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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Okanagan

ACADEMIC

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2022/23

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THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan School of Education

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Introduction

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Programs offered by the Okanagan School of Education are invested in the primacy of educators in the lives of their students. Together, practicing teachers and B.Ed. students develop a deep care and heightened responsibility for creating learning contexts that are respectful of and responsive to all students, seeking insights, resources of communities, inspiring learners/learning across all subject matter, disciplines, interests, and contexts. The formative nature of professional knowledge is a central feature that distinguishes the UBC Okanagan teacher education programs.

Bachelor of Education

The Okanagan School of Education offers initial teacher education leading to the degree of Bachelor of Education. Following completion of all requirements, B.Ed. students normally qualify for the BC Professional Teaching Certificate. Program pathways (Teaching Children and Teaching Adolescents) build upon the academic and experiential background of teacher candidates by developing a commitment to in-situ scholar-practitioner inquiry and the formative nature of professional learning.

Continuing Professional Development

Opportunities for continuing professional development education are also offered through the Summer Institute in Education, Post-Baccalaureate and Graduate programs. Information on the Master of Education (M.Ed.) and the Master of Arts in Education (M.A.) programs can be found under the College of Graduate Studies.

Undergraduate Programs

Undergraduate Programs > Bachelor of Education Program Overview

The Okanagan School of Education offers the Bachelor of Education to persons interested in a career in teaching. The program leads to a Bachelor of Education (BEd) and recommendation to the Ministry of Education for certification as a teacher in the province of BC.

- **Bachelor of Education Program (BEd):** 16 month post-degree, leading to certification.

The BEd program is innovative and unique among teacher education programs. It comprises integrated coursework focusing on theory-practice connections and extensive field experience. B.Ed. students work alongside practicing teachers for the purpose of fostering professional learning over the continuum of an educator's career.



Part Time Students

The Bachelor of Education program is an intensive, 16-month program. Because of the integrated nature of the coursework, part-time study is not possible.

Undergraduate Programs > Bachelor of Education Pre-Admission Advising

Students are strongly advised to meet with an Education Academic Advisor regularly and well in advance of applying to the Bachelor of Education program. Advising on pre-admission requirements is available through Academic Advising (<http://students.ok.ubc.ca/advising/contact.htm>)

Undergraduate Programs > Bachelor of Education Admission Requirements

The B.Ed. degree is a generalist program where B.Ed. students learn through exposure to a variety of pedagogies and through extended practicum and other field experiences. Students can apply to one or both pathways of the program: Teaching Children and Teaching Adolescents. Once enrolled, B.Ed. students will be able to personalize their studies through elective courses during the Summer Institute and through their selection of a Community Field Experience.

Admission Requirements: Teaching Children

To be eligible for admission to the Bachelor of Education program, applicants must have completed a four-year (minimum 120-credit) bachelor's degree or equivalent at an accredited post-secondary institution.

In addition, applicants must have a minimum of 75 hours of practical experience (volunteer or paid) working with young people, preferably at the age range they are proposing to teach.

The following admission criteria must also be met:

- Admission average: a minimum average of 65% in the last 30 credits of transferable post-secondary coursework passed, failed, and/or repeated;
- English requirement: 6 credits of English literature and composition with a minimum average of 65%. A minimum of 3 of the 6 English credits must be English literature. The 6 credits of English literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing, technical or business writing, or communication are not acceptable;
- Canadian Studies: 3 credits that have significant Canadian content. Note: the Teacher Regulation Branch defines Canadian content requirements as the following: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only in exemplar supporting concepts of another academic discipline";
- Lab science: 3 credits in a laboratory science. Note: lab science courses are normally selected from the following:
 - Astronomy
 - Biology
 - Chemistry
 - Earth and Environmental Science
 - Physical Geography
 - Physics



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A 3-credit lab science is typically scheduled for three hours of lecture and two or three hours of labs per week.

- Mathematics: 3 credits of Mathematics. Note: Statistics courses are not acceptable.
- 15 credits of 300- and/or 400-level coursework in one or a combination of the following subjects taught in BC public schools:
 - Anthropology
 - Biology
 - Chemistry
 - Computer Science
 - Dance
 - Economics
 - English
 - Environmental Science
 - French
 - Geography
 - Health Studies
 - History
 - Human Kinetics
 - Indigenous Studies
 - Mathematics
 - Music
 - Physics
 - Political Science
 - Sociology
 - Theatre
 - Visual Art

Applicants wishing to have coursework considered in a discipline not listed should consult with an Education Academic Advisor.

All required coursework must be completed by April 30, prior to commencement in the program.

Admission to the Okanagan School of Education is competitive and the Bachelor of Education has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission.

Admission Requirements: Teaching Adolescents

To be eligible for admission to the Bachelor of Education program, applicants must have completed a four-year (minimum 120-credit) bachelor's degree or equivalent at an accredited post-secondary institution.

In addition, applicants must have a minimum of 75 hours of practical experience (volunteer or paid) working with young people, preferably at the age range they are proposing to teach.

The following admission criteria must also be met:

- Admission average: a minimum average of 65% in the last 30 credits of transferable post-secondary coursework passed, failed, and/or repeated;



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- English requirement: 6 credits of English literature and composition with a minimum average of 65%. A minimum of 3 of the 6 English credits must be English literature. The 6 credits of English literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing, technical or business writing, or communication are not acceptable;
- Canadian Studies: 3 credits that have significant Canadian content. Note: the Teacher Certification Branch defines Canadian content requirements as the following: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only in exemplar supporting concepts of another academic discipline";
- Lab science: 3 credits in a laboratory science. Note: lab science courses are normally selected from the following:
 - Astronomy
 - Biology
 - Chemistry
 - Earth and Environmental Science
 - Physical Geography
 - PhysicsA 3-credit lab science is typically scheduled for three hours of lecture and two or three hours of labs per week.
- Mathematics: 3 credits of Mathematics. Note: Statistics courses are not acceptable.
- 24 credits of academic coursework in any one of the following teachable subjects taught in BC public schools. Note: Preference will be given to applicants with academic coursework in two teachable subjects. Teachable subjects are:
 - Biology
 - Chemistry
 - English
 - Environmental Science
 - French¹
 - General Science²
 - Geography
 - History
 - Indigenous Studies
 - Mathematics
 - Music³
 - Physical Education
 - Physics
 - Social Studies⁴
 - Theatre³
 - Visual Art³

Applicants wishing to have coursework considered in a discipline not listed should consult with an Education Academic Advisor.

¹If the teachable subject is French, students must also successfully complete an oral and written French language competency assessment to the level specified for French as a second language. Please see the French Language Competency Assessment (<http://education.ok.ubc.ca/students/delf.html>) for more information.

²If the teachable subject is General Science, the 24 credits of academic coursework can be a combination of Biology, Chemistry, and/or Physics courses. Other science courses may be included in the 24 credits upon approval.

³If the teachable subject is Music, Theatre, or Visual Art at least 6 of the required 24 credits must be studies in theory (i.e., non-studio).



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⁴If the teachable subject is Social Studies (Anthropology, Economics, Geography, History, Political Science, or Sociology) the 24 required credits must include the following:
3 credits of Canadian Studies (already required for the Teaching Adolescents stream),

3 credits of Geography,

3 credits of History, and

15 credits of academic coursework in one or a combination of the following disciplines:

- Anthropology
- Economics
- Geography
- History
- Political Science
- Sociology

Coursework relating to the disciplines above in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences may be considered provided an examination of the course syllabi reveals such a relationship.

