



Lakehead
UNIVERSITY

Faculty of
Education

Academic Program Guide

2026-2027



EXCEPTIONAL.
UNCONVENTIONAL.



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The Faculty of Education is dedicated to excellence, innovation, and diversity. We integrate the academic and the professional in our research, undergraduate, graduate, and professional development programs. We recognize our commitment to Northwestern Ontario, Simcoe County, and Indigenous peoples. Our Faculty collaborates closely with schools, school boards, and the community to inform and advance developments in education. The strengths of our people and our natural environment provide outstanding and unique educational opportunities. Our goal is to educate teacher candidates who are recognized for their leadership, commitment to social justice, and the very best in teaching and learning.

INTRODUCTION

This *Guide* outlines the Professional Program for teacher education. It supplements the [Faculty of Education website](#), [Department of Undergraduate Studies in Education](#), and the Practicum Guide and other resources found on the [About Teaching Practicums](#) website.

The Faculty of Education is deeply indebted to the Associate Teachers (ATs) who invite Teacher Candidates (TCs) into their classrooms and provide them with enriched teaching and learning experiences, and to all the principals, administrative teams, and school board placement officers who help make this program possible.

GUIDING PRINCIPLES

We believe that:

- all interactions must be characterized by dignity and respect for the individual
- governance must be open and transparent
- meaningful partnerships with schools and school boards are integral to our success
- the community, especially the professional community, must be welcomed and encouraged to participate in fulfilling our mandate
- all major decisions must support teaching, learning, and research
- academic programs must be designed to capitalize on our strengths and competitiveness
- high expectations result in enhancing teaching, learning, and research
- individual differences among faculty members and staff are expected and all contributions valued
- teacher candidates are partners in their own education with all the rights, privileges, and obligations a partnership entails; and that
- our development, individually and collectively, is a continuous process.

PROGRAM OVERVIEW

The Faculty of Education, Lakehead University is dedicated to the preparation of teachers who are independent, competent, and reflective professionals.

All Bachelor of Education programs at Lakehead University culminate in a common Professional Program. Professional Program courses, including *EDUC 4398* and *4498: Student Teaching in the Professional Program*, are interrelated components of the program. Course work provides preparation for the placement and an opportunity to reflect on placement experiences. TCs are encouraged to use course assignments as preparation for student teaching whenever possible.

TCs are responsible for meeting the Professional Program requirements for graduation to be eligible for certification.

Eligibility for Placement

TCs are required to demonstrate good academic standing in all mandatory courses, in attendance, and in the [Essential Skills](#) to be eligible for placement. For more details, see the Practicum Guide on the [About Teaching Practicums](#) website. TCs who do not demonstrate good academic standing in all courses and/or proficiency in the language of instruction may have their placement deferred; this will also result in a fee for a deferred practicum (\$500).

Program Format

The instructional format has three components for all TCs: (A) common core, (B) specific programming for the specific level, and (C) a variety of electives.

COMMON CORE COURSES

The common core courses for all TCs are integrated with the practicum component to address each of five program orientations: i) comprehensive professional content knowledge, ii) curriculum and instruction, iii) integration of theory and practice, iv) ethical foundations of social justice, and v) appreciation of the profession.

All TCs in all programs (P/J and I/S) must successfully complete the common core courses listed below.

Course	Course Title	FCEs
EDUC 4350	Planning, Evaluation, & Classroom Management Part 1	0.50
EDUC 4351	Educational Psychology & Inclusive Education Part 1	0.50
EDUC 4353	Social Difference in Education	0.50
EDUC 4359	Gakinoomaagewin in Education	0.50
EDUC 4371	The Practice of Inclusive Education	0.25
EDUC 4398	Student Teaching Part 1	0.50
EDUC 4370	Classroom Management Part 2	0.25
EDUC 4373	Professional Practice	0.50
EDUC 4374	Environmental Education	0.50

EDUC 4375	Democracy & Education	0.50
EDUC 4498	Student Teaching Part 2	0.50
	Total	5.00

FCE = full course equivalent (72 hours of instruction)

Note: EDUC 4350 & 4398, 4370 & 4498 are linked; therefore, you must register in the same section for these courses (e.g., 4350YA & 4398YA).

[Lakehead University Calendar](#) official Education course descriptions:

a) Integrated Theory with Practice (EDUC 4350 & 4398, 4370 & 4498)

Courses in the common core have been linked to the placement component to integrate theory with practice. Programming is designed to capitalize on linking theory and practice. Most instructors are experienced teachers; many also have had administrative experience. The combination of Student Teaching in the Professional Program (EDUC 4398 & 4498) and Planning, Evaluation & Classroom Management (EDUC 4350 & 4370) prepares TCs for the placements and assists TCs in acquiring the skills and knowledge needed to deconstruct the placement experience. The faculty advisor (FA) is in constant communication with the TCs during their placement using Desire2Learn (D2L) learning management system. Visits by the FA to local schools may be requested by the FA, the associate teacher (AT), the school principal, or the TC.

b) EDUC 4351: Educational Psychology & Inclusive Education Part 1

This course provides TCs with an introduction to the study of child growth and development, the learning process, and their implications for the work of the classroom teacher.

c) EDUC 4353 Social Difference in Education

TCs consider issues of power, privilege, oppression, and how social differences such as race, ethnicity, class, gender, sexuality, size, and ability make a difference in how, what, and by whom education occurs in schools.

d) EDUC 4359: Gakinoomaagewin in Education

All TCs must take EDUC 4359 Gakinoomaagewin in Education, to ensure that they are exposed to issues of equity and cultural differences as a part of their professional preparation.

e) EDUC 4371: The Practice of Inclusive Education

This course is a continuation on the topic of exceptionalities from a practical perspective.

f) EDUC 4373 Professional Practice

An examination of the legal foundations of publicly funded education in Ontario and the application of professional ethics to teaching, as well as a presentation of Professional Learning Communities (PLC) and how they work to collaboratively assess data to guide efforts at improving practice and student outcomes.

g) EDUC 4374 Environmental Education

This course critically examines current environmental education research, theory, policy, curriculum, and practice, as well as constraints and possibilities for implementation in Ontario schools.

