Faculty of Education

Student Handbook

Information for Students in the Teacher Education Program

2016 - 2017

University of Lethbridge

FIAT LUX

Faculty of Education

http://www.uleth.ca/edu

Field Experiences • Room TH423 • Ph: 403-329-2259
Fax: 403-329-2372 • Email: edu.fieldexp@uleth.ca

Student Program Services • Room TH421 • Ph: 403-329-2254
Fax: 403-329-2372 • Email: edu.sps@uleth.ca

Student Handbook Introduction

Welcome to the Faculty of Education at the University of Lethbridge!

Personnel in the Student Program Services (SPS) and Field Experiences (FE) Offices have developed this Handbook in consultation with offices throughout the University. It is intended to provide students and Faculty members with information about the most commonly used academic policies and procedures. It should be used in conjunction with the University Calendar.

Information in this publication is in accordance with the 2016/17 Calendar Year and is designed for students entering the Faculty of Education in Fall 2016. If you have any questions, a directory of Advisors and Coordinators is located at the front of this handbook. Feel free to contact those listed for assistance.

If you have questions or comments related to the Student Handbook, contact the following:

Student Program Services TH421
403-329-2254

Field Experiences Office TH421
403-329-2259

PLEASE NOTE:

Faculty of Education policy requires students to use the professional 'uleth' email account for <u>all</u> university related correspondence

All correspondence from the Faculty offices will be sent to your 'uleth' account

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Directory of Advisors and Coordinators

Education Program Advising – Student Program Services

Nancy Grigg, Assistant Dean, Student Program Services	TH434	403-329-2254
Brenda Bell, Academic Advisor	TH426	403-329-2258
Nicole Spence	TH436	403-329-2250
Suzanne Hepburn	TH421	403-329-2254

Education Field Experiences Office

Robin Bright, Assistant Dean, Field Experiences	TH428	403-329-2444
Diane McKenzie	TH426	403-329-2448
Kelly Vaselenak	TH423	403-329-2259

Education Major/Minor Advisors need to check who is on leave

Art Education	Janice Rahn	W814a	403-329-2445
Career and Technology Studies	Leonard Sproule	TH260	403-329-2392
Drama Education	Student Program Services	TH421	403-329-2254
English Language Arts	Robin Bright	TH309	403-329-2443
Mathematics Education	Richelle Marynowski	TH314	403-329-2269
Modern Languages Education	Student Program Services	TH421	403-329-2254
Music Education	Student Program Services	TH421	403-329-2254
Native Education	Dawn Burleigh	TH256	403-329-2557
Physical Education	Danny Balderson	TH310	403-329-5180
Science Education	Sharon Pelech	TH264	403-329-2446
Social Studies Education	Lance Grigg	TH276	403-329-2449
	Amy Von Heyking	TH262	403-332-4597

ED 2500 and Professional Semester Coordinators

Ed 2500	Leonard Sproule	TH260	403-329-2392
PS I	Chris Mattatall	TH266	403-380-1823
PS II	Richelle Marynowski	TH314	403-329-2269
PS III	Sharon Pelech	TH264	403-329-2446

Applied/Special Studies

Jasminn Berteotti	AH154	403-329-5192

Arts & Science Program Advisors

Jennifer McArthur (A - Co)	SU060	403-329-5106
Debbie Murphy (Cp - G)	SU060	403-329-5106
Lesley Rode (H - Le)	SU060	403-329-5106
Carla Buziak-Prus (Lf – O)	SU060	403-329-5106
Erika Vas (P - So)	SU060	403-329-5106
Melissa Habetier (Sp - Z)	SU060	403-329-5106

Fine Arts Program Advisors

James Dobbie	W660B	403-329-2691
Valerie Richardson	W660A	403-329-2691

Management Program Advisors

Ute Perkovic (A-F)	M2073	403-329-2219
Viviana Lartiga (G-M)	M2081	403-317-2826
Lynette Lacroix (N-R)	M2091	403-329-2435
Andrea Spackman (S-Z)	M2075	403-380-1849

FNMI Student Services

Elizabeth Ferguson (Coordinator Native Student Advising)	PC100A	403-317-2812
Joanna Russell	PC100	403-394-3902

1. Program Information

This section contains information on degree requirements, Education courses, residence requirements, minors and specializations, grading system, special study requirements, semester course overload, and visiting student authorization.

A. Degree Requirements

Combined Degrees

Minimum Number of Courses:

Bachelor of Arts/ Bachelor of Education	30 A&S, 20 Education	**50**
Bachelor of Science/ Bachelor of Education	30 A&S, 20 Education	**50**
Bachelor of Fine Arts/ Bachelor of Education	30 A&S/FA, 20 Education	**50**
Bachelor of Music/ Bachelor of Education	32 A&S/FA, 20 Education	**52**
Bachelor of Management/ Bachelor of Education	30 A&S/MGT, 20 Education	**50**
Bachelor of Education after an approved degree	20 Education	**20**
Post-Diploma Bachelor of Fine Arts/ Bachelor Education	15 A&S/FA, 20 Education	**35**
Post-Diploma Bachelor of Music/ Bachelor Education	15 A&S/FA, 20 Education	**35**
Post-Diploma Bachelor of Management/ Bachelor Education	15 A&S/MGT, 20 Education	**35**

Bachelor of Education After an Approved Degree

The Bachelor of Education After Degree program consists of a minimum of 20 Education courses. Previous degree students who are admitted to the Faculty of Education with deficiencies in their majors must complete the outstanding requirements in addition to the 20 B.ED. courses.

B. Education Courses

Waiver of Education 2500

A waiver of Education 2500 does *not* result in course credit. Students must complete an approved alternate course in order to have sufficient course credit to complete the degree. This course is typically an Education course.

Education 2500 As Part of Previous Degree

Students who completed Education 2500 to fulfill the minimum requirements of a previous degree (B.A., B.Sc., B.Mgt., B.F.A., or B.Mus.) *may not* use Education 2500 towards the 20 courses required for the Bachelor of Education as a second degree.

Education Foundation Courses (EDUC 43XX)

The Bachelor of Education program requires the successful completion of one Education Foundation course. All Education Foundation courses begin with the prefix numbers of *43XX.*

Education Elective Courses

In addition to the Foundation requirement, the Bachelor of Education program requires the successful completion of four Education electives.

- Education 2500 typically counts as one of the four electives.
- If you received a waiver of Education 2500 or counted Education 2500 within the minimum requirements of a previous degree, you must take an approved course. Contact Student Program Services for information on your specific program.

Education electives include all undergraduate courses with the subject prefix 'EDUC.'

- Electives may include Education Foundation courses, Independent Studies or Applied Studies. Students with a declared minor must take the related methods course (typically from the Education 3700: Applied Principles of Curriculum and Instruction for Non-Majors series). This course will count as one of the four required Education electives. *(see Section D: Minors in Education in this Handbook)*

Note: With the exception of Native Education majors, completion of a minor is **not** required for graduation. Students should be aware that in some cases, the appropriate methods for non-majors course (typically Education 3700) might not be available or fit into a student's schedule. *While efforts will be made to find an acceptable substitution, it may not be possible for a student to complete the requirements for the minor.*

Education Transfer Courses

Most students may transfer a maximum of five Education courses to the University of Lethbridge in a Combined Degrees program.

- Exception: no Education transfer courses are permitted in Post-Diploma B.F.A./B.Ed. (Art or Drama) and Post-Diploma B.Mus./B.Ed.
- Courses designated in the Alberta Transfer Guide as an '*Education Foundation*' will meet the Education Foundation requirement at the University of Lethbridge.
- Other Education transfer courses may be used to fulfill Education electives; contact Student Program Services for more information on your specific program.
- Once admitted to a program, students must request visiting student authorization to take university level courses elsewhere. Contact Student Program Services for applicable deadlines and information pertaining to residence requirements.

Substitution for Required Courses

Occasionally, required courses may not be offered during the regular semester when a student is able to take them. A student may request a course substitution to fulfill these requirements.

If the course is required in the first degree major:

- Contact Program Advisors in the appropriate faculty *(Arts and Science, Fine Arts or Management – see page 5 of the Handbook).*

If the course is required to fulfill a specific Education requirement in the major, minor or program core:

- Contact Student Program Services, Faculty of Education to obtain a Course Substitution form. If a course substitution is approved, a signed authorization form must be submitted to Student Program Services.

C. Residence Requirements

A student who is a candidate for a degree must satisfy the minimum residence requirement with the successful completion of courses, or their equivalent, at the University of Lethbridge as follows (*see University Calendar Part 4 – Academic Regulations, Policies and Program Requirements)*:

B.A./B.Ed.	30 courses, 15 in Arts and Science including one half of the required courses in the major and 15 in Education
B.Sc./B.Ed.	30 courses, 15 in Arts and Science including one half of the required courses in the major and 15 in Education
B.Mgt./B.Ed.	30 courses, including 10 in Management (7 of which must be at the 3000/4000 level) and 15 in Education
B.F.A.(Art)/B.Ed.	30 courses, including a minimum of 7 in Art and/or Art History/Museum Studies and 15 in Education
B.F.A.(Drama)/B.Ed.	30 courses, including a minimum of 6 in Drama and 15 in Education
B.F.A.(New Media)/B.Ed.	30 courses, including a minimum of 7 in New Media and 15 in Education
B.Mus./B.Ed.	32 courses, including a minimum of 9 in Music and 15 in Education. *(see University Calendar Part 14: Combined Degrees for specific Music Education Elective requirements)*
B.Ed. (After Degree)	20 courses in Education (as the second degree)
Post-Diploma B.F.A./B.Ed.	35 courses including a minimum of 8 in the discipline (Art or Drama) and 20 courses in Education. (No transfer credit)
Post-Diploma B.Mgt/B.Ed.	30 courses including 8 in Management and 15 in Education
Post-Diploma B.Mus/B.Ed.	35 courses including a minimum of 8 in Music and 20 courses in Education. (No transfer credit)

D. Minors in Education

The Faculty of Education offers 18 minors *(see University Calendar Part 8 – Education Minors).*

- A student may elect to complete a minor in addition to a major and/or specialization.
- Most minors consist of five applicable non-Education courses (excluding those used in the major) and an appropriate Education methods course (usually from the Education 3700 Applied Principles of Curriculum and Instruction for Non-Majors Series)
- *Native Education majors must complete a minor* in a main teachable subject that is comprised of *seven non-Education courses* and a *designated methods course.* The methods course must be completed *prior to* Professional Semester III in Native Education.
- To have a teaching minor endorsed on a transcript, the student must have a cumulative GPA of 2.50 or greater on all non-Education courses comprising the minor and a minimum B- in the appropriate Education methods course.

