

Faculty of Education



STUDENT HANDBOOK YEAR 3

2011/2012

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FALL 2011 CALENDAR

September 2011		
1	Thursday	Orientation for new first-year University program students at the Nanaimo campus.
5	Monday	Labour Day; University closed.
6	Tuesday	First day of classes for Fall semester.
13	Tuesday	Last day of active wait-list for Fall semester courses. After this date courses may only be added in person using the Request For Late Course Registration form.
19	Monday	Last day to drop a Fall semester course without having to pay for it.
20	Tuesday	Fall semester fees will be calculated based on course enrolment as of this date.
October 2011		
1	Saturday	Last day to pay Fall semester fees. Any tuition unpaid as of October 2, will be assessed a 10% late fee.
10	Monday	Thanksgiving Day; University closed.
14	Friday	Last day to apply for Student Aid BC funding (student loan) for students attending Fall semester only.
28	Friday	Last day for overdue tuition for Fall semester to be paid to avoid withdrawal from Fall and Spring semester courses.
31	Monday	Students with fees owing as of this date will be removed from all Fall courses.
31	Monday	Last day for overdue Fall semester fees to be paid to avoid withdrawal from Fall semester courses.
November 2011		
1	Tuesday	Students with fees owing as of this date will be removed from all Fall semester courses.
11	Friday	Remembrance Day; University closed.
15	Tuesday	First day to submit applications for University and Career/Technical programs beginning September 2012.

December 2011		
5	Monday	Last day of classes for University and Career/Technical programs.
6-7	Tues- Wed	Final examination study days for University and Career/Technical programs.
8	Thursday	First day of final examinations.
19	Monday	Last day of final examinations.
25- Jan 2	Sun-Mon	Christmas/New Year break.
27	Tuesday	Final Fall semester grades due.

SPRING 2012 CALENDAR

January 2012		
1	Sunday	New Year's Day.
2	Monday	New Year's Day observed. University closed.
3	Tuesday	First day of classes for Spring semester.
10	Tuesday	Last day of active wait-list for Spring semester courses. After this date, courses may only be added in person using the Request for Late Course Registration form.
16	Monday	Last day to drop a Spring semester course without having to pay for it.
17	Tuesday	Spring semester fees will be calculated based on course enrolment as of this date.
February 2012		
1	Wednesday	Last day to pay Spring semester fees. Any fees unpaid as of February 2 will be assessed a 10% late payment fee.
9- 10	Thur-Fri	Convocation ceremonies for Bachelor and Master degrees.
20- 24	Mon-Fri	Study Days for University and Career/Technical Programs.

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27	Monday	Last day for academic penalty-free withdrawal from a Spring Semester course or program or to change from credit to audit (or vice-versa) in University and Career/Technical Programs.
27	Monday	Last day for academic penalty-free withdrawal from full-year courses.
27	Monday	Last day for overdue fees for Spring semester to be paid to avoid withdrawal from Spring semester courses.
28	Tuesday	Students with fees owing will be withdrawn from all Spring semester classes.
March 2012		
15	Thursday	Last day to apply for Student Aid BC funding (student loan) for students with April end date for the current academic year.
April 2012		
5	Thursday	Last day of classes for University and Career/Technical Programs.
6-9	Fri-Mon	Good Friday/Easter Monday; University closed.
10-11	Tues-Wed	Final examination study days for University and Career/Technical Programs.
12	Thursday	First day of final examinations.
23	Monday	Last day of final examinations.
30	Monday	Final Spring semester grades due.

WELCOME FROM THE DEAN OF EDUCATION

DR. HARRY JANZEN



On behalf of the faculty and staff of the VIU Faculty of Education, I would like to welcome you to our dynamic learning community. Our program has high standards and high expectations of our students. This is recognized by B.C. school districts who are eager to hire our graduates.

I would invite you to study the Faculty of Education's Vision Statement as it describes our goals for the program and for you as empowered, innovative future educators. Our work is guided by belief in engaging and challenging pedagogy, learner-centered teaching, collaboration, reflective practice and the scholarly integration of theory and practice.

Our Education Program has recently undergone a review process which led to many new initiatives. We look forward to implementing our new Bachelor of Education, the Secondary Post-Baccalaureate program and our Masters degree in Educational Leadership.

As Dean I am very interested in meeting with students on a regular basis and will provide opportunities for this. As well, please feel free to drop by and visit in my office.

I wish you great success as you prepare for the joyous and rewarding life of teaching.

A handwritten signature in black ink that reads "H. Janzen". The signature is written in a cursive, flowing style.

OVERVIEW OF THE VANCOUVER ISLAND UNIVERSITY TEACHER EDUCATION PROGRAM

The Bachelor of Education Degree Program allows students to enter at the Year Three level and complete at the end of year 5. Prior to entering the Teacher Education Program, students complete a minimum of 48 credits of a combination of required and elective courses. Admission to the Program is based on a combination of GPA and Personal Profile Rating. Successful students are recommended to the British Columbia College of Teachers for certification.

The Post Baccalaureate Degree Program is designed for university graduates who have earned an appropriate discipline-based under-graduate degree and who wish to become teachers. This program consists of 2 cohorts of elementary focus and 1 cohort of secondary focus. This is a 2-year post-degree, 60 credit professional under-graduate degree that can only be earned as a second degree. Normally the course work and field experience is compressed into three full-time semesters. Admission to the Program is based on a combination of GPA and Personal Profile Rating.

The VIU Teacher Education Program has both coursework and field experiences. The design of the program, in line with the BC College of Teachers' Standards for the Education, Competence and Professional Conduct of Educators in BC, meets the requirements for not only two university degrees, but also for a recommendation for professional teacher certification in British Columbia.

