

**Interim Teacher Education Program Review Committee Report to Council:**

*[Insert name of program here]*

**1. Background Information**

<b>a. Introduction/Program History</b>	
<b>Information Provided</b>	<b>Committee Comments</b>

<b>b. Program Mission Statement</b>	
<b>Information Provided</b>	<b>Committee Comments</b>

<b>c. Program Consultation Process</b>	
<b>Information Provided</b>	<b>Committee Comments</b>

<b>d. Program Goals and Strengths</b>	
<b>Information Provided</b>	<b>Committee Comments</b>

**2. Program Design**

<b>a. Course Sequence &amp; Description</b>	
<b>Information Provided</b>	<b>Committee Comments</b>

<b>b. Course Syllabi</b>	
<b>Information Provided</b>	<b>Committee Comments</b>

<b>c. Admission Requirements/ Withdrawals/ Appeal</b>	
<b>Information Provided</b>	<b>Committee Comments</b>

<b>d. Program Delivery/Class Size and Structure/Practicum</b>	
<b>Information Provided</b>	<b>Committee Comments</b>

**3. Sufficiently Embedded the Professional Standards**

**a. Professional Standard**

Standard	Sufficiently Embedded (Y or N)	Committee Comments
1		
2		
3		
4		
5		
6		
7		
8		

**b. Bylaw and Policy**

Bylaw	Attained (Y or N)	Committee Comments
<b>2.1.02 (a)</b> - 48 credits/semester hours		
<b>2.1.02(b)(i)</b> - Studies in human development and learning		
<b>2.1.02(b) (ii)</b> - Studies in educational foundations (history, philosophy, sociology)		
<b>2.1.02(b) (iii)</b> - Studies in curriculum and instruction in the applicable teaching area(s)		
<b>2.1.02(b)(iv)</b> - Studies in diagnosing and providing the education needs of individual students		
<b>2.1.02(b)(v)</b> - Studies in evaluation and testing		

Policy	Attained (Y or N)	Committee Comments
<b>P2.J.07 - [Secondary only]</b> Subject area listed in Bylaw/ Policy		
<b>P5.C.03</b> - Program must include a minimum of 12 weeks of		

supervised practicum. The major practicum must be a minimum of eight weeks of length.		
<b>P5.C.03(a)</b> - Practicum school located in British Columbia		
<b>P5.C.03(b)</b> - Practicum school is free from conflict of interest between the practicum student and any staff at the school, including that the school has not previously employed and does not currently employ the practicum student in any capacity		
<b>P5.C.03(c)</b> - Practicum school does not discriminate in the admission of students on the basis of scholastic or intellectual ability or any federally or provincially protected human right.		
<b>P5.C.03(d)</b> - Practicum school must be in a school that teaches provincially approved curriculum.		
<b>P5.C.03(e)</b> - Practicum school must provide supervision by sponsoring teachers and principals who hold certificates of qualification		
<b>P5.C.03(f)</b> - Practicum school must be accredited, inspected, or approved using a process acceptable to the Teacher Regulation Branch		
<b>P5.C.03.1</b> - Program must include three credits or equivalent in studies related to teaching students with special needs, including diagnosis and planning for instruction, assessment and evaluation.		
<b>P5.C.03.1</b> - Program must include three credits or equivalent in studies in First Nations pedagogy and issues related to the historical and current context First Nations, Inuit and Metis Learners.		
<b>P5.C.04(a)(i)</b> - have appropriate and sufficient: <ol style="list-style-type: none"> <li>1. Library and curriculum resources</li> <li>2. Depth and breadth of personnel</li> <li>3. Scholarly research and</li> <li>4. Institutional commitment to teacher education</li> </ol>		
<b>P5.C.04(a)(ii)</b> - Selection Have a defined selection and admission policy that recognizes the important of academic standing and meets the criteria set		

<p>out in Bylaw 2.J.01, accounts for the content of British Columbia curriculum, and focuses on appropriate relationships with young people and suitability for entrance into the profession.</p>		
<p><b>P5.C.04(a)(iii)</b> - Content</p> <ol style="list-style-type: none"> <li>1. Have educational and pedagogical content which provides a base of knowledge sufficient breadth and depth to meet the Standards for the Education, Competence and Professional Conduct of Educators in BC and prepare the candidate for an appropriate teaching assignment in the school system.</li> </ol>		
<p><b>P5.C.04(a)(iii)</b> - Content</p> <ol style="list-style-type: none"> <li>2. Have content which provides a base of pedagogical knowledge informed by current research.</li> </ol>		
<p><b>P5.C.04(a)(iii)</b> - Content</p> <ol style="list-style-type: none"> <li>3. Have content which provides a base on pedagogical skills that is informed by principles of effective practice and current research.</li> </ol>		
<p><b>P5.C.04(a)(iii)</b> - Content</p> <ol style="list-style-type: none"> <li>4. <ol style="list-style-type: none"> <li>a. Have content which recognizes the diverse nature of our society and which addresses throughout the program philosophical, ethical and society concerns with specific attention to the following:</li> <li>b. English as a Second Language</li> <li>c. First Nations</li> <li>d. Gender Equity</li> <li>e. Multicultural and Racism</li> <li>f. Student with Special Needs</li> <li>g. Sexual Orientation, Homophobia and Heterosexism</li> <li>h. Poverty and Social Deprivation</li> <li>i. Religion and Religious Intolerance</li> <li>j. The Immigrant Experience Violence and Bullying</li> </ol> </li> </ol>		
<p><b>P5.C.04(a)(iii)</b> - Content</p>		

<p>5. Have content which provides a base of knowledge about the administrative, legal and political framework within which teachers work.</p>		
<p><b>P5.C.04(a)(iii)</b> - Content</p> <p>6. Have content which provides for inquiry and dialogue regarding the ethics, standards and practices of teaching as a profession.</p>		
<p><b>P5.C.04(a)(iv)</b> - Integration of Theory and Practice</p> <p>1. Integrates theory and practice throughout all major areas of the program – the practicum, educational studies and pedagogical knowledge and skills – to encourage the development of reflective practice.</p>		
<p><b>P5.C.04(a)(iv)</b> - Integration of Theory and Practice</p> <p>2. Recognizes that reflective practice will be encouraged by programs in which the structure and nature allow time and opportunity to reflect.</p>		
<p><b>P5.C.04(a)(iv)</b> – Integration of Theory and Practice</p> <p>3. Recognizes that integration of theory and practice is enhanced by:</p> <ul style="list-style-type: none"> <li>a. Valuing good teaching and appropriate modeling of teaching methodologies</li> <li>b. Ensuring that those who teach pedagogical skills and supervise practica have recent experience or significant involvement in such classrooms.</li> <li>c. Encouraging the development of education theories and research grounded in professional practice.</li> </ul>		
<p><b>P5.C.04(a)(v)</b> – Program Review</p> <p>1. Have a process for continuing review of its teacher education program in order that it can initiate changes or respond appropriately to changes arising from curricular, research, societal and government policy directions.</p>		

4. **Recommendation**

<b>Option</b>	<i>(Select One of the Following)</i> <input type="checkbox"/> <b>Option A:</b> No Approval Required <input type="checkbox"/> <b>Option B:</b> Approve or Approve with Conditions <input type="checkbox"/> <b>Option C:</b> Not Approve <input type="checkbox"/> <b>Option D:</b> Formal Report Required <input type="checkbox"/> <b>Option E:</b> Site Visit Required
<b>Rationale</b>	

5. **References**

6. **Appendixes**