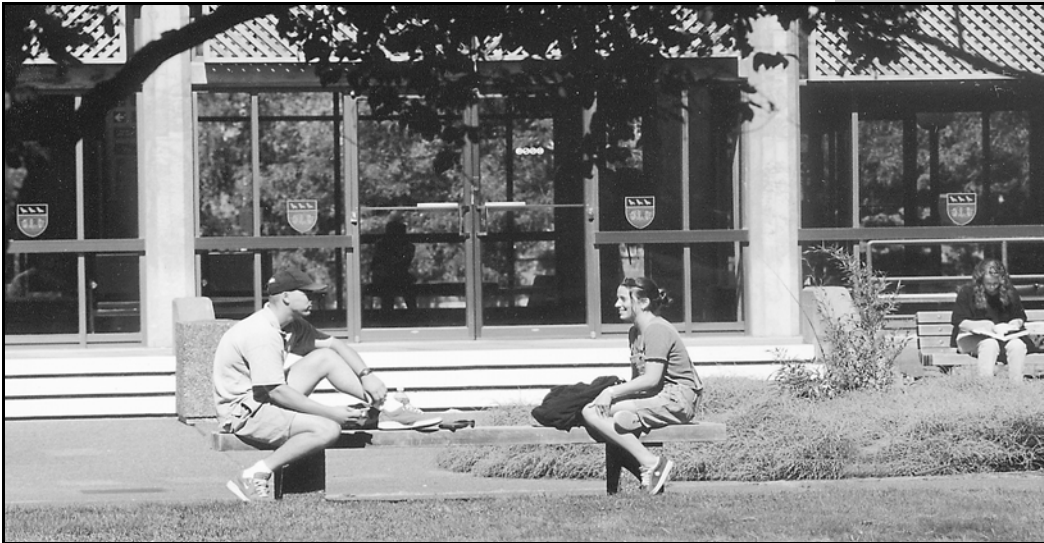


Faculty of Education

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Studies in Education lead students toward an understanding of the nature of knowledge, its interpretations and how it is shared. Through individual and group work, instruction, and supervised experiences in the field, students in the Faculty develop their professional knowledge and skills as well as their ability to share their knowledge and experience. In this way, students learn how to be leaders not only in the classroom but in the community as well. Students in the Faculty may pursue bachelor programs in elementary or secondary education, Indigenous Language Revitalization, kinesiology or recreation and health education. The Faculty also offers graduate programs at the master's and doctoral levels.

Faculty Members

Ralf St. Clair, Dipl (Moray House), MSc (Heriot-Watt), PhD (UBC), Dean of the Faculty

Catherine McGregor, BEd (UVic), MEd, PhD (Simon Fraser), Associate Dean Graduate and Research

James Nahachewsky, BA, BEd, MEd (Sask), PhD (U of A), Associate Dean Undergraduate Programs

Department of Curriculum and Instruction

Deborah L. Begoray, BA (U of A), MA (Calg), PhD (UBC) Professor and Chair

David W. Blades, BEd, MEd (UVic), PhD (U of A), Professor

Wanda J. Hurren, BEd, MEd (Sask), PhD (UBC), Associate Professor

Sylvia J. Pantaleo, BA (Guelph), BEd (Queen's), MA (Calg), PhD (U of A) Professor

Monica Prendergast, BFA (Regina), BEd (Queen's), MA, PhD (UVic), Professor

Theodore J. Riecken, BA, MEd (Sask), EdD (UBC), Professor

Wolff-Michael Roth, MSc, (Germ), PhD (Mississippi), Professor and Lansdowne Chair

Katherine Sanford, BEd, MEd, EdD (U of A), Professor

Michael J. Emme, BA (UVic), MA, EdD (UBC), Associate Professor

Leslee G. Francis-Pelton, BSc, MA, PhD (BYU), Associate Professor

Graham P. McDonough, BMus, BA (Sask), MA, PhD (Tor), Associate Professor

Todd Milford, BSc, BEd, MEd, PhD (UVic), Associate Professor

James L. Nahachewsky, BA, BEd, MEd (Sask), PhD (U of A), Associate Professor

Timothy Pelton, BSc, BEd, MSc (UVic), PhD (BYU) Associate Professor

Jason Price, BA (Trent), BEd (Nipissing), MEd (Framingham State), MA, PhD (TOR), Associate Professor

Helen Raptis, BA, MEd (McGill), PhD (UVic) Associate Professor

Jennifer S. Thom, BEd (UVic), MA, PhD (UBC), Associate Professor

Ruthanne Tobin, BA (Dalhousie), 5th Yr. Special Ed (UBC), BEd (Montreal), MEd, PhD (UVic), Associate Professor

Tim Anderson, BA, BEd (Sask), MA, PhD (UBC), Assistant Professor

Valerie Irvine, BEd, BA (UBC), University Teaching Program, PhD (U of A), Assistant Professor

Michael Paskevicius, BCom (Ryerson), MPhil (U of Capetown), PhD (UVic), Assistant Professor

Anita Prest, BMus (UVic), MMus (Calg), PhD (UBC), Assistant Professor

Alison Shields, BA (UVic), BFA, BEd (UBC), MFA (Waterloo), PhD (UBC), Assistant Professor

Jodi Streelasky, BEd, MEd (Regina), PhD (UBC), Assistant Professor

Michele Tanaka, BA (U of California, Santa Cruz), MA (Pacific Oaks College), PhD (UVic), Assistant Professor

Michelle Wiebe, BFA, BEd, MEd (Calg), EdD (U of Montana), Assistant Professor

Professional Staff

Dana Bell, BSc (UVic), Placement Coordinator, Teacher Education

Pat Bright, BEd, MA (UVic), Administrative Officer

Sue Elsner, BA, BEd (Lakehead University), Placement Coordinator, Teacher Education

Adele Fraser, BEd (UVic), Academic Assistant - Science and Math Education

Kerry Robertson, BEd (UVic), MA (UVic), Manager, Teacher Education

Caren Willms, BFA, MEd (UVic), Academic Assistant - Art Education

Department of Educational Psychology and Leadership Studies

Darlene E. Clover, BA (Tor), MES (York), PhD (OISE Tor), Professor

Allyson Hadwin, BEd, BAH, MEd (Queen's), PhD (Simon Fraser), Professor

W. John C. Walsh, BGS, MA, PhD (Simon Fraser), RPsych, Professor

Timothy G. Black, BA (Western Ont), MA, PhD (Brit Col), RPsych, Associate Professor and Chair

Wanda Boyer, BEd (Calg), MEd, PhD (S. Mississippi), Associate Professor

Carolyn L. Crippen, BA (Carleton), MEd (Ottawa), PhD (North Dakota), Associate Professor

Tatiana Gounko, Grad Dip (Yakutsk, USSR), MSc (Nebraska), PhD (Alta), Associate Professor

Gina Harrison, BA, MA, PhD (Brit Col), RPsych, Associate Professor

Donna McGhie-Richmond, BEd (Alta), MA, PhD (OISE Tor), Associate Professor

Catherine McGregor, BEd (UVic), MEd, PhD (Simon Fraser), Associate Professor

Jillian Roberts, BA (Waterloo), BEd (Dalhousie), MEd (OISE Tor), PhD (Calgary), RPsych, Associate Professor

Susan L. Tasker, BSc, PhD (McMaster), CCC, Associate Professor

Sally Brenton-Haden, BMus, BEd (Mount Allison), MEd (New Brunswick), PhD (Alta), Assistant Teaching Professor

Joan M. Martin, BA (NNU), MA, PhD (Notre Dame), Assistant Professor

Allison Reeves, BHSc (Western), MA (Dalhousie), MEd, PhD (Tor), RPsych, Assistant Teaching Professor

Sungjun Won, BA, MA (Korea), PhD (Ohio State), Assistant Professor

Emeritus

John O. Anderson, BSc, BEd, MEd (Man), PhD (Alta), Professor Emeritus

Daniel G. Bachor, BEd, MSc (Calgary), PhD (Tor), Professor Emeritus

David de Rosenroll, BA, MA, PhD (UVic), Assistant Professor Emeritus, Academic Administrator

Lily L. Dyson, BA (Taiwan), MEd, MA (Kansas), PhD (Washington), Professor Emeritus

M. Honoré France, BSc (Tenn), MEd, EdD (Mass), Professor Emeritus

Carol E. Harris, BA (Acadia), MEd (MUN), PhD (Tor), Professor Emeritus

C. Brian Harvey, BA (Bran), MA, PhD (Ohio St), Professor Emeritus

Geoffrey G. Hett, BEd (UVic), MS, PhD (Oregon), Associate Professor Emeritus

E. Anne Marshall, BA (Bishop's), MA, PhD (OISE Tor), RPsych, Professor Emeritus

Yvonne M. Martin-Newcombe, BA, DipEd (UWI), MA, PhD (McGill), Professor Emeritus

Peter Murphy, BA (Win), BEd, MEd (Man), PhD (Alta), Professor Emeritus

Natalee Popadiuk, BA, BEd, MA (Brit Col), PhD (Calgary), RPsych, Associate Professor Emeritus

Vernon J. Storey, BEd, MEd, EdD (Brit Col), Professor Emeritus

Beverly A. Timmons, BA (Chico State College), MSc, PhD (Ore), Associate Professor Emeritus

Max R. Uhlemann, BS, MS, PhD (Colo St), RPsych, Professor Emeritus

Adjunct, Limited Term and Cross-listed Appointments

John O. Anderson, BSc, BEd, MEd (Man), PhD (Alta), Adjunct Professor

Shailoo Bedi, BA, MA (UVic), MA (Brit Col), PhD (UVic)

Kathy Bishop, BSW, MA (Brit Col), PhD (UVic)

Lucinda Brown, BA, BEd (Calgary), MA, PhD (UVic), Adjunct Assistant Professor

Ian J. Cameron, BEd (BC), MEd (UVic), EdD (BC), Adjunct Assistant Professor

Natasha Caverley, BA, MEd, PhD (UVic), Adjunct Assistant Professor

Terri Cohen, BA (Hons) (Simon Fraser), LLB (Brit Col), PhD (Simon Fraser), Adjunct Assistant Professor

Paige Fisher, BEd (Regina), MEd, PhD (UVic)

Edward Hickcox, BA (Middlebury College), MAT (Wesleyan), EdD (Cornell), Adjunct Professor

Myer Horowitz, BA (Sir George Williams), MEd (Alta), EdD (Stanford), Adjunct Professor

Sanna Järvelä, MA (Turku, Fi), PhD (Joensuu, Fi), Adjunct Professor
 Rita Knodel, BA (Alta), MA (Brit Col), PhD (Alta), Adjunct Assistant Professor
 David Kuhl, BA (Winnipeg), MHS (Tor), MD (McMaster), PhD (Brit Col), Adjunct Professor
 E. Anne Marshall, BA (Bishop's), MA, PhD (OISE Tor), RPsych, Adjunct Professor
 Todd Milford, BSc, BEd, MA, PhD (UVic), (Cross-listed Member), Adjunct Assistant Professor
 Mariel F.W. Miller, BA, MA, PhD (UVic), Adjunct Assistant Professor
 Doug Mollard, BA, BEd, MEd (Sask), MA (UVic), PhD (Cambridge), Adjunct Assistant Professor
 Diana Nicholson, BA, MA (UVic), PhD (UBC), Adjunct Assistant Professor
 Natalee Popadiuk, BA, BEd, MA (Brit Col), PhD (Calgary), RPsych, Adjunct Associate Professor
 Nancy Reeves, ECE Dip (Camosun College), BA, MA, (UVic), PhD (Alta), Adjunct Assistant Professor
 William Rodger, BEd (Alta), MEd (Oregon), PhD (Sask), Adjunct Assistant Professor
 Martin Wall, AB (Harvard College), PhD (Pennsylvania), Adjunct Professor
 Philip Winne, BSEd, MEd (Bucknell), PhD (Stanford), Adjunct Professor

School of Exercise Science, Physical and Health Education

Faculty

Catherine A. Gaul, BEd (New Brunswick), MSc (SFU), PhD (UVic), Professor
 Sandra L. Gibbons, BEd (Alta), MSc (Wash St), PhD (Ore), Professor
 Patti-Jean Naylor, BPE (U of C), MA, PhD (UVic), Professor
 Douglas R. Nichols, BA (Hope Coll), MS (Ore), MA (Mich St), PhD (Ore), Professor
 Ryan E. Rhodes, BA, MA (UBC), PhD (Alta), Professor
 Vivienne A. Temple, BEd (Victoria Coll-Rusden), Grad Dip (Melbourne), PhD (RMIT), Professor
 E. Paul Zehr, BPE, MSc (McMaster), PhD (Alta), Professor
 Timothy F. Hopper, BA (Exeter), MA, PhD (Alta), Associate Professor
 Sandra R. Hundza, BSc (Alta), PhD (UVic), Associate Professor
 Marc D. Klimstra, BKin (McMaster), BEd (Western Ont), MSc (McMaster), PhD (UVic), Associate Professor

Olav E. Krigolson, BEd (UVic), MSc (Indiana), PhD (UVic), Associate Professor
 Kirstin Lane, BSc(UVic), MSc(UVic), PhD(UBC), Assistant Teaching Professor
 Lara L. Lauzon, BA, MA, PhD (UVic), Associate Professor
 Sam Liu, BPHE (Toronto), MSc (Toronto), PhD (Toronto), Assistant Professor
 John T. Meldrum, BRec, MBA (Manitoba), PhD (Waterloo), Assistant Professor and Director
 Lynne A. Stuart-Hill, BSc, MSc (UVic), PhD (UBC), Assistant Professor
 Paul Whitinui, Dip.Tchg (Waikato), BEd (Waikato), BLS (Waikato), MLS (Waikato), EdD (Auckland), Associate Professor

Professional Staff

Melissa Clarke, BSc, MSc (UVic), Senior Laboratory Instructor
 Vera Atavina, BSc, MSc (Russia), Administrative Officer
 Greg Mulligan, BSc (Laurentian), MSc (UVic), Senior Laboratory Instructor
 Holly Murray, BSc (UVic), Senior Laboratory Instructor
 M. Veronica Planella, BA, BEd (Chile), MA (UVic), Senior Laboratory Instructor
 Brad W. Temple, BA(Monash), MA, PhD(RMIT), Advising Officer
 Alyssa Hindle, BSc(UVic), MSc(UofA), Co-operative Education Coordinator

Visiting, Adjunct and Cross-listed Appointments

Nick Clarke, BSc (Bath, UK), MSc, PhD (Saskatoon), Adjunct Assistant Professor
 Steve E. Martin, BSc (W Ont), MD (McMaster), MSc (McGill), Adjunct Associate Professor
 Trent Stellingwerff, BSc (Cornell), PhD (Guelph), Adjunct Assistant Professor
 Christine Voss, BSc, MSc, PhD (Essex), Adjunct Assistant Professor
 Jeremy Sheppard, BA (Brandon), MSc (Ballarat), PhD (Edith Cowan), Adjunct Assistant Professor

Department of Indigenous Education

Onowa McIvor, BA, MA (UVic), PhD (UBC), Associate Professor
 Jean-Paul Restoule, BA, MA (Windsor), PhD (U of Toronto), Professor and Chair
 Carmen Rodriguez de France, BEd (Monterrey), MEd, PhD (UVic), Assistant Professor
 Trish Rosborough, BA (UVic), MA (Bastyr), EdD (UBC), Associate Professor

1.0 General Information

Faculty of Education Programs	
Degree Programs	Degrees Granted
Bachelor of Education in Indigenous Language Revitalization	BEd
Bachelor of Education (Elementary Curriculum)	BEd
Bachelor of Education Post-Degree Professional Program (Elementary)	BEd
Bachelor of Education Post-Degree Professional Program (Middle Years)	BEd
Bachelor of Education (Secondary Curriculum)	BEd
Bachelor of Education Post-Degree Professional Program (Secondary)	BEd
Kinesiology	BSc
Recreation and Health Education	BA
NB: All degree programs are subject to quota	
Certificate and Diploma Programs	
Certificate in Indigenous Language Proficiency	

Faculty of Education Programs (Continued)

Diploma in Indigenous Language Education Revitalization	
Diploma in Secondary Teacher Education	
Diploma in Special Education	
Professional Specialization Certificate in Information Communication Technology	
Professional Specialization Certificate in Special Education	
Professional Specialization Certificate in Teaching French Immersion	
Minor	
Minor in Art Education	
Minor in Education	
Minor in Physical Education	

1.1 UNDERGRADUATE DEGREE PROGRAMS

The Faculty of Education comprises the Department of Curriculum and Instruction, the Department of Educational Psychology and Leadership Studies, the School of Exercise Science, Physical and Health Education, and the Department of Indigenous Education. The faculty offers programs leading to the degrees of Bachelor of Arts in Recreation and Health Education, Bachelor of Education (Elementary Curriculum), Bachelor of Education Post-Degree Professional Program (Elementary), Bachelor of Education Post-Degree Professional Program (Middle Years), Bachelor of Education (Secondary Curriculum), Bachelor of Education Post-Degree Professional Program (Secondary), Bachelor of Science in Kinesiology, and the Bachelor of Education in Indigenous Language Revitalization.

1.2 CO-OPERATIVE EDUCATION PROGRAMS

Please refer to "Undergraduate Co-operative Education" (page 63) at the University of Victoria.

In the Faculty of Education, the School of Exercise Science, Physical and Health Education offers Co-operative Education Programs in Kinesiology and Recreation and Health Education. Admission to and completion of co-operative education programs are governed by the individual program requirements. Refer to "18.0 School of Exercise Science, Physical and Health Education" (page 115) for more information.

1.3 INTERFACULTY PROGRAMS

Recreation and Health Education Program (BA)

An undergraduate student enrolled in this program may complete courses prescribed in the UVic calendar for a Minor program in another faculty. A Major or Honours program in another faculty is not an option. Students interested in completing an interfaculty Minor should refer to "8.2 BA Recreation and Health Education Honours" (page 76) and consult the adviser in the Exercise Science, Physical and Health Education Advising Office.

Kinesiology Program (BSc)

An undergraduate student enrolled in this program may also complete courses prescribed in the UVic calendar for a Minor, Major or Honours program in another faculty. Students interested in completing an interfaculty Minor, double Honours or Major should refer to "9.2.4 Interfaculty Minor, Double Honours or Major" (page 80) and consult the adviser in the Exercise Science, Physical and Health Education Advising Office.