h) EDUC 4375 Democracy and Education

An introduction to the relationship between democracy and education, and the demands democracy places on education.

i) The Professional Seminars

The Professional Program is intended to ground TCs in basic understanding of the teaching profession. All TCs are required to attend “Professional Seminars,” which provide current information on the workings of the teaching profession. Essential information associated with Ontario College of Teachers (OCT), Ministry initiatives, salary scales, job fairs, and teaching opportunities is communicated through the various elements of the seminar schedule. All seminars contribute equally to TCs’ professional knowledge and play a significant role in professional enculturation.

j) Students Intending to Teach in a Catholic District School Board in Ontario

The circumstances of teaching in publicly funded Catholic boards are similar to, although not identical to, those of the public board system. The Faculty of Education prepares TCs for the publicly funded Catholic school boards in the following way:

EDUC 3510: Religious Education in Catholic District School Boards in Ontario (0.5 FCE Education elective). TCs who intend to complete a placement in a Catholic school board or apply to such boards for future employment may choose to take this elective course and are encouraged to research board hiring eligibility requirements.

Placement in the Catholic School Boards TCs indicate their preference to be placed with a Catholic school board for one or more placements. Some Catholic boards expect that TCs doing a placement with them will be eligible for employment as teachers by a Catholic school board and will therefore expect candidates to teach religion and integrate Catholicity throughout the curriculum.

SPECIFIC DIVISION REQUIREMENTS

Each division has specific program requirements and unique offerings.

Primary /Junior Division

The Primary (K-3) /Junior (4-6) (P/J) instructional format includes preparation for teaching the broad spectrum of subject matter included in the Ontario elementary curriculum. All TCs at the P/J level are required to take:

YEAR 1: P/J Core

Courses	Course Title	FCEs
EDUC 4350	Planning, Evaluation, & Classroom Management Part 1	0.50
EDUC 4351	Educational Psychology & Inclusive Education Part 1	0.50
EDUC 4353	Social Difference in Education	0.50
EDUC 4398	Student Teaching 1	0.50

YEAR 1: P/J Curriculum and Instruction

Courses	Course Title	FCEs
EDUC 0450	PJ Math Competency Exam	0.00
EDUC 4031	C&I Language Part 1	0.50
EDUC 4032	C&I Mathematics Part 1	0.50
EDUC 4033	C&I Science & Technology	0.50
EDUC 4034	C&I Social Studies	0.50
EDUC 4371	The Practice of Inclusive Education	0.25
EDUC 4079	Teaching Kindergarten	0.25

YEAR 1 or YEAR 2: Required Course

EDUC 4359	Gakinoomaagewin in Education	0.50
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YEAR 2: P/J Core

Courses	Course Title	FCEs
EDUC 4370	Classroom Management Part 2	0.25
EDUC 4373	Professional Practice	0.50
EDUC 4374	Environmental Education	0.50
EDUC 4375	Democracy & Education	0.50
EDUC 4498	Student Teaching 2	0.50

YEAR 2: P/J Curriculum and Instruction

Courses	Course Title	FCEs
EDUC 4071	C&I Health & Physical Education	0.50
EDUC 4072	C&I Language Part 2	0.50
*EDUC 4035	C & I Visual Arts	0.25
EDUC 4073	C&I Mathematics Part 2	0.50
EDUC 4074	C&I Music, Dance, and Drama	0.50

*Offered in year one of the Orillia BEd PJ program.

YEAR 2 Elective:

	One Education elective (see below)	0.50
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P/J Education Electives (Not all are offered in each academic year, or are available at both campuses)

Courses	Course Title	FCEs
EDUC 3510	Religious Education	0.50
EDUC 3511	Teaching French as a Second Language	0.50
EDUC 3513	Teaching Internationally	0.50

EDUC 3514	Teaching English Language Learners	0.50
EDUC 3516	Critical Digital Literacy	0.50
EDUC 3517	Teaching Intermediate Mathematics	0.50
EDUC 3519	Mathematics Curriculum for PJ Teaching	0.50
EDUC 3910	Special Topics in Education	0.50
EDUC 3911	Global Citizenship Education: Issues, Expressions and Applications for Teachers	0.50
EDUC 3912	Promoting Mental Health and Wellness in Schools	0.50
EDUC 3913	Teaching Climate Change	0.5
EDUC 3914	Technology and Digital Learning	0.5

Primary/Junior Special Offerings and Requirements

Primary/Junior Mathematics Competency Assessment

EDUC 0450: Primary/Junior Mathematics Competency Assessment (passing to 75% standard is mandatory): Primary/Junior TCs are required to demonstrate mathematics proficiency in Education 0450 (Mathematics Competency Assessment) taken in the Professional Program. Students may write the assessment in September and, if unsuccessful, again in March. TCs must pass the competency assessment at the 75% level to pass Education 0450. Students must pass Education 0450 to complete the BEd Professional Program and be recommended for teacher certification in the Province of Ontario. TCs who do not pass Education 0450 may repeat the course only once, and this must be in the following academic year. A grade of “Pass” or “Fail” will appear on the student transcript at the completion of the course. Students who do not pass the first attempt of Education 0450 in September will be registered for Education 3519, Mathematics Curriculum for Teaching PJ in Year 1. This will be counted as the elective course in the program. See the [Mathematics Competency Assessment](#) website.

Thunder Bay Professional Program Onsite Delivery (PPOD)

This unique school-based schedule unites a “pod,” a group of instructors, teachers, TCs, and learners to combine portions of the BEd Professional Program with practical teaching experiences on-site in cooperating schools. The PPOD registers TCs in a cluster of courses taught by PPOD Instructor(s). PPOD courses (Thunder Bay campus) are taught at the PPOD site on a designated day of the week. See the [PPOD](#) website for details.

PPOD TCs:

- Are responsible for their transportation costs to the PPOD site (all schools are served by public transit, and carpooling is facilitated during the first class).
- Are expected to attend a PPOD school for a maximum of a half-day a week outside of scheduled class times to work with individual learners or classes for literacy or numeracy coaching.
- Are placed at a PPOD site in Thunder Bay for the student teaching placements whenever requested or possible.
- Will have the opportunity to work with both primary and junior level learners.
- Are encouraged to volunteer for additional days; however, this must not interfere with courses taken in the Faculty, or with pre-Professional Program placements in progress in the school.
- Must obtain [Vulnerable Sector Check \(VSC\) documentation](#).

