li>• Practicum Mentors observations (minimum two times per Teacher Candidate)</li> <li>• developing personal goal areas and inquiries to pursue in the remainder of the program</li> </ul> <p>Assessed - Pass/Fail</p> <p><b>Actual Practice</b> Teacher Candidates:</p> <ul style="list-style-type: none"> <li>• learn effective planning for 20-25 lessons taught in English Language Arts, Numeracy, Socials Studies or Science (Elementary)</li> <li>• learn effective planning for a minimum of 11 consecutive teaching blocks for one class (Secondary)</li> <li>• learn to create linked lessons and use assessment to inform instruction</li> <li>• have one hour of planned prep time and are expected to be in classrooms for the remainder of the day</li> <li>• communicate with their Triad members, offering instructional and overall well-being support</li> <li>• observe currently practicing teachers or other Triad members and contribute to deepening</li> </ul>	<p>Teacher Candidate’s readiness</p> <ul style="list-style-type: none"> <li>• Teacher Candidates are involved in observations, supervision, and practical experiences in schools such as planning and instruction across the curriculum</li> </ul> <p>Assessed - Pass/Fail Minimum Pass = 77%</p> <p><b>Anticipated Practice</b> Teacher Candidates will:</p> <ul style="list-style-type: none"> <li>• gradually increase their teaching</li> <li>• write reflections</li> <li>• be guided in their observations and teaching, stressing issues of professionalism</li> <li>• debrief classroom observations and teaching through the lens of literature, research and practice.</li> <li>• increasingly see the integration of theory and practice</li> <li>• continue to collect, curate and contribute artefacts to their portfolios</li> </ul>	<p>TRB Policy 2.1b</p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Diagnosing/providing for individual needs</li> <li>• Evaluation &amp; assessment</li> <li>• Integration of theory &amp; practice</li> </ul> <p>TRB Policy 5</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Nations pedagogy</li> <li>• Practicum</li> <li>• Teaching to individual needs</li> <li>• Education &amp; pedagogy – content</li> <li>• Pedagogical knowledge informed by current research</li> <li>• Gender equity</li> <li>• Ethics</li> </ul>

Current Program	Renewed Program	Planned Change/Impact on Practice
<p>each other's practices and pedagogies when not teaching</p> <ul style="list-style-type: none"> <li>reflect on their professional learning progress on the UNBC single point rubric tool that is based on the BC Teaching Standards (Currently Standards 1-8)</li> <li>start collecting artifacts and reflections for each teaching standard</li> </ul>		
<p><b>EDUC 490: Classroom Practice and Seminar III Year Two, Semester One (Sept-Dec), 4 weeks 3 Credit Hours</b></p> <p><b>Description-</b> Formative Four-week equivalent supervised practicum in a school, along with weekly seminars with team members addressing ongoing practice issues such as:</p> <ul style="list-style-type: none"> <li>practical skills</li> <li>case management</li> <li>reflection</li> <li>problem-solving</li> <li>accessing resources</li> <li>professional issues</li> <li>teacher research</li> <li>portfolio development</li> </ul> <p>Assessed - Pass/Fail</p> <p><b>Actual Practice</b> During the Practicum, Teacher Candidates:</p>	<p><b>EDUC 490: Formative Practicum Year One, Semester Four (April-June), 4 weeks 3 Credit Hours</b></p> <p><b>Description-</b> Formative Four weeks in duration, this practicum offers a formative opportunity for independent teaching.</p> <p>Teacher Candidates will develop awareness and an understanding of ways to integrate British Columbia curricular areas, and practical skills, including:</p> <ul style="list-style-type: none"> <li>case management</li> <li>reflection</li> <li>problem finding and problem solving</li> <li>accessing resources</li> <li>understanding professional issue</li> <li>drawing from teacher research</li> <li>portfolio development</li> <li>understanding of the social dynamics of classrooms</li> <li>effective classroom management</li> <li>effective instruction</li> <li>develop interpersonal, professional</li> </ul>	<p>The renewed EDUC 490 is placed in a different semester in the BEd program. The emphasis is on skill development, focused on an understanding of cross-curricular instruction and learning. EDUC 490 will introduce aspects of the integrative curriculum as intended by British Columbia's K-12 Curriculum.</p> <p>TRB Policy 2.1b</p> <ul style="list-style-type: none"> <li>Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> </ul> <p>TRB Policy 5</p> <ul style="list-style-type: none"> <li>Practicum</li> <li>Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> </ul>