All required coursework must be completed by April 30, prior to commencement in the program.

Admission to the Okanagan School of Education is competitive and the Bachelor of Education program has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission. Applicants' teachable subject(s) will be considered when determining admissibility.

Undergraduate Programs > Bachelor of Education Program Application Procedures

Please refer to the Okanagan School of Education website (<http://education.ok.ubc.ca/programs/bed.html>) for information about the application procedure for the Bachelor of Education program (Okanagan campus).

Grade 12 Applicants

There is no direct admission to the Okanagan School of Education from Grade 12. Students applying from Grade 12 must first complete another degree program to meet the Bachelor of Education academic admission requirements (e.g., B.A., B.F.A., B.Sc.).

French Language Competency Assessment

Applicants to either the Teaching Children or Teaching Adolescent pathways who wish to have practicum experience in French Immersion classrooms will be required to complete a French language competency assessment prior to beginning the program.

The French language competency assessment consists of oral and written components. The purpose of the test is to verify French language competency, identify problematic linguistic areas, and support students in their professional endeavors. Please refer to the Okanagan School of Education website for more information regarding the French language competency assessment (<http://education.ok.ubc.ca/degrees-programs/bachelor-of-education>).

Criminal Record Check

A criminal record check will be required of all B.Ed. students admitted to the Bachelor of Education program.

See Registration



The Offer of Admission

The offer of admission is valid only for the session indicated on the letter of acceptance.

Undergraduate Programs > Bachelor of Education Admission Selection Process

Applicants to the Bachelor of Education program are evaluated on academic and other relevant criteria. If the number of qualified applicants exceeds the number of available places in either pathway in the program, not every qualified applicant will be admitted.

1. Academic Requirements

All applicants must have completed academic admission requirements prescribed by the Okanagan School of Education, including a four-year (minimum 120 credit) bachelor's degree or equivalent at an accredited post-secondary institution. For details, applicants must review academic requirements for the pathway options (please see appropriate section under 'Admission Requirements'). Language test scores may also be part of academic requirements for some applicants or for some specific options.

2. Additional Requirements

All applicants must submit:

- a) A summary of experience working with school age children and/or youth. A minimum of 75 hours of practical experience (volunteer or paid) working with young people is required;
- b) A one-page essay indicating what they have learned from their experience with school age children and/or youth that will help them in their teaching career; and
- c) Two confidential reference reports

The evaluation of the information provided on the above materials is an integral part of the School's selection process. Applicant experience with children/youth and their personal character and qualities as reflected in the reference reports are essential selection criteria. Qualities appropriate to the profession of teaching that referees are asked to judge include: motivation for teaching; enthusiasm; leadership potential; dependability; initiative; flexibility and adaptability (including the ability to deal with change and/or stressful situations); oral and written communication skills; ability to interact appropriately with children and/or youth and with adults; ability to identify problems and pose possible solutions; and ability to access feedback and respond to suggestions.

Normally an applicant without experience with school-aged children and/or youth will not be admitted to the program.

Undergraduate Programs > Bachelor of Education Registration

Applicants will be notified about registration procedures upon acceptance to the program.

B.Ed. students will not be permitted to register after the first day of instruction in the term, nor will they be admitted to any class after its first session, except by permission of the Dean.

The first year in the Bachelor of Education program will begin in mid-August/early-September with a required Introduction.

Criminal Record Check



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Applicants to the Okanagan School of Education Bachelor of Education program are advised that a criminal record check is required to teach in BC schools. It is the responsibility of the Okanagan School of Education to ensure that every B.Ed. student undergoes a criminal record check prior to participating in a practicum or commencing school visits.

Applicants will receive a criminal record check consent form and instructions for completion in the admission package that is sent to all B.Ed. students upon acceptance to the program.

B.Ed. students are required to provide notification and authorization for a further criminal record check should the B.Ed. student be charged with, or convicted of, a relevant criminal offence subsequent to their last CRRA check.

Failure to comply with the Okanagan School of Education's criminal record check policies or failure of the criminal record check will result in the B.Ed. student being withdrawn from the Bachelor of Education program.

For more information, see CRRA (http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96086_01) and University Counsel's FAQs (http://www.universitycounsel.ubc.ca/files/2012/01/Criminal_Records_Checks.pdf).

Accident Insurance

After admission to the program, B.Ed. students performing coursework in schools and in the community are required to have additional accident insurance coverage prior to starting the program. Information about purchasing UBC Accident Insurance (http://education.ok.ubc.ca/programs/undergrad/school-experience/Student_Accident_Insurance.htm) will be provided in the admission package. Additional information about student safety on practicum is available through Risk Management Services (<http://riskmanagement.ok.ubc.ca/welcome.html>).

Undergraduate Programs > Bachelor of Education Academic Regulations - BEd

For the Academic Regulations of ETEP and STEP programs, refer to the archived Academic Calendars (<http://www.calendar.ubc.ca/archive/okanagan>).

Introduction

Information in this section is supplementary to the general policies and regulations set out in the Academic Policies and Regulations in this Calendar (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,0,0,0>) and applies specifically to students enrolled in the Bachelor of Education program.

Professional Conduct in the Bachelor of Education Program

The mission of the Bachelor of Education Program (the "Program") within the Okanagan School of Education (the "School") at the University of British Columbia is to prepare teachers who are knowledgeable, skillful, flexible, and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society. The School understands teaching as a moral activity guided by ideals of human good and conceptions of what is educationally valuable.

While many graduates of the Program enter the teaching profession and teach in public schools, others teach in international schools, independent schools, or non-school settings such as museums, art galleries, and recreational settings. The current Program reflects this diversity by placing students in a range of learning environments including, but not limited to, public school settings.



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B.Ed. students in the School must comply with this policy in their interactions with faculty, peers, teachers, staff, and students at all times.

Role of the School

The School is charged with ensuring that all graduates of the Program have the requisite competencies and can meet the professional practice standards to be eligible for professional certification as educators in the Province of British Columbia from the British Columbia Ministry of Education. While B.Ed. students are ultimately responsible for their own behaviour, the School appreciates that students are still in the process of learning. The School and others involved in instruction in the Program are expected to model professional conduct and, where necessary, help B.Ed. students improve their understanding of professional conduct expectations.

Expectations for the Professional Conduct of B.Ed. Students

Professional conduct is the set of attitudes, behaviours, and characteristics deemed desirable in members of a profession and that define the profession and its relationship to its members and to society.

It is the responsibility of B.Ed. students in the Program to familiarize themselves with and meet the expectations for professional conduct in all settings.

Faculty members are expected to help B.Ed. students interpret specific school and/or practicum guidelines and apply them appropriately in their conduct.

Membership in the teaching profession demands integrity, competence, and adherence to ethical standards. Teaching is a profession that is enormously demanding and carries considerable responsibility as teachers assume a crucial and challenging role in the support, care, and development of other people's children.

At all times B.Ed. students in the Program are expected to demonstrate:

Honesty and Integrity

- Act with integrity and demonstrate personal and academic honesty in all interactions and communications, both orally and in writing. Communicate truthfully with students, teachers and other school-based personnel, peers, faculty members, and staff.
- Acknowledge contributions made to course assignments, lesson plans, and materials designed or provided by others.

