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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Vancouver

ACADEMIC

CALENDAR

2018/19

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Department of Educational and Counselling Psychology, and Special Education

Department of Educational Studies

Department of Language and Literacy Education



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Edudata Canada

Indigenous Education

Institute for Early Childhood Education and Research

Indigenous Teacher Education Program (NITEP)

Office of Research in Education

Psychoeducational Research and Training Centre

Teacher Education



Introduction

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Bachelor of Education

The Faculty of Education offers initial Teacher Education leading to the degree of Bachelor of Education. Following completion of all requirements, teacher candidates are eligible to apply for the BC Professional Teaching Certificate. Program options (Elementary & Middle Years, and Secondary) build upon the academic and experiential background of teacher candidates by developing a commitment to inquiry and an appreciation of the value of research.

Continuing Professional Development

Opportunities for continuing professional development education are also offered. Students may undertake individual courses of interest or complete a series of courses leading to a Certificate or Diploma in Education. Diplomas are offered in a teaching discipline or in a related area. Individuals seeking to complete prerequisites for admission to a Master's program can do so through the courses offered individually or as part of Certificate studies. For information about specializations, admission, and application procedures, visit the Teacher Education website (<http://www.teach.educ.ubc.ca>).

For information on advanced degrees visit Education Graduate Programs.

Bachelor of Education

Bachelor of Education > Introduction

The Faculty of Education offers the Bachelor of Education to persons interested in a career in teaching. Students admitted to either the Elementary & Middle years, or Secondary Teacher Education Program options undertake studies over an 11-month period.

In addition, the Faculty offers the following five-year dual-degree program options:

1. The Faculty offers a five-year dual degree program option with the Faculty of Science leading to a combined Bachelor of Education (Secondary)/Bachelor of Science (Physics or Mathematics).
2. The Faculty offers a five-year dual degree program option with the Faculty of Land and Food Systems leading to the combined Bachelor of Education (Secondary)/Bachelor of Science in Food, Nutrition and Health.



3. The Faculty offers a five-year dual degree program option with the School of Kinesiology leading to the combined Bachelor of Education (Secondary)/Bachelor of Kinesiology.
4. The Faculty offers a five-year dual degree program option with the Faculty of Arts (School of Music) leading to the combined Bachelor of Education (Secondary)/Bachelor of Music.
5. The Faculty offers a five-year dual degree program option with the Faculty of Science (Forestry) leading to the combined Bachelor of Education (Secondary)/Bachelor of Science (Forest Sciences).
6. The Faculty offers a five-year dual degree program option with the Faculty of Science (Forestry) leading to the combined Bachelor of Education (Secondary)/Bachelor of Science (Natural Resources Conservation).

Bachelor of Education > Pre-Admission Advising

Advising on pre-admission requirements is available through the Teacher Education Office (<http://teach.educ.ubc.ca>). Before sending inquiries or making appointments, please review your transcript in relation to the admission requirements for the program option of your choice and complete self-assessment forms and worksheets.

Dual Degree Program Options

The Faculty offers the option of beginning your teacher education program at the secondary level (B.Ed. Secondary) while concurrently enrolled in specific Bachelor degree studies in the following teachable subjects.

Bachelor of Science (Major in Food, Nutrition and Health) plus Bachelor of Education (Teachable Subject in Home Economics)

Students in the Faculty of Land and Food Systems may apply for admission to the program via the Land and Food Systems Student Services Office (<http://www.landfood.ubc.ca/academics/undergraduate/fnh/dual-degree-fnh-ed/>). Students apply in January of the second year of their undergraduate program and must receive approval from the Faculty of Land and Food Systems and the Faculty of Education.

All students whose applications are successful will be admitted to the Faculty of Education beginning in Summer Session, Year 2. Continuation will require successful completion of both Year 2 of the Food, Nutrition and Health major and the in-school practicum in May following the second year of their undergraduate program.

Bachelor of Science (Major in Mathematics) plus Bachelor of Education (Teachable Subject in Mathematics)

Students in the Faculty of Science may apply for admission to the program via the Science Information Centre (<http://science.ubc.ca/students/degree/dual>). Students apply in January of the second year of their undergraduate program and must receive approval from the Faculty of Science and the Faculty of Education.

All students whose applications are successful will be admitted to the Faculty of Education beginning in Summer Session, Year 2. Continuation will require successful completion of both Year 2 of the Science major and the in-school practicum in May following the second year of their undergraduate program.

Bachelor of Music (Major in General Studies, Secondary Education) plus Bachelor of Education (Teachable Subject in Music)

Students in the School of Music, Year 2 take EDCP 210 in Term 1, and then apply for admission to the Dual Degree option in Music and Education by January 31. Dual Degree option applications for admission can be found on the Faculty of Arts' School of Music website (<http://music.ubc.ca/undergraduate/degree-overview/bachelor-of-music/>) or at the School of Music Advising Office. Students apply in January of the second year of their undergraduate program and must receive approval from the School of Music and the Faculty of Education.



Bachelor of Kinesiology (Physical and Health Education Option) plus Bachelor of Education (Teachable Subject in Physical Education)

Students in the School of Kinesiology can apply for admission online on the School of Kinesiology website (<http://kin.educ.ubc.ca/>) or at the Kinesiology Advising Office. Students apply in January of the second year of their undergraduate program and must receive approval from the School of Kinesiology and the Faculty of Education.

All students whose applications are successful will be admitted to the Faculty of Education beginning in Summer Session, Year 2. Continuation will require successful completion of both Year 2 of the Kinesiology major and the in-school practicum in May following the second year of their undergraduate program.

Bachelor of Science (Major in Physics) plus Bachelor of Education (Teachable Subject in Physics)

Students in the Faculty of Science may apply for admission to the program via the Science Information Centre (<http://science.ubc.ca/students/degree/dual>). Students apply in January of the second year of their undergraduate program and must receive approval from the Faculty of Science and the Faculty of Education.

All students whose applications are successful will be admitted to the Faculty of Education beginning in Summer Session, Year 2. Continuation will require successful completion of both Year 2 of the Science major and the in-school practicum in May following the second year of their undergraduate program.

Bachelor of Science (Forest Sciences) or (Natural Resource Conservation) plus Bachelor of Education (Teachable Subject in Biological Sciences)

Application for admission to the program option is made through the Faculty of Science Faculty of Forestry (<http://www.forestry.ubc.ca/>) or at the Forestry Student Services Office. Students apply by the first week of February of second year of their undergraduate program and must receive approval from the Faculty of Forestry and the Faculty of Education.

All students whose applications are successful will be admitted to the Faculty of Education beginning Summer Session, following Winter session Year 2.

Bachelor of Education > Admission

The Faculty admits students on the basis of merit and is committed to admitting qualified candidates who reflect the ethnic, cultural, and social diversity of British Columbia. Applications are encouraged from persons of Aboriginal ancestry (see Canadian Aboriginal Students (Calendar page <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,14,0,0#49>)), visible minorities, persons with disabilities, women in subject areas in which they are under-represented, and men interested in primary school teaching. All qualified applicants are encouraged to apply.

A criminal records check will be required of all teacher candidates admitted to the B.Ed. program.

Elementary & Middle Years Teacher Education

The Bachelor of Education, Elementary & Middle Years Teacher Education option prepares students to teach Kindergarten to Grade 8. Applicants must have completed a minimum three-year degree (academic equivalent to a UBC Bachelors degree) at an accredited post-secondary institution. The applicant must present the following 30 credits of specific course work, which may be included within the initial degree.

- 6 credits of English literature and composition, or equivalent. Applicants applying to the French Immersion option may complete 6 credits of French literature and composition.



- 3 credits (minimum) of a laboratory science (laboratory science courses are normally selected from the life sciences, chemistry, physical geography, earth and ocean studies, geology, astronomy, or physics).
- 3 credits (minimum) of mathematics (**not** statistics or business mathematics).
- 6 credits of Canadian content of which at least 3 credits must be Canadian history or geography.
- 12 senior-level credits (third- or fourth-year level) from non-Education coursework.

In addition, applicants must present a minimum average of 65% on the most recently completed 60 credits.

Applicants to the French Immersion or Core French program options must pass an oral and written French diagnostic test at an appropriate level prior to admission. Applicants are strongly encouraged to have taken university-level coursework in French grammar and composition.

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.

Individuals interested in Middle Years Teacher Education apply through the Elementary & Middle Years Teacher Education option.

Secondary Teacher Education

The Secondary Teacher Education option prepares students to teach Grades 8 through 12. Applicants must have completed a minimum three-year degree (academic equivalent to a UBC bachelors degree) at an accredited post-secondary institution. In addition to the requirements noted below, the applicant must present required coursework in specific teachable subjects as stipulated in the Teachable Subject Requirements below, which may be included within the initial degree. For additional information please refer to the self-assessment worksheets provided on the Teacher Education website (Teacher Education Office) (<http://teach.educ.ubc.ca/>)

1. 6 credits of English literature and composition or equivalent. Applicants applying to the French Immersion option may complete 6 credits of French literature and composition;
2. Specific credits as defined on self-assessment worksheets (Teacher Education Office) (<http://teach.educ.ubc.ca/>) within at least one widely taught teachable subject (see table below).
3. A minimum average of 65% on the senior courses, normally numbered 300 or higher, as defined on the self-assessment worksheets.

Applicants to the French Immersion option for teachable subjects other than French must have completed, in addition to the above requirements, a minimum of 9 credits (or equivalent) of French at the second-year level, including 3 credits in each of French literature, French grammar, and French composition. Applicants to the French Immersion option and applicants presenting French as their teachable subject must also demonstrate oral and written French proficiency at an appropriate level prior to admission. If applicants pass at the highest level, the required 9 credits of French may be waived. An interview may be required. Please contact the Teacher Education Office for further information.

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.

Secondary Teachable Subject Requirements

The following is a list of secondary teachable subjects. At least one must be a subject widely taught in BC secondary schools. Because certain subjects are not widely taught in BC secondary schools, students preparing to teach a subject marked with an asterisk (*) must prepare to teach at least one without an asterisk.



Secondary Teachable Subject Requirements

Field

Art
Biological Sciences
Business Education
Career Preparation (CHEF Education)
Chemistry
Mandarin Chinese*
Computer Science*
Earth Science
English
English Language Learner Education*
French
Geography
German*
History
Home Economics
Italian*
Japanese*
Korean*
Mathematics
Music
Physical Education
Physics
Punjabi*
Russian*
Social Science*¹
Spanish*
Technology Education
Theatre

¹ A social science other than history or geography.

The teachable subject requirements for admission to the B.Ed. (Secondary) are listed below. A teachable subject normally consists of 18 credits of senior courses (numbered 300 or higher and taken in years three and four) in addition to specified junior courses (numbered below 300). Students preparing for secondary teaching should have completed all junior and senior requirements for their intended teachable subjects(s) before seeking admission to the teacher education program.

As indicated below, a number of schools and departments of the University have designed undergraduate degree programs for prospective secondary teachers; the detailed requirements of such programs are listed in the faculty and school entries. Graduates of equivalent programs at other recognized universities are, of course, eligible for consideration.

