

Board/Authority Authorized (BAA) and First Nation Authorized (FNA) Course Requirements and Procedures Guidebook

UPDATED 2025



Ministry of
Education and
Child Care



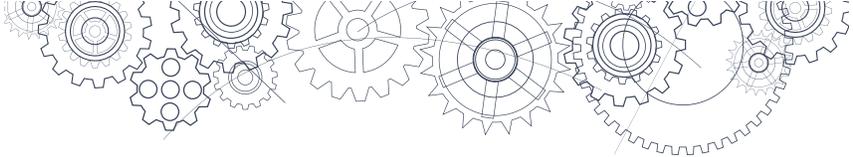


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Important Notes and Changes for 2025/26

- ➔ A new BAA Course Form and BAA Quick Reference Guide have been developed to assist school boards, authorities and offshore schools with accurately completing the Ministry BAA Course Form submission process. For more information, please visit the link below:



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf

- ➔ A new BAA Quick Reference Guide has been developed to assist schools with the BAA Course Form process from the creation of the BAA course forms to the submission of required documentation to the Ministry of Education and Child Care. Including TRAX codes at a glance and BAA courses intended to meet the Arts Education/Applied Design Skills and Technologies grad requirement.

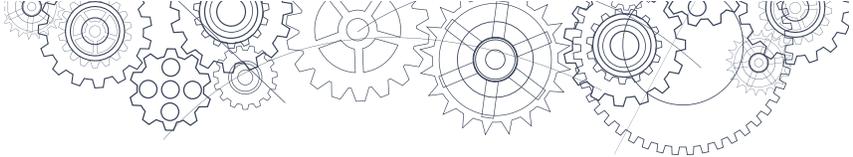
BAA Quick Reference Guide



<https://www2.gov.bc.ca/assets/download/EBFC6E8B650D4CD8B40C44E12DAD37FC>



- ➔ All FNA courses meet the new Indigenous-focused graduation requirement.
- ➔ Boards/Authorities wishing to offer an existing BAA course to meet the Indigenous-focused graduation requirement must have the course re-approved following the updated process. Until an existing BAA course goes through the re-approval process, it **cannot** be used to meet the requirement.



Purpose of this Guidebook

This document sets out the provincial requirements for Board/Authority Authorized (BAA) and First Nation Authorized (FNA) courses. It outlines course criteria, the development and approval processes, and provides resources to help educators develop BAA/FNA courses for the B.C. Graduation Program.

First Nations Schools/Authorities interested in developing and offering FNA courses must contact the First Nations Education Steering Committee at graduation@fnesc.ca for required processes and procedures.

For complete policy information, please see:



Board/Authority Authorized and First Nation Authorized Courses policy
[Board/Authority Authorized Courses and First Nation Authorized Courses Policy](#)



The School Act
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_00



Independent School Act
www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf



Board Authorized Course Ministerial Order
www2.gov.bc.ca/assets/gov/education/administration/legislationpolicy/legislation/schoollaw/e/m285_04.pdf

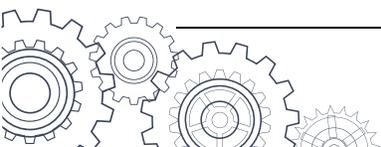


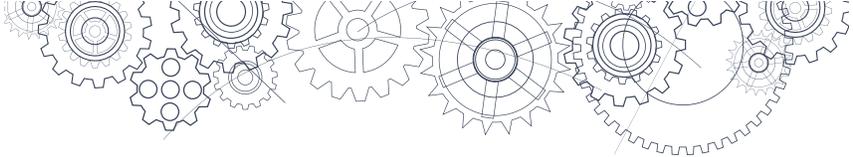
B.C. Graduation Program Handbook of Procedures
www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

BAA/FNA Course Requirements

BAA and FNA courses provide an opportunity for educators to explore content beyond the boundaries of ministry curriculum. These courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. The courses may overlap with Big Ideas and Curricular Competencies of ministry courses; however, these courses cannot be:

- ✗ **Courses with significant overlap with provincial curriculum content:** This includes adapted courses, partial versions of ministry courses, and hybrids of two or more ministry courses.
- ✗ **Remedial courses or those preparatory in nature:** For example, a math course designed to help students who have completed Foundations of Mathematics and Pre-calculus 10 that provides review and remediation before they enroll in Foundations of Mathematics 11; or a writing course designed to help students develop the skills needed to meet the learning standards of Creative Writing 10.
- ✗ **A modified course:** For example, a social studies course designed for Grade 10 students with intellectual disabilities with significantly different learning standards from ministry Social Studies 10.
- ✗ **An adapted course:** Adaptations are teaching and assessment strategies specifically designed to accommodate a student's needs so they can demonstrate that they are meeting the learning standards of the curriculum. A student working to meet learning standards of any Grade or course level may be supported through use of adaptations.





BAA/FNA Courses and Graduation Requirements

BAA/FNA courses may be used as all or part of the 28 elective credits students need to fulfill graduation requirements.

Grade 11 BAA/FNA courses developed to align with the Grade 11 Arts Education and/or the Applied Design, Skills, and Technologies (ADST) curriculum meet the Arts Education/ADST graduation requirement of the B.C. Graduation Program. **Grade 10 and Grade 12 BAA/FNA courses do not meet the Arts Education/ADST graduation requirement.**

Grade 12 BAA/FNA courses may count towards the minimum of 16 Grade 12 level credits required for graduation.

BAA courses developed to meet the Indigenous-focused graduation requirement must meet the additional criteria outlined in the [Indigenous-focused Graduation Requirement](#) section of this guide.

All FNA courses meet the Indigenous-focused graduation requirement.

Q. Can we develop a Grade 9 BAA or FNA course?

No, BAA and FNA courses (for credit) are Grades 10–12 only.

Q. Do BAA courses meet Adult Graduation Program graduation requirements?

Although students may complete BAA courses as part of their educational program, BAA courses do not meet Adult Graduation Program graduation credit requirements. Only four-credit Grade 12-level Ministry-Authorized courses and External Credential courses meet credit requirements. For more information about the Adult Graduation Program please see the [B.C. Graduation Program Policy Guide](#).

BAA/FNA Course Subject Areas

In response to local needs and student interests, Boards of Education, Independent School Authorities, and First Nation Schools/Authorities may authorize a broad variety of BAA/FNA courses focused on content not offered in ministry-developed courses. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.



Please note: When developing BAA/FNA courses for...

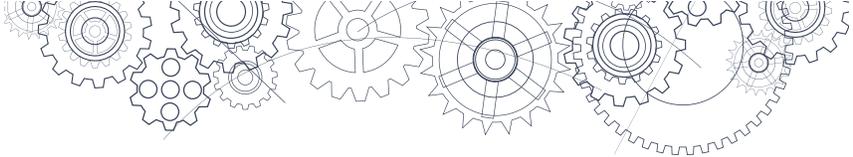
English Language Learning (ELL): Boards/Authorities may design ELL courses for students whose primary language is not Standard English and who may require English language support so they can successfully access the B.C. curriculum. These courses cannot be remedial or modified versions of ministry-authorized courses and are to adhere to the guidelines set out in the Guidelines for Board/Authority Authorized English Language Acquisition/Culture Courses.