FEATURES OF VIU'S TEACHER EDUCATION PROGRAM:

The following are some of the key features of our program:

- ⇒ establishment of a "learning community" in that we work collaboratively on the instructional design and delivery of the Program;
- ⇒ the program is intentionally developmental; e.g. early pedagogical ideas are systematically built upon;
- ⇒ field experiences serve as the opportunity to put into practice the skills and theory taught in coursework;
- ⇒ early and ongoing work in schools as a student-teacher;
- ⇒ a planning model that reinforces high standards for practicum preparation;
- ⇒ seminars in "pod schools" where a faculty member collaborates with the school staff to help student teachers develop an understanding of the context for teaching and learning in that particular school and community;
- ⇒ opportunities for student teachers to become familiar with different schools and grade levels;
- ⇒ "strands" related to critical areas including inclusive classrooms, aboriginal education appropriate use of technology to support learning, and critical thinking are addressed throughout the program;
- ⇒ development of a personal/professional development action plan which serves as the basis for demonstration of achievement and competence as a 'beginning teacher;'

OVERVIEW OF THE EDUCATION DEGREE PROGRAM 3.0 YEARS

YEAR 3-FALL

EDTE 300 Principles of Teaching & Learning I (3)
EDTE 311 Child Development & Education (3)

Total Credits: 6

9 credits Academic electives



YEAR 3-SPRING

EDTE 301 Principles of Teaching & Learning II (3)
EDTE 430 Issues in Aboriginal Education (3)

Total Credits: 6

9 credits of Academic electives



YEAR 4-FALL

EDTE 400 Principles of Teaching & Learning III (6)
EDTE 429 Curriculum & Instruction: Performing Arts (3)
EDTE 431 Instructional Design: Application of Educational Technology (3)
EDFE 411 Field Experience I (3)
EDTE 520 Curriculum & Instruction: Language Arts (3)

Total Credits: 18

YEAR 4-SPRING

EDTE 401 Principles of Teaching & Learning IV (6)
EDTE 417 Curriculum & Instruction: Visual Arts (3)
EDTE 425 Curriculum & Instruction: Physical Education in the Elementary School (3)
EDFE 421 Field Experience II (3)
EDTE 530 Curriculum & Instruction: Mathematics (3)

Total Credits: 18

YEAR 5-FALL

EDTE 419 Curriculum & Instruction: Social Studies (3)
EDTE 500 Principles of Teaching & Learning V (6)
EDTE 531 Social Justice Issues in Education (3)
EDTE 533 Curriculum & Instruction: Second Language Acquisition (3)
EDFE 511 Field Experience III (3)

Total Credits: 18

YEAR 5-SPRING

EDTE 427 Curriculum & Instruction: Science in the Elementary School (3)
EDTE 501 Principles of Teaching & Learning VI (6)
EDTE 519 Foundations of Education in BC (3)
EDTE 532 Special Educational Needs in the Classroom (3)
EDFE 521 Field Experience IV (3)

Total Credits: 18

FACULTY OF EDUCATION VISION STATEMENT

Our dynamic interactive learning community inspires thoughtful reflection and dialogue in a supportive, collaborative environment.

Informed by current research, we model exemplary education practice. We value fun and laughter in the process of learning.

As a community, we engage with those on our educational paths with humanity and compassion.

Committed to a just world, we face the challenges of diversity across cultural, societal and geographic boundaries.

We build relationships and connections that empower future educators to be thoughtful innovators energized by moral courage and relentless hope.

TEACHER EDUCATION PROGRAM VALUES

Excellent Teaching Practices

The Faculty of Education is committed to teaching practices that are both engaging and challenging to the learner.

Learner-Centred View

The Faculty of Education supports a learner-centred view of teaching. The teacher should develop an understanding of the perspectives and abilities of the learner. Teachers must have the knowledge, skill, and confidence to adapt and develop curriculum to meet the specific needs of the learners.

Collegiality and Collaboration

The Faculty of Education places a high value on collegial interaction and collaborative development among faculty, students, support staff, and teaching colleagues. Emphasis is placed on the professional, legal, and ethical responsibilities of a teacher.

Reflective Practice

The Faculty of Education believes that educators should participate actively in reflective practice in order to develop a new understanding of and skill in teaching. Reflective practice, guided by the principles of self-directed learning and self-evaluation, is believed to be a strong foundation for continuous professional growth.

Teaching as Problem Solving and Decision Making

The Faculty of Education believes that teaching is an interactive problem-solving and decision-making process; a dynamic process involving critical thinking through which the learner develops knowledge with understanding.

Connecting Theory and Practice

The Faculty of Education believes that there must be a clearly defined connection between theory (academic disciplines and education theory) and practice (methods for achieving educational ends in context). Responsible educators continuously strive to adapt theory to support meaningful learning.

Scholarship and Knowledge

The Faculty of Education places a high value on life-long learning, curiosity, the love of knowledge, and critical thought. Knowledge and skills in pedagogy must be connected with the academic disciplines.

TEACHER EDUCATION PROGRAM OUTCOMES

OUTCOME 1 – PROFESSIONAL QUALITIES

To successfully complete the Teacher Education Program and to be recommended for certification as a teacher in BC, a student must have an understanding of what it means to be a competent, ethical, professional teacher along with the disposition to adhere to the professional, legal, and ethical responsibilities of being a teacher as evidenced by the following:

1A. REFLECTION AND DECISION MAKING

The student-teacher will display the capacity and disposition to make sound educational decisions by consistently using reflective strategies. (College of Teachers Standards 1, 3, 6, 7, 9, 10, 11)

1B. COMMUNICATING WITH FAMILIES

The student-teacher will display the capacity and disposition to maintain meaningful, respectful, ethical, professional, and systematic communication with families about the instructional program and student achievement. (College of Teachers Standards 1, 2, 8, 9, 12)

1C. CONTRIBUTING TO THE LIFE OF THE LEARNERS, THE SCHOOL COMMUNITY, AND THE DISTRICT

The student-teacher will display the capacity and disposition to develop and maintain professional deportment and excellent interpersonal skills, characteristic of a cooperative, reflective, caring, respectful, self-directed, and enthusiastic educator. (College of Teachers Standards 1, 2, 9, 10, 12, 13)