1.4 MINOR IN ART EDUCATION

The Minor in Art Education allows students enrolled in any UVic undergraduate baccalaureate program to nurture their creative capacity and improve visual fluency. The art education minor will ask students to experience and understand art pedagogy through studio practice, critical inquiry, and both visual and disciplinary research through the courses. The minor also provides a pathway for students who wish to become art teachers.

1.5 MINOR IN EDUCATION

The Minor allows students enrolled in any UVic undergraduate baccalaureate program to study teaching and learning for informal and non-formal education environments (non K-12). The Minor is not available for students currently enrolled in a teacher education program. Refer to section "12.0 Minor in Education" (page 81) for more details.

1.6 MINOR IN PHYSICAL EDUCATION

Minor in Physical Education allows the Physical Education teachable area to be acknowledged as a minor within an undergraduate degree providing students outside of the School of EPHE the option to apply for the Post-Degree Professional Program (PDPP). Refer to section "13.0 Minor in Physical Education" (page 82) for more details.

1.7 CERTIFICATE AND DIPLOMA PROGRAMS

Certificate in Indigenous Language Proficiency

This first-year, undergraduate certificate is designed to be community-based and delivered in partnership with specific indigenous language communities. Courses are tailored to individual languages and have a deep focus on learning Indigenous language, with the goal of producing proficient beginner speakers. This certificate ladders into the Diploma and Bachelor of Education in Indigenous Language Revitalization.

Professional Specialization Certificate in Information Communication Technology

This Professional Specialist Certificate provides important background and training for teachers and other educational professionals to gain knowledge, skills, and experience in incorporating new communication technologies for instructional purposes. The certificate will be delivered through a combination of face-to-face and distance delivery.

Professional Specialization Certificate in Teaching French Immersion

Teachers will gain the methodology and fluency to be highly effective in the French immersion environment. This credit certificate consists of four

courses – two offered online and two offered face to face. Courses to complete the certificate are EDCI 475, 476, 477, and FRAN 475. Students interested in this program should contact the Division of Continuing Studies.

Professional Specialization Certificate in Special Education

The Department of Educational Psychology and Leadership Studies offers a Professional Specialization Certificate (PSC) in Special Education. This 7.5 unit program is designed for teachers who have an undergraduate degree and teacher certification. Normally, students entering the program will also have two years teaching or equivalent experience. Using a variety of course delivery methods, the certificate courses are designed and scheduled to be completed part-time.

The general foci of the certificate program are: high and low incidence special needs and their effect on development, learning, and behaviour; legal and ethical issues in the delivery of services to students with special needs; BC Ministry of Education Policies and Procedures; collaboration and consultation in special education; special education assessment (Level B) and identification of learning needs; and individualized education program (IEP) design, delivery and evaluation.

Diploma in Special Education

The Department of Educational Psychology and Leadership Studies offers a Diploma in Special Education. This is a 15-unit program that combines the first 7.5 units found in the Professional Specialization Certificate Program in Special Education with coursework in the advanced treatment of developmental disabilities, behaviour problems, assistive technologies, inclusive education and effective consultation skills

Diploma in Indigenous Language Revitalization

The Diploma in Indigenous Language Revitalization aims to assist people who want to build on their Indigenous language skills, better understand the contexts in which Indigenous languages can be successfully taught and gain some basic teaching skills. This may include people who are interested in a credential that will allow them to teach a First Nations language in a First Nation administered school or a BC public school. (A First Nations Language Certificate must be sought from the BC Ministry of Education through the support of the student's local Language Authority). The Diploma ladders into the Bachelor of Education in Indigenous Language Revitalization.

Diploma in Secondary Teacher Education

This program is designed for degree holders interested in working as a secondary school teacher. The diploma ladders into the Bachelor of Education Post-Degree Professional Program (Secondary).

1.8 GRADUATE PROGRAMS

Graduate degrees in education are offered through the Faculty of Graduate Studies. Inquiries about graduate degrees should be directed to the Dean of the Faculty of Graduate Studies or the education departmental graduate advisers. Students seeking teacher certification should refer to the descriptions of the post-degree professional programs.

2.0 Academic Advice

Teacher Education

Students needing advice about the teacher education courses or programs offered in the Faculty of Education (including the post-degree professional programs) should consult an academic adviser in-person at Education Advising at MacLaurin, Room A225 MacLaurin Building, by telephone at 250-721-7877 or email <adve@uvic.ca>.

Advising Officers

Mel Castillo, BA (UVic)

Nicole Underwood, BSc (UVic)

Kinesiology, Recreation and Health Education

Students needing advice about the Kinesiology and Recreation and Health Education programs offered by the School of Exercise Science, Physical and Health Education (EPHE) should consult the EPHE Academic Adviser, Room 115, McKinnon Building, 250-721-6554, or email <epheadv@uvic.ca>.

Advising Officer

Brad W. Temple, BA (Monash), MA, PHD (RMIT)

Indigenous Education

Students needing advice about Indigenous Education courses or programs offered in the Faculty of Education should consult the Indigenous Language Programs Assistant, room A264 MacLaurin Building, 250-721-7824, regarding language programs, and the Indigenous Resurgence Coordinator regarding cultural or student support, 250-721-6131, iedirc@uvic.ca, room A269 MacLaurin Building.

3.0 Indigenous Advisory Board

Programs in the Faculty of Education have the benefit of advice and guidance from the Indigenous Education Advisory Board whose members are stakeholders in the field of Indigenous Education. The members are from the local First Nations, urban Aboriginal, and Métis communities as well as the Faculty of Education and university community. Further information is available from the Department of Indigenous Education Office.

4.0 Availability of Courses to Students in Other Faculties

Faculty of Education courses required for an undergraduate degree program offered by the faculty are normally restricted to students admitted to one of these programs.

A student who is not enrolled in the Faculty of Education may register for any course or section of a course that is not restricted to Faculty of Education students provided that the student has the prerequisites for the course and there are places available in the course when the student attempts to register.

Students in other faculties who propose to take courses in the Faculty of Education are responsible for determining if the courses can be used in their degree program.

In certain cases, other students may be registered as non-degree students to provide them with the opportunity to establish their qualifications for entry or re-entry to a program offered by the faculty or to re-establish their qualifications with the BC Ministry of Education.

5.0 Limitation of Enrolment

The University of Victoria reserves the right to limit enrolment in the Faculty of Education and to refuse admission to the various programs of the faculty. Such factors as available space and facilities, availability of field experience placements, academic qualifications, general suitability of the applicant for teaching, physical abilities and fluency in English will be taken into account.

6.0 Faculty Admissions

Each program offered by the Faculty of Education has specific admission criteria that applicants must meet. Refer to each program entry for detailed information.

Entry to the Faculty of Education is in September for each year.

6.1 GENERAL FACULTY ADMISSION REQUIREMENTS

The general requirements for admission to the Faculty of Education are:

- at least 12 units of credit¹, including 3 units of English²
 - a sessional grade-point average of at least 3.0 on the most recent session, and if that session is less than 12 units, a grade-point average of at least 3.0 on the most recent 12 units³
 - an admission interview, if required by program (see 6.3)
- The Faculty of Education also accepts applications from high school students for the four-year Bachelor of Education (Elementary Curriculum) program. See "Undergraduate Admission" (page 31).
 - With the exception of the Diploma in Indigenous Language Revitalization program. Refer to "10.0 Bachelor of Education in Indigenous Language Revitalization" (page 80).
 - This requirement will be waived for certified teachers from the Province of British Columbia.

All requirements for admission must be completed by April 30 and documented by May 31, except where otherwise specified.

Application and Document Submission Deadlines

Applications for admission to the faculty, transcripts and all other related documentation must be received by the dates displayed in the table "Undergraduate Application and Documentation Deadlines" (page 9) under the Faculty of Education heading.

6.1.1 Indigenous Admissions

The Faculty of Education is committed to increasing the number of students with First Nations, Inuit and Métis ancestry in our programs and therefore encourages applications from Indigenous people¹. In recognition of the BC Ministry of Education's mandate to increase access for Indigenous students, the Faculty of Education has developed distinct access initiatives:

- Reserved Seats: 5% of the positions in all the faculty's undergraduate programs will be held for Indigenous applicants who meet the Faculty of Education's minimum program entrance requirements and Indigenous application requirements.²
- Exceptional Admission: Exceptional students who do not meet the standard faculty requirements may be eligible for admission through a case-by-case review process.

Eligibility for Distinct Access

To be eligible for a reserved seat and/or exceptional admission, an applicant will need to submit the admissions application form for Indigenous students (available from teacher education advising or the School of Exercise Science, Physical and Health Education) in addition to the general admissions application or application to the School of Exercise Science, Physical and Health Education. Applicants will be considered for placement in the programs on an individual basis, taking into account such factors as Indigenous identity, academic performance, employment history, relevant experience with young people, evidence of participation within an Indigenous community and a letter of reference.

Admission Interview Requirement

Following the review of an application, an interview (in addition to the program interview) may be required. This interview will be conducted by the Indigenous Education Coordinator and Adviser. The interview

process will take into account geographic distance of the applicant from the campus, and an alternative interview process may be considered.

Appealing Admission Decisions

A candidate who is not recommended for admission may appeal to the dean of education or to the Senate Committee on Admission, Registration and Transfer. See the university's first-year admission requirements pertaining to First Nations, Métis and Inuit applicants (page 37).

- For the purpose of application and admission to the Faculty of Education, and in accordance with the Constitution Act of 1982, Part II Section 35(2), "Aboriginal peoples of Canada" refers to the Indian, Inuit and Métis peoples of Canada.
- If the 5% quota of seats is not filled by July 1, the seats will first be offered to Indigenous students from outside of Canada³, then be offered to general students on the waiting list.

* See 18.6.1 re BC Ministry of Education Certification. Individuals who are not permanent residents of Canada will not be certified.

6.2 QUOTA RESTRICTIONS

Admission to all programs in the Faculty of Education is restricted by quotas. Qualified applicants may not necessarily be admitted.

6.3 ADMISSION INTERVIEW REQUIREMENT

An interview may be required prior to admission for some programs within the Faculty of Education. For information about interviews, applicants should consult an academic adviser in the Faculty of Education.

7.0 Faculty Academic Regulations

7.1 STUDENT RESPONSIBILITY

Students are responsible for ensuring that their courses have been selected to satisfy the requirements of their chosen program within the Faculty of Education.

Students are advised to review the university's "Undergraduate Academic Regulations" (page 42) as well as the academic regulations that apply to their chosen program within the Faculty of Education.

7.2 PROFESSIONAL CONDUCT

Students enrolled in a Faculty of Education program are expected to behave in an ethical and professional manner.

Faculty members, students and staff of the Faculty of Education work together to promote professionalism and integrity. These are attributes that prepare our students for leadership roles and create an environment of professionalism in the faculty.

Students in a teacher education program will find the guidelines for professional conduct in "19.1 Code of Professional Conduct" on page 92.

Students in the kinesiology and recreation and health education programs should refer to "18.0 School of Exercise Science, Physical and Health Education" regarding professional conduct for students in the School of Exercise Science, Physical and Health Education.

Academic Integrity

Students should refer to the University "Policy on Academic Integrity" (page 45) and the penalties for violating the university policy (see "Penalties", page 46).

7.3 COURSE REGULATIONS

Practicum Courses

All courses that have a practicum component are governed by the practica regulations, section 19.3. No course containing field experience

or practica may be challenged. Students who wish to repeat any practica courses must obtain permission from the manager of teacher education.

Prerequisites

It is the responsibility of all registrants to ensure that all prerequisites for the courses in which they register have been met. Prerequisites may be waived if the student has completed equivalent work, or in other exceptional cases. Consult an academic adviser in the Faculty of Education for more information.

Registration Restrictions

Registration in all 300-level courses is normally restricted to students having second-year standing or higher. Courses numbered 400 or above are reserved for students registered in third or following years.

7.4 CREDIT REGULATIONS

Credit for Courses Undertaken at Other Institutions

A student who has been admitted to the Faculty of Education may not take courses at another institution without the prior written approval, in the form of a letter of permission. A student must have completed, or be registered in, at least 6 units of course work at UVic to be eligible for a letter of permission. Students may request a letter of permission from an academic adviser in the Faculty of Education.

Students are responsible for ensuring that official transcripts for all attempted course work undertaken at other institutions are submitted to Undergraduate Records. See "Minimum Sessional Grade Point Average and Academic Standing" (page 54) for the minimum sessional grade-point average regulations that apply to all UVic students. See also Faculty of Education minimum sessional grade-point average regulations, below.

Transfer credit is assigned upon receipt of an official transcript from the institution visited; letter grades are not included on the UVic transcript.

Credit for Skill Performance and Analysis Courses

Skill Performance and Analysis course credit is limited as indicated below:

BEd Degrees (Secondary Curricula)

- physical education secondary teaching area program: units specified in the degree
- non-physical education teaching area: 3 units

7.5 STANDING

7.5.1 Sessional Grade-Point Average

See "Standing" (page 54) for an explanation of how a grade-point average is calculated.

7.5.2 Minimum Sessional Grade-Point Average and Academic Standing

Students should refer to "Standing" (page 54) for the minimum sessional grade-point average and academic standing regulations that apply to all UVic students.

Teacher Education Programs

Probationary Status: Students registered in 3.0 units or more whose sessional grade-point average is 2.00 to 2.99 will be placed on faculty probation for the next session attended.

Students who are on faculty probation and achieve a sessional grade-point average of 3.0 or better on a minimum of 6 units will clear their probation status at the end of the session.

Students who fail to obtain a sessional grade-point average of at least 3.0 on a minimum of 6 units during the probationary session will be required to withdraw from the faculty.

Requirement to Withdraw: Students whose sessional grade-point average is less than 2.0 on 3.0 units or more will be required to withdraw

from the faculty. If the grade-point average is less than 2.0, further sanctions will be imposed by the university.

Readmission: Students who complete a minimum of 6 units of approved coursework with a grade-point average of 3.00 or better while outside the Faculty of Education may be readmitted to the faculty. Students should meet with an adviser in the Teacher Education Advising Office to have their course selection approved. Students will not be permitted to register in courses restricted to Faculty of Education students. Normally, duplicate and mutually-exclusive courses will not be used to satisfy readmission to the faculty. Students taking courses at another post-secondary institution must ensure that they are transferable.

Students must apply for readmission within five years of being required to withdraw from the Faculty of Education. Application is made by submitting a program/faculty change form to Undergraduate Records.

Students who are readmitted will be placed on faculty probation for the next session attended. Students who have been readmitted to a teacher education program after having been required to withdraw from the faculty and whose sessional grade-point average again falls below 2.0 will be required to withdraw from the program and the Faculty of Education for a period of three years.

An appeal process is available to address student concerns about the application of any of the above procedures. Please refer to "7.9 Appeals" (page 74).

Kinesiology and Recreation and Health Education Programs

Probationary Status: Students registered in 3.0 units or more and whose sessional grade-point average (GPA) is less than 3.5 will be placed on faculty probation for the next session attended.

Students who are on probation and achieve a sessional GPA of 3.5 or better on a minimum of 6 units will clear their probation status at the end of the session.

Students who fail to obtain a sessional GPA of at least 3.0 on a minimum of 6 units during the probationary session will be required to withdraw from the faculty.

Requirement to Withdraw: Students registered in 3.0 units or more and whose sessional GPA is less than 3.5 will be required to withdraw from the program and the faculty. If the GPA is less than 2.0, further sanctions will be imposed by the university. Refer to "Standing" (page 94) for the minimum sessional grade-point average and academic standing regulations that apply to all UVic students.

Re-admission: Students who complete a minimum of 6 units of course work while outside the program and achieve a minimum sessional GPA of 3.5 will be re-admitted to the program. Students will not be permitted to register in programmatically reserved courses.

Students who have been readmitted to Kinesiology or Recreation and Health Education after having been required to withdraw and whose sessional GPA again falls below 3.5 will be required to withdraw from the program and the Faculty of Education for at least three academic years.

An appeal process is available to address student concerns about the application of any of the above procedures. Please refer to "7.9 Appeals" (page 74).

Non-degree students

Probationary Status: Students registered in fewer than 4.5 units and whose sessional GPA is less than 3.0 will be placed on faculty probation for the next session attended.

Students who are on faculty probation and achieve a sessional grade-point average of 3.00 or better (regardless of registered course load) will clear their probation status at the end of the session.

Requirement to Withdraw: Students whose sessional grade-point average is less than 3.0 on 4.5 units or more may be required to withdraw

from the faculty. If the GPA is less than 2.0, further sanctions will be imposed by the university.

Re-admission: To re-enter the faculty, students must complete a minimum of 6 units of course work with grade-point average of 3.00 or better.

Professional Specialization Certificate in Special Education and Diploma in Special Education

Probationary Status: Students registered in fewer than 4.5 units and whose sessional GPA is less than 3.0 will be placed on faculty probation for the next session attended.

Students who are on faculty probation and achieve a sessional grade-point average of 3.00 or better (regardless of registered course load) will clear their probation status at the end of the session.

Students who fail to obtain a sessional GPA of at least 3.00 (regardless of registered course load) during the probationary session will be required to withdraw from the faculty.

7.6 CURRENCY REQUIREMENT FOR DEGREE AND PROGRAM COMPLETION

The Faculty of Education reserves the right to impose currency requirements for degree/program completion. Course work more than 10 years old will be subject to a review to determine whether its content is outdated. Students whose course work is considered outdated by the department chair, in consultation with the departments or the school, or by the director of the School of Exercise Science, Physical and Health Education, will be required to replace or update the course work concerned.

7.7 DECLARING A PROGRAM

All undergraduate students registered in the faculty are required to make a commitment to a particular program. Students may request a record of degree program (CAPP) from a Faculty of Education academic adviser following admission to the faculty. The purpose of the CAPP report (Curriculum Advising and Program Planning) is to ensure that proposed courses will meet the requirements for the degree program selected.

CAPP reports will be based on current faculty regulations. All previously completed course work will be considered in relation to the student's choice of program and, in the case of students in a secondary teacher education program, teaching areas. The faculty reserves the right to review any program or course work that is deemed to be outdated.

Students may confirm program requirements with an academic adviser before registering in any session.

7.8 GRADUATION

7.8.1 Minimum Degree Requirements for Graduation

Students should refer to "Graduation" (page 55) for the graduation regulations that apply to all UVic students.

Students registered in a teacher education program should also refer to "20.5 Graduation Requirements for Bachelor of Education Degree Programs" (page 93).