Current Program	Renewed Program	Planned Change/Impact on Practice
<ul style="list-style-type: none"> <li>• review their progress as recorded on their Single Point Rubric developed in the previous practicum to self-assess; set goals and discuss progress</li> <li>• are expected to seek help from the instruction team members as they develop goals</li> <li>• teach a minimum of 45 lessons in the Elementary Years</li> <li>• teach a minimum of two blocks a day in the Secondary Years</li> <li>• are expected to gather evidence of student learning, as well as their own learning as an educator and to post that evidence their portfolios. They are to use this evidence in their discussions with Practicum Mentors and Coaching teachers.</li> <li>• are observed by the Practicum Mentor a minimum of three times</li> <li>• meet with the Coaching teacher, Practicum Mentor and the University regularly in order to monitor success</li> <li>• continue to work in triads, deepening their shared journey, creating shared learning and supporting each other</li> </ul> <p>After practicum, Teacher Candidates:</p> <ul style="list-style-type: none"> <li>• review and share their goals and evidence,</li> <li>• set new goals and</li> <li>• discuss practicum outcomes as evidenced by the single point rubric and the e-portfolio.</li> </ul>	<p>relationships</p> <p>Assessed - Pass/Fail Minimum Pass = 77%</p> <p><b>Anticipated Practice</b> Teacher Candidates will:</p> <ul style="list-style-type: none"> <li>• gradually increase their teaching</li> <li>• continue to write reflections</li> <li>• be guided in their observations and teaching, stressing issues of professionalism</li> <li>• debrief classroom observations and teaching through the lens of literature, research and practice.</li> <li>• increasingly see the integration of theory and practice</li> <li>• continue to collect, curate and contribute artefacts to their portfolios</li> </ul>	

<p><b>EDUC 491: Classroom Practice and Seminar IV Year Two, Semester Two (Jan-Apr), 10 weeks 6 Credit Hours</b></p> <p><b>Description-</b> Summative This course is a full-time, ten-week supervised practicum in a school. It includes weekly seminars with team members that address ongoing practice issues such as:</p> <ul style="list-style-type: none"> <li>• practical skills</li> <li>• case management</li> <li>• reflection</li> <li>• problem-solving</li> <li>• accessing resources</li> <li>• professional issues</li> <li>• teacher research</li> <li>• portfolio development</li> </ul> <p>Assessed - Pass/Fail</p> <p><b>Actual Practice</b> In the month of December, Teacher Candidates spend time in assigned classrooms and receive their specific unit teaching assignments. They then return to the campus for 2-3 weeks at the beginning of January and receive support for unit planning. Then they enter the ten-week practicum which lasts until the end of the term.</p> <p>During practicum, Teacher Candidates:</p> <ul style="list-style-type: none"> <li>• teach for a full day, every day for six weeks. There is a phase-in period of two weeks and a phase-out period of two weeks. A full day is considered to be 80% time for Elementary Teacher Candidates and 3 blocks for Secondary</li> </ul>	<p><b>EDUC 491: Summative Practicum Year Two, Semester One (Sept-Dec), 10 weeks 6 Credit Hours</b></p> <p><b>Description-</b> Summative Ten weeks in duration, this is the major practicum used to evaluate the Teacher Candidates for recommendation for certification. Teacher Candidates participate in weekly seminars where they:</p> <ul style="list-style-type: none"> <li>• develop/hone professional skills</li> <li>• work on case management</li> <li>• engage in supported Problem Finding and Problem Solving</li> <li>• access appropriate resources</li> <li>• discuss professional issues, boundaries, social media</li> <li>• come to understand Teaching Standards through practice</li> <li>• integrate teaching research to inform their practice</li> <li>• develop ways to integrate theory and practice</li> <li>• assess and evaluate student learning; participate in various communicating student learning strategies</li> </ul> <p>Assessed - Pass/Fail Minimum Pass = 77%</p> <p><b>Anticipated Practice</b> Teacher Candidates:</p> <ul style="list-style-type: none"> <li>• will increase their teaching</li> <li>• will continue to write reflections</li> <li>• will be guided in teaching, stressing issues of</li> </ul>	<p>Teacher Candidates will participate in this Summative Practicum at the beginning of the school year in September, allowing them to see and experience how a classroom culture is developed and nurtured over time.</p> <p>The University Faculty will engage more with Teacher Candidates in the field, working directly with Coaching Teachers and Practicum Mentors.</p> <p>There will be an increased focus on individual Teacher Candidate inquiries.</p> <p>TRB Policy 2.1b</p> <ul style="list-style-type: none"> <li>• Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills</li> </ul> <p>TRB Policy 5</p> <ul style="list-style-type: none"> <li>• Practicum</li> <li>• Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills Reflection</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> <li>• Pedagogical knowledge informed research</li> <li>• Integration of theory &amp; practice/practicum</li> <li>• Ethics, standards &amp; practice of teaching as a profession</li> </ul>
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Current Program	Renewed Program	Planned Change/Impact on Practice
<p>Teacher Candidates</p> <ul style="list-style-type: none"> <li>• continue to use their Single Point Rubrics as reflective guides and as goal setting tools, and complete their E-portfolios</li> <li>• continue to support and collaborate with Triads</li> <li>• will be observed a minimum of six times by their Coaching Teacher, and three times by their Practicum Mentor</li> <li>• meet regularly with The University, Coaching Teacher and Practicum Mentor to monitor progress</li> </ul> <p>After Practicum, Teacher Candidates:</p> <ul style="list-style-type: none"> <li>• return to campus for one day for The Celebration of Learning to present their E-portfolios</li> </ul>	<p>professionalism</p> <ul style="list-style-type: none"> <li>• will prepare teaching practice through the lens of literature, research and practice.</li> <li>• will see the integration of theory and practice</li> <li>• will collect, curate and contribute artefacts to their portfolios</li> <li>• will prepare their portfolio and prepare to present these portfolios to their peers in a Celebration of Learning</li> </ul>	