  Note: With the exception of Native Education majors, completion of a minor is not required for graduation. Students should be aware that in some cases, the appropriate methods for non-majors course (typically Education 3700) might not be available or fit into a student's schedule. *While efforts will be made to find an acceptable substitution, it may not be possible for a student to complete the requirements for the minor.*

E. Specializations in Education

Most students can elect to complete a specialization in addition to a major or minor. A specialization includes four specified courses and completion of Professional Semester III in the area of the specialization.

- Specializations in *Special/Inclusive Education* and *Technology in Education* are currently offered.
- Upon completion of a specialization, an endorsement will be entered on the official transcript.
- Specific courses required for the specialization must be completed prior to Professional Semester III.

Any of the courses that are included in the minimum requirements for a student's major or minor *cannot* be used as part of the requirements for the specialization.

F. Changing the Major

Students are admitted to the Faculty of Education by a school subject major. Students completing a Combined Degrees program may elect to change majors in the first degree providing the result does not change the Education major.

- For example, B.Sc. (Math) may change to a B.Sc. (General Science with Math as the first disciplinary stream), as both of these programs meet the requirements for the Math Education major.
- Exception: students are admitted to Science Education in one of four Science school subject areas and must consult with Student Program Services before any changes to the Arts and Science/Science major are approved.

In exceptional cases, students may be eligible to change their Education major if it can be demonstrated that they would have been accepted for admission in the desired major at the time of admission to the Faculty of Education. To change their major, students must submit a written request to Student Program Services. The Undergraduate Student Program Committee will make the final decision.

G. Leave of Absence

A student whose program is interrupted must satisfy the program requirements of the University of Lethbridge Calendar in effect at the time of readmission. The student should provide a letter to Student Program Services describing the reason for leaving and a proposed return date.

H. Cancellation of Courses

To cancel course registration (drop courses) before incurring a withdrawal grade (W) on transcripts or incurring tuition, compulsory, and program-related fees, students must cancel their registration by the Extended Drop deadline for the term or session through the Bridge *(see University Calendar Part 3: Cancellations, Refunds, and Withdrawal*

I. Grading System

The grading system for the Faculty of Education conforms to the designations as outlined in the Calendar *(see University Calendar Part 4: Academic Regulations, Policies and Program Requirements).* Certain courses, including all practicum courses, are graded on a Pass/Fail basis and are specified as such in the Course Catalogue section of the Calendar.

Repeated Courses

At the University of Lethbridge, a student may repeat a course previously taken. A grade may be improved by completing either the course or its equivalent. Students who have repeated a course must submit a Repeated Course form (available at the Registrar's Office).

- Students wanting to improve their grade in a Series or Topics course must repeat the section with the identical title.
- Courses that are equivalent are denoted with an 'Equivalent' course element in the course description and include courses that have been renamed or renumbered, and Topics or Series courses that have been regularized.
- If a student repeats a course, the grade for each attempt is recorded on the transcript.
- Students may not have grades and credit hours for more than one attempt calculated in the GPA.
- After a course is repeated, the grade and credit hours of the attempt with the highest grade will be used to calculate the GPA.

Failing Grade

A failing grade in any module, course or practicum within a Professional Semester will result in the student's withdrawal from the Faculty of Education *(see University Calendar Part 8: Required Withdrawal).*

If a student fails to comply with the Standards of Professional Conduct or Non-Academic Evaluation Criteria, the student may be assigned a failing grade in the component where the criteria were not met. If a 'F' grade is assigned, the student will be withdrawn from the Faculty.

Appeal of Grades

Grade appeals deal with claims that a student's course grade has been improperly determined *(see University Calendar Part 4 – Academic Regulations, Policies and Program Requirements)*.

Additional Grading Options

- Incomplete 'I'
- Withdrawal 'W'
- Withdrawal with Cause 'WC'

Incomplete 'I'

Note: Normally, the Incomplete designation is **not** used in practicum courses.

The 'I' designation is given only in case of illness or other extenuating circumstances beyond the control of the student, which make it impossible to complete the required work by the end of the term *(see University Calendar Part 4 – Academic Regulations, Policies and Program Requirements)*. To obtain an 'I':

- The 'I' designation is awarded only on application to and approval of both the instructor and the Dean of Education. *(see Student Program Services for additional information and the appropriate forms.)*
- Requests are not entertained until the last two weeks of classes
- When the 'I' is approved, an appropriate deadline is determined for the completion of outstanding work. A student who does not complete outstanding work by the assigned deadline will receive an 'F' in the course.

- The 'I' designation may be converted to a letter grade by the instructor within a maximum of one year; if not so converted, it will become a 'F', except where circumstances continue to prevent the completion of the course, in which case the 'I' designation remains on the transcript.

Withdrawal 'W'

When a student chooses to withdraw from a course or practicum, the first step is to contact Student Program Services. A designation of 'W' will be awarded if: *(see University Calendar Part 4 – Academic Regulations, Policies and Program Requirements)*.

- A formal written application for a Withdrawal is completed by the student or his/her agent and submitted to the Registrar. *(See Student Program Services for additional information and the appropriate forms.)*
- Students are responsible for ensuring that the Registrar's Office receives the request for withdrawal by the relevant deadline.
- The 'W' designation does not affect the calculation of a student's term or cumulative GPA.

Withdrawal from an Education course (not part of a Professional Semester):

- Withdrawing from a course outside of a Professional Semester does *not* result in the student's withdrawal from the Faculty.
- A withdrawal can be completed any time after the Extended Drop deadline up to and including the last day of classes. *(Refer to the Academic Schedule for the last day to withdraw.)*
    - *No refunds* of tuition, compulsory, and program-related fees will be provided *(see University Calendar Part 3 – Cancellations, Withdrawals, and Refunds).*

Withdrawal within a Professional Semester:

- Withdrawing from any component of a Professional Semester *will result in the student's withdrawal from the Faculty of Education (see University Calendar Part 8 – Required Withdrawal*)
- If the student is enrolled in a Combined Degrees program, the student's program reverts back to the other Faculty.
- A student who has withdrawn from a Professional Semester must successfully apply for readmission before resuming studies toward the Bachelor of Education.

Withdrawal from a course or module in a Professional Semester

- A student may withdraw from course or module of a Professional Semester any time after the Extended Drop deadline up to and including the last day of classes. *(Refer to the Academic Schedule for the last day to withdraw.)*
    - *No refunds* of tuition, compulsory, and program-related fees will be provided *(see University Calendar Part 3 – Cancellations, Withdrawals, and Refunds).*

Withdrawal from a Practicum or Internship (within a Professional Semester):

- **Professional Semester III Internship**:
    - A withdrawal can be completed any time after the Extended Add/Drop period up to the last day of practicum.
    - *No refunds* of tuition, compulsory, and program-related fees will be provided *(see University Calendar Part 3 – Cancellations, Withdrawals, and Refunds).*

- **Professional Semester I and II practicum (Education 3500 or 3600)**
    - A withdrawal can be completed any time during the practicum.
    - For partial tuition reimbursement, Student Program Services sets a withdrawal deadline (approximately three quarters of the way through the practicum). This deadline is noted on the Semester Schedule, provided at the beginning of each Professional Semester.
    - Depending upon the date of the withdrawal, a student may be eligible for reimbursement of fees. Consult the fee assessment schedule *(see University Calendar Part 3 – Cancellations, Withdrawals, and Refunds)*.

Withdrawal with Cause 'WC'

A designation of 'WC' is recorded only in case of serious illness or other extenuating circumstances which make continuation in a course impossible, and where an Incomplete designation is not in order. To obtain a 'WC':

- Along with a written application for a Withdrawal with Cause, the student must provide appropriate supporting documentation to Student Program Services. *(See Student Program Services for additional information and the appropriate forms.)*
- The withdrawal form requires the signature of a Student Program Services representative prior to the submission to the Registrar.
- Prior to readmission, students who are granted a complete Withdrawal with Cause may be requested to provide evidence that the conditions which led to the WC have been identified and addressed.
- Depending upon the date of the withdrawal, a student may eligible for reimbursement of fees. Consult the fee assessment schedule *(see University Calendar Part 3 – Cancellations, Withdrawals, and Refunds)* for non-practicum Education courses. For Professional Semester I and II practica, see the Professional Semester schedule for the practicum withdrawal deadline.
- The 'WC' designation does not affect the calculation of a student's GPA.

Depending on the circumstances, a Withdrawal with Cause from a component of a Professional Semester may not result in the withdrawal of the student from the Faculty of Education.

J. Required Withdrawal from the Faculty of Education

A student will be withdrawn from the Faculty of Education if the following occurs:

- the grade point average falls below 2.50 in Professional Semester I or II
- the student withdraws or fails any course, module or practicum in any Professional Semester
- the student fails to meet expectations of the Standards of Professional Conduct. The student may be assigned a failing grade for the component where the Standards of Professional conduct were not met.