1D. ONGOING PROFESSIONAL GROWTH AND DEVELOPMENT

The student-teacher will display the capacity and disposition to initiate, implement and self-assess ongoing personal and professional development and to participate as a contributing, collegial

member of the educational community and teaching profession. (College of Teachers Standards 3, 4, 5, 9, 10, 13)

1E. UNDERSTANDING EDUCATIONAL ISSUES:

The student-teacher will have the understanding necessary to make decisions informed by basic policy analysis, personal and population health issues, legal rights and responsibilities relevant to the work of teachers. (College of Teachers Standards 4, 5, 6, 8, 9, 12, 13)

OUTCOME 2 – BACKGROUND KNOWLEDGE

To successfully complete the Teacher Education Program and to be recommended for certification as a teacher in BC, a student must have an overall understanding of the content underlying the prescribed curriculum, an in-depth understanding of the content in one or two specialty areas related to her/his discipline-based studies, an understanding of the theoretical underpinnings of pedagogy, and an understanding of the foundations of educational thought in our society along with the disposition to engage as a life-long learner in areas of background knowledge relevant to K-12 education. This background knowledge will be evident as follows:

2A. KNOWLEDGE OF CONTENT

The student-teacher will have an understanding of the nature and content of the BC curricula and an understanding of the epistemic relationship between the academic disciplines and school subjects. Student-teacher will also demonstrate competency in literacy, numeracy and information technology. (College of Teachers Standards 3, 4, 5, 8, 10)

2B. KNOWLEDGE OF THE THEORETICAL FOUNDATIONS OF EDUCATIONAL THOUGHT IN OUR SOCIETY

The student-teacher will have an understanding of theoretical explanations of child and youth development, prevailing, relevant theories of learning and curriculum theory. (College of Teachers Standards 4, 5, 6, 10, 13)

2C. KNOWLEDGE OF THE THEORETICAL FOUNDATIONS OF LEARNING

The student-teacher will have an understanding of theoretical explanations of the relationship of learning to development from childhood to adolescence and principles that can be used to guide applications of the theoretical foundations of learning. (College of Teachers Standard 6)

OUTCOME 3 – CAPACITY TO PLAN

To successfully complete the Teacher Education Program and to be recommended for certification as a teacher in BC, a student must display the capacity to plan, based on defensible reasons, extended sequences of learning activities to meet the needs of learners in a variety of contexts as evidenced by the following:

3A. PRE-ASSESSING THE LEARNING NEEDS OF STUDENTS

The student-teacher will have the capacity to pre-assess students' needs as a basis for planning for effective teaching and learning. This will include an understanding of exceptional and special needs children, methods of assessment and the implications for provision of effective instruction for all children in the classroom. (College of Teachers Standards 1, 2, 6, 7, 8, 11, 12)

3B. INTERPRETATION OF PRESCRIBED LEARNING OUTCOMES TO PLAN FOR INSTRUCTION AND MANAGEMENT OF APPROPRIATE LEARNING EXPERIENCES

The student-teacher will have the capacity to select, integrate and justify pedagogical decisions based on an understanding of the curriculum. (College of Teachers Standards 3, 6, 7, 8, 10, 11, 12)

3C. DESIGN COHERENT INSTRUCTION USING APPROPRIATE RESOURCES

The student-teacher will have the capacity to locate, critically analyze and use resources to support planning of appropriate, motivating, and meaningful lessons/learning activities that stimulate students' physical, creative, and intellectual abilities in all curricular areas. (College of Teachers Standards 1, 3, 4, 5, 6, 7, 8, 11, 12, 13)

3D. DESIGNING ASSESSMENT, EVALUATION, AND REPORTING OF STUDENT LEARNING

Students will display the capacity to design a variety of authentic assessment instruments and procedures and to develop appropriate classroom assessment strategies with an awareness of the applicability of norm-referenced devices. Students will display the capacity to participate in the work of school-based resource teams. (College of Teachers Standards 1, 2, 4, 5, 6, 8, 9, 10, 11, 12)

OUTCOME 4 – CAPACITY TO TEACH

To successfully complete the Teacher Education Program and to be recommended for certification as a teacher in BC, a student must display the capacity to implement extended sequences of learning activities to motivate and engage all learners in physical, creative, and intellectual activities. Student capacity will be evidenced by the following:

4A. CREATING AN INCLUSIVE LEARNING ENVIRONMENT FOR RESPECT, RAPPORT, AND CRITICAL THOUGHT

The student-teacher will display a capacity to utilize appropriate, effective communication and interpersonal skills with learners, structure and implement experiential learning activities in which students can learn about social justice and social responsibility, establish a classroom community based on respect, exemplifying democratic principles that ensure the valuing of diversity, defence of human rights, and promotion of social justice and create a classroom environment that supports and encourages critical thought while developing a sense of pride and accomplishment. (College of Teachers Standards 1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 13)

4B. MANAGING CLASSROOM PROCEDURES, BEHAVIOUR, AND PHYSICAL SPACE

The student-teacher will display a capacity to establish and maintain expectations for behaviour and relationships within the classroom and to orchestrate events and the physical environment in the classroom in ways that support a respectful, effective learning environment. (College of Teachers Standards 1, 2, 3, 6, 7, 8, 9, 11, 12, 13)

4C. COMMUNICATING CLEARLY, ACCURATELY, EXPRESSIVELY, AND APPROPRIATELY TO ENGAGE STUDENTS IN LEARNING

The student-teacher will display a capacity and disposition to maintain accurate records required for the effective operation of the classroom and school, to consistently demonstrate effective

written and oral communication skills, and to employ strategies to facilitate learning. (College of Teachers Standards 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13)

4D. ASSESSING, EVALUATING, AND REPORTING STUDENT LEARNING

The student-teacher will display a capacity to interpret data related to student learning and achievement, to make appropriate professional and ethical judgments with respect to student assessment, to make judgments about student learning, to provide accurate, substantive, constructive, formative and summative feedback on student learning. (College of Teachers Standards 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13)