The specific requirements for each PPOD will vary according to the course outlines distributed by the PPOD instructors in September. The site for the PPOD may change from one year to the next.

Intermediate/Senior Division

The Professional Program for Intermediate (7-10) /Senior (11-12) (I/S) TCs includes preparation for teaching subject matter included in the Ontario secondary curriculum. In addition to the core, I/S candidates must take the courses listed below:

YEAR 1: I/S Core

Courses	Course Title	FCEs
EDUC 4350	Planning, Evaluation, & Classroom Management Part 1	0.50
EDUC 4351	Educational Psychology & Inclusive Education Part 1	0.50
EDUC 4354	Literacy & Learning in the I/S Curriculum	0.50
EDUC 4355	Effective Intermediate Teaching	0.50
EDUC 4398	Student Teaching 1	0.50

YEAR 1: I/S Curriculum and Instruction

From the list below, choose one course each for the: C & I 1st Teachable Part 1 C & I 2nd Teachable Part 1		
Courses	Course Title	FCEs
EDUC 4200	C & I Biology (I/S), Part 1	1.00
EDUC 4201	C & I Chemistry (I/S), Part 1	1.00
EDUC 4202	C & I English (I/S), Part 1	1.00
EDUC 4203	C & I Environmental Science (I/S), Part 1	1.00
EDUC 4204	C & I French as a Second Language (I/S), Part 1	1.00
EDUC 4205	C & I General Science (I/S), Part 1	1.00
EDUC 4206	C & I Geography (I/S), Part 1	1.00
EDUC 4207	C & I Health and Physical Education (I/S), Part 1	1.00
EDUC 4208	C & I History (I/S), Part 1	1.00
EDUC 4209	C & I Mathematics (I/S), Part 1	1.00
EDUC 4221	C & I Music (Vocal or Instrumental) (I/S), Part 1	1.00
EDUC 4223	C & I First Nations, Métis, and Inuit Studies (I/S), Part 1	1.00
EDUC 4224	C & I Physics (I/S), Part 1	1.00
EDUC 4225	C & I Social Sciences-General (I/S), Part 1	1.00
EDUC 4226	C & I Visual Arts (I/S), Part 1	1.00

YEAR 1 or YEAR 2 Required Course:

*EDUC 4359	Gakinoomaagewin in Education	0.50
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*Can be taken in either Year 1 or Year 2.

YEAR 2: I/S Courses

Courses	Course Title	FCEs
EDUC 4353	Social Difference in Education	0.50
EDUC 4370	Classroom Management, Part 2	0.25
EDUC 4372	Inclusive Education, Part 2	0.25
EDUC 4373	Professional Practice	0.50
EDUC 4374	Environmental Education	0.50
EDUC 4375	Democracy & Education	0.50
EDUC 4498	Student Teaching 2	0.50

YEAR 2: I/S Curriculum and Instruction

From the list below, choose one course each for the: C & I 1st Teachable Part 2 C & I 2nd Teachable Part 2		
Courses	Course Title	FCEs
EDUC 4236	C & I Biology (I/S), Part 2	0.50
EDUC 4237	C & I Chemistry (I/S), Part 2	0.50
EDUC 4238	C & I English (I/S), Part 2	0.50
EDUC 4274	C & I Environmental Science (I/S), Part 2	0.50
EDUC 4275	C & I French as a Second Language (I/S), Part 2	0.50
EDUC 4276	C & I General Science (I/S), Part 2	0.50
EDUC 4277	C & I Geography (I/S), Part 2	0.50
EDUC 4278	C & I Health and Physical Education (I/S), Part 2	0.50
EDUC 4279	C & I History (I/S), Part 2	0.50
EDUC 4291	C & I Mathematics (I/S), Part 2	0.50
EDUC 4292	C & I Music (Vocal or Instrumental) (I/S), Part 2	0.50
EDUC 4293	C & I Native Languages (I/S), Part 2	0.50
EDUC 4294	C & I Native Studies (I/S), Part 2	0.50
EDUC 4295	C & I Physics (I/S), Part 2	0.50
EDUC 4296	C & I Social Sciences-General (I/S), Part 2	0.50
EDUC 4297	C & I Visual Arts (I/S), Part 2	0.50

Elective: To be taken in Year 1 or Year 2.

	One Education elective (see below)	0.50
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I/S Education Electives (Not all offered in an academic year)

Courses	Course Title	FCEs
EDUC 3510	Religious Education	0.50
EDUC 3511	Teaching French as a Second Language	0.50
EDUC 3513	Teaching Internationally	0.50
EDUC 3514	Teaching English Language Learners	0.50
EDUC 3515	Teaching in First Nations, Métis and Inuit Communities	0.50

EDUC 3516	Critical Digital Literacy	0.50
EDUC 3517	Teaching Intermediate Mathematics	0.50
EDUC 3518	Teaching Intermediate Language	0.50
EDUC 3530	Using the Arts to Enhance IS Teaching	0.50
EDUC 3531	Environmental Science Community Involvement	0.50
EDUC 3910	Special Topics in Education	0.50
EDUC 3911	Global Citizenship Education: Issues, Expressions, & Applications for Teachers	0.50
EDUC 3912	Promoting Mental Health & Wellness in Schools	0.50
EDUC 3913	Teaching Climate Change	0.50
EDUC 3914	Technology and Digital Learning	0.50

The following combinations of teachable subjects are not offered in the I/S division:

- Environmental Science with Mathematics
- Physics with Chemistry
- Music (vocal) with Music (Instrumental)
- Music with Visual Arts

About Our Professional Seminars

At Lakehead, we prepare you to be a successful teacher in and out of the classroom. While your in-class work is a crucial part of being an effective teacher, you must also understand the professional components of education. By attending our Professional Seminars, you will become familiar with the professional aspects of teaching. Each seminar works to provide you with current information about the teaching profession, including:

- Essential Ontario College of Teachers (OCT) information
- Ministry of Education initiatives
- Salary scale information
- Employment and job fair information
- Professional development and lifelong learning opportunities

All Professional Seminars are mandatory and are important to your time at Lakehead and to your future as a teacher.