K. Readmission after Withdrawal from the Faculty of Education

- After consultation with the University Consultant and Teacher Associate(s), the Assistant Dean Student Program Services will document the difficulties that the Student Teacher experienced in the practicum placement.
- The student will be provided with a written document that describes the areas of concern and recommendations about how to remediate those difficulties.
- To be considered for readmission, the student will be expected to present evidence of their remediation activities. This will be presented to the members of the Undergraduate Student Program Committee, who adjudicate applications for readmission on behalf of the Faculty. **Readmission is not assured**. *(see University Calendar Part 8 – Readmission After Withdrawal).*

- Normally, Education courses completed after withdrawing and prior to readmission will not count toward the Bachelor of Education program.

L. Special Study Requirements

Applied Studies

Applied Studies is a learning option in which students earn academic credit for learning gained through employment or volunteer experience. During the field placement, students complete a project that relates the experience to the study of education. An eligible student in the Faculty of Education may earn up to three course credits through Applied Studies, designated by the numbers Education 2510 and 4980. Students should initially contact the Applied Studies Coordinator for specific information.

Credit/Non-Credit Courses (Cr/NC)

Students may elect to take courses as Credit/Non-Credit *(see University Calendar Part 4 – Academic Regulations, Policies and Program Requirements)*. This alternative is designed to encourage students to expand their academic interests by taking courses outside their field of major interest. The Credit/Non-Credit alternative **may not** be elected in courses constituting the major, minor, specialization or required courses in Education (e.g., Foundations or Curriculum & Instruction for Non-Majors).

For completion of course requirements with a grade of 'C' or better, the grade earned appears on the transcript automatically. If a grade between 'C-' and 'D' (inclusive) is earned, a 'Cr' appears on the transcript. If a grade of 'F' is earned, 'NC' will appear on the transcript.

To take a course as Credit/Non-Credit, the student should

- obtain a '*Credit/Non-Credit Declaration'* form from the Registrar's Office.
- Submit the form the Registrar's Office by the designated deadline *(see University Calendar – Academic Schedule)*.

Independent Study (Education 4990)

Students may be permitted to earn credit by Independent Study under the supervision of a Faculty Member. Normally, Independent Study is:

- only approved when a **required** course for a minor or specialization is not available.
- undertaken only in areas not covered by the courses offered in the Education curriculum.

A maximum of two Education Independent Studies may be completed in the B.Ed. portion of the Combined Degrees or After Degree program *(see University Calendar Part 8 – Faculty of Education).* Students in a Combined Degrees program will need to consult the appropriate Faculty regarding limits and approval processes for Independent Studies in their other degree. *(see Student Program Services for additional information and the appropriate forms.)*

Professional Development Courses (Education 4950)

Professional Development (PD) courses may be used to fulfill Education electives.

- Each PD course is equivalent to one half of a regular semester course requiring the equivalent of a minimum 20 hours of instruction.
- PD courses are offered for credit only and are graded on a Pass/Fail basis.
- A maximum of four (4) PD courses may be counted toward a B.Ed. degree.

Study Tours (Education 4920)

A group tour in Canada or in a foreign country that enables students to broaden their educational studies by examining and/or experiencing other educational and/or cultural institutions and settings.

- Past Study Tours have visited Australia, Brunei, England, Germany, and Poland.
- Credit may be received for a maximum of two (2) Study Tour courses.

M. Semester Course Overload

Professional Semesters I, II or III:

Taking other courses while enrolled in a Professional Semester is strictly forbidden. Enrolling in additional courses (from any post-secondary institution) is considered to be a serious violation of the Standards of Professional Conduct and may lead to a student's withdrawal from the Faculty.

Non-professional Semesters:

A student may take a sixth course; registration for the sixth course is permitted during the final week of the add/drop period.

Summer Sessions

A student may complete a maximum of 18 credit hours providing that it does not violate the Faculty of Education Summer Session restrictions. The maximum full course load per session is:

Session I	3 semester course equivalents (9 credit hours)
Session II	2 semester course equivalents (6 credit hours)
Session III	1 semester course equivalent (3 credit hours)

- A course in the six-week II/III may be used to overload, providing it does not overload both Session II and Session III as per the above restrictions.
- In the event of a difference between maximum credit hour limits set by the Faculties/Schools, students in Combined Degrees programs will be governed by the more stringent requirements *(see University Calendar Part 4 – Academic Regulations, Policies and Program Requirements).*

N. Visiting Student Authorization

A student may request to complete courses at other institutions if the courses are not available at the University of Lethbridge and if the residency requirements are met. No transfer credit will be received for courses taken elsewhere unless Visiting Student Authorization is granted **in advance**. The student is required to:

- Select courses from other institutions that meet University of Lethbridge program requirements.
- Submit a Visiting Student Authorization (VSA).
- Combined Degrees students: Submit VSA to both faculties; for example, Faculty of Management (Advising) must approve Management courses. Secondary approval must also be obtained from Students Program Services (Education).
- After Degree students: Submit a VSA form for approval from Student Program Services (Education).
- Upon completion of the course(s), you must request to have an official transcript sent to the University of Lethbridge.
- The transcript from the other institution must be received by University of Lethbridge graduation document deadlines.

Taking other courses while enrolled in a Professional Semester is strictly forbidden; therefore, all coursework must be completed prior to enrollment in a Professional Semester.

2. Practicum Information

The Faculty of Education offers field experiences in Education 2500, Professional Semester I (Education 3500), Professional Semester II (Education 3600), and Professional Semester III (Education 457X). This section covers policies and information common to Professional Semesters I and II practica, while Professional Semester III information appears in Section 5.

A. General Policies

These policies are taken from Part 8 of the University Calendar.

- Students must not contact schools with the intent of procuring practicum placement. Field Experience Office personnel make all placements.
- Practicum placements for Professional Semesters I and II are within Zone 6 and the Calgary Foothills area.
- Professional Semester III placements outside of Zone 6 are subject to the approval of the Assistant Dean, Field Experiences and Assistant Dean, Student Program Services in the Faculty Education.
- Students may complete only one practicum/internship with any one teacher associate or teacher mentor. Students will complete only one practicum/internship in any specific school.
- Students will not be placed in schools where family members are employed or where family members are pupils.
- Normally, no student will be placed in a school from which he or she graduated.
- Normally, placements in Professional Semesters I and II will differ by a minimum of 3 grade levels.
- Students who refuse a placement may be required to withdraw from the practicum and reapply for admission to the Faculty of Education to resume their studies in a subsequent year.
- Students who do not provide all relevant information at the time a placement is made may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.
- Students who provide false information at the time a placement is made may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.

B. Criminal Record Check

While not a requirement of the Faculty of Education, most school jurisdictions require student teachers to present a current (i.e. typically within 3 months) Criminal Record (CRC) or Police Information Check (including Vulnerable Sector Check) to the school principal before being permitted to start the practicum.

Note: Students are responsible for all associated costs. However, at the beginning of each Professional Semester, students will receive a letter explaining the requirement, which upon submitting to a police detachment, may result in a reduced fee for the service. Students are advised to initiate application for the CRC at the beginning of or prior to the start of each Professional Semester to allow for processing (usually 2-6 weeks).

C. Attendance Policy

The Faculty of Education maintains a mandatory attendance policy for on-campus classes, practica, and related activities such as workshops. Unapproved absences may result in a student being required to withdraw from the Faculty.

D. Levels of Schooling in Placements

For Education 2500 students are placed in elementary schools (Divisions I and II). In Professional Semester I, students are usually placed in Divisions I or II. In Professional Semesters II and III students may be placed in any division.

Students in Professional Semesters I, II, and III must complete practica in at least two different divisions and three grade levels apart. Divisions are defined as follows:

Division I:	K – 3
Division II:	4 – 6
Division III:	7 – 9
Division IV:	10 – 12

E. Location of Placements

Practicum placements are made throughout Southern Alberta.

Note: Students' acceptance of admission to the Faculty of Education indicates acceptance of a practicum placement in any school located within Zone 6 or the Calgary area where they have indicated that they have free accommodation on the Student Information Form *(See Appendix J - Map of Zone 6).* Students must be prepared to travel to and/or be temporarily billeted in locations throughout Zone 6. Efforts are made to accommodate students with extraordinary circumstances.

Students must not contact teachers or school administrators regarding possible placements. Furthermore, they must not contact the Teacher Associate(s) prior to the practicum until advised to do so.

F. Family Members in Schools

Due to potential conflicts of interest, students will not be placed in schools where family members are students, teachers, or administrators. Complete and accurate information regarding family members in schools must be provided on the Student Information Form (completed for each practicum and the Internship). Should such a situation arise, the student must notify the Field Experiences Office immediately.

Note: Failure to provide complete and accurate information may result in a student being required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.

G. Practicum Orientation Day

Orientation Day occurs near the end of the on-campus courses prior to the commencement of practicum. This is an opportunity for Student Teachers to visit the school in which they are placed, meet their Teacher Associate and other school staff and students, become familiar with the school, and learn about their teaching assignment and other duties.

Student Teachers are expected to:

- Introduce themselves to the principal and other teachers.
- Visit the staff room.
- Tour the school.
- Learn about specific policies in the school (student attendance, supervision, library, technology use, photocopying, and discipline policies).
- Locate teaching resources.
- Learn about dress codes (teacher and student), professional expectations and responsibilities, and school-wide policies, procedures, routines and rules.

For more information, see Appendix F: Expectations on Student Teacher Orientation Day and the applicable Professional Semester Handbooks.

H. Standards of Personal and Professional Conduct

Students must act with the honesty, integrity and dignity required by the teaching profession and the Faculty of Education. Accordingly, it is expected that all students will adhere to the Standards of Professional Conduct during practica **and** on-campus courses in the Faculty of Education *(see Appendix B and Appendix C)*. Students are also evaluated on their non-academic as well as their academic performance *(see Appendix E for Non-Academic Standards).*

Serious breaches of either of the Codes of Conduct will result in serious consequences, including possible withdrawal from the Faculty of Education.