Art Education



For Art as a teachable subject, students must have completed a course in art history and 12 credits of first- and second-year visual art in at least three studio art areas; 18 credits of third- and fourth-year art, including a minimum of 12 credits of visual art in at least two different areas. It is recommended 6 of these 12 credits be in traditional studio art areas such as drawing, painting, sculpture, printmaking, graphic/communication design, ceramics, and textiles. The remaining 6 credits may include courses in areas such as digital arts, photography, animation, film/video/TV production and socially engaged art.

Business Education

For Business as a teachable subject, students must have completed introductory courses in computer science, economics, and mathematics and also 18 credits of specialized courses in accounting, marketing, commercial law, and management information systems.

Computer Science Education

For Computer Science as a teachable subject, students must have completed first- and second-year courses in computing and mathematics; 18 credits of third- and/or fourth-year level courses in computer science and/or computing or computer-related topics such as programming, computer applications, computer information systems/technology, and/or the impact of technology on society.

English Education

For English as a teachable subject, students must have completed coursework showing breadth and depth of study as follows: 1) 6 credits of first- and second-year English; and 2) 24 credits of third- and fourth-year English, including the following: 3 credits of English language, and 6 credits each of English literature before 1900, and English literature after 1900. Courses that fulfill the English language requirement include those focussing on the history of structure of English, rhetorical theory, or approaches to discourse; however, the admissions committee will consider extensive coursework in English beyond the minimum 30 credits in lieu of this requirement. It is recommended that prospective applicants also complete courses in Canadian literature and composition.

English Language Learner Education

For English Language Learner as a teachable subject, students must have completed a minimum of 6 credits in Linguistics at the third- and fourth-year level or English Linguistics, and 12 credits in the study of language and/or the study of culture at the third- and fourth-year level.

French Education

Applicants will be required to demonstrate oral and written proficiency in French prior to admission. All applicants for French options must take the Diplôme d'études en langue française (DELFL) or Diplôme approfondi de langue française (DALFL) exam and present their results.

For French as a teachable subject, students must take first- and second-year courses in both the language and the literature of French; 18 credits in French at the third- and fourth-year level, at least 6 of which must be French grammar and French composition and must be completed with second class or higher standing. There are some possible exemptions for students who achieve at the highest level in the DELFL or DALFL exam.

Home Economics Education

Applicants normally hold one of the following degrees: a Bachelor of Applied Design, a Bachelor of Arts in Family Studies, a Bachelor of Home Economics or Human Ecology, or a Bachelor of Science in Food, Nutrition and Health. Students holding other degrees will also be considered if they have met the following admission requirements.

For Home Economics as a teachable subject, applicants must have completed 12, preferably 18, credits of first- and/or second-year



level courses in at least two areas from family studies, food studies, and/or textiles studies. In addition, applicants must have completed a minimum of 18 credits at third- and/or fourth-year level. These 18 credits must include 9 credits in one area from family studies, food studies, and textiles studies, and 9 credits in one of or a combination of the two remaining areas.

Family studies must include courses in family resource management, family relationships, and human development. Food studies must include courses in food and nutrition. Textiles studies must include courses in textiles, apparel construction, and social/cultural aspects of clothing.

Applicants may, at the discretion of the Faculty, be required to provide a statement indicating what they have done in formal and informal settings which has contributed to enhancing their skill levels in apparel construction or food preparation or both.

Mathematics Education

For Mathematics as a teachable subject, students must have completed 30 credits of mathematics (at least 18 credits of which must be at the third- and fourth-year level) including at least one course in three of the following five areas: algebra, probability and statistics, geometry and topography, discrete math, and number theory.

Modern Languages Education (Other than French)

Languages include Mandarin Chinese, German, Italian, Japanese, Korean, Punjabi, Russian, and Spanish. Applicants will be required to demonstrate oral and written proficiency in their selected language(s) either prior to admission or early in the program. However, there is no proficiency test required for these languages.

For Modern Languages as a teachable subject, students must take first- and second-year courses in both the language and the literature of the selected language; 18 credits in the selected language at the third- and fourth-year level, at least 6 of which must be language study and must be completed with second class or higher standing. Applicants who present a language other than French as one teaching field must present a second teaching field which is not one of the languages listed above; French and one such language is an acceptable combination as is English and one such language.

Music Education

Applicants normally hold a Bachelor of Music with a Major in General Studies (Secondary Education). Applicants must have completed 4 credits of classroom instrumental techniques in two of the following areas: brass, woodwinds, and bowed string instruments taught in a group situation. A minimum of 3 credits in instrumental or choral ensembles or comparable experience is also required.

Physical Education

Applicants will normally have completed the Physical and Health Education Option within the Bachelor of Kinesiology program.

Teachable subject must include:

1. 18 credits of foundational kinesiology courses or equivalent. Credits must include 15 credits from active health (fitness), anatomy; physiology; growth and motor development ; and human motor learning/behavior, and 3 credits from kinesiology courses in the following areas: biomechanics; sport and exercise psychology; and exercise physiology.
2. 9 credits of third- and/or fourth-year level kinesiology courses, from the following areas: leadership and instruction, applied methods, and adapted physical education.
3. 9 credits of third- and fourth-year level courses from the following areas: coaching theory, health education, program planning and administration and athletic injuries.
4. Four performance areas. Must include alternative environments (aquatics or outdoor education, orienteering), rhythmic movement (gymnastics, dance etc), individual and dual activities (target, track and field, combatives, fitness) and games



(e.g. invasion, net/wall, fielding).

Students holding a Bachelor of Kinesiology, a Bachelor of Human Kinetics, a Bachelor of Physical Education, or an equivalent degree from other institutions, who have completed courses equivalent, or similar to, the above may also apply for a teachable subject

Science Education

Areas include biological sciences, chemistry, earth science, and physics.

All science applicants must have completed 6 credits of introductory courses in each of chemistry (at least one course with a lab component), mathematics (one or preferably two courses in calculus), physics (at least one course with a lab component), biology, and geology. Applicants presenting a science other than a biological science or an earth science may complete an appropriate course to satisfy the biology requirement and the geology requirement respectively within the program.

Applicants must have completed an additional 6 to 12 credits of first- and second-year level courses and 18 credits of third- and fourth-year level courses in the selected science. The set of courses for each selected science must include both lecture and laboratory studies.

Teachable Subject Requirements

- **Biological Sciences:** Preference will be given to applicants who have completed courses covering a minimum of 4 of the following areas: ecology, genetics, human physiology, evolutionary biology, invertebrate and vertebrate zoology, non-vascular and vascular plant biology, and microbiology. Courses in these areas must be completed at the second, third, or fourth year level. No introductory biology course will be accepted as satisfying any of these areas.
- **Chemistry:** Preference will be given to applicants who have completed courses covering at least two of the following areas: organic, inorganic, physical, and analytical chemistry.
- **Earth Science:** Courses must include geology, covering mineralogy and petrology. Geophysics, physical geography, atmospheric science, and oceanography are also recommended. Astronomy is strongly recommended; students will be required to complete an appropriate course within the program if they have not completed astronomy prior to admission.
- **Physics:** Preference will be given to applicants who have completed courses in all of the following areas: mechanics, thermodynamics, electricity and magnetism, optics, acoustics, quantum mechanics, and atomic and nuclear physics.

Social Studies Education

Emphasis on geography, history, or a social science. Applicants may present more than one social studies teaching field. Social science applicants must present a second teaching field (either geography, history, or another subject widely taught in BC secondary schools).

For Social Studies as a teachable subject, students must have completed 6 credits of introductory or survey courses in each of geography, history, and a social science; a further 6 credits of first- and second-year courses and 18 credits of third- and fourth-year level courses in the discipline of emphasis. The total program must include 6 credits with a significant Canadian content. An applicant's program should satisfy the following conditions for the chosen discipline of emphasis:

- **Geography:** Both physical and cultural geography with courses in regional and environmental studies.
- **History:** Canadian, European, and history of any region other than Canada or Europe.
- **Social science:** A grouping of courses from any acceptable social science discipline related to history, geography or social science taken in anthropology, economics, political science, Canadian studies, regional studies, criminology, gender studies, aboriginal studies, religious studies of a non-doctrinal nature, classical studies, urban studies or sociology).



Technology Education

For Technology Education as a teachable subject, students must have completed 60 credits of recognized technical courses¹, including:

- 30 credits Arts and/or science, including 6 credits of English literature and composition.
- Normally an applicant has completed the two year BCIT Technology Teacher Education diploma or equivalent.

Please see [Technology Education Program Option](#).

¹The University does not itself offer these technical courses but recognizes certain courses offered by the British Columbia Institute of Technology and by other technical institutes where these meet the transfer standards of the University.

Theatre Education

For Theatre as a teachable subject, students must have completed a minimum of 12 credits of junior theatre courses and 18 credits at the third and fourth-year level. The total program must cover acting, directing, theatrical production, and history of theatre.

Dual Degrees

Dual degrees are not open to students with a previous degree. Students have the opportunity to begin teacher education at the secondary level while concurrently enrolled in specific bachelor degree studies at UBC in:

- Biological Sciences
- Food, Nutrition and Health
- Kinesiology
- Mathematics
- Music
- Physics

All students will initially be accepted on a provisional basis. Admission will be confirmed only after successful completion of both Year 2 and the in-school practicum in May following the second year of their undergraduate program.

For more details please see information posted on the [Pre-Admission Advising](#) page of the Calendar.

Bachelor of Education > Application

For admissions, advising, and application forms and deadlines for the Bachelor of Education, please visit the Teacher Education website (<http://www.teach.educ.ubc.ca>).

For information regarding tuition and student fees, please see Fees, Financial Assistance, and Scholarships (Calendar page: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,265,0,0#10329>).

Admission Selection Process

Elementary & Middle Years, and Secondary

Applicants to the teacher education program are evaluated on both academic and other relevant criteria. If the number of qualified



applicants exceeds the number of available places in the Elementary & Middle Years option, or a teachable subject for the Secondary option, not every qualified applicant will be admitted.

1. Academic Requirements

All applicants must have completed academic admission requirements prescribed by the Faculty of Education, including a minimum three-year degree (academic equivalent to a UBC bachelor's degree) at an accredited post-secondary institution. The applicant must present 6 credits of English (may be 6 credits of French for the French Immersion option), and various subjects specified for the Elementary & Middle Years option, or the Secondary option. For details, applicants must review academic requirements for individual options (please see the appropriate section under "Admission"). Language test scores may also be part of academic requirements for some applicants or for specific options or subjects.

Admission average

- The admission average for the Elementary & Middle Years option is calculated using the most recently completed 60 credits. The admission average for the Secondary option is calculated on the senior courses for each teaching field. A minimum admission average of 65% is required; however, competition for the available seats is high and the admission average of successful applicants may be higher than the 65% minimum required for application.

Overall Academic History

- The range of an applicant's courses relevant to teaching, at the secondary level, may be taken into consideration in making admission decisions.
- An applicant's overall academic performance, including failures, is also considered in admissions decisions.

2. Additional Requirements

All applicants must submit:

1. a summary of experience working with school age children and/or youth;
2. 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
3. two confidential reference reports.

The evaluation of the information provided on the above materials is an integral part of the Faculty's selection process. Applicants' 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 accept feedback and respond to suggestions.

Normally an applicant without experience with school age children and/or youth is not admitted to the program.