4E. DEMONSTRATING FLEXIBILITY, RESPONSIVENESS, AND SUPPORT FOR STUDENTS

The student-teacher will display a capacity to use a variety of teaching methods based on defensible reasons, making adjustments where required, to meet all students' developmental needs, work effectively in a variety of different educational settings, and to be persistent in supporting all students' learning needs. (College of Teachers Standards 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13)

'SUITABILITY TO TEACH' STATEMENT

Suitability to teach will be evaluated using the following guidelines:

PERSONS SUITED TO TEACH:

1. Speak and act towards students with respect and dignity and deal judiciously with them, always mindful of their individual rights and sensibilities.
2. Respect the confidential nature of information concerning students, making it available only to persons or agencies directly concerned with the students' welfares.
3. Recognize that the relationship with students is a privileged one and consistently act accordingly.
4. Demonstrate accountability for the quality of service rendered and of the practices employed in discharging their duties as a teacher through review with colleagues,* supervisors, students, and their parents/guardians and by conscientiously engaging in learning activities for the purpose of improving practice as a teacher.
5. Direct any criticism of the teaching performance and related work of school personnel to that person in private, and only then, after informing the person in writing of the intent to do so, may direct in confidence the criticism to appropriate individuals who are able to offer advice and assistance. It shall not be considered a breach of this guideline for a student-teacher to follow legal requirements or official protocols in reporting child protection issues.
6. Recognize that the practicum places the student-teacher in a privileged position requiring the same standard of behaviour expected of practising teachers acting in a manner that exemplifies the legal, moral, and ethical standards required of practising teachers, refraining from behaviour unbecoming a teacher.
7. Possess an appropriate level of all forms of literacy that impact teaching.
8. Speak and act towards colleagues with respect and dignity and deal judiciously with them, always mindful of their individual rights and sensibilities.

** The term "colleague" includes fellow student teachers and anyone who works in the educational setting.*

PROGRAM REGULATIONS

These program regulations apply to all Teacher Education degree programs.

APPLICATION PROCEDURES

For the Upper-Level Degree program in Education, applications for September are accepted after November 15 of the preceding year. For information concerning application procedures and deadlines, contact the Admissions office or Faculty of Education Advising office, (250) 740-6223, for the Education Programs Selection Procedures. Information regarding application procedures and deadlines are available in November of the preceding year.

Transcripts showing completion of all requirements must be received in the Registration Centre by May 31 of the year of application.

Maximum enrolments have been established; therefore, VIU's Faculty of Education 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 late July.

Prospective applicants are encouraged to obtain, as an aid to confirming their career choice, volunteer or other experience in working with young people of the age they are proposing to teach. Expressed motivation and demonstrated interest in a teaching career are considered in admissions decisions. Prospective students must submit a Personal Profile that documents life experiences relevant to teaching. The Personal Profile is an important part of the application; it counts for 40% of the admissions ranking.

INTERVIEW REQUIREMENTS

Those students seeking entry to the Faculty of Education for the first time, and others who are in the VIU Teacher Education Program who may be specifically referred, may be interviewed by a committee struck by the Dean for the purpose of judging suitability for the teaching profession. The committee will make a recommendation to the Dean. The professional judgment of those conducting the interviews will be deemed sufficient grounds for recommending the acceptance, or rejection of an application, or withdrawal from the program. The process used to arrive at a negative recommendation will be reviewed by a committee struck by the Dean of Education. Information on appeal procedures is available from the Faculty of Education Advising office.

ACADEMIC REGULATIONS FOR THE DEGREE PROGRAMS

Certification

For the purpose of determining eligibility for a teaching credential, successful completion of the education program requires a minimum 4.0 ("C+") on each Education course taken while enrolled in the Teacher Education program.

Withdrawal

The Faculty of Education reserves the right at any time to require any student to withdraw from the Program where it believes on consideration of scholarship, professional fitness or professional conduct

that the student is unsuited for the teaching profession. Unsatisfactory performance in any aspect of the program may be considered reasons to require a student to withdraw from the program.

If re-admission is approved following required or voluntary withdrawal from a practicum and/or the program, students will normally be re-admitted with probationary status.

Minimum Sessional Grade Point Average

Students in the program must obtain a minimum grade point average of 4.0 (“C+”) on every academic year attended, otherwise they will be required to withdraw from the program.

Appeals should be submitted to the Faculty of Education Appeals Committee. Information on appeals procedures is available from the Education Advising office.

REGULATIONS CONCERNING FIELD EXPERIENCES

Approval and Assignment of Field Experience Placements

VIU’s Faculty of Education reserves the right to approve or disapprove any school for field experience placements for student teachers, to place student teachers in schools, and to change any placement assigned to a student teacher. The student must be informed in writing of the reasons for any required change in placement.

Inability to Place

The Faculty is responsible for seeking a sufficient number of school placements to serve the needs of all registered student teachers. A student teacher may be required to withdraw from a Field Experience course if none of the available schools will accept that particular student teacher.

Notification of Concern for Learning and/or Working Environment

VIU’s Faculty of Education reserves the right to provide information to the principal of a school being considered for a field experience placement for a particular student-teacher where it is deemed necessary for the principal to have the information in order to carry out his/her duties as a principal. The Field Experience office must inform the principal if concerns have been raised within the Faculty of Education, or in a previous field experience placement, about a more than usual potential for a negative impact on the quality of the learning and/or working in the classroom and/or school as a result of the presence of the student-teacher. The Field Experience and/or Program Chair must inform the student teacher in writing of the reasons for the concerns giving rise to such notification to the principal.

Dates

The dates of practica will be available to students at the beginning of each term.

Attendance

Regular attendance during field experience is required. Students are expected to notify the school whenever field experience appointments cannot be kept and also to inform their Faculty Supervisor.