During practicum, the following guidelines apply:

- Student Teachers are to be at school at least 15 to 30 minutes before classes commence and expect to stay for the same amount of time after classes are over. Arrival and departure times should be discussed with the Teacher Associate. Dependability and punctuality are essential in the teaching profession.
- Student Teachers must remain at school at the end of the school day to discuss lessons, to plan lessons, and to participate in duties that are a part of the teacher's routine.
- Student Teachers are expected to assist the Teacher Associate in daily routines such as marking, supervision, and locating and organizing resources.
- Student Teachers must develop lesson plans for **all** lessons they teach. Lesson plans must be i**n the school and available** for the Teacher Associate, supervising Administrator, and/or University Consultant to review. Lesson plans should be submitted to, discussed with, and approved by the Teacher Associate well in advance of each lesson.

- Resources in the school are available for planning the lessons. Student Teachers are expected to locate and return all resources to their respective places. Resources are not to be taken without permission. Student Teachers may also obtain resources from the University of Lethbridge Curriculum Laboratory, the Alberta Teachers' Association Library, and the Lethbridge Public Library.
- Student Teachers are expected to participate as a member of the school staff. For example, Student Teachers are to attend staff meetings and any other professional activities scheduled and are encouraged to assist with extra-curricular activities.
- Student Teachers must be ready to teach lessons in subject areas other than his/her major or minor.
- Student Teachers are encouraged to observe students and teachers in other classes. The various possibilities and opportunities should be discussed first with the Teacher Associate.

I. Absent from School

If a Student Teacher must be absent during practicum, he/she must notify the Teacher Associate and University Consultant as soon as possible. If unable to contact either the Teacher Associate or University Consultant, the Student Teacher must telephone the Field Experiences Office (403- 329-2259) and leave a message. Typically, illness is the only acceptable reason for being absent. Student Teachers must provide the Teacher Associate with lesson plans for all classes they were assigned to teach while absent.

J. Logbook

During Professional Semester I and II practica, students compile a logbook. This **must** be available to be read by the University Consultant and Teacher Associate. The logbook is usually a loose-leaf binder containing the following information:

General information

- Student Teacher: Name, contact information, brief autobiography.
- School: school name, address, phone number, email address, school map, school-wide policies, location of classroom, brief description of school.
- Supervisors: Names and contact information for Administrator, Teacher Associate, University Consultant.
- Classes: Class organization, seating plan(s), and rules, routines, procedures.
- Timetable.

Lesson plans

- Filed according to subject area, and class, and in the order taught.
- Written reflective critiques/self-assessments of all lessons.
- Indicate: (a) how you felt about the lesson; (b) what went well and why, or what went poorly and why; and (c) what might be done to change or improve the lesson.
- Copies of materials used for each lesson can be included in the logbook or kept in a separate, orderly folder or binder.

Assessment and Evaluation Reports

- Copies of observation notes by supervisors (TA, UC, Admin.)
- Copies of Formative Assessments and Summative Evaluation Reports by the Teacher Associate and by the University Consultant.

Other

- Copies of materials used for each lesson can be included in the logbook or kept in a separate, orderly folder or binder.
- Journal entries – daily/weekly reflections.
- Observation notes – Student Teacher's notes from all lessons observed.
- Collection of useful ideas.

K. Weekly Teaching Schedules

The Student Teacher and Teacher Associate determine the teaching schedule for the upcoming week. One copy should be submitted to the University Consultant by Thursday evening for the upcoming week. If the schedule changes, the Student Teacher must inform the University Consultant immediately because these schedules are used to plan supervision visits.

L. Evaluation of Student Teaching

Guidelines:

- At the mid-point of the practicum, the Teacher Associate will complete the Formative Assessment Form. The University Consultant, Teacher Associate and Student Teacher will meet to discuss progress and recommendations.
- At or near the end of the practicum the University Consultant, Teacher Associate and Student Teacher will meet to complete the Formative Assessment Form and the Summative Report(s) for the final evaluation of the practicum.
- The Formative Assessment Form is the property of the Student Teacher. It is not submitted to Field Experiences.
- Discrepancies among the University Consultant, Teacher Associate and Student Teacher evaluations of a practicum should be discussed.
- If a Student Teacher disagrees with the evaluation, he/she must sign the Summative Report to acknowledge seeing it, and submit a letter that will be attached to the Form outlining concerns with the evaluation. This letter must be signed by the University Consultant and Teacher Associate to acknowledge seeing it. If all parties do not sign the letter, it will be sent to each with an invitation to respond to it in writing. This response will be attached to the Student Teacher's Practicum records.
- Student Teachers are *strongly encouraged to obtain and retain* a copy of the Summative Report(s) and place it in their portfolio.
- The completed and signed final Summative Report(s) must be submitted to Field Experiences at the end of the practicum.
- Student Teachers may examine the Summative Report Forms after submission. Summative Reports are not to be removed from Field Experiences and may not be copied without permission of the originator.
- Faculty members may examine their student's previous Summative Report(s).

M. Professional Portfolio Development

Student Teachers and Interns are required to engage in self and collaborative evaluation through professional portfolio development. The portfolio development process engages students in a cycle of reflection, goal-setting, working toward those goals, and collecting evidence of achievement.

The demonstration and discussion of progress should take place in a three-way conference between the University Consultant, the Teacher Associate, and the Student Teacher. The portfolio evaluation conferences should be held at the mid-point and end of practicum. They may be led by the Student Teacher and should focus on the Student Teacher's achievement of the goals set for the semester and the competencies attained in the Formative Assessment Form.

N. Grading System in Practicum

All practica are graded on a Pass/Fail basis.

Additional grading options include:
Incomplete/I
Withdrawal/W
Withdrawal with Cause/WC
(see Program Information, Section H. Grading System for additional information)

Procedures and Responsibilities:

Failure to meet expectations in two or more of the areas identified or failure to show sufficient growth in **two or more areas on the Summative Report** may result in a recommendation other than 'Pass' (P).

- When a Student Teacher is identified as failing to meet practicum expectations, the University Consultant will immediately notify the Assistant Dean (Field Experiences) identifying the reasons for the concern.
- After notifying the Assistant Dean (Field Experiences) that a Student Teacher is failing to meet practicum expectations, the Student Teacher will be immediately notified in writing of the concerns of the University Consultant and/or the Teacher Associate.
- The University Consultant and Teacher Associate will develop a written plan with the Student Teacher to help overcome the concerns. A copy of the plan must be submitted to the Assistant Deans of Field Experiences and Student Program Services.

Supplementary Supervision

The University Consultant and Assistant Dean, Field Experiences, will ascertain whether it is appropriate to have a second University Supervisor provide supplementary supervision. The role of the supplementary supervisor is consultative to the University Consultant regarding evaluation of Student Teacher performance. The role may include assistance to the University Consultant in the development and implementation of the plan as described above and/or determination of grade.

Typically, prior to the date determined by Student Program Services for withdrawal (usually three quarters of the way through the practicum), the University Consultant and Teacher Associate will meet with the Student Teacher to discuss the assigned grade. The recommendation of assigned grade will be shared in writing with the Student Teacher and the Assistant Dean (Field Experiences.)

O. Student Transportation and Reimbursement

Professional Semester I and II Student Teachers may be reimbursed for transporting fellow semester Student Teachers to assigned schools.

- Faculty reimbursement to a Student Teacher driver is $0.30 per km for distances in excess of 40 km per return trip.
- There is no reimbursement for a Student Teacher traveling alone unless special arrangements are made through Field Experiences prior to the practicum. Distances are determined by University of Lethbridge administration.

When Professional Semester I and II Student Teachers are notified of their confirmed placements, they are also provided with a link to the respective carpool website.

- All drivers must register vehicles on the carpool website by the designated date
- Student Teachers in need of a ride to their practicum placement can log in to identify a driver from this website.

After Professional Semester I and II Student Teachers have been notified of their confirmed practicum placements, Field Experiences will email them the Practicum Location and Risk Management Driver Agreement forms.

- These forms **must** be completed and submitted to Field Experiences (TH423) by the date indicated in the email.
- Once the forms are received by Field Experiences, Student Teachers will be provided with Travel Expense Claim forms, including instructions on completing the forms and dates for which they must be submitted by for reimbursement.

Note: Professional Semester III interns are **not** reimbursed for travel, however those driving to their respective internship placement locations are to submit the Risk Management Driver Agreement to the Field Experience office prior to beginning their internships.

P. Student Accommodation

All Student Teachers must complete a Practicum Location Form. Student Teachers who are placed beyond **200 km return** of Lethbridge within Zone 6 may qualify for accommodation reimbursement.

- Accommodation usually includes room and board arrangements in a private home.
- Student Teachers staying in their own home, with members of their immediate family or close relatives, will not receive accommodation reimbursement.
- Students must have prior approval from Field Experiences to qualify for accommodation reimbursement.

Q. Risk Management

Students are required to complete a 'Release of Liability, Waiver of Claims, Assumption of Risks and Indemnity Agreement' prior to beginning all practica.

- A waiver is a legal contract between the participant of the practicum and the University of Lethbridge under which the participant agrees to give up, surrender, or abandon, any claim that he/she might have (now or in the future) against the University of Lethbridge with respect to the practicum.

- The faculty and staff of the University of Lethbridge are responsible for reasonably protecting the health and safety of University of Lethbridge students when planning, organizing, and leading University- sanctioned activities whether on or off-campus, including Education Professional Semester practica. This means that, as much as is possible, the risks associated with activities should be reasonably controlled.

R. International Placements

See Section 5 for complete details regarding International Placement information.

3. Professional Semester I (PS I)

Professional Semester I (PS I) is the first semester which all students must take immediately after admission to the Faculty of Education. Each component of the teacher education program at the University of Lethbridge is progressive with specific expectations for each level. Appendix A outlines these expectations.

