## Faculty of Education – Pre-Service Handbook – 2015-2016

### Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Dean</td>
<td>2</td>
</tr>
<tr>
<td>Education Society 2015-2016</td>
<td>3</td>
</tr>
<tr>
<td>Faculty of Education Directory</td>
<td>4</td>
</tr>
<tr>
<td>Academic Year Calendar – B.Ed. - 2015-2016</td>
<td>7</td>
</tr>
<tr>
<td>Specializations</td>
<td>8</td>
</tr>
<tr>
<td>Email/Moodle and other Administrative Details</td>
<td>11</td>
</tr>
<tr>
<td>Storm Closure and B.Ed. Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Attendance</td>
<td>14</td>
</tr>
<tr>
<td>Campus Map</td>
<td>16</td>
</tr>
<tr>
<td>Campus Emergency Response</td>
<td>17</td>
</tr>
<tr>
<td>Faculty of Education Mission &amp; Guiding Values</td>
<td>19</td>
</tr>
<tr>
<td>Principles and Practices for Teaching Excellence</td>
<td>20</td>
</tr>
<tr>
<td>Pass/Fail Policy and Procedures</td>
<td>24</td>
</tr>
<tr>
<td>Academic Dishonesty Guidelines and Procedures for B. Ed. Program</td>
<td>27</td>
</tr>
<tr>
<td>Academic Appeals</td>
<td>30</td>
</tr>
<tr>
<td>Faculty of Education Policy: Criminal Records Check</td>
<td>33</td>
</tr>
<tr>
<td>including Vulnerable Sector Screening</td>
<td></td>
</tr>
<tr>
<td>Faculty of Education Policy: Approval of immunization status prior to</td>
<td>35</td>
</tr>
<tr>
<td>commencing practicum placements</td>
<td></td>
</tr>
</tbody>
</table>
Message from the Dean

Teaching is an honorable profession – congratulations for choosing UPEI’s Bachelor of Education program for your entry into this honorable and important profession. Through your 12 months in our program you will begin to understand and develop the knowledge, skills and habits of mind, including passion, sensitivity and caring required to meet the diverse needs of students in contemporary K-12 schools, wherever they are. Your B.Ed. degree is also versatile and portable – to contexts well beyond K-12 schools and across Canada and around the world.

You will learn to integrate educational theory and practice as you engage in the ongoing process of personal professional growth. Working in small classes with supportive professors, you will learn the science of teaching and learning, the basic knowledge structures which underlie our profession.

You will begin to develop your philosophy of teaching, have opportunities to observe the many different ways in which children, young adults and adults learn, and understand the role of schools and other educational contexts within civil society.

During your time as a student in the Bachelor of Education program, you will discover that the community holds educators to a very high standard. Whether in a classroom, on campus or out in the community, we expect you at all times to model professional behavior, and interact with students, teachers and peers in a respectful way.

I wish you well as you enter into our profession. Take full advantage of this excellent program and all it has to offer.

Ron MacDonald, PhD.
Dean, Faculty of Education
Early in the program, the BEd Coordinator and the previous year’s executive will assist the incoming students with the organization of the BEd Society.

Students will elect fellow students to represent their concerns and to plan/carry out various activities. The following positions have been up for election: President, VP Academic, VP Activities, Treasurer, Secretary, K-6 representative (English) and a French program representative.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Program</th>
<th>Office</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ron MacDonald, Dean of Education</strong></td>
<td></td>
<td>#404 Memorial Hall</td>
<td><a href="mailto:rjmacdonald@upei.ca">rjmacdonald@upei.ca</a></td>
<td>566-0349</td>
</tr>
<tr>
<td><strong>Esseghaier, Zain</strong></td>
<td></td>
<td>#410 Memorial Hall</td>
<td><a href="mailto:zesseghaier@upei.ca">zesseghaier@upei.ca</a></td>
<td>566-0459</td>
</tr>
<tr>
<td><strong>Gabriel, Martha</strong></td>
<td></td>
<td>#412 Memorial Hall</td>
<td><a href="mailto:mgabriel@upei.ca">mgabriel@upei.ca</a></td>
<td>566-0503</td>
</tr>
<tr>
<td><strong>Gagnon, Julie</strong></td>
<td>Coordinator of the BEd (français langue seconde) Program</td>
<td>#416 Memorial Hall</td>
<td><a href="mailto:jgagnon@upei.ca">jgagnon@upei.ca</a></td>
<td>628-4355</td>
</tr>
<tr>
<td><strong>Goddard, Tim</strong></td>
<td>Coordinator of International Programs</td>
<td>#408, Memorial Hall</td>
<td><a href="mailto:tgoddard@upei.ca">tgoddard@upei.ca</a></td>
<td>894-2843</td>
</tr>
<tr>
<td><strong>Guo, Linyuan (On leave 2015-16)</strong></td>
<td></td>
<td>#413 Memorial Hall</td>
<td><a href="mailto:liguo@upei.ca">liguo@upei.ca</a></td>
<td>620-5147</td>
</tr>
<tr>
<td><strong>McAuley, Alexander (Sandy)</strong></td>
<td></td>
<td>#405 Memorial Hall</td>
<td><a href="mailto:amcauley@upei.ca">amcauley@upei.ca</a></td>
<td>894-2814</td>
</tr>
<tr>
<td><strong>Miller, Tess (on leave 2015-16)</strong></td>
<td></td>
<td>#415 Memorial Hall</td>
<td><a href="mailto:tmiller@upei.ca">tmiller@upei.ca</a></td>
<td>620-5072</td>
</tr>
<tr>
<td><strong>Moffatt, Lyndsay</strong></td>
<td></td>
<td>#406 Memorial Hall</td>
<td>le <a href="mailto:Moffatt@upei.ca">Moffatt@upei.ca</a></td>
<td>620-5177</td>
</tr>
<tr>
<td><strong>Preston, Jane</strong></td>
<td>Academic Lead, Nunavut</td>
<td>#411B Memorial Hall</td>
<td><a href="mailto:jpreston@upei.ca">jpreston@upei.ca</a></td>
<td>620-5074</td>
</tr>
</tbody>
</table>
Tilleczek, Kate  
Canada Research Chair (Child/Youth Cultures and Transitions)  
Office # 407, Dalton Hall  
ktilleczek@upei.ca  
Telephone: 620-5127