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_ell_template.pdf

Students with Diverse Learning Needs: Courses may be developed to meet diverse needs of students if they are not adapted or modified versions of ministry courses. Common courses include those subjects addressing social-emotional learning, developing independence, or employability skills. For example, Principles of Social Interaction 10–12 addresses communication and social and abstract thinking skills in addition to developing strategies for resolving conflict and managing stress in social contexts.





Required Components for BAA Courses

1. Course Name

The course name should be customized to reflect the content of the course and include Grade 10, 11, or 12 in the course name. BAA courses cannot share the names of ministry-developed courses (e.g., Creative Writing 10).

2. Grade Level

The Grade level reflects the appropriate level of instruction. In some cases, it may be appropriate to create several courses at the same Grade level to teach different aspects of the subject. This strategy may also be used in the case of a large amount of content divided into several courses. Such courses could be reported, for example, as [Course Name] 11A, 11B, and 11C.

To determine the appropriate Grade level for BAA courses, developers are to examine ministry curriculum in the appropriate subject strand or area. The developer's teaching and subject expertise will play an important role in developing the course at the appropriate Grade level.

3. Number of Credits

BAA courses can be for 1, 2, 3, or 4 credits. Grade 11 BAA courses in Arts Education and/or Applied Design, Skills, and Technologies developed to meet the Arts Education/Applied Design, Skills, and Technologies 10, 11, or 12 graduation requirement can be 2 or 4-credit courses. The credit value reflects the length and scope of a course.

4. Course Synopsis

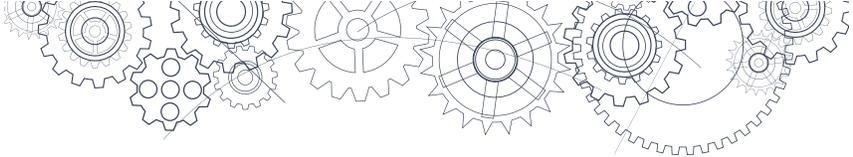
The course synopsis is a statement of product. It outlines what a student has gained when the course is completed. The course synopsis is more easily developed after completing the course framework.

5. Goals and Rationale

The goals are general statements of intention that give structure to the curriculum. To some extent, they are the "organizers" of the curriculum. Everything mentioned in the goals should appear somewhere in the curriculum, and everything in the curriculum should in some way be stated or implied in the goals. Please identify 4 to 8 goals.

The rationale is a brief statement that explains the area of learning in terms of the discipline(s) to which it belongs and the importance of the learning to students and to society (see *the Educated Citizen linked below*). The curriculum rationale may also include how this area relates to other curricular areas of learning and connects to the cross-curricular competencies. Although the rationale may be modified during course development, taking time at the beginning to develop a solid draft will help to focus your work.

 <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/vision-for-student-success>



6. Indigenous Worldviews and Perspectives

Consider ways to embed First Peoples Principles of Learning and integrate Indigenous content into your BAA course. Please refer to *Aboriginal Worldviews and Perspectives in the Classroom* resource available online or as a print version available at Crown Publications, both linked below:

 https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf

 <https://www.crownpub.bc.ca>

7. Organizational Structure

Like the provincial curriculum, BAA courses must be organized with a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning. The Content, Competencies and Big Ideas must be assessable, observable, and understood by students and parents.

Content (Know)

The Content learning standards detail the essential topics and knowledge at each Grade level.

BAA course content cannot significantly overlap with ministry curriculum content.

Curricular Competencies (Do)

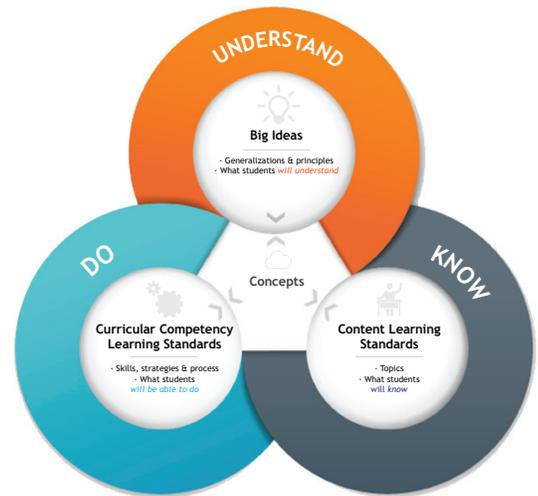
The Curricular Competencies are the skills, strategies, and processes that students develop over time. While Curricular Competencies are more subject-specific, they are connected to the core competencies.

BAA courses may share some or all the Curricular Competencies of a ministry-developed course(s).

Big Ideas (Understand)

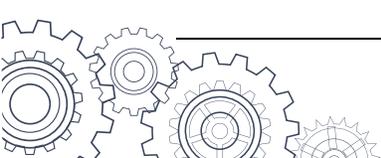
The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. The Big Ideas represent what students will understand at the completion of the curriculum for their Grade. They are intended to endure beyond a single Grade and contribute to future understanding.

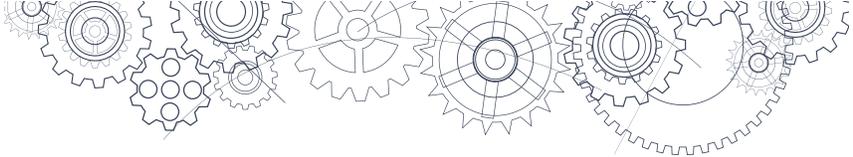
BAA courses may share some or all the Big Ideas of a ministry-developed course(s).



8. Recommended Instructional Component

The instructional component of a course expands on and clarifies the intent of the learning standards. It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities.





When developing the instructional component, consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- various learning styles
- activities that are transferable to other contexts

9. Recommended Assessment Component

Assessment involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students’ progress toward meeting learning standards. Assessment of all forms should support a flexible, personalized approach to learning and measure deeper, complex thinking.

Principles of Quality Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation, and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the Know-Do-Understand curricula model.

Quality Assessment

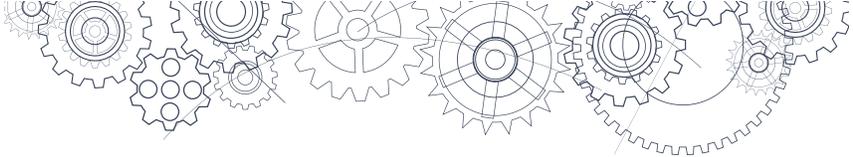
- is fair, transparent, meaningful, and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day-to-day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported

10. Learning Resources

The learning resources selected for the course should be age appropriate and help students to acquire essential knowledge, develop curricular competencies, and understand the Big Ideas of the BAA course. The selection and development of learning resources should consider the needs of learners. Major learning resources, including teacher resources, are to be listed.

