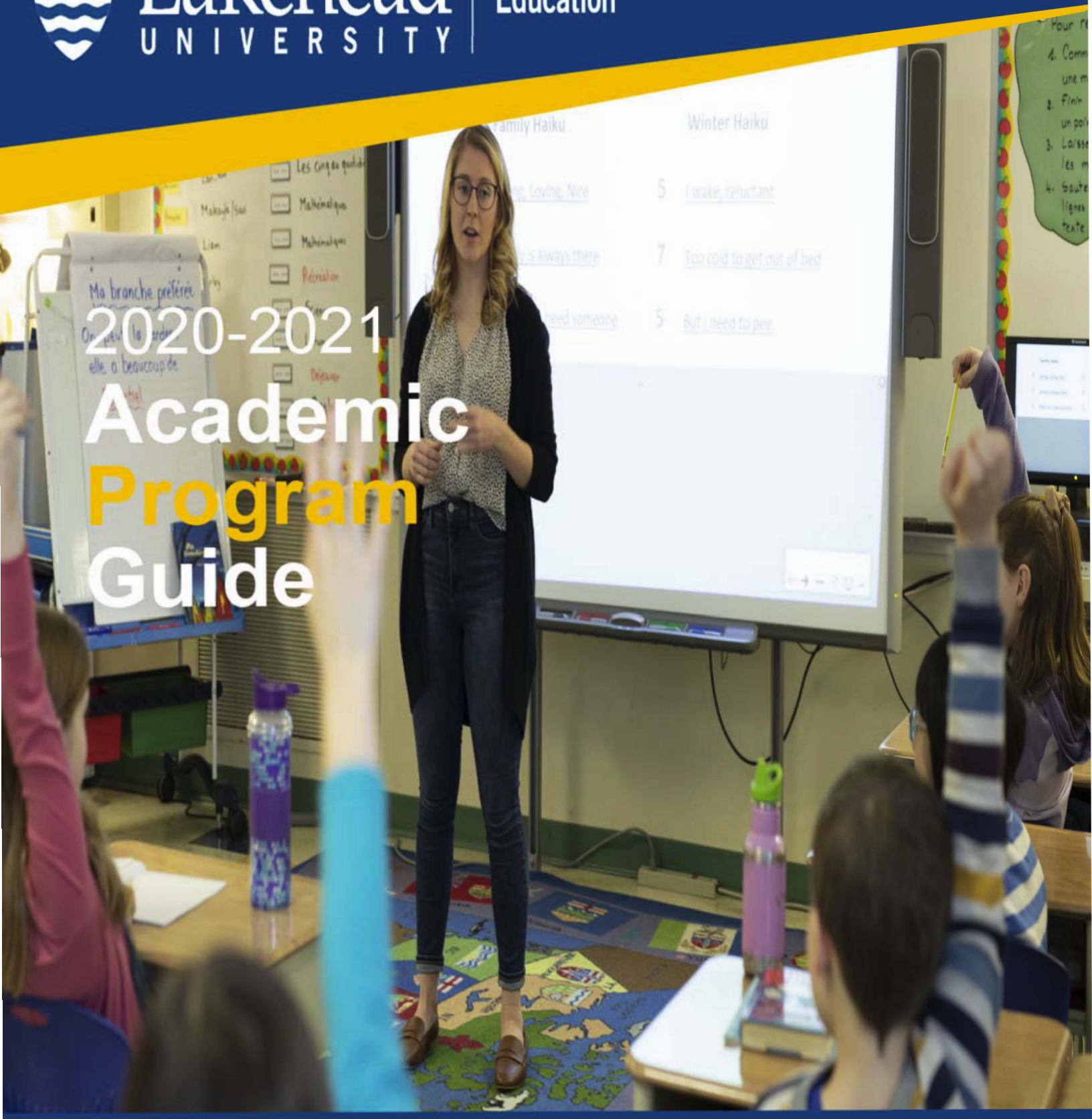
Lakehead UNIVERSITY | Faculty of Education



2020-2021 Academic Program Guide

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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 in education programs. We recognize our commitment to Northwestern Ontario, Simcoe County, and Indigenous peoples. Our Faculty works 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 Lakehead University Calendar, the Faculty of Education website, Department of Undergraduate Studies in Education, and the Practicum Website. See also the Professional Program Practicum Guide.

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 (PP). PP 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 PP requirements for graduation to be eligible for certification.

Eligibility for Placement

TCs are required to demonstrate good academic standing in all mandatory courses and in the Essential Skills to be eligible for placement. For more details see our Practicum Guide.
https://www.lakeheadu.ca/sites/default/files/uploads/1193/Docs/2020%202021%20Practicum%20Guide%20June%2016%202020.pdf

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). *Fee not applicable for 2020/2021 due to pandemic.*

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. All courses, with the exception of the placement component, are assessed using the Teacher Candidate Assessment Rubric.