Standard of Professional Behaviour

All student-teachers in the program placed in schools for teaching field experience are subject to the provisions of the School Act, School Regulations, the British Columbia Teachers Federation (B.C.T.F.) Code of Ethics and any regulations and/or code of behaviour applicable to teachers and staff in the school. Any student teacher may be required to withdraw from a field experience for violation of any part of the

School Act, School Regulations, the B.C.T.F. Code of Ethics, or upon a written notice from the school principal or the superintendent in the district where the student is placed.

Unethical or Unprofessional Behaviour

Supervisors or sponsor teachers who refuse students' continued participation in a field experience for misconduct or repeated absence must immediately discuss the matter with the Field Experience coordinator, who shall then either inform the students of the conditions under which they may resume participation in the field experience or inform the students that the Dean of Education, or Dean's designate, is being advised that the student-teacher's performance in the field experience is considered unsatisfactory by those responsible for supervision of the field experience.

Denial and Withdrawal

Participation in a field experience is a privilege.

a) Denial

Students will be denied the field experience if their pre-field experience preparatory work is considered unsatisfactory by the Dean of Education and will be assigned a failing grade.

b) Required Withdrawal

Students may be required to withdraw from the field experience if their performance in the field experience, or their field experience preparation, is considered unsatisfactory by the Dean of Education and will normally be assigned a failing grade.

c) Voluntary Withdrawal

After consultation with and approval of the Field Experience Coordinator, students who are being successful in their practicum, as determined by their practicum supervisor, but who, for extenuating circumstances, request permanent or temporary withdrawal from a field experience must receive permission to do so from the Dean of Education. At that time academic standing for the course will be determined.

To voluntarily withdraw without academic penalty, students must notify the Dean of Education, in writing, at least two weeks in advance of the commencement of the field experience. Students should make this decision after careful consideration of the possible impact on continuation in the program.

d) Notification of Withdrawal

Failure to give appropriate notice of withdrawal during the field experience, without consultation and approval of the Field Experience Coordinator, will result in withdrawal from the VIU Education program. Students who are required to withdraw from a field experience must make an appointment to see the Dean of Education or designate.

Re-admission

Students who have withdrawn for any reason from a field experience (EDFE) course, or who wish to re-enter or re-take the field experience course must apply to the VIU Faculty of Education Appeals Committee for re-admission to the course. Students should not assume that re-admission is guaranteed. The number of times a student can be re-admitted to field experience courses is limited to once, except in cases where there are dire circumstances beyond the student's control as set out in the Late Withdrawal Regulation. Students will only be re-admitted to a field experience course when, in the opinion of those responsible for the supervision of the previous attempt, there was evidence of significant progress toward meeting the outcomes for the field experience course. Students will not be re-admitted to any single field experience course more than once. Students will not be re-admitted to a field experience course if they have previously been re-admitted to any other field experience course in the teacher education program.

PROFESSIONAL PREPARATION

Field Experience, Student Teaching and Seminars

Field experience, student teaching and seminars form an integral part of the VIU Teacher Education Program. Requirements for these components of the Bachelor of Education programs are outlined in the course descriptions. Students should be aware that all arrangements for field experience and student teaching are made through the Field Experience Office.

Education students must be prepared to travel to any school district in the Central Vancouver Island region for field experience placement. In order to do this, students should budget for transportation. In consultation with the Field Experience Coordinator, special final practicum placements may be arranged by the Field Experience Office. Extra expense will be involved and students should budget accordingly.

Students should note that School Districts may refuse placements and require students to withdraw from practica.

Prerequisites for each field experience course must be completed before students commence their field experience.

Credit for Studies Undertaken at Other Institutions

Students who plan to undertake work at other institutions are required to seek prior approval from the Education Advising Centre if they wish such courses to be credited toward a degree at VIU.

GRADUATION REQUIREMENTS

To be eligible for a Bachelor of Education degree and a Bachelor of Arts, Bachelor of Science or Bachelor of Business Administration degree, the candidate must normally have earned:

- a passing grade in each of the courses comprising the degree program; and a minimum 4.0 (C+) grade in each Education course.
- a minimum grade point average of “C+” (4.0).

Teacher Certification

The College of Teachers: Current legislation requires that every person appointed or retained as a teacher in a public school be a member of the College of Teachers and hold a valid certificate of qualification issued by the College. It is the responsibility of the individual to make application to the Registrar of the College of Teachers for initial certification, or for a change in certification, and to provide all necessary documents.

The Teacher Qualification Service: Salary categories for teachers are established by the Teacher Qualification Service upon application, and only when a British Columbia teaching credential has already been granted by the College of Teachers. Categories are assigned on the basis of completed years of academic and professional preparation. Partial years are not considered.

Procedures and Documentation: Application forms for the College of Teachers and the Teacher Qualification Service are available from the Faculty of Education Advising and Field Experience Office, as well as directly from the agencies.

EXPECTATIONS OF STUDENT TEACHERS FOR FIELD EXPERIENCE

Effective field experience requires observation of and reflection about teaching practices, students, the learning environment, and the community. To be successful, field experience requires cooperation among the teaching profession, the schools, and faculty in the Teacher Education Program. The key to this cooperation is open communication among everyone. As part of your emerging professional responsibility, you must take an active role in this open communication.

General Guidelines

- Student teachers should:
- Communicate openly with sponsor teachers and seminar leaders;
- demonstrate a commitment to teaching through enthusiasm, reflection, punctuality, and collegiality;
- be flexible and adaptable to school, classroom, and pupil demand;
- follow the BCTF Code of Ethics, school regulations and other relevant legislated requirements;
- strive to achieve the BC College of Teachers Standards for the Education, Competence and Professional Conduct of Educators in BC;
- show an awareness and sensitivity to individual student needs;
- be familiar with Ministry publications designed to support and guide teaching in BC;
- show initiative in planning and preparation;
- respond constructively to feedback and suggestions;
- ask questions and seek assistance when needed;
- show a commitment to helping individual students learn;
- evaluate the effectiveness of their work in the classroom and school.