Respect for Others

- Engage only in respectful interactions with others that do not discriminate on grounds protected by the *British Columbia Human Rights Code*.
- Contribute to a classroom atmosphere conducive to learning and the conduct of professional work. Maintain personal composure and consideration for others in all interactions.
- Ensure that all communications, including those on the internet and social media, are respectful.
- Establish and maintain appropriate personal boundaries in relationships with others both on and off campus.
- Do not engage in conduct that exploits students or others for personal, sexual, ideological, or other advantage.
- Respect the confidentiality of student information, the dignity of children, and their right to confidentiality, subject to your legal and professional obligations, which include a duty to report abuse or suspected abuse.
- Treat students and their families with respect and dignity both in their presence and in discussions with other members of educational teams.

Responsibility

- Be accountable for personal conduct. Show enthusiasm, initiative, adaptability, and curiosity.
- Receive feedback in a non-defensive and receptive manner.

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- Meet expectations related to dependability, punctuality, attendance, and participation. Meet deadlines.
- Use social media responsibly, refraining from posting any information or comments related to students or colleagues or any personal information without appropriate consents.
- Assure the primacy of students' wellbeing.
- Respect boundaries between teachers and students in all interactions, including social media.
- Create environments that are conducive to student learning.
- Recognize your own limitations and seek help when your level of experience is inadequate.

B.Ed. students are expected to adhere to the UBC Statement of Respectful Environment for Students, Faculty, and Staff. (<http://www.ubc.ca/respectful-environment/files/UBC-Respectful-Environment-Statement.pdf>)

B.Ed. students are also expected to be familiar with and to comply with the policies of the University relating to conduct including but not limited to:

- UBC Policy on Academic Honesty and Standards (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,958>)
- UBC Policy on Non-Academic Misconduct (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,1030,0>)

In addition, when B.Ed. students are in school or field settings, they are expected to be familiar with relevant policies and procedures governing conduct within those settings including but not limited to:

- Teacher Regulation Branch Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>)
- British Columbia Teachers Federation Code of Ethics (<http://https://www.bctf.ca/about-the-bctf/bctf-ethics>)
- Child, Family and Community Service Act – Duty to report abuse or suspected abuse (http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01)

Attendance

The Bachelor of Education at UBC Okanagan is an intensive full-time program and is highly participatory in nature. Regular attendance is a professional commitment that is expected of B.Ed. students in all classes and other mandatory scheduled events. Satisfactory attendance includes arriving on time, remaining for the duration of class or experience, and participating in all scheduled coursework, practicums, and field experiences. B.Ed. students who do not attend or participate regularly may not meet course expectations.

Vacations and other personal events should not conflict with classes, practicum, place-based learning and field experiences.

B.Ed. students who, because of unforeseen events, experience a prolonged absence during a term must report to department head or designate to request academic concession as close as possible to the time when attendance is adversely affected.

See UBC Calendar Policies and Regulations on Academic Concession (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>) for information on conflicting responsibilities and unforeseen events.

Prolonged absence during a course or field experience may result in program discontinuation or withdrawal. Absences during field experience may result in the timeframe for field experience to be extended to meet duration and teaching assignment requirements.

Please refer to the Okanagan School of Education (<http://education.ok.ubc.ca/>) website for information regarding attendance, including reporting an absence.



Field Experience (Coursework, Practicums, Community Field Experience)

Practicum placements are arranged by the Field Experience Coordinator and are normally in schools and/or school districts in the Thompson Okanagan region. The availability of placements in some areas may be limited and B.Ed. students must be prepared to accept a placement for a practicum anywhere within 125 km of UBC's Okanagan campus. B.Ed. students make their own arrangements for and bear the cost of personal transportation and accommodation during a practicum.

Arrangements for placements for the Community Field Experience are made by the Field Experience Coordinator in collaboration with other designated faculty and members of the community.

Please refer to the Okanagan School of Education (<http://education.ok.ubc.ca/students/policies.html>) website for information regarding the Guidelines for Assigning School placements, Pre-requisites for Commencing a Practicum or Community Field Experience, Transportation Requirements, Shared Driving Arrangements and Weather Conditions.

Academic Accommodation for Students with Disabilities

B.Ed. students seeking accommodations during coursework or field experiences should consult either with the UBCO Disability Resource Center (DRC) (<http://students.ok.ubc.ca/drc/welcome.html>) directly or with the DRC faculty liaison person in the Okanagan School of Education. B.Ed. students must self-identify, provide appropriate documentation of disability, and register with the DRC in order to be eligible to receive academic accommodations. B.Ed. students must also share the letter outlining academic accommodations, issued by the DRC, to each of their instructors at the beginning of term. In many instances, an academic accommodation for coursework does not extend to the field experiences, including practicum. The Field Experience Coordinator should be consulted prior to practicum if accommodation is sought. For information on the procedure for requesting accommodations for coursework or field experiences, see Okanagan School of Education website (<http://education.ok.ubc.ca/students/policies.html>).

Please refer to the Okanagan School of Education website (<http://education.ok.ubc.ca/students/policies.html>) for information regarding personal competencies required for becoming a teacher and the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>).

Written and Oral English Requirement

B.Ed. students admitted to the Bachelor of Education program must demonstrate competency in written and oral English. If concerns arise during coursework or field experiences regarding oral and written English competency, B.Ed. students may be advised to access Learning Support Services (<http://students.ok.ubc.ca/learning-supports.html>). Students may be excluded from participating in field experiences if English competency concerns are not satisfactorily addressed.

Grading

A Pass/Fail grading practice applies to all courses and field experiences in the Bachelor of Education program.

Determination of standing for Pass/Fail courses is criterion-based. In order to pass a course, B.Ed. students are expected to produce work that is of high quality and that satisfactorily meets criteria.

Please refer to the Okanagan School of Education (<http://education.ok.ubc.ca/students/policies.html>) website for information regarding assessment guidelines and procedures for the Bachelor of Education program.



Grading Coursework in the Bachelor of Education Program

a) Course assessment

To assess the learning outcomes for a course, instructors will develop the criteria for assignments using the program-wide rubric frame. The assessment rubrics are used for formative assessment (by instructors, students, and peers) during the course. The same assessment rubric is used for summative assessment when assignments are submitted and at the end of the course. B.Ed. students must satisfactorily meet expectations on all criteria for each assignment to receive a Pass for the course.

For the purpose of helping B.Ed. students develop their emerging understanding of their professional identity, personal and professional competencies will also form part of the formative assessment process.

Please refer to the Okanagan School of Education (<http://education.ok.ubc.ca/welcome.html>) website for more information regarding personal competencies required for becoming a teacher and the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>).

b) Identifying/supporting students of concern during a course and re-submitting assignments.

If a B.Ed. student is experiencing difficulty and/or is failing an assignment (i.e. is 'not yet meeting' expectations for one or more criteria), instructor(s) will meet with the B.Ed. student in a timely manner and collaboratively determine a re-submit or remediation plan. This plan is shared with the B.Ed. student's field advisor.

Re-submit/remediation plans are normally completed by the end of the course break following the course.

If a B.Ed. student fails an assignment, instructor(s) can provide B.Ed. students with a final opportunity to re-submit or remediate during the course break.

c) Assigning Course Grades

All courses in the Bachelor of Education program will be graded on a Pass/Fail basis.