PS I begins with on-campus courses followed by five weeks of supervised practicum. PS I courses and field experience provide students with personal and generic ways of thinking and acting with regard to:

- learning how to teach
- teaching contexts
- curriculum and instruction
- lesson planning
- evaluation of learning
- language development and instruction
- the nature of children and young people
- interpersonal relationships
- professional development
- communication technology
- the teaching profession

Each aspect of PS I will be described in the following pages.

A. Course Descriptions

Education 3500 – Professional Semester I Practicum

Student Teachers are assigned to schools for approximately five weeks (125 hours) in a generic practicum to develop and practice skills and knowledge related to on-campus components.
Student Teachers are expected to start teaching as soon as possible with the overall aim of teaching 1/3 of the time, assisting 1/3 of the time, and observing or preparing 1/3 of the time. Teaching time is defined as lessons that have been planned and taught by the Student Teacher. Assisting time may involve taking small groups of pupils, helping to prepare materials, or teaching lessons the Teacher Associate (TA) has planned. Observation and planning time may be spent observing the TA, another Student Teacher, another teacher, or planning for instruction. The Student Teacher may also be required to complete related university assignments for module instructors during the practicum. Specific information pertaining to practicum is found in Section 2: Practicum Information.

Education 3501 – Curriculum and Instruction

Interpreting and mapping of pedagogical content knowledge and integrated teaching strategies, with particular focus on meeting learner needs through establishing learner outcomes, lesson and rudimentary unit planning, and classroom management.

The objectives for this module introduce students to:

- the knowledge, skills, and attributes (KSAs) outlined by Alberta Education
- the use of the Alberta Program of Studies, Curriculum Guides, Teacher Resource Manuals, Illustrative Examples, Guides to Standards and Implementation, and other instructional resources to interpret and map pedagogical content knowledge for instruction
- the integration of Information and Communication Technology (ICT) outcomes
- processes for understanding the nature of the learner, the classroom, the school, and the community in order to create appropriate lesson plans
- the writing of objectives; the relationship of objectives to educational goals and planning;
- the preparation of appropriate lesson plans for instructional activities
- the unit level of instructional planning and the relationship between unit planning and lesson planning (at an introductory level, to be further developed in PS II)
- questioning skills
- various teaching strategies/techniques
- appropriate classroom management principles and techniques

Education 3502 – Educational Psychology

Principles of educational psychology applied to classroom applications; includes child development, principles of learning, classroom management, and motivation. The Educational Psychology component includes:

- development: cognitive, moral, social, and emotional
- classroom management
- motivation
- learning and memory

Education 3503 – Language in Education

Understanding the role of language and the language arts in education generally, and in instruction across the curriculum (K-12) specifically. This component explores:

- the role of language in learning and instruction across the curriculum
- the role of language and language arts in our society
- the processes of reading and writing implications for instruction
- the goals of instruction proposed in the Western Canadian Protocol

Education 3504 – Evaluation of Learning

Introduction of a variety of approaches to evaluating student learning. Evaluation of Learning component includes:

- evaluation and the student
- evaluation and the role of the teacher
- issues in and purposes of evaluation in relation to the goals of schooling and education
- evaluation in relation to curriculum and instruction, specifically lesson planning
- assessing learning: introduction to concepts such as validity, reliability, and fairness
- assessing learning: introduction to appropriate strategies (in relation to student grade level, learning styles, domains of learning, content, etc)

Education 3505 – Teaching Seminar

Understanding the personal and professional nature of teaching; learner and classroom contexts; teaching strategies, and teacher development.
The content of the Teaching Seminar component includes:

- the teacher as person
- interpersonal communication skill
- understanding teaching contexts
- the nature of professional knowledge
- teacher development, professional development, and supervision
- models and metaphors of teaching.

Education 3508 – Communications Technology and Education

Introduction to some of the ways in which communication technology may be used within the educational system. The course is delivered with a mix of online and face-to-face meetings. This component explores areas such as:

- development of skills for working with technology
- viewing and articulating ways that technology can be used in teaching and learning
- reflective and critical views of technology
- lesson planning for technology integration
- web awareness
- integration with PS I module assignments

A number of software tools will be woven into discussions, exemplars, or assignments. The overall goals for this module are for students to begin to develop skills, knowledge, and a critical perspective for integrating technology effectively into learning and teaching

4. Professional Semester II (PS II)

Professional Semester II is offered in Spring Semester only. The semester begins with on-campus courses followed by 6 weeks of practicum, all of which further develop students' knowledge, skills and attributes in the following areas:

- curriculum and instruction in subject major
- unit planning
- classroom management
- assessment and evaluation
- teaching contexts
- teaching exceptional learners
- professional development
- teaching in subject major
- the teaching profession

A. Course Descriptions

Education 3600 – Professional Semester II Practicum

Student Teachers are assigned to schools for approximately six weeks (150 hours) teaching experience in a subject-related practicum. Teaching time is defined as lessons or units planned and taught by the Student Teacher. Student Teachers assume approximately ½ of his or her Teacher Associate's teaching load during the first week, moving to approximately 2/3 of a teaching load for most of the remainder of the practicum. At some point, the Student Teacher should teach full-time for a shorter period (3 – 5 days), if appropriate. When not teaching, Student Teachers actively assist and observe their Teacher Associates.

Note: To effectively integrate theory with practice, Student Teachers may also be required to complete assignments for on-campus courses that are directly related to practicum experiences.

Education 3601 – Principles of Curriculum and Instruction for Majors

The relationship of content and teaching strategies in specific subject majors. For Modern Languages majors, the language of instruction may be French.

Education 3602 – The Educational Psychology of Exceptional Learners

An introduction to the characteristics of children with special needs, including issues and problems facing educators.

Education 3603 – Social Context of Schooling

Social and cultural influences and issues affecting learning, teaching and the process of schooling.

Education 3604 – Evaluation of Student Learning

Evaluation of student learning, emphasizing data gathering, summarizing and interpreting data and use of the results to improve curriculum, teaching and guidance.

5. Professional Semester III (PS III)

The purpose of Professional Semester III is to give students a transitional teaching experience in preparation for a position as a teacher. PS III consists of an internship, academic study, professional development, and preparation of a showcase portfolio. Academic study may occur on or off campus and is coordinated by the University Consultant in collaboration with Interns and school personnel. Intern Teachers are assigned to schools for the semester, during which time they assume responsibility for approximately one half of a Teacher Mentor's work assignment. PS III operates for approximately 12 to 17 weeks in either the Fall semester (from the opening of the school year to the Christmas vacation), or in the Spring semester (January to April).

Students are urged to complete a Program/Graduation Check and/or consult with the Student Program Services office, prior to their enrollment in PS III.

The Faculty of Education offers the following Professional Semesters III courses:

Education 4571	Elementary Education Internship (Spring only)
Education 4572	Secondary Education Internship (Fall only)
Education 4573	Special Focus Internship (Series)

Special Focus areas:

- Career Education (Fall or Spring)
- Early Childhood Education (Fall only)
- International Education (Fall or Spring)
- Native Education (Fall only)

Specializations:

- Special/Inclusive Education Specialization (Spring only)
- Technology in Education Specialization (Fall – Secondary or Spring - Elementary)

Education 4574	Internship in Art **or** Drama (Fall only)
Education 4575	Internship in Music (Fall only)

A. Course Descriptions

Professional Semester III Course Descriptions

All PSIII internships are integrated five-course equivalent semesters consisting of two components: a half-time teaching internship in a school placement; and engagement in professional study under the direction of a University Consultant, including reflective practice, exploration and discussion of selected topics and professional portfolio development. Students are assigned to schools full time.

Education 4571 (Spring only)
Students will complete an internship in an elementary (K-6) school placement.

Education 4572 (Fall only)
Students will complete an internship in a secondary (7-12) school placement.

> ***Note**: In extenuating circumstances, an out-of sequence request may be considered for either of the above. Contact Student Program Services outlining your situation. Your case will be reviewed by the Assistant Dean, Field Experiences; you will be notified in writing of the decision.

Education 4573
Students are assigned to an elementary or secondary school placement with primary responsibility for one of the following areas: Career and Technology Studies (CTS), Career Education, Early Childhood Education (Fall only), International Education, or Native Education (Fall only). Specialization include Special/Inclusive Education (Spring only), or Technology in Education.

To complete a Special Focus Internship, the student must:

- Complete the Submit an '*Application for Specialization/Special Focus PS III'* form to Student Program Services (TH421) by the same due date as the 'PS III Student Information' form. This deadline date is determined each semester by Field Experiences and students will be notified accordingly.
- The student will be notified in writing of the decision by Student Program Services.
- A copy of the decision will be forwarded to the Assistant Dean, Field Experiences, so that an appropriate placement can be made.

***Note:** Students must complete the prerequisite course(s) *prior* to the Internship.

Education 4574 (Fall only)
Students are assigned to an elementary or secondary school placement with primary responsibility for teaching art or dramatic arts.

Education 4575 (Fall only)
Students are assigned to an elementary or secondary school placement with primary responsibility for teaching music.

***Note:** Students in the Combined Degrees B.F.A. (Art)/B.Ed., B.F.A. (Drama)/B.Ed. or B.Mus./B.Ed., **must** select Education 4574/4575 for Professional Semester III.

Students in the Combined Degrees B.A./B.Ed., or B.Ed./AD with majors in Art, Drama or Music may select any of Education 4571-4575.

B. Accommodation and Travel

Students should be aware that PS III is in a school setting for a full university semester. Students are responsible for their own accommodations and/or travel expenses.

C. Placement Location

Placement planning for PSIII is the responsibility of Field Experiences. Students are **not** to contact teachers or school administrators, or interfere in the placement process in any way.

Note:

- Intern Teachers are normally placed in Zone 6.
- Students will not be placed in schools where family members are students, teachers, or administrators, since there is a potential conflict of interest.
- Students will complete only one practicum in any specific school.
- Students will not be placed in the school from which they graduated.