## Appendix D – Program Comparison

Program Element	Existing BEd Program	Renewed BEd Program
<b>Duration</b>	<ul style="list-style-type: none"> <li>Four semesters over two years</li> <li>Two semester break over Spring and Summer semesters</li> </ul>	<ul style="list-style-type: none"> <li>Five semesters over one and half years</li> <li>Program is continuous – no breaks other than exam periods and breaks between semesters</li> </ul>
<b>Credit Hours</b>	Secondary Years (62 credit hours) Elementary Years (65 credit hours)	60 credit hours for both programs
<b>Distribution of Program Credit Hours</b>	Semesters vary in terms of credit hours and course expectations with respect to assignments, field experiences, and workload	All 5 semesters are 12 credit hours. Attention will be given to ensure workload across semesters is balanced and interconnected.
<b>Program Cohesion</b>	Lack of program cohesion across courses and assignments is a current concern in the program. For example, Teacher Candidates are often required to complete similar assignments in different courses within a semester.	<ul style="list-style-type: none"> <li>Attention will be paid to aligning core concepts and principles across the program.</li> <li>Two courses have been developed to address program cohesion – EDUC xx1 (Reflection and Portfolio) and EDUC 346 (Indigenous Education).</li> </ul>
<b>Course Cohesion</b>	<ul style="list-style-type: none"> <li>There is very little in the existing BEd program that attempts to aligns and scaffolds assignments and learning intentions and course outlines.</li> <li>Teacher Candidates complained they were burdened with numerous small assignments that seemed disconnected and untimely with respect to their application of their learning.</li> </ul>	Care and intention will be given to the alignment and composition of courses in the renewed program. The development of EDUC xx1 as an overarching, ongoing portfolio and reflection will connect and interconnect the learning outcomes and assignments throughout the program.
<b>Indigenous Inclusion</b>	Two Aboriginal Ed courses are currently offered, but require updating and improving to ensure consistency with advancing knowledge and changing perspectives in the field, including the actions of the Truth and Reconciliation Commission. <ul style="list-style-type: none"> <li>EDUC 346 Introduction to Aboriginal/Indigenous Education This course introduces the diverse meanings of the term</li> </ul>	Two courses, EDUC 346: Aboriginal/Indigenous Education and EDUC 446, are designed to support Teacher Candidates' understanding of Indigenous inclusion and position their learning within their practice.  Total of 6 credit hours <ul style="list-style-type: none"> <li>EDUC 446 Aboriginal/Indigenous Education will be offered throughout the program. The first</li> </ul>