Walton, Fiona  
Coordinator, Nunavut  
Office #414 Memorial Hall  
fwalton@upei.ca  
Telephone: 566-0351

Wiebe, Sean (on leave 2015-16)  
Office #411A Memorial Hall  
swiebe@upei.ca  
Telephone: 620-5073

Sessional Instructors

The sessional office is located in Memorial Hall #302. To obtain email contact information for sessional instructors, please contact the Administrative Office at 620-5155.
Administrative Directory

O’Halloran, Karen-Anne
Administrative Assistant to the Dean
Office #403 Memorial Hall  kohalloran@upei.ca  Telephone: 566-0349

Administrative Support, Undergraduate programs
Office #402 Memorial Hall  Telephone: 620-5155

Francis, Carolyn
Coordinator for BEd and Practicum
Office #304 Memorial Hall  crfrancis@upei.ca  Telephone: 894-2813

Hennessey, Cathy
Administrative Support, Graduate Programs
Office #402 Memorial Hall  cahennessey@upei.ca  Telephone: 566-0731

Office #302A Memorial Hall  Telephone: 566-0341

MacKenzie, Megan
E-Learning Instructional Designer
Office #408, Memorial Hall  mfmackenzie@upei.ca  Telephone: 566-0341

Stewart, Bonnie
Coordinator for CAE and BEd (HRD) program
Office #305A Memorial Hall  adultteaching@upei.ca  Telephone: 566-0730

Townsend, Liz
Coordinator for Graduate Programs
Office #305, Memorial Hall  etownsend@upei.ca  Telephone: 620-5152
Bachelor of Education
2015-2016
Academic Year Calendar

May 15
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

June 15
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

July 15
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

August 15
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

September 15
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

October 15
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

November 15
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

December 15
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

January 16
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

February 16
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

March 16
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

April 16
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

May 16
Su M Tu W Th F Sa
1  2  3  4  5  6  7
8  9 10 11 12 13 14
15  16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

Notes

Statutory Holidays are in black boxes
Time in schools is in green boxes
Dates with no classes are in gray

Course Section #1 - May 12-26, 2015
Course Section #2 - June 1 - July 7, 2015
Course Section #3 - July 9 - Aug 12, 2015
Course Section #4 - Aug 13 - 27, 2015
Course Section #5 - Sept 8 - Oct 21, 2015
Course Section #6 - Jan 4 - Feb 5, 2016

Important Dates:
May 11 - Orientation
May 21 & 22 - Observation Days
Sept 8 & 9 - Observation Days
Oct 1 & 2 - At host school - practicum preparation
Oct 22 & 23 - PEITF Convention
Dec 18 - Last Day of Fall Practicum
Feb 8 - Career Day - Make up classes
Feb 9 & 10 - Storm Day - Make up classes
Feb 11 & 12 E-Portfolio Presentation Days
Feb 15 - Family Day
Feb 16-Feb 4 - Spring Practicum
Mar 18 - 24 - PEI Schools March Break
Mar 25-28 Easter Break
May 6 - Debriefing Day
May 7 - Convocation

1. February 8-10 is reserved for makeup classes in the event of storm cancellations and Career Fair Day. You are expected to hold these dates for that purpose.
2. Faculty of Education does not have Study Break in November or February. BEd students have March Break instead (March 18-24).
**Specializations**

Early in the program, students may apply to participate in one of three specializations described below: International, Indigenous, or Adult Education.

**Specialization in Indigenous Education**

The Specialization in Indigenous Education increases awareness and understanding of the complex issues involved in curriculum and teaching related to First Nations and Inuit education in Canada.

Pre-service teachers admitted to the Specialization learn about the needs of Indigenous students, and also focus on the integration of Indigenous themes in the K–12 curriculum. Experiential community-based learning is foundational in the Specialization and students visit First Nations sites in the Maritimes to learn about processes of community recovery and revitalization for Indigenous peoples and the educational supports that further this process.

The Specialization in Indigenous Education involves successfully completing an additional course, Ed 451 Integrating Indigenous Themes into the Curriculum, as well as six weeks of practice teaching placement in an Indigenous context.

Practice teaching placements may take place in a school serving Mi’kmaq or Maliseet students in the Maritimes, in a First Nations, Inuit or Metis community in another province or Territory, or in an international school setting servicing Indigenous students.

Applicants will be given acceptance to the specialization conditional upon successful completion of the first practicum and a recommendation from faculty instructors and outstanding pre-requisites to the BEd program.

The Specialization in Indigenous Education is coordinated by Dr. Fiona Walton and Dr. Basil Favaro (fwalton@upei.ca, bfavaro@pei.sympatico.ca). Interested applicants are invited to contact the coordinators for more information.

All students in the Indigenous Specialization who may wish to complete their practicum outside of Canada or in a remote Canadian location must participate in regularly scheduled orientation sessions arranged by the placement/orientation coordinator.
Specialization in International Education

The **Specialization in International Education (SIE)** is an optional program for students in both the English and French Bachelor of Education Program.

The specialization is designed to develop students’ sensitivity to cultural diversity and to increase their understanding of global issues, so that their teaching is infused with a global perspective and they are better prepared to teach in other countries or in diverse cultural settings.

Since its inception in 1998, over 200 Education students have graduated with a Specialization in International Education, having completed practice-teaching placements in schools in 27 countries around the world. Many graduates have gone on to teach in international settings. Placements range from elite international schools in European cities to under-resourced village schools in rural African communities.

Currently the Faculty has hosting arrangements with schools in ten countries.

Applicants will be given acceptance to the specialization conditional upon successful completion of the first practicum and a final recommendation from faculty instructors and outstanding pre-requisites completed.

Students accepted into this specialization must successfully complete the additional course (Ed 462, International Education) and a six week practicum in an international setting. The Specialization in International Education is coordinated by Dr. Tim Goddard, tgoddard@upei.ca.

CONTACT:
Carolyn Francis, International Practicum Coordinator
Email: crfrancis@upei.ca  Phone: 894-2813
Specialization in Adult Education

The Specialization in Adult Education is a new option for Bachelor of Education students.

The specialization is designed to build on student’s knowledge of theory and practice around learning and broaden it to focus on adult learners - how their life situation differs from children, the impact of technology, globalization, the knowledge economy, formal and non-formal learning environments, the life cycle, etc. Students will be prepared to apply the principles and theory of adult education in meeting the needs of adult learners in a variety of learning environments.