7.8.2 Standing at Graduation

Graduating Average

The graduating average of a student in the Faculty of Education will be determined as the weighted average of the grade point values of the letter grades (other than COM) assigned to 300-, 400- and 700-level courses taken at the university and acceptable within the degree program.

7.9 APPEALS

Students should refer to the university regulations regarding appeals (see "Appeals", page 56).

Academic Matters

The first level of appeal concerning a course is normally the instructor of the course; the second level is the director or chair of the academic unit concerned; and the third level is the dean of the faculty concerned.

Admission Decisions

Applicants who are denied admission to a program offered within the Faculty of Education, and who can prove extenuating circumstances, may submit a written request to have their application re-considered by the faculty appeals and adjudication committee (FAAC). Appeals addressed to this committee should be submitted to the kinesiology and recreation and health education programs adviser or to a teacher education program adviser as applicable.

Fee Reduction

The first level of appeal should be made to an academic adviser in the Faculty of Education. The adviser will determine the next step in the process; i.e., program manager, associate dean, chair, director or fee reduction appeals committee (FRAC).

Required Withdrawal from Program

Students whose sessional grade-point average falls below their program's minimum requirement and is required to withdraw from their program and the Faculty of Education may appeal to the chair or the director of the School of Exercise Science, Physical and Health Education. Appeals of the decision of the chair or director are taken to the faculty appeals and adjudication committee (FAAC). Appeals of the FAAC decision are taken to the dean of the Faculty of Education.

8.0 Bachelor of Arts (BA) - Major in Recreation and Health Education Co-operative Education Program

The Recreation and Health Education (RHED) program is an interdisciplinary program and prepares students to enter the fields of recreation, wellness and health promotion, leadership and administration primarily in the public and not-for-profit sectors. It provides preparation in the planning, implementation, evaluation and supervision of recreation, leisure, fitness, wellness and health promotion policies and programs that support social changes.

The Recreation and Health Education program is a minimum of a 4.5 year degree leading to the degree of Bachelor of Arts. It is available only on a co-operative model basis. Please refer to the general description of the Co-operative Education concept and general regulations governing all co-operative education students (page 63).

The School of Exercise Science, Physical and Health Education accepts approximately 30 students each year (total from both entries: to Year 1 and Year 2) into the BA Recreation and Health Education Major program. Entry to year 1 is limited to secondary-school applicants. Applicants with credit from a post-secondary institution must apply for year 2 entry.

Admission Requirements:

Entry to Year 1

Applicants to Year 1 of the BA Recreation and Health Education program should refer to Admission Requirements for the academic qualifications from secondary school (See "Year 1 Admission Requirements: BC/Yukon Secondary School Graduate", page 85).

Entry to Year 2

The requirements for admission to Year 2 of the BA Recreation and Health Education program are:

- at least 12 units of credit, including 3 units of English:
 - ENGL 135 or ENGR 110; and
 - one of ENGL 146, 147, 225, ENGR 120

Note: An ACWR-designated 10L (i.e., 100 level) 1.5 unit transfer credit will be accepted in lieu of 1.5 units of English required for application to, and as part of, the Recreation and Health Education program.
- an interview by the School of Exercise Science, Physical and Health Education
- academic preparation which includes the following:
 - EPHE 143 (1.5)
 - a minimum grade point average of 4.0 (on a 9-point scale) on the most recent session. For students currently registered in less than 12 units, the GPA will be determined by using a combination of the GPA achieved in the current session and the GPA from the previous session applied to the number of units required to reach the 12 unit minimum. Achieving the minimum GPA for the program does not ensure acceptance.
- all requirements for admission must be completed by April 30 and documented by May 31

All students should follow the academic guidelines described in section 8.1. With a high grade point average, applicants to the Co-op program in Recreation and Health Education may be provisionally admitted into a Co-operative Education work term prior to formal admission into the RHED program. Such students, with authorization from the Office of the Executive Director, Co-operative Education, may undertake a first Co-op work term. In such cases, the Co-op work term will be recorded on the transcript as COOP 001 and, if successfully completed, will be accepted as one of the required work terms for the student's Co-op program. Subsequent work terms must be done as part of the Recreation and Health Education program. Authorization to take a Co-op work term does not guarantee admission to the School of Exercise Science, Physical and Health Education.

Application and Document Submission:

New UVic applicants apply online at <www.uvic.ca/apply>.

Continuing and returning UVic applicants apply online at <www.uvic.ca/application>.

Applications must be submitted by:

Year 1 entry: February 28

Year 2 entry: January 31

Students should refer to the School of Exercise Science, Physical and Health Education's website for application instructions and supplemental document requirements: <www.uvic.ca/education/ephe>.

Academic Standing:

Students are reminded of their responsibility to maintain the minimum academic performance required for the Recreation and Health Education program (see section 7.5.2). If a student is on probation, then no units of credit will be allowed during the work term. Students who have been required to withdraw from the program will not be eligible to participate in the next scheduled Co-op work term.

Work Terms:

Students must complete four work terms. Normally, the expected number of weeks per work term is 15 and the expected number of hours per week is 35. The minimum number of weeks per work term is 12 and the minimum number of hours per week is 35. Each work term is noted

on the student's academic record (grading: COM, F/X or N/X). A student who does not complete a work term satisfactorily will normally be required to withdraw from the program, but the Recreation and Health Education Committee may, upon review, authorize a further work term.

Students registered for work terms are considered to be enrolled in a full-time course of studies and may not take university-level credit courses while on a work term. Under extraordinary circumstances, students may submit, in writing to the Co-operative Education Coordinator, School of Exercise Science, Physical and Health Education, a request to register in a maximum of 1.5 units of university level course credit. Students should not expect to complete all their work terms in the summer months, nor should they expect to complete their program on a work term or series of work terms.

Students must sign a current Terms and Conditions document as provided by the Co-operative Education Coordinator, School of Exercise Science, Physical and Health Education in order to be eligible to participate in the placement process.

Participation in EPHE 200 Co-op Seminar is a mandatory requirement for all School of Exercise Science, Physical and Health Education Co-op students. This course is a corequisite for students participating in the placement process prior to their first work term. EPHE 200 is offered in the September to December academic term. Students will be provided more information regarding the content and requirements for completion of this seminar upon admission to the RHED program.

Students are expected to participate fully in the placement process. While every attempt will be made to ensure that all eligible students are placed, the School of Exercise Science, Physical and Health Education is under no obligation to guarantee placement. Students are only permitted to decline one valid Co-op job offer, any more than that and they will be deemed ineligible to participate in the placement process for the remainder of that term. Students should be prepared to spend at least one work term outside the Greater Victoria area.

The Co-op Program Coordinator, School of Exercise Science, Physical and Health Education reserves the right to approve any employer that provides placements for students and to withdraw a student from any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any withdrawal and can follow the student appeal procedures as outlined in the Co-operative Education Program section of the calendar. Students may not withdraw from a placement without -approval from the Co-op Coordinator. Failure to obtain permission will result in the student receiving a grade of F/X on the work term.

Students must be officially registered for the work term by completing the Work Term Registration Form, which is provided by the School of Exercise Science, Physical and Health Education Co-op office, and provide any other required documentation prior to the start of the work term. A Co-op Program tuition fee, which is non-refundable, is due in the first month of each work term and is subject to the University's general fee regulations.

Ethical and Professional Behaviour:

While on co-operative education work terms students are responsible for acting in an ethical and professional manner.

Attendance:

While on co-operative education work terms students are expected to have regular attendance, be punctual at the work place and to notify their co-operative education coordinator whenever work term requirements cannot be kept.

Denial of co-operative education placement:

Students will be denied a co-operative education placement if their preparation in required course work and/or EPHE 200 is deemed unsatisfactory by their instructor(s) and/or the Director of the School of Exercise Science, Physical and Health Education.

Withdrawal from co-operative education placement:

Students may be required to withdraw from the co-operative education placement with a failing grade if their performance in the workplace or their workplace preparation is considered unsatisfactory by the work site supervisor, co-operative education coordinator and the academic program coordinator.

Voluntary Placement Withdrawal:

Students seeking voluntary withdrawal during a placement must receive permission to do so from the co-operative education coordinator and program coordinator. Their request must be in writing and contain the reasons for the request. Students whose performance is deemed unsatisfactory at the time of withdrawal will receive a failing grade.

The performance of students in the Recreation and Health Education Co-operative Education Program will be reviewed after each campus term and each work term. Students whose performance is deemed unsatisfactory by the Recreation and Health Education Committee will be so informed and will be advised by the Committee of the conditions they are to satisfy in order to remain in the program.

8.1 Recommended Sequence of Required Courses**Year One****(Humanities, Science, or Social Sciences)**

CSC 100 or 110	1.5
ENGL 135 and one of 146, 147	3.0
EPHE 141	1.5
EPHE 142	1.5
EPHE 143	1.5
PSYC 100A and 100B	3.0
One of SOCI 100A or 100B	1.5
One elective ²	1.5
Total	15.0

Year Two

EPHE 200	0.0
EPHE 241	1.5
EPHE 243	1.5
EPHE 244	1.5
EPHE 252	1.5
EPHE 253	1.5
EPHE 270	1.5
Electives ²	6.0
Total	15.0

May-August:

Work Term I

Year Three**September-December:**

One of EPHE 104-137 ¹	0.5
EPHE 351	1.5
EPHE 358	1.5
EPHE 360	1.5
One Elective ²	1.5

January-April:

Work Term II

Year Three**May-August:**

ENGL 225	1.5
EPHE 359	1.5
EPHE 356	1.5
ED-D 417	1.5
ED-D 418	1.5
One Elective ²	1.5
Total	15.5

Year Four**September-December:**

Work Term III

January-April:

Two ADMN (approved by Adviser)	3.0
Electives	3.0
Two of EPHE 104-137 ¹	1.0
Total	7.0

May-August:

Work Term IV

Year Five**September -April:**

EPHE 445	1.5
EPHE 454	1.5
Three Electives ²	4.5
Total	7.5
Total Units for Degree	60.0

1. Students must complete three skill performance and analysis courses from EPHE 104-137.
2. Of the 18.0 units of electives, normally 7.5 units must be any 300- or 400-level course for which you have the prerequisites.

8.2 BA Recreation and Health Education Honours

Students in the Recreation and Health Education program seeking an Honours degree normally apply at the start of their third year by downloading an application form from the EPHE website, completing Section 1 and submitting it to the EPHE academic adviser. Students who meet the Honours eligibility requirements will need to find a supervisor for their Honours theses before being accepted into the program. Instructions for finding a supervisor are available on the application form.

To be eligible to apply for Honours applicants normally require the following:

- a GPA of at least 6.5 in not less than 9 units of all EPHE courses
- 3rd year standing in an EPHE degree program
- completion of, or registration in, EPHE 357

An Honours degree will be awarded to students who obtain:

- a graduating grade point average of at least 7.0;
- a grade of at least A- in EPHE 499.

A student who achieves a grade lower than A- in EPHE 499 will graduate with a Major provided all requirements for the Major program are fulfilled.

Students accepted into the Honours program follow the same course sequence requirements, with the following modifications:

- addition of EPHE 357 Research Methods (1.5 units) and EPHE 499 Honours Thesis or Tutorial (3.0 units);
 - reduction of 3.0 units of 300-400 level electives;
- resulting in total units for degree being increased by 1.5 units.

- EPHE 143
 - MATH 100 or 102 or 109
 - Additional 3.0 units of science (from BIOL, CHEM, MATH, PHYS, STAT 255, EPHE 241)
 - 1.5 units of ENGL 135 or ENGR 110 or any ACWR-designated 10L course that meets the AWR requirement)
 - 1.5 units of additional course work
2. a minimum grade point average of 5.0 ("B" average) on the most recent 12 units. Achieving the minimum course grades or GPA for the program does not ensure acceptance.
 3. all requirements for admission must be completed by April 30.

8.3 Interfaculty Minor

A student who completes the requirements for the RHED program, and also completes the courses prescribed for one of the academic units listed under the General Program or the courses prescribed in the Calendar for a Minor program offered in another faculty, will receive a Minor in that academic unit. The Minor will be added to the student's academic record only if the courses taken for the Minor are not part of the core requirements for the RHED program, and only if the student formally declares the Minor program through the EPHE Adviser. Only one Minor may be declared. Students interested in pursuing an Interfaculty Minor should discuss this program with the EPHE Adviser. Note that a Minor in Kinesiology is not available.

9.0 Bachelor of Science (BSc) Kinesiology

The School of Exercise Science, Physical and Health Education offers a Bachelor of Science Kinesiology degree, which includes the option of studying under a co-operative education model. An Honours degree is also available to those students seeking research experience. The BSc, Kinesiology program requires a degree of specialization in the last two years of study. This degree may permit students to proceed to a professional position in the various fields associated with Kinesiology, or to proceed towards graduate studies, or professional studies (including chiropractic, physiotherapy, occupational therapy, speech language pathology, recreation therapy and teacher education).

Students should note that many of the required Biology, Chemistry, Math and Physics courses in the Kinesiology degree have secondary school prerequisites. Biology 12, Chemistry 12, Physics 12, and Pre-Calculus 12 are recommended and best prepare students to succeed in the Kinesiology program. However, students who do not have grade 12 level in the math and sciences can take additional courses at UVic or another institution in order to fulfill their Kinesiology degree requirements. Details of the secondary school prerequisite requirements for Biology, Chemistry, Math and Physics courses in the Kinesiology degree are provided in the associated University Calendar course descriptions, and for key courses, on the School's website as part of notes associated with the description of the recommended sequence in Kinesiology <www.uvic.ca/education/exercise/undergraduate/kinesiology/sequence>.

The School of Exercise Science, Physical and Health Education accepts approximately 60 students each year (total from both entries: to Year 1 and Year 2) into the BSc Kinesiology program. Entry to year 1 is limited to secondary-school applicants. Applicants with credit from a post-secondary institution must apply for year 2 entry.

9.1 Admission Requirements

Entry to Year 1

Applicants to Year 1 of the BSc Kinesiology program should refer to Admission Requirements for the academic qualifications from secondary school (See "Year 1 Admission Requirements: BC/Yukon Secondary School Graduate", page 85).

Entry to Year 2

The requirements for admission to Year 2 of the BSc Kinesiology program are:

1. at least 12 units of credit, including:
 - 1.5 units each of
 - EPHE 141
 - EPHE 242

Application and Document Submission:

New UVic applicants apply online at <www.uvic.ca/apply>.

Continuing and returning UVic applicants apply online at <www.uvic.ca/application>.

Applications must be submitted by:

Year 1 entry: February 28

Year 2 entry: January 31

Students should refer to the School of Exercise Science, Physical and Health Education's website for application instructions and supplemental document requirements: <www.uvic.ca/education/ephe>.

Academic Standing

Refer to "7.5.2 Minimum Sessional Grade-Point Average and Academic Standing" for the minimum academic standing regulations for the Kinesiology program.

9.1.2 Recommended Sequence of Required Courses for the BSc Kinesiology program (non-Co-op)

Year One	
(Humanities, Science or Social Sciences)	
BIOL 150A and 150B, or 184 and 186, or 190A and 190B ¹	3.0
CHEM 101 and 102 ¹	3.0
EPHE 141 ¹	1.5
EPHE 143	1.5
EPHE 155	1.5
ENGL 135 and one from 146, 147, 225	3.0
Electives ³	1.5
Total for year	15.0

Year Two	
MATH 100 ¹ or 102 ¹ or 109 ¹	1.5
STAT 255 ¹	1.5
PHYS 110 ^{1,2}	1.5
EPHE 201 ¹	1.5
EPHE 241 ¹	1.5
EPHE 242 ¹	1.5
EPHE 245 ¹	1.5
EPHE 253	1.5
Electives ³	3.0
Total for year	15.0

Year Three

EPHE 341 ¹	1.5
EPHE 344 ¹	1.5
EPHE 360 ¹	1.5
EPHE 380 ¹	1.5
EPHE 355	1.5
EPHE 300-400 level	3.0
Electives ³	4.5
Total for year	15.0

Year Four

EPHE 441 ¹	1.5
EPHE 444 ¹	1.5
EPHE 447 (full-year course)	1.5
EPHE 300-400 level	4.5
Electives ³	6.0
Total for year	15.0
Total Units for Degree	60.0

1. Science designated course. The Bachelor of Science Kinesiology degree requires 33 science-designated units (see also note 3 regarding electives).
2. Physics 12 is strongly recommended as prerequisite for PHYS 110. For those students who do not have Physics 12, PHYS 102 (3.0 units) may be taken in lieu of PHYS 110. Students who take this option will add an additional 1.5 units to their program, which will not be utilized in the 60 unit Kinesiology degree.
3. There are 22.5 units of electives in the Kinesiology program:
 - 7.5 units of 300 or higher level EPHE electives;
 - 6.0 units of 300 or higher level science electives,
 - 3.0 units of 300 or higher level approved discipline related electives
 - 3.0 units of 100 or higher level science electives, and
 - 3.0 units of 100 or higher level general electives.

Further details on electives can be found on the School of Exercise Science, Physical and Health Education website: <www.uvic.ca/education/exercise/undergraduate/kinesiology/electives>.

Science electives must be selected from courses offered by the following departments: Biochemistry and Microbiology, Biology, Chemistry, Computer Science, Mathematics and Statistics, and Physics and Astronomy. Courses in these departments designated for non-science students WILL NOT be accepted as science electives. In addition, approved courses offered by the Departments of Psychology and Anthropology, and the Division of Medical Sciences are designated as science electives. A complete list of approved science electives can be found on the School of Exercise Science, Physical and Health Education website: <www.uvic.ca/education/exercise/undergraduate/kinesiology/electives>.

Approved discipline related electives (300 or higher) must be selected from courses offered by the Faculty of Science, the Department of Anthropology, the Department of Psychology, the Department of Computer Science, the School of Exercise Science, Physical and Health Education, the School of Health Information Service, the Division of Medical Sciences, and the School of Public Health and Social Policy.

9.2 Kinesiology – Co-operative Education Program

The Kinesiology Co-operative Education program is a year-round program, which enables students to integrate their academic experiences with workplace learning. Please refer to the general description of the Co-operative Education concept and general regulations governing all co-operative education students (page 63).

All students should follow the academic guidelines described in section 9.2.1.

With a high grade point average, applicants to the Co-op program in Kinesiology may be provisionally admitted into a Co-operative Education work term prior to formal admission into the Kinesiology Co-op program. Such students, with authorization from the Office of the Executive Director, Co-operative Education, may undertake a first Co-op work term. In such cases, the Co-op work term will be recorded on the transcript as COOP 001 and, if successfully completed, will be accepted as one of the required work terms for the student's Co-op program. Subsequent work terms must be done as part of the Kinesiology program. Authorization to take a Co-op work term does not guarantee admission to the School of Exercise Science, Physical and Health Education.