Learning resources must be evaluated through the local board-approved process. For more information, visit the *Learning Resources* policy linked below:

 <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/learning-resources>



Required Components for FNA Courses

For more information, please contact the First Nations Education Steering Committee at graduation@fnesc.ca.

Development Process for BAA Courses

The Grade 10-12 provincial curriculum gives teachers a significant amount of flexibility to customize course content, precluding the need for a separate BAA course. Before developing a new BAA course, explore whether the content you wish to cover could be incorporated into an existing ministry-developed course.

The following seven steps outline the procedure for developing a BAA course:

- Step 1:** Read through the Guidebook, including appendices.
- Step 2:** Develop goals and a rationale for the course.
- Step 3:** Develop the Big Ideas, Curricular Competencies, and Content of the course. Remember, BAA courses may share Big Ideas and Curricular Competencies with ministry courses but must not significantly overlap with ministry curriculum content.
- Step 4:** Develop the instructional component(s), assessment component(s), and a list of learning resources.
- Step 5:** Complete the appropriate ministry *BAA Course Framework Template* ([linked below](#)). Yukon schools should complete the *Yukon Department Authorized (DA) Course Framework* ([email below](#)).
- Step 6:** Write the course synopsis.
- Step 7:** Submit the completed *BAA Course Framework* and the *BAA Course Form* to the Board of Education or Independent School Authority for review and approval. Yukon schools should submit the completed *DA Course Framework* and *DA Course Form* to the Secondary Curriculum Consultant.

BAA Course Framework Template



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_framework_template.docx

BAA Course Form



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf

Yukon Locally Developed (LDC) Course Framework

For access to the *Yukon Locally Developed (LDC) Course Framework* email:



Curriculum@yukon.ca

Yukon Locally Developed (LDC) Course Form

For access to the *Yukon Locally Developed (LDC) Course Form*, email:



Curriculum@yukon.ca



Please note: The ministry may ask a Board/Authority to submit a copy of a full BAA course framework for review. If the ministry determines that a course does not meet the requirements and procedures set out in this Guidebook, the course cannot be offered. However, Boards/Authorities have the option to revise a course to meet the requirements.

Q. Another district/school has approved a BAA course that we would like to offer. As it has already been approved by a Board/Authority, can we offer it too?

No, BAAs must be approved by the Board/Authority in which the course is offered, regardless of whether the course has already been approved in another jurisdiction, to ensure it is appropriate for local needs. Boards/Authorities wishing to review a course already approved by another district/school should have the permission of the original approving district/school.

Development Process for FNA Courses

Please contact FNEsc for a copy of the FNA Course Framework or FNA Course form at graduation@fnesc.ca.

BAA Course Framework Templates

A ministry-developed *BAA Course Framework Template* is available for course developers; use of this is optional. However, if a local format or template is used, it must contain all the required components included in the ministry templates (see [Required Components for Board/Authority Authorized Courses](#) in this document).

The *BAA Course Framework Template* is available at:



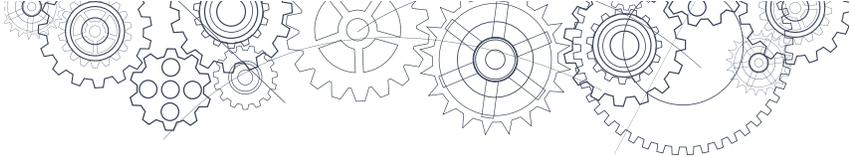
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_framework_template.docx

BAA ELL Language Acquisition/Culture Course Framework Template: BAA courses developed for English Language Learners are to adhere to the “Guidelines for Creating Language Acquisition/Culture Courses” available at:



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_ell_template.pdf

For reference, sample course synopses and a sample BAA course framework are included at the end of this Guidebook.



Q. We want to develop an Introduction to English 10 course for our ELL students. Which template do we use?

“Introduction to [Ministry Course Title]” courses do not meet BAA requirements, as BAAs cannot be preparatory, remedial or modified versions of Ministry courses. Schools wishing to offer preparatory or remedial courses may offer Locally-Developed (non-credit) courses. Please see Chapter 5 of the [Handbook of Procedures for the Graduation Program](#) for more information about Locally Developed Courses.

Districts/Schools wishing to offer BAA ELL courses are to follow the guidelines outlined in the *Template for Board/Authority Authorized Language Acquisition/ Culture Courses at the Grade 10, 11, 12 Levels*.

BAA Course Form

An updated form has been created as of the 2025/26 school year ([linked below](#)). The updated *Board/Authority Authorized Course Form* is required for all newly developed and revised courses and must be submitted to the Board of Education or Independent School Authority along with the full course framework. Once the *BAA Course Form* is signed by the appropriate authority indicating the course is authorized by the Board/Authority, the course may be offered to students.

Once a BAA course has been authorized, Boards/Authorities must submit the signed *BAA Course Form* to the ministry (EDUC.GradStandards@gov.bc.ca). The completed Form serves to notify the ministry of a newly developed/revised course and confirms that the course satisfies BAA course requirements. Yukon schools should submit forms to the Secondary Curriculum Consultant at the Yukon Department of Education.

The *BAA Course Form* can be accessed at:



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf



For access to the *Yukon Department Authorized (DA) Course Form*, email: Curriculum@yukon.ca

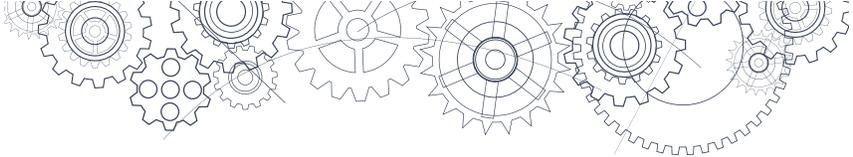
Course Codes

A standardized set of general descriptive codes are used for coding BAA/FNA courses. These course codes cannot be altered by boards and authorities. More information about choosing a TRAX Course Code can be found in the BAA Quick Reference Guide [below](#). Districts and schools select their own BAA course codes from the list of BAA core course categories available through MyEducation BC and the BAA website at the link below. The ministry will only assign codes for BAA courses intended to meet the Indigenous-focused graduation requirement.

BAA Quick Reference Guide



<https://www2.gov.bc.ca/assets/download/EBFC6E8B650D4CD8B40C44E12DAD37FC>



More information on Course Codes can be found in the BC Graduation Programs Handbook of Procedures.

B.C. Graduation Program Handbook of Procedures



www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

MyEducationBC codes for district use can be identified by boards and authorities by using the Course Code Lookup feature in the Course Registry and then entering the chosen BAA TRAX code. The maximum code length for a TRAX code is 8 characters: 5 characters for course code and 2 or 3 characters for grade. Spaces are used as placeholders between the course code and grade if the course code is less than 5 characters long (e.g. YIA 11A course code is entered as YIA <space space>11A).