Applicants will be given acceptance to the specialization conditional upon successful completion of the first practicum and a recommendation from faculty instructors and outstanding pre-requisites to the BEd program.

Students accepted into this specialization must successfully complete one additional course and a six week practicum in an adult education setting. The course choices are listed below:

- ED363 The Adult Learner
- ED309 An Introduction to Learning in the Workplace, or
- ED375 Mentoring the Adult Learner

Note: Courses ED363, ED375 and ED309 are part of the Certificate in Adult Education and BEd HRD program. You will be taking these courses with adult learners who teach in a variety of learning environments - this will greatly add to the richness of your learning experience as they share from a practical level their individual “classroom” and personal experiences.

CONTACT:

Carolyn Francis

crfrancis@upei.ca

894-2813
Faculty of Education Policy on E-mail

In accordance with UPEI’s Personal Information and Privacy: Policy and Resources, effective immediately, all students currently enrolled in an Education program will receive e-mail correspondence only through their @upei.ca accounts.

UPEI Personal Information and Privacy: Policy and Resources
http://upei.ca/projects/privacy/privacy-main-page

Using Student E-mail Addresses

Upon registering at the University of Prince Edward Island, each student is issued a UPEI e-mail address. When corresponding with the University, students must use their UPEI e-mail address to ensure that the receiving party can appropriately identify the sending party.

The University of Prince Edward Island takes seriously its responsibility to interact with students in a secure manner that protects their privacy. The only effective way to maximize the probability that e-mail between the University and students remains private is to communicate through the UPEI e-mail system.

Students may forward their e-mail to another e-mail address and this function is available in the UPEI e-mail system. However, students should understand that when doing this, there is an increase in the risk that the e-mail will not remain private. If you have any questions, please contact the University’s Registrar at registrar@upei.ca or the UPEI Privacy Officer at privacy@upei.ca.

------------------------------------------------------------------------

Forwarding your UPEI e-mail to another e-mail address

1. From the UPEI home page click on Campus Login (menu item in the bottom section of the webpage).
2. Log in to your UPEI account using your student number and PIN.
3. Choose “Change Current Address (+email)”. 
4. Scroll down to “Preferred E-mail Address” and enter the address you wish to use.
Other general Information:

Dealing with concerns or issues
On campus and within the Faculty there are a variety of resources available to assist you with issues or concerns. Some of these, briefly described are:

- Do you need help with writing essays, English as an additional language, time management, study skills, math, or science? - The Webster Centre is a unique facility located in the Student Affairs department on the second floor of the W.A. Murphy Student Centre at the University of Prince Edward Island (UPEI). It provides a central place for resources and people committed to the academic success of students, the professional development of faculty, and the integration of complementary programs that support teaching and learning.

- UPEI Student Services offers assistance to students in the areas of academic guidance, career services, financial aid, scholarships, health service (see below) and student support.

- UPEI Student Health Centre, in partnership with other service providers, promotes the health and well-being of the student population through the provision of quality comprehensive health. Located in “The Loft” 2nd Level, North End, W.A. Murphy Building

- Are you concerned about your progress in a course? The first step is always to speak with your course instructor. Please refer to the process for Academic Appeal included in this Handbook.

- Do you have questions about your practicum? If it is a placement question before practicum begins, contact Carolyn Francis, Room 304 Memorial or by email at crfrancis@upei.ca. Otherwise your first contact to discuss the concern should be with your assigned Practicum Advisor.

Moodle
Moodle is a software system for course-based resources and allows students and instructors to interact in a password-protected environment. Moodle is located at http://moodle.upei.ca. If you have not used Moodle previously, you will need to have an account. Many of the frequently asked user questions on Moodle can be found here: http://moodle.upei.ca/mod/resource/view.php?id=63581

Student Information Blog
The Faculty of Education updates a B.Ed. student information blog at http://bedbuzz.upeiblogs.ca. Please check the B.Ed Buzz frequently for updates on courses, workshops, jobs, and other topics.
Have you changed your phone number or address?
A REMINDER TO GIVE ANY CHANGES IN ADDRESSES OR PHONE NUMBERS TO THE ADMINISTRATIVE OFFICE ASAP.

Memorial Hall is a Peanut-Free Zone
As a few people are allergic to peanuts or peanut products, caution should be taken with food that may contain peanuts, in particular when it is shared with classmates or the public. If peanuts or peanut products have been used in the food preparation, participants must be made aware of this.

Scent-Free Please!
The University of Prince Edward Island is committed to the health and well-being of all those who make up our University community. There is a growing understanding that the health of some people is adversely affected due to the exposure to scented products. Some products you are using may be making someone else ill. The University launched a scent-free campaign, “We Share the Air” effective September 1st, 2008. Please support this campaign by eliminating the use of scented personal care products. Remember, we do indeed “Share the Air!”

UPEI Storm Information re B. Ed. Classes
(See UPEI website for campus-wide details)

The Faculty of Education's policy is as follows: if the university re-opens or closes and at least one hour of class time is remaining, the class will resume as scheduled. A recorded message, by 7:00 a.m. if possible, will be made on the UPEI hotline at 894-2882. As well, notices will be posted on the UPEI web-site and through campus and radio announcements. Closures or delayed openings will be effective at a specified time.

How does this work in practice?
Some examples:
  a) If a class is due to start at 8:30 AM and finish at 11:20 AM, then if the university opens at or before 10:20 AM, the class will start at that time.
  b) If the University announces that it will close at 3:00 PM, then any class starting at or before 2:00 PM will commence as scheduled and finish at 3:00 PM.

NOTE: Classes cancelled due to storm days will be rescheduled.
Policy on Student Attendance for Courses and Practicum

As the Bachelor of Education is a professional program, the expectation is that all students will be in attendance at every class. While this is the expectation, it is recognized that on occasion, absence will occur for legitimate reasons such as illness, family emergencies, religious observation or bereavement.

If such should occur, following are guidelines and expectations of the pre-service teacher in such cases:

A common requirement is that the appropriate personnel (instructor, advisor, or cooperating teacher) be informed in a timely manner in advance, if at all possible, for each absence.

Illness:
Absent for a class: The student must inform the instructor by email prior to each class that he/she is ill.

Absence During practicum - When the pre-service teacher is ill she/he will contact the cooperating teacher and immediately forward the daily lesson plans for the lessons which the pre-service teacher was scheduled to teach.