Registration

TCs will receive course schedules. This schedule cannot be altered.

REGISTRATION INSTRUCTIONS

1. Go to myportal.lakeheadu.ca
2. Select "Course Registration"
3. Select "Register for Classes"
4. Use the search bar to search for courses by course code
5. When you find the correct course select "Add Section to Schedule"
6. Select "Add Section"
7. It is only planned. You still need to register.
8. Yellow bar at the top, select "Register for Classes"
9. Final page to click register. Once clicked it will turn GREEN.

10. To Check Registration, go to
 - a. Academic
 - b. Student Planning
 - c. Grades & Transcripts. Courses should be listed.

Intermediate/Senior Special Offerings and Requirements

Environmental Science

The Environmental Science teachable is part of a unique, integrated specialization. Although it may be an advantage to have a background in the outdoors, such a background is not required to complete the course since the focus is interdisciplinary. Students must have a combination of science-based courses from three disciplines for this teachable. The primary emphases of this specialization are as follows:

- Preparation to teach Environmental Science;
- Sense of community; and
- Experiential outdoor learning

Some experiences will take place in an outdoor setting and outside regular class time. TCs can complete a placement in a non-classroom setting.

French Teachable Requirement

Intermediate/Senior students with a French teachable are required to demonstrate French language proficiency for graduation. Students must achieve a minimum of a 50% overall average in the four competencies (oral comprehension, written comprehension, oral expression, and written expression) on the Diplôme d'Études en Langue Française, B2 level, (DELF-B2) exam from an accredited centre. Students must achieve this requirement before continuing into the second year of the program. Students who have not attempted the DELF-B2 before entering the Professional Program must attempt this exam before the end of their first term (December of Year 1). Students whose French language proficiency does not meet the minimum 50% requirement by September of Year 1 are required to register for Education 3910: Perfecting French Written and Oral Skills, in Year 1. Original documentation of the exam results is to be provided to the Department of Undergraduate Studies in Education. All costs associated with the DELF exam are the responsibility of the student.

PROFESSIONAL PROGRAM ASSESSMENT

The Professional Program at the Faculty of Education is the two qualifying years associated with professional teacher certification. The ability to learn, understand, and retain knowledge has been demonstrated throughout the Undergraduate Degree required for entry, so the focus of the Professional Program is on building understanding of the issues and complexities of the teaching and learning processes, and gaining the skills necessary for becoming a successful teacher. TCs are assessed in terms of professional competence as well as academic ability. Success in the program will require demonstration of a high level of professionalism, competence, independence, and critical thinking necessary for the integration of theory with practice.

Authentic assessment, aligned with [Ontario Content Standards and Professional Standards](#), guides the design of assignments reflecting real-world tasks connected to program goals and content outcomes. Assignments emphasize authentic, equitable, and student-centred approaches and reflect diverse learning strategies. By including complex, realistic tasks that require judgment and innovation, authentic assessments stand to foster deep engagement and academic integrity. This approach promotes meaningful evaluation of differentiated student skills and knowledge, ensuring assessments are valid and relevant. Grades of 90% and above are reserved for exceptional students whose work demonstrates advanced application, creativity, processes, and products well beyond standard expectations, reflecting the highest level of professional readiness. Assignment details and expectations will be reviewed in class. Teacher candidates must consult with the instructor for any assignment-related questions. All written work must adhere to correct scholarly conventions, demonstrate clarity, precision, proper grammar, and spelling. Assignments that do not meet these standards may be returned or unmarked. All assignments are due on the specified date.

Timely Feedback for Faculty of Education Courses

Please be aware of the Lakehead University regulation (XII) on timely feedback. Lakehead University recognizes that it is important to provide timely and constructive feedback on all academic work. Lakehead University's regulation states that for all courses, **at least 25% (for one term courses) and 30% (for two term courses)** of the final grade shall be provided to students prior to the last day to withdraw without academic penalty for the course.

REGULATIONS AND POLICIES

Undergraduate Studies in Education Regulations

Be sure to familiarize yourself with the Department of Undergraduate Studies in Education Regulations, as included in the [Lakehead Calendar](#).

Essential Skills in Preservice Coursework and on Practicum

The [Essential Skills](#) provides information for TCs in education programs, instructors and placement officers, guidance counsellors, educational institutions, education program admission officers, accessibility service providers, teachers, and the public about the essential skills and performance expectations for TCs in teacher education programs at Lakehead University. The purposes of the Essential Skills are:

- to provide information to prospective TCs so they can make an informed choice regarding applying to a program;
- to guide TC efforts toward accomplishing the essential skills and performance expectations;
- to provide prospective and current TCs information to help them decide if they should register with [Student Accessibility Services](#);
- to help TCs, student accessibility advisors, and faculty develop reasonable accommodation; and,
- to protect the safety of learners and their learning.

The Ontario Association of Deans of Education (OADE) recognizes four entry-to-practice categories of skills as capturing the components necessary for teaching practice:

1. Communication skills
2. Intra- and inter-personal skills
3. Cognitive and metacognitive skills
4. Supervision skills

These categories represent reasonable and justifiable skill requirements for coursework and practice teaching.

Individuals considering a teaching career in Ontario schools should review the Essential Skills document to assess their ability to demonstrate the requirements for successful completion of a BEd degree program. The Essential Skills serve as a benchmark, outlining the requirements to meet the minimum standard necessary to ensure children's safety and learning. Failure to demonstrate any of the Essential Skills may result in removal from the BEd degree program, following appropriate due process.

The OADE welcomes and supports a diverse student body and is committed to fostering equity and inclusion for all peoples. Additionally, the Faculty of Education at Lakehead University emphasizes the historical and contemporary place of Indigenous Peoples within the province and recognizes the importance of acknowledging Indigenous perspectives regarding the Essential Skills.

Individuals with questions about the Essential Skills should contact the Faculty.