Out of Zone Placements:

- Out-of-Zone placements for PSIII may be considered. Approval is primarily based on performance in PSI and II (including both practica and on-campus courses). Students who have encountered difficulties in either will not be eligible.
- Complete the '*Request for PS III Out-of-Zone*' form and submit to Field Experiences along with required documentation by January 15 for PS III in Fall, or August 31 for PS III in Spring.
- Students require Field Experiences approval.
- Unique professional development opportunities will be taken into account when placements are made. Special Focus placements may be considered out-of-zone; however, additional approval of the supervising faculty member is required.
- Some Specializations are generally not permitted outside of Zone 6.

D. International Placements

Placement planning for PS III is the responsibility of Field Experiences. Students are not to contact teachers or school administrators, or interfere in the placement process in any way.

Students intending on completing PS III with an International Focus must register in Education 4573 Special Focus Internship: International Education. These students must complete a specified Education course prior to the internship *(see University Calendar Part 14 – Courses).*

In some cases, students may complete PS III Secondary (4572) or Elementary (4571) in an international setting.

An international practicum placement is inherently risky and consists of many circumstances that are beyond the University's ability to reasonably control. In addition, international travel involves the use of independent service providers (travel agents, airlines, accommodations, food services, medical treatment, etc.) whose acts or omissions for which the University of Lethbridge cannot be reasonably held responsible.

The University requires students who are approved to participate in an international practica to attend a mandatory International Travel Risk Orientation session offered through the Campus Safety Office. Field Experiences will notify the Risk and Insurance Advisor in the Campus Safety Office of confirmed international student placements for each semester and will advise those students of the availability International Travel Risk Orientation sessions. This process should take place a sufficient amount of time in advance of the practicum in order that the student has time to evaluate the risks and determine whether or not to participate.

In accordance with the University of Lethbridge guidelines for the administration of waivers, students approved for and who have had an International internship placement confirmed must also sign a waiver administered by the Risk and Insurance Advisor. In signing the waiver, a participant willingly assumes the risks associated with the location of the placement and with international travel and gives up the right to sue the University of Lethbridge if adverse consequences result.

6. Graduation, Certification, Salary Evaluation

This section contains information on graduation, certification and salary evaluation. To assist students in attending to the final details of their academic career we have prepared a student checklist (see Appendix G). The checklist provides them with the tasks to be completed as well as the timeline to begin work or complete the tasks.

A. Graduation Information

Students **do not** automatically receive their degree(s). Application for graduation must be submitted online through The Bridge.

Students must apply for graduation before the deadlines below. There are only two convocation ceremonies every year, but students may apply to graduate in the Fall, Spring or Summer.

Fall Graduation (Spring Convocation)	November 1
Spring Graduation (Spring Convocation)	March 1
Summer Graduation (Fall Convocation)	August 1

Great Distinction/Distinction Graduation Designation

The designation '**Great Distinction**' is based on:

- An **admission** GPA of at least 3.00.
- A GPA of 3.80 or higher on all graded university courses taken after admission to the Faculty of Education.
- A candidate meeting the above criteria and judged to be **an excellent prospect for teaching** as determined by the Undergraduate Student Program Committee based on the evaluation of the PS II practicum and PS III internship.

The designation '**Distinction**' is based on:

- An **admission** GPA of at least 3.00.
- A GPA of 3.60 or higher on all graded university courses taken after admission to the Faculty of Education.
- A candidate meeting the above criteria and judged to be **an excellent prospect for teaching** as determined by the Undergraduate Student Program Committee based on the evaluation of the PS II practicum and PS III internship.

Gold Medals

Two Gold Medals are awarded to students in the Faculty of Education at the Spring convocation.

- The **Faculty of Education Gold Medal** is awarded to the student graduating with Great Distinction or Distinction, who achieves the highest GPA on all course work completed after admission to the Faculty of Education.
- The **William Aberhart Gold Medal** is awarded to the student who has shown the highest academic and general (student practicum) proficiency after admission to the Faculty of Education.

B. Interim Certification Information

To teach in the province of Alberta, graduates must be certified by Alberta Education. Once the student has met all degree requirements, Student Program Services sends the Dean's Recommendation for Interim Certification to Alberta Education and to Teacher Qualifications Services of the Alberta Teachers' Association. The Dean's list is prepared after official marks have been received for each semester (Fall, Spring, and Summer), and degrees have been approved by Education Faculty Council and the appropriate other Faculty Councils in the case of Combined Degrees.

Read instructions, and apply for Interim Certification on line at:
https://education.alberta.ca/topic-search/?searchQuery=teacher%20certification

Restrictions on Eligibility for Certification

1. Only Canadian Citizens or permanent residents will be issued a Teaching Certificate by Alberta Education.

2. Except where the Minister of Education decides otherwise, the Registrar for Alberta Education may refuse to issue, re-issue or extend an interim professional certificate to:
    - A person who has been convicted of an indictable offense in Canada or an equivalent conviction in a jurisdiction outside Canada.
    - A person who the Registrar (Alberta Education) has reason to believe should not be issued a certificate.

Applications for a teaching certificate shall be directed to the Registrar (Alberta Education). As part of the application process, applicants will be asked whether they possess a criminal conviction. If the response is yes, the nature of the conviction and when and where they were convicted must be detailed.

The Registrar (Alberta Education) shall refuse to issue a teaching certificate to any applicant possessing an indictable criminal conviction. The Registrar (Alberta Education) may refuse to issue a teaching certificate to an applicant possessing a criminal conviction of a nature deemed unsuitable for teaching children or for any other reason. Applicants should be aware that holding a pardon for a criminal offense does not necessarily assure their eligibility for issuance of an Alberta Teaching Certificate.

For additional information, contact the Registrar, Teacher Certification and Development Branch of Alberta Education at 403-310-0000 (Alberta Government Rite#) and dial 780-427-2045.

C. Salary Evaluation Information

Any graduate wishing to teach in Alberta must be evaluated for salary purposes by the Teacher Qualification Services of the Alberta Teachers' Association. The student is required to:

- Read instructions, and download a Salary Evaluation Application Form from: Teacher Qualifications Service (TQS) Application Form and Guide Book
- Complete and send the Form with the appropriate fee to Teacher Qualifications Service, the Alberta Teachers' Association (ATA) during your last semester of university.
- Submit a Transcript Request (via the Bridge) during your final semester requesting a copy be sent to Teacher Qualifications Service (TQS). This should be done about one month before the end of the semester. Be sure to indicate 'Hold for final results from' on your request.
- If applicable, request copies of transcripts from any other post-secondary institutions you have attended, to be sent to TQS. A transcript from one institution covering study at another institution (i.e., transfer credit) is not sufficient for evaluation purposes.
- Request a copy of your high school transcripts to be sent to TQS only if you attended high school outside of Alberta.

7. Securing Employment

This section contains information on how to apply for teaching positions.

You can start applying for teaching positions when you are in your final semester of study. Please note that not every school district/agency has the same criteria for applying. You will want to do your research on the school boards that you are interested in. There are a number of websites and avenues to apply for jobs.

On-Campus Interviews

School Districts/Agencies (including International agencies) often contact Student Program Services to conduct on-campus interviews. Information on upcoming interviews is sent to current Education students via email.

Job Postings and Application Forms for School Boards

Most school boards/agencies post employment opportunities on their website. A listing of the Alberta School Jurisdiction List can be found on the Alberta School Boards Association website:
http://www.asba.ab.ca/about-asba/people/school-boards/

Education Canada is another on-line resource where some school boards post opportunities.
http://www.educationcanada.com/

Apply to Education is another website that have job postings. Many of the zone 6 school boards use this site:
http://applytoeducation.com/

Resume/Cover Letter Assistance

The Student Program Services office will provide basic assistance to students wanting feedback on writing resumes and cover letters. See Appendix H and I for suggestions on resume and cover letter formats.

Appendix A: Expectations by Practica

EDUC 2500	EDUC 3500 (PS I)	EDUC 3600 (PS II)	EDUC 457X (PS III)
Description			
• Orientation to teaching	• General teaching	• Subject major teaching	• Introduction to first year teaching
Developmental Focus			
• Assist teacher with learning activities	• Plan and teach lessons and sequences of lessons • Evaluation of student learning (lesson focus)	• Plan and teach organized units of instruction • Competence in subject area • Evaluate student learning (unit focus)	• Engages in all teaching and teaching related activities • ½ time teaching assignment • Long range, unit, and lesson planning • Long range assessment of student learning
Course Background Concurrent to Practicum			
• 39 hours of seminars • Pedagogy • Ethics • Contexts of education and teaching	• Curriculum and Instruction (generic) • Evaluation of Learning • Language in Education • Educational Psychology • Teaching Seminar • Communications Technology	• Curriculum and Instruction (in major area) • Psychology of Exceptional Learners • Social Context of Schooling • Evaluation of Student Learning	• May include a seminar series on educational issues, including professional inquiry
Student / Intern Teacher Teaching Responsibilities			
• Observe and assist • May engage in minimal planning under Teacher Associate guidance	• 5 weeks practicum • 1/3 time assisting • 1/3 time teaching • 1/3 time • observing/planning • Written lesson plans for all lessons taught • May teach from plans prepared with/by Teacher Associate • Plans for informal evaluation	• 6 week practicum • 2/3 time teaching • 1/3 time assisting • If appropriate, progress to 3-5 days of full time teaching • Written lesson and unit plans, including assessment and evaluation components • Plan, conduct, and research evaluation of pupil work	• Approximately ½ time teaching assignment • Engage in all professional school activities including district and site- based professional development days, Teachers' Convention • All levels of planning • Unit and long-range plans prepared in advance of internship • Individual Professional Growth Plan (TPGP) • Professional inquiry Project • Completes the Descriptive Report Section of the Final Report
Professional Portfolio Expectations			
• Orientation to Portfolio Development	• Begin to develop • Goals • Personal and professional attributes • Record of progress with evidence	• Continue to develop • Goals • Personal and professional attributes • Record of progress with evidence	• Develop Professional Portfolio • Present to Mentor, Administrator and/or University Consultant (ideally in final Intern-led conference)