Students in the BSc Kinesiology Co-op program may apply to the coop coordinator for up to one work term credit by challenge. Please refer to General Regulations Undergraduate Co-operative Education.

Academic Standing:

Students are reminded of their responsibility to maintain the minimum academic performance required for the Kinesiology program (see section 7.5.2). If a student is on probation, then no units of credit will be allowed during the work term. Students who have been required to withdraw from the program will not be eligible to participate in the next scheduled Co-op work term.

Work Terms:

Students must complete three work terms. Normally, the expected number of weeks per work term is 15 and the expected number of hours per week is 35. The minimum number of weeks per work term is 12 and the minimum number of hours per week is 35 and/or 420 hours. Work terms generally alternate with full-time academic terms on campus, and provide productive and paid, full-time work experience that is related to the student's program of studies and individual interests. In special circumstances, approval may be granted for a work term to be undertaken on a more flexible schedule, as long as it does not exceed eight months and the total time worked is equivalent to a four-month term of full-time work. Students are expected to end their program on an academic term.

Each work term is noted on the student's academic record (grading: COM, N/X or F/X). A student who does not complete a work term satisfactorily will normally be required to withdraw from the program but the Kinesiology Committee may, upon review, authorize a further work term.

Students registered for work terms are considered to be enrolled in a full-time course of studies and may not take university level credit courses while on a work term. Under extraordinary circumstances, students may submit, in writing to the Co-operative Education Coordinator, School of Exercise Science, Physical and Health Education, a request to register in a maximum of 1.5 units of university level course credit. Students should not expect to complete all their work terms in the summer months, nor should they expect to complete their program on a work term or series of work terms.

Students must sign a current Terms and Conditions document as provided by the Co-operative Education Coordinator, School of Exercise Science, Physical and Health Education in order to be eligible to participate in the placement process.

Participation in EPHE 200 Co-op Seminar is a mandatory requirement for all School of Exercise Science, Physical and Health Education Co-op students. This course is a corequisite for students participating in the placement process prior to their first work term. EPHE 200 is offered in the September to December academic term. Students will be provided more information regarding the content and requirements for completion of this seminar upon admission to the KINE co-op program.

With permission of the Program Coordinator, Kinesiology Co-op students may voluntarily withdraw from Co-operative Education and remain enrolled in the Kinesiology degree program.

Students are expected to participate fully in the placement process. While every attempt will be made to ensure that all eligible students are placed, the School of Exercise Science, Physical and Health Education is under no obligation to guarantee placement. Students are only permitted to decline one valid Co-op job offer, any more than that and they will be deemed ineligible to participate in the placement process for the remainder of that term. Students should be prepared to spend at least one work term outside the Greater Victoria area.

The Co-op Program Coordinator, School of Exercise Science, Physical and Health Education reserves the right to approve any employer that provides placements for students and to withdraw a student from any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any withdrawal and can follow the student appeal procedures as outlined in the Co-operative Education Program section of the calendar. Students may not withdraw from a placement without approval from the Co-op Coordinator. Failure to obtain permission will result in the student receiving a grade of F/X on the work term.

Students must be officially registered for the work term by completing the Work Term Registration Form, which is provided by the School of Exercise Science, Physical and Health Education Co-op office, and provide any other required documentation prior to the start of the work term. A Co-op Program tuition fee, which is non-refundable, is due in the first month of each work term and is subject to the University's general fee regulations.

Ethical and Professional Behaviour:

While on co-operative education work terms students are responsible for acting in an ethical and professional manner.

Attendance:

While on co-operative education work terms students are expected to have regular attendance, be punctual at the work place and to notify their co-operative education coordinator whenever work term requirements cannot be kept.

Denial of co-operative education placement:

Students will be denied a co-operative education placement if their preparation in required course work and/or EPHE 200 is deemed unsatisfactory by their instructor(s) and/or the Director of the School of Exercise Science, Physical and Health Education.

Withdrawal from co-operative education placement:

Students may be required to withdraw from the co-operative education placement with a failing grade if their performance in the workplace or their workplace preparation is considered unsatisfactory by the work site supervisor, co-operative education coordinator and the academic program coordinator.

Voluntary Withdrawal:

Students seeking voluntary withdrawal during a placement must receive permission to do so from the co-operative education coordinator and program coordinator. Their request must be in writing and contain the reasons for the request. Students whose performance is deemed unsatisfactory at the time of withdrawal will receive a failing grade.

The performance of students in this program will be reviewed after each campus term and each work term. Students whose performance is deemed unsatisfactory will be so informed and will be advised of the conditions they are to satisfy in order to remain in the program.

9.2.1 Recommended Sequence of Required Courses for the BSc Kinesiology, Co-operative Education program

Years 1 and 2 are the same as the non-Co-op Major except the addition of EPHE 200 at the start of Year Two. See 9.1.2 and notes 1, 2, and 3.

At the end of Year Two:

Work Term #1

Year Three

Work Term #2

EPHE 341 ¹	1.5
EPHE 344 ¹	1.5
EPHE 359 (summer)	1.5
EPHE 360 ¹	1.5
EPHE 380 ¹	1.5
EPHE 300-400 level	3.0
Electives ³	4.5
Total for year	15.0

Year Four

Work Term#3

EPHE 441 ¹	1.5
EPHE 444 ¹	1.5
EPHE 355	1.5
EPHE 300-400 level	4.5
Electives ³	6.0
Total for year	15.0
Total Units for Degree	60.0

9.2.2 BSc Kinesiology Honours

Students in the BSc Kinesiology non-Co-op or Kinesiology Co-op programs seeking an Honours degree normally apply at the start of the third year of the program by downloading an application form from the EPHE website, completing Section 1 and submitting it to the EPHE academic adviser. Students who meet the Honours eligibility requirements will need to find a supervisor for their Honours thesis before being accepted into the program. Instructions for finding a supervisor are available on the application form.

To be eligible to apply for Honours applicants normally require the following:

- a GPA of at least 6.5 in not less than 9 units of all EPHE courses
- 3rd year standing in an EPHE degree program
- completion of, or registration in, EPHE 357

All requirements should be completed within five academic years. An Honours degree will be awarded to students who obtain:

1. a graduating grade point average of at least 5.0
2. a grade point average of at least 5.5 for 300- and 400-level Exercise Science, Physical and Health Education courses
3. a grade of at least B in EPHE 499

A student who achieves a grade lower than B in EPHE 499 will graduate under the Major program, providing all other requirements for the degree are fulfilled.

9.2.3 Recommended Sequence of Required Courses for the BSc Kinesiology Honours program

Years 1 and 2 are the same as for the BSc Kinesiology non-Co-op. See 9.1.2 and notes 1, 2, and 3.

Note: BSc Kinesiology Coop students must plan to take EPHE 359 (summer) and are not eligible to take EPHE 447.

Year Three

EPHE 341 ¹	1.5
EPHE 344 ¹	1.5
EPHE 357	1.5
EPHE 360 ¹	1.5
EPHE 380 ¹	1.5
EPHE 355	1.5
EPHE 300-400 level	1.5
Electives ³	4.5
Total for year	15.0

Year Four

EPHE 441 ¹	1.5
EPHE 444 ¹	1.5
EPHE 447 (full-year course)	1.5
EPHE 499 (full-year course)	3.0
EPHE 300-400 level	4.5
Electives ³	4.5
Total for year	16.5
Total Units for Degree	61.5

9.2.4 Interfaculty Minor, Double Honours or Major

Students interested in pursuing an Interfaculty Minor or an Interfaculty Double Honours or Major should discuss this program with both the Program Coordinator and the EPHE Adviser.

10.0 Bachelor of Education in Indigenous Language Revitalization

10.1 GENERAL INFORMATION

The Bachelor of Education in Indigenous Language Revitalization offered through the Department of Indigenous Education is a community-based, cohort-driven program that is designed for BC Indigenous community members who want to learn their language and become teachers of their language. The Bachelor of Education in Indigenous Language Revitalization is targeted towards those who want to become professional K-12 teachers in hopes of teaching in either a First Nations administrated or public school. Students will continue building their language capacity to ensure they are qualified to teach in an immersion context if desirable. Students enter this program after completing a Diploma in Indigenous Language Revitalization or equivalent coursework approved by the Chair of Indigenous Education.

Admission Requirements

The Diploma in Indigenous Language Revitalization (see section 19.5) ladders into the Bachelor of Education in Indigenous Language Revitalization. Normally, students will enter the BEd program after completing the Diploma, provided they meet the following admission requirements:

1. Admissibility to the university (including completion of English 12 and Math 11);
2. At least 30 units of coursework that includes:
 - approved English (3.0 units);
 - Indigenous language studies (22.5 units, including 12.0 units focused on Indigenous language proficiency);
 - ED-D 301 (1.5 units)
 - EDCI 302 (1.5 units)
 - IED 371 (1.5 units)
3. A sessional grade point average of at least 3.0 (C+) on the most recent session; if that session is less than 12 units, a grade point average of at least 3.0 on the most recent 12.0 units.

Students who have completed the Diploma in Indigenous Language Revitalization should contact UVic Undergraduate Records for information on how to apply to the Bachelor of Education in Indigenous Language Revitalization. There will be no fee associated with the application.

Transfer possibilities will be dealt with on a case by case basis. Up to 22.5 units of transfer credit for Indigenous language courses and 3.0 units of approved English may be granted, as negotiated by cohort through individual community partnerships. At least 12.0 units must be focused on proficiency in an Indigenous language. Provided they have met all other program admission requirements, students will be conditionally admitted to the Bachelor of Education in Indigenous Language Revitalization on the basis of the 25.5 units of transfer credit described above and must then complete ED-D 301, EDCI 302, and IED 371 in their first year of study.

10.2 PROGRAM CURRICULUM

The majority of the course work in the program will be adapted slightly to the needs of each cultural and linguistic cohort. The Indigenous language courses will have to be adapted more extremely than other courses, due to the varied nature of each language in BC. The students in the program must move through the program together in the pre-determined set of courses to be offered in their community. Program exceptions for the Bachelor of Education in Indigenous Language Revitalization must be approved by the Chair of Indigenous Education.

The order of the course offerings will vary from partnership to partnership due to the differing community scheduling needs and instructor availability. This program runs through the summer session.

Year One and Year Two

Year One 15.0 units: Certificate in Indigenous Language Proficiency (See 19.5.1) or Certificate in Indigenous Language Revitalization with an additional 3.0 units of language coursework.

Year Two 16.5 units: Diploma in Indigenous Language Revitalization (See 20.5 Community-Based Certificate And Diploma Programs In Indigenous Education)

Year Three

Approved Math course	1.5
Approved Science course	1.5
ED-D 407 Evaluating and Reporting Student Progress	1.5
EDCI 303 Historical and Philosophical Foundations of Canadian Education	1.5
EDCI 330 Elementary Field Experience Seminar II	1.5
ED-P 351 Six-Week Practicum (Elementary Education).....	1.5
EDCI 402 Reading: Instructional Principles and Strategies	1.5
EDCI 403 Curriculum and Instruction in Elementary and Middle School Science	1.5

Year Three

EDCI 404 Curriculum and Instruction in Elementary and Middle School Social Studies	1.5
EDCI 405 Curriculum and Instruction in Elementary or Middle School Mathematics	1.5
EPHE 312 Overview of Elementary or Middle School Physical Education	1.5
IED 359 Indigenous Language III	1.5
IED 459 Indigenous Language IV	1.5
Year 3 Total	19.5

Year Four

ED-D 408 Promoting Prosocial Behaviour: Strategies and Management	1.5
ED-D 410 Teacher as Leader: The Professional Role	1.5
ED-D 420 Learning Support: Context & Key Issues	1.5
ED-P 451 Nine-Week Practicum (Elementary Education)	3.0
IED 459 Indigenous Language IV	1.5
IED 486 Developing and Teaching Indigenous Arts in Elementary and Middle Schools	1.5
IED 475 Immersion Language Teaching Methodologies	1.5
LING 301 Topics in the Structure of an Indigenous Language Family	1.5
Year 4 Total	13.5

On successful program completion, students are eligible for recommendation to the BC Teacher Regulation Branch for Professional Teaching Certification.

Program Notes

IED 358, 458 or IED 356, 456 can be used in substitution of IED 359, 459.

11.0 Minor in Art Education

11.1 GENERAL INFORMATION

The Department of Curriculum and Instruction offers a 15.0 unit undergraduate Minor in Art Education. The program focus is to provide students with a background in visual expression, design thinking and creative problem solving. The minor has two tracks: Visual Expression and Inquiry in Education and Visual Design and Inquiry in Education. The tracks will not appear on the transcript.

11.2 PROGRAM REQUIREMENTS

To obtain a Minor in Art Education students are required to successfully complete:

1. AE 103A (1.5) Introduction to Art Education
2. AE 311 (1.5) Design Thinking
3. AHVS 200-400 level (1.5) (Indigenous Art or contemporary Canadian Art content are recommended)
4. AE 300-400 level 2-D analog (1.5) (drawing, painting, printmaking)
5. AE 300-400 level 2-D technology (1.5) (digital art, photography)
6. AE 300-400 level 3-D (1.5) (sculpture, ceramics)
7. AE 314 (1.5) Art Education in the community

Plus courses from one of the 2 thematic areas listed below:

Visual Expression and Inquiry in Education

AE 300-400 level course (1.5) (from AE 2D analog, 2-D technology or 3-D) 300-400 AHVS, FA or AE elective (1.5) on approval of AE advisor

AE 410 (1.5) Visual Inquiry as Research

Visual Design and Inquiry in Education

AE 310 (1.5) Introduction to Applied Design

AE 330 (1.5) Visual Design for Marketing, Advocacy and Persuasion

AE 410 (1.5) Visual Inquiry as Research

12.0 Minor in Education

12.1 GENERAL INFORMATION

The Department of Curriculum and Instruction offers a 9.0 unit undergraduate Minor in Education. The goal of the program is to provide students from all disciplines to succeed as non K-12 educators (volunteers and paid staff) of social agencies and/or businesses that have an instructional component to their organization. Graduates of the program will have a basic foundation of learning, teaching, assessment, and instructional design to meet the needs of informal and non-formal education environments.

The program is not available for students currently enrolled in teacher education programs in the Faculty of Education.

12.2 PROGRAM REQUIREMENTS

To obtain a Minor in Education, students are required to complete successfully:

1. EDUC 100 (1.5) Introduction to Education
2. EDCI 335 (1.5) Learning Design
3. ED-P 301 (1.5) Internship/Community Experience
4. 4.5 units of approved electives¹. At least 3.0 units must be taken at the 300 or 400-level.

Please ensure that you have the necessary prerequisites for all courses you plan to take.

200, 300 and 400-level courses taken for the Minor cannot be used to complete requirements for any other degree program. They can, however, be used to satisfy corequisites or prerequisites. Overlapped courses must be replaced by another course at the same level or higher with permission of the department.

1. *The electives are oriented towards communication, marketing, or teaching and learning. Choose from AE 306, 310, 314, 315, 317, 322, 330; EDCI 338, 339, 356, EPHE 142, 242, 246, 253, 270, 348, 351; ED-D 101, 316, 414, 417, 418, 423; IED 371, 372; IET 420, 430. Other electives may be approved by the program lead.*

13.0 Minor in Physical Education

13.1 GENERAL INFORMATION

The School of Exercise Science, Physical and Health Education offers a 15.0 unit Minor in Physical Education. The program allows the Physical Education teachable area to be acknowledged as a minor within an undergraduate degree providing students outside of the School of EPHE the option to apply for the Post-Degree Professional Program (PDPP).

13.2 PROGRAM REQUIREMENTS

To obtain a Minor in Physical Education, students are required to successfully complete:

9.0 units of

- EPHE 201 (1.5) Qualitative Analysis on Human Movement
- EPHE 245 (1.5) Motor Learning
- EPHE 246 (1.5) Strategies for Active Health

- EPHE 352 (1.5) Introduction to Physical Activity Instructional Techniques
- EPHE 360 (1.5) Exercise Prescription
- EPHE 452 (1.5) Strategies for Games in Physical Education

1.5 units of

- EPHE 350 (1.5) Children and Youth with Special Needs in Physical Activities, or
- EPHE 346 (1.5) Motor Development and Physical Maturation

4.5 units as a combination of any Skill and Performance Activity (SPA) and analysis courses:

- EPHE 107-137 (0.5 unit each)
- EPHE 439 (1.5) Study of gymnastics and/or
- EPHE 487 *(1.5) Special Topics in Exercise Science, Physical and Health Education: Topics of current interest or concern to groups of students.

The necessary prerequisites are required for all courses.

**The upper level course can be in any sport area with the condition that a significant experiential component related to the sport area and the course connects to core coursework in the teachable area/minor courses.*

EPHE 487 can be taken more than once in different topics

14.0 Teacher Education Admissions

See "Undergraduate Application and Documentation Deadlines" (page 9).

Bachelor of Education (Elementary Curriculum)

The Faculty of Education admits students into the first or second year. Each admission point has specific admission criteria that applicants must meet.

High school applicants applying for first year should refer to "Undergraduate Admission" (page 31) for further details. Students who are not admitted directly from high school are encouraged to complete year one requirements in another faculty at UVic and to apply for year two entry.

Applicants applying for second year entry should refer to "15.0 Bachelor of Education (Elementary Curriculum)".

Bachelor of Education (Elementary Curriculum) – East Kootenay Teacher Education Program

The Faculty of Education offers only year two admission to college/university transfer students. Applicants should refer to "15.0 Bachelor of Education (Elementary Curriculum)".

Bachelor of Education in Indigenous Language Revitalization

The Faculty of Education offers year three admission to students who have completed the Diploma in Indigenous Language Revitalization. Applicants must follow the admission procedures outlined in section 10.0.

Bachelor of Education (Secondary Curriculum)

Last intake September 2017

The Faculty of Education offers year two entry to UVic and college/university transfer students who wish to teach at least one of art or physical education. Applicants must follow the admission procedures outlined in section 16.0.

Entry to this program does not require specific secondary school prerequisites but the following courses are recommended:

- English Literature 12 and

- for those wishing to become secondary art education teachers, Art 12
- for those wishing to become physical education teachers, Biology 11, Biology 12, Chemistry 11, Physical Education 11 and Physics 11

Bachelor of Education Post-Degree Professional Program (Elementary)

Degree holders will follow the admission procedures outlined in section 14.0.