Professional Behaviour

Student teachers are required to maintain a standard of professional competence and behaviour in the field experience setting including:

- preparing defensible plans and maintaining documentation of all their work in the school, including lesson plans, unit plans, reflections on teaching, notes on discussions with observers, analysis of what worked and what needs to be changed;
- preparing formal, written lesson plans for each lesson taught (on VIU Template) and providing the sponsor teacher with lesson plans prior to teaching;
- arriving at least a half an hour before school starts and be prepared to stay a half hour after school ends;
- dressing in a professional manner;
- attending report card interviews where appropriate;
- attending ProD activities, both school-based and district where appropriate;
- participating actively in the classroom environment, under the supervision of the sponsor teacher;
- participating actively in the life of the school, under the supervision of the sponsor teacher and school principal;
- accepting responsibility for seeking answers to clarify any matter related to the field experience;
- ensuring that the sponsor teacher, the school office, and the seminar leader have adequate notice of any absences. This is extremely important as the sponsor teachers depend on student teachers,

the school office must know who is present in the school, and the seminar leader must know the whereabouts of student teachers during scheduled course times;

- informing the seminar leader/supervisor of the reasons for your unavoidable absence or lateness (the reasons must be legitimate);
- following district policy regarding attendance on snow days;
- being responsible for arranging mutually workable times and means to meet face-to-face and virtually (if possible) on a regular basis with the sponsor teacher;
- recognizing that student teachers have access to privileged information which must be kept confidential;
- remembering at all times that student teachers are guests of the school and the sponsor teacher. It is a privilege to be invited to participate in the life of the classroom and school and to have an opportunity to learn by helping students learn;
- seeking assistance when required, especially when experiencing difficulties - speak to your seminar leader and, if necessary, the Field Experience Coordinator.

Suggested Opportunities for Learning while in Field Experience

During weekly visits and the teaching practica, student teachers have many opportunities to learn and develop a more holistic view of school life. The following list provides some examples:

- learn to operate technology available in the school and its community;
- make contact with the full range of personnel on the school staff. If possible and appropriate, attend staff meetings, sponsor teacher committee meetings;
- accompany sponsor teacher/other teacher on recess or noon hour supervision duties;
- print/write chalkboard exercises for the following day;
- assist in setting up displays or bulletin boards;
- facilitate small group/whole group sharing time;
- make an anecdotal record of observations of student work at centres or in small groups using specific criteria developed by the sponsor teacher and/or student/teacher/students;
- tell/read a story to individual, small group or whole class of students;
- take part in collaborative planning (long term/short term) with sponsor teacher;
- record and implement classroom management strategies, assessment and evaluation procedures and systems;
- assist sponsor teacher in classroom/school routines and procedures;
- if appropriate, participate in parent/teacher conferences;
- become involved with intramural sports and/or extra-curricular activities (e.g., drama, chess, dance clubs).

Focus for Classroom Observation

- classroom management strategies;
- physical layout of the classroom;
- strategies for introducing learning activities;
- pacing of instructions
- strategies for verbal interactions;
- lesson closures;
- transitions, routines, and materials distribution;
- integration of school subjects into themes;
- strategies for gathering data for assessments and judgments about student growth and achievements;

- individual and group behaviour for a period of time (focusing on cognitive, social, emotional, and physical development);
- greetings and goodbyes with students;
- the effects of interpersonal communication within the learning environment;
- the use of literature in the classroom;
- cooperative learning;
- timetable development;
- extracurricular activities;
- assessment of the school community;
- parent involvement and strategies for accountability to parents;
- administration and school policy;
- teacher/student/parent/colleague communication;
- individual differences in learning styles;
- strategies for inclusion of all learners regardless of educational needs, gender, and cultural differences;
- strategies for pre-assessment of learning needs;
- approaches to systematic development and sequencing of learning activities;
- student assessment activities;
- the documentation of lesson plans, observation notes, and personal reflections regarding all activities;
- learning centres, library/resource centre;
- opportunities for students to share and celebrate what they have learned (e.g., Science Fairs, Art Shows, Displays, etc.).

RESOURCES

Library/Curriculum Lab

The Curriculum Laboratory (740-6335) is located on the second level (main entrance) of the Library. It contains over 10,500 books and audio-visual items such as videos, compact discs, posters, puzzles, and large storybooks, all interfiled on the shelves. As well, there are more than 85 periodical titles in the Laboratory. BCTF Lesson Aids, Phi Delta Kappa Fastbacks, periodicals, Reference materials, and Oversize items are shelved separately.

All of the above resources support VIU's Teacher Education program. The loan period for most items is 7 days, renewable once for another 7 days. Extended loans are possible for students on practicum. See the Education Librarian, Jennifer Brownlow, for details.

Education Website

The Education website contains useful information, links, tutorials, templates, policies and procedures as well as other vital and up-to-date information for the Faculty of Education information. Please be sure to add this address to your bookmarks or favourites: <http://www.viu.ca/education>

Connectivity & Computer Access

There is a campus-wide wireless network accessible throughout the second floor of 356 as well as in Room 111 on the first floor. Access requires a VIU computer user id and password. These may be created by visiting the VIU Technology site <http://www.viu.ca/technology/index.asp> and accessing the "Quick Link" for "Create Student Account/Reset Password". Your account will also provide access to a virtual storage drive which can be accessed throughout campus. This virtual drive can also be accessed from home. (For more information on remote access, please see the Technology site.) On the second floor of 356, open access computer stations are also available for student use throughout the day in The Atrium. You will need an active VIU student account to access these computers. In addition, the Library in Building 305 has 3 video editing suites that can be used to capture from tape (digital or analogue), edit video, and output to tape, CD or DVD. These Macintosh stations with iMovie software are located on the third floor of the Library in the Malaspina Commons. They are to be used by VIU Students and employees only, and exclusively for educational purposes.