Meeting the minimum admission requirements does not guarantee admission to the Bachelor of Education program. The Faculty may require an applicant to attend an interview with the Admissions Committee and/or submit additional references should there be concerns regarding the applicant's suitability to enter the teaching profession.

3. Evaluation of an Application in Comparison with Other Applicants

Applicants must satisfy academic and non-academic requirements. Normally applicants with higher admission averages will be



offered admission earlier than those with lower admission averages.

If there are more qualified applicants than spaces in any options or teachable subjects for the secondary option, not all applicants who have met our admission requirements will be offered admission to the program.

Dual Degrees

Dual Degree Programs are not open to students with a previous degree.

B.Ed. (Secondary) and B.Sc. (Math or Physics)

For detailed descriptions of program admission requirements, consult the [Mathematics](#) or [Physics](#) program listings.

B.Ed. (Secondary) and B.Sc. (Food, Nutrition and Health)

For detailed descriptions of program admission requirements, consult the [Land and Food Systems](#) section of the Calendar.

B.Ed. (Secondary) and B.Kin.

For detailed descriptions of program admission requirements, consult the [Kinesiology](#) section of the Calendar.

B.Ed. (Secondary) and B.Mus.

For detailed descriptions of program admission requirements, consult the [School of Music](#) section of the Calendar.

B.Ed. (Secondary) and B.Sc. (Forest Sciences) or (Natural Resource Conservation)

For detailed descriptions of program admission requirements, consult the Faculty of Forestry (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,203,0,0>) section of the Calendar

The Offer of Admission

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

Bachelor of Education > Registration

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

No student will 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 Faculty's academic year normally begins on the Tuesday following Labour Day.

Bachelor of Education > Academic Policies and Regulations



Material in this section is supplementary to that given in the section Academic Policies and Regulations (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0>) in this Calendar and applies specifically to students enrolled in the Faculty of Education.

Professional Conduct of Teacher Candidates in the Faculty of Education - Bachelor of Education Program

Introduction

The mission of the Bachelor of Education Program (the “Program”) within the Faculty of Education (the “Faculty”) 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 Faculty 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 teacher candidates in a range of learning environments including, but not limited to, public school settings.

Teacher candidates in the Faculty must comply with this policy in their interactions with faculty, teacher candidate peers, teachers, staff, and students at all times.

Role of the Faculty

The Faculty 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 teacher candidates are ultimately responsible for their own behaviour, the Faculty appreciates that teacher candidates are still in the process of learning. The Faculty and others involved in instruction in the Program are expected to model professional conduct and, where necessary, help teacher candidates improve their understanding of professional conduct expectations.

Expectations for the Professional Conduct of Teacher Candidates

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 teacher candidates in the Program to familiarize themselves with and meet the expectations for professional conduct in all settings.

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

Although satisfactory performance in both academic coursework and in practicum placements is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a teacher candidate for advancement or graduation. The Faculty reserves the right to require a teacher candidate to withdraw from the Faculty if he or she is considered to be unsuited to proceed with the study or practice of teaching.

A teacher candidate may be considered unsuited to proceed with the study or practice of teaching if he or she engages in unprofessional conduct. The examples of unprofessional conduct in this policy are not exhaustive, and the Faculty will review



allegations of unprofessional conduct on a case-by-case basis. This policy applies to all conduct of its teacher candidates, even when not in the classroom or on practicum or otherwise related to the Program. Examples of unprofessional conduct include but are not limited to:

- behaving in a manner that endangers teacher-candidate peers, faculty, staff, students, staff in practicum settings, volunteers, or others;
- harassing or being abusive towards students, teacher-candidate 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; or
- failing to meet the *Standards of Professional Conduct* as outlined below.

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 teacher candidates 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, teacher-candidate 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.
- 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.

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

Teacher candidates 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 (Calendar page: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,C>
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>)
- UBC Policy on Non-Academic Misconduct (Calendar page: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0#19>
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0#19688>)

In addition, when teacher candidates 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://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>)
- British Columbia Teachers Federation Code of Ethics (<http://bctf.ca/ProfessionalResponsibility.aspx?id=4292>)
- 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)

The Standards of Professional Conduct for Teacher Candidates in the Faculty of Education (above) is adapted with permission from *A Academic Policies and Procedures* Faculty of Dentistry, UBC.

Note: Students whose program is interrupted and who are readmitted to the program will be required to authorize a new criminal record request if they have not been registered in the program during the past Winter Session.

Responding to Allegations of Unprofessional Conduct

When investigating an allegation of unprofessional conduct, the Faculty will follow the *Protocol and Procedure for Investigating and Responding to Alleged Unprofessional Conduct in the Program* outlined on the Teacher Education Office website (<http://teach.educ.ubc.ca/students/policies-and-guides>).

Teacher candidates 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 Faculty from following the procedures set out in this policy.

If the Faculty becomes aware that a teacher candidate has been accused of serious unprofessional conduct, then the Faculty reserves the right to postpone the teacher candidate's advancement in the Program, including graduation from the Program, until the allegations of unprofessional conduct have been investigated and resolved by the Faculty. Where a teacher candidate has been charged with a criminal offence that, if proven, would constitute unprofessional conduct, the Faculty may postpone the 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 Faculty becomes aware at any time that a teacher candidate has been accused of unprofessional conduct then the Faculty may require the teacher candidate to obtain an updated criminal record check pursuant to the *Criminal Records Review Act* and



provide the results to the Faculty.

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

Written English Requirement

All students admitted to a program leading to teacher certification must provide evidence of a satisfactory standard of written English prior to registering for the program. Those who have had all their post-secondary study at an English-language institution(s) are presumed to have achieved a satisfactory standard of writing. All other students will be required to provide evidence of satisfactory achievement by means of an acceptable English language test.

Written and Oral English Requirement

Students admitted to the teacher education program must demonstrate competency in written and oral English. If questions arise during course work regarding written or oral English competency, students may be advised to participate in Language Support classes offered through the Teacher Education Office and the Department of Language and Literacy Education before proceeding to the Extended Practicum. Students may choose to avail themselves of other sources of language support.

Students may be excluded from participating in practicum experiences if language difficulties are not satisfactorily addressed.

Academic Accommodation for Students with Disabilities

Teacher candidates seeking accommodations during coursework or field experiences should consult with a program coordinator in the Teacher Education Office. In this case, candidates must self-identify, provide appropriate documentation of disability, and register with UBC Access & Diversity, in order to be eligible to receive academic accommodations. Teacher candidates must also present the letter outlining academic accommodations, issued by the Diversity Advisor -Disability at UBC Access & Diversity, to each of their instructors at the beginning of term. Teacher candidates receiving academic accommodations should consult Bachelor of Education Program Policies and Guidelines. In many instances, an academic accommodation for coursework does not extend to the practicum. A practicum coordinator should, therefore, be consulted prior to practicum if accommodation is sought.

Attendance

The Teacher Education Program is highly participatory in nature. Regular attendance is a professional commitment that is expected of teacher candidates in all classes (including lectures, labs, tutorials, seminars), practica and field experiences. Satisfactory attendance includes arriving on time, remaining for the duration of the class or experience, and participating in all scheduled coursework, practica and field experiences. Teacher candidates who do not attend and participate regularly may not meet course expectations. (See UBC Calendar Policies and Regulations Academic Concession (Calendar page <http://www.calendar.ubc.ca/vancouver> <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>) for information on conflicting responsibilities and unforeseen events.) Teacher candidates in the Faculty of Education are asked to follow the procedures indicated in the *Bachelor of Education Program Policies and Guidelines* in regard to obtaining permission for absences.

Advancement

The Teacher Education Program is an intensive 11-month program. Students are encouraged to complete the Program within 11 months; however students whose program is interrupted normally have four years from first registration in which to complete the requirements of the Program. Students whose program is interrupted for any reason will be required to provide evidence that conditions set at the time of interruption have been met. Reinstatement or re-admission is not automatic (see Guidelines for Reinstatement and Readmission (http://teach.educ.ubc.ca/files/2013/08/Readmission_Guidelines.pdf)).



Students who do not meet the expected standard in coursework may be required to revise or to repeat a course in order to meet expected standards. Students are normally given one opportunity to revise assignments. A student whose academic standing is unsatisfactory in one or more courses may be required to repeat courses, or to discontinue, or to withdraw from the Faculty.

Students who are unable to meet expected standards in practica (EDUC 315, 321, 323, 418, 419, 421, 495, 496) may be required to repeat the practicum, or to do a supplemental practicum, or to discontinue, or to withdraw from the Faculty. (See also [Termination](#), [Withdrawal](#), and [Readmission](#) regarding supplemental practica and withdrawal from practica).

Students who fail or withdraw from a practicum are granted only one more opportunity to repeat that practicum.

A student must have passed all courses prescribed to precede the Extended Practicum before advancing to this part of the program. Similarly, a student must have passed the Extended 10-week Practicum (EDUC 418, 419, 421, 495, 496) in order to take the Community Field Experience (EDUC 430). In addition, a student must have completed the Extended Practicum and Community Field Experience successfully before taking courses prescribed to follow it during a subsequent Summer Session. Only in exceptional cases will these requirements be waived.

Dual Degree

Students in dual degree programs must meet all criteria for advancement set by their home faculty. Students must communicate with an advisor in their home faculties and the Teacher Education Office annually after admission to the program to discuss their progress.

Students in dual degree programs must satisfy all of the degree and program requirements for both the major in their home faculty and the Bachelor of Education Secondary program in order to graduate. Some individual courses may be considered to satisfy requirements for both degrees.

Students who have been admitted to the dual degree option, but who discontinue or are asked to discontinue during Years 2-4 may be eligible for the Bachelor of Science degree in their home faculty. Individuals who wish to consider this option must consult with an advisor in their home faculty.

Teaching Practica

Practicum placements for the Extended practicum (EDUC 418, 419, 421, 495, and 496) are in Lower Mainland School districts and in selected locations throughout the province. The availability of placements in some areas may be limited and students must be prepared to accept placement for the two- and ten-week practica anywhere within 125 km of the UBC campus. Students make their own arrangements for and bear the cost of personal transportation and accommodation during practica.

Arrangements for placements for the Community Field Experience (EDUC 430) are made in conjunction with the Program Coordinator (Community Field Experience) in the Teacher Education Office.

Grading in the B.Ed. Program

All teaching practica and most courses in the B.Ed. will be graded on a Pass/Fail basis.

Determination of standing for Pass/Fail courses is criterion-based. In order to pass a course students are expected to produce work that is of high quality and that meets criteria provided by instructors (see [Advancement](#)).



Determination of standing for graded courses (some electives) is made by the department offering the course. Students in the B.Ed. program taking percentage graded courses will not be allowed to opt for Credit/D/Fail grading (i.e., they will receive a percentage or letter grade).

Practica and Community Field Experience: Termination, Withdrawal, and Readmission

Withdrawal

Withdrawal from the Extended Practicum or Community Field Experience with the grade of 'W' is allowed in accordance with the regulations of the University. Students who are granted a 'W' on the Extended Practicum (EDUC 418, 419, 421, 495, or 496) or Community Field Experience (EDUC 430) must wait until the next time the Extended Practicum or Community Field Experience is scheduled in their program to re-enrol. Students will not normally be granted two withdrawals from an Extended Practicum or from a Community Field Experience.

