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- Course Details**
 - Prerequisites
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 - Designations
- Supporting Documents

Course Status: In Workflow Request ([View History](#))

[Where Used Report](#)

Change Type: New

Zone1: Required Information

Proposed Version

InstitutionUnit: *

StartTerm: *

EndTerm: * [?]

Code: * [?]

Title: * REC ✓

AcademicLevel: *

CreditWeight:

Zone 2: Required Information – Detailed

Proposed Version

Course Description: **The mathematics competency exam (J1) is offered in early September and early March and must be passed at the 75% level. This exam ensures that all students understand mathematical concepts at the Grade 8/9 level.**

REC ✓

Rationale for this proposal: **The J1 math methods course ED 4151 currently includes a high-stakes mathematics exam written in March to test students on the mathematics they need to know to teach in the junior division. This change removes the exam from the methods course to create a non-credit compulsory stand-alone course, similar to the Faculty of Natural Resources Management courses Writing Across the Curriculum. A robust body of research demonstrates that to teach mathematics successfully in the Junior division, teachers must know the mathematics they will teach.**

Grounds for moving the exam out of the math methods course mirrors the reasoning set out in the ED 0450 calendar change: students are more likely to address their weakness in math and seek remediation if the exam coordinator is not their math methods course instructor. Offering the exam in early September and March, instead of just in March, also increases the chance for remediation, and will reduce student anxiety levels; rather than worrying all year about the exam, the majority of students will have passed it early, and the rest will know they need to improve - with many taking

REC ✓

Required or Elective: [?]

Cross List:

Offering:

[?] REC ✓

Zone 3: Additional Information

Proposed Version

Prerequisites:

Corequisites: **All professional year courses**

Notes (Restrictions): **Junior-Intermediate students are required to demonstrate mathematics proficiency in Education 0451 (Mathematics Competency Exam, Junior-Intermediate), taken in the Professional Year, or the year prior to the Professional Year. Students may challenge the exam in September and, if unsuccessful, again in March. Students must pass the exam at the 75% level in September or March to pass ED 0451. Students must pass ED 0451 in order to successfully complete the BEd and be recommended for certification in the Province of Ontario. Students who do not pass ED 0451 may take**

Special Topic:

Grade Scheme: **Pass/Fail**

Zone 4: Budgetary Considerations

Proposed Version

Please Complete Each Section and Provide Explanations for Both Yes and No Answers.

Student Enrolment: **No**

Student Enrolment Other Units: **No**

Additional Resources: **A contract lecturer will be hired as Coordinator (.25 FCE) for ED 0451 to create the exam, with input from JI mathematics instructors, to test mathematical content knowledge up to and including the grade 8/9 level. The coordinator invigilates the exam, grades the exam, and meets students who do not obtain 75% to discuss the exam. The PJ pilot in 2012/13 provides evidence that student achievement increases with a coordinator who is outside of the methods course as many students want to hide their inadequacy around mathematics from their methods course instructor. A JI exam**

Teaching Loads: **A contract lecturer will be hired for this position.**

Teaching Support Services: **No**

Outside Support: **No**

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 - Prerequisites
 - Corequisites
 - Exclusions
 - Cross Listed
 - Designations
- Supporting Documents

Course Status: In Workflow Request ([View History](#))

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Change Type: New

Zone1: Required Information

Proposed Version

InstitutionUnit: *

StartTerm: *

EndTerm: * [?]

Code: * [?]

Title: * REC ✓

AcademicLevel: *

CreditWeight:

Zone 2: Required Information – Detailed

Proposed Version

Course Description: REC ✓

Rationale for this proposal: REC ✓

Required or Elective: [?]

Cross List:

Offering:

[?] REC ✓

Zone 3: Additional Information

Proposed Version

Prerequisites:

Corequisites:

Notes (Restrictions):

[?] 

Special Topic:


Grade Scheme:

Zone 4: Budgetary Considerations


Proposed Version

Please Complete Each Section and Provide Explanations for Both Yes and No Answers.