The pre-service teacher is required to telephone the cooperating teacher and email the practicum advisor no later than 7:30 AM (or at the time required by the cooperating teacher).

Bereavement:
The requirements for the pre-service teacher, modeled on the PEITF memorandum, are as follows:

a) A pre-service teacher shall be granted five (5) regularly scheduled consecutive school days without loss of credit in the case of the death of the following members if her/his immediate family:
   - parent or step-parent
   - spouse or child

b) A pre-service teacher shall be granted three (3) regularly scheduled consecutive school days without loss of credit in the case of the death of the following members of her/his immediate family:
   - brother, sister, step-brother, step-sister, grandchild, grandparent, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or any relative permanently residing with the pre-service teacher

c) A pre-service teacher shall be granted bereavement leave without loss of credit for one (1) day to attend the funeral of an aunt, uncle, niece or nephew.
**Emergencies:**
At times, other emergencies (such as family illness, home emergency, or accident) may require a pre-service teacher to be absent from class or practicum. The guidelines outlined above should be followed in all such cases.

**Other absence:** From time to time, exceptional circumstances may arise that are a legitimate reason for absence being granted. Such exceptional circumstances will be dealt with on a case by case basis. The request for leave is to be submitted in writing as far in advance as possible to the B Ed Coordinator. The B Ed Coordinator will collaborate with the affected instructors before a final decision is made.

**Follow-up to any absence:**
Regardless of the reason for absence, since each class missed means a significant portion of the course content is missed – when two absences are reached in any course, the B ED Coordinator must be informed.

For absence during practicum, additional days may be required to successfully complete the practicum.

Any unexcused absence will constitute an **Incomplete** in the course until the required work is satisfactorily completed by a pre-determined date.

For both legitimate and unexcused absence, alternate assignments will be required comparable to the work required in a class. It is the student’s responsibility to propose the alternate assignment, in writing, to the instructor. The proposed assignment must be approved by the instructor and completed in the pre-determined time-frame.

Any student who has more than one unexcused absence may be recommended to withdraw from the program. Even legitimate absence in excess of two classes in a course may jeopardize a student’s capacity to satisfactorily complete the program.

Any appeal that arises from this policy will follow the established procedures as outlined in the Academic Appeals - Guidelines and Procedures for the Faculty of Education (found in the Pre-Service Teacher Handbook).

**General recommendations for all B Ed Students:**
1. Plan in advance for child-care if one of your children should become ill.
2. Arrange your medical and other appointments at non-class times if at all possible.
3. Check the academic calendar for the B Ed program carefully so you arrange special events or holidays when there are no classes.
4. The BEd follows a calendar different from the UPEI calendar.
Campus Emergency Response

**EMERGENCY**

9-911

**SECURITY ASSISTANCE**

(566)-0384

Safety Services
UPEI Emergency Contact Line: 4357 or HELP
This line rings in the Security Services Office automatically when any elevator phone is activated, or by phoning 4357 or HELP.

Safe Walk
Individuals, upon request to the Security Services Division, can obtain an escort to points between buildings and parking lots, and be given access to buildings on campus, 24 hours a day. We encourage individuals to take advantage of the campus Safe Walk program. Security Services staff provide a point-to-point escort anywhere on campus. Potential users of this service are reminded that availability of Officers to respond to a call for this service is based on current dispatch priorities at the time the request is made. Some delay in responding to an escort request may be inevitable. Contact (902) 566-0384 or 566-0373.

Campus Alone
Campus Alone is a UPEI program initiated and provided by Security Services and is available to all members of the campus community who work or study on campus, outside of normal working hours, (i.e., evenings, nights, and weekends). Individuals concerned with their personal safety while working/studying on campus at night may telephone Security Services at (902) 566-0384 and provide the following information:

• Your name
• Exact location where you are working in a building
• A contact phone number
• Your estimated time of departure

A member of Security will make every effort to visit you when you are working alone. However, due to unforeseen demands, Security Officers may be involved with emergency situations and be unable to visit you. In the event that you feel your safety is in jeopardy, call the Security Dispatch and an Officer will immediately be dispatched to your location.

To report an emergency or suspicious activity, immediately contact Security Services dispatch.

• 0384
• HELP (4357)
• Auto-Dial Elevator Emergency Phones

Emergency Poles
There are five blue poles located on Campus. They provide direct voice access to the Security Services Office in the Central Utility Building.

Pay Phones and Elevator Phones
Pay phones and elevator phones provide no-cost dialing to 4357 or HELP.
Evacuation Procedures at-a Glance

Memorial Hall

IN THE EVENT THAT A BUILDING EVACUATION IS NECESSARY (SAFETY & TIME PERMITTING)

DO

✓ Activate the nearest PULL STATION
✓ Call 9-911, if possible
✓ Advise Security Dispatch of the emergency by calling 4357 (HELP) or 566-0384
✓ Secure personal and University assets if possible
✓ Secure security-sensitive areas
✓ Perform a floor sweep to ensure that everyone is aware of the situation
✓ Take personal property
✓ Remember that individuals who have disabilities may need assistance
✓ Gather at the designated assembly point

PRIMARY W. A. MURPHY STUDENT CENTRE

ALTERNATE WANDA WYATT DINING HALL

DO NOT

✗ Re-enter the building until told to do so.
✗ Assume that the alarm is false.
✗ Leave the assembly point unless instructed to do so.
UPEI Faculty of Education Mission and Guiding Values

The Mission and Guiding Values aspects drafted here have application to all of the Faculty of Education’s programs from the professional undergraduate program through to doctoral program. The sections referring to knowledge, skills, and attributes listed here ONLY apply to the professional undergraduate Bachelor of Education program.

Mission

The Faculty of Education is committed to life-long learning in undergraduate, graduate, and post-graduate studies to develop critical reflection, compassion and innovation for educational leaders including teachers, community based educators, and researchers in a variety of local and global contexts.

Guiding Values

Our faculty, staff, pre-service teachers and graduate students value:

- Active, experiential, and community-based learning
- Aesthetic appreciation, personal expression, and self-knowledge
- Caring for self and others
- Collaborative, equitable participation and authentic dialogue
- Creative and critical thinking and expression
- Environment stewardship and sustainability
- Equity, diversity, individual differences, inclusion, and social justice
- Global awareness, citizenship, and worldmindedness
- Life-long pursuit of learning and knowledge
- Professionalism and ethical conduct
- Respect and integrity
- Socially responsive and ethically responsible knowledge translation
- Transformative learning
Principles and Practices for Teaching Excellence

FEC Approval April 28, 2015

1. **Educators value and care for all students** and act in their best interests.