Students who withdraw from the program voluntarily will not be entitled automatically to return; each request for reinstatement will be considered along with other applications at the time.

Supplemental Practica

Students who have completed the Extended Practicum and are not yet 'at the level of a beginning teacher' and 'ready to enrol a class' may be recommended by their school and faculty advisors to take a supplemental practicum. Supplemental practica may not exceed six weeks in length.

Termination of Practica

When, in the judgment of the Faculty of Education and the schools hosting their practica, students do not make satisfactory progress, their practica may be terminated. Those whose practica are terminated will be assigned a failing grade and will be required to discontinue or to withdraw from the program.

Students required to discontinue may reapply to the program the next time the practicum is offered in their program. Students who apply to repeat a practicum must provide evidence of having satisfied any conditions set at the time they discontinued the initial practicum experience.

Those required to withdraw are not normally readmitted to a teacher education program. In exceptional circumstances a student may, after at least one year, submit a formal appeal for permission to re-enrol. Such an appeal will be granted only after review by the Associate Dean. A negative decision by the Associate Dean may be appealed to the Committee on Curriculum, Admissions, Standings and Appeals (CCASA). An appeal of the decision of CCASA may be made to the Senate Admissions Committee in accordance with its procedures.

Students who for any reason fail to complete all requirements of the program within a four-year period will not be allowed readmission; they may, however, submit a new application for admission and, if admitted, will receive no advance credit for courses completed previously.

Termination of Community Field Experience

When, in the judgment of the Faculty of Education and the community partner hosting a student's Community Field Experience, the student does not meet professional expectations or make satisfactory progress, their Community Field Experience may be terminated. Those whose community field experience is terminated will be assigned a failing grade and may be required to discontinue or to withdraw from the program.

Students required to discontinue may reapply to the program the next time the Community Field Experience is offered in their



program. Students who apply to repeat a Community Field Experience must provide evidence of having satisfied any conditions set at the time they discontinued the initial Community Field Experience.

Part-time Students

A limited number of students may be admitted to undertake the program on a part-time basis. The Extended Practicum must be completed on a full-time basis. A student may seek permission to complete the balance of the program on a part-time basis. Such a request will be granted only if an acceptable plan for program completion is presented; completion must be within four years of initial registration.

Because of the tightly integrated character of the program students are normally expected to pursue studies on a full-time basis until all requirements are satisfied.

Credit From Other Institutions

Except as provided in [Programs for the Updating of Teaching Qualification](#), credit may not normally be transferred from other institutions for courses prescribed for the Teacher Education Program. In special circumstances students may be granted permission to complete some or all of the courses at another institution if:

1. permission is sought in advance,
2. the courses to be transferred are taken after all requirements of preceding terms have been satisfied, and
3. these courses are appropriate to the UBC program.

Duplicate Credit

Because courses in the Faculty of Education change significantly over time, certain advanced curriculum and instruction courses and other second-level courses may be re-taken for credit, but only five or more years after they were taken previously and only with the prior permission of the Faculty. Two versions of the same course may not both be used for credit towards the same degree or diploma, though one may be used towards one program (e.g., a Bachelor of Education or one diploma specialization) and a more recent version towards another program (e.g., a different diploma specialization). Basic curriculum and instruction courses and introductory courses without prerequisites may not be repeated.

Students should consult a program advisor in the Teacher Education Office to determine whether a specific course may be retaken.

Academic Appeal

An appeal generally falls into one of two categories:

1. request for review of the standing assigned in a course, or
2. request for review of a decision relating to practica.

In the Faculty of Education, appeals regarding decisions about course requirements should be addressed first to the instructor and if not resolved satisfactorily to the department head or, in the case of practica, the practicum coordinator. If satisfactory resolution has not been achieved and the person wishes to pursue the appeal further, the appeal may then be addressed to the Associate Dean (Teacher Education) for adjudication by the Committee on Curriculum, Admissions, Standings, and Appeals (CCASA).

Program Coordinators in the Teacher Education office are available to provide information concerning procedures for initiating an appeal at the Faculty level. Students should also refer to the Bachelor of Education Program Policy and Guidelines and the Faculty



of Education Appeal Procedures (<http://teach.educ.ubc.ca/students/policies-and-guides/>).

For information concerning the procedures for initiating appeal at the UBC Senate level see Senate Appeals on Academic Standing (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0>).

Unclassified Students

Unclassified students are normally persons who hold degrees and are enrolled in coursework not intended to lead to a particular degree or diploma.

Programs for the Updating of Teaching Qualification

Individuals who qualified for teaching certificates in BC or elsewhere but who do not currently hold valid BC certificates should first consult the Teacher Regulation Branch (<http://www.bcteacherregulation.ca/index.aspx>) for a ruling concerning their eligibility for a BC Certificate.

After assessment by the Teacher Regulation Branch, individuals may apply to the Faculty of Education for admission to the Updating Option. Normal program and course (including practicum) prerequisites will apply.

Individuals who hold a valid teaching certificate from the Teacher Regulation Branch who have not enrolled in a class for at least three years may apply for voluntary updating.

Bachelor of Education > Degree Requirements for Indigenous Teacher Education

Indigenous Teacher Education Program (NITEP) Elementary & Middle Years and Secondary Options

NITEP builds upon Aboriginal identity and cultural heritage while preparing and challenging persons of Aboriginal ancestry to be effective educators for public, First Nations and independent schools.

Both the NITEP Elementary & Middle Years and the NITEP Secondary Options are five-year concurrent programs. They include similar requirements for both liberal education and pedagogical preparation to those prescribed for students in the Elementary & Middle Years or Secondary 11-month options.

Persons of Aboriginal ancestry who qualify for university admission complete two or three years of studies at one of the NITEP field centres where the program consists of Arts and science courses, pedagogical courses, and structured education placements. Students attend the UBC campus to complete remaining degree requirements.

To qualify for the Bachelor of Education degree, a student must normally complete all requirements within ten years of initial registration in the program.

Although the program is designed for five years, many students choose to complete the requirements in less time. Up to 12 credits may normally be completed during a summer session.

NITEP Elementary Option

NITEP Elementary Education students qualify for the Bachelor of Education (Elementary & Middle Years) degree and the British Columbia Professional Teaching Certificate after completing all prescribed courses and practica.



Academic Component ¹	
English 100-level ² Literature and Composition	6
Canadian studies	3
Science	3
Mathematics ²	3
Senior Academic Courses	18
Approved Electives	36
Indigenous Concentration	
EDUC 140	3
EDUC 141	3
EDUC 143	2
EDUC 240	3
EDUC 244	2
EDUC 344	2
EDCP 362d	3
LLED 336	3
EDUC 442	1
Professional Courses	
EPSE 317	3
EDCP 301	2
EDCP 308	2
EDCP 320	2
EDCP 331	2
EDCP 340	2
EDCP 349	2
EDUC 315	2
EDUC 321	1
EPSE 308	3
EPSE 310	2
EPSE 311	1
LLED 350	3
LLED 351	2
LLED 352	2
LLED 353	2
EDST 401	3
EDST 403	1
EDST 404	1
EDUC 418	12
EDUC 430	1
EDUC 440	3
EDUC 450	2



EDUC 451	2
EDUC 452	2

Total Credits	151
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¹ Students should consult with NITEP regarding course planning. All courses must be university level.

² English and mathematics must be completed in order to advance to fourth year.

Before beginning the Professional Courses, students must have completed at least 90 credits (including 6 credits of first-year English and other required courses) and have achieved an average of 65% on their best 60 credits.

NITEP Secondary Option

NITEP secondary education students complete all required education courses offered in the field centres. NITEP secondary students must complete the academic course requirements necessary to present a Major, two Concentrations, or a Major and a Concentration. See [Secondary Teaching Field Requirements](#). NITEP Secondary Option students complete their remaining degree requirements with students in the Secondary 11-month option.

Upon successful completion of the NITEP Secondary Option, students will graduate with a Bachelor of Education (Secondary) degree from the University of British Columbia and may apply for a professional teaching certificate from the Ministry of Education Teacher Regulation Branch.

Academic Component¹

English 100-level ² Literature and Composition	6
Academic Arts/science prerequisites and/or electives ³	33
Senior academic courses ⁴ (Two teachable subjects at 18-24 cr. each OR one teachable subject at 30 cr.)	30-42

Indigenous Studies

EDUC 140	3
EDUC 141	3
EDUC 143	2
EDUC 240	3
EDUC 244	2
EDCP 362d	3
EDUC 344	2
LLED 336	3
EDUC 442	1

Professional Courses

EDCP Curriculum I (Required)	3
EDCP Curriculum II (Elective)	3
EDCP Curriculum III	3
EDCP Elective	3
EDUC 315	2
EDUC 421	12
EPSE 308	3
EPSE 310	3



EPSE 311	1
EPSE 317	3
LLED 360	3
LLED 361	3
EDST 401	3
EDST 403	1
EDST 404	1
EDUC 430	1
EDUC 440	3
EDUC 450	3
EDUC 451	3
EDUC 452	3
Total Credits	151-162

- ¹ Students should consult with NITEP regarding course planning. All courses must be university-level.
- ² English must be completed in order to advance to fourth year.
- ³ Includes requirements for teachable subjects.
- ⁴ Completes requirements for teachable subjects.
- ⁵ As per the summer term registration guide, published by Education (http://www.educ.ubc.ca/teacher_ed).

In order to be promoted to their professional years, students must have completed requirements for teachable subjects and have achieved a minimum average of 65% in these subjects.

Bachelor of Education > Degree Requirements for Elementary & Middle Years Teacher Education

Graduates of the elementary & middle years option focus their preparation on teaching students in K-Grade 8.

Teacher candidates in the elementary & middle years option are encouraged to develop a disposition toward inquiry and research through course work, inquiry seminars, and practicum experiences. Strands woven throughout the program include: 1) inquiry and dialogical understanding; 2) curriculum, pedagogy, and assessment; 3) diversity, social justice, and aboriginal perspectives; 4) language, literacies, and cultures; and 5) field experiences. Field experiences occur in K-Grade 8 settings as well as in alternate school settings, and/or community-based field contexts, such as museums, art galleries, rural, and international schools.

Elementary & Middle Years: 11-Month Option

EDUC 315	2
EDUC 321	2

¹ EDUC 418
² EDUC 430¹ EDUC 440³ EDUC 450² EDUC 451² EDUC 452² EDCP 301² EDCP 308² EDCP 320² EDCP 331² EDCP 340² EDCP 349² EPSE 308³ EPSE 310² EPSE 311¹ EPSE 317³ EDST 404³ EDST 403¹ EDST 404¹ LLED 350³ LLED 351² LLED 352² LLED 353² **Total Credits 60 Total Credits (French specialists) 60-62** EDUC 323 replaces this course for middle years teacher candidates. ⁴ EDUC 419 replaces this course for middle years teacher candidates. ⁵ LLED 325 (4) replaces this course for French teacher candidates. After completing all program requirements, students are awarded the Bachelor of Education degree and are eligible to apply for a British Columbia Professional Teaching Certificate.