Appendix A: Expectations by Practica (cont'd)

EDUC 2500	EDUC 3500 (PS I)	EDUC 3600 (PS II)	EDUC 457X (PS III)
Teacher Mentor/Associate Expectations			
• Direction to Student Teacher • Communication with University Consultant • Evaluation of Student Teacher • Final evaluation with University Consultant	• Observation of most lessons taught • On-going assessment and coaching • Regular supervision and written feedback of at least one lesson daily • Final evaluation with University Consultant	• Observation of most lessons taught • On-going assessment and coaching • Regular supervision and written feedback of at least one lesson daily • Final evaluation with University Consultant	• Interact as knowledgeable, supportive, experienced colleague and coach • Actively monitors Intern based on classroom observations • Completes the Teacher Mentor section of the Final Report
Evaluation of Teaching Performance			
• Self-evaluation and reflective practice • Checklist completed by Teacher Associate • Final evaluation form completed by Teacher Associate in consultation with University Consultant	• Self-evaluation and reflective practice • Collaborative process including: • Formative and Summative Assessment by Teacher Associate and University Consultant • Professional Portfolio development	• Collaborative process including: • Self-evaluation and reflective practice • Formative and Summative Assessment by Teacher Associate and University Consultant • Professional Portfolio development	• INTERN • Self-evaluation using the Formative Evaluation form • Contributes to Final Descriptive Report (based on KSA criteria) • Intern-led final conference ADMINISTRATOR • Supervision and classroom observation consistent with transition to first year teaching (based on the Teaching Quality Standard) • Contribute to Final Report (based on KSA criteria) • TEACHER MENTOR • Reviews goals set by Intern Teacher • Provides feedback on professional development project and portfolio • Provides guidance based on classroom observation • Contributes to final Report (based on KSA criteria) • UNIVERSITY CONSULTANT • Reviews goals set by Intern Teacher • Provides feedback on professional development project and portfolio • Provides guidance based on classroom observation(s) • Contributes to Final Report (based n KSA criteria) • Assigns grade of Pass or Fail

APPENDIX B:
Faculty of Education Standards of Professional Conduct

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its students' freedom of thought, belief, opinion, and expression. As a professional Faculty, the Faculty of Education is committed to assisting students to become professionals. The Faculty, then, has the dual responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviors students are expected to develop and demonstrate during field experience components and field related courses within the teacher education program. Appropriate demonstration of these professional standards will be judged by on-campus instructors and school personnel.

- The student acts in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, physical characteristics, age, ancestry, or place of origin.
- The student treats pupils, peers, school personnel, and faculty members with dignity and respect and is considerate of their circumstances.
- The student acts in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable.
- Recognizing that attendance in practicum courses and Professional Semesters is a professional responsibility, students apprise appropriate personnel at the University and/or school in advance of unavoidable absences.
- The student demonstrates empathy for others by showing concern for and understanding of others' feelings and/or ideas.
- The student responds to feedback by listening to, evaluating, and responding to suggestions.
- The student maintains positive interpersonal relationships with peers, faculty, school personnel, and pupils, by contributing, cooperating, participating, and working with others in a flexible and adaptable way.
- The student shows enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.
- The student shows maturity and judgment.
- The student demonstrates a commitment to teaching through interest in learning about teaching, consulting, questioning, reading, and discussion.
- The student criticizes (verbally or in writing) the professional competence or professional reputation of others only in confidence to proper officials and only after the other person has been informed of the criticism.
- The student respects the confidentiality of information about pupils, peers, school personnel, or faculty, received in confidence or in the course of professional duties.
- The student acts in a manner which maintains the honor and dignity of the profession and the University of Lethbridge.
- The student does not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession.

In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by The Alberta Teachers' Association, Alberta Education, and School Jurisdictions.

APPENDIX C:
Alberta Teachers' Association Code of Professional Conduct

The Code of Professional Conduct stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of unprofessional conduct under the bylaws of the Association.

In relation to pupils

- The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.
- The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs, and evaluating progress of pupils.
- The teacher may not delegate these responsibilities to any person who is not a teacher.
- The teacher may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher supervises and directs such activity.
- The teacher treats pupils with dignity and respect and is considerate of their circumstances.
- The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.
- The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.
- The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities

- The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.
- The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.
- The teacher provides as much notice as possible for a decision to terminate employment.
- The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

APPENDIX C:
Alberta Teachers' Association Code of Professional Conduct (cont'd)

In relation to colleagues:

- The teacher does not undermine the confidence of pupils in other teachers.
- The teacher criticized the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 24 of the Teaching Profession Act.
- The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report, subject only to section 24 of the Teaching Profession Act.
- The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.
- The teacher recognized the duty to protest through proper channels administrative policies and practices which the teacher cannot in conscience accept; and further recognized that if administration by consent fails, the administrator must adopt a position of authority.
- The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In relation to the profession

- The teacher acts in a manner which maintains the honor and dignity of the profession.
- The teacher does not engage in activities which adversely affect the quality of the teacher's professional service.
- The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.
- The teacher makes representations on behalf of the Association or members thereof only when authorized.
- The teacher accepts that service to the Association is a professional responsibility.

Approved by the 2004 Annual Representative Assembly pursuant to the Teaching Profession Act. Please note:

- Items 13 and 14 of the Code of Professional Conduct do not pertain to reporting to the Association on the possible unprofessional conduct of another member.
- The Teaching Profession Act, section 24 (3), requires members to report forthwith to the executive secretary on the unprofessional conduct of another member.

APPENDIX D:
Knowledge, Skills and Attributes for Interim Certification

The Teaching Quality Standard shall apply to teacher certification, professional development, supervision and evaluation, and is supported by descriptors of selected knowledge, skills and attributes (KSAs) appropriate to teachers at different stages of their careers.

Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

Descriptors of Knowledge, Skills and Attributes Related to Interim Certification

Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

a) contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;
f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;
g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

APPENDIX D:
Knowledge, Skills and Attributes for Interim Certification (cont'd)

h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;
i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;
j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;
k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyze the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;
l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;
m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;
n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;
o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;
p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and
q) they are expected to achieve the Teaching Quality Standard.

KSAs developed by Alberta Education, 1997

APPENDIX E:
Non-Academic Standards

The student will demonstrate to adults and children:

- **Empathy**: as concern for the welfare of others – the ability to care beyond oneself;
- **Acceptance and Respect**: of individual differences, i.e., looks, attitudes, life styles, view points;
- **Ability to Listen**: with understanding and supportive feedback;
- **A Positive Attitude**: expect the best from others;
- **Continued Personal Growth and Development**: by admitting deficiencies, correcting fallacies, and acquiring new knowledge;
- **Freedom from Prejudice and Discrimination**: by supporting and valuing cultural heritage;
- **Flexibility and Adaptability**: as needed to approach a situation in a new way according to the moment's criteria;
- **Imagination and Creativity**: by escaping from rigidity, structures, and the hum-drum;
- **Enthusiasm**: as a positive model stimulating active involvement and participation;
- **Patience**: to accept the myriad frustrations of a teacher's and student's day;
- **Intuitiveness and Sensitivity**: as felt response to unspoken needs;
- **Poise and Self-Confidence**: as a sense of fair play and justice; treating each person according to his/her needs; and
- **Cooperation, Reliability, and Dependability**: by demonstrating individual initiative.

APPENDIX F:
Expectations on Teacher Orientation Day

The following checklist will help Student Teachers make the most of Orientation Day:

Preparation

- dress professionally
- arrive thirty minutes early
- report to principal's office

School Personnel

- meet administration, other teachers of same grade, teacher assistants, school secretary
- establish telephone and message routines with your Teacher Associate (email addresses, cell phone and other as appropriate).

School Facilities

- staff room location and routines (lunch, coffee-fund)
- washroom location
- library/resource centre routines (media equipment, technology equipment, photo-copier, fax, internet-e- mail)
- login processes for Course Management software and other password protected school technology
- parking regulations
- materials and supplies availability
- first aid/sick room locations

School Routines

- schedule of classes and bells
- time of teacher arrival and leaving
- schedule of special events
- discipline policies and behaviour expectations
- dress code
- student supervision (gym, playground, lunchroom)
- co-curricular activities participation expectations
- emergency procedures (fire evacuation, lock downs, etc.)

Classroom

- class schedule – ask Teacher Associate for a copy
- seating plan/name tags – learn a few names
- student alerts/medical/custodial – ask if these apply to your classes
- management routines and policies – observe Teacher Associate
- location of resources and supplies – what are routines for storing etc.
- space for Student Teacher desk/table – where will you sit?

Curriculum and Instruction

- review of ongoing studies/topics/projects – students and Teacher Associate can explain to you.
- overview of initial teaching expectations – what will you teach?
- supply of Program of Studies, teaching resources etc. – can you share with Teacher Associate?
- review of program modifications for special needs students – ask Teacher Associate and observe closely.

Communication

- review of professional portfolio (goals and personal attributes) with Teacher Associate.
- time for planning, feedback, and assessment conferences – plan daily time with Teacher Associate
- procedures regarding absence – how to notify Teacher Associate and school.