Course Registry: Course Code Lookup



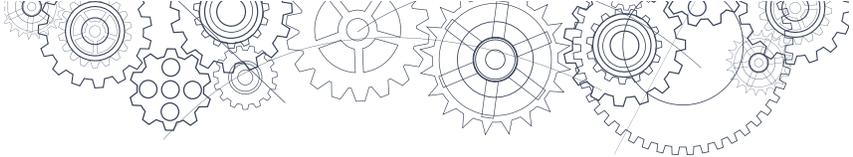
https://www.bced.gov.bc.ca/datacollections/course_registry_web_search/course-code-lookup.php

BAA Course Approval Process

Schools must have the approval of their Board of Education or Independent School Authority or Offshore School Owner/Operator prior to offering a BAA course, regardless of whether the course has already been authorized by another Board or Authority.

Approved authorities are:

- For B.C. public and Yukon schools – Superintendent and Board of Education
- For Independent schools – School Authority Chairs or designate
- For offshore schools – Offshore School Owner/Operator



B.C. Public School Districts

Step 1: Submit the completed *BAA Course Framework* along with the *BAA Course Form* (*linked below*) to the Superintendent for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at:



www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_core_categories.pdf.

Step 2: Superintendent submits the authorized *BAA Course Framework* along with the *BAA Course Form* to the Board for approval/signature.

Step 3: Boards retains a copy of the Framework for the ministry to review upon request.

Step 4: Boards send an electronic copy of the *BAA Course Form* to the ministry at: EDUC.GradStandards@gov.bc.ca. If the BAA course is intended to meet the Arts Education and/or Applied Design, Skills, and Technologies graduation requirement or the Indigenous-focused graduation requirement, then the course framework must also be submitted.

Step 5: Boards ensure that schools are reporting the course with the same course title (as authorized by the board) and with the same four or five letter course code (e.g., YVPA) as indicated on the *BAA Course Form*.

Step 6: Boards are to review BAA courses on a set cycle that they determine, and/or as needed due to changes in provincial curriculum. If not revised, those BAA courses that do not meet requirements are to be delisted by the Board (*see below for process*).

BAA Course Framework Template



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_framework_template.docx

BAA Course Form



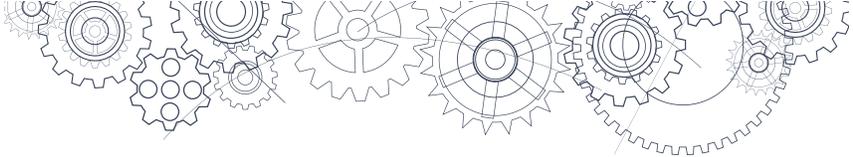
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf

Process for delisting BAA Courses:

Send an email to EDUC.GradStandards@gov.bc.ca with the following information:

- Course title and TRAX course code
 - Please use the exact course title and course code found on the BAA Course Form submitted by your school/district to the ministry.
- Information on why you are delisting the course.
 - e.g., it can now be taught within a ministry course.
- If you shared this course on the [Focused Education Resources BAA Course Database](#), please ask them to remove the delisted course.





Independent Schools

Step 1: Submit the completed *BAA Course Framework* along with the *BAA Course Form* (*linked below*) to the Independent School Authority Chair for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at:



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_core_categories.pdf

Step 2: Retain the signed *BAA Course Framework* and the *BAA Course Form* for the Inspector of Independent Schools and for the ministry to review upon request.

Step 3: Submit the *BAA Course Form* to EDUC.GradStandards@gov.bc.ca. The *BAA Course Form* is to be submitted prior to the next scheduled inspection and, therefore, without the signature of the Inspector of Independent Schools or designate. If the *BAA* course is intended to meet the Arts Education and/or Applied Design, Skills, and Technologies graduation requirement or the Indigenous-focused graduation requirement, submit the course framework with the course form.

Step 4: School Authorities ensure that schools are reporting the course with the same course title (as authorized by the Inspector of Independent Schools) and with the same four or five letter course code (e.g., YVPA) as indicated on the *BAA Course Form*.

Step 5: School Authorities ensure that schools are reporting the course with the same course title (as authorized by the School Authority) and with the same four or five letter course code (e.g., YVPA) as indicated on the *BAA Course Form*. After course forms are signed by the Inspector of Independent Schools, School Authorities submit an updated copy of the course form to the ministry at EDUC.GradStandards@gov.bc.ca.

Step 6: School Authorities are to review *BAA* courses on a set cycle that they determine, and/or as needed due to changes in provincial curriculum. If not revised, those *BAA* courses that do not meet requirements are to be delisted by the Authority (*see process below*).

BAA Course Framework Template



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_framework_template.docx

BAA Course Form

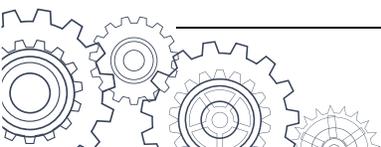


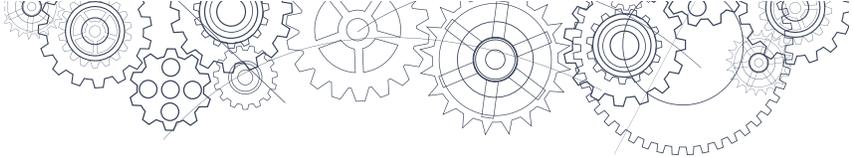
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Process for delisting BAA Courses:

Send an email to EDUC.GradStandards@gov.bc.ca with the following information:

- Course title and TRAX course code
 - Please use the exact course title and course code found on the *BAA Course Form* submitted by your school/authority to the ministry.
- Information on why you are delisting the course.
 - e.g., it can now be taught within a ministry course.
- If you shared this course on the [Focused Education Resources BAA Course Database](#), please ask them to remove the delisted course.





Offshore Schools

Step 1: Submit the completed *BAA Course Framework* along with the *BAA Course Form* ([linked below](#)) to the Owner/Operator or designate for authorization/signature. Select the most appropriate course code from the *BAA Core Categories* posted at:



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_core_categories.pdf.

Step 2: Submit the signed BAA Course Form to the ministry at EDUC.GradStandards@gov.bc.ca for approval. If the BAA course is intended to meet the Arts Education and/or Applied Design, Skills, and Technologies graduation requirement, submit the BAA Course Framework with the Course Form.

Step 3: Retain the signed BAA Course Framework and the BAA Course Form for the ministry to review upon request.

Step 4: When reporting to the ministry, Owner/Operators ensure that offshore schools are reporting the course with the same course title and with the same four or five letter course code (e.g., YVPA) as indicated on the *BAA Course Form*.

Step 5: Offshore schools include their BAA Course Form(s) and Course Framework(s) in their Annual Report to the ministry. After course forms are signed by an Offshore School inspector, Owner/Operators submit an updated copy of the course forms to the ministry at EDUC.GradStandards@gov.bc.ca and International.Education@gov.bc.ca.

Step 6: Owner/Operators are to review BAA courses on a set cycle that they determine, and/or as needed due to changes in provincial curriculum. If not revised, those BAA courses that do not meet requirements are to be delisted by the Owner/Operator ([see process below](#)).

