

Education (Consecutive) – Intermediate/Senior

*2019-2020 - UG - Minor Program Adjustment

(A) Proposal summary

Home faculty*

Faculty of Education

Summary of proposed changes*

Elective courses offered to both P/J and I/S students, have been moved to the fourth semester which required a reorganization of courses for the I/S program map. I/S Coding and Communications has moved to the second semester. The new elective course, Teaching English Language Learners and the modified elective Introduction to Indigenous Pedagogy will be offered during the fourth semester.

Is a new course associated with this proposal?*

Yes
 No

Are you modifying a pathways program?*

Yes
 No

Effective semester*

Fall 2019

Are you attaching any supporting documents?*

Yes No

(B) Program information

Program or shared core name*

Education (Consecutive) – Intermediate/Senior

Program type

Bachelor (Honours)

Degree type

Bachelor of Education

Program or shared core description

General information

The Faculty of Education offers a 16-month consecutive program in the preparation of Intermediate-Senior (I/S) teachers. The emphasis on technology in learning and teaching is a defining element of UOIT's Bachelor of Education program. Teacher candidates use technology in their own learning experiences so that they will understand how to integrate technology into classroom practice. Courses use inquiry and problem-solving approaches with a focus on the importance of subject matter as the catalyst for teacher-learner interaction, as well as individual learning and teaching in shaping learning conditions. The faculty's Bachelor of Education programs are based on key educational principles including technology, diversity, reflection and praxis.

The new program models key elements of education at the edge of innovation, such as a blend of face-to-face and online curriculum offerings, and encouraging the use of digital technologies and multiple forms of literacy so that teacher candidates will be able to be leaders of technology in their schools and in their school boards, and in other workplace options, such as professional development, adult education, and training.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Selection of candidates is based on a combination of academic criteria, experience and references.

Application information

Applicants will hold an undergraduate degree from a recognized university, with a minimum required average of 70 per cent (B- or 2.7 GPA) in their best 10 full-year or best 20 half-year courses completed.

Preference will be given to students with a four-year honours degree. Each candidate must have received the required undergraduate

degree by July 1 of the year in which they begin their Bachelor of Education program.

Applicants must have completed a minimum of 30 credit hours in university courses (equivalent to five full courses, or 10 one-semester courses) in a first teachable subject and 18 credit hours (equivalent to three full courses, or six one-semester courses) in a second teachable subject; and a minimum of 70 per cent (B- or 2.7 GPA) is required with a minimum 70 per cent (B- or 2.7 GPA) average in courses applicable to each teachable subject. The application service (through Ontario Universities' Application Centre – OUAC) opens mid-September of each year for Professional Program Applications to the Teacher Education Application Service (TEAS) and closes in late November/early December of each year. A complete application includes:

**Transcripts – Applicants must ensure that any courses in progress are listed on the OUAC/TEAS application form, especially when appropriate prerequisites do not appear on the official transcripts being forwarded.
Evidence of oral and written proficiency in English.**

A clear criminal record check is a post-admission requirement for all successful applicants.

Field experience

Field experience includes 80 days of practical experience, appropriate to the format and structure of the program, in schools and other situations approved by the College for observation and practice teaching (Regulation 347/02, Section 1).

Teacher certification

The university's Bachelor of Education consecutive programs are designed to meet all the Ontario legislated requirements and incorporate the standards of practice and ethical standards for the teaching profession of the Ontario College of Teachers.

Graduates will be recommended by the university to the Ontario College of Teachers for certification to practice in the Ontario education system.

Program details and degree requirements

To be eligible for the Bachelor of Education degree, students must successfully complete the courses outlined below. Students must achieve a minimum overall average of 70 per cent (B- or 2.7 GPA) to be eligible for promotion in and graduation from the Bachelor of Education (Consecutive) degree program.

Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change. For the most up-to-date list of course offerings please visit the faculty website at education.uoit.ca.

The degree requirements for the Bachelor of Education Intermediate/Senior program are comprised of 60 credit hours, including 54 credit hours of required courses and 6 hours of elective courses.

Fall semester (15 credit hours)

[Before] CURS - Curriculum Studies I*
CURS - Curriculum Studies I*

EDUC 1300U Foundations I: Planning and Preparation + 22 days Field Experience

EDUC 1301U Learning and Development

EDUC 1309U I/S Digital Literacies and Information and Communication Technology

Winter semester (15 credit hours)

[Before] CURS-Curriculum Studies II*
CURS-Curriculum Studies II*

~~One winter elective**~~

EDUC 1305U Foundations II: Curriculum Theory and Practice + 32 days Field Experience

EDUC 1310U I/S Mathematical Thinking and Doing

EDUC 1311U I/S Coding and Communication

Spring semester (15 credit hours)

EDUC 2400U Equity and Diversity

EDUC 2401U Learning in Digital Contexts
 EDUC 2402U Teaching for Inclusion: Special Needs
 and Individualized Education
 EDUC 2404U Education Law, Policy and Ethics
 EDUC 2406U Reflective Practice/Action Research

Fall Semester (15 credit hours)

[Before] ~~One~~ ~~Two~~ fall ~~elective**~~ ~~electives**~~

~~EDUC 1311U I/S Coding and Communication~~
 EDUC 2403U Independent Inquiry/Internship
 EDUC 2405U Foundations III: Long Range Planning
 and Assessment + 31 days Field Experience
 EDUC 2407U Mental Health Issues in Schools

*Curriculum Studies

Students will complete two curriculum studies courses in each of semesters one (first fall) and two (winter). Students must take one course per term in each of the teachable subject areas under which they were admitted.

CURS 4100U Curriculum Studies I: I/S Biology
 [Right] and
 CURS 4101U Curriculum Studies II: I/S Biology
 [After]
 CURS 4110U Curriculum Studies I: I/S English
 [Right] and
 CURS 4111U Curriculum Studies II: I/S English
 [After]
 CURS 4120U Curriculum Studies I: I/S Chemistry
 [Right] and
 CURS 4121U Curriculum Studies II: I/S Chemistry
 [After]
 CURS 4130U Curriculum Studies I: I/S Physics
 [Right] and
 CURS 4131U Curriculum Studies II: I/S Physics
 [After]
 CURS 4140U Curriculum Studies I: I/S Mathematics
 [Right] and
 CURS 4141U Curriculum Studies II: I/S
 Mathematics
 [After]
 CURS 4180U Curriculum Studies I: I/S General
 Science
 [Right] and

CURS 4181U Curriculum Studies II: I/S General Science

[After]

CURS 4190U Curriculum Studies I: I/S Geography

[Right] and

CURS 4191U Curriculum Studies II: I/S Geography

[After]

CURS 4501U Curriculum Studies I: I/S History

[Right] and

CURS 4502U Curriculum Studies II: I/S History

[After]

CURS 4503U Curriculum Studies I: I/S Health and Physical Education

[Right] and

CURS 4504U Curriculum Studies II: I/S Health and Physical Education

[After]

Note: Teachable combinations offered are subject to sufficient enrolment.