We recognize our duty to work with TCs with documented disabilities/medical conditions and requests for accommodation while protecting their privacy, confidentiality, autonomy, and dignity.

Accommodations ensure equality of access and opportunity for students with disabilities/medical conditions to fulfill the Essential Skills. Requests for such accommodation are considered on a case-by-case basis by Student Accessibility Services. Students should be aware that the provision of accommodation does not constitute a guarantee of success but, rather, an opportunity to successfully meet essential program requirements.

Freedom of Information and Protection of Individual Privacy

The Freedom of Information and Protection of Individual Privacy Act (FIPPA) provides the right of access to information in records held by Lakehead University. FIPPA protects personal information with rules for collection, use and disclosure. Please access related information via the [Lakehead University Policy](#).

Original Work and Plagiarism

Plagiarism is a class of academic dishonesty akin to cheating on an exam. The term implies the use of *phrases, sentences, tables, illustrations, or ideas* from books, electronic resources, the student's own or other students' work **without** proper acknowledgement, usually in the form of endnotes or by means of parenthetical citation and a reference list. Whether in projects, presentation handouts, or formal essays, the sources for all ideas **must** be properly acknowledged, preferably in APA style. Please see the [Student Code of Conduct – Academic Integrity](#).

TCs are encouraged to retain all materials used in the preparation of major assignments, including notes and rough drafts. TCs are reminded to acknowledge all sources, even in the preparation of lesson and unit plans.

Practice on Recording Student Presentations

The Faculty of Education has mandated the following guidelines for recording of student presentations in Education courses. These guidelines allow for the recording of TC presentations if the following are adhered to by instructors:

- 1) The recording should serve a pedagogical purpose, such as providing feedback to TCs regarding their work, facilitating self- or peer-evaluation, or enabling the instructor to provide a more accurate evaluation of a TC's presentation.
- 2) The exact use of the tape or other medium should be made clear to the TCs, and nobody outside the class should be able to view the recording without the TC's consent.
- 3) If the recording is to be "published" or made use of for research in any way – i.e., used as part of a research project or as an exemplar for future classes – then TCs' permission should be solicited via a consent form of the type normally used in research studies.
- 4) If the recording is to be used as part of a class research project, the Faculty of Education's own Ethical Review Board Procedures must be followed; all other research must conform to [Lakehead University Research Ethics Board Standard Operating Procedures](#).
- 5) In all cases the secure storage of the material should be guaranteed, and the date of disposal indicated.

Cellular Telephone Use Advisement

As more and more school districts establish rules governing the use of cellular (mobile) phones in schools during hours of instruction, the Faculty of Education cautions TCs, particularly those in Professional Program, that the use of a cell phone in class for personal communications (whether reading or sending text messages, checking voicemail, or making phone calls) is **professionally unacceptable** in the context of a class or while a formal presentation is in progress. Moreover, since the use of digital image capturing devices in cameras, cell phones, and personal digital assistants (PDAs) have the potential to be used in a manner that violates the privacy of instructors and students, the Faculty of Education requests that such devices be used only with prior permission of the person(s) to be photographed.

The Faculty has a secondary concern, namely, that cellular technology can be used to transmit test questions in advance if a student has been granted permission to write early, and to acquire answers to questions while a test or exam is in progress. Personal electronic devices (PEDs) have the potential to be used for academic dishonesty: [OCT Professional Advisory on the Use of Electronic Communications and Social Media](#). Accordingly, the Faculty of Education requires that students power off or mute their cell phones during classes, presentations, tests, and exams, and that, while on placement, TCs not use them in any way that contravenes the school's or board's protocols.

The use of digital image capturing devices in cameras, cell phones and personal digital assistants (PDAs) has the potential to be used in a manner that violates the privacy and dignity of others and may not be used without express awareness and formal consent of the individuals being recorded.

Faculty and Senate Policies Regarding Academic and/or Placement-related Appeals

Lakehead University is committed to treating all members of its community in a fair and equitable manner. The [Senate Policy Regarding Academic Appeals](#) is intended to ensure that TCs are treated fairly with regard to reappraisal and academic appeals. Specifically, the policy provides TCs with a means of addressing their concerns about final course marks and other academic decisions.

TCs are expected to make reasonable efforts to resolve issues beginning with the individuals making the decisions. Nothing in the policy shall relieve TCs of their obligation to review and understand all regulations, requirements, and standards that may apply to their course of study, or to all students at Lakehead University. Accordingly, the Senate Academic Appeals Committee may dismiss appeals filed under this policy without hearing, if the decision under appeal is consistent with the relevant published regulations, requirements, or standards.

TCs are required to follow the Steps of the Practicum Appeals Process, as documented in the *Practicum Guide*, to resolve placement issues.

Following a failure to determine a solution with the Practicum Review Committee (PRC), an appeal may be filed under the Senate Policy Regarding Academic Appeals. Please note that many parts of the entire process have time-sensitive deadlines. Once you decide to appeal, you must meet all timelines described for each part of the process.

Deferrals

If the TC wishes to defer their placement, they should provide appropriate medical or professional documentation of the condition or situation. The documentation is to indicate a date at which the TC will be able to resume full student teaching responsibilities. This documentation is to accompany a formal letter of application for deferral and is to be forwarded to the Professional Experiences Coordinator (PEC) as soon as possible. A TC seeking a medical deferral from the Professional Program is required to submit relevant and recent documentation that substantiates their need for deferral. Prior to returning to complete the Professional Program, the TC is required to provide supporting medical documentation to the program Chair, attesting to the fact that they can resume academic studies and undertake professional duties.

Deferrals, when prearranged in advance of the placement, and/or in response to unexpected medical or personal hardship (e.g., death in immediate family) or extenuating circumstances, are subject to a \$500 registration fee.

Illness or emergencies do not negate the necessity for completing all coursework. Accommodations (**not** modifications) can be made to allow more time or additional opportunity for TCs in an extenuating circumstance. When the TC is a person with a documented disability, they have a responsibility to work collaboratively with [Student Accessibility Services](#) (SAS) and their instructors to manage the accommodation process. TCs seeking accommodations should be aware that placements should be served as much as possible in a manner that replicates the school day and the school's timetable. All TCs are expected to teach in regular classrooms in continuous days of placements, as scheduled by the Faculty of Education.