BAA Course Framework Template



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_framework_template.docx

BAA Course Form



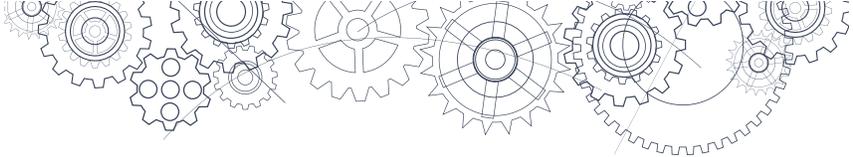
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf

Process for delisting BAA Courses:

Send an email to EDUC.GradStandards@gov.bc.ca with the following information:

- Course title and TRAX course code
 - Please use the exact course title and course code found on the BAA Course Form submitted by your school to the ministry.
- Information on why you are delisting the course.
 - e.g., it can now be taught within a ministry course.
- If you shared this course on the [Focused Education Resources BAA Course Database](#), please ask them to remove the delisted course.





Yukon Schools

- Step 1:** Submit the completed *Yukon Locally Developed Course (LDC) Framework* along with the *LDC Course Form* to the Secondary Curriculum Consultant. A course code will be provided upon approval.
- Step 2:** Yukon Education will retain a copy of the framework and will submit to B.C. Ministry of Education and Child Care at EDUC.GradStandards@gov.bc.ca.
- Step 3:** Yukon Education ensures that schools are reporting the course with the same course title (as approved by the minister and/or delegated authority) and with the same four or five letter course codes as indicated on the *Yukon LDC Course Form* and approval letter.
- Step 4:** Yukon Education is to review LD courses on a set cycle that they determine, and/or as needed due to changes in the curriculum. If not revised, those LD courses that do not meet requirements are to be delisted by Yukon Education, and B.C. Ministry of Education and Child Care will be notified of these changes.

For access to the *Yukon Locally Developed (LDC) Course Framework* and *LDC Course Form*, email:



Curriculum@yukon.ca

Q. The BAA course code I am looking for is closed on the Course Registry. Where can I find the BAA course codes?

Boards/Authorities are to select the most appropriate code from 39-generic BAA core course categories found on the BAA website:

www.bced.gov.bc.ca/graduation/board_authority_courses.htm.

FNA Approval Process

For more information, please contact the First Nations Education Steering Committee at graduation@fnesc.ca.

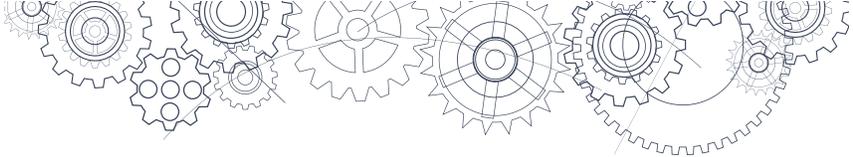
Focused Education Resources BAA Course Sharing Platform

In cooperation with Focused Education Resources (Focused Ed), a searchable BAA Course Sharing Platform is available for Boards/Authorities to voluntarily share their BAA course frameworks.

Boards of Education and Independent School Authorities are responsible for uploading authorized BAA course frameworks to the Focused Ed website, should they choose to share the course; sharing is not mandatory.

Only BAA courses that have been authorized by the Board or Authority can be submitted to the BAA Sharing Platform. Once the ministry receives an authorized BAA Course Form, a confirmation





email will be sent to the Board/Authority with an invitation to upload the BAA course to the Sharing Platform.

Boards of Education and Independent School Authorities are also responsible for version control and for requesting the removal of frameworks when BAA courses are delisted by the Board of Education or Independent School Authority.

Any school or district accessing BAA courses on the Sharing Platform must seek approval from their Board or Authority to deliver the course locally, as per existing policy for BAA courses.

Questions about this platform can be directed to: EDUC.GradStandards@gov.bc.ca:



The BAA Sharing Platform can be found here:

<https://archived.bcerac.ca/services/baa/search.aspx>

Indigenous-focused Graduation Requirement

The goal of the new Indigenous-focused graduation requirement is for students to graduate from the B.C. K-12 system with a greater breadth and depth of knowledge and understanding of Indigenous (First Nations, Métis, and Inuit) peoples, cultures, and histories in B.C. Students should have multiple options to meet this requirement, one of which could be a BAA/FNA course. Offering students choice, and therefore the option to take more than one course, aligns with provincial commitments to Truth and Reconciliation and to developing the Educated Citizen.

Distinctions-based Approach

The Province of British Columbia recognizes First Nations, Métis, and Inuit as the Indigenous Peoples of Canada with rights recognized and affirmed in section 35(1) of the *Constitution Act*, 1982. The Province also recognizes that First Nations, Métis, and Inuit are distinct, rights-bearing communities, and is committed to a distinctions-based approach to its relationship with each.

As outlined in the *Declaration on the Rights of Indigenous Peoples Act Action Plan* ([linked below](#)), not all rights are uniform or the same among or between all Indigenous Peoples. In many cases, a distinctions-based approach may require that the Province's relationship and engagement with First Nations, Métis and Inuit Peoples include different approaches or actions and result in different outcomes.

At this time, BAA courses developed in consultation and collaboration with the First Nation(s) on whose territory schools/districts are located will be the **only** courses considered for this graduation requirement.

Declaration on the Rights of Indigenous Peoples Act Action Plan:



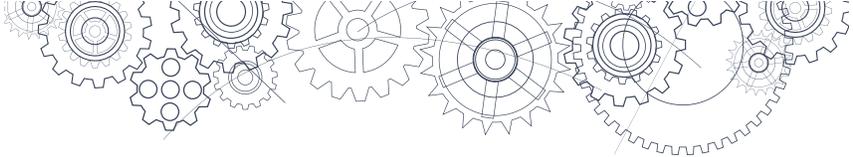
https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/ministries/indigenous-relations-reconciliation/declaration_act_action_plan.pdf

FNA Courses

All First Nations Authorized Courses meet this new Indigenous-focused graduation requirement.

BAA Course Criteria

Courses designed to meet the new Indigenous-focused graduation requirement should provide an opportunity for educators and students to explore content beyond the boundaries of the provincial



ministry curriculum. These BAA courses can help provide choice and flexibility for students while allowing educators to respond to the priorities of local First Nation(s) and the Board/Authority.

Courses developed to meet this requirement must:

- Include content that provides the opportunity for students to develop a meaningful and substantial breadth and depth of knowledge and understanding of specific First Nation peoples, cultures, worldviews, and histories in B.C.;
- Ensure that learning about and from First Nation peoples and cultures in B.C. is a significant outcome (courses may still focus on specific curricular areas);
- Be co-developed and approved by one or more local First Nation(s);
- Be developed for Grade 10, 11 or 12; and,
- Meet all existing BAA course requirements.

While courses can reflect any credit value (1, 2, 3 or 4 credits), if the course is less than 4-credits then students will need to take additional eligible courses to meet the full graduation requirement.

If the BAA course is intended to meet both the Indigenous-focused graduation requirement and the grade 11 Arts Education/ADST graduation requirement, the course will need to be either 2 or 4 credits.