COMMON CORE

The common core for all TCs is 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	Aboriginal 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 and 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 difference 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: Aboriginal Education**
All TCs must take EDUC 4359 Aboriginal 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 4035	C&I Visual Arts	0.25
EDUC 4079	Teaching Kindergarten	0.25

YEAR 1 or YEAR 2: Required Course

EDUC 4359*	Aboriginal Education	0.50

***Can be taken in either Year 1 or Year 2.**

YEAR 2: P/J Core

Courses	Course Title	FCEs
EDUC 4370	Classroom Management Part 2	0.25
EDUC 4371	The Practice of Inclusive Education	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 4073	C&I Mathematics Part 2	0.50
EDUC 4074	C&I Music, Dance, and Drama	0.50

YEAR 2 Elective:

	one Education elective (see below)	0.50

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 3512	Literacy Specialization [PJ only]	0.50
EDUC 3513	Teaching Internationally [required for students attending an International Placement]	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 3519	Mathematics Curriculum for PJ Teaching	0.50
EDUC 3910	Special Topics in Education	0.50

Primary/Junior Special Offerings and Requirements

Primary/Junior Mathematics Competency Exam

EDUC 0450: Primary/Junior Mathematics Competency Exam (passing to 75% standard is mandatory)
Primary/Junior TCs are required to demonstrate mathematics proficiency in Education 0450 (Mathematics Competency Exam) taken in the Professional Program. Students may write the exam in September and, if unsuccessful, again in March. TCs must pass the competency exam at the 75% level to pass Education 0450. Students must pass Education 0450 in order 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.

For P/J Mathematics Competency Examination information visit:
https://www.lakeheadu.ca/academics/departments/education/undergraduate/about-the-math-competency-exam

Thunder Bay Professional Program Onsite Delivery (PPOD)

**not applicable for 2020/2021 due to pandemic*
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 are taught at the PPOD site on a designated day of the week

***Note**: Do not send PRC and TB skin test documents to the Faculty. Store them in a safe place as it is your responsibility to present the original documentation at beginning of the PPOD and at each placement.

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.

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 4222	C & I Native Languages (I/S), Part 1 (with language stipulated)	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*	Aboriginal Education	0.50

***Can be taken in either Year 1 or Year 2.**

YEAR 2: I/S Core

Courses	Course Title	FCEs
EDUC 4353	Social Differences 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

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 [required for students attending an International Placement]	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 3920	Special Topics in Education [I/S only]	1.00

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

Registration

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

REGISTRATION INSTRUCTIONS:

1. Log into MyInfo (using your established username and password)
2. Click on “Student” tab (far left side)
3. Under “Course Registration” header select “Register for Classes”
4. Start entering course details for your assigned class schedule into the fields provided
5. Scroll down to the bottom of the page and hit “Submit”
6. The system will take you to a new page where you can review your tentative course selections one by one
7. Here you will choose “Register” under the “Action” column, for each course/section you have verified as correct, when done the complete list… scroll down to the bottom of the page and hit “Submit” again

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 learning in the outdoors.

Some experiences will take place in an outdoor setting and outside regular class time. TCs have the opportunity to complete a placement in a non-classroom setting. Visit https://www.lakeheadu.ca/academics/departments/education/undergraduate/about-your-teaching-practicum/tbay-teaching-practicums/our-partnership-boards/oe3-practicum-sites

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 70% on the Diplôme d'Études en Langue Française, B2 level, (DELF-B2) exam from an accredited centre, with at least 70% in each of the four competencies: oral comprehension, written comprehension, oral expression, and written expression. DELF-B2 certification obtained from an accredited centre within two years of admission to the BEd Professional Program will be accepted. All costs associated with the DELF exam are the responsibility of the student. Students whose French language proficiency does not meet the minimum 70% requirement in September of Year 1, are required to register for Education 3910, Perfecting French Written and Oral Skills, in Year 1.

PROFESSIONAL PROGRAM ASSESSMENT

The Professional Program (PP) 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 PP is on building understanding of the issues and complexities of the teaching and learning process and on 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.

Teacher Candidate Assessment Rubric

TCs' performance in the program is assessed using the Teacher Candidate Assessment Rubric translated into the numbers normally associated with percentages to illustrate parallels among the various approaches to assessment used at the university and in other educational systems.

1. **Attendance is an expectation.**
   Courses are based on reflection, discussion, and interaction, much of which take place in class and require full-time attendance. Teacher candidates are expected to maintain a professional, responsible approach to both classes and teaching placements. Failure to meet course attendance requirements, **as outlined in the syllabus**, may result in a failed grade. Visit Undergraduate Academic Regulations, 3.a)
   http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=27&chapterid=8316&loaduseredits=True

2. **Requirements on the course outline will be used for assessment**. The course syllabus and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. A date for late submission of assignment(s) is negotiated between the instructor and teacher candidate in writing. Teacher candidates cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a *summative* assessment has taken place.

3. **Assessment is a reflection of academic rigour.** Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes, will an instructor re-examine a final assessment.

The following chart can be used in Education courses to convert levels to percentages for Marks Management. Since Marks Management cannot accommodate modal marks, Faculty of Education instructors should consider converting any "level" marks to percentages or score out of 10 for entering scores. On TC papers and other assignments, instructors will find that reporting both a level and a percentage enhances the clarity of their assessment procedures.

Letter Grade	Percent	Single Mark /10
A+	90–100	9.5
A	85–89	8.7
A-	80–83	8.2
B+	77–79	7.8
B	73–76	7.5
B-	70–73	7.1
C+	67–69	6.8
C	63–66	6.5
C-	60–63	6.1
D+	57–59	5.8
D	53–56	5.5
D-	50–53	5.1
F	1–49	0–4.5

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, that govern the program.

Essential Skills in Preservice Coursework and on Practicum

The Essential Skills (Appendix A) document provides information for TCs in education programs, instructors and PECs, 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 initial 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 SAS
- 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 (see Language Competency Scoring Rubric (Appendix B), for additional information)
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 this 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 provision of accommodation does not constitute a guarantee of success but, rather, an opportunity to successfully meet essential program requirements.