Student Enrolment: **No**

[?] 


Student Enrolment Other Units: **No**

[?] 


Additional Resources: **No**

[?] 


Teaching Loads: **The overall FCE requirements for the professional year will not change since ED 4414 and ED 4470 will be amalgamated, so no additional resources are required and teaching loads will not be affected.**

[?] 

Teaching Support Services: **No**

[?] 

Outside Support: **No**

[?] 

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Change Type: New

Zone 1: Required Information

Proposed Version

InstitutionUnit: *

StartTerm: *

EndTerm: * [?]

Code: * [?]

Title: * REC ✓

AcademicLevel: *

CreditWeight:

Zone 2: Required Information – Detailed

Proposed Version

Course Description: REC ✓

Rationale for this proposal: REC ✓

Required or Elective: [?]

Cross List:

Offering: [?] REC ✓

Zone 3: Additional Information

Proposed Version

Prerequisites:

Corequisites:

Notes (Restrictions):

[?] 

Special Topic:


Grade Scheme:

Zone 4: Budgetary Considerations


Proposed Version

Please Complete Each Section and Provide Explanations for Both Yes and No Answers.


Student Enrolment: **No**

[?] 


Student Enrolment Other Units: **No**

[?] 


Additional Resources: **No**

[?] 


Teaching Loads: **The overall FCE requirements for the professional year will not change since ED 4414 and ED 4470 will be amalgamated, so no additional resources are required and teaching loads will not be affected.**

[?] 

Teaching Support Services: **No**

[?] 

Outside Support: **No**

[?] 

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Supporting Documents					

Course Status: In Workflow Request ([View History](#))

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Change Type: New Version

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Zone 1: Required Information

Current Version		Proposed Version	
Code:	Education 4050	Code:	Education 4050
EndTerm:	No Specified End Date	EndTerm:	No Specified End Date [?]
InstitutionUnit:	<ul style="list-style-type: none"> • Lakehead University • Faculty of Education 	InstitutionUnit:	<ul style="list-style-type: none"> • Lakehead University • Faculty of Education
StartTerm:	Fall 2012	StartTerm:	Fall 20122013
CreditWeight:	0.5	CreditWeight:	0.5

Zone 2: Required Information - Detailed		
	Current Version	Proposed Version
Description:	Investigates current teaching approaches in an attempt to link mathematical understanding to child development at the Primary and Junior levels. Students must show proficiency (75%) on a mathematics content exam in order to complete the course.	Investigates current teaching approaches in an attempt to link mathematical understanding to child development at the Primary and Junior levels. Students must show proficiency (75%) on a mathematics content exam in order to complete the course.
Rationale for this proposal:		The PJ math methods course ED 4050 currently includes a high-stakes mathematics exam to test students on the mathematics they need to know to teach in the Primary and Junior divisions. This change removes the exam from the methods course. A concurrent calendar change will create a non-credit compulsory stand-alone course, similar to the Faculty of Natural Resources Management courses Writing Across the Curriculum. The increasing number of students who fail the PJ Mathematics Content Exam in September has meant an increasing amount of work for the PJ mathematics instructors who have typically created, invigilated and graded the exam, then met individually with each student who fails, and then repeated this for the March exam which is written only by those who were not successful in September. The increasing burden created by a task that is not directly related to the mandate of the methods course led to piloting a new strategy in 2012/2013. An exam coordinator (contract lecturer) was hired to invigilate the exam, help grade it, and meet with students who failed it. This has proven to be a great success. There has been an increase in the number of students opting to take the non-credit math skills upgrading course through the Department of Professional Development in Education; this means their math skills are significantly more likely to increase compared to others who try to address their math difficulties alone, with a conventional tutor, or not at all. It is thus more likely for them to succeed in the March writing of the Math Content Exam and their increasing mathematics competence means they get more out of their methods course. This is already being felt by ED 4050 instructors. We believe this change is occurring because more students have met to review their unsuccessful exams at an earlier date, and that this is because a third party (the exam Coordinator rather than methods course instructor) has conducted the meetings. Previously, some students may have tried to 'hide' their difficulties by not meeting with their instructor to discuss the failed exam; the exam coordinator is outside the methods course and therefore may be less intimidating to students who are struggling.
CrossList:		
Offering:	2-0; 2-0	2-0; 2-0 [?]