Boards/Authorities **must** collaborate with, and obtain approval from, the First Nation(s) on whose territory the school/Board/Authority is located for the BAA course to meet the new graduation requirement.



Please note: Depending on the course content and the location of the school(s) that will offer the course, collaboration with and approval by all First Nations on whose territory a Board/Authority is located may not be appropriate or required (i.e., a course with content related only to a single First Nation would only require the approval of that First Nation).

If a First Nation chooses not to participate in a co-development process, a proposed BAA course with content related to that First Nation cannot meet this graduation requirement and students would need to fulfill the requirement through one of the other mechanisms (i.e., provincially developed courses or one of the First Nations language courses).

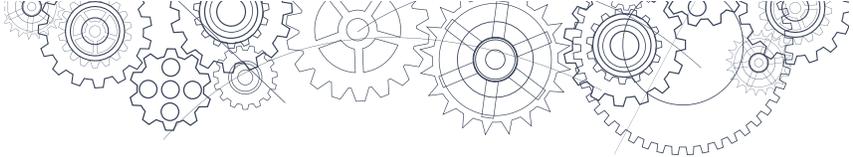
It should be noted that Indigenous-focused BAA courses are intended to reflect the priorities of local First Nations.

Important reminder: any BAA course intended to meet the Indigenous-focused graduation requirement must meet all the standards requirements for BAA courses (see [BAA/FNA Course Requirements](#)).

Process for BAA Courses Meeting the Indigenous-focused Graduation Requirement

One of the goals of the new Indigenous-focused graduation requirement is for students to learn about local First Nations. As such, the process outlined below highlights the requirements for both new BAA courses being developed, as well as existing BAA courses that Boards/Authorities would like to meet the new graduation requirement.





New BAA Courses:

- All new BAA courses being put forward to meet the Indigenous-focused graduation requirement must be co-developed with the First Nation(s) on whose territory a school/Board/Authority operates.
- Boards/Authorities are required to complete the updated *Board/Authority Authorized Course Form*. The new form can be found here:

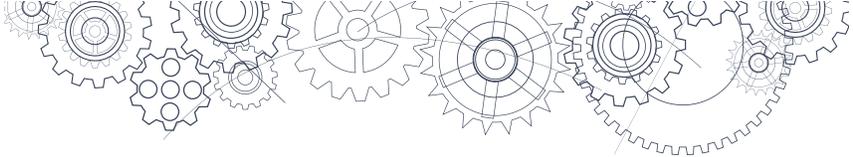


https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf

- The Form now includes a section to indicate that the course being put forward is intended to meet the new Indigenous-focused graduation requirement.
- A formal letter(s) from the local First Nation(s) on whose territory(ies) the course(s) will be offered confirming their support for and co-development of the course must be attached to the Form. This letter or email must be signed by an authorized representative of the First Nation (i.e., Education Coordinator, Band Councillor, Chief) and include their name, title and contact information. The contents must clearly demonstrate/state support for the course to be offered as an option to meet the Indigenous-focused graduation requirement.
- If a course is intended to meet the new graduation requirement, the new sections of the Form must be completed and submitted to the Board/Authority for approval as per usual process (see **BAA Course Approval Process** in this document for details).
- A signed copy of the completed *Board/Authority Authorized Course Form* and accompanying *BAA Course Framework* is then sent to the ministry along with the required letter(s) from the local First Nation(s) that were involved in co-development of the course.
- Please note via the submission email to the ministry which schools the BAA course(s) is intended to be offered at.
- The original completed *Course Form* and accompanying *BAA Course Framework* must be retained by the Board/Authority for submission to the ministry upon request.
- New course codes will be developed/available for BAA courses that successfully meet the requirements outlined above.

Existing BAA Courses:

- Any existing BAA course that a Board/Authority wishes to put forward as meeting the new Indigenous-focused graduation requirement must be re-submitted to the Board/Authority for review and approval.
- While a co-development process with the local First Nation(s) may not have occurred with these courses, the Board/Authority must receive a formal letter(s) of support from the First Nation(s) on whose territory(s) the school/Board/Authority operates. This letter must be signed by an authorized representative of the First Nation (i.e., Education Coordinator, Band Councillor, Chief) and include their name, title and contact information. The contents must clearly demonstrate/state support for the course to be offered as an option to meet the Indigenous-focused graduation requirement.

- 
- A new updated *Course Form* must be completed and signed off by the Board/Authority and then submitted to the ministry. The *Form* can be found here:



https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf

- Please note via the submission email to the ministry which schools the BAA course(s) is intended to be offered at.
- If an existing course **has not** gone through the re-approval process with the Board/Authority, it **cannot** be used to meet this graduation requirement.

Board/Authority and First Nations Co-Development Process

A co-development process between the Board/Authority and the local First Nation(s) is needed for new BAA courses that are intended to meet the new Indigenous-focused graduation requirement.

For Boards/Authorities located within the lands of multiple First Nations:

- Boards/Authorities must work in partnership with the local First Nation(s) on whose territory the course will be offered.
- This may mean that Boards/Authorities will work with multiple First Nations to develop a single course, or that they will create multiple BAA courses to reflect the diversity of First Nations on whose territories the course(s) will be offered.
- If a Board/Authority wishes to create a BAA course that will be offered in multiple schools across the district/region, that course will need to be co-developed with each of the First Nations on whose territories the specific schools operate.

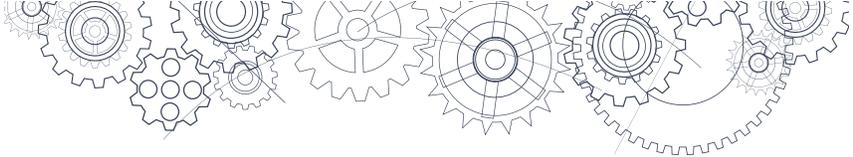
For school Boards/Authorities where there is no local First Nation Administrative Office:

- As with all other cases, Boards/Authorities are required to collaborate and seek approval from First Nations on whose traditional territories the Board/Authority operates.
- Even if there is no local First Nations Administrative Office in the district/region, the First Nation on whose territory the school resides must be involved and sign-off the course to be taught in the school.
- Boards/Authorities are encouraged to collaborate with neighbouring Boards/Authorities who have already developed, or will be creating, a BAA course with the same local First Nations on whose territories their schools operate.

Cross-enrolment for both the provincial courses and BAA courses meeting the graduation requirement is permitted.

Course Criteria Confirmation

The approval of BAA courses intended to meet the new Indigenous-focused graduation requirement remains with Boards of Education and Independent School Authorities. For these specific BAA courses, however, the ministry will be sharing submitted Course Forms, Course Frameworks, and letter(s) of support from the local First Nation(s) with FNEC.