Assigning course grades occurs during the Academic Performance Evaluation at the end of each course break or field experience. Prior to the Academic Performance Evaluation, instructors complete their course assessment for each B.Ed. student at the end of the course.

Field advisors ensure that the assessment information for personal and professional competencies is current for each B.Ed. student.

Please refer to the Okanagan School of Education (<http://education.ok.ubc.ca/students/policies.html>) website for more information regarding personal competencies required for becoming a teacher and the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-education-competence-and-professional-conduct-of-educators>).

At the end of the course break, a B.Ed. student who receives a summative assessment resulting in 'not yet meeting expectations' for one or more criteria on the assessment rubric will normally receive a 'Fail' for the course may be required to discontinue or withdraw from the program.

See also [Reinstatement and Readmission](#) for more information.



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Grading Field Experiences (Practicums and Community Field Experience)

All field experiences will be graded on a Pass/Fail basis. For assessment purposes, during all field experiences instructors will use standard assessment rubrics and reporting forms provided by the Okanagan School of Education.

A B.Ed. student who receives a summative assessment resulting in 'not yet meeting expectations' for one or more criteria on the standard assessment rubric will normally receive a 'Fail' for the field experience and may be required to discontinue or withdraw from the program.

See also *Termination of Practicum, Termination of Community Field Experience, and Reinstatement and Readmission* for more information.

Please refer to the Okanagan School of Education website (<http://education.ok.ubc.ca/students/policies.html>) for more information about the assessment procedure during a field experience.

Academic Performance Evaluations and Progression in the Bachelor of Education Program**Overview**

Academic Performance Evaluations occur at the end of each course or field experience and are cumulative. Determining each B.Ed. student's progression status is the outcome of the Academic Performance Evaluation and will be either:

- 'In good standing': The student is currently meeting expectations and is progressing satisfactorily with regard to the learning goals to date.
- 'Student of Concern': In the professional judgement of the School, the B.Ed. student is at risk academically and an action plan will be developed in an effort to support the B.Ed. student's further learning. A B.Ed. student with a 'student of concern' status for more than two courses and/or field experiences may be required to discontinue or withdraw from the program.
- 'Fail': The B.Ed. student has received a course or field experience summative assessment of 'Fail' and will be discontinued or withdrawn from the program.

Candidacy Review

After completing the Winter Terms 1 and 2 and the Summer Term 1 courses and field experiences, a comprehensive review is carried out for the purposes of determining readiness to begin the remaining coursework and field experience.

- 'In good standing': The B.Ed. student is currently meeting expectations, is progressing satisfactorily with regard to the learning goals to date, and may continue with the final coursework and field experience.
- 'Student of Concern': In the professional judgement of the School, the B.Ed. student is at risk academically and an action plan will be developed in an effort to support the B.Ed. student's further learning. A B.Ed. student who is unable to satisfactorily complete this action plan may be required to discontinue or withdraw from the program.
- 'Fail': The B.Ed. student has received a course summative assessment of 'Fail' and/or has received a 'student of concern' status for more than two courses and/or field experiences will be discontinued or withdrawn from the program.

Please refer to the Okanagan School of Education (<http://education.ok.ubc.ca/students/policies.html>) website for more information on the assessment guidelines and procedures for the Bachelor of Education Program

Letter of Completion



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B.Ed. students who successfully complete the Bachelor of Education program may request a letter from the Okanagan School of Education that summarizes the Pass/Fail grading practice which may be used in future applications to a post-baccalaureate or graduate degree program.

Suitability Review

Although satisfactory performance in both academic coursework and field experiences is a prerequisite for progression, it is not the sole criterion in considering the suitability of a B.Ed. student for progression, graduation or recommendation for teacher certification.

The School reserves the right to require a B.Ed. student to withdraw from the Bachelor of Education program or to not recommend the B.Ed. student for teacher certification if the B.Ed. student is considered to be unsuited to proceed with the study or practice of teaching because of persistent or egregious unprofessional conduct, or if it is deemed that the scholarship or professional fitness of a B.Ed. student is unsuitable for the teaching profession. In these situations, a B.Ed. student may be subject to a suitability review.

Unprofessional Conduct

For more information about expectations for professional conduct, please refer to *Professional Conduct in the Bachelor of Education Program* and to the *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*. (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>)

The examples of unprofessional conduct in this policy are not exhaustive, and the School will review allegations of unprofessional conduct on a case-by-case basis. This policy applies to all conduct of its B.Ed. students, even when not in the classroom or on practicum or otherwise related to the Bachelor of Education program. Examples of unprofessional conduct include but are not limited to

- behaving in a manner that endangers peers, faculty, staff, students, staff in practicum settings, volunteers, or others;
- harassing or being abusive toward students, peers, faculty, staff, staff in practicum settings, volunteers, or others;
- breaching confidentiality or other ethical obligations;
- engaging in illegal activities that are inconsistent with the practice of teaching or likely to harm students or others

Responding to Allegations of Unprofessional Conduct

When investigating an allegation of unprofessional conduct, the School will follow the Protocol and Procedure for Investigating and Responding to Alleged Unprofessional Conduct in the Program outlined on the Okanagan School of Education website (<http://education.ok.ubc.ca/students/policies.htm>).

B.Ed. students should note that the laying of criminal charges, the commencement of civil proceedings, or the commencement of proceedings under another University policy or procedure does not preclude the School from following the procedures set out in this policy.

If the School becomes aware that a B.Ed. student has been accused of serious unprofessional conduct, then the School reserves the right to postpone the B.Ed. student's advancement in the program, including graduation from the program, until the allegations of unprofessional conduct have been investigated and resolved by the School.

Where a B.Ed. student has been charged with a criminal offence that, if proven, would constitute unprofessional conduct, the School may postpone the B.Ed. student's advancement in the program including graduation from the program, until such time as the criminal charges are dismissed or have proceeded through the court system to acquittal or conviction and sentencing.

If the School becomes aware at any time that a B.Ed. student has been accused of unprofessional conduct then the School may

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require the B.Ed. student to obtain an updated criminal record check pursuant to the Criminal Records Review Act and provide the results to the School.

Conduct that is considered unprofessional under this policy may also violate other University policies. The School or another unit of the University may commence proceedings against the B.Ed. student pursuant to those processes in addition to taking action pursuant to this policy.

Fitness to Practice

B.Ed. students are expected to recognize their own limitations, act responsibly at all times, and take responsibility for ensuring continuing competency and learning.

B.Ed. students are responsible to notify the Okanagan School of Education in a timely manner if they determine that they are not fit to practice.

While accommodations may be made to assist a B.Ed. student's further learning, such accommodation cannot compromise the safety and well-being of students or the academic and professional integrity of the Bachelor of Education program.

A B.Ed. student may be discontinued or withdrawn from the Bachelor of Education program or may be subject to a suitability review if health-related and/or other problems render the B.Ed. student incapable of fulfilling the requirements of the program.

Please refer to the Okanagan School of Education (<http://education.ok.ubc.ca/students/policies.html>) website for more information about the Fitness to Practice Procedure and the Suitability Review Procedure.

Termination of Practicum

The Okanagan School of Education reserves the right at any time to terminate a practicum when it is determined that the scholarship, professional fitness, or professional conduct of a B.Ed. student is unsuitable for the teaching profession, or when responding to allegations of serious, unprofessional conduct.