Zone 3: Additional Information		
	Current Version	Proposed Version
Prerequisites:		
Corequisites:		
Notes:		[?]

Zone 4: Budgetary Considerations		
	Current Version	Proposed Version
	Please Complete Each Section and Provide Explanations for Both Yes and No Answers.	Please Complete Each Section and Provide Explanations for Both Yes and No Answers.
Student Enrolment:		No [?]
Student Enrollment Other Units:		No [?]
Additional Resources:		No; though the companion calendar change to create ED 0140 does require staffing as described in that change. [?]
Teaching Loads:		No [?]
Teaching Support Services:		No [?]
Outside Support:		No [?]

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Course Details	Prerequisites	Corequisites	Exclusions	Cross Listed	Designations
Supporting Documents					

Course Status: In Workflow Request ([View History](#))

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Change Type: New Version

[Hide Differences](#)

Zone 1: Required Information	
Current Version	Proposed Version
Code: Education 4151	Education 4151
EndTerm: No Specified End Date	No Specified End Date [?]
InstitutionUnit: <ul style="list-style-type: none"> • Lakehead University • Faculty of Education 	<ul style="list-style-type: none"> • Lakehead University • Faculty of Education
StartTerm: Fall 2012	Fall 2012 2013
CreditWeight: 0.5	0.5

Zone 2: Required Information - Detailed		
	Current Version	Proposed Version
Description:	Investigates current teaching approaches in an attempt to link mathematical understanding to child development at the junior and intermediate levels. The course includes an examination of the Ministry of Education Documents and of pupil textbooks at appropriate grade levels. A passing grade is required in all three parts of the course: the final project, the final proficiency exam, and the other component of the course.	Investigates current teaching approaches in an attempt to link research regarding the teaching and learning of mathematics to link the development of mathematical understanding to child development theories of learning at the junior and intermediate levels. The course includes an examination of the Ministry of Education Documents and of pupil textbooks at appropriate grade levels. A passing grade is required in all three parts of the course: the final project, the final proficiency exam, and the other component of the course. mathematics resources
Rationale for this proposal:		The JI math methods course ED 4151 currently includes a high-stakes mathematics exam to test students on the mathematics they need to know to teach in the Junior division. This change removes the exam from the methods course. This change also removes the requirement to pass the course components called "the final project" and "the other components of the course". In practice, only the exam has been 'high-stakes' as students do not fail the 'final project' or 'other course components' while passing all other components. As this change removes the high-stakes exam from the methods course, a concurrent calendar change creates a non-credit compulsory stand-alone course for the exam, similar to the Faculty of Natural Resources Management courses Writing Across the Curriculum. This change will harmonize the PJ and JI exam practices, and is based partly on experience from a PJ pilot this year. The increasing number of students who fail the PJ Mathematics Content Exam in September has meant an increasing amount of work for the PJ mathematics instructors who have typically created, invigilated and graded the exam, then met individually with each student who fails, and then repeating this for the March exam. The increasing burden created by a task that is not directly related to the mandate of the methods course led piloting a new strategy in 2012/2013. An exam coordinator was hired to invigilate the exam, help grade it, and meet with students who failed it. This has proven to be a great success. There has been an increase in the number of students opting to take the non-credit math skills upgrading course through Professional Development in Education; this means that their math skills are significantly more likely to increase. It is thus more likely for them to succeed in the March writing of the Math Content Exam and their increasing mathematics competence means they get more out of their methods course. We believe this change is occurring because more students have met to review their unsuccessful exams at an earlier date, and that this is because a third party has conducted the meetings. Previously, some students may have tried to 'hide' their difficulties by not meeting with their instructor to discuss the failed exam; the exam coordinator is outside the methods course and therefore may appear to be less intimidating to students who are struggling. Currently the high-stakes mathematics exam in the JI methods course is written in March. Removing it from the course and harmonizing it with the PJ exam will have the benefits described above, and in particular will give students a better chance to remediate if they are not successful in September. This will lead to stronger graduates and fewer failures that result in students failing to graduate. A JI version of the exam was piloted with success in September.
CrossList:		
Offering:	2-0; 2-0	2-0; 2-0 [?]