Risk Management – Field Trip Planning

Purpose of the Field Trip Plan

The Field Trip Planning document is designed to be a systematic analysis of Education field activities and Faculty policies. The plan is designed to help provide thoughtful and successful learning activities for students and to manage potential problems that may be present during our field activities. Current research has documented the many benefits of teaching and learning beyond the indoor classroom, particularly in the natural world as well as the many risks involved in indoor education. The documentation outlined herein is intended to provide guidelines for all field activity instructors within Education. This plan should be used in conjunction with instructor experience and training, sound judgment, and group skills to provide a successful experience for all students.

The Faculty of Education Field Trip Planning document is designed to work in conjunction with and complement Lakehead University policies, procedures and protocols, particularly the *Risk Management Procedures* as well as the Student Code of Conduct and the Employee Code of Conduct Students and Education personnel are directed to these public documents for more information.

Requirements for Field Trips

Instructors will decide whether field trips will be day trips, or overnight trips. Field trips should be clearly designated as mandatory or optional, which will determine whether an informed consent or waiver form, respectively, should be used. Waivers are to be used for optional field trips, or for extremely high risk activities such as backcountry camping and international placements. Informed consent forms are to be used when the field trip is required for the course credit (Waiver Form ***Appendix C***). Below is a list of field trip activities.

	Examples	First Aid Kit required [2]	Course Outline Rider	Student Agreement Consent/ Waiver	Trip Planning Form	Incident Form[3]
On Campus						
All Activities [1]			✔			✔
Adventure Activity	Rappelling on a building, canoeing on Lake Tamblyn		✔	✔	✔ Day trip	
1. School visitations and local trips [1]	***Thunder Bay:*** *Visits to local schools, Art Gallery.* ***Orillia:*** *Travel between Heritage Place and University Avenue, downtown Orillia, local schools*		✔			
2. Day Field Trip	***Thunder Bay:*** *Fort William Historical Park; Sleeping Giant Provincial Park* ***Orillia:*** *Scout Valley, Rama First Nation, Geneva Park*	✔	✔	✔ Consent or Waiver [4]	✔ Day trip	✔
3. Overnight/ Multi-day Field Trip within 2 hours from hospital.	***Thunder Bay:*** *Kingfisher Outdoor Education Centre,* ***Orillia:*** *Camp Couchiching, Geneva Park*	✔	✔	✔	✔ Overnight	✔
4. Backcountry Overnight/Multi-day [5]	***Thunder Bay:*** *Canoe trip in Quetico;* ***Orillia:*** *French River Canoe Trip, Cycling through Huronia*	✔	✔	✔	✔ (ORPT Form) [6]	✔

[1] For all activities not requiring a Trip Planning Form, instructors should send an email to their chair (copying both the administrative assistant and the security personnel for their campus) at least 24 hours in advance, providing the course number, the location of the field trip, and a cell phone number that the instructor can be reached at.

[2] Education first aid kits are available in the Undergraduate/Education Office.

[3] These documents should travel with the course instructor in case of an accident.

[4] Chair may agree to give exceptions to the need to use Consent Forms when risks are minimal.

[5] Field Trip farther than 2 hours from hospital.

[6] Outdoor Recreation Parks and Tourism's (ORPT) Standard Operating Procedures are followed and are available on request.

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 See Plagiarism Policy, Lakehead Univeristy Calendar 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.

Check out the following University web page for additional information and practice opportunities: Anti-Plagiarism Practice Quizzes and Games

Practice on Recording Student Presentations

The Faculty of Education has mandated the following Guidelines for Recording of Student Presentations in Education courses

Faculty of Education courses come with expectations laid out in course outlines; if TCs wish to take and pass courses, they must meet the stated expectations, including those which make provision for legitimate use of recorded presentations, regardless of the medium.

The Faculty of Education policy allows for the recording of TC presentations if certain guidelines (placed in the relevant course outlines) 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. 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.

4) In all cases the secure storage of the material should be guaranteed, and the date of disposal indicated.

Cellular Telephone Use Advisement

Professional Courtesy and the Use of Cell Phones. 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 checking voice-mail, reading or sending text-messages, or making conventional telephone 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) **h**ave 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.

Most Canadian schools require that cell phones not be used during hours of instruction. One of our chief partner boards, the Lakehead Public Schools, offers the following on its website:

> The Board supports the use of personal electronic devices at school to engage students and enhance learning experiences. We will be allowing students to bring their own personal electronic devices to school, provided they adhere to the expectations outlined in this policy:
>
> - personal electronic devices must be in silent mode in instructional areas during the instructional periods;
> - devices are not to be used in the classroom setting without express permission by the classroom teacher;
> - the use of personal electronic devices should reflect the expectations in Lakehead DSB: e.g. Code of Conduct, Character Education including policies 8070 Safe Schools System Expectations, 3096 Information/Communication Technology Use and 8071 Bullying Prevention and intervention; and
> - principals have the authority to restrict the use of personal electronic devices in schools. Inappropriate use of PEDs, will be governed by the school Code of Conduct.

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 any and 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 documented in the *Practicum Guide* (p. 40) 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 make a decision to appeal, you must meet all timelines described for each part of the process.