   Educators care for and foster the development of the whole student, including but not limited to emotional, aesthetic, intellectual, physical, social, and vocational dimensions. Educators treat students with respect and dignity, and are responsible for the emotional and physical safety of students in school. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2. **Educators understand and apply knowledge of student growth and development.**

   Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. Educators use this knowledge to inform decisions about curriculum, instruction, assessment and classroom management.

3. **Educators nurture relationships with families and communities to foster involvement in student learning.**

   Educators embrace difference and diversity. They understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

4. **Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation, and reporting.**

   Educators use their knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.
5. **Educators have a broad knowledge base and demonstrate expertise in the subject areas they teach.**

Educators demonstrate knowledge of curricula in multiple Canadian, Indigenous, International, and global contexts. Educators remain current in the content and methodology of the subject areas they teach. Educators think creatively and critically about the curricular, conceptual, and methodological foundations of education.

6. **Educators engage in career-long learning.**

Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching, and learning that are informed by theory, practice, and emerging needs. Educators identify their professional needs and work to meet those needs individually and collaboratively.

7. **Educators contribute to the profession.**

Educators support, mentor, and collaborate with other educators and those preparing to enter the profession. Educators recognize the value of providing their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions, and communities.

8. **Educators are role models who act for social justice and responsible change.**

Educators understand their role in fostering equitable participation and authentic dialogue. Educators create opportunities for students to act with integrity and justice in supporting environmental stewardship, diversity in communities, and individual differences.

9. **Educators act ethically and in a professional manner.**

Educators have a privileged position of power and trust. Educators act with integrity, maintaining the dignity and credibility of the profession. Educators have an understanding of the cultural contexts of the education system they are working in, the codes of ethics therein, and the laws as they relate to their duties.

Pre-Service Teacher Handbook 2015-2016
FACULTÉ D’ÉDUCATION DE L’UNIVERSITÉ
DE L’ÎLE-DU-PRINCE-ÉDOUARD

Les aspects de la mission et des valeurs fondamentales énoncés ci-dessous s’appliquent à tous les programmes de la Faculté d’éducation, donc du programme professionnel de premier cycle au programme doctoral qui sera bientôt établi. Les sections se rapportant aux connaissances, à l’expertise et aux attributs énumérés ci-dessous ne s’appliquent qu’au programme professionnel de premier cycle du baccalauréat en éducation.

Mission (adoptée le 18 juin 2009)

La Faculté d’éducation s’engage à offrir un apprentissage continu dans les études postsecondaires de premier cycle, de deuxième cycle et les études supérieures afin de développer la pensée critique, la compassion et l’innovation des meneurs et meneuses en éducation, notamment les enseignants et enseignantes, les éducateurs et éducatrices communautaires et les chercheurs et chercheuses œuvrant dans une variété de contextes régionaux et mondiaux.

Valeurs directrices

Les membres de notre faculté et de notre personnel, nos stagiaires enseignants, et nos finissants et finissantes ont pour valeurs :

- L’apprentissage actif et expérientiel, axé sur la communauté;
- L’appréciation esthétique, l’expression personnelle et la connaissance de soi;
- La bienveillance envers soi et les autres;
- La participation collaborative et équitable et le dialogue authentique;
- L’expression et la pensée critiques et créatrices;
- La gérance et la viabilité de l’environnement;
- L’équité, la diversité, les différences individuelles, l’inclusion et la justice sociale;
- La conscience globale, la citoyenneté et l’ouverture au monde;
- Le désir durable de l’apprentissage et des connaissances;
- Le professionnalisme et l’éthique;
- Le respect et l’intégrité;
- La conversion des connaissances en méthodes d’enseignement adaptées à la société et responsables en matière d’éthique;
- L’apprentissage transformateur.
UPEI Faculty of Education
Pass / Fail Assessment

Since July 1, 2002, all Faculty of Education courses at the B. Ed., Diploma and Certificate levels have been assessed as either Pass or Fail. There are several reasons for using this method of assessment:

1. **Pass / Fail assessment is appropriate for the character and style of our professional programs.** Our programs are designed to enhance personal and professional development through self-reflection, dialogue, and critical appraisal. Profound learning is intrinsically motivated – it comes from a deepening understanding of ourselves, our capabilities, and the areas in which we need to improve; it often involves taking risks in our learning. Assessment by grades provides more extrinsic motivation, often at the expense of profound personal learning; we are less inclined to take risks, to be self-critical, or to appraise others realistically if we will lose marks.

2. **Many of our course assignments are inadequately or only partially assessed by marks.** Giving a mark for micro-teaching, collaborative presentations, peer-assessment, or a reflective paper is not always helpful in that the learner’s attention can be focused more on the mark than on the written or verbal feedback, from which greater learning can develop. Marks are also rather crude tools with which to assess the complex skills and understanding involved in many such assignments.

3. **Individuals entering Faculty of Education programs have proven academic success; most have graduated in the past with above average grades.** The Faculty’s desire is not to rank pre-service and practicing teachers by academic ability, but to assist them in becoming the best educators they possibly can.

4. **Many post-degree, professional programs in education and other disciplines are moving to a pass / fail model of assessment.** Past pre-service teacher feedback is generally positive with many acknowledging that the greater emphasis on intrinsic motivation has enhanced their learning.

While the feedback from our own participant exit surveys and focus groups indicates wide support for pass / fail assessment, we recognize that this method may cause some concern for new program participants. Some of these concerns are addressed below.

**Will I be disadvantaged in seeking employment?**

No. Success in getting a job as a teacher depends upon a wide range of interconnected factors, of which the most significant are your previous experience in a teaching situation (including practicum), your references, your level of competency displayed in the interview, and your suitability for the post in question. Course grades from a professional program are of little importance to a hiring committee.
**Will I be disadvantaged in seeking entry to a Master’s program?**

No. Admission to Master’s courses is based on assessment of your professional experience, your references, and your research interests, as well as on your academic record. With regard to the latter, your undergraduate grades may be taken into account; many admissions committees regard these as a more appropriate indication of your potential for graduate work than grades from a professional program. A ‘pass’ at the B. Ed. level is regarded by our Faculty as the equivalent a grade of 80%.