Zone 3: Additional Information		
	Current Version	Proposed Version
Prerequisites:		
Corequisites:		
Notes:		[?]

Zone 4: Budgetary Considerations	
Current Version	Proposed Version
Please Complete Each Section and Provide Explanations for Both Yes and No Answers.	Please Complete Each Section and Provide Explanations for Both Yes and No Answers.
Student Enrolment:	No [?]
Student Enrollment Other Units:	No [?]
Additional Resources:	No; though the companion calendar change to create ED 0141 does require staffing as described in that change. [?]
Teaching Loads:	No [?]
Teaching Support Services:	No [?]
Outside Support:	No [?]

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Course Details	Prerequisites	Corequisites	Exclusions	Cross Listed	Designations
Supporting Documents					

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Change Type: Discontinued

Zone 1: Required Information

Proposed Version

Code: **Education 4414**

Title: **Essentials of Planning and Evaluation**

InstitutionUnit: **Lakehead University**

*

StartTerm: **Fall 2012**

EndTerm: **No Specified End Date** * [\[?\]](#)

Zone 2: Required Information – Detailed

Proposed Version

Rationale for this proposal:

The OCT has instructed us to include Dance and Drama in the PJ and JI programs, strands from the Ontario Ministry of Education Arts Grade 1-8 curriculum. We are creating .25 FCE courses, parallel to the .25 FCE Music and .25 FCE Visual Arts courses, to meet this requirement.

We thus need to reduce the PJ and JI programs by .25 FCEs. By amalgamating ED 4414 with ED 4470, which are always scheduled together and taught by the same instructor, we create space at a minimum impact. The .25 FCE ED 4414 and .25 FCE ED 4470 become the .5 FCE ED 4490.

Instructors in the methods courses are already expected to address planning and evaluation in their specific subjects. We are asking methods instructors to reassess how much subject-specific planning and evaluation they are including and increase it as needed, since the new amalgamated course will only have time for a broad overview of theoretical underpinnings and Ministry of Education policy in these areas.



CrossList:



RequiredorElective: **Required** [\[?\]](#)

Transitional Statement:




[\[?\]](#)

Zone 3: Budgetary Considerations


Proposed Version

Please Complete Each Section and Provide Explanations for Both Yes and No Answers.


Student Enrolment: **No**

[?] 

Student Enrolment Other Units: **No**

[?] 

Teaching Loads: **No. The .25 FCE program reduction will be balanced by a .25 FCE increase.**

[?] 

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- [Corequisites](#)
- [Exclusions](#)
- [Cross Listed](#)
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[Supporting Documents](#)

Course Status: In Workflow Request ([View History](#))

[Where Used Report](#)

Change Type: Discontinued

Zone 1: Required Information

Proposed Version

Code: **Education 4470**

Title: **Essentials of Classroom Management**

InstitutionUnit: **Lakehead University**

*

StartTerm: **Fall 2012**

EndTerm: **No Specified End Date** * [\[?\]](#)

Zone 2: Required Information – Detailed

Proposed Version

Rationale for this proposal:

The OCT has instructed us to include Dance and Drama in the PJ and JI programs, strands from the Ontario Ministry of Education Arts Grade 1-8 curriculum. We are creating .25 FCE courses, parallel to the .25 FCE Music and .25 FCE Visual Arts courses, to meet this requirement.