Involvement of Parent or Other Observer at all Faculty Meetings including Placement Appeals

As a general rule, TCs may not be accompanied by other individuals in all meetings which are set up between TCs and the Faculty of Education concerning issues in placement courses, and which are not part of the formal appeal processes governed by the Senate Policy Regarding Academic Appeals or the Student Code of Conduct . Any TC wishing to be considered for an exception to this rule must follow the procedures in the *Practicum Guide*.

Deferrals

In the event that 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 PP is required to submit relevant and recent documentation that substantiates their need for deferral. Prior to returning to complete the PP, the TC is required to provide supporting medical documentation to the program chair attesting to the fact that they are able to 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. *Fee not applicable for 2020/2021 due to pandemic.*

Illness or emergency 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 Accommodations for Students with Disabilities

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.

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. 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 acts at all times 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.
4. 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:** Harassment and Discrimination

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**

http://www.oct.ca/

- The Standards of Practice for the Teaching Profession articulates 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 Standards of Practice includes 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 (made under the Ontario College of Teachers Act,** http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_970437_e.htm)

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.

See Lakehead University Code of Student Conduct

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 as per the stated deadline date available on myInfo

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 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 myInfo 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 Exam Letter*** for PJ only
- ***French as a Second Language Letter*** for IS French teachable students only
  Intermediate/Senior students with a French teachable are required to demonstrate French language proficiency for graduation. Students must achieve a minimum of 70% on the Diplôme d'Études en Langue Française, B2 level, (DELF-B2) exam from an accredited centre, with at least 70% in each of the four competencies: oral comprehension, written comprehension, oral expression, and written expression. DELF-B2 certification obtained from an accredited centre within two years of admission to the BEd Professional Program will be accepted. All costs associated with the DELF exam are the responsibility of the student. Students whose French language proficiency does not meet the minimum 70% requirement in September of Year 1, are required to register for Education 3910, Perfecting French Written and Oral Skills, in Year 1. Education Academic Regulations, 3.d

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Appendix A: Essential Skills in Pre-service Coursework and on Practicum

(Approved by Faculty Council 4 April 2018)

REQUIREMENT 1: COMMUNICATION SKILLS	
Teacher candidate communicates clearly, non-verbally and verbally (in the language of instruction, orally and in writing), in various contexts. Specifically, the teacher candidate:	**EXAMPLES** The examples do not represent an exhaustive list of expectations, but provide a sample to assist with interpretation.
Speaks with appropriate volume, vocabulary, and expression in the language of instruction at a level that provides for accurate understanding of words and meanings.	• Changes pitch and volume and uses appropriate wording to emphasize points in a presentation, group discussion, workshop, or other oral communication in a manner that enhances listener understanding (LA, Gr.8, p.140). • Chooses appropriate vocabulary and language complexity to explain instructional tasks to different audiences and modifies language use when needed to ensure understanding.
Communicates effectively to provide instructions and direction that can be understood by others	• Explains a complex procedure to an individual or group using a series of sequential steps (LA, Gr.8, p. 139). • Gives instructions that are clear, specific, and concise. • Reinforces auditory directions with written or pictorial representations or demonstrations. • Gives examples and/or alternatives when providing instructions.
Clarifies expectations and implied meanings (stated or unspecified details) in course work and on practicum.	• Asks questions and repeats key points to explore meaning, clarify content, and to determine the level of shared understanding. • Solicits feedback from the audience to check for understanding.
Receives and responds appropriately to oral and written communication from others.	• Orally responds to what is being said by commenting and questioning in a way that furthers conversation (LA, Gr.8, p.138). • Receives oral communication from others without interrupting. • Acts on instructor and/or associate teacher feedback in a manner that shows s/he has understood and considered suggestions for improvement.
Responds appropriately to nonverbal signals received from others, while considering individual and group differences in both expression and associated meanings.	• Attends to, and analyzes nonverbal communication (e.g. facial expression, postures, gestures eye-contact) to promote further positive interaction. • Clarifies one's interpretation of another's body language.
Models appropriate speech and writing, and provides accurate feedback in real time.	• Spells correctly words that are regularly used in instruction across the curriculum, and the texts that students are exploring (LA, Gr.8, pp.131/2). • Reads appropriate, familiar texts at a sufficient pace and with sufficient expression to convey the sense of the text to the audience (LA, Gr.1, p.41). • Models [in real time] the use of appropriate punctuation (e.g. commas, periods, quotation marks and more) and parts of speech (e.g. nouns, verbs, possessive pronouns and more) to show the roles each plays in the development of a clear written message (LA, Gr.3,p.72).