Bachelor of Education > Degree Requirements for Secondary Teacher Education

Graduates of the secondary options are prepared to teach one or two subjects in secondary schools (Grades 8-12), depending on prior background. Specializations are offered in virtually all subject areas currently taught in secondary schools in British Columbia. The program offers curriculum and pedagogy courses for all specializations offered. Teacher candidates in the secondary option are encouraged to develop a disposition toward inquiry and research through course work, inquiry seminars, and practicum experiences. Strands woven throughout the program include: 1) inquiry and dialogical understanding; 2) curriculum, pedagogy, and assessment; 3) diversity, social justice, and aboriginal perspectives; 4) language, literacies, and cultures; and 5) field experiences. Field experiences occur in secondary school settings, Grade 8-12 as well as in alternate school settings, and/or community-based field contexts, such as museums, art galleries, rural, and international schools. After completing all program requirements, students are awarded the Bachelor of Education (Secondary) and are normally eligible for a BC Professional Teaching Certificate. See also Technology Education Program Options and Career Education Program Option: Chief Education Specialization, Secondary Degree Requirements

EDUC 315	2
EDUC 421	12
EDUC 430	1
EDUC 440	3
EDUC 450	3
EDUC 451	3
EDUC 452	3



EPSE 308	3
EPSE 310	3
EPSE 311	1
EPSE 317	3
EDST 401	3
EDST 403	1
EDST 404	1
LLED 360	3
LLED 361	3
Curriculum 1 Required	3
Curriculum 2 Elective ¹	3
Curriculum 3 Elective ¹	3
Elective	3
Program Total (Science specialists and generalists, and also Music specialists)	60-66
Program Total	60

¹ Credit value for electives will vary for teacher candidates in science (biology, chemistry, physics and/or earth science)

Technology Education Program Option The Faculty of Education, in co-operation with the British Columbia Institute of Technology, offers a program option to prepare secondary school technology education teachers. The full post-secondary preparation for teachers of technology education consists of the equivalent of five academic years (150-152 credits) of liberal, technical, and pedagogical courses and school experiences. 30 credits of Arts and/or science.

- 6 credits of English literature and composition: all applicants must have completed 6 credits of English literature and composition prior to admission to the UBC Technology Education Program Option.
- 24 additional credits of Arts and/or science: the Faculty strongly recommends that all applicants have completed the remaining 24 credits in Arts/science prior to admission to the UBC Technology Education program. However, those who have completed the two year BCIT technology teacher education diploma, but who have not completed the remaining 24 credits of Arts/science may also be considered for admission to UBC. Students who are admitted to the UBC Technology Education Program Option without completion of 24 credits in Arts/science will not be recommended for conferral of the Bachelor of Education degree on completion of the program at the Faculty. (The students are recommended to the British Columbia College of Teachers for a conditional certificate.) They must have completed all 24 remaining credits in Arts/science before they become eligible for the B.Ed.

Students who have completed academic requirements for a concentration or a major in another subject prescribed by the UBC Faculty of Education may also be admitted to both a major in technology education and a concentration or a major in the second subject and prepare to teach both subjects. Two-year BCIT technology teacher education diploma or equivalent: Courses must include all of the following: information technology; materials and process technology; and systems integration technology. The pedagogical studies component for a Technology Education major includes the same 60 credits that are required of all students in the secondary program option. This program is outlined in the Degree Requirements for Secondary Teacher Education (see above).

Bachelor of Education > Career Education Program Option: Chef Education Specialization

The Faculty of Education offers two paths to a Bachelor of Education for the preparation of Career Education Teachers (Chef Education) and subsequent certification. Both programs are designed to build upon trades qualifications and experience, add a broad liberal education in Arts and science subjects, and provide the professional courses and practica required for secondary school teaching certification. Both programs lead to the B.Ed. Secondary degree and to Professional Teacher Certification.

Although prior relevant trades preparation courses and practical work are not normally recognized as university teaching credits studies, the BC Ministry of Education Teacher Regulation Branch will recognize prior preparation for purposes of Chef Certification. Similarly, although the University does not grant formal credit for this type of study, it is taken into account for degree-granting purposes.

The B.Ed. degree is granted on the basis of a minimum of 150 credits, including 60 credits of advanced standing for the Interprovincial Trades Qualification "Red Seal" Cook, plus Diploma in Culinary Arts (or equivalent), 30 credits in Arts and/or sciences subjects, 45 credits of professional courses, and 15 credits of teaching practica.

It is possible for those who meet the admissions requirements for B.Ed. Concurrent Path for Career Education (Chef Education), and who meet the criteria for Trades Certification with the Teacher Regulation Branch (<http://www.bcheacheregulation.ca/Teacher/CertificatesIssued.aspx>), to apply for the Trades Certificate during the program after completion of 48 credits of approved teacher education courses, practicum, and 6 credits English (literature and composition), as an exit point with a single teachable in Career Education: Chef Education. This step allows candidates to continue to teach in their trade under a TRB Trades Certificate. The Trades Certificate option within the concurrent pathway will be approved based upon individual program consultation and planning with the Teacher Education program coordinator.

Students have the option to continue in the program towards eligibility for a Professional Teaching Certificate with the Teacher Regulation Branch based upon completion of the full B.Ed. requirements depicted below under "Path 1."

Path 1: The Concurrent Path for Career Education (Chef Education)

Designed for individuals who are teaching on a current Letter of Permission issued by the BC Teacher Regulation Branch.

Overview of Preparation Path 1

Pre-admission Requirements:

Option A

1. Diploma in Culinary Arts (or equivalent) 60 credits of advanced standing
- plus
2. Interprovincial Trades Qualification "Red Seal" Cook
3. Arts and science coursework 30 credits

OR

Option B

1. Certificate in Culinary Arts (or equivalent) 30 credits
- plus
2. Interprovincial Trades Qualification "Red Seal" Cook
3. Arts and science coursework 60 credits

Career Education (Chef Education) Program:

Professional coursework	45 credits
Teaching practica	15 credits
Total credits	150 credits

Admission Requirements and Prerequisites for Path 1

1. A current Letter of Permission issued by the BC Teacher Regulation Branch.
2. Diploma in Culinary Arts (or equivalent) plus Interprovincial Trades Qualification "Red Seal" Cook. OR Certificate in Culinary Arts (or equivalent) plus Interprovincial Trades Qualification "Red Seal" Cook.

It is also recommended that students have completed 6 credits of English (literature or composition) at the university level.

Arts and Science Courses

Students in Path 1 may complete their Arts and science courses in a variety of settings (universities, regional colleges, or through distance education. Such courses will not, however, be formally transferred to UBC and students will not receive a B.A. or B.Sc. degree from UBC.

The Chef program Path 1 leads to the B.Ed. (Secondary) degree, and only the 60 credits of professional courses and practica are incorporated into the degree program. The other specified requirements are requirements for admission to the program or for re-admission to the continuing stages of the program.

Professional Courses

Planning and sequence for 60 credits (or equivalent) of professional courses are completed in consultation with the Teacher Education Office.

Candidates who complete this full program are eligible to apply for the B.Ed. (Secondary) and for the BC Professional Teaching Certificate. Within this concurrent B.Ed. program option, candidates who meet the criteria are eligible to apply for BC Trades Certificate based upon completion of 48 credits of approved teacher education courses and practicum, and 6 credits English (literature and composition).



Path 2: The Post-Degree Path for Career Education Teachers (Chef Education)

Designed for teacher candidates who are not currently employed on a Letter of Permission.

Pre-admission Requirements:

Option A

- 1. Diploma in Culinary Arts (or equivalent) 60 credits of advanced standing
- plus
- 2. Interprovincial Trades Qualification 'Red Seal' Cook
- 3. Arts/science credits to include: 30 credits minimum
- 6 credits English literature and composition

OR

Option B

- 1. Certificate in Culinary Arts (or equivalent) 30 credits of advanced standing
- plus
- 2. Interprovincial Trades Qualification 'Red Seal' Cook
- 3. Arts/science credits to include: 60 credits minimum
- 6 credits English literature and composition

Degree Requirements:

- See Degree Requirements for Secondary Teacher Education 60 credits
- Total credits** 150

Last updated: May 1, 2018

Certificate of Qualification

Students preparing to enter the teaching profession should inform themselves concerning teacher certification levels and teacher qualification levels.

Teacher Certification

Possession of a certificate of qualification to teach is mandatory for teaching within BC public elementary or secondary schools. The *Teaching Profession Act* has assigned to the BC Teacher Regulation Branch (TRB) authority to issue teaching certificates and determine the classes of certificates of qualification issued. Persons convicted of, or given an absolute or conditional discharge on, a criminal offence and considering a teaching career, should contact the Registrar, TRB, for clarification of their status before undertaking a teacher education program.

The Faculty reports to the TRB at the end of each session the names of students who have satisfied requirements for BC teacher certification. This report includes a copy of each student's UBC academic history but does not include copies of transcripts from any other institutions. Those not wishing to have their status reported and their academic histories forwarded to the college should inform the Associate Dean, Teacher Education, in writing at least one month before they complete teacher certification requirements.

Visit the BC Teacher Regulation Branch (<http://www.bcteacherregulation.ca>) for current information on membership and certification requirements.

Qualification Categories

The Teacher Qualification Service (T.Q.S.), sponsored jointly by the BC Teachers' Federation and the BC School Trustees' Association, is an advisory service to teachers and school boards. The Service acts only on application by a teacher and only after the individual has been granted a British Columbia teaching certificate.

Qualifications are evaluated in categories assigned on the basis of years of professional preparation and programs completed. At present the Service recognizes six categories, each corresponding to the number of years of preparation acceptable to the Teacher Qualification Board. One of the years must be a professional year.

The Faculty reports to the BC Teacher Qualification Service at the end of each session the names of students who have satisfied requirements for BC teacher certification. This report includes a copy of each student's Academic History. Those not wishing to have their status reported to T.Q.S. should inform the Associate Dean, Teacher Education, in writing at least one month before they complete teacher certification requirements.

Visit the Teacher Qualification Service (<http://www.tqs.bc.ca>) or the Teacher Education Office (<http://www.teach.educ.ubc.ca>) for Request for Evaluation forms.

Last updated: May 1, 2018

Undergraduate Certificate in Adult Learning and Education

The Undergraduate Certificate in Adult Learning and Education provides an introduction to the broad field of adult learning and education including the philosophical and historical foundations of adult education, its contributions to civil society, the state and the market.

Admission/Eligibility to Complete Certificate

Applicants not already enrolled in a degree program at the University of British Columbia may be admitted to the Undergraduate Certificate in Adult Learning and Education provided that they meet the minimum standards for admission to undergraduate study (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0>) at the University of British Columbia, including language proficiency, and the requirements for admission to the diploma program in Adult Education and Learning (http://www.pdoe.educ.ubc.ca/diplomas-certificates/#tab_Admission-0).

University of British Columbia undergraduate students already enrolled in the third or fourth year of one of the degree programs listed below as "eligible degree programs" may complete the Undergraduate Certificate in Adult Learning and Education, but are not required to formally apply for admission to the program. As described below, such students are eligible to apply to receive the certificate upon completion of the certificate requirements. Students should consult with their home Faculty and/or Department prior to completing the certificate requirements to confirm their eligibility for the certificate program and the impact of completing the certificate on their progression towards their degree program.

Students enrolled in UBC degree programs other than those listed below are not eligible to complete the Undergraduate Certificate in Adult Learning and Education, but may complete the required courses as electives if permitted by their degree program.