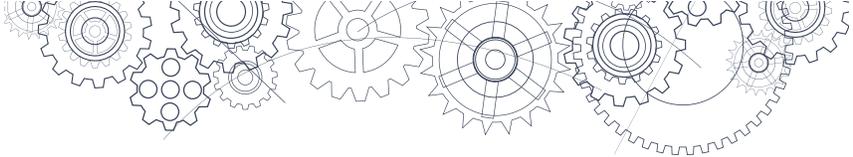
Together, the ministry and FNEC will review the documentation provided by the Board/Authority to ensure the BAA course meets the criteria required to fulfill the Indigenous-focused graduation requirement (e.g., confirmation that a co-development process has taken place with the local First Nation(s)). The ministry may request additional information regarding the BAA course from the approving Board/Authority as part of this review process; all additional information provided by an approving Board/Authority will be reviewed by the ministry and FNEC.

Offshore School Considerations

The overarching goal of the new Indigenous-focused graduation requirement is for students to graduate from the B.C. K-12 system with a greater breadth and depth of knowledge and understanding of Indigenous peoples, cultures, and histories in B.C. On a related note, the purpose of the B.C. Offshore school program is to provide students worldwide with the opportunity to study B.C.'s curriculum, which includes learning about B.C. First Nations. Accordingly, the BAA option for meeting this new graduation requirement is not available to Offshore schools due to the requirement of a local co-development process.

Provincially developed courses such as [Contemporary Indigenous Studies 12](#) are suggested options for Offshore schools as these courses allow students to compare “identities and worldviews of Indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land.” This provides the opportunity for Offshore school students to discuss their local Indigenous communities and explore them within the context of other Indigenous communities within B.C. and across Canada.





Appendix A: Sample BAA Course Synopses

Nuu-Chah-Nulth Leadership 10

This course has been designed to help students earn the skills and knowledge of leaders and role-models in their communities. Herein, youth foster connectedness and leadership through cultural activities, land-based skill development, and resilience-based wellness training. Students will learn from traditional knowledge keepers and earn provincially recognized certifications and skills that help develop them into adept leaders that act in relation to the teachings from Nuu-Chah-Nulth people and the land.

Learning Strategies 10

This course will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus on independence, advocacy skills, and personal goal setting combined with addressing study skills and organizational techniques related to literacy and numeracy will provide a foundation for successful school completion and lifelong learning.

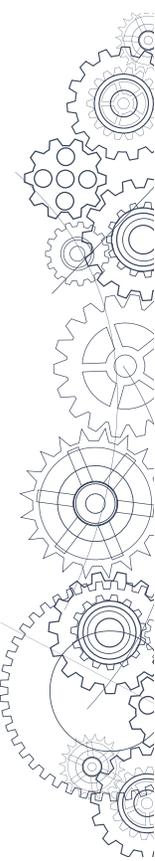
Bicycle Maintenance and Repair 11

This course is designed to introduce students to the fundamental techniques used in the repair and maintenance of bicycles that will be donated to the needy within the community. Students will learn the proper use of the various bicycle tools required as they repair and maintain the bikes. Students will also learn the rules of cycling on the road, bike handling and traffic skills. Once all aspects of bike safety, repair and maintenance have been thoroughly covered, students will participate in supervised bicycle rides within the community. If time permits, there may also be an opportunity to build custom frames and to service bicycles and to sell them within the community to address the entrepreneurial possibilities of the course.

Pastry Arts and Baking 12

Pastry Arts and Baking is a course that focuses on advanced skills and techniques in baking. This course will be valuable for any student considering a career as a pastry chef, employment in a bakery, restaurant, catering service, or opening a business of their own. The skills learned in this course are transferable from the classroom to the competitive service industry.





Appendix B: Sample BAA Course Framework Template



Board/Authority Authorized Course Framework Template

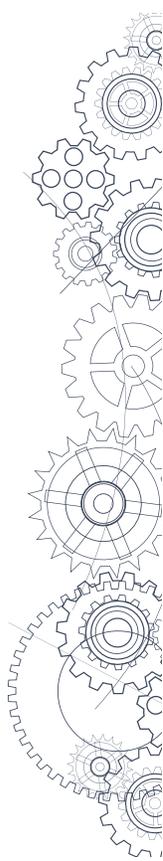
School District/Independent School Authority/Owner/Operator Name: Happy Mountains	School District or Independent School Authority or Offshore School Number (e.g. SD43, Authority #432, Offshore #123): SD123
Developed by: Mr. Smith	Date Developed: June 1, 2023
School Name: ABC Secondary School	Principal's Name: Ms. Doe
Superintendent Approval Date (for School Districts only): July 15, 2023	Superintendent Signature (for School Districts only): <i>Signature</i>
Board/Authority, Owner/Operator or Designate Approval Date:	Board/Authority Chair or Offshore Owner/Operator Signature:
Course Name: Athletic Coaching 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Physical & Health Education 10 and recommendation of a PHE teacher.

Special Training, Facilities or Equipment Required:

Teacher must be certified in B.C. Sports Med and National Coaching Certification Program.



Course Synopsis:

This course has been designed to help students learn the basic skills in order to become a successful coach. In addition, students will receive recognized community certifications that will assist them in obtaining volunteer or paid coaching/leadership positions in the community.

Goals and Rationale:

Rationale:

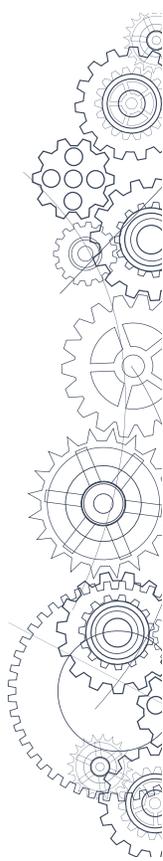
Athletic Coaching 12 (AC12) is designed to develop educated coaches who have the knowledge, skills and understandings to be effective, adaptable and self-aware leaders in the community. The AC course focuses on competencies that will support both the learner in their volunteer/paid coaching roles and the youth participating in community sport groups. Certifications acquired in this course can contribute directly to employment in recreation centres or sport organizations.

AC12 combines aspects of coaching and leadership theory with modern community-based, recognized certifications. AC12 is strongly linked to the core competencies of communication and personal awareness and responsibility. The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. This competency is taken a step further as learners will gain the knowledge and skill necessary to communicate and motivate large groups of athletes while modifying their communication based on the age/development of their audience. The personal awareness and social responsibility competency is also heavily represented in AC12. Competency in this area will be built through self-awareness planning and experiential leadership.

The athletic coaching course has cross-curricular elements. Since a coach or community leader is often the first responder in situations requiring first aid or athletic therapy, students will gain knowledge and skill in athletic first aid and cardio-pulmonary resuscitation (CPR). Success in these areas requires a basic knowledge of human musculoskeletal anatomy. The core competency of thinking becomes a key element of injury assessment and management as it requires recalling past knowledge and applying it to real life sport injury situations.

A focus on lifelong safety, physical activity and health is valuable for both the individual student and for society as a whole. The knowledge, skills and competencies developed in AC12 will help support these concepts in self and others while maintaining a special focus on what is developmentally appropriate. Knowing how to support diversity among athletes and how to mitigate bullying situations between children or between head/assistant coaches promotes inclusion, safety and fairness. Some topics in AC12 should be approached with sensitivity and care because of their personal nature and connections to family, religious and cultural values.