Bachelor of Education Post-Degree Professional Program (Middle Years)

Degree holders will follow the admission procedures outlined in section 15.0.

Diploma in Secondary Teacher Education

Degree holders will follow the admission procedures outlined in section 19.6.

14.1 WRITTEN ENGLISH COMPETENCY REQUIREMENT

Students must obtain a C+ grade or higher in each of two approved English courses (3.0 units). This is normally satisfied in one of the following ways:

1. One approved English composition course and one approved English literature course each with a C+ grade or higher: for example, one of ENGL 135 and ENGL 146 or 147; or approved 200-level English courses.
2. Two approved English literature courses each with a C+ grade or higher: for example, ENGL 146 and 147.

Students who have not yet satisfied this requirement, must consult a faculty of education adviser about the English Equivalency Test (EET).

Students must satisfy the written English competency requirement prior to admission with the following exceptions:

- Bachelor of Education (Elementary Curriculum) Degree program students, must do so prior to year two.
- Bachelor of Education (Secondary Curriculum) Degree program students must do so prior to year five.

14.2 ACCEPTANCE DEPOSIT

An acceptance fee of \$150.00 is required from all students upon their acceptance of a place in a teacher education program. This fee will be credited towards student fees at the beginning of the program. A student who withdraws from the program at least 30 days before the start date of the program will be refunded \$100.00 of the acceptance deposit. A student who withdraws from the program within 30 days of the start date of the program will receive no refund.

14.3 TEACHER APPLICANTS

Qualified teachers, whose initial preparation led to teacher certification but not to an undergraduate degree, who now wish to complete a Bachelor of Education degree at the University of Victoria should consult an academic adviser.

Existing programs can be modified on the basis of previous university-level course work and experience. The Department will determine what credit, from UVic or other institutions, may be applied to the degree program. Those whose studies commenced more than 10 years ago are also referred to Limitations of Credit for Certificated Teachers.

Applications must be made in the normal manner to UVic Undergraduate Admissions or Records.

14.4 CRIMINAL RECORD CHECK

While not a requirement for admission, students must complete a Criminal Record Check in compliance with the BC Criminal Record

Review Act before they can be placed in a field experience. Students are responsible for providing authorization for the review to the Teacher Education Office upon request. Students who do not complete the review will not be permitted to undertake field experience. Costs related to the review are the responsibility of the individual student. Contact the Teacher Education Office for more information.

Students with criminal convictions are advised to contact the manager of teacher education and the BC Ministry of Education for clarification of their status before undertaking a teacher education program.

15.0 Bachelor of Education (Elementary Curriculum)

15.1 GENERAL INFORMATION

This elementary degree program provides course work and practicum experience designed to produce a well-qualified elementary school teacher. The program has been designed as a co-ordinated, sequenced balance of course work, integrated school observations, and three practica experiences.

The Bachelor of Education (Elementary Curriculum) degree program admits students into the first or second year. Students take core education courses commencing in the second year. The program format requires that students have completed at least 12 units of approved course work to the standards outlined below before registering in the core year two courses.

Students are eligible for a BC teaching certificate and the Bachelor of Education (BEd) degree upon successful completion of this program.

15.1.1 Off-Campus Programs

East Kootenay Teacher Education Programs

The Bachelor of Education (Elementary Curriculum) degree program is also offered at the College of the Rockies in Cranbrook, BC. Consult an academic adviser for more information.

15.2 PROGRAM ADMISSION

Each admission point has specific admission criteria that applicants must meet.

Year One - Admission from High School

Year one admission requirements are listed under "Undergraduate Admission" (page 31). Applicants must submit an application to UVic Undergraduate Admissions no later than February 28. Students wishing to apply for dual admission with College of the Rockies should consult an adviser at the College of the Rockies.

Year Two Admission and Deadlines

Year two admission requirements are listed below.

Information on how to apply for year two is provided on the Faculty of Education website. Applications, transcripts and other supporting documents must be received by February 28. Final transcripts are due by May 31. Please consult the Faculty of Education website for required supplementary supporting documents.

15.2.1 Year One Academic and Experience Requirements

The academic requirements for continuation or entry to year two of the BEd (Elementary Curriculum) program are:

1. at least 12 units of credit that include:
 - a) 3.0 units of approved English. Two of ENGL 135, 146, 147.
 - b) 3.0 units of approved Canadian studies. Select from CS 102, 201, ECON 100, HSTR 230A, 230B, POLI 101, 201, SOCI 103.

- c) 3.0 units of approved laboratory science. ASTR 101, 102, BIOL 184, 186, EOS 110, 120, one of EPHE 141 or 241 and GEOG 103. EOS 120 is recommended as it includes a lab designed for prospective teachers. Courses completed more than ten years ago are not normally accepted.
 - d) 3.0 units of approved mathematics with a minimum grade-point average of 3.0 (C+). Two of MATH 100 or 102, 101, 151, 161, 162, MATH 161 and 162 are recommended. An average of C+ is required to demonstrate competency in mathematics. Courses completed more than ten years ago are not normally accepted.
2. 3.0 units of approved elective, normally not from the Faculty of Education, to be completed in year one or a subsequent summer session. The electives must be completed before entry to year four. Choose courses related to subjects taught in BC schools. For example, computer science, environmental studies, French, Indigenous Studies. From the Faculty of Education, a student may take EPHE 141 or 155. Consult an adviser before registering in any other Faculty of Education course.
 3. demonstrated competency in written English (refer to "14.1 Written English Competency Requirement")
 4. a sessional grade-point average of at least 3.0 (C+) on the most recent session and, if that session is less than 12 units, a grade-point average of at least 3.0 on the most recent 12 units.

Please consult the Faculty of Education website for specific experience requirements and deadlines. Participation in an interview may also be required.

Consult an academic adviser if you have completed English, Canadian studies, laboratory science or mathematics courses other than those listed above.

15.2.2 Admission to Year Two

Admission to year two of the Bachelor of Education (Elementary Curriculum) program is subject to limited enrolment. The number of new students admitted to year two will depend on the number of eligible Bachelor of Education (Elementary Curriculum) students continuing from year one.

Admission from high school to year one of the Bachelor of Education (Elementary Curriculum) program guarantees continuation to year two provided that students complete at least 12 units of specified courses with a GPA of 3.0 (C+) or higher, 3.0 units of mathematics with a GPA of 3.0 (C+) or higher and demonstrate competency in written English by April 30. Please see "14.2.1 Academic and Experience Requirements". Students must formally declare their program by February 28.

Bachelor of Education (Elementary Curriculum) students who fail to satisfy the requirements needed to continue on to year two will remain in the program, unless minimum GPA requirements are not met (refer to "7.5 Standing"), but will not be permitted to register in any core education course.

15.3 ELEMENTARY PROGRAM FORMATS

Year One

at UVic or another recognized post-secondary institution

Approved English	3.0
Approved Canadian studies	3.0
Approved mathematics	3.0
Approved laboratory science	3.0
Approved electives	3.0
Total	15.0

Year Two

ED-D 301 Learners and Learning Environments	1.5
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Year Two

EDCI 250 Elementary Field Experience Seminar I	1.5
ED-P 251 Three-Week Practicum (Elementary Education)	1.5
EDCI 300 Mathematical Processes or MATH 360 Mathematics for Education and Liberal Arts	1.5
EDCI 302 Literacy and Language in the Elementary or Middle School	1.5
EDCI 303 Historical & Philosophical Foundations of Canadian Education	1.5
EDCI 305A Drama Education: A Medium for Learning I	1.5
EDCI 306A Music in the Elementary Classroom I	1.5
EDCI 307A Art in the Elementary or Middle School Classroom I	1.5
EDCI 336 Technology Innovation in Education	1.5
EPHE 310 Physical Education for General Classroom Teachers (A)	1.5
EPHE 311 Physical Education for General Classroom Teachers (B)	1.5
Total	18.0

Year Three

ED-D 407 Evaluating and Reporting Student Progress	1.5
ED-D 408 Promoting Prosocial Behaviour	1.5
ED-D 420 Learning Support: Context and Key Issues	1.5
EDCI 330 Elementary Field Experience Seminar II	1.5
ED-P 351 Six-Week Practicum (Elementary Education)	1.5
One of EDCI 305B, 306B or 307B	1.5
EDCI 402 Reading: Instructional Principles and Strategies	1.5
EDCI 403 Curriculum and Instruction in Elementary or Middle School Science	1.5
EDCI 404 Curriculum and Instruction in Elementary or Middle School Social Studies	1.5
EDCI 405 Curriculum and Instruction in Elementary or Middle School Mathematics	1.5
EDCI 469 Teaching Oral French	1.5
Total	16.5

Year Four

ED-D 410 Teacher as Leader: The Professional Role	1.5
ED-P 451 Nine-Week Practicum (Elementary Education)	3.0
EDCI 490 Transformative Inquiry	1.5
IED 373 EL TELNIWT and Indigenous Education	1.5
EDCI 447 Principles of Teaching English Language Learning	1.5
Education upper-level electives	3.0
Total	12.0

Eligible for BC Teaching Certificate

Total units for degree **61.5**

Note: Information about the approved English, Canadian studies, mathematics and laboratory science requirements can be found at 13.2.1.

French Immersion Specialization

With approval, the Professional Specialization Certificate (PSC) in Teaching French Immersion (6 units) may be taken concurrently with the BEd (Elementary Curriculum) program. Three of the courses may be used as upper-level education electives (refer to year four).

The certificate consists of four courses: two offered online in the winter session and two offered on-campus in the summer session (normally in July). If admitted to the PSC, elementary teacher education students may

begin taking courses in the summer session following year two. The final course must be taken in the fall term of year four.

Refer to the Division of Continuing Studies' website for full information about the PSC at <<https://continuingstudies.uvic.ca/education-learning-and-development/programs/professional-specialization-certificate-in-teaching-french-immersion>>

Students must meet with a teacher education adviser before applying to the PSC.

Refer to 18.3.1 for information about French Immersion practicum placements.

16.0 Bachelor of Education Post-Degree Professional Program (Elementary)**16.1 GENERAL INFORMATION**

This second degree program provides course work and practicum experience designed to produce a well-qualified elementary school teacher. The program has been designed as a co-ordinated, sequenced balance of course work and integrated school observational and practica experiences. In addition to school visits, there is a six-week practicum at the end of the first year and a nine-week practicum in the final term.

This full-time program is designed to be taken over four terms. Normally this takes place over 16 months.

Students are eligible for a BC teaching certificate and the Bachelor of Education (BEd) degree upon successful completion of this program.

16.1.1 Off-Campus Program**East Kootenay Teacher Education Programs**

Subject to enrolment, the Bachelor of Education Post-Degree Professional Program (Elementary) is also offered at the College of the Rockies in Cranbrook, BC.

The off-campus program is offered on a part-time basis and typically takes two to three years to complete.

Students interested in the East Kootenay Teacher Education Program should contact an academic adviser in the Faculty of Education for more information.

16.2 PROGRAM ADMISSION

Initial admission to the Bachelor of Education Post-Degree Professional Program (Elementary) may be granted only after completion of an undergraduate degree at an accredited university and 3.0 units of approved course work in each of English, Canadian studies, laboratory science and mathematics.

16.2.1 Academic Admission Requirements

The academic requirements for admission to this program are:

1. admissibility to the university
2. a degree from an accredited university
3. 3.0 units of approved English¹
4. demonstrated competency in written English (see "14.1 Written English Competency Requirement")
5. 3.0 units of approved Canadian studies²
6. 3.0 units of approved mathematics with a minimum grade-point average of 3.0 (C+)³
7. 3.0 units of approved laboratory science⁴
8. a sessional grade-point average of at least 3.0 (UVic C+) on the most recent session (if that session is less than 12 units, a grade-point

average of at least 3.0 on the most recent 12 units) and on the most recent two years (30 units) attempted to December 31.

Notes:

Consult an academic adviser if you have completed English, Canadian studies, mathematics and laboratory science courses other than those listed here. Mathematics and laboratory science courses completed more than ten years ago are not normally accepted.

1. Approved courses include ENGL 135, 146, 147. At least 1.5 units of literature must be included. Teacher Certification regulations do not allow us to accept creative writing, journalism or technical writing courses. The faculty requires students to demonstrate competency in written English. For full information, see "14.1 Written English Competency Requirement".
2. Acceptable courses include CS 102, 201, ECON 100, GEOG 306, HSTR 230A, 230B, POLI 101, 201, SOCI 103.
3. Acceptable courses include MATH 100 or 102, 101, 151, 161, 162. MATH 161 and 162 are recommended. A C+ average is required to demonstrate competency in mathematics.
4. Acceptable courses include ASTR 101, 102, BIOL 184, 186, EOS 110, 120, one of EPHE 141 or 241, GEOG 103 and PHYS 102. EOS 120 is recommended as it includes a lab designed for prospective teachers. GEOG 103 is not open to students with credit in any of GEOG 110, 120, EOS 110, 120 if taken prior to May 2011.

16.2.2 Experience Admission Requirements

Please consult the Faculty of Education website for specific requirements and deadlines. Participation in an interview may be required.

16.2.3 Application and Document Submission Deadlines

An application package is available online at <www.uvic.ca/education> by mid-October. The application(s), applicable application fees and all supporting documents must be received at Undergraduate Admissions and Records by January 2. Transcripts showing courses attempted to December 31 must be received by January 31. Transcripts showing courses attempted to April 30 must be received by May 31.

16.2.4 Conditional Offers of Admission

Students offered admission prior to April 30 who drop required courses or whose grade-point average during the January to April term subsequently drops below the minimum will lose their eligibility and the offer will be withdrawn.

16.3 PROGRAM FORMAT

BEd Post-Degree Professional Program (Elementary)

This full-time program is designed to be taken in four terms over 16 months: normally September to December; January to May; July and August; and September to December.

Students attend this program in a cohort and are provided with a course schedule for each session.

ED-D 301 Learners and Learning Environments	1.5
ED-D 407 Evaluating and Reporting Student Progress	1.5
ED-D 408 Promoting Prosocial Behaviour	1.5
ED-D 410 Teacher as Leader: The Professional Role	1.5
ED-D 420 Learning Support: Context & Key Issues 1	1.5
EDCI 360 Field Experience Seminar (Elementary or Middle Years Post Degree)	1.5
ED-P 361 Six-Week Practicum (Elementary or Middle Years Post Degree)	1.5
ED-P 461 Nine-Week Practicum (Elementary or Middle Years Post Degree)	3.0
EDCI 490 Transformative Inquiry	1.5
EDCI 302 Literacy and Language in the Elementary or Middle School	1.5
EDCI 303 Historical and Philosophical Foundations of Canadian Education	1.5

One Fine Arts Education: EDCI 305A, 306A, or 307A	1.5
EDCI 336 Technology Innovation in Education	1.5
EDCI 402 Reading: Instructional Principles and Strategies	1.5
EDCI 403 Curriculum and Instruction in Elementary or Middle School Science	1.5
EDCI 404 Curriculum and Instruction in Elementary or Middle School Social Studies	1.5
EDCI 405 Curriculum and Instruction in Elementary or Middle School Mathematics	1.5
EPHE 312 Overview of Elementary or Middle School Physical Education	1.5
IED 373 EL TELNIWT and Indigenous Education	1.5
Total units for degree	30.0

Eligible for Certification and Degree

Refer to 18.3.1 for information about French Immersion practicum placements.

17.0 Bachelor of Education Post-Degree Professional Program (Middle Years)

17.1 GENERAL INFORMATION

This second degree program provides course work and practicum experiences designed to produce a well-qualified middle years school teacher. The program has been designed as a co-ordinated, sequenced balance of course work and integrated school observational and practica experiences. In addition to school visits, there is a six-week practicum at the end of the first year and a nine-week practicum in the final term.

The program is designed to be taken over four terms. Normally this takes place over 16 months.

Students are eligible for a BC teaching certificate and the Bachelor of Education (BEd) degree upon successful completion of this program.

17.2 PROGRAM ADMISSION

Initial admission to the Bachelor of Education Post-Degree Professional Program (Middle Years) may be granted only after completion of an undergraduate degree at an accredited university.

17.2.1 Academic Admission Requirements

The academic requirements for admission to this program are:

1. admissibility to the university
2. a degree from an accredited university
3. 3.0 units of approved English¹
4. demonstrated competency in written English (see "14.1 Written English Competency Requirement")
5. 3.0 units of approved Canadian studies²
6. 3.0 units of approved mathematics with a minimum grade-point average of 3.0 (C+)³
7. 3.0 units of approved laboratory science⁴
8. a sessional grade-point average of at least 3.0 (UVic C+) on the most recent session (if that session is less than 12 units, a grade-point average of at least 4.0 on the most recent 12 units) and on the most recent two years (30 units) attempted to December 31.

Notes:

Consult an academic adviser if you have completed English, Canadian studies, mathematics and laboratory science courses other than those listed

here. Mathematics and laboratory science courses completed more than ten years ago are not normally accepted.

1. Approved courses include ENGL 135, 146, 147. At least 1.5 units of literature must be included. Teacher Certification regulations do not allow us to accept creative writing, journalism or technical writing courses. The faculty requires students to demonstrate competency in written English. For full information, see "14.1 Written English Competency Requirement".
2. Acceptable courses include CS 102, 201, ECON 100, GEOG 306, HSTR 230A, 230B, POLI 101, 201, SOCI 103.
3. Acceptable courses include MATH 100 or 102, 101, 151, 161, 162. MATH 161 and 162 are recommended. A C+ average is required to demonstrate competency in mathematics.
4. Acceptable courses include ASTR 101, 102, BIOL 184, 186, EOS 110, 120, one of EPHE 141 or 241, GEOG 103 and PHYS 102. EOS 120 is recommended as it includes a lab designed for prospective teachers. GEOG 103 is not open to students with credit in any of GEOG 110, 120, EOS 110, 120 if taken prior to May 2011.

17.2.2 Experience Admission Requirements

Please consult the Faculty of Education website for specific requirements and deadlines. Participation in an interview may be required.

17.2.23 Application and Document Submission Deadlines

An application package is available online at <www.uvic.ca/education> by mid-October. The application(s), applicable application fees and all supporting documents must be received at Undergraduate Admissions and Records by January 2. Transcripts showing courses attempted to December 31 must be received by January 31. Transcripts showing courses attempted to April 30 must be received by May 31.