We thus need to reduce the PJ and JI programs by .25 FCEs. By amalgamating ED 4414 with ED 4470, which are always scheduled together and taught by the same instructor, we create space at a minimum impact. The .25 FCE ED 4414 and .5 FCE ED 4470 become the .5 FCE ED 4490.

Classroom management is already addressed to some degree in the specific subjects taught by methods course instructors. Classroom management may follow basic principles covered in the new course ED 4490, but subject-specific considerations vary. For example, science labs and physical education classes have different requirements than social studies or history classes. These nuances are best covered in the methods classes; methods instructors will be encouraged to reassess how much specific focus is made on classroom management for 2012-14.

CrossList:

RequiredorElective: **Required** [\[?\]](#)

Transitional Statement:


[\[?\]](#)

Zone 3: Budgetary Considerations


Proposed Version

Please Complete Each Section and Provide Explanations for Both Yes and No Answers.


Student Enrolment: **No**

[?] 

Student Enrolment Other Units: **No**

[?] 

Teaching Loads: **No. The .25 FCE program reduction will be balanced by a .25 FCE increase.**

[?] 

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Course Details	Prerequisites	Corequisites	Exclusions	Cross Listed	Designations
Supporting Documents					

Course Status: In Workflow Request ([View History](#))

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Change Type: New

Zone1: Required Information

Proposed Version

InstitutionUnit: *

StartTerm: *

EndTerm: * [?]

Code: * [?]

Title: *

AcademicLevel: *

CreditWeight:

Zone 2: Required Information – Detailed

Proposed Version

Course Description:

Rationale for this proposal:

Required or Elective: [?]

Cross List:

Offering:

[?]

Zone 3: Additional Information

Proposed Version

Prerequisites:

Corequisites:

Notes (Restrictions):

[?] 

Special Topic:


Grade Scheme:

Zone 4: Budgetary Considerations


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
Student Enrolment: **No**

[?] 


Student Enrolment Other Units: **No**

[?] 


Additional Resources: **No**

[?] 


Teaching Loads: **No. The .25 FCE decrease will be balanced by a .25 FCE increase.**

[?] 

Teaching Support Services: **No**

[?] 

Outside Support: **No**

[?] 

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Course Details

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- Course Details**
 - Prerequisites
 - Corequisites
 - Exclusions
 - Cross Listed
 - Designations
- Supporting Documents

Course Status: In Workflow Request ([View History](#))

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Change Type: New

Zone1: Required Information

Proposed Version

InstitutionUnit: *

StartTerm: *

EndTerm: * [?]

Code: * [?]

Title: * REC ✓

AcademicLevel: *

CreditWeight:

Zone 2: Required Information – Detailed

Proposed Version

Course Description: **The mathematics competency exam (PJ) is offered in early September and early March and must be passed at the 75% level. This exam ensures that all students understand basic mathematical concepts at the Grade 6/7 level.**

Rationale for this proposal: **The PJ math methods course ED 4050 currently includes a high-stakes mathematics exam to test students on the mathematics they need to know to teach in the Primary and Junior divisions. This change removes the exam from the methods course to create a non-credit compulsory stand-alone course, similar to the Faculty of Natural Resources Management courses Writing Across the Curriculum. A robust body of research demonstrates that to teach mathematics successfully in the Primary and Junior divisions, teachers must know the mathematics they will teach.**

The increasing number of students who fail the PJ Mathematics Content Exam in September has meant an increasing amount of work for the PJ mathematics instructors who have typically created, invigilated and graded the exam, then met individually with each student who fails, and then repeated this for the March exam which is written only by those who were not successful in September. The increasing burden created by a task that is not directly related to the mandate of the methods course led to piloting a new strategy in 2012/2013. An exam coordinator (contract lecturer) was hired to

Required or Elective: [?]