A B.Ed. student will be assigned a grade of Fail (F) for a practicum and will be required to discontinue or withdraw from the program if:

- the B.Ed. student ceases to attend the practicum without consultation;
- the practicum has been terminated due to unsatisfactory progress;
- the practicum has been terminated because the continuing presence of the B.Ed. student in the school jeopardizes the welfare of pupils and/or staff;
- the B.Ed. student receives a failing grade on the final report.

In the event of a practicum termination, a B.Ed. student cannot continue with subsequent scheduled coursework.

B.Ed. students required to discontinue may pursue reinstatement or readmission. Completing the conditions specified at the time of discontinuation must be achieved prior to submitting a request for reinstatement or readmission. These conditions may include additional and/or repeated coursework. Please refer to the sections [Reinstatement](#) and [Readmission](#) for more information.

Termination of Community Field Experience

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The Okanagan School of Education reserves the right at any time to terminate a community field experience when it is determined that the scholarship, professional fitness, or professional conduct of a B.Ed. student is unsuitable for the teaching profession, or when responding to allegations of serious, unprofessional conduct.

If a B.Ed. student's community field experience is terminated, a grade of Fail (F) will be assigned and the B.Ed. student will be required to discontinue or withdraw from the program.

Review of Assigned Standing

A B.Ed. student who disagrees with their assigned standing is encouraged to first discuss the matter informally with the instructor(s) of the course, when possible. If necessary, the instructor may, at their discretion should they believe the original assigned standing was in error, change the standing by submitting a change to academic record form.

If the matter remains unresolved following the initial conversation with the instructor and the student believes that some or all of the material contributing to the assigned standing has been incorrectly evaluated, the B.Ed. student may apply for a Review of Assigned Standing.

A Review of Assigned Standing is undertaken to determine whether a B.Ed. student's performance in that course was correctly evaluated. A Review of Assigned Standing is distinct from an Appeal on Academic Standing; the latter addresses procedural errors or irregularities as opposed to errors in assigning standings based upon academic judgment. For more information on an Appeal on Academic Standing, see the calendar entry [here](http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,0,0).

In applying for a Review of Assigned Standing, a B.Ed. student must submit the material to be reviewed in its original marked form, or if the material was not returned to the B.Ed. student, provide sufficient information for the academic unit to identify the assignment.

Components of an Assigned Standing that are intangible such as – but not limited to - live performances, live presentations, practicum assessments, or participation are not eligible for a Review of Assigned Standing, nor are graduate-level theses and doctoral dissertations.

In the Okanagan School of Education, appeals regarding decisions about course requirements should be addressed first to the instructor(s) and, if not resolved satisfactorily, to the department head or designate or, in the case of a field experience, to the Field Experience Coordinator or designate.

Please refer to the UBC Okanagan Academic Calendar for information regarding policies and regulations concerning a Review of Assigned Standing in a Course (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,294,0,0>) and Senate Appeals on Academic Standing. (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,0,0>)

Review of Standing in a Field Experience

Where a B.Ed. student disagrees with the standing in a field experience (including practicum), the B.Ed. student may apply for a review.

Please refer to the Okanagan School of Education (<http://education.ok.ubc.ca/students/policies.html>) website for more information on the Procedure for Review of Standing in a Field Experience in the Bachelor of Education Program.

Voluntary Withdrawal

A B.Ed. student wishing to voluntarily withdraw from the Bachelor of Education program must obtain the approval of the dean or



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designate.

If a B.Ed. student is contemplating a decision to voluntarily withdraw from studies in the Bachelor of Education program, it is recommended that the B.Ed. student makes an appointment with an Education Academic Advisor (<http://students.ok.ubc.ca/advising/cc> <http://students.ok.ubc.ca/advising/contact.htm>) prior to making that decision.

B.Ed. students wishing to voluntarily withdraw during a field experience must consult with the Field Experience Coordinator prior to formally ceasing to continue.

If the withdrawal is approved, the date of withdrawal will be recorded and a standing of W in all courses not completed on that date will be indicated on the academic record.

If the withdrawal is not approved, the B.Ed. student will remain registered in all courses and a final grade and/or standing will be assigned at the end of the term.

A B.Ed. student who does not complete formal withdrawal procedures will be liable for all assessed fees until such procedures are completed.

Program Discontinuation and Withdrawal

“Discontinue” refers to situations where a B.Ed. student is required to cease to be registered in their course of study for an indefinite period of time. “Withdraw” refers to situations where a B.Ed. student is required to discontinue and may not normally return to the program in the future.

All program discontinuations and withdrawals are approved by the department head or designate.

Academic Leave

B.Ed. students in good standing must seek approval from the dean or designate prior to taking an academic leave. The Bachelor of Education program is a cohort-based program and there is a limited ability to accommodate academic leave requests.

If a B.Ed. student is contemplating a decision to take an academic leave from studies in the Bachelor of Education program, it is recommended that the B.Ed. student makes an appointment with an Education Academic Advisor (<http://students.ok.ubc.ca/advising/cc> <http://students.ok.ubc.ca/advising/contact.htm>) prior to making that decision.

B.Ed. students experiencing extenuating circumstances during a field experience and who wish to request an academic leave must consult with the Field Experience Coordinator prior to formally ceasing to continue.

Requests for academic leave are considered on an individual basis. When appropriate, supporting documentation from relevant authorities must be obtained to support the request.

Please refer to the UBCO Policies and Regulations (<http://www.calendar.ubc.ca/okanagan/print.cfm?tree=3,326,0,0>) for more information on Academic Leave.

Reinstatement

“Reinstatement” refers to the type of registration required when a B.Ed. student is returning to the program after an absence of less



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than one year due to an academic leave or a required discontinuation of studies.

B.Ed. students who leave or discontinue their studies will not be entitled automatically to return. Each request for reinstatement will be dealt with on an individual basis and considered along with other admission applications at the time.

Prior to submitting a request for reinstatement, conditions specified prior to the academic leave or required discontinuation must be completed. A request for reinstatement may or may not be granted and is based upon space availability and the degree to which the B.Ed. student has met the conditions specified prior to the academic leave or required discontinuation.

A B.Ed. student who has voluntarily withdrawn or who was required to withdraw is not eligible for reinstatement.

Repeat or additional coursework may be required upon reinstatement.

Normally reinstated B.Ed. students who previously failed a course or field experience will be required to withdraw in the case of failing any subsequent course.

B.Ed. students who are granted reinstatement to the program may be required to authorize a new criminal record check.

Please refer to the Okanagan School of Education website for more information on the Reinstatement and Readmission Procedures (<http://education.ok.ubc.ca/students/policies.html>) in the Bachelor of Education Program.

Readmission

“Readmission” refers to the type of registration required when a B.Ed. student is returning to the program after an absence of more than one year due to an academic leave or a required discontinuation of studies. A completed application form and application fee is required for readmission.

B.Ed. students who leave or discontinue their studies will not be entitled automatically to return. Each request for readmission will be dealt with on an individual basis and considered along with other admission applications at the time.

Prior to submitting a request for readmission, conditions specified prior to the academic leave or required discontinuation must be completed. A request for readmission may or may not be granted and is based upon space availability and the degree to which the student has met the conditions specified prior to the academic leave or required discontinuation. Additionally, if readmission is granted, a B.Ed. student must meet the admission requirements prevailing at the time of re-entry.