**How will excellence be acknowledged?**

The pursuit of excellence is of the utmost importance in our programs. Course grades represent only one way of promoting and assessing excellence. We have established an expanded set of B.Ed. pre-service teacher awards that acknowledge and celebrate excellence in a wide variety of fields and endeavours over the course of the program. Excellence in the completion of assignments will be encouraged through the setting of high standards and expectations. Self-motivation has a role to play, too: satisfaction comes through knowing that you have done the best possible job and through the feedback you get from others.

**How will I know if I’m passing?**

You will be alerted by faculty if any of your work fails to meet the course standards they set. You may be asked to re-submit an assignment or make up for the deficiency in some other way. Examples of the standard required for a Pass can be found on the attached sheet. Remember: our programs are not designed to fail you, but to assist you in achieving the best possible outcomes.

Finally, we believe that this method of assessment is in the best interests of all our programs’ participants and, in the long term, in the best interests of the people whom you, as educators, will teach. If you have further questions or concerns, don’t hesitate to discuss these with your course instructors.

Ron MacDonald, PhD
Dean, Faculty of Education
Operational Definition of Pass / Fail
Faculty of Education
University of Prince Edward Island

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sample Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td><strong>Outstanding work.</strong> Consistently high levels of skill and creative application of course content. The assignment demonstrates the use of innovative ideas for teaching and learning with a high degree of personal commitment and involvement with the work. Assignments with this level of achievement could be used as models of exemplary work for future course participants. <strong>Quality work with no major weaknesses.</strong> This is the expected performance level. The assignment demonstrates a clear understanding of the subject and the skills needed to perform the assigned task. Shows personal involvement in the subject and success at using meaningful teaching and learning strategies. Assignments with this level of achievement are examples of what all effective educators need to do to implement successful and meaningful programs. <em>Note: Assignment due dates will be strictly enforced.</em></td>
</tr>
<tr>
<td>INCOMPLETE</td>
<td><strong>Re-submit the assignment.</strong> The work demonstrates a fair demonstration of the expected level of performance for the assignment. There are parts missing, insufficient detail or lack of personal involvement in the work. Assignments in this category need one or more aspects re-submitted in order to reach the Pass level of expected performance. <strong>Re-do the assignment.</strong> The original performance was unacceptable. There are serious deficits or flaws resulting in a level of performance that would not be accepted by any educator. Assignments in this category must be started from scratch and re-submitted. <em>Note: Students who receive an “Incomplete” on an assignment must meet with the course instructor to establish a time line for re-submission and to set a detailed list of expectations for completing the assignment. Re-submissions are normally due one week after meeting with the course instructor.</em></td>
</tr>
<tr>
<td>FAIL</td>
<td><strong>Failure</strong> to demonstrate adequate performance in a course assignment including the failure to submit an assignment, submitting an incomplete assignment without revision, or the failure to revise and improve returned inadequate assignments for reassessment.</td>
</tr>
</tbody>
</table>

*Note: All assignments must be completed to the Pass level of performance in order to receive an overall mark of P for the course. Failure in even one assignment will automatically result in an overall mark of F for the course.*
Academic Dishonesty Incident

The following Academic Regulations (UPEI Calendar, 2010, p. 82) procedures and guidelines are established by the University which governs our actions.

1. Actions which constitute academic dishonesty are considered an offence within the University and include:
   - plagiarism, which occurs when: a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student’s original work; self-plagiarism is the submission of work previously submitted for academic credit without prior approval of the professor;
   - cheating on tests or examinations, including giving false reasons for absence;
   - falsifying records or submitting false documents, including falsifying academic records, transcripts or other University documents, or misrepresenting one’s credentials;
   - other academic misconduct such as the unauthorized use of recording devices or the unauthorized acquisition of computer software or other copyright material.

2. When there is reasonable evidence to support an allegation of academic dishonesty, the matter shall be discussed with the student at the earliest opportunity. A written record of the incident and the response of the University will be sent to the student and to the appropriate Chairperson and Dean, and will be placed by the Dean on the student's file in the Office of the Registrar.

3. One or more of the following sanctions may be imposed, depending on the seriousness of the offence:
   1. the instructor, within his/her authority for assignment of course grades, may impose:
      1. a reprimand;
      2. assignment of a mark of zero or a percentage failure for the piece(s) of work under review;
      3. the assignment of a grade of "F" in the course in which the offence was committed. The instructor will provide the Registrar with a percentage grade for posting on the student transcript;
      4. suspension of privileges in cases where the offenses have involved misuse and/or abuse of the library, computer or other University Resources;
      5. the Dean, in consultation with the Department where appropriate, may recommend to the President suspension or expulsion from the University;
      6. the President may impose suspension or expulsion from the University;
      7. the Senate may withhold or revoke a degree, diploma, or certificate.

4. The student has the right to appeal through the provisions of Academic Regulation #12
Faculty of Education Procedure

Definitions:
Actions which constitute academic dishonesty are considered an offence within the University and include:

- plagiarism, which occurs when: a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work; self-plagiarism is the submission of work previously submitted for academic credit without prior approval of the professor;
- cheating on tests or examinations, including giving false reasons for absence;
- falsifying records or submitting false documents, including falsifying academic records, transcripts or other University documents, or misrepresenting one’s credentials;
- other academic misconduct such as the unauthorized use of recording devices or the unauthorized acquisition of computer software or other copyright material.

It is recognized that the process is not necessarily sequential. The parties involved should review the list of responsibilities as a series of cues to support a fair process.

<table>
<thead>
<tr>
<th>Procedure as Outlined by University Regulations:</th>
<th>Procedures for the Faculty of Education:</th>
</tr>
</thead>
</table>
| When there is reasonable evidence to support an allegation of academic dishonesty, the matter shall be discussed with the student at the earliest opportunity. A written record of the incident and the response of the University will be sent to the student and to the appropriate Chairperson and Dean, and will be placed by the Dean on the student's file in the Office of the Registrar. | The Instructor:
- determines an instance of academic dishonesty
- arranges and meets with student
- maintains a written record of the incident and advises the student to do the same
- writes their response to the incident, providing the student and Dean with a copy
- includes in his/her response, acknowledgement of the process of appeal.