The Education Media Lab is located in Building 356, Room 221. The Media lab currently has 11 PC stations with Windows XP Professional and 1 Mac with OSX. All stations are networked with Internet and key card printer access to The Atrium printer. All PC stations run the Microsoft Office 2007 suite including (Word, Excel, Access, One Note, Publisher, PowerPoint, FrontPage & Project), as well as Inspiration and ArcGIS. The PCs have CD-ROM burners and DVD player drives. The Mac computer runs iMovie and has a DVD burner/CD drive. There is one PC imaging station running DreamWeaver and Illuminatus and connected to a scanner and colour inkjet printer. Stations accommodate USB flash drives and peripheral USB devices. This lab has a ceiling mounted data projector connected to the "instructor" station. There are no speakers installed in this lab; however, speakers may be borrowed from the Education Technology Technician in 356-223. This lab is available for students' use unless previously booked by faculty for a specific computer session. Students may also book this lab through the Faculty of Education Office 356-266.

Equipment Loans

A limited number of digital video records, speakers, and a loaner laptop may also be borrowed from the Education Technology Office. Contact Julia Hengstler (ext. 2630; Julia.Hengstler@viu.ca) to review loaning policies and procedures for the Faculty of Education. In addition, a wide variety of equipment is also available for loans via the VIU Library (Building 305, third floor). For more details on Library loan policies, procedures and available equipment please refer to the Equipment for Loan page at <http://www.viu.ca/library/services/equipment.asp>.

Education Advising Office

There is a team of three advisors this year: Mary Abbott, Carolyn Bowles and Lillian Morton. Along with secretary, Pamela Hoy, the Advising Office provides services to all education students throughout the year. The Advising office welcomes students who require assistance, or who just want to speak to someone in a safe, confidential environment. There may be times during the academic year when you need questions answered, situations clarified or you simply want to share your concerns/successes with someone. The Advisors provide an unbiased, non-judgmental place for you to talk openly. If they are not able to answer your questions directly, then you will be referred to someone who can.

There are times when unexpected circumstances such as illness, family emergencies, etc. cause disruptions to a regular program completion schedule. Education Advisors can provide you with information that support you in finding alternatives to completing the Teacher Education Program.

Advisors can assist you with individual needs re: program planning, course schedule conflicts, the appeal process, education program policies, and graduation requirements. The goal of the Advising Office is to help you through the processes necessary to successfully complete the Education Program. If you require the assistance of an Education Advisor, please contact secretary, Pamela Hoy in the Education Advising Office by phone (250) 740-6223 or drop in to Bldg 356, Room 208 to set up an appointment.

Institutional Student Support Services

In addition to the services provided by the Education Advising office, students may also access student support services in the following areas:

- ⇒ Assessment services
- ⇒ Career and Education Planning
- ⇒ Career Information
- ⇒ Counseling Services
- ⇒ Disabilities Services
- ⇒ Educational Planning
- ⇒ First Nations Student Services Student Assisting Student Program

Please visit the website at <http://www.mala.ca/studentservices/about.aspx> or contact (250) 740-6416, Monday to Friday, 8:30 a.m. to 3:30 p.m.

BCTF CODE OF ETHICS

The Code of Ethics states general rules for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union.

1. The teacher speaks and acts toward pupils with respect and dignity, and deals judiciously with them, always mindful of their rights and sensibilities.
2. The teacher respects the confidential nature of information concerning pupils and may give it only to authorized persons or agencies directly concerned with their welfare.
3. The teacher recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological, or other advantage.
4. The teacher is willing to review with colleagues, students and their parents/guardians the quality of service rendered by the teacher and the practices employed in discharging professional duties.
5. The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private and only then, after informing the colleague in writing of the intent to do so, may direct in confidence the criticism to appropriate individuals who are able to offer advice and assistance. (See note below and procedure 31.B.10.).
6. The teacher acknowledges the authority and responsibilities of the BCTF and its local associations and fulfills obligations arising from membership in his/her professional union.
7. The teacher adheres to the provisions of the local collective agreement.
8. The teacher acts in a manner not prejudicial to job actions or other collective strategies of his/her professional union.
9. The teacher neither applies for nor accepts a position which is included in a federation in-dispute declaration.
10. The teacher, as an individual or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the federation or its local associations.

Note: It shall not be considered a breach of Clause 5 of the Code of Ethics to report reasonable grounds for suspecting child abuse to proper authorities according to legal provisions and official protocol requirements. (AGM 1990) The above code of ethics applies to all members of the BCTF.

Additional Notes:

The following applies to all Education courses. Breach of any aspect of these course regulations may be considered as academic misconduct.

Full details of the institutional policy on Student Academic Code of Conduct may be viewed at <http://www.mala.ca/policies/procedure.asp?rdPolicyNumber=99.01&rdProcedureNumber=001>

ACADEMIC INTEGRITY ISSUES

Academic integrity issues such as plagiarism, cheating on an exam, etc, are referred to the Dean and follow the institution's guidelines. Please refer to "What is Academic Integrity and Why Is It Important?" from VIU Student Services. See <http://www.viu.ca/studentervices/academicintegrity.asp> for further details.

STUDENT DISABILITY POLICY AND PROCEDURE

Further details on Institutional Policy regarding students with disabilities may be viewed at <http://www.viu.ca/policies/policy.asp?rdPolicyNumber=32.02>.

APPEALS PROCESSES

Full details of the Institutional Appeals Policy may be viewed at <http://www.viu.ca/policies/policy.asp?rdPolicyNumber=99.02>.

Student appeal forms and final grade appeal forms for students are also available on this website.

FACULTY OF EDUCATION APPEALS PROCESS

As this is a professional program, an ongoing Faculty of Education Appeals Committee was established as the initial formal step in an Educational appeal process. The Education Appeals Committee meets on an as-needed basis. A student's appeal and supporting documentation are reviewed, other Faculty members are consulted where appropriate and the Committee then makes recommendations to the Dean for his consideration. The Dean may (or may not) accept the Committee's recommendations and/or may direct the Committee to re-hear the appeal. Written communication of the decision and rationale will be sent to the student (copies as required by decision).