A B.Ed. student who has voluntarily withdrawn or who was required to withdraw is not eligible for readmission.

Normally, a B.Ed. student who requests readmission but who is unable to complete all requirements of the Bachelor of Education program within four years of first registration will not be granted readmission. They may, however, submit a new application for admission and, if admitted, will receive no credit for courses completed previously.

Please refer to the section entitled ‘Degree Requirements’ for information regarding the timeframe to complete the program.

Repeat or additional coursework may be included in the conditions for readmission.

Normally readmitted B.Ed. students who failed a course or field experience will be granted only one opportunity to repeat the course or field experience.



B.Ed. students who are granted readmission to the program may be required to authorize a new criminal record check.

Please refer to the Okanagan School of Education website for more information on the Reinstatement and Readmission Procedures (<http://education.ok.ubc.ca/students/policies.html>) in the Bachelor of Education Program.

Undergraduate Programs > Bachelor of Education Degree Requirements

Timeframe to Complete

The Bachelor of Education program is an intensive, 16-month program. B.Ed. students are encouraged to complete the program within 16-months; however, B.Ed. students whose program is interrupted normally have four years from first registration in which to complete the requirements of the program. B.Ed. students whose program is interrupted for any reason are required to provide evidence that the conditions set at the time of the interruption have been met. The conditions may include additional and/or repeated coursework.

Reinstatement or readmission is not automatic (see [Reinstatement and Readmission](#) for more information).

B.Ed. students who fail to complete all requirements of the Bachelor of Education program within the four year period may not be allowed readmission. In such cases, B.Ed. students may submit a new application for admission and, if admitted, will receive no credit for courses completed previously. See [Readmission](#) for more information.

Part Time Students

The Bachelor of Education program is an intensive, 16-month program. Because of the integrated nature of the coursework, a part-time study is not possible.

Generalist Program

The Bachelor of Education is a generalist program where B.Ed. students learn through exposure to a variety of pedagogies and through extended practicum and other field experiences. While the majority of the required courses are the same for both program pathways ('Teaching Children' and 'Teaching Adolescents'), B.Ed. students will often be grouped within these courses and during experiential components according to the level they aspire to teach. B.Ed. students will also be able to personalize their programs and potentially specialize further through their choice of elective courses during the Summer Institute and through their selection of community field experience (EDUC 442).

Given the generalist nature of the B.Ed. program, no specialization or pathway will be indicated on the transcript or parchment.

Program Overview

The B.Ed. program requires B.Ed. students to complete 60 credits:

- 54 credits of core courses including practicums and community field experience
- 6 credits of Okanagan School of Education's Summer Institute electives.

The program spans 16 months beginning mid-August of Year 1 running continuously for 16 months with completion in late



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December the following year. Most of the courses and practicums are run sequentially one after the other.

For the specific course structure and schedule, see B.Ed. Course Structure and Schedule for Students Entering the Program in 2017/18 or Later (<http://education.ok.ubc.ca/students/overview.html>)

Completion of this program meets the requirements for the UBC Okanagan campus B.Ed. degree and the requirements of the Ministry of Education Teacher Certification Branch for a Professional Teaching Certificate.

First Year

The first year starts mid-August with a required Orientation and ends in mid-August the following year.

Orientation (required)

EDUC 403 (6) Becoming a Scholar practitioner

EDUC 440 (3) Field Experience: Literacies and Numeracies in Action

EDUC 431 (6) Developing a Pedagogical Stance

EDUC 436 (5) Developing Curricular Vision for a Democratic Society: Educational Purposes, Policies and Practices Part 1

EDUC 441 (5) Field Experience: Formative Practicum

EDUC 437 (5) Developing Curricular Vision for a Democratic Society: Educational Purposes, Policies and Practices Part 2

EDUC 442 (5) Community Field Experience

EDUC 438 (4) Educating for the Whole Person

Summer Institute in Education (6): Complete elective courses that focus on personalized professional learning goals.

Scholar-Practitioner Inquiry Conference

Second Year

The second year starts mid-August directly after completion of Year 1. The second year ends with the program completion in late December of the same calendar year.

EDUC 444 (15) Field Experience: Final Practicum/Internship

Program Debrief (required)

Taking Non-UBC Okanagan Courses While Registered in the BEd Program

The Okanagan School of Education must ensure the professional competency of its B.Ed. graduates; therefore, most courses must be completed at the UBC Okanagan campus. (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,297,0,0>)

B.Ed. students are advised to seek academic advising prior to registering in courses outside of UBC Okanagan that they wish to apply to their B.Ed. degree.



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B.Ed. students require a letter of permission (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,51,874,0>) from the Okanagan School of Education before registering to take a course at any other academic institution to apply credit.

On completion of the course, B.Ed. students are responsible for submitting an official transcript to have the credits assessed and applied to their degree.

Please refer to the Okanagan School of Education website (<http://education.ok.ubc.ca/welcome.html>) for information about the guidelines and procedures for taking a non-UBC Okanagan courses while registered in the BEd program.

Undergraduate Programs > Bachelor of Education Teacher Certification

The Teacher Certification Branch (TCB)

Legislation requires that every person appointed or retained as a teacher in a public school shall be a member of the Teacher Certification Branch (TCB) (<http://teacherregulation.gov.bc.ca/>) and hold a valid certificate of qualification issued by the TCB. It is the responsibility of the teacher to apply to the registrar of the TCB for initial certification, or for a change in certification, and to provide all necessary documents. Persons convicted of a criminal offence and considering a teaching career should write to the TCB for clarification of their status before undertaking a teacher education program.

The Teacher Qualification Service (TQS)

Salary categories for teachers are established by the Teacher Qualification Service (TQS) (<http://www.tqs.bc.ca>) upon application, and only when a British Columbia teaching certificate has already been granted by the TCB. Categories are assigned on the basis of completed years of academic and professional preparation. Partial years are not considered.

Procedures and Documentation

The procedures for application to both the TCB and the TQS will be outlined to B.Ed. students before completion of the Bachelor of Education program.

Please refer to the Okanagan School of Education website for more information on procedure for applying for UBCO graduation, TCB teacher certification, and TQS salary category.

Certification

For the purpose of determining eligibility for a teaching certificate, successful completion of the Bachelor of Education program requires a Pass grade in each course that is applicable to the program. B.Ed. students who do not obtain a grade of Pass will not be reported as eligible for certification, and normally will be required to withdraw from the program.

Recertifying, Updating or Transitioning Teaching Qualifications

B.Ed. students who are required by the TCB to complete courses for recertification purposes, or who wish to complete courses in order to be considered for employment opportunities by updating or transitioning their qualifications, should consult with an Education Academic Advisor to explore professional learning options.

Undergraduate Programs > Elementary Teacher Education Program (ETEP) Degree



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Requirements

NOTE: The Bachelor of Education program will no longer offer entry to the BEd Elementary Teacher Education Program (ETEP) beginning with the 2017-2018 academic year. A renewed Bachelor of Education program is offered in 2017. The Elementary Teacher Education Program (ETEP) that began in 2016-2017 (as Year 1) will be offered in 2017-2018 for Year 2 degree requirements.