REQUIREMENT 2: INTRA- AND INTER-PERSONAL SKILLS

Teacher candidate interacts appropriately with others.	**EXAMPLES** The examples do not represent an exhaustive list of expectations, but provide a sample to assist with interpretation.
Accepts, interprets and uses multiple forms of feedback (e.g. body language, tone of voice, verbal and written comments) to enact effective change (e.g. demonstrates flexibility, adaptability, and cultural sensitivity).	• When receiving feedback from instructors or associate teachers, responds constructively, by enacting change, rather than emotionally. • Monitors others' body language when speaking with others or teaching in order to adapt the conversation or lesson to be more responsive • and/or engaging to the audience. • Seeks, interprets, and enacts feedback to continuously improve. • Takes ownership for learning and assumes responsibility for gaps in knowledge/skills.
Maintains appropriate interpersonal boundaries.	• Refrains from speaking about others negatively (gossip) or sharing others' personal information. • Speaks calmly, tactfully, and respectfully during times of conflict and when asserting healthy boundaries. • Chooses contextually and culturally appropriate personal information or anecdotes to share with students, colleagues, or parents. • Maintains professional boundaries across all forms of media.
Works cooperatively and effectively with others.	• Consults actively, liaises, and negotiates across differences in order to successfully achieve the task at hand. • Works collaboratively with members of a team to set and meet appropriate deadlines, to set and meet group goals, and to share and conclude group tasks equitably. • Listens to others' ideas and takes their opinions into account. • Maintains the consistent approach agreed upon by the group. • Is flexible in their approach.
Models inclusive respectful behaviour	• Uses appropriate words, phrases, and terminology, including inclusive and non-discriminatory language (LA, Gr.8, p.189). • Resolves instances of exclusionary language use and interprets and explains the necessity for change through culturally appropriate means. • Recognizes and resolves microaggressions (e.g. gossiping) and aggressions (e.g. bullying) leaving the dignity of others intact, and models more inclusive behaviours. • Treats others with fairness and dignity. • Respects diverse views and cultures.
Acts calmly and non-judgmentally in situations that are stressful or involve conflict.	• Presents and promotes a calm demeanour and models effective behavioural strategies and inclusionary practices. • Resolves group disagreements such as not wanting to work with each other or blaming each other (i.e. for lack of productivity).

REQUIREMENT 3: COGNITIVE AND METACOGNITIVE SKILLS

Teacher candidate learns, and recalls in a timely manner, the discipline's content and points of understanding (concepts, postulates and methods), and demonstrates effective executive functioning skills (e.g. planning, problem solving, and self-control). Specifically, the teacher candidate:	**EXAMPLES** The examples do not represent an exhaustive list of expectations, but provide a sample to assist with interpretation.
Learns new material on a given topic within a subject to the level (depth and breadth) required for instruction (as outlined in the curriculum documents).	• Recognises when specific curricular material is insufficiently understood for teaching, and uses strategies to broaden and deepen subject knowledge. • Uses appropriate words, phrases, and terminology from a full range of • subject-specific vocabulary and communication genres (e.g., symbols in mathematics, figurative language in language arts). (See e.g., LA, Gr. 8, p.139). • Locates, articulates, and describes the major disciplinary concepts and • processes (e.g., matter, structure and function in science) underlying a given topic (See e.g., Sc, Gr. 9-10, 11-12, p. 5). • In the primary-junior division, achieves a minimum proficiency of 75% on the Primary-Junior division Math Competency Exam. • Accesses subject specific content and a variety of resources as needed.
Plans, organizes and prioritizes academic/job tasks to meet program requirements	• Sets goals, prioritizes, and makes decisions to complete program requirements to meet deadlines (e.g. assignment deadlines, documentation for placement, and lesson plan submission during placement). • Uses effective time management strategies to meet program requirements (including regular attendance and punctuality).
Responds to unanticipated problems in a timely manner with an appropriate and justifiable course of action and professional demeanour.	• Plans for the unexpected, reflects on the issue, consults others, and executes a plan. • Uses positive strategies to resolve conflict (e.g. resolves group conflicts collectively). • Recognises when a course of action (e.g. in course assignments, presentations, delivering lessons) is ineffective and implements an alternative strategy.
Sustains ongoing effort and perseveres through challenges.	• Works with instructor's feedback and/or strategies for improvement to complete work in a timely manner. • Balances workload to submit assignments on time. • Actively engages in coursework in ways that make meaning to the teacher candidate. • Develops and enacts goals in the Post-Placement Learning Plan. • Responds proactively to unexpected absences.

REQUIREMENT 4: SUPERVISION SKILLS	
Teacher candidate maintains awareness of others so as to ensure a safe environment. Specifically, the teacher candidate:	**EXAMPLES** The examples do not represent an exhaustive list of expectations, but provide a sample to assist with interpretation.
Establishes a comfortable and safe learning environment, attends to the learners and their environment, and takes appropriate action in order to maintain a safe environment.	• Identifies, processes, and responds to critical elements of one's environment. • Establishes and practices clear rules and routines to promote a safe and inclusive learning environment. • Identifies potential hazards in the environment and carries out appropriate follow-up action.
Manages multiple job duties simultaneously so as to ensure a safe environment	• Plans ahead to anticipate time management and safety issues. • Maintains focus on the task at hand while also monitoring other elements in the environment. • Prioritizes and switches between multiple tasks as needed.
Works effectively in the presence of distracting stimuli so as to ensure a safe environment.	• Maintains focus on the students and the environment despite interruptions and distractions. • Is flexible in the face of interruptions and distractions. • Introduces alternative strategies as a problem-solving measure in challenging environments. • When using centres, the teacher candidate has materials and supplies available at the centres and monitors all groups of students.
Moves about the classroom, manages materials and supplies, and supervises learners during classroom activities	• When teaching physical education, the teacher candidate meets the supervision requirements of The Ontario Physical Education Safety Guidelines during instruction. • A science teacher purposefully moves around the laboratory to ensure that materials and equipment are being used appropriately, and/or safely, in accordance with Workplace Hazardous Materials Information System. • Attends to learner behaviour at all times.