Eligible degree programs:

- 1. B.A.Sc. (Faculty of Applied Science)
- 2. B.Sc. (Faculty of Science)

Certificate Requirements

Students must complete a total of 15 credits, consisting of:

ADHE 327	3
ADHE 329	3
ADHE 330	3
ADHE 412	3
One of ADHE 328 or EDST 493	3
Total Credits	15



Application to Receive Certificate

1) For students enrolled in the Undergraduate Certificate and not concurrently enrolled in an undergraduate degree program:

Upon completion of all required courses, students must apply to receive their certificate from the Professional Development and Community Engagement (PDCE) (<http://www.pdce.educ.ubc.ca/diplomas-certificates/>) unit in the Faculty of Education.

Following confirmation of students' successful completion of all required courses, students will receive a certificate from PDCE.

2) For students pursuing the certificate while enrolled in an eligible undergraduate degree at UBC:

Upon completion of all required courses, students must apply to receive their certificate from the Professional Development and Community Engagement (PDCE) (<http://www.pdce.educ.ubc.ca/diplomas-certificates/>) unit in the Faculty of Education.

Following confirmation of students' successful completion of all required courses, students will receive a certificate from PDCE.

Last updated: May 1, 2018

Diploma in Education

The Faculty of Education offers a diploma program with several fields of specialization within educational theory and practice. The program provides structured sequences of academic and professional studies for teachers and other educators working in educational or instructional settings including the numerous locations where, children, youth, or adults learn. Elementary teachers holding four-year degrees may take the program as a fifth year either to enhance their existing area of professional speciality or to develop a further specialization. For teachers who have already completed five years of recognized academic and professional studies, the program provides an opportunity to develop an additional area of professional competence. Most programs, if desired, can be planned to incorporate prerequisites for admission to a master's program. The Diploma in Education indicating the field of specialization will be awarded on successful completion of an approved program of study.

For more information, please see the UBC Diploma in Education (<http://pdce.educ.ubc.ca/diplomas-certificates/>).

Admission

Except for designated specializations, admission to the Diploma in Education normally requires a bachelor's degree or equivalent. Certain fields of specialization are open only to qualified and experienced teachers, and some have specific course prerequisites. Detailed information is available at the Teacher Education Office (<http://teach.educ.ubc.ca/>) and from the relevant departmental office.

Academic Regulations

See B.Ed. Academic Regulations.

Diploma Requirements

Except for designated specializations, the diploma normally requires the completion of 30 credits of courses numbered 300 or above, with an average of 65% or higher. In most specializations, 12-18 credits of coursework are designated as core requirements, while 12-18 credits may be selected from approved supporting or related courses. A maximum of 18 credits of appropriate courses completed at UBC previously and not credited toward the requirements of any other degree, diploma, or teacher certification program may be applied to a diploma program.

Except for designated specializations, in order to qualify for the Diploma in Education, a student must normally complete all requirements for the selected specialization within five years. International applicants should be aware of Citizenship and Immigration Canada study permit requirements. Completion of a diploma program does not satisfy any of the requirements for a BC teaching certificate.

Residence Requirements and Transfer of Credit

In general there are no residence requirements for the Diploma in Education. In most specialization fields a diploma program may be completed on either a full-time basis over one academic year or on a part-time basis, either on or off campus. However, in certain designated fields the program may be completed only by full-time study during a regular Winter Session. A maximum of 12 credits of approved credit may be transferred from other institutions toward the requirements of the Diploma in Education.

Fields of Specialization

Fields of specialization include adult education, art education, business education, computing studies education, curriculum and pedagogy, early years education, teaching English as a second language, guidance studies, health education, health and wellness, home economics education, infant development and supported child development, language and literacy education, mathematics education, mathematics and science education, outdoor environmental education, physical education, secondary education, science education, social studies, special education, teacher librarianship, technology studies education, and visual and performing arts in education.

Professional Development for Dadaab Secondary School Educators

A two-year Secondary Teacher Education Diploma program is being offered by Moi University. The Faculty of Education at UBC is contributing professional courses to this program in Dadaab, Kenya. Successful participants will receive a diploma conferred by Moi University. While students will be enrolled through Moi University, they will be visiting students to UBC. Moi University and UBC faculty members will participate in shared program delivery and assessment, while Moi University will provide local academic and cultural knowledge.

Last updated: May 1, 2018

Continuing Professional Education

The Faculty of Education makes credit and non-credit professional development programs available to practising teachers. These programs are often offered in conjunction with School Districts and Teachers' Associations. For further information, contact Professional Development & Community Engagement (<http://pdce.educ.ubc.ca/>), 604.822.2013.

Last updated: May 1, 2018

Graduate Programs

Graduate programs in Education are offered by various units in the Faculty of Education, as well as by the Faculty as a whole. For graduate program descriptions and admission requirements, please see Education Graduate Programs or visit the Education unit offering the program:

- Dept. of Curriculum and Pedagogy (<http://edcp.educ.ubc.ca/>)
- Dept. of Educational & Counselling Psychology, and Special Education (<http://ecps.educ.ubc.ca/>)
- Dept. of Educational Studies (<http://edst.educ.ubc.ca/>)
- Dept. of Language and Literacy Education (<http://lled.educ.ubc.ca/>)
- School of Kinesiology (<http://hkin.educ.ubc.ca/School/>)
- Centre for Cross-Faculty Inquiry in Education (<http://ccfi.educ.ubc.ca/>)
- Master of Educational Technology (<http://met.ubc.ca/>)

Please visit Graduate Programs and Research (<http://www.ogpr.educ.ubc.ca/>) for more information.

Master's Degrees

Master's students are admitted to UBC by the Faculty of Graduate and Postdoctoral Studies on recommendation of the home department. The following policies and procedures govern all students registered in master's programs. Students are advised to check with their appropriate units regarding specific departmental policies and additional requirements relating to their graduate program.

The Master of Educational Technology (M.E.T.) is a Faculty of Education joint degree program offered online. See graduate [Educational Technology](#).

Graduate Certificates

Graduate Certificate in Adult Learning and Education (GCALE)

Adult learning and education continues well beyond the completion of formal secondary and post-secondary education. It is a lifelong and life-wide phenomenon found in many workplaces and in many community contexts. The Graduate Certificate in Adult Learning and Education (GCALE) is designed to deepen the knowledge and skills of those involved with the design, delivery, and evaluation of adult learning and education activities that occur across diverse sites including community, business, non-profit, and public service institutions. The Certificate program provides participants with enhanced knowledge and skills of the principles, practices, histories, and philosophies of adult learning and education. It is intended for professionals and educators responsible for managing, designing, and/or instructing in programs for adult learners.

Admission, including language proficiency requirements, will be the same as for the Master of Education in Adult Learning and Education. Students enrolled in the GCALE may apply for admission to the Master of Education in Adult Learning and Education (<http://edst.educ.ubc.ca/programs/adult-learning-and-education/>) and transfer up to four certificate courses (12 credits) towards completion of the M.Ed. program.

Certificate Requirements



All students must complete four courses (12 credits) from the Adult Learning and Education M.Ed. program including: EDST 503 (3); EDST 514 (3); EDST 518 (3); plus one 3-credit elective at the graduate level (i.e. 500+) or senior undergraduate level (i.e. 300+). Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's students must be maintained. Students must complete their requirements within five years of admission.

Tuition Fees

Course-based tuition fees apply.

Graduate Certificate in Educational Leadership and Administration

The Certificate in Educational Leadership and Administration engages students in learning that will help them understand, critique, and improve their educational practice to better serve children, communities, and the wider society.

Admission, including language proficiency requirements, will be the same as for admission to the Faculty of Graduate and Postdoctoral Studies the Master of Education in Educational Administration and Leadership.

Students in the Educational Leadership and Administration certificate program may apply for admission to the Educational Leadership and Administration Master of Education program and transfer up to four certificate courses (12 credits) towards completion of the degree.

Certificate Requirements

A student must complete four courses (12 credits). Three of the four courses must be core courses (EDST 532, EDST 581, and EDST 582). In addition, students will take one elective course in the Faculty of Education as approved by the *pro tem* advisor.

Students must maintain satisfactory progress as defined by the University for master's students.

Graduate Certificate in High Performance Coaching and Technical Leadership

The UBC Certificate in High Performance Coaching and Technical Leadership is a one-year, 12 credit specialized program for experienced sport coaches and technical managers who are looking to advance in their careers. Through a partnership with the leading national agencies in high performance sport, an international quality program is offered using a blended delivery model.

The program provides a strong foundation for present and future coaches and technical leaders by developing knowledge and skills in the interpretation and use of research, balanced with applied coaching practice. The development of skills in analysis and evidence-based decision-making has been identified as a critical need by national sport leaders, and this program helps develop the next generation of sport leaders for Canada.

A blended model of residential periods and on-line teaching methods facilitates the participation of candidates from across Canada and around the world. The program is integrated into the sport federations' national coaching qualifications, providing national certification together with academic credentials. The program will start with a 5-day orientation, introducing the three formal courses (KIN 515, 585 & 586) and establishing work plans for the Directed Field Study (KIN 598). The courses will be delivered online with added synchronous classes scheduled throughout the fall and winter terms. All courses will conclude with a face-to-face session.

Admission

Candidates will normally have a Bachelor's degree in Human Kinetics, Physical Education, Kinesiology or other related field of study with a minimum of 76% in upper division courses, as well as:

- 5 years of coaching experience, including coaching athletes at the national team or Canada Games level, or 5 years as a carded National Team athlete;
- National Coaching Certification Program qualification at level 3 or "Competition Development";
- recommendation of the National Sport Organization; and
- submission of a portfolio showing an annual training plan the candidate has developed and implemented, other evidence of their practical coaching, and any articles or coaching materials they have produced.

Alternatively, applicants may be considered for admission who do not meet the academic requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the graduate certificate program.

Assessment standards will be concordant with those employed by the Faculty of Graduate and Postdoctoral Studies.

Certificate Requirements

Courses: each 3 credits (total 12 credits)

1. KIN 515 - Gap Analysis
2. KIN 585 - Performance Planning
3. KIN 586 - Coaching Effectiveness
4. KIN 598 - Directed Field Studies: Practicum

Graduate Certificate in Higher Education

The Graduate Certificate in Higher Education GCHIED is designed to meet the continuing professional development needs of those involved in the field of higher education. This certificate is intended for individuals teaching, supporting, or monitoring roles in public and private institutions of higher education in British Columbia and beyond. Students will complete coursework on the following topics: an introduction to the field of higher education; the historical, philosophical, economic, and sociological foundations of higher education; organization and administration of higher education; and the Canadian systems of higher education.

Admission

Language proficiency requirements (<http://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-education-educational-studies>), will be the same as for the Master of Higher Education.

Students studying in the GCHIED program may apply for admission to the MEd in Higher Education and transfer up to four certificate courses (12 credits) towards completion of the MEd program.

Certificate Requirements

All students must complete EDST 493 (3); EDST 521(3); EDST 511 (3); and EDST 536 (3).

Satisfactory progress as defined by the Faculty of Graduate Studies for master's programs must be maintained. Students must complete their requirements within 5 years of admission.