**** Education electives**

Elective requirements: 6 credit hours selected from the following list.

~~The first elective must be taken during the winter term; the second elective~~ **Two electives** must be taken during the second fall term.

Note: Not all listed electives will be available every year.

Winter electives

~~EDUC 3200U Pedagogy of the Land~~

~~EDUC 3205U Visual Arts: An Introduction to Indigenous Art~~

~~EDUC 3206U Teaching the Catholic Religion in Schools~~

~~EDUC 3207U Teacher as Coach~~

~~EDUC 3209U Outdoor Education Leadership: Fall~~

Fall electives

EDUC 3201U Environmental Education

EDUC 3206U Teaching the Catholic Religion in Schools
 EDUC 3208U Teaching Kindergarten
 EDUC 3210U Teaching French in Schools
~~EDUC 3211U Outdoor Education: Winter~~
 EDUC 3216U Teaching English Language Learners
 EDUC 3209U Outdoor Education Leadership: Fall
 EDUC 3200U Pedagogy of the Land
 EDUC 3207U Teacher as Coach
 EDUC 3205U Visual Arts: An Introduction to Indigenous Art

Program learning outcomes

(C) Pathways programs

Proposed transfer credit block

(D) Detailed proposal information

Enhanced academic opportunities*

To keep the elective options consistent on both I/S and P/J program maps, the committee recommended to move the elective option from Semester 2 on the I/S program map to reflect the new P/J program map's elective offerings. Lastly, to make room for the additional elective in Semester 4 on the I/S program map, the *EDUC 1311U – I/S Coding and Communication* course would be moved from Semester 4 to Semester 2.

Financial/resource implications*

N/A

Enrolment implications*

N/A

Transition plan*

N/A

Additional supporting information, if applicable

**PROPOSED B.Ed. Program Map for P/J and I/S Cohorts
 Entering Fall 2019 - draft**

Primary/Junior Fall I Semester	Intermediate/Senior Fall 1 Semester

<p>EDUC 1300U – Foundations I: Planning and Preparation + Field Experience EDUC 1301U – Learning and Development</p>	
<p>EDUC 1302U – P/J Digital Literacies I (Language Arts and Digital Technology) EDUC 1303U – P/J STEM I (Science-Technology and Mathematics) Newly created PJ “Arts” course</p>	<p>CURS - Curriculum Studies I * CURS - Curriculum Studies I * EDUC 1309U – I/S Digital Literacies and Information and Communication Technology</p>
<p>Primary/Junior Winter Semester</p>	<p>Intermediate/Senior Winter Semester</p>
<p>EDUC 1305U – Foundations II: Curriculum Theory and Practice + Field Experience</p>	
<p>EDUC 1306U – P/J Digital Literacies/Social Studies II - (Language Arts and Social Studies) EDUC 1307U – P/J STEM II (Science-Technology and Mathematics) EDUC 1308U – P/J Mathematical Thinking and Doing Newly created PJ Health and Physical Education course</p>	<p>CURS - Curriculum Studies II * CURS - Curriculum Studies II * EDUC 1310U – I/S Mathematical Thinking and Doing EDUC 1311U – I/S Coding and Communication (moved from Semester 4)</p>
<p>Primary/Junior Spring/Summer</p> <p>Online Semester</p>	<p>Intermediate/Senior Spring/Summer</p> <p>Online Semester</p>
<p>EDUC 2400U – Equity and Diversity</p>	

<p>EDUC 2401U – Learning in Digital Contexts EDUC 2402U – Teaching for Inclusion: Special Needs and Individualized Education EDUC 2404U – Education Law, Policy and Ethics EDUC 2406U – Reflective Practice/Action Research</p>	
<p>Primary/Junior Fall II Semester</p>	<p>Intermediate/Senior Fall II Semester</p>
<p>One fall elective One fall elective – moved from Semester 2 EDUC 2405U – Foundations III: Long Range Planning and Assessment + Field Experience EDUC 2407U – Mental Health Issues in Schools</p>	
<p>EDUC 2408U – P/J Coding and Communication</p>	<p>EDUC 2403U – Independent Inquiry/Internship</p>
<p>*Curriculum Studies (Methods) Courses (for I/S Division)</p> <p>Students complete two curriculum studies courses in each of semesters one (first fall) and two (winter). Students must take one course per term in each of the teachable subject areas in which they were admitted.</p> <p>CURS 4100U – Curriculum Studies I: I/S Biology and CURS 4101U – Curriculum Studies II: I/S Biology</p> <p>CURS 4110U – Curriculum Studies I: I/S English and CURS 4111U – Curriculum Studies II: I/S English</p> <p>CURS 4120U – Curriculum Studies I: I/S Chemistry and CURS 4121U – Curriculum Studies II: I/S Chemistry</p> <p>CURS 4130U – Curriculum Studies I: I/S Physics and CURS 4131U – Curriculum Studies II: I/S Physics</p> <p>CURS 4140U – Curriculum Studies I: I/S Mathematics and CURS 4141U – Curriculum Studies II: I/S Mathematics</p> <p>CURS 4180U – Curriculum Studies I: I/S General Science and</p>	

CURS 4181U – Curriculum Studies II: I/S General Science

CURS 4501U – Curriculum Studies I: I/S History and

CURS 4502U – Curriculum Studies II: I/S History

CURS 4503U – Curriculum Studies I: I/S Health and Physical Education and

CURS 4504U – Curriculum Studies II: I/S Health and Physical Education

Teacher candidates take two of the following electives to satisfy the requirements of the B.Ed. Degree:

Group 1

EDUC 3200U – Introduction to Indigenous Pedagogy

EDUC 3206U – Teaching the Catholic Religion in Schools

EDUC 3207U – Teacher as Coach

EDUC 3209U - Outdoor Education

EDUC 3216U – Teaching English Language Learners

Group 2

EDUC 3201U – Environmental Education

EDUC 3208U – Teaching Kindergarten

EDUC 3210U – Teaching French in Schools

EDUC 3205U – Visual Arts: An Introduction to Indigenous Art

Does this change include any indigenous content? * Yes No

We have consulted with all impacted areas * Yes N/A

Consultation * N/A

Education (Consecutive) – Intermediate/Senior

*2019-2020 - UG - Minor Program Adjustment

(A) Proposal summary

Home faculty*

Faculty of Education

Summary of proposed changes*

Elective courses offered to both P/J and I/S students, have been moved to the fourth semester which required a reorganization of courses for the I/S program map. I/S Coding and Communications has moved to the second semester. The new elective course, Teaching English Language Learners and the modified elective Introduction to Indigenous Pedagogy will be offered during the fourth semester.