The Dean:
- receives the written response and places a copy in the appropriate file. |

| One or more of the following sanctions may be imposed, depending on the seriousness of the offence. The instructor, within his/her authority for assignment of course grades, may impose: | The Instructor:
- in judging that academic dishonesty has occurred also determines the sanction to be levied
- makes the sanction known to the student within their response

The Student:
- may proceed with an appeal of grade upon receipt of the response. Procedures governing appeals are outlined under university and faculty regulations. |
- a reprimand;
- assignment of a mark of zero or a percentage failure for the piece(s) of work under review;
- the assignment of a grade of "F" in the course in which the offence was committed. The instructor will provide |
<table>
<thead>
<tr>
<th>Procedure as Outlined by University Regulations:</th>
<th>Procedures for the Faculty of Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Registrar with a percentage grade for posting on the student transcript;</td>
<td>The Dean:</td>
</tr>
<tr>
<td>o suspension of privileges in cases where the offenses have involved misuse and/or abuse of the library, computer or other University Resources;</td>
<td>o may consider taking further actions regarding sanctions in addition to those determined on the faculty member’s judgment</td>
</tr>
<tr>
<td></td>
<td>o will consult with an ad hoc committee of Faculty to discuss if additional sanctions are warranted</td>
</tr>
<tr>
<td></td>
<td>o May recommend further sanctions as they arise from the consultative process</td>
</tr>
<tr>
<td></td>
<td>o Must inform the student in writing of the response and the right of appeal</td>
</tr>
<tr>
<td>The Dean, in consultation with the Department where appropriate, may recommend to the President suspension or expulsion from the University;</td>
<td>The President may impose suspension or expulsion from the University;</td>
</tr>
<tr>
<td></td>
<td>The Senate may withhold or revoke a degree, diploma, or certificate.</td>
</tr>
</tbody>
</table>
Academic Appeals
Guidelines and Procedures for the Faculty of Education

Overview

The University of Prince Edward Island in Regulation #12, has established an appeals policy and general procedure for students desiring to appeal grades. The appeal process is intended to apply to grades given for individual assignments or for summative course grades. While the former can only be appealed to the appointed Faculty Appeals Committee, the latter can be further appealed to the University Senate. The policy permits adaptation or modification of the regulation by “professional program” faculties to ensure coherency with these programs’ objectives and structures. For the Faculty of Education’s Bachelor of Education program, only minor modifications have been made in an attempt to ensure program participants’ rights.

Terms: “Students” in this regulation and procedure refers to the program participants engaged in studies in any Faculty of Education program.

Regulation (UPEI Calendar 2010, p. 80 adapted to reflect the Faculty of Education’s organization)

Areas in italic indicate the Faculty adaptation of the regulation as authorized by the regulation.

<table>
<thead>
<tr>
<th>UPEI Regulation</th>
<th>Faculty of Education Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the application of all academic regulations, students shall have access to a fair and just hearing subject to appeal. In every case, it is the student appellant’s responsibility to ascertain the time allowed for filing a notice of appeal (see below).</td>
<td>In the application of all academic regulations, students shall have access to a fair and just hearing subject to appeal. In every case, it is the student appellant’s responsibility to ascertain the time allowed for filing a notice of appeal (see below).</td>
</tr>
</tbody>
</table>

Appeals on Grades

An informal appeal must first be made to the instructor within four weeks of receipt of the grade.

For Professional Programs, see internal policy/procedures which may be more specific than these general regulations and may include different information/requirements. Professional program regulations override this academic regulation in these cases.

A formal appeal must be made in writing

Appeal on Grades

An informal appeal must first be made by the student to the instructor within four weeks of receipt of the grade.

A formal appeal must be made in writing
<table>
<thead>
<tr>
<th>UPEI Regulation</th>
<th>Faculty of Education Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>within 1 week of the instructor’s decision.</td>
<td>within 1 week of the instructor’s decision declared at the time of the informal appeal.</td>
</tr>
<tr>
<td>This appeal must be submitted to the Chair, who will consult within the department before arriving at a decision.</td>
<td>The formal appeal must be submitted to the Undergraduate/Graduate Program Coordinator.</td>
</tr>
<tr>
<td>The department will provide the student with a copy of the internal policy/procedure on appeals on receipt of the written submission.</td>
<td>The Coordinator will provide a copy of the written appeal to the instructor.</td>
</tr>
<tr>
<td></td>
<td>The Coordinator will consult individually with instructor and the student regarding the grade decision. Recognizing that no resolution to the disagreement is forthcoming, the Coordinator will, within seven days, convene a meeting of two members the Undergraduate Committee and two student peers for review and consultation on the case.</td>
</tr>
<tr>
<td></td>
<td>The Coordinator will convey his/her decision to the student and instructor, in writing within 24 hours.</td>
</tr>
<tr>
<td>The Department Chair’s decision may be further appealed, in writing, within two weeks of the decision being rendered to the Dean of the Faculty, who shall name a committee to hear the appeal.</td>
<td>The Coordinator’s decision may be further appealed, in writing, to the Dean of the Faculty, within two weeks of the decision being rendered.</td>
</tr>
<tr>
<td>The Dean will provide the student with a copy of the Faculty’s internal policy/procedure on appeals on receipt of the written submission.</td>
<td>The Dean of the Faculty shall name a committee to hear the appeal within seven days of receipt of the written appeal. The committee shall be composed of the Dean, acting as chair voting in an instance of breaking a tie, two faculty members and two students, none of who have had any involvement in the case to this point. At their discretion, the committee may conduct individual interviews of both parties involved to ensure their understanding of the case. In camera, the committee will vote by ballot to determine their decision. The Chair will vote and reserve disclosing her/his ballot. If once</td>
</tr>
<tr>
<td>UPEI Regulation</td>
<td>Faculty of Education Adaptation</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>the committee votes have been tallied and a tie exists, the Chair will reveal the reserved ballot in an attempt to break the tie. The decision of the committee will be conveyed in writing by the Chair to the student within 24 hours.</td>
<td>Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals.</td>
</tr>
<tr>
<td>Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals.</td>
<td>Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals.</td>
</tr>
<tr>
<td>Appeals of decisions on academic matters other than grades are to be directed to the Senate Committee on Student Academic Appeals through the Registrar. All decisions of this Committee shall be final unless appeal is made to the Board of Governors in keeping with the terms of the University Act.</td>
<td></td>
</tr>
</tbody>
</table>
Faculty of Education Policy:
Criminal Records Check including Vulnerable Sector Screening