Cross List:

Offering:

[?] REC ✓

Zone 3: Additional Information

Proposed Version

Prerequisites:

Corequisites:

Notes (Restrictions): **Primary-Junior students are required to demonstrate mathematics proficiency in Education 0450 (Mathematics Competency Exam, Primary Junior), taken in the Professional Year, or the year prior to the Professional Year. Students may challenge the exam in September and, if unsuccessful, again in March. Students must pass the exam at the 75% level in September or March to pass ED 0450. Students must pass ED 0450 in order to successfully complete the BEd and be recommended for certification in the Province of Ontario. Students who do not pass ED 0450 may take the course once**

Special Topic:

Grade Scheme: **Pass/Fail**

Zone 4: Budgetary Considerations

Proposed Version

Please Complete Each Section and Provide Explanations for Both Yes and No Answers.

Student Enrolment: **No**

Student Enrolment Other Units: **No**

Additional Resources: **Contract lecturers will be hired as Coordinators (0.5 FCE Thunder Bay/ 0.5 FCE Orillia) for ED 0450 to create the exam, with input from PJ mathematics instructors, to test mathematical content knowledge up to and including the grade 6/7 level. The coordinators invigilate the exam, grade the exam, and meet students who do not obtain 75% to discuss the exam. The pilot in 2012/13 provides evidence that student achievement increases with a coordinator who is outside of the methods course as many students want to hide their inadequacy around mathematics from their methods course instructor.**

Teaching Loads: **Contract lecturers will be hired for the coordinator positions.**

Teaching Support Services: **No**

Outside Support: **No**

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Course Details

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Course Details	Prerequisites	Corequisites	Exclusions	Cross Listed	Designations
Supporting Documents					

Course Status: In Workflow Request ([View History](#))

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Change Type: New Version

[Hide Differences](#)

Zone 1: Required Information	
Current Version	Proposed Version
Code: Education 4273	Education 4273
EndTerm: No Specified End Date	No Specified End Date [?]
InstitutionUnit: <ul style="list-style-type: none"> • Lakehead University • Faculty of Education 	<ul style="list-style-type: none"> • Lakehead University • Faculty of Education
StartTerm: Fall 2012	Fall 20122013
CreditWeight: 0.25	0.25

Zone 2: Required Information - Detailed	
Current Version	Proposed Version
Description: A problem-based course to prepare Intermediate/Senior teacher candidates for the cross-curricular demands of the non-rotating Intermediate level classroom.	A problem-based course to prepare Preparation of the Intermediate/Senior teacher candidates for the cross-curricular demands of the non-rotating Intermediate level classroom student for middle school teaching through a holistic look at approaches needed for success such as differentiated instruction, effective planning, and classroom management.
Rationale for this proposal:	In the IS division the amalgamation of ED 4414 and ED 4470 creates space for the new mandatory course ED 4273 Effective Intermediate Teaching. Most IS teacher candidates complete one placement in a grade 7 or 8 classroom and become certified to teach these grades. Focused attention on these settings will thus be beneficial. In recent years this course has been an elective. Anecdotal evidence and the recommendations of the co-instructors and others suggest that the course is very valuable and should be mandatory. Since planning, evaluation, and classroom management (specific to grades 7 and 8) are components of this course, and are typically areas of struggle for 'high school' teachers teaching in middle schools, this course will help all IS students. Those who are not placed in a middle school setting will still benefit, as all high school teachers will teach the transition year - grade 9 - and an increased understanding of the middle grades will be useful for that.
CrossList:	
Offering:	[?]

Zone 3: Additional Information	
Current Version	Proposed Version
Prerequisites:	
Corequisites:	
Notes:	[?]

Zone 4: Budgetary Considerations	
Current Version	Proposed Version
Please Complete Each Section and Provide Explanations for Both Yes and No Answers.	Please Complete Each Section and Provide Explanations for Both Yes and No Answers.
Student Enrolment:	No [?]
Student Enrollment Other Units:	No [?]
Additional Resources:	No. Making this course mandatory does not impact the total FCEs taken by IS BEd students since ED 4414 (.25 FCE) & 4470 (.5 FCE) are being amalgamated to ED 4490 (.5 FCE). [?]
Teaching Loads:	No [?]
Teaching Support Services:	No [?]
Outside Support:	No [?]

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