Is a new course associated with this proposal?*

Yes
 No

Are you modifying a pathways program?*

Yes
 No

Effective semester*

Fall 2019

Are you attaching any supporting documents?*

Yes No

(B) Program information

Program or shared core name*

Education (Consecutive) – Intermediate/Senior

Program type

Bachelor (Honours)

Degree type

Bachelor of Education

Program or shared core description

General information

The Faculty of Education offers a 16-month consecutive program in the preparation of Intermediate-Senior (I/S) teachers. The emphasis on technology in learning and teaching is a defining element of UOIT's Bachelor of Education program. Teacher candidates use technology in their own learning experiences so that they will understand how to integrate technology into classroom practice. Courses use inquiry and problem-solving approaches with a focus on the importance of subject matter as the catalyst for teacher-learner interaction, as well as individual learning and teaching in shaping learning conditions. The faculty's Bachelor of Education programs are based on key educational principles including technology, diversity, reflection and praxis.

The new program models key elements of education at the edge of innovation, such as a blend of face-to-face and online curriculum offerings, and encouraging the use of digital technologies and multiple forms of literacy so that teacher candidates will be able to be leaders of technology in their schools and in their school boards, and in other workplace options, such as professional development, adult education, and training.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Selection of candidates is based on a combination of academic criteria, experience and references.

Application information

Applicants will hold an undergraduate degree from a recognized university, with a minimum required average of 70 per cent (B- or 2.7 GPA) in their best 10 full-year or best 20 half-year courses completed.

Preference will be given to students with a four-year honours degree. Each candidate must have received the required undergraduate

degree by July 1 of the year in which they begin their Bachelor of Education program.

Applicants must have completed a minimum of 30 credit hours in university courses (equivalent to five full courses, or 10 one-semester courses) in a first teachable subject and 18 credit hours (equivalent to three full courses, or six one-semester courses) in a second teachable subject; and a minimum of 70 per cent (B- or 2.7 GPA) is required with a minimum 70 per cent (B- or 2.7 GPA) average in courses applicable to each teachable subject. The application service (through Ontario Universities' Application Centre – OUAC) opens mid-September of each year for Professional Program Applications to the Teacher Education Application Service (TEAS) and closes in late November/early December of each year. A complete application includes:

**Transcripts – Applicants must ensure that any courses in progress are listed on the OUAC/TEAS application form, especially when appropriate prerequisites do not appear on the official transcripts being forwarded.
Evidence of oral and written proficiency in English.**

A clear criminal record check is a post-admission requirement for all successful applicants.

Field experience

Field experience includes 80 days of practical experience, appropriate to the format and structure of the program, in schools and other situations approved by the College for observation and practice teaching (Regulation 347/02, Section 1).

Teacher certification

The university's Bachelor of Education consecutive programs are designed to meet all the Ontario legislated requirements and incorporate the standards of practice and ethical standards for the teaching profession of the Ontario College of Teachers.

Graduates will be recommended by the university to the Ontario College of Teachers for certification to practice in the Ontario education system.

Program details and degree requirements

To be eligible for the Bachelor of Education degree, students must successfully complete the courses outlined below. Students must achieve a minimum overall average of 70 per cent (B- or 2.7 GPA) to be eligible for promotion in and graduation from the Bachelor of Education (Consecutive) degree program.

Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change. For the most up-to-date list of course offerings please visit the faculty website at education.uoit.ca.

The degree requirements for the Bachelor of Education Intermediate/Senior program are comprised of 60 credit hours, including 54 credit hours of required courses and 6 hours of elective courses.

Fall semester (15 credit hours)

[Before] CURS - Curriculum Studies I*
CURS - Curriculum Studies I*

EDUC 1300U Foundations I: Planning and Preparation + 22 days Field Experience

EDUC 1301U Learning and Development

EDUC 1309U I/S Digital Literacies and Information and Communication Technology

Winter semester (15 credit hours)

[Before] CURS-Curriculum Studies II*
CURS-Curriculum Studies II*

~~One winter elective**~~

EDUC 1305U Foundations II: Curriculum Theory and Practice + 32 days Field Experience

EDUC 1310U I/S Mathematical Thinking and Doing

EDUC 1311U I/S Coding and Communication

Spring semester (15 credit hours)

EDUC 2400U Equity and Diversity

EDUC 2401U Learning in Digital Contexts
 EDUC 2402U Teaching for Inclusion: Special Needs
 and Individualized Education
 EDUC 2404U Education Law, Policy and Ethics
 EDUC 2406U Reflective Practice/Action Research

Fall Semester (15 credit hours)

[Before] ~~One~~ ~~Two~~ fall ~~elective**~~ ~~electives**~~

~~EDUC 1311U I/S Coding and Communication~~
 EDUC 2403U Independent Inquiry/Internship
 EDUC 2405U Foundations III: Long Range Planning
 and Assessment + 31 days Field Experience
 EDUC 2407U Mental Health Issues in Schools

*Curriculum Studies

Students will complete two curriculum studies courses in each of semesters one (first fall) and two (winter). Students must take one course per term in each of the teachable subject areas under which they were admitted.

CURS 4100U Curriculum Studies I: I/S Biology
 [Right] and
 CURS 4101U Curriculum Studies II: I/S Biology
 [After]
 CURS 4110U Curriculum Studies I: I/S English
 [Right] and
 CURS 4111U Curriculum Studies II: I/S English
 [After]
 CURS 4120U Curriculum Studies I: I/S Chemistry
 [Right] and
 CURS 4121U Curriculum Studies II: I/S Chemistry
 [After]
 CURS 4130U Curriculum Studies I: I/S Physics
 [Right] and
 CURS 4131U Curriculum Studies II: I/S Physics
 [After]
 CURS 4140U Curriculum Studies I: I/S Mathematics
 [Right] and
 CURS 4141U Curriculum Studies II: I/S
 Mathematics
 [After]
 CURS 4180U Curriculum Studies I: I/S General
 Science
 [Right] and

CURS 4181U Curriculum Studies II: I/S General Science

[After]

CURS 4190U Curriculum Studies I: I/S Geography

[Right] and

CURS 4191U Curriculum Studies II: I/S Geography

[After]

CURS 4501U Curriculum Studies I: I/S History

[Right] and

CURS 4502U Curriculum Studies II: I/S History

[After]

CURS 4503U Curriculum Studies I: I/S Health and Physical Education

[Right] and

CURS 4504U Curriculum Studies II: I/S Health and Physical Education

[After]

Note: Teachable combinations offered are subject to sufficient enrolment.