<table>
<thead>
<tr>
<th>University of Prince Edward Island</th>
<th>Policy Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Title:</strong> Criminal Records Check including Vulnerable Sector Screening</td>
<td>Pages - 2</td>
</tr>
<tr>
<td><strong>Authority:</strong> Dean, Faculty of Education</td>
<td><strong>Creation Date:</strong> December 2011</td>
</tr>
<tr>
<td><strong>Reference:</strong> UPEI Criminal Records Check Policy</td>
<td><strong>Version Date:</strong> January 2012</td>
</tr>
<tr>
<td></td>
<td><strong>Review Date:</strong> January 2014</td>
</tr>
</tbody>
</table>

1. **Purpose**
   All students are advised that the completion of a Criminal Records Check (CRC) by the local law enforcement agency is a program requirement for any placement in any public educational setting. The Criminal Records Check is one way to protect the public, especially those who may be vulnerable. This is a requirement for all students in an Education program/course requiring an observation or placement in a public school setting. This policy complements the University of Prince Edward Island Policy #admacdgnl0001 Criminal Records Check.

2. **Scope**
   This policy applies to all students in a program/course offered by the Faculty of Education requiring an observation or placement in a public school.

3. **Responsibility**
   Dean, Faculty of Education

4. **Policy**
   Education students are not permitted to enter educational settings until they submit proof of a **satisfactory or clear** Criminal Records Check (certified) which **MUST** include the **Vulnerable Sector** search. Students who have a positive criminal record check will be required to disclose this information to all educational settings he/she is attending. If a student fails to submit a satisfactory criminal record check, the Practicum coordinator, BEd(HRD) & CAE Coordinator, or course instructor will refuse placement on the basis of the **information provided**. The Bachelor of Education program has the right to refuse placement of a student in an educational setting based on the results of the Criminal Records Check. Should the results of the Criminal Record Check result in a student being denied a placement in an educational setting, the Dean of Education will discuss options with the student. The inability of the student to complete the required practica will result in the student failing to graduate.
Students must present an original criminal record check document to the Administrative Support person for the B.Ed program/course instructor no later than the date in the UPEI academic calendar as the final date in the semester for late registration, changing courses or sections, or cancellation of courses with full refund (typically mid-September). The original document will be copied for the student file and returned to the student.

As placement in an educational setting is a requirement of the program, and a criminal record check is a requirement of the educational settings used for practicum placement, this information will be provided to the student on acceptance into the program.

Once in the Education program, students are required to inform the Practicum coordinator or the BEd(HRD) & CAE Coordinator or course instructor of any changes in their criminal record such as criminal charges or convictions. Students accepted into the education program who provide false information to the Practicum coordinator or the BEd(HRD) & CAE Coordinator and/or who fail to report criminal convictions and/or outstanding charges that occur after the date of their original criminal record will be subject to immediate dismissal from the program. The criminal record check results will be kept on file by the Administrative Support person for B. Ed Programs and communicated to the Practicum Coordinator or the BEd (HRD) & CAE Coordinator as required.

Costs for the Criminal Records Check are the responsibility of the student. If additional checks are required by an educational setting, it is the responsibility of the student to ensure that the checks are completed prior to placement.

The PEI Department of Education and Early Childhood Development also requires a satisfactory and up to date Criminal Records Check as a condition of teacher certification. All students must submit a criminal record check to the PEI Department of Education and Early Childhood Development dated within three months of their application for teacher certification (typically in early March of their final semester of the BEd program).

It is the responsibility of the student to ensure that he or she meets the requirements for their program of study which include placement in an educational setting, by completing the necessary Criminal Records Check as required.

5. Review
This policy will be reviewed five years following its adoption and every five years thereafter OR as additional requirements for practicum are made by the public school system.

All students must have their background check submitted by 12-May-2015.
Faculty of Education Policy:
Approval of immunization status prior to commencing practicum placements

<table>
<thead>
<tr>
<th>University of Prince Edward Island</th>
<th>Policy Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Title: Approval of immunization status prior to commencing practicum placements</td>
<td>Pages - 2</td>
</tr>
<tr>
<td>Authority: Dean, Faculty of Education</td>
<td>Creation Date: December 2011</td>
</tr>
<tr>
<td>Reference:</td>
<td>Version Date: January 2012</td>
</tr>
<tr>
<td></td>
<td>Review Date: January 2017</td>
</tr>
</tbody>
</table>

1. **Purpose**
All educational settings require proof of specified immunizations prior to allowing student teachers to enter the school environment. As the prevalence of mumps has increased in certain populations, it increases the risk that applicants may have been exposed prior to admission. The Faculty of Education has a responsibility to protect the health of the public by ensuring that all students have demonstrated no active disease, and have adequate immunity. This policy provides the Faculty of Education with a clear course of action if a student does not submit the necessary information.

2. **Scope**
This policy shall apply to all students enrolled in a program/course in the Faculty of Education requiring an observation or placement in a public school setting.

3. **Responsibility**
Dean, Faculty of Education

4. **Policy**
All students entering a UPEI Education program/course requiring an observation/placement in a public-school setting are required to submit proof of immunization status to the Faculty of Education office no later than the date in the UPEI academic calendar as the final date in the semester for late registration, changing courses or sections, or cancellation of courses with full refund (typically mid-September). **NOTE:** Students born prior to 1974 are not required to obtain the MMR booster. The Administrative Support person retains copies of these documents on the student’s file.

Students shall not be permitted to enter any public-school setting until a complete and up to date Measles, Mumps & Rubella (MMR) booster immunization record has been submitted and approved by the Practicum Coordinator or the BEd (HRD) & CAE Coordinator.

Pre-Service Teacher Handbook 2015-2016
By the third week of September the Administrative Support person for BEd Programs will provide the Practicum Coordinator and BEd (HRD) & CAE Coordinator with a list of first year students who have immunization records outstanding. Students must make arrangements to receive the outstanding immunizations prior to entering classrooms, thus avoiding a delay in beginning school placements.

Students will be informed that they are not eligible to enter the school environment until such time as the information is complete.

5. **Review**

This policy will be reviewed five years following its adoption and every five years thereafter OR as additional requirements for practicum are made by the public school system.

All students must have their immunization record submitted by 12-May-2015.