Leadership is learning. Being able to demonstrate that learning through community recognized certifications is a key approach in AC 12. Community organizations such as the National Coaching Certification Program, Sport Medicine British Columbia, the British Columbia Parks and Recreation Association and the Canadian Red Cross are valuable community partners who provide programs and certifications via AC 12. Because leadership and coaching require a great deal of self-reflection and planning, there will be ample opportunities for multi-dimensional inquiry throughout the course.



Goals:

- Develop an understanding of the many aspects of coaching and leadership as they relate to self, others and groups/teams.
- Develop the knowledge and skills to manage diversity in sport.
- Develop an understanding of the developmental stages of children and how that relates to the development of fundamental movement skills.
- Develop the knowledge and skills required to lead/coach children.
- Gain community recognized certifications in leadership, athletic first aid and CPR.

Indigenous Worldviews and Perspectives:

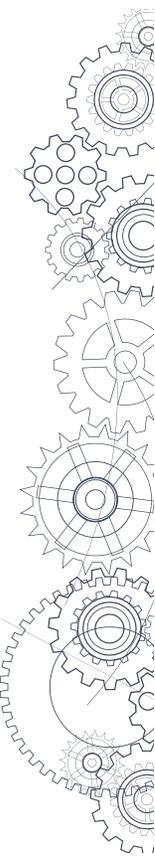
Declaration of First People's Principles of Learning:

- Athletic Coaching supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading and coaching involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Athletic Coaching requires exploration of one's identity, philosophy and ethics.
- Becoming a leader/coach involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Indigenous Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in AC 12. Athletic Coaching is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement



BIG IDEAS

Leadership development is an ongoing process.

Certifications in leadership allow us to contribute to the community.

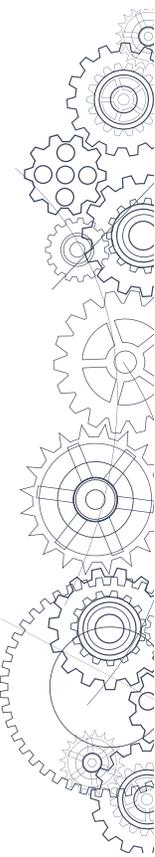
Sport safety practices and first aid can serve the greater sport community.

A **coaching philosophy** can help us be better leaders/coaches.

Coaching and leadership practices are influenced by the community, society, and the media

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Principles of Coaching:</p> <ul style="list-style-type: none"> • Develop coaching philosophy, ethics, objectives and style • Analyze coaching and leadership as represented in the community, society, and media to understand their impacts on sports and players • Understand elements of diversity in sport • Complete community-based certifications in coaching/leadership • Demonstrate proper use of an automatic external defibrillator (AED) • Recognize First Peoples perspectives and knowledge to gain understanding of leadership in sport • Recognize and manage sport injuries and situations requiring CPR • Recognize developmental stages in fundamental movement skills among children • Teach technical skills and tactical skills with the games approach <p>Healthy & Active Living:</p> <ul style="list-style-type: none"> • Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their role as coaches/leaders • Communicate and demonstrate safe and appropriate participation in physical activities <p>Community Building & Collaboration:</p> <ul style="list-style-type: none"> • Employ leadership techniques to improve chances of success in a variety of physical activities among participants • Plan ways to overcome potential barriers to participation in physical activities • Complete a coaching practicum 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Principles of program design, including personal sport philosophy, importance of moral judgments in sport and team objectives • Different types of diversity in athletes, children, and sport • The signs and symptoms of cardiopulmonary distress and choking in infants, children, and adults • Basic musculoskeletal anatomy and physiology as it relates to sport • The signs and symptoms of common sports injuries. • Athletic taping techniques • Sport safety guidelines • First Peoples perspectives connecting sport and culture • The developmental stages of children in fundamental movement skills • The challenge zone for athletes/children • Physical, cognitive, and social traits of children • Concepts of coaching • Physical training basics • Different leadership techniques to encourage inclusion and participation • Communication methods and when to use different forms



Big Ideas – Elaborations

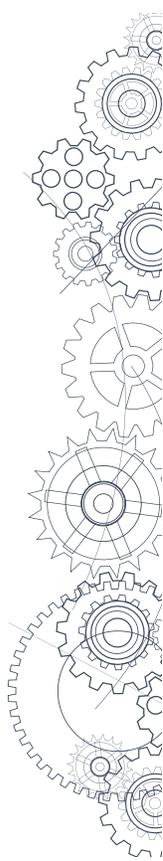
- **Leadership** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.
- **coaching philosophy**: Identifying the purpose of your coaching, your coaching values and choosing your leadership style.

Curricular Competencies – Elaborations

- **philosophy**: how we view our coaching experiences and how this will define our future planning.
- **ethics**: moral judgements in coaching.
- **objectives**: setting goals and balancing winning, fun and development.
- **diversity**: managing differences among youth/athletes including maturation, culture, gender, sexuality, physical and mental abilities.
- **certifications**: Sample certifications include Fundamental Movement Skills, First Aid, and CPR
- **AED**: An Automatic External Defibrillator (AED) is a small, portable easy to operate lifesaving medical device designed to deliver an electrical shock to a person who is having a Sudden Cardiac Arrest (SCA).
- **recognize**: the appearances and common situations that lead to injury.
- **manage**: prevention, first aid, referral, taping and recovery of sport injuries.
- **developmental stages**: maturational stages and skill acquisition stages.
- **fundamental movement skills**: running, jumping, throwing, catching, striking.
- **technical skills**: the motor programs necessary to complete a physical movement.
- **tactical skills**: combining technical skill with reading the situation and decision making.
- **communication**: dimensions of communication and the six-step model of communication in sport. Why is communication sometimes ineffective?
Coaching style and communication.
- **practicum**: students will work under a head coach or recreational leader to complete a minimum of 20 volunteer hours as a sport coach.

Content – Elaborations

- **signs**: the visual aspects to a sport injury.
- **symptoms**: the sensations reported by the injured athlete.
- **musculoskeletal anatomy and physiology**: major bones, muscles, connective tissue, and joints; also, the basic functions of these features.
- **challenge zone**: knowing how to adapt an activity to balance challenge with ability to maximize student success and potential.
- **concepts of coaching**: coaching styles, coaching for character, communication, games approach, skills, and tactical skills.
- **physical training basics**: energy fitness, muscular fitness, and the basics of periodization.



Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-Role
- Peer Teaching
- Experiential Learning
- Reflective Writing

Recommended Assessment Components:

- Journaling
- Peer Assessment
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and Exams

Learning Resources:

- National Coaching Certification Program (NCCP): Fundamental Movement Skills
- **High Five Recreational Leadership:** Principles of Healthy Childhood Development & High Five Sport
- **SportMed BC:** Sport First Aid Level 1 & Athletic Taping Level 1
- Canadian Red Cross: CPR guidelines and Automated External Defibrillator (AED) course

Additional Information:

None