**** Education electives**

Elective requirements: 6 credit hours selected from the following list.

~~The first elective must be taken during the winter term; the second elective~~ **Two electives** must be taken during the second fall term.

Note: Not all listed electives will be available every year.

Winter electives

~~EDUC 3200U Pedagogy of the Land~~

~~EDUC 3205U Visual Arts: An Introduction to Indigenous Art~~

~~EDUC 3206U Teaching the Catholic Religion in Schools~~

~~EDUC 3207U Teacher as Coach~~

~~EDUC 3209U Outdoor Education Leadership: Fall~~

Fall electives

EDUC 3201U Environmental Education

EDUC 3206U Teaching the Catholic Religion in Schools
 EDUC 3208U Teaching Kindergarten
 EDUC 3210U Teaching French in Schools
~~EDUC 3211U Outdoor Education: Winter~~
 EDUC 3216U Teaching English Language Learners
 EDUC 3209U Outdoor Education Leadership: Fall
 EDUC 3200U Pedagogy of the Land
 EDUC 3207U Teacher as Coach
 EDUC 3205U Visual Arts: An Introduction to Indigenous Art

Program learning outcomes

(C) Pathways programs

Proposed transfer credit block

(D) Detailed proposal information

Enhanced academic opportunities*

To keep the elective options consistent on both I/S and P/J program maps, the committee recommended to move the elective option from Semester 2 on the I/S program map to reflect the new P/J program map's elective offerings. Lastly, to make room for the additional elective in Semester 4 on the I/S program map, the *EDUC 1311U – I/S Coding and Communication* course would be moved from Semester 4 to Semester 2.

Financial/resource implications*

N/A

Enrolment implications*

N/A

Transition plan*

N/A

Additional supporting information, if applicable

**PROPOSED B.Ed. Program Map for P/J and I/S Cohorts
 Entering Fall 2019 - draft**

Primary/Junior Fall I Semester	Intermediate/Senior Fall 1 Semester

<p>EDUC 1300U – Foundations I: Planning and Preparation + Field Experience EDUC 1301U – Learning and Development</p>	
<p>EDUC 1302U – P/J Digital Literacies I (Language Arts and Digital Technology) EDUC 1303U – P/J STEM I (Science-Technology and Mathematics) Newly created PJ “Arts” course</p>	<p>CURS - Curriculum Studies I * CURS - Curriculum Studies I * EDUC 1309U – I/S Digital Literacies and Information and Communication Technology</p>
<p>Primary/Junior Winter Semester</p>	<p>Intermediate/Senior Winter Semester</p>
<p>EDUC 1305U – Foundations II: Curriculum Theory and Practice + Field Experience</p>	
<p>EDUC 1306U – P/J Digital Literacies/Social Studies II - (Language Arts and Social Studies) EDUC 1307U – P/J STEM II (Science-Technology and Mathematics) EDUC 1308U – P/J Mathematical Thinking and Doing Newly created PJ Health and Physical Education course</p>	<p>CURS - Curriculum Studies II * CURS - Curriculum Studies II * EDUC 1310U – I/S Mathematical Thinking and Doing EDUC 1311U – I/S Coding and Communication (moved from Semester 4)</p>
<p>Primary/Junior Spring/Summer</p> <p>Online Semester</p>	<p>Intermediate/Senior Spring/Summer</p> <p>Online Semester</p>
<p>EDUC 2400U – Equity and Diversity</p>	

<p>EDUC 2401U – Learning in Digital Contexts EDUC 2402U – Teaching for Inclusion: Special Needs and Individualized Education EDUC 2404U – Education Law, Policy and Ethics EDUC 2406U – Reflective Practice/Action Research</p>	
<p>Primary/Junior Fall II Semester</p>	<p>Intermediate/Senior Fall II Semester</p>
<p>One fall elective One fall elective – moved from Semester 2 EDUC 2405U – Foundations III: Long Range Planning and Assessment + Field Experience EDUC 2407U – Mental Health Issues in Schools</p>	
<p>EDUC 2408U – P/J Coding and Communication</p>	<p>EDUC 2403U – Independent Inquiry/Internship</p>
<p>*Curriculum Studies (Methods) Courses (for I/S Division)</p> <p>Students complete two curriculum studies courses in each of semesters one (first fall) and two (winter). Students must take one course per term in each of the teachable subject areas in which they were admitted.</p> <p>CURS 4100U – Curriculum Studies I: I/S Biology and CURS 4101U – Curriculum Studies II: I/S Biology</p> <p>CURS 4110U – Curriculum Studies I: I/S English and CURS 4111U – Curriculum Studies II: I/S English</p> <p>CURS 4120U – Curriculum Studies I: I/S Chemistry and CURS 4121U – Curriculum Studies II: I/S Chemistry</p> <p>CURS 4130U – Curriculum Studies I: I/S Physics and CURS 4131U – Curriculum Studies II: I/S Physics</p> <p>CURS 4140U – Curriculum Studies I: I/S Mathematics and CURS 4141U – Curriculum Studies II: I/S Mathematics</p> <p>CURS 4180U – Curriculum Studies I: I/S General Science and</p>	

CURS 4181U – Curriculum Studies II: I/S General Science

CURS 4501U – Curriculum Studies I: I/S History and

CURS 4502U – Curriculum Studies II: I/S History

CURS 4503U – Curriculum Studies I: I/S Health and Physical Education and

CURS 4504U – Curriculum Studies II: I/S Health and Physical Education

Teacher candidates take two of the following electives to satisfy the requirements of the B.Ed. Degree:

Group 1

EDUC 3200U – Introduction to Indigenous Pedagogy

EDUC 3206U – Teaching the Catholic Religion in Schools

EDUC 3207U – Teacher as Coach

EDUC 3209U - Outdoor Education

EDUC 3216U – Teaching English Language Learners

Group 2

EDUC 3201U – Environmental Education

EDUC 3208U – Teaching Kindergarten

EDUC 3210U – Teaching French in Schools

EDUC 3205U – Visual Arts: An Introduction to Indigenous Art

Does this change include any indigenous content? * Yes No

We have consulted with all impacted areas * Yes N/A

Consultation * N/A

EDUC - 1314U - P/J Health & Physical Education

*2019-2020 - UG - New Course

(A) Proposal summary

Home faculty*

Faculty of Education

This new course is associated with the following:*

- A Minor Program Adjustment
- A Major Program Modification
- A New Program
- None of the above

Will this new course appear anywhere other than the course description section of the calendar?*

- Yes
- No

Program(s) impacted*

The Consecutive Primary/Junior B.Ed. program is impacted.