Accommodations for Students with Disabilities

Lakehead University is committed to ensuring reasonable and appropriate academic accommodations for students with documented disabilities/medical conditions in compliance with current legislation, while preserving the academic integrity and essential requirements of the University's programs and courses; and to protecting the privacy, confidentiality, comfort, autonomy, and dignity of students with disabilities/medical conditions. Students with documented disabilities are encouraged to register with SAS as soon as possible. For additional information, visit Lakehead University's policy on [Accessibility](#).

Resolution for Disagreements

In the event that agreement regarding the provision of accommodations cannot be achieved between the student, instructors, and SAS, efforts to resolve the issues will be made using the procedures associated with the Policy on Academic Accommodations of Students with Disabilities/Medical Conditions. The principles stated in this policy will be used in resolving outstanding issues.

REPORTING INAPPROPRIATE BEHAVIOUR AND ACADEMIC CONCERNS

The following excerpts from Ontario College of Teachers, Faculty of Education, and Lakehead University documents are the context for the conceptual framework for the reporting of student misconduct or aberrant behaviour. Note: [Critical Incident Reports](#) may be made by staff, faculty, or students.

I. DIVERSITY AWARENESS

Equity and diversity are not abstract goals. Lakehead University embraces equity and diversity as integral to the academic mission. A wide range of perspectives to promote an environment that fosters equity that inspires innovation are encouraged. See Lakehead's [Diversity Awareness Policy](#).

II. LAKEHEAD UNIVERSITY, FACULTY OF EDUCATION: Regarding Suitability of Students to Enter the Teaching Profession

Ethical and Professional Expectations and Responsibilities for Teacher Candidates

1. The TC always acts in a manner that respects the rights of all persons without regard to hierarchical position, race, ethnicity, religious beliefs, colour, gender, sexual orientation, physical characteristics, age, ancestry, or place of origin.
2. The TC treats students, peers, school personnel, and university personnel with dignity and respect, and is considerate of their circumstances and sensibilities.
3. The TC is careful never to criticize the professional competence or reputation of other teachers without sufficient evidence, and then only in confidence to proper officials and only after the person so criticized has been informed of the criticism and has been given adequate opportunity to address the accusations.

III. LAKEHEAD UNIVERSITY, FACULTY OF EDUCATION

The TC should

- model positive attitudes toward teaching and learning colleagues
- maintain a professional relationship with school, faculty personnel, and learners

CAUTION: Discussions and comments made in any context, including online with the Desire2Learn learning management system, should reflect language deemed acceptable from a teaching professional. Individuals and/or organizations (i.e., learners, associate teachers, staff, schools, teacher candidates, etc.) must remain anonymous when practicum experiences are being discussed.

- All remarks or comments about a fellow teacher must be consistent with the ethical standards of the Ontario College of Teachers and the policies and practices of the teacher federations.

IV. ONTARIO COLLEGE OF TEACHERS (OCT): The Foundations of Professional Practice

- The Standards of Practice for the Teaching Profession articulate what teachers know and practice daily.
- The Ethical Standards for the Teaching Profession conveys teachers' beliefs in and values concerning their professional relationships with students, colleagues, and diverse educational partners.
- The Professional Learning Framework for the Teaching Profession assists teachers in identifying ways they learn, integrating their knowledge into their work, and engaging in ongoing professional development.
- Professional Standards that guide and reflect exemplary teaching practice and continuous professional improvement are essential to effective teaching and learning. The Ontario College of Teachers has developed these professional standards to support and foster exemplary teaching in Ontario.
- The standards of practice, ethical standards, and professional learning framework are interconnected, each of them deriving effectiveness through its relation to the others. They describe a culture of care, support, and meaningful instruction for students, an ethic of professionalism and a shared environment of responsibility with other educational partners--all reflecting the desire to create a community of lifelong learners.
- The TC honours human dignity, emotional wellness and cognitive development, and models respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy, and the environment.

The Purposes of the Ethical Standards for the Teaching Profession

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession

OCT STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION

The [Professional Standards](#) include five statements about students and student learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning. These five interdependent statements generate an image of effective teaching and build a strong professional identity.

V. PROFESSIONAL MISCONDUCT REGULATION: Regulation 437/97: [Professional Misconduct](#) (made under the Ontario College of Teachers Act)

1. Failing to maintain the standards of the profession.
2. Practicing or purporting to practice the profession while under the influence of any substance or while adversely affected by any dysfunction,
 - i. which the member knows or ought to know impairs the member's ability to practice, and
 - ii. in respect of which treatment has previously been recommended, ordered, or prescribed but the member has failed to follow the treatment.
3. An act or omission that, having regard to all the circumstances, would reasonably be regarded by members as disgraceful, dishonourable, or unprofessional.
4. Conduct unbecoming a member.

TEACHER CERTIFICATION PROCESS

Successful TCs are recommended to the Ontario College of Teachers (OCT) by Lakehead University's Faculty of Education for a Certificate of Qualification, usually mid-May.

Graduates must complete the following tasks:

- a) submit an Intent to Graduate form as per the stated deadline date available on the LU student portal
- b) apply to the OCT for membership. OCT provides information sessions annually to all Faculties of Education to explain the registration and certification process. Attend the Professional Seminar hosted by OCT for details.
- c) provide the Thunder Bay campus, Undergraduate Program Administrator (undergrad.educ@lakeheadu.ca) / Orillia Education Officer (jhowell@lakeheadu.ca) your OCT application number. *The OCT application is required for Lakehead to electronically submit the recommendation.*
- d) through the LU student Portal order **official** transcripts to be sent to the OCT once your degree has been conferred.