	<p>"Aboriginal/Indigenous education". The concepts of power, control, and culture help students to analyze contemporary issues surrounding Aboriginal/Indigenous education and Western education. Topics include historical analysis, current models, defining Aboriginal/Indigenous education, and contemporary issues. Students build their knowledge and understanding of Aboriginal/Indigenous approaches to education. 2 credit hours</p> <ul style="list-style-type: none"> <li>• EDUC 446 Aboriginal/Indigenous Education: Epistemology This course is an introduction to Aboriginal/Indigenous epistemology. Central to this study are the thinking and listening processes of orality. Oral history stories provide a unique way to know and to understand the world. Topics include Aboriginal/Indigenous epistemology, Aboriginal/Indigenous education meta-theory, orality, Aboriginal/Indigenous spirituality and education, and Aboriginal/Indigenous curricula, and phenomenology. 2 credit hours</li> </ul>	<p>and last semesters will provide Teacher Candidates with ceremony to begin and end the program. Experiential learning and co-teaching will occur throughout each remaining semester.<sup>2</sup> This course will allow students to experience continuously Indigenous Ways of Knowing and Doing throughout the program, moving beyond considering Aboriginal Education as a topic to be studied, towards a full integration of Aboriginal perspectives and approaches</p> <ul style="list-style-type: none"> <li>• EDUC 346 will be offered in the first term to provide Teacher Candidates with a deep understanding of the TRC Calls to Action by embedding cultural and Indigenous/Aboriginal perspectives to build and develop their own understandings and knowledge.</li> </ul>
<p><b>Admissions</b></p>	<p>Elementary Years</p> <ul style="list-style-type: none"> <li>• 120-credit hour Bachelor's degree or 90-credit hours of transferable coursework</li> <li>• Degree completion route with a UNBC Education Diploma in First Nations Language and Culture</li> <li>• Minimum C+ (2.33 GPA) average over last 60 credit hours</li> <li>• Minimum credit requirements to meet TRB Bylaw 2.J.02</li> </ul>	<p>Elementary Years</p> <ul style="list-style-type: none"> <li>• 120-credit hour Bachelor's degree</li> <li>• Degree completion route with a UNBC Education Diploma in First Nations Language and Culture</li> <li>• Minimum C+ (2.33 GPA) average over last 60 credit hours</li> <li>• Minimum credit requirements to meet TRB Bylaw 2.J.02</li> <li>• Additional 3 credit hours of Canadian History or Geography</li> </ul>

<sup>2</sup> Please note, the final Course Titles have not been determined. Once Course Titles have been approved by the UNBC Senate, they will be forwarded to BCTC.



	<ul style="list-style-type: none"> <li>• Additional 3 credit hours of Canadian History or Geography</li> <li>• 60 credit hours total of coursework in teachable subjects, 30 at the senior (non-introductory 200-level or above)</li> </ul> <p>Secondary Years</p> <ul style="list-style-type: none"> <li>• 120-credit hour Bachelor’s degree</li> <li>• Minimum credit requirements to meet TRB Bylaw 2.J.02</li> <li>• Specific requirements for each teachable “Major” and “Minor” as defined on pages 91-93 of the 2018-2019 Undergraduate Calendar*</li> </ul>	<ul style="list-style-type: none"> <li>• 12 additional credit hours of upper-division (300-level or above) coursework in teachable subjects</li> </ul> <p>Secondary Years</p> <ul style="list-style-type: none"> <li>• 120-credit hour Bachelor’s degree</li> <li>• Minimum credit requirements to meet TRB Bylaw 2.J.02</li> <li>• 3 credit hours of Mathematics</li> <li>• 3 credit hours of Laboratory Science</li> <li>• 3 credit hours of Canadian Studies</li> <li>• 24 credit hours total of coursework in select teachable areas from TRB Policy P2.J.07 and P2.J02(c)</li> </ul>
<b>Delivery</b>	The two cohorts, Elementary Years and Secondary Years are taught separately.	Both cohorts have courses together throughout their program.
<b>Exit and Final Assessment</b>	Once Teacher Candidates have completed their final practicum, they return to campus for a one day Celebration of Learning.	Once Teacher Candidates have completed their final practicum, they will return to campus for a week where they will complete their portfolios and prepare for a Celebration of Learning. Teacher Candidates will share their portfolios and learning with the new cohort of Teacher Candidates who are in the 1st semester of their program.
<b>Placement of Final Practicum</b>	Offered in Semester 4 – Winter Semester of their 2 <sup>nd</sup> year in program.	Offered in Semester 5 which is September – December. Teacher Candidates will start their practicum experiences at the beginning a new school year and will be able to see how “school starts.” This is recommended by practicing teachers and the literature in teacher education.