Graduate Certificate in Orientation and Mobility (O&M)

The O&M Certificate program is designed for individuals who wish to work as O&M specialists. The Program prepares students to teach all age ranges of individuals who are blind or visually impaired to travel safely and efficiently through their environments. The Program takes place in-person during two summers with an online course between the summer sessions. A 350-hour internship is also a required component. Completion of the Certificate qualifies individuals to apply to take the exam to become a Certified Orientation and Mobility Specialist (COMS) through ACVREP (Academy for the Certification of Vision Rehabilitation and Education Professionals), one of the main professional certifying bodies for O&M in North America.

Admission

Eligibility is based on current enrolment in the Blindness and Visual Impairment concentration within the Special Education program, completion of an approved teacher of the visually impaired program, or completion of a bachelor degree in another area and successful completion of 4 additional courses (pre-requisite background knowledge): EPSE 540 (or equivalent); EPSE 455 (or equivalent); EPSE 541 (or equivalent); EPSE 320 (or equivalent).

Certificate Requirements

All students must successfully complete 4 courses (15 credits): EPSE 456 (6 credits); EPSE 537 (3 credits); EPSE 538 (3 credits); EPSE 598 (field experiences/internship; 3 credits).

Tuition fees are paid by course (graduate and undergraduate rates per credit).

Graduate Certificate in Technology-Based Distributed Learning (TBDL)

Networked multimedia technologies are impacting on both conventional classroom-based teaching and distance education. Technology-based teaching is being used more and more for distributed learning which makes flexible access possible for both on-campus and off-campus students. The Graduate Certificate in Technology-Based Distributed Learning (TBDL) is designed for professionals and educators responsible for managing, designing, or instructing technology-based courses for post-secondary or adult learners.

Admission, including language proficiency requirements, will be the same as for the Master of Educational Technology (<http://met.ubc.ca>) (M.E.T.).

Students in the TBDL certificate program may apply for admission to the M.E.T. and transfer up to five certificate courses towards completion of the degree program.

Certificate Requirements



A student must complete five courses (15 credits) from the M.E.T. program. At least two must be core courses (EDUC 500, ETEC 510, 511, 512). Three courses will be selected from the remaining core courses and electives that address issues relevant to technology for post-secondary and adult learners (ETEC 520, 521, 522, 530, 531). All courses will be delivered online. Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's programs must be maintained.

Graduate Certificate in Technology-Based Learning for Schools (TBLS)

Educational technologies are impacting on both conventional classroom-based teaching and distance education. The Graduate Certificate in Technology-Based Learning for Schools (TBLS) is directed at anyone concerned with managing, designing, or instructing technology-based courses for school-age students.

Admission, including language proficiency requirements, will be the same as for the Master of Educational Technology (<http://met.ubc.ca>) (M.E.T.).

Students in the TBLS certificate program may apply for admission to the M.E.T. and transfer up to five certificate courses towards completion of the degree.

Certificate Requirements

A student must complete five courses (15 credits) from the M.E.T. program. At least two must be core courses (EDUC 500, ETEC 510, 511, 512). Three courses will be selected from the remaining core courses and electives that address issues relevant to technology for school-age students (ETEC 512, 522, 530, 531, 532, 533, 540). All courses will be delivered online. Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for masters' programs must be maintained.

Tuition Fees

Course-based tuition fees apply. Fees will be the same as for the M.E.T. For more information, please see the M.E.T. (<http://met.ubc.ca>)

Off-Campus Graduate Programs

It may be possible for the Faculty of Education to organize graduate programs which have off-campus components offered at locations throughout BC. For further information, contact the Professional Development & Community Engagement (pdce.educ@ubc.ca); telephone: 604.822.2013.

Last updated: July 24, 2018

Academic Units

Academic Units > Introduction

See Education Graduate Programs.

Last updated: July 24, 2018

Academic Units > Centre for Cross-Faculty Inquiry in Education

Degrees Offered: *M.A., M.Ed., Ph.D.*

Program Overview

Located in the Centre for Cross-Faculty Inquiry in Education (CCFI), two core courses "Living Inquiry in Learning Communities" and "Theorizing Knowing in Education" are the theoretical heart of the M.Ed., M.A. and Ph.D. programs. In addition, students are introduced to a broad spectrum of research methodologies and ways of (re)presenting research in education. Each year a variety of cross-faculty courses (which are also open to students from across the Faculty of Education) are offered to complement the programs. CCFI students are encouraged to enrol in courses offered by other departments and faculties that may inform or enrich their work. Opportunities for individual flexibility, collaborative investigations, and a variety of communal experiences are built in to the program. As the Centre for Cross-Faculty Inquiry in Education has no permanent faculty, advisors and course instructors are selected from among members of the Faculty of Education, and occasionally from other faculties.

Doctor of Philosophy

Candidates require a master's degree with high standing in a relevant discipline, a sample of scholarly work, a letter of intent describing the proposed focus of their cross-faculty program and the support of three academic referees. For students possessing a thesis-based master's degree from other than a relevant discipline, it may be possible to proceed into the Ph.D. by taking, and achieving a high standing in, the core course requirements of an appropriate Master's Degree in Education at UBC.

Master of Arts and Master of Education

The M.A. (thesis) and M.Ed. (non-thesis, but with a graduating project capstone experience) programs can be completed on a part-time basis. In addition to the regular materials requested in the University's application, students should include a statement of their educational interests.

Contact Information

Centre for Cross-Faculty Inquiry in Education
Faculty of Education
2125 Main Mall
Vancouver, BC V6T 1Z4
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Email: grad.educ@ubc.ca
Website: <http://ogpr.educ.ubc.ca/grad/faculty-wide-programs/>

Last updated: July 24, 2018

Academic Units > Department of Curriculum and Pedagogy

Degrees Offered: *M.A., M.Ed., M.M.Ed., Ph.D.*

Program Overview

The Department of Curriculum and Pedagogy (<http://edcp.educ.ubc.ca>) is one of four departments in the Faculty of Education. It offers M.Ed. and M.A. courses in specialized areas of art education, business education, curriculum studies, home economics education, mathematics education, museum education, music education, physical education, science education, social studies education, and technology studies education. It also offers a Master of Museum Education (MMEd).

The Department offers a Ph.D. in Curriculum Studies with a focus on the Department's areas of specialization.

The Department also offers an M.Ed. in Curriculum and Leadership.

Master's programs can be completed through part-time or full-time study. Both the M.Ed. and M.A. programs consist of at least 30 credits of coursework at the 300-level or above, with at least 24 credits of course work selected from courses numbered 500 or above. In addition, the M.Ed. program may include a graduating project (3 credits). The M.A. programs include completion of a thesis (9 credits).

The Department's graduate programs offer opportunities for students to specialize in art, home economics, mathematics, music, physical education, social studies, science, and technology. As well, students may develop interdisciplinary programs in curriculum theory and design; teacher education; complexity science and education; digital media and learning technologies; scholarship of curriculum and pedagogy in higher education; studies in historical consciousness; museum and visitor education; and health, nutrition and sustainability education.

Applicants to master's programs are normally required to have two years of teaching experience. All applicants must submit with their applications a statement of intent clearly outlining their areas of interest and focus for study. Doctoral applicants are required to submit a sample of their writing.

Contact Information

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2125 Main Mall
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Ms. Basia Zurek, Graduate Programs Assistant
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Website: edcp.educ.ubc.ca (<http://edcp.educ.ubc.ca>)

Last updated: July 24, 2018

Academic Units > Department of Educational and Counselling Psychology, and Special Education



Degrees Offered: M.A., M.Ed., Ph.D.

Doctor of Philosophy

The Department of Educational and Counselling Psychology, and Special Education (<http://www.ecps.educ.ubc.ca>) offers programs of study leading to Ph.D. degrees in the following areas:

- Counselling Psychology
- Human Development, Learning, and Culture
- Measurement, Evaluation, and Research Methodology
- School Psychology
- Special Education

The Ph.D. in the Counselling Psychology program is accredited by the Canadian Psychological Association (CPA) and American Psychological Association (APA).

Academic performance is not the sole criterion for promotion to graduation or continuation in programs in the Department of Educational and Counselling Psychology, and Special Education. All program areas also require that candidates demonstrate interpersonal and ethical qualities commensurate with working in educational or counselling settings.

Master of Arts and Master of Education

The Department offers programs of study leading to master's degrees in the following areas:

- Counselling Psychology (CNPS): M.A. and M.Ed.
- Human Development, Learning, and Culture (HDLAC): M.A. and M.Ed.
- Measurement, Evaluation, and Research Methodology (MERM): M.A. and M.Ed.
- School Psychology (SCPS): M.A. and M.Ed.
- Special Education (SPED): M.A. and M.Ed.

With the exception of School Psychology, all master's programs in the Department are available on a full-time or part-time basis.

Additional information about the master's programs is provided in the brochures related to the area of specialization.

Academic performance is not the sole criterion for promotion to graduation or continuation in programs in the Department. All program areas also require that candidates demonstrate interpersonal and ethical qualities commensurate with working in educational or counselling settings.

Prospective applicants are encouraged to visit ECPS (<http://www.ecps.educ.ubc.ca>).

Course descriptions for Counselling Psychology courses are listed with the CNPS subject code in the Course Descriptions section of this Calendar. Courses for the Vocational Rehabilitation Counselling Program are listed with the VRHC subject code. Courses for all other program areas are listed with the EPSE subject code.

Contact Information

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Website: www.ecps.educ.ubc.ca (<http://www.ecps.educ.ubc.ca>)

Last updated: July 24, 2018

Academic Units > Department of Educational Studies

Degrees Offered: Ph.D., Ed.D., M.A., M.Ed.

Program Overview

The Department of Educational Studies (<http://edst.educ.ubc.ca>) is concerned with the study of education in a broad sense. It presents a combination of programs in adult learning and education, higher education, educational administration and leadership, and an interdisciplinary program in society, culture, and politics in education. The department is committed both to meeting traditional program needs and to developing innovative and integrated approaches to emerging issues in education. The master's degree programs in Adult Learning and Education, and Higher Education develop scholars and reflective practitioners able to shape society and its institutions in ways that promote lifelong education and learning for all. The master's degree programs in Educational Administration and Leadership prepare students for leadership positions in K-12 education administrative and teaching roles. The Society, Culture, and Politics in Education (SCPE) Master's degree programs offer opportunities for interdisciplinary study of social justice issues through core themes of gender and feminist perspectives, multiculturalism and anti-racism, First Nations Studies and class.

The Department also offers a specialization in First Nations education for students of aboriginal descent who register in the Ts'kel program. The Department also offers a joint M.Ed. in Curriculum Studies and Educational Administration & Leadership, a joint M.Ed. in Educational Administration and Leadership and Special Education, and an online M.Ed. in Adult Learning and Global Change. The master's programs can be taken on a part- or full-time basis. The online M.Ed. in Adult Learning and Global Change is a full-time Master's program. The Ed.D. in Educational Leadership and Policy is designed for experienced educators with leadership or policy responsibilities in a wide variety of educational settings. The Ph.D. in Educational Studies offers the opportunity to study a wide range of educational issues from perspectives represented in the Department's specializations. Graduates of the department are well qualified for leadership positions in their chosen fields. A high proportion of the graduates from the doctoral programs occupy teaching and research positions in post-secondary institutions or other agencies in Canada and elsewhere, or senior positions in school systems.