APPENDIX G:
Preparing for Graduation

Timeline

PSII	❑ **B.Ed. Program Check** • Program Check Request forms are handed out at PS II Orientation. Also available in Student Program Services • Advisor will check B.Ed. graduation requirements
Deadlines for Graduation Spring: **March 1** Summer: **August 1** Fall: **November 1**	❑ **Application for Graduation (Fee Required)** • Apply online through *The Bridge. Go to 'Registrar's Office and Student Services,' then 'Graduation.' • *Note: Please ensure that you are applying for the *correct* semester of completion. If you are completing program requirements in the Fall (December), your convocation will take place in May/June. • Please contact Student Program Services if you have questions about the graduation process.
Two months prior to final semester completion	❑ **Apply for Alberta Teacher Certification (Fee Required)** • Forms available online: https://education.alberta.ca/applying-for-teacher-certification-the-guide/steps-to-apply-for-teacher-certification/ • Students are responsible for applying to Certification ❑ **Apply for Salary Evaluation (TQS) (Fee Required)** • Forms available online: https://education.alberta.ca/teaching-in-alberta-what-you-need-to-know/the-teaching-profession/everyone/teacher-qualifications-services-link/ • Check The Bridge to ensure that final grades are posted on your transcript and then request an electronic copy to be sent to TQS.
PS II and PS III Semester	❑ **Resume Package** • Although not a graduation requirement, students should be thinking of their resume/employment package while commencing their program. • Select teachers/faculty for letters of reference to a maximum of 4. • Request transcripts from all post-secondary schools • Prepare resume (suggested 2 or 3 pages maximum) and update as needed. • Prepare a personalized cover letter for each application mail out. A generic cover letter is not recommended. • Include application with each package. Documents to include in application package: cover letter, resume, transcripts, all Professional Semester reports • (i.e. PS III Final report), reference letters, and any additional items as outlined by the employer. Keep the package professional and formal.
Final Semester	❑ **Job Search** • Please see Section 7. Securing Employment, page 34.

APPENDIX H:
Resume Format

Name

Address (Current and Permanent)
Phone Number (Current and Permanent)

Education

- Begin with most recent
- Use point form
- Give specifics, regarding institution, dates of attendance, degree, diploma, certificate received, major area of study

Teaching Experience

- Begin with the most recent (PS III, PS II, PS I, Ed. 2500)
- Include school, supervising teacher, grades, subjects, other relevant information (i.e., coaching, Christmas concert)

Related Teaching Experience

- Workshops/seminars/non-credit course
- Use point form
- Give specifics regarding place, date, topic

Work History

- Begin with most recent
- Use point form
- Give specifics regarding employer, dates of employment, supervisor's name, your position, brief description of your duties/responsibilities

Personal Information

- Use point form
- List interests/activities
- Give specifics regarding any pertinent personal information

References
List the name, address, phone number(s), and position held for each reference. Make sure to contact the references to obtain permission to use their name in the resume prior to doing so.

NOTE: Information is not required to be given regarding age, gender, marital status, race, religion, social insurance number, or membership in clubs that might indicate race or religious beliefs. The exception to this is personnel from the Roman Catholic Separate School District, who may ask questions specific to religious beliefs.

Suggestions Regarding Resumes:

- A resume should be well organized and follow the order as set out above.
- It should be brief but complete (2 to 3 pages maximum).
- Remember that a resume will give a prospective employer a first impression of you.

APPENDIX I:
Cover Letters

Cover letters should accompany application forms and resumes. They are a business-like way of introducing a resume or application form when applying for a job. A cover letter will create that all-important first impression of qualifications. To be successful, cover letters must do five things:

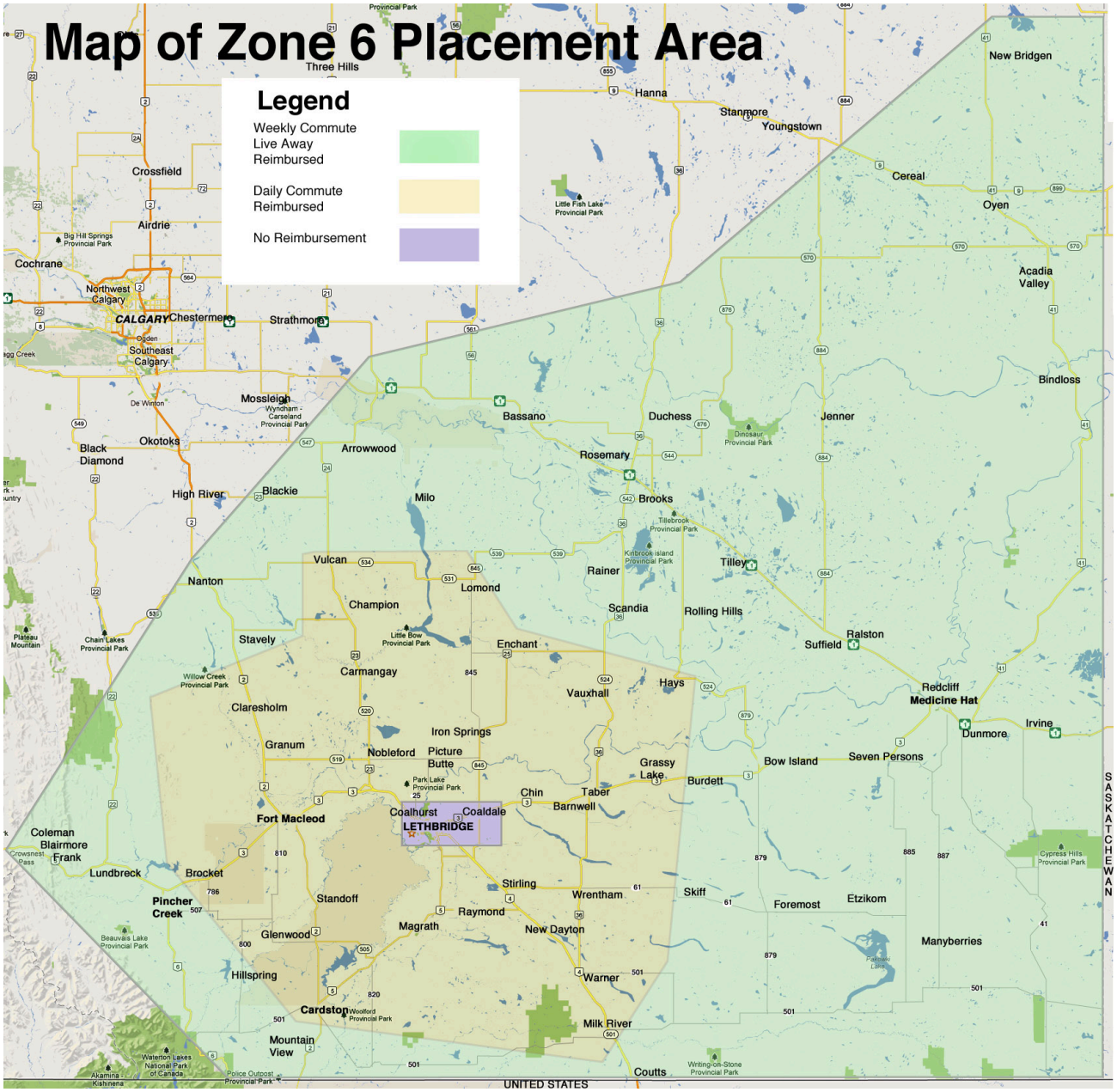
1. Capture the employer's attention and keep it,
2. Appeal to the employer's interest and needs,
3. Highlight skills, experiences, and accomplishments,
4. Provide information that is relevant to the specific job,
5. Convince the employer to read the resume or application form.

Tips for Writing Cover Letters

- Make it brief and to the point. Use a short, standard business-style letter. Use simple and direct language.
- Link to the employer by naming references if possible (for example, Joe Advise suggested I write to you). If responding to a newspaper advertisement, refer to the ad. Show awareness of the types of things the district is doing and its objectives.
- The letter should reflect personality. However, be careful to avoid appearing pushy, overbearing, or too familiar. This is a business letter, so humor is generally out of place here.
- Tailor the letter to the requirements of the job. It must show how the skills you have relate to this particular employer's needs. Photocopies and form letters are not acceptable.
- Stress the benefits the employer will have from hiring you and how you think you will benefit by becoming a part of the school. It's important to anticipate the reader's questions and give the answers.
- Mention that you are available at the employer's convenience for a job interview or to discuss opportunities. Provide a telephone number where you can be reached during the day.
- Check the letter carefully for any spelling, punctuation, grammar, or typing errors. Ask someone else to check it as well.
- Sign the letter. When submitting a cover letter by e-mail, be sure to include a signature as well.

NOTE: Update your voice mail message and email address to reflect professionalism and maturity.

APPENDIX J:
Map of Zone 6



APPENDIX K:
Attendance Policy

For Students Participating in University Sanctioned Activities Professional Semester I, II, and III.

Preamble

The Faculty of Education recognized opportunities afforded students who participate in university-sanctioned activities such as athletics* or fine arts**. While all effort will be to accommodate the schedules of students involved in these endeavors, such demands cannot compromise the integrity of the Faculty of Education program.

Participants

This policy refers to University of Lethbridge sanctioned participation. Students who are involved in out-of-sequence coursework, community or other public performances, coaching, or non-sanctioned athletics will be governed by standard Faculty of Education attendance policy. That is, students are required to attend all classes and activities on campus as well as fulfill all before and after school practicum responsibilities.

Guidelines

Permission may only be granted to miss class or practicum time for participation in regular competition, dress rehearsals, or performances. Students will not be excused from class or practicum for team practices, rehearsal, or other such preparatory activities. Pre- season and exhibition competition will also be considered lower priority.

It is the student's responsibility to discuss, with the appropriate faculty members, conflicts between classes/practicum and scheduled competitions or performances. This should be done as soon as a schedule of sanctioned activities has been confirmed.

After considering the overall impact of the schedule on the student's attendance, faculty members will come to a reasonable agreement regarding absences. It is the responsibility of the student to complete all work, activities, and materials missed during the absence.

While all efforts will be made to reach a reasonable compromise, the instructor or teacher associate is NOT obligated to excuse a student if doing so would unduly compromise the student's academic success.

* Varsity sports teams that are funded by the University and participate in the C.I.S.

** Music ensembles are not required during Professional Semesters. Students may not receive credit for participation in ensembles during PSI, II, or III without written permission from the Assistant Dean of Student Program Services. Students may not receive credit for participation in Theatre and Dramatic Arts productions during PSI, II, or III without written permission from the Assistant Dean of Student Program Services.

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