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Appendix B: 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?	*a. writing lacks central idea/topic/statement of position* Specific Traits: - 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	*a. writing includes central idea/topic/statement of position with limited clarity* Specific Traits: - 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)	*a. writing includes defined central idea/topic/statement of position and sustains moderate focus* Specific Traits: - 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	*a. writing includes a clearly defined or innovative central idea/topic/statement of position and sustains focus* Specific Traits: - 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?	*a. writing is not supported by concrete, specific and relevant information from the passages* Specific Traits: - 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	*a. writing is supported by limited concrete, specific and relevant information from the passages* Specific Traits: - 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	*a. writing is supported by the use of concrete, specific and relevant information from the passages* Specific Traits: - 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	*a. writing is supported by a synthesis of concrete, specific and relevant information from the passages* Specific Traits: - 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?	*a. organization has no clear structure and focus of ideas* Specific Traits: - 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	*a. weak organizational structure and focus of ideas* Specific Traits: - 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	*a. evidence of organizational structure and focus of ideas* Specific Traits: - 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	*a. clear and effective organizational structure and focus of ideas* Specific Traits: - 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?	a. *word choice interferes with understanding* Specific Traits: - 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	a. *word choice is limited* Specific Traits: - 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	a. *word choice is clear* Specific Traits: - 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	a. *word choice is* concise and precise Specific Traits: - 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	*b. weak sentence structure*	*b. most sentences are complete, though some errors may occur*	*b. writer uses complete sentences and varies sentence structure, type, and length on occasion.*	*b. writer uses compound, complex and varied sentence structures*

	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?	Specific Traits: - 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	Specific Traits: - 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	Specific Traits: - 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	Specific Traits: - 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?	c. *errors in convention use make the work difficult to read* Specific Traits: - spelling, capitalization, punctuation, and grammar errors make writing difficult to follow / impede readability - uses incomplete, run-on, or fragmented sentences	c. *conventions are applied inconsistently to writing* Specific Traits: - 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	c. *conventions are generally correct* Specific Traits: - 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	c. *convention use enhances writing* Specific Traits: - 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
	b. lacking paragraph structure Specific Traits: - 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	*b. limited use of paragraph structure* Specific Traits: - 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	*b. paragraph structure is used consistently* Specific Traits: - paragraphs contain one central idea/topic and a series of related supporting ideas - paragraphs are generally organized into an introduction, main body, and conclusion	*b. paragraph structure is used effectively and consistently* Specific Traits: - each paragraph contains one clear central idea/topic - supporting details are succinctly organized in a logical sequence

Adapted from Cali, K., & Bowen, K. (2003). *The five features of effective writing*. Chapel Hill, NC: Learn NC

Appendix C:

1.6 Waiver Form for Optional Field Trips (CONFIDENTIAL)

AGREEMENT ***Including Assumption of Risks, Waiver of Claims, Release of Liability, and Authorization to Obtain Medical/Emergency Services (hereinafter collectively called the "Agreement"), for Participation in a Field Trip (hereinafter called "Field Trip")***

***Note*: By signing this Agreement, you will WAIVE CERTAIN LEGAL RIGHTS, including the RIGHT TO SUE OR CLAIM COMPENSATION FOLLOWING AN ACCIDENT, and you will ACCEPT LEGAL OBLIGATIONS.**
Please Read Carefully!

_____ **(Initial here that YOU HAVE READ THIS NOTICE)**

TO: THE BOARD OF GOVERNORS OF LAKEHEAD UNIVERSITY (hereinafter called the "**University**")

I. OVERVIEW OF THE FIELD TRIP:

II. PARTICIPANT'S PERSONAL INFORMATION:

Name of Participant:_____ Birth Date (mm/dd/yyyy):_____

Student #:_____ Address and Postal Code:_____

Cell Phone Number: _____ LU Email: _____

Other phone number: _____ OHIP/Health Plan #: _____

Emergency Contact Name:_____ Relationship: _____

Cell Phone Number: _____ Other Telephone Number: _____

I have fully informed the person designated above as my Emergency Contact concerning my participation in the **Placement**; that he/she has agreed to act as my Emergency Contact; and that I AUTHORIZE the **University** to contact this person for or with information about me unless I revoke or change this appointment by notifying the **University** in writing.
_____ (Initial here that you have read this paragraph)

Declaration of Health Status
I take full personal responsibility for my known pre-existing medical conditions. For conditions that I choose to reveal, I will make personal arrangements with another **Field Trip** participant so that symptoms of distress can be recognized. For conditions that I choose not to reveal, I take full personal responsibility. I have been made aware of the risks involved in this **Field Trip** and have evaluated the need for a physical check-up and /or prophylactic measures. I hereby declare that I am medically fit to engage in this **Field Trip**.

_____ (Initial here that you have read this Health Declaration)

In the interests of protecting your wellbeing, and in the light of the Declaration above, voluntarily identify here any health, medical, allergy and/or medication issues about which the Instructor(s) should be aware:

_____

_____

III. AGREEMENT:

In consideration for being allowed to participate in the Field Trip I hereby declare that I understand and agree as follows:

Assumption of Risks

(1) That participating in the **Field Trip** carries some risks, which can be mitigated by prudence, but which might nevertheless materialize in potentially harmful ways, including but not limited to:

(a) Damage or vandalism to, or theft or loss of personal property; [list all significant personal risks, e.g. musculo-skeletal injuries, injuries to internal organs, concussions, abrasions, bruises, blisters or cuts resulting from slips or falls or collisions or from breakdown or other mishaps resulting from the use of equipment or from travel to and from **Field Trip** venues; exposure to biting and stinging insects, ticks, toxic plants, and potentially dangerous animals, such as bears, wolves, and large ungulates – consult Director of Risk Management if necessary];

I freely accept and fully assume all such risks, dangers and hazards and the possibility of personal injury, illness, death, property damage or loss, resulting therefrom.