17.2.4 Conditional Offers of Admission

Students offered admission prior to April 30 who drop required courses or whose grade-point average during the January to April term subsequently drops below the minimum will lose their eligibility and the offer will be withdrawn.

17.3 PROGRAM FORMAT

BEd Post-Degree Professional Program (Middle Years)

This full-time program is designed to be taken over 16 consecutive months: normally September to December; January to May; July and August; and September to December.

Terms One and Two

ED-D 301 Learners and Learning Environments	1.5
ED-D 420 Learning Support: Context & Key Issues	1.5
EDCI 360 Field Experience Seminar (Elementary or Middle Years Post Degree)	1.5
ED-P 361 Six-Week Practicum (Elementary or Middle Year Post Degree)	1.5
EDCI 302 Literacy and Language in the Elementary or Middle School	1.5
EDCI 305A Drama Education: A Medium for Learning I or 307A Art in the Elementary or Middle Classroom	1.5
EDCI 336 Technology Innovation in Education	1.5
EDCI 402 Reading: Instructional Principles and Strategies	1.5
EDCI 403 Curriculum and Instruction in Elementary or Middle School Science	1.5
EDCI 404 Curriculum and Instruction in Elementary or Middle School Social Studies	1.5
EDCI 405 Curriculum and Instruction in Elementary or Middle School Mathematics	1.5
EPHE 312 Overview of Elementary or Middle School Physical Education	1.5

Terms One and Two

Total 18.0

Terms Three and Four

Approved education elective	1.5
ED-D 407 Evaluating and Reporting Student Progress	1.5
ED-D 410 Teacher as Leader: The Professional Role	1.5
IED 373 EL TELNIWT and Indigenous Education	1.5
ED-P 461 Nine-Week Practicum (Elementary or Middle Years Post Degree)	3.0
ED-P 490 Transformative Inquiry	1.5
EDCI 303 Historical and Philosophical Foundations of Canadian Education	1.5
Total	12.0
Total units for degree	30.0

Eligible for Certification and Degree

Refer to 18.3.1 for information about French Immersion practicum placements.

18.0 Bachelor of Education (Secondary Curriculum)

18.1 GENERAL INFORMATION

This is a five-year program for students who wish to teach art, physical education or trades technology education in a secondary school. Students normally enter this program in year two after completing at least 12 units of approved university-level courses.

Alternatively, students preparing to teach art may choose to complete a visual arts degree before applying for the Diploma in Secondary Teacher Education. Refer to "21.5 Diploma in Secondary Teacher Education" for information about the diploma program.

This is the only program available to prospective secondary physical education teachers.

Those who wish to teach subjects other than art, physical education or trades technology education must complete a degree in another faculty and apply for the Diploma in Secondary Teacher Education. Information about the diploma can be found at 19.6.

18.1.1 Program Details

This program provides coursework and practicum experience designed to produce a well-qualified secondary school teacher.

Students are eligible for a BC teaching certificate and the Bachelor of Education (BEd) degree upon successful completion of this program.

Teaching Areas

Art

Students may take art as a single teaching area (expanded art) or in combination with another approved teaching area.

Physical Education

Physical education must be taken in combination with an approved second teaching area.

Trades Technology Education

Students may take trades technology education as a single teaching area but will take at least 12 units of coursework towards a second approved teaching area.

18.2 PROGRAM ADMISSION

Note: New admissions to this program will be suspended effective September 2018. For more information about Post-Degree Professional program (PDPP) options contact teacher education advising (adve@uvic.ca). Students interested in teaching physical education at the secondary level are also advised to visit the School of Exercise Science, Physical and Health Education website for more information and options. (<http://www.uvic.ca/education/exercise>).

18.2.1 Admission Requirements

Art Teaching Area

The requirements for admission to the secondary program with an art teaching area are:

1. admissibility to the university
2. at least 12 units of credit that include
 - a) 3.0 units of approved English that include ENGL 135, 146, 147
 - b) AE 103A and 103B with a minimum grade point average of 5.0 (UVic B)
3. a sessional grade-point average of at least 3.0 on the most recent session and, if that session is less than 12 units, a grade-point average of at least 3.0 on the most recent 12 units.
4. Approval of the Department of Curriculum and Instruction following an interview with the faculty art education adviser conducted in conjunction with student participation in AE 103A and 103B.

Physical Education Teaching Area

The requirements for admission to the secondary program with a physical education teaching area are:

1. admissibility to the university
2. at least 12 units of credit that include
 - a) 3.0 units of approved English that include ENGL 135, 146, 147
 - b) EPHE 143
3. a sessional grade-point average of at least 3.0 on the most recent session and, if that session is less than 12 units, a grade-point average of at least 3.0 on the most recent 12 units.
4. Approval of the School of Exercise Science, Physical and Health Education. Note that an admission score, based 30% on an interview and 70% on GPA, is used when admitting students to this teaching area.

Trades Technology Education Teaching Area

The requirements for admission to the secondary program with a trades technology education teaching area are:

1. Admissibility to the university.
2. A Red Seal Endorsement in a trade approved by the Faculty of Education.
3. Five-years of work experience as a tradesperson.

All requirements for admission must be completed by April 30 and documented by May 31.

Maximum enrolments have been established for each of the teaching areas; therefore, the faculty cannot guarantee that all qualified candidates will be accepted. Accepted candidates will be notified as early as possible, but final acceptance may not be until mid-June. Students are selected for entry into the program for the following September.

18.2.2 Application and Document Submission Deadlines

New UVic applicants transferring from college or university should refer to "Undergraduate Admission" (page 31) and apply online at <uvic.ca/apply>.

Continuing and returning UVic applicants apply online using My UVic application <uvic.ca/application>.

Applications must be submitted no later than January 31.

Students applying for a physical education teaching area should also refer to the School of Exercise Science, Physical and Health Education's website for application instructions and supplemental document requirements: <www.uvic.ca/education/exercise>.

18.3 SECONDARY PROGRAM REQUIREMENTS AND FORMAT

Students normally attend this program over five winter sessions. The first year may be taken at UVic in another faculty or at another post-secondary institution. Students planning to take courses elsewhere should consult an education adviser to ensure that they will carry credit to this program.

Students with a trades technology education teaching area will enter the program at year three. Two years of block credit will be awarded for the Red Seal.

Years One to Five (Art and Physical Education Area Requirements)

ENGL 135, 146, 147 ¹	3.0
ED-D 401, 406	3.0
EDCI 336, 352	3.0
EDCI 431 or 432	1.5
IED 373	1.5
ED-P 498	1.5
Teaching area(s) ² and electives	48.0
Professional year (year five) ³	13.5
Total units for degree	75.0

1. *Other English courses may be acceptable. Consult an academic adviser. At least 1.5 units of English literature must be taken.*
2. *Students must achieve a grade-point average of at least 4.00 (UVic B-) on all upper-level course work required for their teaching areas. In some cases, 200-level course work will be accepted. Refer to regulation "18.3.2 Professional Year (Art and Physical Education)" admission requirements.*
3. *Professional year admission requirements are specified in "18.3.2 Professional Year (Art and Physical Education)".*

Years One to Five (Trades Technology Education Area Requirements)

ENGL 135, 146, 147 ¹	3.0
ED-D 401, 406, 407, 410, 420	7.5
EDCI 336, 352, 487, 780	7.5
EDCI 431 or 432	1.5
IED 373	1.5
ED-P 498, 798	4.5
Teaching area(s) ² and electives	49.5
Total units for degree	75.0

1. *Other English courses may be acceptable. Consult an academic adviser. At least 1.5 units of English literature must be taken.*
2. *The trades technology education teaching area requirements (30 units) are completed prior to entry.*

French Immersion Specialization

With approval, the Professional Specialization Certificate in Teaching French Immersion (6 units) may be taken concurrently with the BEd (Secondary Curriculum) program. It may also be possible to use these courses as electives towards the BEd.

The certificate consists of four courses: two offered online in the winter session and two offered face-to-face in the summer session (normally in July). If admitted to the PSC, secondary teacher education students may begin taking courses in the summer session following year two. The final course must be taken in the fall term of year four.

Refer to the Division of Continuing Studies' website for full information about the PSC at <<https://www.uvcs.uvic.ca/aspnet/Program/Detail/?code=PSCTFI>>

Students must meet with a teacher education adviser before applying to the PSC.

Refer to 18.3.1 for information about French Immersion practicum placements.

18.3.1 Art and Physical Education Area Requirements

A recommended sequence of teaching area, education and elective courses is available from the faculty website or an academic adviser.

Art

AE 103A, 103B	3.0
AE 200, 201	3.0
AE 303A or 309	1.5
AE 314, 317	3.0
Courses chosen from: AE 208, 303B, 305, 306, 307, 308, 310, 317, 319, 322, 330, 401, any 402, 422; EDCI 494A, 495A	7.5
ART 150 or 151	1.5
AHVS 120 or 121	1.5
Total	21.0

Not all art education courses can be offered each year. Students should take 100- and 200-level courses before 300- and 400-level courses.

A second teaching area is required.

The number of units required for each teaching area varies from 15 to 24 units. If the combined units of the chosen teaching areas are less than 48, the student will take additional electives to make up the difference. Students wishing to combine art with physical education should consult an adviser.

ART 150, 151 and HA120, 121 are also recommended electives.

Expanded Art

AE 103A, 103B	3.0
AE 200, 201	3.0
AE 303A or 309	1.5
AE 314, 317	3.0
Courses chosen from: AE 208, 303B, 305, 306, 307, 308, 310, 317, 319, 322, 330, 401 any 402, 422; EDCI 494A, 495A	7.5
Art education (any level)*	7.5
Upper-level art education* and/or Art History and Visual Studies	9.0
ART 150 or 151	1.5
AHVS 120 or 121	1.5
Total	37.5

* EDCI 494A and 495A are also acceptable.

A second teaching area is not required. Students with an expanded art teaching area will take 10.5 units of electives. ART 150, 151 and AHVS 120, 121 are recommended.

Upper-level visual arts courses may be substituted in the area with the approval of the art adviser.

Up to 3 units of additional work may be required if a student's background is considered to be inadequate for teaching art in the public school system.

Not all art education courses can be offered each year. Students may complete courses in a sequence of their own choice since there are no prerequisites. To avoid timetable conflicts, students are advised to take 100- and 200-level courses before 300- and 400-level courses. Students should consult with the art adviser.

Physical Education

To avoid timetable conflicts in years three and four, students should follow the recommended sequence of courses shown below.

Year 1

Four of EPHE 104-137 ¹	2.0
EPHE 141, 143	3.0

Year 2

Three of EPHE 104-137 ¹	1.5
EPHE 201, 241, 245, 246, 250	7.5

Year 3

Two of EPHE 104-137 ¹	1.0
EPHE 344, 346, 352, 360	6.0

Year 4

EPHE 361, 443, 452	4.5
One of EPHE 342, 347, 348, 351, 355, 357, 441, 445, 449, 455	1.5

Total **27.0**

1. Students should note that each skill performance and analysis course (EPHE 104-137) is scheduled for 24 hours of instruction. Students should also refer to Credit for Skill Performance and Analysis Courses. Students should make every effort to take EPHE 106, 107, 120 and 122 before third year.

Students must take:

- EPHE 106, 107, 120, 122, and
 - one of EPHE 109 or 114, and
 - one of EPHE 116 or 117, and
 - one of EPHE 121, 123, 124, 125, and
 - one of EPHE 113, 119, 126, 134, 135, 137, and
 - EPHE 105 or one course from EPHE 104-137²
2. Students who possess a Bronze Medallion will take one course from EPHE 104-137 in lieu of EPHE 105. Bronze Medallion Certificates must be provided to the teacher education advising office

The recommended sequence of EPHE courses can also be found under section 18.1.

A second teaching area is required.

The number of units required for each teaching area varies from 15 to 30.5 units. If the combined units of the chosen teaching areas total less than 48, the student will take additional electives to make up the difference. Students wishing to combine art with physical education should consult an adviser.

Trades Technology Education

The requirements for this teaching area are completed prior to admission to the B. Ed. (Secondary Curriculum) program. Students are awarded 30 units of credit in the area of trades technology education for the Red Seal.

Students will complete at least 12 units of approved coursework towards a second teaching area. Students will have their courses approved by an academic adviser in the Faculty of Education.

Approved Second Teaching Areas Requirements

The teaching areas must be taken in conjunction with art, physical education or trades technology education.

Art

Restricted admission; see "18.2 Program Admission" (on page 87). The course work required for this teaching area is listed at the beginning of this section ("18.3.1 Art and Physical Education Area Requirements" on page 88).

Biological Sciences

BIOL 184, 186	3.0
CHEM 101, 102, 231	4.5
MATH 100, 102 or 151	1.5
BIOC 299 or 300A	1.5
BIOL 215, 225, 230	4.5
BIOL 365, 366	3.0
BIOL 400 or 489	1.5
Approved upper-level biology*	1.5
Total	21.0

*BIOL 334 is not approved.

It is assumed that all applicants for this area will have completed BIOL 11 and 12; if not, BIOL 150A and 150B must be taken in addition to the above

Chemistry

MATH 100 and one of 101, 122	3.0
CHEM 101, 102	3.0
CHEM 222, 231, 232, 245	6.0
Approved upper-level chemistry courses ^{1,2}	6.0
Total	18.0

1. MATH 200 is prerequisite to some upper-level chemistry courses.
2. CHEM 300A cannot be accepted

English

200-, 300-, or 400-level writing: May choose from ENGL 215, 225, 301, 302, 400 or other approved courses	3.0
Upper-level Shakespeare: May choose from ENGL 360, 366B, 366C, 366D, 366E	1.5
Upper-level literature in English before 1900*	3.0
Upper-level literature in English before 1900*	3.0
Upper-level literature in English after 1900*	3.0
Lower or upper-level Canadian literature	3.0
Adolescent literature: May choose from EDCI 355 or 356 or another course approved by the language and literacy adviser	1.5
Total	15.0

*May not be Canadian literature.

French

FRAN 180	3.0
FRAN 200, 220, 265, 275, 280	7.5
FRAN 310, 350, 375	4.5

French

Approved Senior French*	1.5
Total	16.5

*FRAN 380, 385 and higher are approved. Recommended are FRAN 385, 395, 400, 402, 404, 405, 406, 410, 411, 412, 415, 417, 470.

Depending on student's background in French, additional courses may be required to meet the French departmental prerequisites.

It will take at least four years to complete the courses listed here. 100- and 200-level courses must be completed before 300- and 400-level courses.

Students must demonstrate French language proficiency prior to admission to year five (the professional year). Students must complete FRAN 350 with a minimum grade of A- and obtain a score acceptable to the Faculty of Education on the Test de français international (TFI).

General Science

BIOL 184, 186	3.0
CHEM 101, 102	3.0
EOS 110, 120, 170	1.5
HSTR 130 or PHIL 220	1.5
MATH 100, 102, 151 or STAT 255	1.5
PHYS 102 or 110 and 111	3.0
Approved science courses ¹	4.5
Total:	18.0

1. Students must complete 4.5 units of 200, 300 and/or 400-level courses in one of biology, chemistry, earth science or physics.

Geography

see "Social Studies (with Geography Emphasis)" (page 90)

History

see "Social Studies (with History Emphasis)" (page 90)

Mathematics

Two of CSC 106, 110, 115	3.0
MATH 100, 101, 122	4.5
MATH 211, 212	3.0
MATH 362, 366	3.0
One of STAT 252, 255, 260	1.5
One of STAT 256, 261	1.5
Total	16.5

In addition to the 16.5 units listed above, MATH 311 and 312 are recommended.

Physical Education**

Restricted admission; see "18.2 Program Admission". The course work required for this teaching area is listed at the beginning of this section.

Physics

HSTR 130 or PHIL 220	1.5
MATH 100, 101	3.0
MATH 110 or 211	1.5
MATH 200, 204	3.0
MATH 342	1.5

Physics

PHYS 110 and 111 or (120 and 130)	3.0
PHYS 214, 215, 216 and 217	6.0
PHYS 325 and 326	3.0
Total	22.5

Changes to this teaching area are expected over the next three years. Consult an academic adviser each year to confirm teaching area requirements.

Social Studies**Social Studies (with Geography Emphasis)**

Canadian History (any level) ¹	1.5
GEOG 101A, 101B, 103	4.5
200-level approved GEOG	3.0
Upper-level approved GEOG	6.0
Upper-level approved humanities and/or social science courses (not geography) ²	4.5
Total	19.5

1. Acceptable Canadian History courses include HSTR 230A, 230B, 328. If an upper-level course is taken, the upper-level humanities and/or social science requirement will be reduced by 1.5 units.

Choose social studies related courses from economics, environmental studies, history, Indigenous studies, political science, regional studies (e.g., Pacific and Asian studies), sociology, urban studies and/or gender studies. Other course work may be approved by the social studies adviser. Courses must be related to the BC social studies curriculum to be approved. Consult an academic adviser.

Social Studies (with History Emphasis)

Geography (any level) ¹	1.5
Any-level approved history	4.5
Upper-level approved history	6.0
Upper-level approved humanities and/or social science courses (not history) ²	6.0
Total	18.0

Note: At least 1.5 units of Canadian history must be included.

1. If an upper-level geography course is taken, the upper-level humanities and/or social science requirement will be reduced by 1.5 units.
2. Choose social studies related courses from economics, environmental studies, geography, Indigenous studies, political science, regional studies (e.g., Pacific and Asian studies), sociology, urban studies and/or women's studies. Other course work may be approved by the social studies adviser. Courses must be related to the BC social studies curriculum to be approved. Consult an academic adviser.

Spanish

SPAN 100A, 100B or SPAN 149	3.0
SPAN 250A, 250B or SPAN 249	3.0
SPAN 270 or 275	1.5
SPAN 350A, 350B	3.0
SPAN 370, 375, 380, 385	3.0
Spanish 408A, 408B, 450A, 483C, 485A, 485B, 490B or 490C ¹	1.5
Total	15.0

Refer to "Hispanic Courses in English" (page 208) for information about prerequisites for upper-level Spanish courses.

1. Other 400-level courses may be considered. Consult an academic adviser in the Teacher Education Advising Office for approval. All courses must be taken in Spanish.

Students should note that an oral competency examination in Spanish is required before admission to the professional year. This exam must be completed to the satisfaction of the Faculty of Education, or admission to professional year will be denied.