\* The UNBC 2018-2019 Undergraduate Calendar can be found here:  
<https://www.unbc.ca/sites/default/files/sections/calendar/2018-2019undergraduateacademiccalendar-v3.pdf>

## Appendix E - BC Teacher Education Program Approval and Review Standards Indicators and Evidence

Teacher Education Program Approval and Review Standards	Indicators and Evidence
<p>1. Quality Assurance and Institutional Commitment</p>	<p>Institutional Approvals</p> <ul style="list-style-type: none"> <li>• TEB Renewal Proposal was approved by the School of Education (SoE) Faculty – Spring 2019</li> <li>• UNBC Undergraduate Academic Calendar descriptions and goals will be submitted to the UNBC Senate Committee on Academic Affairs               <ol style="list-style-type: none"> <li>1. Feedback from BCTC on TEP Renewal Proposal</li> <li>2. SoE finalizes course titles and descriptions</li> <li>3. SoE submits necessary New Course Approval Motions and Proposed Revision of Calendar Entry Motions through Senate Motion Approval process</li> </ol> </li> </ul> <p>External Approvals</p> <ul style="list-style-type: none"> <li>• BCTC Structured Dialogue – June 2019</li> <li>• Proposed BEd program proposal submitted to BCTC – May 2019</li> </ul> <p>Ongoing Program Evaluation</p> <ul style="list-style-type: none"> <li>• Instructor course evaluations</li> <li>• Meetings with local and regional school district personnel concerning employer satisfaction and curricular alignment</li> <li>• Feedback from Cooperating Teachers and their school-based administration in semi-structured focus group meetings</li> <li>• Exit surveys with graduating BEd students, starting 2020</li> </ul>
<p>2. Conceptual Framework and Program Design</p>	<p>Program’s Philosophical Framework</p> <ul style="list-style-type: none"> <li>• Please see Section 3 – <i>Program Mission Statement</i></li> <li>• Please see Section 5 – <i>Program Goals/Strengths</i></li> <li>• In situ learning is a through line in the renewed program and is specifically evidenced in the Appendix B – <i>Complete Wireframe of the Renewed BEd Program</i>, which illustrates the way in which campus learning is situated in the field</li> </ul> <p>Program Ensure Congruency with Ministry of Education Policy And Legislation</p>

	<ul style="list-style-type: none"> <li>• Please see Appendix B – <i>Complete Wireframe of the Renewed BEd Program</i>, specifically rows <i>Content</i></li> </ul> <p>Program Learning Outcomes Congruent with Regulatory Standards</p> <ul style="list-style-type: none"> <li>• Please see Appendix B – <i>Complete Wireframe of the Renewed BEd Program</i>, specifically rows <i>TRB Policy 2.1b, TRB Policy 5</i> and <i>Field</i></li> <li>• Please see Appendix C – <i>Bachelor of Education Field Experiences</i></li> </ul> <p>Community Consultations</p> <ul style="list-style-type: none"> <li>• The SoE values its engagement with its community             <ul style="list-style-type: none"> <li>○ A faculty member from the Terrace campus (Dr. Alex Lautensach) was a member of the BEd Program Renewal Committee. Part of his committee responsibilities was representing Faculty and community from Terrace regarding iterative versions of the program design and course intentions. Several courses in the renewed program are drawn directly from successful Terrace BEd experiences.</li> </ul> </li> </ul>
<p>3. TEP Approval and Review Standards and Certification Standards – Required Content</p>	<p>Program Content is Integrated</p> <ul style="list-style-type: none"> <li>• Please see Appendix D – <i>Program Comparison</i>, specifically column <i>Renewed BEd Program</i> and rows <i>Program Cohesion</i> and <i>Course Cohesion</i></li> </ul> <p>Program Content Prepares Teacher Candidates to Start Their Careers</p> <ul style="list-style-type: none"> <li>• Please see Appendix B – <i>Complete Wireframe of the Renewed BEd Program</i>, specifically <i>Cross Cutting Courses</i></li> <li>• Please see Appendix C – <i>Bachelor of Education Field Experiences</i>, specifically column <i>Planned Change/Impact on Practice</i></li> <li>• Please see Appendix D – <i>Program Comparison</i>, specifically column <i>Renewed BEd Program</i> and rows <i>Exit and Final Assessment and Placement of Final Practicum</i></li> </ul> <p>Program Prepares Teacher Candidates to Create Inclusive Classrooms and Respectful Learning Environments</p> <ul style="list-style-type: none"> <li>• Please see Section 8 – <i>Course Descriptions and Goals</i></li> </ul>