The Faculty of Education Appeals Committee includes:

- a) the Chair of the Committee (a Faculty member);
- b) the Registrar or designate;
- c) an Education Faculty member;
- d) a Faculty of Education Advisor.

(It should be noted that many routine circumstances are handled by the Chair of Education Appeals Committee in an effort to expedite the appeal.)

Reasons for a Faculty of Education Appeal:

It is suggested that students consult our Student Handbook and the current Vancouver Island University Calendar for information about Education Policies and Regulations. As well, students are encouraged to email the request as well as meet with the Chair, in person, *prior to* submitting a formal appeal.

A student may write a formal letter of appeal requesting:

- a) re-admission to the B.Ed, Concurrent or Post Baccalaureate Program (Action Plan required)
- b) re-admission to an Education course;
- c) re-admission to Field Experience practicum (Action Plan required)
- d) postponement of Field Experience practicum (documentation and Action Plan required)
- e) course equivalence, credit, and waiving (documentation required)
- f) a leave of absence from an Education Program (one year)
- g) to be considered for Education Admissions with special circumstances (e.g. requiring course deferral and/or waiver)
- h) to be re-considered for Education Admissions when admission has been denied,
- i) to be considered for other situations as referred by the Dean of Education

NOTE: A Final Grade Appeal requires a separate process (see below). The first step is to speak with the instructor to see if any options may be provided to upgrade the mark.

Faculty of Education Appeal Procedures:

1. The student arranges to meet with a Faculty of Education Advisor for information on the process and advice on their submission to the Education Appeals Committee.
2. The student submits a formal written appeal (**an example of a formal letter is available at http://www.viu.ca/education/advising/appeals/sample_letter.rtf**) to the Education Appeals Committee Chair detailing the specific situation, the student's program goal(s), the desired outcome of the appeal, and contextual information to support the appeal, including an Action Plan (**you may find the Action Plan template at http://www.viu.ca/education/advising/appeals/appeals_action_template.rtf**) to be followed if the appeal is granted. The student will be contacted by the Chair of the Education Appeals Committee if further information is required.
3. The letter of appeal must be received within thirty (30) days of the student being informed of the Faculty of Education decision that warranted the appeal.
4. The Education Appeals Committee meets on an as-needed basis. The Education Appeals Committee members receive a copy of the student's written appeal and all supporting documentation prior to their meeting. The Education Advising Office may provide the Education Appeals Committee with student information pertinent to the appeal (e.g., transcripts and/or Record of Degree forms), when it is requested. The Education Appeals Committee may also receive information from a faculty member, practicum supervisor, sponsor teacher, Field Experience Coordinator, or through documentation as determined appropriate by the Education Advising Office.
5. The student may present an appeal in person, in addition to the written appeal, on the advice of the Education Appeals Committee Chair. A student who wishes to have someone attend the meeting during submission to the Education Appeals Committee may do so, but must inform the

Education Appeals Committee Chair in writing three days prior to the date of the Committee Meeting where the appeal will be considered.

6. Following the meeting of the Education Appeals Committee, the Committee's recommendation(s) will be made to the Dean of Education.
7. Upon the Dean's acceptance of the Committee's recommendation, written notification of the decision will be sent to the student, with copies to Education Appeals Committee members, to Education Advising/Field Experience/Student File, and where appropriate, to the specific Program Coordinator for Action Plan follow up and the Program Chair.
8. The process used by the Education Appeals Committee to determine its recommendations may be appealed to the Malaspina Institutional Appeals Committee.

DIRECTED STUDIES PROCESS

- All directed studies must be approved by the Dean's Office;
- The Dean will confirm the faculty who will teach the directed studies;
- Once it has been decided that there will be a directed studies offering and the instructor has been identified, start and end dates are required so the directed studies section can be put onto the system;
- Once the Directed Study is on the system, the student must meet with the instructor who will set out the expectations, schedule, and process for consultation during the directed studies.

Visiting Students (students who have not been accepted to the Teacher Education Program):

- Visiting students seeking to take course work in the VIU Faculty of Education must provide documentation from the body requiring studies in a Teacher Education Program;
- The student must complete and submit a general application for Vancouver Island University;
- Once a program has been designed (i.e. VIU courses that will be taken have been identified), the student must provide a letter confirming that these courses will be accepted as meeting the requirements;
- The student must submit a personal profile which must be independently rated as satisfactory by three faculty members;
- The Directed Studies must be approved by the Dean's Office;
- The Dean will identify instructor;
- The Dean's Office will set up Directed Study section(s);
- The student will obtain registration information from the Dean's Office.

Vancouver Island University Education Student:

- A student in the Teacher Education Program considering taking a course by Directed Studies must have a referral from an Education Advisor that Directed Studies is an acceptable, appropriate route, with a rationale for the recommendation;
- The Directed Studies must be approved by the Dean's Office;
- The Dean will identify instructor;
- The Dean's Office will set up Directed Study section(s);
- The student will obtain registration information from the Dean's Office.

CLUB ED

The purposes of Club Ed are:

1. To facilitate communication and support among education students
2. To sponsor various professional activities and social events
3. To provide services requested by students
4. To provide student representation on faculty committees (grad, orientation days, plenaries, etc.)

Event Funding

Club Education will fund or partially fund events that are education related. There are a variety of teacher conferences that are available to student teachers. If you are interested in going to a conference and would like funding, please contact the Club Education Treasurer or President. In addition to event funding, Club Ed sponsors special projects.

Social Event Funding

In the past, Club Education has provided funding for Christmas parties or other group parties. Club Ed has offered a set amount of money per section for these types of events. Club Ed needs to be provided with the date of the party and will approve applications where the whole section is involved/invited.

Graduation Funding

Each year Club Education has divided the amount of money left after the school year and given that money to each year's grad fund. Three hundred dollars will be given to the 4th & 5th Concurrent and 6th year Post-Baccalaureate programs. This amount will change according to the amount of money remaining at the end of the school year.

CAMPUS MAP