_____ (Initial here that you have read paragraph 1)

Waiver of Claims and Release of Liability

(2) **TO WAIVE ANY AND ALL CLAIMS** directly or indirectly connected to the **Field Trip** that I have or may have in the future against the **University**, including its members, officers, employees, students, agents, volunteers and independent contractors, including the **Field Trip** Instructor(s) (all of whom are hereinafter collectively referred to as "**the Releasees**");

(3) TO RELEASE **THE RELEASEES** from any and all liability for any personal or property loss, damage, injury or expense that I may suffer, or that my next of kin may suffer, as a result of my participation in the **Field Trip due to any cause whatsoever INCLUDING NEGLIGENCE, BREACH OF CONTRACT, OR BREACH OF ANY STATUTORY OR OTHER DUTY OF CARE ON THE PART OF THE RELEASEES. I UNDERSTAND THAT NEGLIGENCE INCLUDES FAILURE ON THE PART OF THE RELEASEES TO TAKE REASONABLE STEPS TO SAFEGUARD OR PROTECT ME FROM, OR WARN ME OF, THE RISKS, DANGERS AND HAZARDS OF THE FIELD TRIP**;

_____ (Initial here that you have read paragraphs 2 and 3)

Other

(4) That, if I need to be considered for accommodation for disabilities on the **Field Trip**, I must first comply fully with the **University's** *Accommodations for Students with Disabilities Policy* and its related *Procedures*;

_____ (Initial here that you have read paragraph 4)

(5) That, in the event of any illness or injury or other form of incapacity that I may suffer during the **Field Trip**, or of my unexplained or otherwise suspicious disappearance from the **Field Trip**, I hereby authorize the **University** and/or **Field Trip** instructor(s) to:

(a) secure such advice and services, including medical and/or emergency advice and services, as they in their sole discretion may deem necessary for my health and safety and I shall be financially responsible for such advice and services; and

(b) collect, use, and disclose all my personal information, including my personal health information, that they in their sole discretion may deem necessary under the circumstances for my health and safety;

_____ (Initial here that you have read paragraph 5)

(6) That the **Field Trip** instructor(s) and/or the **University** may make visual and/or audio recordings of me and may use these recordings solely for educational or promotional purposes in relation to the **Field Trip**, [Course Name & Number], the **University**, and/or any unit of the **University** in perpetuity without compensation.

_____ (Initial here that you have read paragraph 6)

(7) That this **Agreement** shall be effective and binding upon my heirs, next of kin, executors, administrators, assigns and representatives in the event of my death or incapacity;

_____ (Initial here that you have read paragraph 5)

(8) That, once signed, this **Agreement** may be copied and preserved by the **University** in electronic format, and that each such electronic **University** copy shall be deemed to be an original.

_____ (Initial here that you have read paragraph 6)

(9) That this **Agreement** and any rights, duties and obligations as between the parties to this **Agreement** shall be governed

by and interpreted solely in accordance with the laws of the Province of Ontario and no other jurisdiction, and any litigation related in any way to this **Agreement** and/or the **Field Trip** shall be brought solely within the Province of Ontario and shall be within the exclusive jurisdiction of the Courts of the Province of Ontario.

_____ (Initial here that you have read paragraph 7)

I HAVE READ AND UNDERSTOOD AND INTEND TO BE BOUND BY THIS AGREEMENT IN ITS ENTIRETY. I EXECUTE THIS AGREEMENT VOLUNTARILY.

Signed this _____ day of _____ 2_____

_____

SIGNATURE OF PARTICIPANT

SIGNATURE OF WITNESS_____

This Agreement must be completed in full, initialed where required, signed, and dated before the Participant may have any involvement in Field Trips.

Personal information on this form is collected under the authority of sections 3 and 14 of the Lakehead University Act and will be used for the administration and operation of **Field Trips** and for the defense of the **University** against any claims or litigation in any way related to **Field Trips**. It will be kept otherwise confidential. Any questions on this collection should be directed to: Chair, Undergraduate Studies, Faculty of Education, Lakehead University, 955 Oliver Rd, Thunder Bay, P7B 5E1; telephone: (807) 343-8000, ext. 8520; or Chair, Orillia Education Programs, Faculty of Education, Lakehead University, 1 Colborne St W, Orillia, ON L3V 7X5; telephone: (705) 330-4008.

1.7 Waiver Form for Optional International, Remote, and/or Alternative Placement (CONFIDENTIAL)

AGREEMENT ***including Assumption of Risks, Waiver of Claims, Release of Liability, and Authorization to Obtain Medical/Emergency Services (hereinafter collectively called the "Agreement"), for Participation in an International, Remote, and/or Alternative Placement (hereinafter called "Placement")***

Please Note: By signing this Agreement, you will WAIVE CERTAIN LEGAL RIGHTS, including the RIGHT TO SUE OR CLAIM COMPENSATION FOLLOWING AN ACCIDENT, and you will ACCEPT LEGAL OBLIGATIONS.
Please Read Carefully!

_____ (Initial here that YOU HAVE READ THIS NOTICE)

TO: THE BOARD OF GOVERNORS OF LAKEHEAD UNIVERSITY (hereinafter called the "**University**")

I. OVERVIEW OF THE PLACEMENT:

The teacher candidate has chosen to complete an International, Remote and/or Alternative Placement (hereinafter called the "Placement"). This is a non-mandatory Placement location selected by the teacher candidate.