	<ul style="list-style-type: none"><li>○ EDUC xx9-3: Diverse Classrooms</li><li>○ EDUC xx10-3: Mental Health and Wellness</li><li>○ EDUC 336-3: Inclusive Education: Success for All</li><li>○ EDUC 441-3: Innovative Community-Based Approaches to Responsive Education</li></ul> <p>Program Prepares Teacher Candidates to include and support First Nations, Inuit and Métis perspectives</p> <ul style="list-style-type: none"><li>● Please see Section 8 – <i>Course Descriptions and Goals</i><ul style="list-style-type: none"><li>○ EDUC 346-3: Aboriginal/Indigenous Education</li><li>○ EDUC 351-3: Curriculum and Instruction: Second Language</li><li>○ EDUC 441-3: Innovative Community-Based Approaches to Responsive Education</li><li>○ EDUC 446-3: Aboriginal/Indigenous Education</li></ul></li><li>● Please see Appendix B – <i>Complete Wireframe of the Renewed BEd Program</i>, specifically <i>Cross Cutting Courses</i></li><li>● Please note that in the design of the renewed BEd program Ms. Bev Best, Manager of Aboriginal Student Engagement (<a href="https://www.unbc.ca/people/best-beverly">https://www.unbc.ca/people/best-beverly</a>) was consulted. She is a graduate of the SoE MEd program. She provided considerable advice on both EDUC 346 and 446. Dr. Ross Hoffman (<a href="https://www.unbc.ca/people/hoffman-dr-ross">https://www.unbc.ca/people/hoffman-dr-ross</a>), Faculty member in the Department of First Nations Studies has also been involved in SoE program design. Members of the BEd renewal committee contacted Jo Chrona, FNESC, and Leona Prince, District Principal Aboriginal Education SD91, requesting their participation and consultation. Unfortunately, it appeared that the timing did not work for either participant. Going forward, the SoE intends to create an Indigenous Advisory Committee.</li></ul> <p>Program Prepares Teacher Candidates for an Understanding of Educational Theory and Practice</p> <ul style="list-style-type: none"><li>● Please see Section 8 – <i>Course Descriptions and Goals</i></li></ul>
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	<ul style="list-style-type: none"> <li>○ EDUC XX1-3: Reflective Practice Through Inquiry and Portfolio</li> <li>○ EDUC xx2-3: Foundations of Education</li> <li>○ EDUC xx3-3: Pedagogy, Curriculum and Teaching - Theory in Context</li> <li>○ EDUC xx4-3: Curriculum and Instruction in the Humanities K-7 using ADST</li> <li>○ EDUC xx5-3: Curriculum and Instruction in Math and Science using ADST</li> <li>○ EDUC xx6-3: Integrating ADST as a Pedagogical Stance</li> <li>○ EDUC xx7-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy</li> <li>○ EDUC 351-3: Curriculum and Instruction: Second Language</li> <li>○ EDUC 361-3: Curriculum and Instruction in the Secondary Humanities, Part 1</li> <li>○ EDUC 361-6: Curriculum and Instruction in the Secondary Humanities, Part 2</li> <li>○ EDUC 372-3: Curriculum and Instruction: Mathematics and Science, Part 1</li> <li>○ EDUC 372-6: Curriculum and Instruction: Mathematics and Science, Part 2</li> <li>○ EDUC 421-3: Assessment and Motivation</li> </ul>
<p>4. TEP Approval and Review Standards – Practicum/Field Experience</p>	<p>Practicum/Field Experience Requirements</p> <ul style="list-style-type: none"> <li>● Please see Section 8 – <i>Course Descriptions and Goals</i> <ul style="list-style-type: none"> <li>○ EDUC 390-3: Observational Practicum</li> <li>○ EDUC 391-3: Experiential Practicum</li> <li>○ EDUC 490-3: Formative Practicum</li> <li>○ EDUC 491-6: Summative Practicum</li> </ul> </li> <li>● Please see Appendix C – <i>Bachelor of Education Field Experiences</i></li> <li>● Please see Appendix D – <i>Program Comparison</i></li> </ul> <p>Practicum/Field Experience Placement Processes</p> <ul style="list-style-type: none"> <li>● Practicum placement partnerships information</li> <li>● Description of Coaching Teacher/Practicum Mentor role and support</li> <li>● The Winter 2019 version of the EDUC 491 Secondary Years Handbook provides an example of the information shared during practica:  <a href="https://ln.sync.com/dl/ab37f1410/2x74yy24-">https://ln.sync.com/dl/ab37f1410/2x74yy24-</a> </li> </ul>