Theatre/Drama in Education

EDCI 487 (drama institute)*	3.0
THEA 101	3.0
THEA 102, 122	3.0
THEA 132	3.0
THEA 331, 332	3.0
THEA 335	3.0
Total	18.0

*The drama institute EDCI 487 is offered in summer session and may be taken more than once for credit in different topics. With the consent of the faculty drama adviser, students may take 1.5 units of EDCI 487 and 1.5 units of approved theatre.

Students must obtain permission to take any of THEA 331, 332 and 335 from the theatre department.

18.3.2 Professional Year (Art and Physical Education)

Art and physical education students will take courses that are directly related to their professional preparation. Normally, all courses required for this year are taken as a co-ordinated program during one full winter session. Because of the professional involvement required during this year, students are not normally permitted to take courses in addition to those specified. Any exceptions must be approved by the manager of teacher education programs.

Students will undertake a 12-week practicum, normally in the spring term. A required observation period will precede the practicum.

Students must be prepared to travel anywhere in British Columbia to take the practicum.

Professional Year Admission Requirements

The requirements for admission are:

1. All courses specified for years one through four of the program must be complete.
2. Candidates presenting a second language teaching area must pass an oral competency examination.
3. Successful completion of the faculty's written English competency requirement. Students should refer to "14.1 Written English Competency Requirement".
4. The candidate must have obtained either:
 - a grade-point average of at least 4.0 (UVic B-) on the upper-level courses required for each of the two teaching areas. Where fewer than 9 units of upper-level work has been completed in any one area, the grade-point average will be calculated on the upper-level courses plus one or more of the 200-level courses in that area, to a total of 9 units). For the general science teaching area, the grade-point average will be calculated on 4.5 units of 200, 300 or 400-level science courses and 4.5 of 100-level biology, chemistry, earth and ocean sciences, and physics courses; or
 - a grade-point average of at least 4.0 (UVic B-) on the upper-level courses of the art expanded teaching area (Note: where fewer than 18 units of upper-level work have been completed in the area, the calculation will include area courses at the 200-level to a total of 18 units).

5. A grade-point average of at least 3.0 (UVic C+) must have been obtained on:
 - the most recently completed session; and
 - the most recent two years of at least 30 units

Normally all of the above requirements must be complete by April 30 of the year in which an applicant wishes to begin the professional year. Any applicants unable to meet this deadline who wish to complete course requirements during the summer session must apply to the manager of teacher education programs, indicating why they believe their circumstances to be unusual, and requesting permission to be considered for admission on the basis of the results of their work during the summer period.

Applicants for the professional year should be aware that the Faculty of Education has maximum enrollment limits and that therefore all qualified applicants are not guaranteed acceptance. Applicants will be notified regarding their admissibility as soon as possible.

Details regarding start and end dates are available on the Faculty of Education’s website at <www.uvic.ca/education>.

Professional Year Application and Document Submission Deadlines

An application is available online at <www.uvic.ca/education> normally by the end of October. The application must be completed and submitted to the Teacher Education Advising Office no later than January 2.

Students taking course work elsewhere during the September to December term must submit official transcripts, showing final grades to December 31, to Undergraduate Records no later than January 31. Students taking course work elsewhere during the January to April term must submit official transcripts, showing final grades to April 30, to Undergraduate Records no later than May 31.

Year Five Professional Year Courses

a) For students admitted prior to September 2014

ED-D 337A or ED-D 337C or ED-D 407	1.5
ED-D 410, 420	3.0
EDCI 780, 798	4.5
EDCI 352	1.5
EDCI 431, 432 or 434	1.5
EDCI 706 or EDCI 761 or EPHE 764	1.5
Approved second area curriculum and instruction course ¹	1.5

1. Students with Expanded Art or Music Expanded teaching areas will take an approved upper-level education course.

b) For students admitted as of September 2014

ED-D 407	1.5
ED-D 410, 420	3.0
EDCI 780, 798	6.0
EDCI 706 or EDCI 761 or EPHE 764	1.5
Approved second area curriculum and instruction course ¹	1.5

1. Students with an Expanded Art teaching area will take an approved upper-level education course.

Eligible for professional teaching certificate and Bachelor of Education degree.

19.0 Bachelor of Education Post-Degree Professional Program (Secondary)

19.1 GENERAL INFORMATION

For students registered in the Diploma in Secondary Teacher Education, there is an opportunity to obtain a Bachelor of Education (Secondary). To facilitate degree completion within a 16-month period, this option has been designed as an intensive 6.0 units of thematically-related course work relevant to the BC secondary curriculum, normally offered in Summer Session. Students are eligible for both a BC teaching certificate and the Bachelor of Education (BEd) upon successful completion of the diploma program and the 6.0 units.

Students who completed the Diploma in secondary Teacher Education with music teaching areas between 2011 and 2016 will need an additional 15.0 units of approved courses to obtain a Bachelor of Education degree. Please consult with an academic advisor.

19.2 PROGRAM ADMISSION

Admission to this BEd program is restricted to those students enrolled in the Diploma in Secondary Teacher Education program. Refer to “21.5 Diploma in Secondary Teacher Education” for information regarding admission to the Diploma in Secondary Teacher Education.

19.3 PROGRAM FORMATS

Refer to “21.5 Diploma in Secondary Teacher Education” to view the courses required for the Diploma in Secondary Teacher Education.

20.0 Teacher Education Program Regulations

Within the University of Victoria Teacher Education Program, we are committed to open transparent processes of evaluation. We encourage students to be proactive in approaching instructors about past progress and challenges as each new course starts. Faculty and staff in the Teacher Education Program work as a team to maximize learning opportunities and enhance the quality of instruction. Evaluative feedback about current and past progress is shared by course instructors with other Faculty and staff in the program as needed to promote student success.

All students in the Teacher Education Program must follow the faculty’s Code of Professional Conduct and Practica Regulations and be aware of the consequences of unprofessional conduct. Students enrolled in a teacher education program are responsible for understanding the provisions of the BC School Act, the BC Teachers’ Federation’s (BCTF) Code of Ethics, the Teacher Regulation Branch Standards for the Education, Competence and Professional Conduct of Educators in BC. A student may be required to withdraw from the Faculty of Education for violation of any part of these.

20.1 CODE OF PROFESSIONAL CONDUCT

Students in the faculty are expected to adhere to the Faculty of Education’s Code of Professional Conduct as the basis of their relationship with peers, faculty members, teachers and the students they serve. In coursework and field experiences, students are subject to the provisions of the Faculty of Education’s Code of Professional Conduct.

The Faculty of Education’s Code of Professional Conduct requires:

- The exercise of self-discipline, accountability and judgement in academic and professional relationships;
- Acceptance of personal responsibility for continued academic and professional competency and learning;

- Acceptance that one's professional abilities and personal integrity, and the attitudes one demonstrates in relationships with others, are measures of professional conduct;
- Ability to communicate effectively with members of faculty, peers, practising professionals, parents and students;
- Ability to write, speak and present well.

20.1.1 Unprofessional Conduct

Students enrolled in a teacher education program are responsible for understanding the provisions of the BC School Act, the BC Teachers' Federation's (BCTF) Code of Ethics, the Teacher Regulation Branch Standards for the Education, Competence and Professional Conduct of Educators in BC, as well as the Faculty of Education's Code of Professional Conduct. A student may be required to withdraw from the Faculty of Education for violation of any part of these.

20.2 WITHDRAWAL FROM TEACHER EDUCATION

The Faculty of Education reserves the right at any time to require any student to withdraw from the Faculty of Education when, after consideration of scholarship and/or professional conduct, it concludes that the student is unsuited for the teaching profession.

- The faculty expects students to complete satisfactorily all required courses and practica as evidence of scholarship.
- Students in the faculty are expected to adhere to the Faculty of Education's Code of Professional Conduct (See "19.1 Code of Professional Conduct").

Concerns about a student's suitability for the profession should be brought to the attention of the chair and/or the manager of teacher education. The chair and/or manager shall review the information and, if warranted, make a recommendation to the associate dean of undergraduate programs that the student be required to withdraw from the Faculty of Education.

The department chair shall notify (in-person and in writing) a student whom they considers unsuitable for the profession of the reasons for that decision and the case against them. The student shall be informed of the right of appeal to the faculty appeals and adjudication committee (FAAC) and that they may wish to consult the Ombudsperson to prepare the appeal. The appeal should be written and delivered to the associate dean of undergraduate programs within two weeks of the decision.

Upon appeal the FAAC shall inform the student of the date, time and place of the hearing. Students will have the option to appear in-person to support their case.

The FAAC shall make a decision in a fair and unbiased manner. It may:

- approve the recommendation for withdrawal
- deny the recommendation

Where it approves withdrawal, FAAC shall inform the student of the right to appeal to the dean of the Faculty of Education who shall make an independent decision. The appeal should be written and submitted to the dean's office within two weeks of the FAAC decision.

Where the dean of the faculty denies the appeal he/she shall inform the student of the right of an appeal to the UVic senate.

20.3 PRACTICA REGULATIONS

20.3.1 General

The practicum experience is a cooperative venture between mentor teachers, schools, and the university.

Students should be aware that all arrangements for field experience and practica are made through the Teacher Education Office, located in the MacLaurin Building.

Through the Faculty of Education, the university reserves the right to approve any agency or school that provides placements for practica, and

to change any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any change in placement.

While the university accepts a responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum school sites will accept the student, or the student refuses to accept the assigned placement.

Students undertaking practica must be prepared to travel. Extra expenses will be involved; students should budget accordingly.

French Immersion Placements

Students who wish to complete a practicum in French Immersion must:

- demonstrate French language proficiency by obtaining a total score of 815 (395 oral and 420 written) on the Test de français international (TFI) within the last two years.
- complete a French Immersion methodology course such as UVic's EDCI 476 Organization and Instruction in French Immersion.

Students whose total TFI score falls between 670 and 815 may retake the TFI after completing EDCI 476 and FRAN 475 Modern French.

Students whose total TFI score falls below 670 will not be permitted to register in either EDCI 476 or FRAN 475.

Secondary teacher education students who wish to teach FSL and/or français langue must also satisfy the French teaching area requirements outlined in 17.6.4.

Note: Prospective Elementary Post-Degree Program students who are interested in a French Immersion placement should speak with the Field Experience Office before May 15.

20.3.2 Practica Dates

The dates of practica will be established for each program and will be announced to the students involved at the beginning of each term. These dates will be announced to students.

20.3.3 Attendance

Full-time attendance is required during a practicum. Students are expected to notify the school administrator, mentor teacher(s) and their university supervisor if they need to be absent. Failure to do so may result in a student being withdrawn from the practicum.

20.3.4 Unethical or Unprofessional Behaviour

Students should refer to "19.1 Code of Professional Conduct".

Students in the Faculty of Education's teacher education programs are responsible for understanding the provisions of the BC School Act. Students who are placed in schools for practica are required to adhere to the BC School Act, the BC Teachers' Federation's (BCTF) Code of Ethics, the Teacher Regulation Branch Standards for the Education, Competence and Professional Conduct of Education in BC, as well as the Faculty of Education's Code of Professional Conduct. A student may be required to withdraw from a practicum at any stage for violation of any part of these codes or upon a written order from a school administrator or the board of school trustees of the district in which the student is placed.

Mentor teachers, school administrators and/or university supervisors, who terminate a student's practicum for misconduct or repeated absences, or where the learning environment of the school's students is in jeopardy, must immediately discuss the matter with a placement coordinator. The manager of teacher education will then either inform the student of the conditions under which he or she may resume participation in the practicum or require the student to withdraw from the practicum.

20.3.5 Practicum Denial and Withdrawal

a) Practicum Denial

Students will be denied the practicum experience if

- they violate the faculty's Code of Professional Conduct (Section 19.1), or
- any course work is deemed unsatisfactory by their instructor(s), or
- their practicum preparation is considered unsatisfactory by the mentor teacher, university supervisor, manager of teacher education.

b) Required Withdrawal

Students may be required to withdraw from the practicum if

- their ongoing practicum preparation or performance is considered unsatisfactory by the mentor teacher, university supervisor, school administrator or manager of teacher education, or
- they violate the faculty's Code of Professional Conduct, the BCTF Code of Ethics and/or the Teacher Regulation Branch Code of Professional Standards, or
- the teaching and learning environment in the classroom is at risk as determined by the mentor teacher(s), school administrator, university supervisor, manager of teacher education.

c) Voluntary Withdrawal

Students seeking temporary or permanent withdrawal from a practicum must notify the manager of teacher education in writing, including the reasons for the request.

Students who have withdrawn from a practicum for whatever reason, who later wish to re-enter the practicum, must apply for readmission to the practicum and should not assume that readmission is guaranteed.

20.3.6 Obtaining Permission to Retake a Practicum

Students who are denied a practicum, are required to withdraw from a practicum, or voluntarily withdraw from a practicum must apply in writing to the manager of teacher education if they wish a second attempt. Approval for a second attempt at a practicum is not guaranteed. When approved, a practicum will normally be retaken within the next year when the practicum is normally scheduled.

If students do not successfully complete a second practicum experience, they will be required to withdraw from the Teacher Education program.

Students will not normally be granted a third practicum attempt.

20.4 LIMITATIONS OF CREDIT FOR CERTIFICATED TEACHERS

Applicants for admission or acceptance in a degree program who have completed basic professional training may be granted up to 18 units of credit for that professional training towards the Bachelor of Education degree. This is granted at the discretion of the manager of Teacher Education, in consultation with the department chair.

All accepted candidates are referred to the regulation concerning currency of course work in "7.6 Currency Requirement for Degree and Program Completion".

Teachers who have not taken any courses applicable to their programs in the last 10 years must submit the following for consideration:

1. a resumé of all teaching experience including dates, locations and grade levels, and indicating whether full time, part time, or substitution. A resumé of teaching experience form is available at room A250, MacLaurin Building.
2. copies of the most recent superintendent's and/or principal's reports
3. letter(s) from principal(s) attesting to teaching effectiveness in substitution roles if applicable
4. a copy of their teaching certificate

20.5 GRADUATION REQUIREMENTS FOR BACHELOR OF EDUCATION DEGREE PROGRAMS

Students should refer to "Graduation" (page 55) for university regulations concerning graduation.

To be eligible for a Bachelor of Education degree, the candidate must normally have earned:

1. a passing grade in each of the courses in the degree program
2. 21 units of courses at the 300 and 400 levels*

** In exceptional cases, when candidates do not include enough 300- or 400-level courses to satisfy 21 units in the degree, the dean may approve the inclusion of courses at the 700 level.*

20.6 TEACHER CERTIFICATION

Students must fulfill all program requirements and meet minimum GPA program standards before they will be reported as eligible for certification.

20.6.1 The BC Ministry of Education

Current legislation requires that every person appointed or retained as a teacher in a public school in British Columbia hold a valid certificate of qualification from the Ministry of Education issued through the Teacher Regulation Branch.

It is the responsibility of the teacher to make application to the Teacher Regulation Branch for initial certification, or for a change in certification, and to provide all necessary documents.

20.6.2 The Teacher Qualification Service (TQS)

Salary categories for teachers are established by the Teacher Qualification Service upon application, and only when a BC teaching credential has already been granted by the BC Ministry of Education.

20.6.3 Applications and Documentation

Application forms for the Teacher Regulation Branch and the Teacher Qualification Service are available from their websites.

University of Victoria transcripts in support of applications to these bodies may be ordered from Undergraduate Records. Students must order transcripts from any other post-secondary institutions attended and have them sent directly to the TRB and TQS.

21.0 Certificate and Diploma Programs

21.1 PROFESSIONAL SPECIALIZATION CERTIFICATE IN INFORMATION COMMUNICATION TECHNOLOGY

This Professional Specialist Certificate provides important background and training for teachers and other educational professionals to gain knowledge, skills, and experience in incorporating new communication technologies for instructional purposes.

The certificate will be delivered through a combination of face-to-face and distance delivery

Core Courses

EDCI 335	1.5
EDCI 337	1.5
EDCI 339	1.5
One of EDCI 336, 338, 356, AE 322	1.5

Note: EDCI 336 can be used for credit in the Professional Specialization Certificate when taken outside of requirements for a previous degree.

21.2 PROFESSIONAL SPECIALIZATION CERTIFICATE IN TEACHING FRENCH IMMERSION

Teachers will gain the methodology and fluency to be highly effective in the French immersion environment. This credit certificate consists of four courses—two offered online in fall and spring, and two offered face to face in summer session.

Core Courses

EDCI 475 Principles in Teaching French Immersion	1.5
EDCI 476 Organization and Instruction in French Immersion	1.5
EDCI 477 Designs for Learning	1.5
FRAN 475 Modern French	1.5
Total	6.0

21.3 CERTIFICATE AND DIPLOMA PROGRAMS IN SPECIAL EDUCATION

21.3.1 Professional Specialization Certificate in Special Education

The Department of Educational Psychology and Leadership Studies offers a Professional Specialization Certificate (PSC) in Special Education. This 7.5 unit program is designed for teachers who have an undergraduate degree and teacher certification. Normally, students entering the program will also have two years teaching or equivalent experience. As a condition of admission to all Special Education programs, students must undergo a Criminal Record Check in compliance with the BC Criminal Records Review Act. Using a variety of course delivery methods, the certificate courses are designed and scheduled to be completed part-time. The general foci of the certificate program are: high and low incidence special needs and their effect on development, learning, and behaviour; legal and ethical issues in the delivery of services to students with special needs; BC Ministry of Education Policies and Procedures; collaboration and consultation in special education; special education assessment (Level B) and identification of learning needs; and individualized education program (IEP) design, delivery, and evaluation.

Course Sequence

Year 1

Fall Term

ED-D 405 (1.5) Advanced Educational Exceptionality

Spring Term

ED-D 402 (1.5) Assessment for Special Education

Summer Term

ED-D 415 (3.0) Level B Assessment and Instructional Programming

Year 2

Fall Term

ED-D 427* (1.5) Collaboration and Consultation in Special Education

* Students wishing to pursue an M.A. or M.Ed. following completion of the certificate may, subject to approval, apply 1.5 units of their certificate course work toward their graduate degree in Special Education.

No transfer credit from outside institutions can be used for credit in the Professional Specialization Certificate in Special Education. ED-D 402, 405 or 415 can be used for credit when taken outside the requirements of a previous degree, certificate or diploma, and completed within 5 years of the date of application to the Certificate program.

Program Fee

Upon entry, students in the PSC in Special Education pay a non-refundable fee of \$350.00.