DOCUMENTS AVAILABLE FOR TEACHING APPLICATIONS

TCs may request the following electronic documents free of charge:

- ***Program Confirmation Letter*** Confirmation of enrollment in the teacher education program (and number of student teaching days completed).
- ***Religious Education Letter*** (EDUC 3510 elective) Confirmation of enrolment and/or successful completion.
- ***PPOD Certificate*** (PJ only) stating completion and hours of literacy/numeracy coaching.
- ***Mathematics Competency Assessment Letter*** for PJ only

Documents Consulted

- College of Nurses of Ontario. (2012). *Requisite skills and abilities for nursing practice in Ontario*. <http://www.cno.org/Global/docs/reg/41078%20SkillAbilities%204pager-Final.pdf?epslanguage=en>
- Council of Ministers of Education. (2014). *Speaking for excellence: Language competencies for effective teaching practice*. www.cmec.ca
- Faculty of Rehabilitation Medicine. (2011). *Requisite skills and abilities for physical therapy students at the University of Alberta, and the accommodation of students with disabilities on clinical placement*. <https://rehabilitation.ualberta.ca/-/media/rehabilitation/faculty-site/departments/pt/documents/pt-formating-instructions.pdf>
- Oakley, B., Parsons, J., & Wideman, M. (2012). *Identifying essential requirements: A guide for university disability professionals*. <http://queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/idiagui de.pdf>
- Ontario College of Teachers (2012). Ontario College of Teachers foundations of professional practice. https://www.oct.ca/-/media/PDF/Foundations%20of%20Professional%20Practice/Foundation_e.pdf
- Ontario Human Rights Commission (2004). *Guidelines on accessible education*. Ontario: Author. <http://www.ohrc.on.ca/en/guidelines-accessible-education>
- Roberts, B., Mohler, C. E., Levy-Pinto, D., Nieder, C., Duffett, E. M., & Sukhai, A. (2014). *Defining a new culture: Creative examination of essential requirements in academic disciplines and graduate programs*. <http://www.cags.ca/documents/publications/3rdparty/Discussion%20paper%20Essential%20Requirements%20FINAL%202014-09-22.pdf>
- University of Manitoba. (n.d.). Developing essential skills and abilities requirements for programs subject to external accreditation. http://umanitoba.ca/student/saa/accessibility/media/Developing_Essential_Skills_and_A_bilities_Requirements_for_Programs_Subject_to_External_Accreditation.pdf
- Waterloo Region District School Board. (n.d.). *Cognitive behavioural demands analysis – teacher*. Waterloo Region District School Board.
- Western University Faculty of Education. (n.d.). *Essential skills and abilities required for becoming a teacher*. https://www.edu.uwo.ca/programs/preservice-education/documents/Requirements_for_Becoming_Teacher.pdfhttps://www.edu.uwo.ca/programs/preservice-education/documents/Requirements_for_Becoming_Teacher.pdf

Appendix A: Language Competency Rubric for Writing

LCT Scoring Rubric for Written Persuasive Text

Simple

> Complex

	Beginning (1)	Developing (2)	Capable (3)	Strong (4)
Focus Guiding questions: 1. What is the point/position? 2. Does the written response stay focused on this point/position?	<i>a. writing lacks central idea/topic/statement of position</i> <u>Specific Traits:</u> - central idea/topic/statement of position is lacking - writer appears confused about central idea/topic/position - vague introduction - body may contain marginally-related/disconnected facts, details, and/or explanations	<i>a. writing includes central idea/topic/statement of position with limited clarity</i> <u>Specific Traits:</u> - begins to define central idea/topic/statement of position to be addressed - prompt is addressed too broadly - body contains limited facts, supporting details, and/or explanations (typically one to three facts or details)	<i>a. writing includes defined central idea/topic/statement of position and sustains moderate focus</i> <u>Specific Traits:</u> - clearly defines central idea/topic/statement of position; whether for, against, or undecided - may acknowledge diverse points of view expressed in the passages; - general focus is sustained throughout written response	<i>a. writing includes a clearly defined or innovative central idea/topic/statement of position and sustains focus</i> <u>Specific Traits:</u> - establishes a single and manageable central idea/topic/statement of position - adopts a specific position, acknowledging diverse points of view, sustains topic/focus throughout written response to present a coherent unified written response - goes beyond obvious or predictable arguments
Support and Elaboration Guiding questions: 1. Do the details relate to the main topic? 2. Does all information support the main argument? 3. Is there enough supporting evidence to persuade the reader?	<i>a. writing is not supported by concrete, specific and relevant information from the passages</i> <u>Specific Traits:</u> - information is limited and/or irrelevant and does not or minimally supports the focus of the response - predominantly relies on personal anecdotes - presents few, if any, relevant details, or support for ideas from passages - may not acknowledge sources	<i>a. writing is supported by limited concrete, specific and relevant information from the passages</i> <u>Specific Traits:</u> - minimal ideas or examples from passages are incorporated to support the focus of the response - information is limited or underdeveloped support for the position is repetitious; - acknowledges sources formally or informally but may be unclear which source is being referenced - information used from passages or personal knowledge and experiences may not be contextualized and/or may not advance or support argument	<i>a. writing is supported by the use of concrete, specific and relevant information from the passages</i> <u>Specific Traits:</u> - supporting details are relevant, specific, and relate to the focus of the response; - justifies argument using details from passages (and may include references to relevant personal experiences and knowledge); - may summarize points from passages to support position - acknowledges sources formally or informally and it is clear which source is being referenced	<i>a. writing is supported by a synthesis of concrete, specific and relevant information from the passages</i> <u>Specific Traits:</u> - uses concrete, specific and relevant information to support the focus of the response; - incorporates and thoroughly explains importance of relevant information from the passages to justify his or her position - may provide sensory details (show, don't tell) - elicits a response (e.g. agreement/disagreement) from the reader - acknowledges sources formally or informally