	<p><a href="#">dph892di-5rk6wbgg-d883uda6</a> (See Page 7 for information regarding Coaching Teacher and Practicum Mentor responsibilities)</p> <p>Program Support for Quality Practicum/Field Experiences</p> <ul style="list-style-type: none"> <li>• Field experience/Teacher Candidate/Coaching Teacher/Practicum Mentor guidelines</li> <li>• Field Experience Rubric</li> <li>• Description of faculty supervisor role and support</li> </ul> <p>Programs Opportunities for Multiple Contexts for Learning and Practicing</p> <ul style="list-style-type: none"> <li>• Please see Section 8 - – <i>Course Descriptions and Goals – specifically EDUC 390-3: Observational Practicum.</i> This course provides Teacher Candidates with the skillsets needed to better understand the complexities of teaching and learning. Teacher Candidates will participate in an observational practicum in K-12 classrooms as well as alternative educational settings.</li> <li>• Please see Appendix C – <i>Bachelor of Education Field Experiences</i></li> </ul>
<p>5. Certification Standards, Including Selection &amp; Admission &amp; Withdrawal &amp; Re-entry</p>	<p>Please see Section 9 – <i>Admission Requirements / Withdrawals / Appeals</i></p>
<p>6. Professional Standards for BC Educators</p>	<p>Program Assessment of Teacher Candidates Against the Professional Standards for BC Educators</p> <ul style="list-style-type: none"> <li>• Teacher Candidates are assessed on their ability to demonstrate their understanding of Course Objectives (please see Section 8 – <i>Course Descriptions and Goals</i></li> <li>• Teacher Candidates are required to maintain an e-Portfolio which documents their learning</li> <li>• Teacher Candidates are required to participate in a Final Assessment of their learning, following the completion of their Final Practicum (please see Appendix D – Program Comparison, specifically row Exit and Final Assessment</li> </ul>
<p>7. TEP Approval and Review Standards – Resources and Personnel</p>	<p>Hiring of Faculty</p> <ul style="list-style-type: none"> <li>• All hiring within the SoE conforms to UNBC standards. Within the SoE, preference is given to those instructors who have previous K-12 experience, depending on their workload. UNBC is committed to ensuring that sessional instructors are hired, as</li> </ul>

	<p>needed, to support BEd student understanding of specific BC curricular specializations and experiences as needed to support the BEd program.</p> <p>Faculty Research Agendas</p> <ul style="list-style-type: none"><li>• Please see Section 12 – <i>Faculty Scholarly Research</i> for a sample of Faculty Research Activity</li><li>• Not all Faculty within the School of Education are required to maintain a research agenda. However, many of the Faculty members do contribute to the field in the form of articles, professional development sessions and workshops in addition to full teaching loads.</li></ul>
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