Timeframe to Complete ETEP

A student enrolled in ETEP must complete the final practicum within four years of beginning the program. If a student is unable to complete the final practicum within this timeframe, the student will be required to complete a professional learning plan, developed in consultation with the School Experience Coordinator, to demonstrate readiness for commencing practicum. This professional learning plan may include additional and/or repeated coursework.

Program of Study for ETEP Five-Year Degree and Two-Year Post Degree

EDUC 405 Concept Studies Module I: The Culture of Education	8
EDUC 407 Content Studies Module I: Developing Instructional Strategies	8
EDUC 420 Context Studies Module I: Learning Communities, The Attributes of Professional Practice	2
EDUC 410 Concept Studies Module II: The Culture of the School	4
EDUC 411 Content Studies Module II: Designing Learning Experiences	6
EDUC 421 Context Studies Module II: Learning Communities, Professional Practice in the School Community	5
INDG 405 Indigenous Education: History and Revitalization	3
EDUC 415 Concept Studies Module III: The Culture of the Classroom	7
EDUC 417 Content Studies Module III: Integrating, Assessing, and Reporting	8
EDUC 424 Context Studies Module III: Learning Communities: Professional Practice in the Classroom	2
EDUC 430 Guided Reflective Inquiry Project (four weeks)	4
EDUC 425 Context Studies IV: Learning Communities, Becoming a Practicing Professional	10

Completion of the ETEP meets the requirements for the UBC Okanagan campus B.Ed. degree and the requirements of the Ministry of Education Teacher Regulation Branch for a Professional Teaching Certificate.

For more information about the ETEP Program, please refer to the Okanagan School of Education website (<http://www.ubc.ca/okanagan/education/undergrad/ETEP.html>)

Undergraduate Programs > Secondary Teacher Education Program (STEP) Degree Requirements

NOTE: The Bachelor of Education program will offer the BEd Secondary Teacher Education Program (STEP) for the last time during the 2016-2017 academic year. A renewed Bachelor of Education program will be offered in 2017.



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Timeframe to Complete STEP

A student enrolled in STEP must complete the final practicum within three years of beginning the program. If a student is unable to complete the final practicum within this timeframe, the student will be required to complete a professional learning plan, developed in consultation with the School Experience Coordinator, to demonstrate readiness for commencing practicum. This professional learning plan may include additional and/or repeated coursework.

STEP Students are required to complete all of:

EDUC 405 Concept Studies Module I: The Culture of Education	8
EDUC 426 Practicum Classroom Instruction	3
EDUC 427 Learning Communities Seminar: Secondary Education	3
EDUC 428 Learning Communities Practicum: Secondary Education	15
EDUC 430 Guided Reflective Inquiry Project	4
EDUC 432 Assessment for Learning in the Secondary Classroom	3
EDUC 447 The Adolescent in the Classroom	3
EDUC 450 Policy and Organization: The School, Community, and Society	3
EDUC 453 Information Communication Technology for Secondary Teachers	3
EDUC 456 Special Needs in Secondary Education	3
EDUC 459 ESL in Secondary Education	3
INDG 405 Indigenous Education: History and Revitalization	3

In addition to the required EDUC courses, students admitted to a particular STEP specialty must also complete:

STEP Students admitted into the French Education Specialty must complete:

EDUC 488 Curriculum and Instruction: French Immersion	3
EDUC 491 Curriculum and Instruction: French as a Second Language	3

STEP Students admitted into the Humanities Education Specialty with 24 credits of academic coursework in English must complete:

EDUC 495 Curriculum and Instruction, Humanities: English	3
3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)	3

STEP Students admitted into the Humanities Education Specialty with 24 credits of academic coursework in Social Studies must complete:

EDUC 496 Curriculum and Instruction, Humanities: Social Studies	3
3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)	3



STEP Students admitted into the Math/Science Education Specialty with 24 credits of academic coursework in Math must complete:

EDUC 480 Curriculum Instruction: Secondary Mathematics	3
3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)	3

STEP Students admitted into the Math/Science Education Specialty with 24 credits of academic coursework in Science must complete:

EDUC 482 Curriculum Instruction: Secondary Science	3
3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)	3

STEP Students admitted into the Middle School Education Specialty must complete:

EDUC 493 Curriculum and Instruction: Middle School Education, Philosophy, Structure, and Methods	3
EDUC 494 Curriculum and Instruction: Middle School Education, Integrated Methods	3

STEP Students admitted into the Physical Education Specialty must complete:

EDUC 434 Physical Education in the Secondary Classroom	3
3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)	3

Note: The STEP Physical Education Specialty will be offered starting 2015 Summer. For more information please refer to the Okanagan School of Education website (<http://www.ubc.ca/okanagan/education/undergrad/STEP.html>)

STEP Students admitted into the Trades Technology Education Specialty must complete:

EDUC 484 Curriculum and Instruction: Technology Education I	3
EDUC 486 Curriculum and Instruction: Technology Education II	3

Note: To be eligible for the B.Ed. degree, students in the Trades Technology Education specialty must complete all of the courses listed above. Students who completed the two-year British Columbia Institute of Technology (BCIT) Technology Teacher Education Diploma (TTED) must also complete a total of 24 credits of university-transferable Arts and/or Science coursework including 6 credits of English. Students who completed the two-year Okanagan College (OC) Trades Technology Teacher Education (TTTE) diploma must also complete a total of 30 credits of university-transferable Arts and/or Science coursework including 6 credits of English.

STEP Students admitted into the Humanities, Math/Science, and Physical Education must complete three credits from the following EDUC- Curriculum & Instruction elective list:



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EDUC 480 Curriculum Instruction: Secondary Mathematics	3
EDUC 482 Curriculum Instruction: Secondary Science	3
EDUC 486 Curriculum and Instruction: Technology Education II	3
EDUC 493 Curriculum and Instruction: Middle School Education, Philosophy, Structure, and Methods	3
EDUC 494 Curriculum and Instruction: Middle School Education, Integrated Methods	3
EDUC 495 Curriculum and Instruction, Humanities: English	3
EDUC 496 Curriculum and Instruction, Humanities: Social Studies	3

For more information about the STEP Program, please refer to the Okanagan School of Education website (<http://www.ubc.ca/okanagan/education/undergrad/STEP.html>)

Undergraduate Programs > Bachelor of Education Academic Regulations - ETEP and STEP

For the Academic Regulations of ETEP and STEP programs, refer to the archived Academic Calendars (<http://www.calendar.ubc.ca/archive/okanagan>).

Undergraduate Programs > Developmental Standard Teaching Certificate in Okanagan Language and Culture

Admission Requirements

A cumulative average of at least 65% in the following attempted credits:

- 6 credits of approved English;
- 6 credits of Canadian studies;
- 3 credits of Mathematics¹;
- 3 credits of Science¹;
- 54 credits of Okanagan language and culture courses and Indigenous studies courses.

¹The Math and Science credits may be deferred as this certificate will restrict teaching to only Okanagan language and culture courses. Deferred credits must be completed prior to completion of a Permanent Teaching Certificate or a B.Ed. degree.

Post-Baccalaureate Education Programs

Post-Baccalaureate Certificate and Diploma

The Education Post-Baccalaureate Certificate (15 credits) and Post-Baccalaureate Diploma (30 credits) provide professional development opportunities for educators and respond to the needs of schools and districts for education specialists. These are post-degree professional programs designed to complement post-secondary education that has already been achieved. The Post-Baccalaureate Certificates and Diplomas do not carry credit toward certification to teach in public schools in British Columbia. A Post-Baccalaureate Certificate (15 credits) or a Post-Baccalaureate Diploma (30 credits) will be issued upon completion.