21.3.2 Diploma in Special Education

The Department of Educational Psychology and Leadership Studies offers a Diploma in Special Education. This is a 15-unit program that combines the first 7.5 units found in the Professional Specialization Certificate Program in Special Education with coursework in advanced intervention with students who have developmental disabilities and behavior challenges; the application of assistive technologies, differentiating instruction and interpersonal communication. Normally students can only enter the Diploma following the completion of the Professional Specialization Certificate in Special Education at UVic; however, a comparable post-Bachelor of Education Certificate in Special Education from an approved post-secondary institution may be accepted. All certificate credits are eligible to be transferable into the Diploma. Up to 1.5 units of approved transfer credit will be accepted to the Diploma in Special Education, providing prior approval has been received from the departmental Special Education Committee. Students who have entered the Diploma Program with a certificate from elsewhere will receive a block of up to 7.5 units of transfer credit and will not be eligible for any additional transfer credit.

Course Sequence

Year 1

Spring Term

ED-D 428(1.5) Teaching Students with Specific Learning Disorders

Summer Term

ED-D 424 (1.5) Teaching Students with Developmental Disabilities

Fall Term

ED-D 411 (1.5) Teaching Students with Behavioural, and Emotional Difficulties

Year 2

Spring Term

ED-D 426 (1.5) Differentiating Instruction in the Inclusive Classroom

Summer Term

ED-D 425 (1.5) Assistive Technology in the Inclusive Classroom

21.4 COMMUNITY-BASED CERTIFICATE AND DIPLOMA PROGRAMS IN INDIGENOUS EDUCATION

21.4.1 Certificate in Indigenous Language Proficiency (CILP)

The Indigenous Education Department offers a Certificate in Indigenous Language Proficiency as a first-year credential in the larger Bachelor of Education degree in Indigenous Language Revitalization. This 15 unit certificate is a community-based program focused on building language proficiency in a specific Indigenous language.

This program is delivered in partnership format only. Normally, students attend the program as a cohort. When a new partnership begins and a new language cohort applies to UVic, Indigenous Education works with the Indigenous community partner sponsoring the program and UVic Undergraduate Admissions to admit each student to the program. The application process and timelines will be determined when the partnership is formed between Indigenous Education and the partner Indigenous community. Students apply to UVic with paper applications and if necessary are considered and admitted through Special Access.

The Certificate in Indigenous Language Proficiency ladders into the Diploma in Indigenous Language Revitalization (see 20.5.2 Diploma in Indigenous Language Revitalization) which in turn ladders into the

Bachelor of Education in Indigenous Language Revitalization (see "10.0 Bachelor of Education in Indigenous Language Revitalization").

Certificate in Indigenous Language Proficiency Course Sequence:

IED 156 Self-Directed Immersive Language Learning I	1.5
IED 157 Supporting Indigenous Language Learning	1.5
IED 158 Indigenous Language Mentorship I	3.0
IED 159 Indigenous Language I	4.5
LING 181 Introductory Linguistics for Language Revitalization .	1.5
LING 182 Language Learning, Language Revitalization and Social Action	1.5
One additional course (as chosen by community partner selected from a number of elective options): IED 199 Special Topics in Indigenous Education, IED 187 Special Studies in Indigenous Education, IED 156 Self-Directed Immersive Language Learning I, IED 258 Indigenous Language Mentorship II	
Total	15

21.4.2 Diploma in Indigenous Language Revitalization

The Diploma in Indigenous Language Revitalization aims to support people who want to build on their Indigenous language proficiency, better understand the contexts in which Indigenous languages can be successfully taught, and gain some basic language teaching skills. This 31.5 unit program is the second ladder step in the Indigenous Language Revitalization programs through the Department of Indigenous Education. Like the Certification in Indigenous Language Proficiency above, this program is delivered in community-based contexts for specific indigenous language groups. The Diploma in Indigenous Language Revitalization then ladders into the Bachelor of Education in Indigenous Language Revitalization (see "10.0 Bachelor of Education in Indigenous Language Revitalization").

Individual language cohorts come into the program with 15 units from year one, satisfied through Option (a): 12 unit Certificate in Indigenous Language Revitalization (CILR) with the addition of two language courses, or Option (b): the 15 unit Certificate in Indigenous Language Proficiency (CILP). Students complete a re-registration form with no fee associated for transferring into the Diploma program once their Certificates are completed

Course transfer possibilities will be dealt with on a case-by-case basis. Students may receive up to 15.0 units of transfer credit towards the Diploma. To be admitted to year two of the Diploma, at least 4.5 units of transfer credit must be focused on proficiency in an Indigenous language. Exceptions will be considered on a case-by-case basis by the Chair of Indigenous Education.

The majority of the course work in the program will be adapted slightly to the needs of each cultural and linguistic cohort. The Indigenous language courses will have to be adapted more extremely than other courses, due to the varied nature of each language in BC. The students in the program move through the program together in the pre-determined set of courses to be offered in their community.

Program exceptions may be considered. Exceptions for the Certificate in Indigenous Language Proficiency and the Diploma in Indigenous Language Revitalization must be approved by the Chair of Indigenous Education, and exceptions for the Certificate in Indigenous Language Revitalization courses must be approved by the Academic Advisor to the CILR.

Diploma in Indigenous Language Revitalization Course Sequence:

Year One Option (a) Certificate in Indigenous Language Revitalization

LING 159 Indigenous Language I	4.5
LING 180A Dynamics of Indigenous Language Shift	1.5
LING 180B Issues, Principles and Best Practices in Language Revitalization	1.5
LING 181 Introductory Linguistics for Language Revitalization	1.5
LING 182 Language Learning, Language Revitalization and Social Action	1.5
One of:	
LING 183A Documentation and recording for Indigenous language reclamation	
Or	
LING 183B Advanced methods for Indigenous language documentation	1.5
Year 1 Total	12.0

Note: Students come into the Diploma through the CILR, will need to take an additional 3.0 units of IED 159, 158, 156, or equivalent language courses to be admitted into year 2.

Year One Option (b) Certificate in Indigenous Language Proficiency

IED 156 Self-Directed Immersive Language Learning I	1.5
IED 157 Supporting Indigenous Language Learning	1.5
IED 158 Indigenous Language Mentorship I	3.0
IED 159 Indigenous Language I	4.5
LING 181 Introductory Linguistics for Language Revitalization	1.5
LING 182 Language Learning, Language Revitalization and Social Action	1.5
One additional course (as chosen by community partner selected from a number of elective options): IED 199 Special Topics in Indigenous Education, IED 187 Special Studies in Indigenous Education, ED-D 301 Learners & Learning Environments, IED 156 Self-Directed Immersive Language Learning I, IED 258 Indigenous Language Mentorship II)	
Year 1 Total	15.0

Year Two

* EDCI 302 Literacy and Language in Elementary or Middle School	1.5
* ED-D 301 Learners & Learning Environments	1.5
IED 250 Indigenous Language Teaching Preparation Seminar...	1.5
IED 251 Indigenous Language Teaching and Learning Practicum	1.5
IED 259 Indigenous Language II	1.5
IED 258 Indigenous Language Mentorship II, or IED 256 Self-Directed Immersive Language Learning	1.5
IED 359 Indigenous Language III	1.5
*ED 371 The History of Indigenous Education in Canada	1.5
*Approved English	3.0
Year 2 Total	16.5

Program Notes

While the Certificate in Indigenous Language Revitalization requires 4.5 units of electives, students planning to transfer into the Diploma in

Indigenous Language Revitalization must take 4.5 units of IED 156, 158, 159, 259 or LING 156, 158, 159, 259 as the elective choices, as well as an additional 3.0 units from the same selection of courses.

- Exceptions to language course requirements can be made at the discretion of the Indigenous Education Department Chair.
- *Students who do not plan to continue into the Bachelor of Education program may substitute the following approved electives: IED 157 (unless credit has already been granted); IED 199, 299 Special Studies in Indigenous Education; IED 187, 287 Special Topics in Indigenous Education; IED 258, 358, 458 Indigenous Language Mentorship; IED 359, 459 Indigenous Language III & IV, or IED Self-directed Immersive Language Learning 156, 256, 356, 456, for the following pre-requisites for the BEDILR: IED 371, EDCI 302, ED-D 301 and approved English courses.

21.5 DIPLOMA IN SECONDARY TEACHER EDUCATION

21.5.1 General Information

The diploma program, designed for degree holders, provides the education courses needed to obtain a teaching certificate in British Columbia.

Degree holders may apply the courses taken for the diploma towards the Bachelor of Education degree. See "18.0 Bachelor of Education Post-Degree Professional Program (Secondary)".

Students take 24 units of specified courses offered in three terms over a 16-month period. A six-week practicum takes place at the end of the second term and a nine-week practicum takes place in the final term.

All students must be prepared to travel anywhere in British Columbia for the practicum.

Upon satisfactory completion of the diploma program, a student will be eligible for a BC teaching certificate. Satisfactory completion means achieving a grade-point average of at least 3.00 (UVic C+) on the required course work and successful completion of all practica requirements.

21.5.2 Program Details

Because of the professional demands of this program, students are not normally permitted to take courses in addition to those specified. Usually all specified course work must be taken in the order assigned and within the 16-month time frame. The practicum will be denied or delayed if the requisite course work is not completed to satisfactory standard.

21.5.3 Program Admission

Initial admission to the Diploma in Secondary Teacher Education may be granted only after completion of an undergraduate degree and academic preparation in one or two teachable subject areas.

Additional information about the admission requirements can be found online at <www.uvic.ca/education>.

There is a quota on each of the teaching subject areas of this program.

21.5.4 Academic Admission Requirements

The academic requirements for admission are:

1. a degree from an accredited university.
2. a sessional grade-point average of at least 3.0 on the most recent session, and, if that session is less than 12 units, a grade-point average of at least 3.0 on the most recent 12 units, and on the most recent two years (30 units) (to December 31).
3. 3.0 units of approved English¹.
4. demonstration of written English competency; for full information see "14.1 Written English Competency Requirement".
5. academic preparation in one or two approved teachable subject areas.

1. *Approved courses include UVic's ENGL 135, 146, 147. At least 1.5 units of English literature must be included. Teacher Certification regulations do not allow us to accept creative writing, journalism or technical writing courses.*

Teachable subject areas

You can enter the PDP program with a maximum of two teachable subject areas. As certain subjects are not widely taught in BC secondary schools, students preparing to teach a subject marked with an asterisk (*) must also prepare to teach a subject without an asterisk. Computer science, technology innovation in education, theatre and second languages other than French are not available as single teachable subject areas nor may they be combined with one another.

The requirements for each teachable subject area are provided below.

More details can be found on self-assessment forms, available on the program web page on the Faculty of Education website: <www.uvic.ca/education>.

a) **Art:** Single or Combined

Content is approved by the faculty art education adviser.

b) **Biology:** Single or Combined

- 1.5 units approved mathematics or logic; 1.5 units history or philosophy of science, medicine or technology; and 1.5 units organic chemistry.
- at least one course in at least 4 of the following 5 areas: cell biology, genetics, botany, zoology, environmental studies.
- at least 12 units of biological sciences course work of which at least 9 units are upper-level.

c) **Chemistry:** Single or Combined

- 1.5 units approved mathematics or logic; 1.5 units history or philosophy of science, medicine or technology; and 1.5 units of astronomy, biology, earth science or physics.
- at least one course in at least 3 of the following 4 areas: organic chemistry, chemical analysis, reaction chemistry, applications of chemistry.
- at least 12 units of chemistry of which at least 9 units are upper-level.

d) **Computer Science:***

A computer science or related degree with at least 12 units of approved computer science, software engineering or computer engineering course work, or 12 units of course work that include: one of CSC 105¹ or DHUM 150; CSC 130; CSC 106; CSC 167; CSC 110 or 111; CSC 115; CSC 230; ECE 458 or SENG 265. Other course work may be approved by the faculty educational technology adviser.

1. *Not open for credit for students registered in or with credit in CSC 106, 110, 111, 212, HINF 130, 171, 172.*

e) **English:**

Single: A four-year English Major or Honours degree or UVic's Combined English and French (Canadian Literature) degree. Three-year degrees will be reviewed by the faculty adviser.

Combined: 15 units of course work that include: 3 units of 200, 300 or 400-level business, creative, expository, or technical writing; 1.5 units of upper-level Shakespeare; 3.0 units of upper-level English literature before 1900 (not Canadian); 3.0 units of upper-level English literature after 1900 (not Canadian); 3.0 units any level Canadian literature; 1.5 units any level adolescent literature.

f) **French:** Single or Combined

Applicants must obtain a score acceptable to the Faculty of Education on the Test de français international (TFI) to demonstrate French language proficiency.

Completion of UVic’s French Honours, Major, combined Major in English and French (Canadian Literature) program or equivalent.

Completion of UVic’s French General or Minor program or equivalent.

- g) **General Science:** Single or Combined
 - 1.5 units approved mathematics or logic; 1.5 units history or philosophy of science, medicine or technology.
 - at least 13.5 units of approved science course work of which at least 10.5 units are upper-level. Approved science include astronomy, biochemistry, biology, chemistry, earth and ocean sciences, microbiology, microchemistry, physics.
- h) **Japanese:***
 - 9 units of upper-level Japanese language and/or literature courses. Courses taught in English are not normally accepted. Applicants must pass an oral competency examination. An approved teaching Major must be combined with Japanese.
- i) **Mandarin:***
 - 9 units of upper-level Mandarin language and/or literature courses. Courses taught in English are not normally accepted. Applicants must pass an oral competency examination. An approved teaching Major must be combined with Mandarin.
- j) **Mathematics:**

Single: A degree with a math Major or Honours or 15 units of upper-level mathematics.

Combined: A degree with a math Minor, Major or Honours, 9 units of upper-level mathematics or the set of courses as outlined on page 89.
- k) **Music:** Single or Combined

UVic Bachelor of Music with a Major in music education (secondary) or an equivalent degree from elsewhere determined by the faculty music education adviser.
- l) **Physical and Health Education:** Single or Combined
 - 9.0 units of EPHE 201, 245, 246, 352, 360*, 452
 - 1.5 units of EPHE 346 or EPHE 350
 - 4.5 units of EPHE 104-137, 439, 487
 - Total 15.0

*the course has prerequisites

EPHE 487 can be taken more than once with different topics

- m) **Physics:** Single or Combined
 - 1.5 units approved mathematics or logic; 1.5 units of history or philosophy of science, medicine or technology; and 1.5 units of astronomy, biology, chemistry or earth science.
 - at least one course in at least 4 of the following 5 areas: optics, quantum mechanics, mechanics, electromagnetic theory, applications of physics.
 - at least 12 units of physics of which at least 9 units are upper-level.
- n) **Social Studies:** Single or Combined

Single: 1.5 units approved geography; 1.5 units approved history; 1.5 units approved Canadian studies¹; 15 units approved upper-level social studies-related courses²

Combined: 1.5 units approved geography; 1.5 units approved history; 1.5 units approved Canadian studies¹; 12 units of approved social studies-related courses². At least 9 units must be upper-level.

Courses must be related to the BC social studies curriculum to be approved. Consult an academic adviser.

- 1. A 1.5 unit Canadian history course will satisfy both the Canadian studies and history requirements; a 1.5 unit Canadian geography will satisfy both the Canadian studies and geography requirements.
- 2. Social studies-related courses from economics, geography, history, political science and sociology will be accepted. Courses from Asian studies, Canadian studies, environmental studies, Indigenous studies, urban studies and women’s studies may be accepted if related to economics, geography, history, political science and sociology. Anthropology, criminology, Greek and Roman studies, international relations, law and religious studies courses will be considered on a case-by-case basis. Normally, no more than 1.5 units from any one of these disciplines will be accepted. Students wishing to teach grade 12 geography or history should complete a degree with a Major or Minor in geography or history.
- o) **Spanish:***
 - 9 units of upper-level Spanish language and/or literature courses. Courses taught in English are not normally accepted. Applicants must pass an oral competency examination. An approved teaching Major must be combined with Spanish.
- p) **Trades Technology Education:** (with special permission)
 - A Red Seal Endorsement in a trade approved by the Faculty of Education and a minimum of five years of work experience as a tradesperson.
- q) **Technology Innovation in Education:***
 - 12 units of course work that include 6 units of core courses EDCI 335, 337, 338, 339 and 6 units of electives from one of CSC 100, 105, 167 or DHUM 150; one of CSC 130 or ENGL 401; two of AE 322, 422, ART 106, 261, 262, EDCI 340, 410, ED-D 425, DSST 441, ENGL 407, POLI 430, 456, TS 200, 300, 320, 400. Other course work may be approved by the faculty educational technology adviser.
- r) **Theatre:***
 - A degree in applied theatre or 18.0 units of course work that include: THEA 101 or 111 and 112, 120 or 102 and 122, 132, 331, 332, 335 and 3.0 units of EDCI 487*. Special Topics in Education: Drama Education in different topics.
 - *The faculty drama adviser may consider accepting 1.5 units of EDCI 487 and 1.5 units of approved theatre in lieu of the 3.0 units of EDCI 487.

1. Because these languages are not taught in every BC secondary school, it may not be possible to find a suitable practicum placement. In that event, the practicum placement will be made based on the teachable subject area.

21.5.5 Experience Admission Requirements

Please consult the Faculty of Education website for specific requirements and deadlines. Participation in an interview may be required.

21.5.6 Conditional Offers of Admission

Students offered admission prior to April 30 who drop required courses or whose session grade-point average at April 30 falls below the minimum of 3.00 will lose their eligibility and the offer will be withdrawn.

21.5.7 Program Formats

Diploma in Secondary Teacher Education

On completion of this program, students are eligible to receive a Diploma in Secondary Teacher Education and a BC teaching certificate.

Terms One and Two (September - April)

ED-D 337A, 337B, 337E, or 407	1.5
ED-D 401, 406, 420	4.5
EDCI 780, 781 ¹	3.0
EDCI 336, 352	3.0

Terms One and Two (September - April)

One of EDCI 431, 432, 434	1.5
EDCI 706 to EDCI 797 ² , or EPHE 764	3.0
Education Elective	1.5
IED 373	1.5

Term Three (September)

ED-D 410	1.5
ED-P 782 ¹	3.0
Total	24.0

1. *Students will have several field experience opportunities: a six-week practicum will take place upon completion of second term courses; and an eight-week practicum will take place in the third term. Students must be prepared to travel anywhere in BC.*
2. *Students admitted with one teaching area will take one of EDCI 706-797 or EPHE 764 as well as EDCI 787. Students admitted with a trades technology education teaching area will take 3 units of methodology course work normally offered as a EDCI 487 Special Topics. These students will not take an education elective.*