

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT

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23 May 2007

Memo to: Okanagan Senate

From: Admissions and Awards and Curriculum Committees

RE: Education Post-baccalaureate Certificates and Diplomas (approval)

Please find attached a new program proposal from the Faculty of Education for Education Post-baccalaureate Certificates and Diplomas.

Motion: *That the Senate approve the new program from the Faculty of Education for Education Post-baccalaureate Certificates and Diplomas.*

UBC Admissions Proposal Form Change to Course or Program

Category: (1 or 2)

<p>Faculty: Education Department: Education Faculty Approval Date: Oct 18, 2006</p> <p>Effective Session: Winter Term: 1 Year: 2007 for Change</p>	<p>Date: Contact Person: Robert Campbell Phone: 807-9170 Email: robert.campbell@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Education Post-baccalaureate Certificates and Diplomas</p> <p>The Education Post-baccalaureate Certificate (15 credits) and Post-baccalaureate Diploma (30 credits) provide professional development opportunities for educators and respond to the needs of schools and districts for education specialists. These are post-degree professional programs designed to complement post-secondary education already achieved. These programs do not carry credit toward certification to teach in public schools in British Columbia.</p> <p>Admission Requirements Admission to Education post-baccalaureate certificate/diploma programs requires a Bachelor's Degree, or Teacher's Certification, or permission of the Dean of Education. Students wishing to enroll in individual courses but who are not in a Post-baccalaureate Certificate or Diploma program require third year standing as well as permission of the Dean of Education.</p> <p>Advanced Standing and Transfer Credit Courses permitted for advance standing or credit transfer must be senior level university coursework, and must be conceptually consistent with the post-baccalaureate certificate/diploma specialization. Transfer courses require approval from the Specialization Program</p>	<p>URL: (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Add Program Description and new courses in the Faculty of Education</p> <p>Rationale: The Education Post-baccalaureate Certificate and Post-baccalaureate Diploma are designed to respond to the needs of local school districts where there is a demand for qualified teachers to work with children and adolescents with diverse needs and to establish inclusive practices in classrooms and in schools.</p>

Coordinator and the Dean of Education. A maximum of 6 credits of coursework may be transferred toward the post-baccalaureate certificate. A maximum of 12 credits of coursework may be transferred towards the post-baccalaureate diploma. Transfer courses must not have been used for credit towards other certificates, diplomas or degrees.

Program Structure

To respond to professional schedules post-baccalaureate certificate/diploma courses are normally offered as Saturday sessions (during winter terms) and also as regularly scheduled summer session courses. The post-baccalaureate certificate is awarded after the completion of 15 credits. The post-baccalaureate diploma is awarded after the completion of 30 credits. Students may complete the courses as available in sequence, or take the required number of courses within a six-year maximum period. Note: some courses may require pre-requisites.

Inclusive Education Post-baccalaureate Certificate and Diploma

The Inclusive Education program is designed to prepare teachers to work with children and adolescents who have diverse needs, and to support inclusive practices in classrooms and schools so that all students have equitable access to learning and achievement. The Inclusive Education program will appeal to B.C. certified Bachelor of Education graduates who are currently employed as, or who wish to become, Learning Assistance Teachers or Resource Teachers. The program will also appeal to classroom teachers who want to create inclusive environments in their instructional practice.

Inclusive Education Program Course Offerings

EPSE 421 (3) Assessment of Learning Difficulties

EPSE 431 (3) Programming for Children with Specific Learning Disabilities

EPSE 437 (3) Interventions for Children and Adolescents with Behaviour Disorders

EPSE 464 (3) Literacy for Diverse Learners in the Primary Grades

Key issues, research and practice are examined to improve literacy achievement for primary students with a range reading and writing difficulties.

EPSE 465 (3) Literacy for Diverse Learners Beyond the Primary Grades

Key issues, research and practice are examined to improve literacy achievement for students (intermediate and above) with a range of reading and writing difficulties.

EPSE 466 (3) Numeracy for Diverse Learners

Research and practical issues related to numeracy will be examined with the intent of improving numeracy for diverse students with a range of difficulties in mathematics.

EPSE 467 (3) Social and Emotional Development of Diverse Learners

Research and best practices will be examined with the intent of improving supportive educational programs for children within inclusive classrooms. Emphasis will be placed on developing supportive behaviour plans for children with various social and emotional needs.

EPSE 468 (3) Creating Positive Learning Environments for Inclusive Education

This course focuses upon current research and practice that emphasizes the inclusion of all students. Best practices in classroom management, social skill instruction, cooperative learning, and conflict resolution will be covered.

EPSE 469 (3) Education for Students with Sensory Loss or Motor Impairments

The unique learning needs of children with

<p>sensory loss and motor impairments are examined. This course will cover best practices in planning individualized adaptations and modifications within an inclusive classroom setting.</p> <p>EPSE 470 (3/9) Selected Topics in Inclusive Education Course content focuses upon a single topic or competency in Inclusive Education (e.g. Autism, Gifted Students, ADHD). Topics may differ in each offering to respond to new research or current needs in the field. This course may be repeated with new content.</p> <p>EPSE 471 (3/6) Applied Project in Inclusive Education Research and practice is undertaken in classroom settings. Participants are given opportunities to work with students with diverse needs. This course may be repeated with new content. (Prerequisite EPSE 421 and EPSE 431)</p> <p>EPSE 472 (3) Issues in Inclusive Education Foundational literature, research, practice and policies are examined to provide recommendations for best practice and strategies for developing inclusive classrooms.</p>	
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