Effective semester*

Fall 2019

Are you attaching any supporting documents?*

- Yes
- No

(B) Course information

Course subject code*

EDUC

Course number* 1314U

Course title (long form)*

P/J Health & Physical Education

Subject area*

Education

Course description*

Health and Physical Education Primary/Junior: This course provides teacher candidates with an overview of teaching fundamental movement skills, active living and healthy living, by investigating the three strands in the Health and Physical Education curriculum. Theoretical and practical Health and Physical

Education aspects, as well as the fundamental concepts for each of the three strands are

explored in this introductory course. The curriculum content will involve activities and strategies for promoting healthy active living, as well as health-related content. Students will focus on the development of physical literacy and health literacy, and investigate concepts of inclusion, mental health, mindfulness, and their impact on students' academic success and overall wellness.

Credit hours* 3

Lecture hours 4

Lab hours

Tutorial hours

Other hours

Cross-listing(s)

Prerequisite(s)

**Prerequisite(s)
for Banner**

Corequisite(s)

**Prerequisite(s)
with concurrency**

**Credit
restriction(s)**

**Is the credit
restriction an
equivalent
course?**

Recommended

**Course
restrictions**

Course type* Core Elective

**Is the course
undergraduate or
professional?*** Undergraduate Professional

Grade mode* N (normal alpha grades) P (pass/fail grade)

**CLS (in-class
delivery)*** Yes No

**HYB (in-class and
online delivery)*** Yes No

**IND (individual
studies)*** Yes No

OFF (off-site)* Yes No

WB1 (virtual meet time - synchronous)* Yes No

WEB (fully online - asynchronous)* Yes No

N/A (not applicable)* Yes No

Teaching and assessment methods*

This class uses face to face activity based learning formats, including individual and group tasks, role modeling, online readings and videos. The class also uses critical reflection on evidence based research about best practices in HPE for Elementary Students.

Assessment and Evaluation

Students will be graded on a combination of video production, reflection, micro-teaching and technology assignments.

Course learning outcomes*

On the successful completion of the course, students will be able to:

Demonstrate a basic understanding of the key “big ideas” in the Ontario Ministry of Education curriculum policies and expectations for elementary Health and Physical Education (eg healthy living, regular active participation, resilience, social skills, health promoting school, mental and physical wellbeing)

Explore teaching pedagogies in Health and Physical Education (eg Teaching Games for Understanding, Differentiated Instruction, Student-centred program design, Classroom Management in HPE settings, Inclusive and Equitable learning environments that promote student success.

Develop the knowledge and skills necessary to provide students with physical literacy, health literacy and mental health literacy they need to lead healthy active lives.

Begin to create a vision for teaching Health and Physical Education in 21C schools and communities through critical reflection of and on experiences (Schon 1987)

Demonstrate and explain how the quality of these inclusive movement experiences plays a critical role in connecting students’ HPE lessons to their personal lives, empowering them to enact positive social change.

Participate actively and safely in a wide variety of physical activities (eg lead up games, tag games, cooperative low org games and circuit activities)

Construct new knowledge and practice for planning and teaching a quality physical education program.

Use assessment for, as and of learning (Growing Success 2010) in specific HPE situations in both activity and health classes. Implement Daily Physical Activity effectively to promote student learning and develop a wide array of strategies that are accessible and inclusive of diverse populations.

Analyze and demonstrate awareness of current HPE resources (OPHEA Safety Guidelines, OPHEA, PHE Canada.

Use technology effectively (accelerometers, ipads, web based resources, digital games) in health and activity sessions,

Develop the competence and confidence to teach functional fitness and fundamental transferable movement skills for the elementary level (K-6)

Understand the research-based importance of program design and develop a life-long learning approach to staying current in Health and Physical Education and children's health and wellbeing.

(C) Impact and consultation

Does this course contain any indigenous content?* Yes No

We have consulted with all impacted areas* Yes N/A

Consultation* N/A

(D) Financial implications

Financial implications* The PJ The Arts/Healthy & Physical Education course had two instructors, had two instructors for the Arts portion of the course and an instructor for the Health & Physical Education portion of the course. With the combined course split into two new separate courses, the number of hired instructors will remain the same, therefore, there is no financial impact.

EDUC - 1315U - The Arts Primary/Junior

*2019-2020 - UG - New Course

(A) Proposal summary

Home faculty*

Faculty of Education

This new course is associated with the following:*

- A Minor Program Adjustment
 A Major Program Modification
 A New Program
 None of the above

Will this new course appear anywhere other than the course description section of the calendar?*

- Yes No

Program(s) impacted*

The Consecutive Primary/Junior B.Ed. Program is impacted.

Effective semester*

Fall 2019

Are you attaching any supporting documents?*

- Yes No

(B) Course information

Course subject code*

EDUC

Course number* 1315U

Course title (long form)*

The Arts Primary/Junior

Subject area*

Education

Course description*

This course, introduces the Arts (Dance, Drama, Music, and Visual Arts) to all P/J students. Students will focus on each of the arts as distinct disciplines and will explore their essential fundamental components. Current theoretical and practical classroom aspects of the four art disciplines will be introduced, as well as integrating their use in teaching with other disciplines.