Admission Requirements



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Admission to the Post-Baccalaureate Certificate/Diploma programs requires a bachelor's degree, teacher's certification, or permission of the Okanagan School of Education. Students wishing to enrol in individual courses but who are not in a Post-Baccalaureate Certificate or Diploma program require third-year standing as well as permission from the Okanagan School of Education.

Advanced Standing and Transfer Credit

Courses permitted for advanced standing or transfer credit must be senior-level university coursework, and must be conceptually consistent with the Post-Baccalaureate Certificate/Diploma specialization. A minimum of 60% of the credits applied towards the Post-Baccalaureate Certificate/Diploma program must be taken within the Okanagan School of Education. Transfer courses require approval from the Director of Professional Programs and/or the Dean of Education. A maximum of 6 credits of coursework may be transferred toward the Post-Baccalaureate Certificate. A maximum of 12 credits of coursework may be transferred toward the Post-Baccalaureate Diploma. All transfer credits will be from a recognized institution and must be disclosed and approved at the time of application or authorized by a letter of permission from the Okanagan School of Education. Transfer courses must not have been used for credit toward other certificates, diplomas, or degrees.

Program Structure

To respond to professional schedules, Post-Baccalaureate Certificate/Diploma courses are offered as Saturday sessions (during winter terms), online, and blended format, and also as regularly scheduled Summer Session courses. The Post-Baccalaureate Certificate is awarded after the completion of 15 credits. The Post-Baccalaureate Diploma is awarded after the completion of 30 credits. Students may complete the courses as available in sequence, or take the required number of courses within a maximum six-year period (certificate/diploma programs).

Note: some courses may require prerequisites.

Interdisciplinary Studies in Contemporary Education Post-Baccalaureate Certificate and Diploma

The Interdisciplinary Studies in Contemporary Education Post-Baccalaureate program is for educators seeking flexibility where areas of study can be tailored to meet their needs and interests. The program is designed to prepare teachers to work with children and adolescents in a variety of areas, including educational studies, early learning, inclusive education, and language and literacy. Educators can focus on one, two, or all three of these program areas, while still meeting the educational needs and requirements for specialization (learning assistance or resource teachers). The purpose is to expand current knowledge and understanding with practical implications within school environments to support teacher development and so that all students have equitable access to learning and achievement.

Interdisciplinary Studies in Contemporary Education Course Options

ECED 405	Foundations of Early Childhood Education
ECED 416	Kindergarten Curriculum
ECED 420	History of Early Childhood Education
ECED 421	Supporting Young Children through Home, School, and Community Relationships
ECED 438	Observation and Documentation in Early Childhood Settings
ECED 440	Play and Early Childhood Education
ECED 441	Indigenous Language Nests in Early Learning
ECED 443	Theories of Early Learning
ECED 444	Early Numeracy
ECED 445	Social Equality and Early Learning
ECED 463	Early Language and Literacy Development



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ECED 480	Special Topics in Early Childhood Education
EPSE 406	Typical and Atypical Development in Infants and Children
EPSE 407	Developmental Disabilities
EPSE 421	Assessment of Learning Difficulties
EPSE 431	Programming for Children with Specific Learning Disabilities
EPSE 433	Assessment and Positive Behavioural Support in School and Community Settings
EPSE 437	Interventions for Children and Adolescents with Behaviour Disorders
EPSE 464	Literacy for Diverse Learners in the Elementary Grades
EPSE 465	Literacy for Diverse Learners in Middle and Secondary Grades
EPSE 466	Numeracy for Diverse Learners
EPSE 467	Social and Emotional Development of Diverse Learners
EPSE 468	Creating Positive Learning Environments for Inclusive Education
EPSE 469	Education for Students with Sensory Loss or Motor Impairments
EPSE 470	Selected Topics in Inclusive Education
EPSE 471	Applied Project in Inclusive Education
EPSE 472	Issues in Inclusive Education
LLED 441	Introduction to Teaching Children's Literature
LLED 449	Teaching Adolescents' Literature
LLED 450	Teaching and Learning Language and Literacy: Kindergarten and Primary Grades
LLED 451	Teaching and Learning Language and Literacy: Intermediate and Middle Grades
LLED 452	Literacy in the Content Areas: Intermediate and Secondary
LLED 460	Theoretical Foundations and Research in English Language Arts Education
LLED 461	Assessment of Literacy and Learning
LLED 463	Early Language and Literacy Development
LLED 464	Literacy for Diverse Learners in the Elementary Grades
LLED 465	Literacy for Diverse Learners in Middle and Secondary Grades
LLED 466	ESL and Literacy Education
LLED 467	Drama in English Language Arts Education
LLED 468	Language, Literacy, and Numeracy
LLED 481	Digital Media in English Language Arts Education
LLED 490	Special Topics in Language and Literacy Education
EDST 497	Contemporary Educational Issues
EDST 498	Contemporary Educational Practice
EDST 499	Studies in Educational Leadership



Teaching English and Additional Languages (TEAL) Post-Baccalaureate Certificate

The Teaching English and Additional Languages (TEAL) Post-Baccalaureate Certificate is designed to prepare students who are new to teaching as well as offer professional development for current teachers and people with previous teaching experience to work with additional language learners in Canada or abroad. The certificate develops the skills to work as English as an additional language (EAL) teachers in adult contexts, heritage language teachers, English Language Learning specialists, Learning Assistance Teachers, and other district-level consultants, school-based teachers, and educational practitioners in additional language teaching and learning settings.

The Teaching English and Additional Languages (TEAL) Post-Baccalaureate program consists of 12 credits: LLED 494 (3), LLED 495 (3), and LLED 496 (3) and LLED 497 (3).

Certificate Requirements

- 12 credits of:

LLED 494(3) Introduction to Additional Language Teaching and Learning

LLED 495(3) Curriculum and Materials Design in Additional Language Teaching and Learning

LLED 496(3) Theory and Practice in Additional Language Teaching and Learning

LLED 497(3) Practicum in Additional Language Teaching and Learning

Note: Not all courses are offered every year. Students should contact the Okanagan School of Education for current Post-Baccalaureate courses.

Graduate Programs

Information on the Master of Education (M.Ed.) (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,897,1052>) and the Master of Arts in Education (M.A.) (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,897,1052>) programs can be found under the College of Graduate Studies.

Academic Staff

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M. Macintyre Latta, B.Ed., M.A., Ph.D. (Calg.)

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K. Ragoonaden, B.A., Cert.Ed., M.A., Ph.D. (Montr.)

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R. Campbell, B.A., B.Ed., M.A., Ph.D. (Tor.)

S. Douglas, B.A., M.Ed., Ph.D. (Calg.)



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Lecturer

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R. Draper, B.A., M.A. (Br. Col.)
K. Jacobs, B.A., M.A. (Br. Col.)
D. Kozak, B.Ed., M.Ed., Ph.D. (Br. Col.)
D. Lecoy, B.A., M.S.W. (Br.Col.)
C. Lindsay, B.Ed., M.Ed. (Alta.)
C. Perry, B.Ed., M.A. (Ganzaga)

Associate Professors Emeriti

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