	Beginning (1)	Developing (2)	Capable (3)	Strong (4)
Organization Guiding questions: 1. Is there a clear beginning, middle and end? 2. Do the ideas/ paragraphs connect to each other? 3. Can the reader follow the written response logically from beginning to end?	<i>a. organization has no clear structure and focus of ideas</i> <u>Specific Traits:</u> - introduction does not establish or communicate statement of position; - writer does not use a recognizable organizational structure: cause and effect, problem-cause-solution, comparison and contrast, categorical, or sequence - use of transition words (e.g. first, second, finally) is limited, loosely connects sentences and relies heavily on “and” and “then”; - progression of ideas is hard to follow; - conclusion does not address the presenting problem or question	<i>a. weak organizational structure and focus of ideas</i> <u>Specific Traits:</u> - introduction orients reader to statement of position, but is general or lacks clarity; - writer uses limited elements of a recognizable organizational structure: cause and effect, problem-cause-solution, comparison and contrast, categorical, or sequence - writer uses awkward and/or inconsistent transition words/connections - conclusion partially addresses the presenting problem or question	<i>a. evidence of organizational structure and focus of ideas</i> <u>Specific Traits:</u> - introduction orients reader to statement of position early in the written response - writer uses one or more recognizable organizational structures: cause and effect, problem-cause-solution, comparison and contrast, categorical, or sequence - writer uses a variety of transition words to connect sentences. - conclusion adequately addresses the presenting problem or question	<i>a. clear and effective organizational structure and focus of ideas</i> <u>Specific Traits:</u> - writer uses a “hook” to orient the reader to statement of position; - writer effectively uses a recognizable organizational structure throughout the written response: cause and effect, problem-cause-solution, comparison and contrast, categorical, or sequence - writer makes clear and powerful transitions between ideas and paragraphs. - writer uses transition words that support the organizational structure of the piece - writer makes a strong concluding case for his/her position or viewpoint
Style Word Choice Guiding questions: 1. Is word choice concise? 2. Is formal language used to convey meaning?	<i>a. word choice interferes with understanding</i> <u>Specific Traits:</u> - word choice is poor or incorrect and impedes message of written response - uses simple, highly repetitive words - vocabulary is limited, vague and/or informal with many slang words - minimal use of formal language	<i>a. word choice is limited</i> <u>Specific Traits:</u> - word choice is typically accurate and supportive of the overall message of the written response - limited and/or imprecise word choice; at times simple, repetitive and/or inaccurate - frequent use of informal language; slang may be present	<i>a. word choice is clear</i> <u>Specific Traits:</u> - word choice is accurate, concise, and appropriate; word choice supports the overall message of the written response - uses precise verbs, adverbs, nouns, and adjectives most of the time - may use figurative language to enhance meaning - uses formal language	<i>a. word choice is concise and precise</i> <u>Specific Traits:</u> - word choice is precise and powerful; word choice conveys meaning effectively: abstract language, metaphors, alliteration, and/or other figurative language are included appropriately - uses precise, active verbs, concrete nouns, and exact adjectives and adverbs - word choice creates meaningful mental images - uses a blend of formal and academic language
Sentence Fluency	<i>b. weak sentence structure</i>	<i>b. most sentences are complete, though some errors may occur</i>	<i>b. writer uses complete sentences and varies sentence structure, type, and length on occasion.</i>	<i>b. writer uses compound, complex and varied sentence structures</i>

	Beginning (1)	Developing (2)	Capable (3)	Strong (4)
Guiding questions: 1. Is there flow and rhythm within and across sentences? 2. Do sentence structures vary and to what level of complexity?	<u>Specific Traits:</u> - uses simple, repetitive sentences with similar beginnings - uses a loose oral style or rambling style of writing where ideas are placed in no specific order - sentences are disjointed or do not flow smoothly making oral reading difficult or confusing - no use of subordinate clauses and phrases	<u>Specific Traits:</u> - sentence structure may be repetitive with similar types of sentences and similar ways of beginning the sentence (e.g., "I think..."). - some sentences lack flow and rhythm; parts invite oral reading - minimal use of subordinate clauses and phrases to add detail; order of clauses and phrases are confusing	<u>Specific Traits:</u> - writer attempts to use a variety of sentence structures (i.e. simple, compound and complex) - some sentences may be repetitive or disjointed (minimal) - most sentences have flow and rhythm and can be read aloud easily - begins to use subordinate clauses and phrases to add detail	<u>Specific Traits:</u> - sentence length, structure, type, and complexity vary (i.e. use of subordinate clauses and phrases) - may use rhetorical question or other complex structures to emphasize ideas and engage audience - sentences have natural flow and rhythm and invite expressive reading - uses subordinate clauses and phrases to arrange ideas for greatest effect
Conventions Guiding questions: 1. Are spelling, punctuation, capitalization, grammar, and paragraphing used correctly? 2. Does each paragraph contain related sentences on one central idea/topic?	<i>c. errors in convention use make the work difficult to read</i> <u>Specific Traits:</u> - spelling, capitalization, punctuation, and grammar errors make writing difficult to follow / impede readability - uses incomplete, run-on, or fragmented sentences	<i>c. conventions are applied inconsistently to writing</i> <u>Specific Traits:</u> - spelling, capitalization, punctuation and grammar may slow the reader or cause confusion - spelling is correct on common words - errors in word order and use of phrases, clauses, qualifiers, and verb tense and subject-verb agreement	<i>c. conventions are generally correct</i> <u>Specific Traits:</u> - spelling, capitalization, punctuation are mostly correct - writing is easy to read and comprehend given existence of minimal errors - sentence grammar is typically correct, including word order, compound sentences, phrases, clauses, qualifiers, and verb tense and subject-verb agreement	<i>c. convention use enhances writing</i> <u>Specific Traits:</u> - spelling, capitalization and punctuation are mostly correct and make the paper easy to read and understand - spelling is correct even on more difficult words - grammar usage contributes to clarity
	<i>b. lacking paragraph structure</i> <u>Specific Traits:</u> - writing consists of one-two paragraphs - paragraphs contain more than one central idea and a series of unrelated sentences - writing may be in point form	<i>b. limited use of paragraph structure</i> <u>Specific Traits:</u> - paragraphs may contain more than one central idea; or, supporting ideas may not relate to central idea - introduction or conclusion sentences are ineffective or missing	<i>b. paragraph structure is used consistently</i> <u>Specific Traits:</u> - paragraphs contain one central idea/topic and a series of related supporting ideas - paragraphs are generally organized into an introduction, main body, and conclusion	<i>b. paragraph structure is used effectively and consistently</i> <u>Specific Traits:</u> - each paragraph contains one clear central idea/topic - supporting details are succinctly organized in a logical sequence