Credit hours* 3

Lecture hours 4

Lab hours

Tutorial hours

Other hours

Cross-listing(s)

Prerequisite(s)

**Prerequisite(s)
for Banner**

Corequisite(s)

**Prerequisite(s)
with concurrency**

**Credit
restriction(s)**

**Is the credit
restriction an
equivalent
course?**

Recommended

**Course
restrictions**

Course type* Core Elective

**Is the course
undergraduate or
professional?*** Undergraduate Professional

Grade mode* N (normal alpha grades) P (pass/fail grade)

**CLS (in-class
delivery)*** Yes No

**HYB (in-class and
online delivery)*** Yes No

**IND (individual
studies)*** Yes No

OFF (off-site)* Yes No

**WB1 (virtual
meet time -
synchronous)*** Yes No

**WEB (fully online
- asynchronous)*** Yes No

N/A (not applicable)* Yes No

Teaching and assessment methods*

Using a variety of teaching strategies, the instructors of this course will model various teaching methods including instructor lead sessions and small cooperative group work with clear participant roles. Also, hands-on experiences in a variety of media and using a variety of materials will be stressed. Assessment and evaluation strategies provide for both ongoing assessment of personal growth and the development of knowledge and skills. Students will receive feedback through self-assessment, peer evaluation, and through the instructor. Students will be required to maintain a Digital Arts Portfolio to show their growth, engagement and professionalism. Working individually or at times in small cooperative groups, students will be challenged to complete and engage in short tasks related to Dance, Drama, Music, and/or Visual Arts which will serve as artifacts and springboard for discussion and reflection.

Course learning outcomes*

By the end of the Arts course, students will be able to:

- Effectively communicate a general knowledge of the Ministry document, The Arts: 2009,
- Design times of significant and dedicated instruction in the Arts as required by the Ministry of Education
- Integrate arts into P/J education by teaching With, About/In, and Through the Arts while maintaining the integrity of each of the disciplines involved in the process.
- Express knowledge of the specific and unique nature of each of visual arts, music, drama, and dance.
- Apply the language, creative/aesthetic qualities, cultural contexts, techniques and the forms of expression that are specific to each of the arts
- Connect curriculum expectations to curriculum resources and utilize available curriculum resources and technologies that enhance the learning environment of art education
- Relate the importance of diversity and equity to art experiences
- Explain that creativity and the aesthetic experience are central to the inner core of all learning.

Employ varied and valid principles of assessment and evaluation to arts across the curriculum and to dedicated times of instruction in the arts.

(C) Impact and consultation

Does this course contain any indigenous content? * Yes No

We have consulted with all impacted areas* Yes N/A

Consultation* N/A

(D) Financial implications

Financial implications* N/A

EDUC - 3216U - Teaching English Language Learners

*2019-2020 - UG - New Course

(A) Proposal summary

Home faculty*

Faculty of Education

This new course is associated with the following:*

- A Minor Program Adjustment
 A Major Program Modification
 A New Program
 None of the above

Will this new course appear anywhere other than the course description section of the calendar?*

Yes No

Program(s) impacted*

Education (Consecutive) - Primary/Junior

Education (Consecutive) - Intermediate/Senior

Effective semester*

Fall 2019

Are you attaching any supporting documents?*

Yes No

(B) Course information

Course subject code*

EDUC

Course number* 3216U

Course title (long form)*

Teaching English Language Learners

Subject area*

Education

Course description*

This course aims to provide teacher candidates with the knowledge, skills and strategies required to improve their teaching of reading, writing, speaking and listening with English Language Learners. Socio-linguistic theories and approaches such as task-based learning and communicative language learning will form the foundations for classroom activities. This course will be of interest to teacher candidates wishing to teach domestically or abroad.

Credit hours* 3

Lecture hours 4

Lab hours

Tutorial hours

Other hours

Cross-listing(s)

Prerequisite(s)

**Prerequisite(s)
for Banner**

Corequisite(s)

**Prerequisite(s)
with concurrency**

**Credit
restriction(s)**

**Is the credit
restriction an
equivalent
course?**

Recommended

**Course
restrictions**

Course type* Core Elective

**Is the course
undergraduate or
professional?*** Undergraduate Professional

Grade mode* N (normal alpha grades) P (pass/fail grade)

**CLS (in-class
delivery)*** Yes No

**HYB (in-class and
online delivery)*** Yes No

**IND (individual
studies)*** Yes No

OFF (off-site)* Yes No

**WB1 (virtual
meet time -
synchronous)*** Yes No

**WEB (fully online
- asynchronous)*** Yes No

N/A (not applicable)* Yes No

Teaching and assessment methods*

The course will consist of weekly themes (The Language Learner, Language Learning Across the Curriculum, Assessment, Acculturation) with related scholarly and ministry readings. Students will be required to generate and participate in discussions related to the readings and course content. They will critically examine their own language learning experiences and assumptions in relation to second language acquisition theory, and reflect upon how their own assumptions about acculturation, immigration, and Canadian identity might shape their ESL pedagogy.

Evaluation Method

Grades for this course will be determined through 3 assessment areas: two individual assignments in addition to a professionalism component.

Course learning outcomes*

Upon the successful completion of the course the teacher candidate will:

Be able to make connections between theory and lived experience with respect to first and second language learning

Understand the various factors that impact upon language learning success

Understand the cognitive benefits of bilingualism

Be familiar with a variety of policy, curriculum and assessment documents from the Ministry of Education, and the Ministry of Citizenship and Immigration i.e. ESL curriculum expectations and proficiency indicators; Many Roots Many Voices; Canada Language Benchmarks; LINC curriculum guidelines; Step to English Proficiency (STEP)

Be familiar with a variety of instructional strategies for the ESL classroom to address learning, cultural and language differences in a safe and collaborative environment as outlined in the Standards of Practice for the Teaching Profession

Understand how technology can enhance language learning (apps, web sites, online dictionaries/translators etc.)

Understand that the language and acculturation needs of new Canadian students are met most effectively when students and families observe care, respect, integrity and trust (The Ethical Standards of the Teaching Profession).

(C) Impact and consultation

Does this course contain any indigenous content?* Yes No

We have consulted with all impacted areas* Yes N/A

Consultation* N/A

(D) Financial implications

Financial implications* N/A

EDUC - 1304U - P/J Arts/Health and Physical Education

*2019-2020 - UG - Course Change v2

(A) Proposal summary

Home faculty*	Faculty of Education
Course changes*	<input type="checkbox"/> Contact hours <input type="checkbox"/> Co-requisite(s) <input type="checkbox"/> Course description <input type="checkbox"/> Course instructional method <input type="checkbox"/> Course number or course subject code <input type="checkbox"/> Course title <input type="checkbox"/> Credit restriction(s) and/or equivalencies <input type="checkbox"/> Credit weighting <input type="checkbox"/> Cross-listing(s) <input type="checkbox"/> Grade mode <input type="checkbox"/> Learning outcomes <input type="checkbox"/> Prerequisite(s) <input checked="" type="checkbox"/> Remove course from academic calendar <input type="checkbox"/> Teaching and assessment methods <input type="checkbox"/> Other
Other changes	
Is this course change associated with a program proposal?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Reason for change and ways in which it maintains/enhance course/program objectives*	To cancel the current P/J EDUC 1304U: The Arts/Health & Physical Education and replace with two separate and distinct full credit courses in each area; one for The Arts and one for Health and Physical Education, as recommended by the Ontario College of Teachers.
Financial implications*	N/A
Effective semester*	Fall 2019
Are you attaching any supporting documents?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
Additional supporting information, if applicable	

(B) Course information

Course subject code* EDUC	Course number* 1304U
Course title (long form)* P/J Arts/Health and Physical Education	
Course title (short form)	
Subject area Education	
Course description	This course has two streams – The Arts; and Health and Physical Education. Stream 1: The Arts: This stream is a brief introduction to the four Elementary Education Level disciplines of The Arts – dance, drama, music, and visual arts.