Students admitted to the Department's programs have a wide range of undergraduate qualifications and often will have some years of professional experience in education or a related field. Applicants are asked to provide (in addition to the forms, references, transcripts, and other material required by the Faculty of Graduate and Postdoctoral Studies) a statement of their scholarly and professional interests and aspirations. These are considered carefully in admissions decisions.

Coursework in the M.Ed. and M.A. programs is a minimum of 30 credits, consisting of core and elective courses, depending on the specialization chosen. Some of the Department's M.Ed. programs require a graduating paper in which the student explores concepts, previous research, or the application of his or her knowledge to the field of practice. The EDST M.A. program requires a thesis reporting the results of the student's original research. The Ed.D. is designed for working professionals and includes 24 credits of required and elective courses, a comprehensive examination and a thesis. All Ph.D. students are required to take three doctoral seminars, two in the first year and one in the second year, as well as other courses determined in consultation with their faculty advisor and program advisory committee. These courses are tailored to each student's particular interests and to the development of his or her doctoral research. The Ph.D. program also requires that students complete a comprehensive examination and a thesis.

Master of Education in Adult Learning and Global Change

This is an intercontinental, web-based, coursework-only professional master's degree program focusing on adult learning within the context of global change. This is a collaborative program involving, in addition to UBC, Linköping University (Sweden), University of the Western Cape (South Africa), and Monash University (Australia). The curriculum covers forms of adult learning found in different cultural contexts and the role of learning in understanding and responding to globalizing forces and their impacts on workplaces, communities, economies, and the environment. Students proceed through the two-year, 30-credit program as a cohort drawn from the four participating institutions.

Admission and other requirements: UBC applicants must meet the admission requirements of the Faculty of Graduate and Postdoctoral Studies. They must supply a writing sample, letters of reference and a letter of intent, and demonstrate English proficiency. When required, the minimum TOEFL score is 600 (paper based) or 250 (computer based), or the equivalent for other tests of English proficiency. Applicants are reminded that reliable and regular email and Internet access are essential in the program.

Joint Master of Education in Curriculum Studies and Educational Administration and Leadership

This program combines requirements of the M.Ed. in Educational Administration and Leadership and the M.Ed. in Curriculum Studies in equal proportions. Core courses are CUST 562 and 566 and EADM 581 and 582. Other requirements include 3 credits from curriculum leadership (CUST 563, 564 or approved elective), 3 credits from curriculum issues (CUST 565, 568, or approved elective) 3 credits from policy (EADM 554, EDST 500, 531, 570, 576, 577, 578 or approved elective), 3 credits from clinical applications (EADM 502, 561 or 598), 3 credits from research (EDUC 500, 503, 504, CUST 510, 512, EADM 501, 508 or EDST 513, 514), and 3 credits for a portfolio, graduating paper, or the equivalent for a total of 30 credits.

Applicants are reviewed by the Departments of Curriculum Studies and Educational Studies; both sets of admission criteria apply. If accepted, students are admitted to the department of first contact and application. A co-advisor is appointed from each department to oversee each student; all courses are approved by both co-advisors. The dual designation CUST/EADM appears on students' transcripts.

Ts'kel Graduate Studies in Education

Ts'kel is a Halq'emeylen word for "Golden Eagle". Ts'kel facilitates Indigenous participation and perspectives in UBC masters and doctoral programs through 1) a concentration of courses in Indigenous education, and 2) research supervision from Indigenous faculty. Students must be admitted to a masters or doctoral program at UBC in order to take the Ts'kel concentration. Ts'kel is primarily for Indigenous students enrolled in the Faculty of Education; however, Indigenous students from other faculties may complete the Ts'kel concentration.

Ts'kel offers academic, social, cultural, and emotional support in collaboration with the First Nations House of Learning. Students who complete the Ts'kel concentration receive a silver pin at the Longhouse Graduation Ceremony.



Concentration of Courses

Students complete two core courses and two electives for the Ts'kel concentration. The courses include:

- Core course, EDST 545, Indigenous Inquiry and Research
- Core course, EDST 546, Indigenous Methodology and Epistemology
- Two elective courses of Indigenous content. These courses are chosen in consultation with the student's supervisory committee.

Research Supervision:

Dr. Michael Marker, Ts'kel Director, in consultation with faculty members, will assist Indigenous students to find research supervisors. A number of Indigenous faculty are affiliated with Ts'kel and serve on graduate research committees for Ts'kel students.

Satisfactory progress as defined by the Faculty of Graduate Studies for Master's programs must be maintained.

Contact Information

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Academic Units > Department of Language and Literacy Education

Degrees Offered: M.A., M.Ed., Ph.D.

Program Overview

The Department of Language and Literacy Education (<http://www.lled.educ.ubc.ca>) offers programs and courses leading to the Master of Education, Master of Arts, and Ph.D. in Language and Literacy Education (LLED). Program areas within LLED are Literacy Education (LITR), which includes English and Drama Education, Teaching English as a Second Language (TESL), Modern Language Education (MLEd), and Teacher Librarianship (LIBE). The department also offers Diploma and Certificate Programs in these fields. Faculty members also participate in the cross-departmental Masters of Arts Degree in Children's Literature (MACL).

The Department of Language and Literacy Education includes scholars in a comprehensive range of language and literacy-education related fields. These fields relate to the teaching of the following subjects:

- Literacy Education (LITR): composition, early literacy, content area literacy, drama, adult literacy, family literacy, children's and young adult literature, oral language, poetry, Aboriginal literacy, multi-modal approaches to literacy learning and educational linguistics
- English as a Second Language (TESL): TESL methods, applied linguistics, UBC/Ritsumeikan Joint Academic Exchange Program
- Teacher Librarianship (LIBE): co-operative program planning, school library organization and management, school library automation
- Modern Languages (MLEd): French Immersion, French as a First and Second Language, Asia Pacific language and curriculum study, and other modern languages

The Department of Language and Literacy Education is committed to excellence in scholarship, teaching, and professional leadership and is responsive to Canada's multicultural, multilingual context. Its goal is to advance the study of language learning, and the teaching and learning of language, literacy, and literature in their broadest frames of reference including perspectives from poststructuralism, socio-cultural theory, and curriculum theory.

Graduate courses in research in the various subject matter fields as well as departmental doctoral seminars are offered on a rotating basis. Department members are actively involved with graduate students in local, provincial, national, and international research. A complete listing of individual faculty research interests may be found at LLED (<http://www.lled.educ.ubc.ca>). A limited number of teaching assistantships and research assistantships are available to exceptionally qualified students.

The Department of Language and Literacy Education includes a recently established Digital Literacy Centre, which supports research and scholarship in the digital literacy field.

Contact Information

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Christopher Fernandez, Graduate Programs Assistant

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Academic Staff > Centre for Cross-Faculty Inquiry in Education

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Lecturers

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P. Miranda, R.N. (Mass.), M.A., Ph.D. (Wisc.), Director

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Academic Staff > Centre for the Study of Historical Consciousness

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S. Nashon, Head

Professors

A. Anderson, B.S., B.Ed., M.Ed. (Nfld.), Ph.D. (Alta.)



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D. O Donoghue, B.A., Ph.D. (Coll.Art and Design, Dublin)
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A. Pheilan, B.Ed. Hons. (N.U.I.), M.A.Ed., Ed.D. (Virginia)
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M. Milner-Bolotin, B.Sc., M.Sc. (Ukrainian Nat. U.), M.A., Ph.D. (Texas)
C. Nicol, B.Sc., Prof.Tech.Cert. (Vic.(BC)), Ph.D. (Br.Col.)
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H. Banack, B.Sc. (Trent), Teach.Cert., B.Ed., M.A., Ph.D. (S.Fraser)
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K. Lee, B.Ed., M.A., Ph.D. (Br.Col.)
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Academic Staff > Department of Educational and Counselling Psychology, and Special Education

S. Hymel, Head

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Associate Professors

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D. Cox, B.Sc. (YCP), M.Sc., Ph.D. (Kansas)
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F. I. Ishiyama, B.A. (C'da Alta.), M.Ed. (McG.), Ph.D. (Vic.(BC))
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Instructor I

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G. Fallon, LL.B. (Sher.), B.Ed. (Leth.), M.Ed. (S.Fraser), Ph.D. (W.Ont.)
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Lecturers

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Academic Staff > Department of Language and Literacy Education

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Professors

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G. Belliveau, B.A. (Dal.), B.Ed. (Mt. All.), M.A. (Tor.), Ph.D. (Br.Col.)
M. Bryson, B.A. (Tor.), M.Ed. (Tulane), Ph.D. (O.I.S.E.)
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P. Duff, B.A. (Alta.), M.A. (Hawaii, Manoa), Ph.D. (Calif., L.A.)
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A. Henry, B.A., M.A. (Car.), Ph.D. (Tor.)
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G. Li, B.A. (Hubei), M.A. (Wuhan), Ph.D. (Sask.)
B. Norton, B.A. (Witw.), M.A. (Rdg.), Ph.D. (O.I.S.E., Tor.)
T. Rogers, B.A. (Wm.Smith), M.A. (Harv.), Ph.D. (Ill., Urbana-Champaign)
L. Shi, B.A. (ECNU), M.A. (Beij. Foreign Studies), M.A. (Lanc.), Ph.D. (Tor.)
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Professor of Teaching

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Instructors

A. Cervatiuc, B.A./B.Ed. (Alex. L. Cuza), M.A. (Calg.), Ph.D. (Alex. L. Cuza), Ph.D. (Calg.)
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V. Glickman, Director



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Academic Staff > Indigenous Education

J. Hare, Associate Dean, Indigenous Education and Professor

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Academic Staff > Institute for Early Childhood Education and Research

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Academic Staff > Indigenous Teacher Education Program (NITEP)

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J. Anaquod, B.Ed. (Br. Col.), M.Ed. (Br. Col.), Lecturer
K. Baglot, B.Sc. (Br.Col.), B.Ed. (Van.Is.U.)
S. Leddy, BA (Sask.), MA (Br.Col.), B.Ed. (Br.Col.), PhD (S.Fraser)
M. Point, B.Ed., M.E.T. (Br. Col.), Lecturer
J. Sam, B.Sc (N.Br.Col.), M.Sc. (Br.Col.), PhD.Candidate (Br.Col.)

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M. Beauchamp, B.A. (Exe.), M.A. (Qu.), Ph.D. (Birm.), Associate Dean of Research
J. Shapka, B.B.A. (S. Fraser), M.A., Ph.D. (OISE), Director, Graduate Studies in Education

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Academic Staff > Psychoeducational Research and Training Centre

B. McKee, Director

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Academic Staff > Teacher Education

R. Brown, B.Ed., Dip. Ed., M.Ed. (Br. Col.), Program Coordinator
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M. McTavish, B.Ed (Br.Col.), MEd (Br.Col.) PhD (Br.Col.), Associate Dean, Teacher Education, Senior Instructor, Language and Literacy Education
L. Miller, B.Ed. (Regina), M.A., Ph.D. (Br.Col.), Program Coordinator
C. Rushton, B.A., Dip.Ed., M.Ed. (Br.Col.), Director, Teacher Education Office
B. Shippam, B.Ed., M.Ed. (S.Fraser), Program Coordinator
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