Theoretical and practical classroom aspects, as well as the fundamental concepts for each of four disciplines are explored in the introductory course. Stream 2: Health and Physical Education: This stream provides teacher candidates with an overview of teaching fundamental movement skills, active living and healthy living, the three strands in the health and physical education curriculum. Theoretical and practical health and physical education aspects, as well as the fundamental concepts for each of the three stream curriculum content will involve activities and strategies for promoting healthy active living, as well as health-related content. Students will focus on the development of physical literacy and health literacy.

Credit hours 3	
Lecture hours 4	Lab hours
Tutorial hours	Other hours
Cross-listing(s)	
Prerequisite(s)	
Prerequisite(s) (for Banner)	
Corequisite(s)	
Prerequisite(s) with concurrency	
Credit restriction(s)	
Is the credit restriction an equivalent course?	
Recommended	
Course restrictions	Restricted to P/J Consecutive BEd students.
Course type	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective
Is the course undergraduate or professional?	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Professional
Grade mode	<input checked="" type="radio"/> N (normal alpha grades) <input type="radio"/> P (pass/fail grade)
CLS (in-class delivery)	<input checked="" type="radio"/> Yes <input type="radio"/> No
HYB (in-class and online delivery)	<input type="radio"/> Yes <input type="radio"/> No
IND (individual studies)	<input type="radio"/> Yes <input type="radio"/> No
OFF (off-site)	<input checked="" type="radio"/> Yes <input type="radio"/> No
WB1 (virtual meet time - synchronous)	<input type="radio"/> Yes <input type="radio"/> No
WEB (fully online - asynchronous)	<input type="radio"/> Yes <input type="radio"/> No
N/A (not applicable)	<input type="radio"/> Yes <input type="radio"/> No
Teaching and assessment methods	
Course learning outcomes	

(C) Impact and consultation

Does this course contain any indigenous content?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
We have consulted with all impacted areas*	<input type="radio"/> Yes <input checked="" type="radio"/> N/A
Consultation*	N/A

(D) Routing

Faculty or program-level group* Bachelor of Education

EDUC - 3200U - Introduction to Indigenous Pedagogy

*2019-2020 - UG - Course Change v2

(A) Proposal summary

Home faculty*

Faculty of Education

Course changes*

- Contact hours
- Co-requisite(s)
- Course description
- Course instructional method
- Course number or course subject code
- Course title
- Credit restriction(s) and/or equivalencies
- Credit weighting
- Cross-listing(s)
- Grade mode
- Learning outcomes
- Prerequisite(s)
- Remove course from academic calendar
- Teaching and assessment methods
- Other

Other changes

Is this course change associated with a program proposal?*

Yes No

Reason for change and ways in which it maintains/enhance course/program objectives*

The current course Pedagogy of the Land focuses on Indigenous studies in relation to specific outdoor spaces. It is proposed that we refocus the course on Indigenous pedagogies/methodologies to include the K-12 and post-secondary classroom setting in addition to the traditional territories of Indigenous peoples.

Financial implications*

N/A

Effective semester*

Fall 2019

Are you attaching any supporting documents? Yes No

Additional supporting information, if applicable

(B) Course information

Course subject code* **EDUC**

Course number* 3200U

Course title (long form)* **Introduction to Indigenous Pedagogy of the Land**

Course title (short form) **Intro Indigenous Pedagogy**

Subject area **Education**

Course description

This The course explores Indigenous **understandings ways of the-land-as-the first-teacher knowing**. Participants **experience-and-analyze-the-significance** will develop an understanding of how learning takes place in the **specific spaces-where-teaching classroom and learning-take-place out of doors** through an Indigenous worldview. Participants will utilize various Indigenous **epistemologies, storying-and-decolonizing** methodologies to a) guide and inform. **Students-will-learn-about-historical-and-contemporary politics** their understanding of appropriate Indigenous ways of **territory and-treaty** teaching, and b) develop their awareness of how **documentary technologies-such-as-maps, treaty-documents, and-federal-legislation** frame-political-concepts-and-practices the land shapes the cultures of **indigeneity, colonization, post-coloniality** people in their traditional territory, and **de-colonization** c) how to apply this knowledge in the current K-12 classroom context.

Credit hours 3

Lecture hours 4

Lab hours

Tutorial hours

Other hours

Cross-listing(s)

Prerequisite(s)

Prerequisite(s)
(for Banner)

Corequisite(s)

Prerequisite(s) with concurrency	
Credit restriction(s)	
Is the credit restriction an equivalent course?	
Recommended	
Course restrictions	
Course type <input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	
Is the course undergraduate or professional? <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Professional	
Grade mode <input checked="" type="radio"/> N (normal alpha grades) <input type="radio"/> P (pass/fail grade)	
CLS (in-class delivery) <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Activity Log Susan Snelling + Yes </div> <input checked="" type="radio"/> Yes <input type="radio"/> No	HYB (in-class and online delivery) <input type="radio"/> Yes <input type="radio"/> No
IND (individual studies) <input type="radio"/> Yes <input type="radio"/> No	OFF (off-site) <input type="radio"/> Yes <input type="radio"/> No
WB1 (virtual meet time - synchronous) <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Activity Log Susan Snelling + No - Yes </div> <input type="radio"/> Yes <input checked="" type="radio"/> No	WEB (fully online - asynchronous) <input type="radio"/> Yes <input type="radio"/> No
N/A (not applicable) <input type="radio"/> Yes <input type="radio"/> No	
Teaching and assessment methods	
Course learning outcomes	

(C) Impact and consultation

--

Does this course contain any indigenous content?* Yes No

We have consulted with all impacted areas* Yes N/A

Consultation* The instructor worked with the IEAC to change the course initially on the books. They co-designed a new calendar description and created a more face to face format.

(D) Routing

Faculty or program-level group* Bachelor of Education

EDUC - 3209U - Outdoor Education

*2019-2020 - UG - Course Change v2

(A) Proposal summary

Home faculty*

Faculty of Education

Course changes*

- Contact hours
- Co-requisite(s)
- Course description
- Course instructional method
- Course number or course subject code
- Course title
- Credit restriction(s) and/or equivalencies
- Credit weighting
- Cross-listing(s)
- Grade mode
- Learning outcomes
- Prerequisite(s)
- Remove course from academic calendar
- Teaching and assessment methods
- Other

Other changes

Is this course change associated with a program proposal?*

- Yes No

Reason for change and ways in which it maintains/enhance course/program objectives*

The current Outdoor Education fall and winter courses contain duplication in terms of the same objectives and learning outcomes. It is proposed that we cancel the Winter Outdoor Education course EDUC 3211U and offer one Fall Outdoor Education course. This course change is a minor modification to the existing fall Outdoor Education Leadership course EDUC 3209U.

Financial implications*

N/A

Effective semester*

Fall 2019

Are you attaching any supporting documents? Yes No

Additional supporting information, if applicable

(B) Course information

Course subject code* EDUC

Course number* 3209U

Course title (long form)* Outdoor Education ~~Leadership: Fall~~

Course title (short form)

Subject area Education

Course description

~~EDUC 3209U, Outdoor Education~~
 In this course, students will have opportunities to develop ~~critical skills both the essential foundations and practices~~ for implementing ~~leadership in the curriculum, the outdoors, safe~~ and ~~the broader context of education. The course will provide powerful curriculum-based learning opportunities through a project-based approach combined with direct, personal experience. The course will enable students to develop resources for incorporating leadership into~~ in the ~~areas of their academic, personal, professional and community lives out-of-doors~~. Students will be required to complete readings, reflections and research tasks; ~~attend excursions incorporating place-based learning~~; participate in individual and group learning activities; complete ~~projects assignments~~; and demonstrate knowledge and understanding of leadership ~~content styles~~ and issues ~~in the context of managing risk~~. Activities will include digital technology-based learning, oral presentations and experiential field studies.

Credit hours 3

Lecture hours 4

Lab hours

Tutorial hours

Other hours

Cross-listing(s)

Prerequisite(s)

Prerequisite(s) (for Banner)
Corequisite(s)
Prerequisite(s) with concurrency
Credit restriction(s)
Is the credit restriction an equivalent course?
Recommended
Course restrictions
Course type <input type="checkbox"/> Core <input type="checkbox"/> Elective
Is the course undergraduate or professional? <input type="checkbox"/> Undergraduate <input type="checkbox"/> Professional
Grade mode <input type="radio"/> N (normal alpha grades) <input type="radio"/> P (pass/fail grade)
CLS (in-class delivery) <input type="radio"/> Yes <input type="radio"/> No
HYB (in-class and online delivery) <input type="radio"/> Yes <input type="radio"/> No
IND (individual studies) <input type="radio"/> Yes <input type="radio"/> No
OFF (off-site) <input type="radio"/> Yes <input type="radio"/> No
WB1 (virtual meet time - synchronous) <input type="radio"/> Yes <input type="radio"/> No
WEB (fully online - asynchronous) <input type="radio"/> Yes <input type="radio"/> No
N/A (not applicable) <input type="radio"/> Yes <input type="radio"/> No
Teaching and assessment methods
Course learning outcomes

(C) Impact and consultation

Does this course contain any indigenous content?* <input checked="" type="radio"/> Yes <input type="radio"/> No

We have consulted with all impacted areas* Yes N/A

Consultation* The IEAC reviewed the course outline and the explanations given by the instructor and are satisfied with the proposed course and changes.

(D) Routing

Faculty or program-level group* Bachelor of Education

EDUC - 3211U - Outdoor Education: Winter

*2019-2020 - UG - Course Change v2

(A) Proposal summary

Home faculty*

Faculty of Education

Course changes*

- Contact hours
- Co-requisite(s)
- Course description
- Course instructional method
- Course number or course subject code
- Course title
- Credit restriction(s) and/or equivalencies
- Credit weighting
- Cross-listing(s)
- Grade mode
- Learning outcomes
- Prerequisite(s)
- Remove course from academic calendar
- Teaching and assessment methods
- Other

Other changes

Is this course change associated with a program proposal?*

Yes No

Reason for change and ways in which it maintains/enhance course/program objectives*

The current Outdoor Education fall and winter courses contain duplication in terms of the same objectives and learning outcomes. It is proposed that we cancel the Winter Outdoor Education course EDUC 3211U and offer one Fall Outdoor Education course.

Financial implications*

N/A

Effective semester*

Winter 2020

Are you attaching any supporting documents? Yes No

Additional supporting information, if applicable

(B) Course information

Course subject code* **EDUC**

Course number* 3211U

Course title (long form)* Outdoor Education: Winter

Course title (short form)

Subject area **Education**

Course description In this course students will have opportunities to develop critical skills for implementing outdoor education in the curriculum and the broader context. The course will provide learning opportunities through a project-based approach combined with direct, personal experience in the outdoors. The course will enable students to develop resources for incorporating the natural world into the areas of their academic, personal, professional and community lives. Students will be required to complete readings, reflections and research tasks, participate in individual and group learning activities and complete projects and demonstrate knowledge and understanding of outdoor education content and issues. Activities will include digital technology-based learning, oral presentations and experiential, field studies.

Credit hours 3

Lecture hours 4

Lab hours

Tutorial hours

Other hours

Cross-listing(s)

Prerequisite(s)

Prerequisite(s) (for Banner)

Corequisite(s)

Prerequisite(s) with concurrency

Credit restriction(s)

Is the credit restriction an equivalent course?

Recommended

Course restrictions

Course type Core Elective

Is the course undergraduate or professional? Undergraduate Professional

Grade mode N (normal alpha grades) P (pass/fail grade)

CLS (in-class delivery) Yes No

HYB (in-class and online delivery) Yes No

IND (individual studies) Yes No

OFF (off-site) Yes No

WB1 (virtual meet time - synchronous) Yes No

WEB (fully online - asynchronous) Yes No

N/A (not applicable) Yes No

Teaching and assessment methods

Course learning outcomes

(C) Impact and consultation

Does this course contain any indigenous content?* Yes No

We have consulted with all impacted areas* Yes N/A

Consultation* The IEAC reviewed and agreed with this.

(D) Routing

Faculty or program-level group*	Bachelor of Education
--	------------------------------