II. PARTICIPANT'S PERSONAL INFORMATION:

Name of Participant:_____ Birth Date (mm/dd/yyyy):_____

Student #:_____ Address and Postal Code:_____

Cell Phone Number: _____ LU Email: _____

Other phone number: _____ OHIP/Health Plan #: _____

Emergency Contact Name:_____ Relationship: _____

Cell Phone Number: _____ Other Telephone Number: _____

Email: _____

I have fully informed the person designated above as my Emergency Contact concerning my participation in the **Placement**; that he/she has agreed to act as my Emergency Contact; and that I AUTHORIZE the **University** to contact this person for or with information about me unless I revoke or change this appointment by notifying the **University** in writing.
_____ (Initial here that you have read this paragraph)

Declaration of Health Status

I understand that participation in this voluntary **Placement** may involve travel and strenuous activity. In either case, my health may be affected by activity levels to which I am not accustomed or by exposure to viruses/infections. I accept personal responsibility for securing the advice of a health practitioner (preferably a family physician) prior to participating in this **Placement** and for obtaining the required and recommended inoculations that are recommended by Canadian and foreign health authorities. I recognize that some pre-existing medical conditions, while not a serious health threat when medical services are readily available, may be life threatening in remote locations. I take full personal responsibility for my known pre-existing medical conditions. For conditions that I choose to reveal, I will make personal arrangements with another **Placement** participant so that symptoms of distress can be recognized. For conditions that I choose not to reveal, I take full personal responsibility. I have been made aware of the risks involved in this elective **Placement** and have evaluated the need for a physical check-up and /or prophylactic measures. I hereby declare that I am medically fit to engage in this elective **Placement**.

_____ (Initial here that you have read this Health Declaration)
In the interests of protecting your wellbeing, and in the light of the Declaration above, voluntarily identify any health,

medical, allergy and/or medication issues about which the Professional Experiences Coordinator, Placement Officer, associate teacher(s) and/or mentor(s) should be aware:

_____

_____

III. AGREEMENT:

In consideration for being allowed to participate in the **Placement**, I hereby declare that I understand and agree as follows:

Assumption of Risks

(1) That participating in the **Placement** carries some risks, which can be mitigated by prudence, but which might nevertheless materialize in potentially harmful ways, including but not limited to:

(a) Damage or vandalism to, or theft or loss of personal property
(b) Personal injury/disability/death due to motor vehicle and/or other accident
(c) Personal injury/disability/death due to limited access to medical care and advanced medical facilities

[List all significant personal risks, e.g. musculo-skeletal injuries, injuries to internal organs, concussions, abrasions, bruises, blisters or cuts resulting from slips or falls or collisions or from breakdown or other mishaps resulting from the use of equipment or from travel to and from **Field Trip** venues; exposure to biting and stinging insects, ticks, toxic plants, and potentially dangerous animals, such as bears, wolves, and large ungulates – consult Director of Risk Management if necessary];

I fully, and willingly, assume responsibility for all such risks, dangers and hazards, and the possibility of personal injury, illness, death, property damage or loss, resulting therefrom.

_____ (Initial here that you have read paragraph 1)

Waiver of Claims and Release of Liability

(2) **TO WAIVE ANY AND ALL CLAIMS** directly or indirectly connected to the **Placement** that I have or may have in the future against the **University**, including its members, officers, employees, students, agents, volunteers and independent contractors, including the **Placement** associate teacher(s)/mentor(s) (all of whom are hereinafter collectively referred to as "**the Releasees**").

(3) TO RELEASE **THE RELEASEES** from any and all liability for any personal or property loss, damage, injury or expense that I may suffer, or that my next of kin may suffer, as a result of my participation in the **Placement due to any cause whatsoever INCLUDING NEGLIGENCE, BREACH OF CONTRACT, OR BREACH OF ANY STATUTORY OR OTHER DUTY OF CARE ON THE PART OF THE RELEASEES. I UNDERSTAND THAT NEGLIGENCE INCLUDES FAILURE ON THE PART OF THE RELEASEES TO TAKE REASONABLE STEPS TO SAFEGUARD OR PROTECT ME FROM, OR WARN ME OF, THE RISKS, DANGERS AND HAZARDS OF THE PLACEMENT AND THE POSSIBILITY OF PERSONAL INJURY, ILLNESS, DEATH, PROPERTY DAMAGE OR LOSS, RESULTING THEREFROM.**

_____ (Initial here that you have read paragraphs 2 and 3)

Other

(4) That it is my responsibility to successfully complete all courses and prior **Placements** in the Bachelor of Education program as a condition of attending the scheduled **Placement**.

_____ (Initial here that you have read paragraph 4)

(5) That it is my responsibility to attend all orientation and training sessions made available to me in preparation for the **Placement**.

_____ (Initial here that you have read paragraph 5)

(6) That I will comply with all instructions of the **Placement** associate teacher(s), mentors and/or host site administrators respecting the **Placement**, and that my failure to do so may result in my immediate dismissal from the **Placement** without compensation for any costs that I have incurred. Further, I understand that I will be responsible for any additional costs

incurred as a result of the early dismissal.

_____ (Initial here that you have read paragraph 6)

(7) That, if I need to be considered for accommodation for disabilities on the **Placement**, I have complied fully with the **University's** *Accommodations and Access for Students with Disabilities/ Medical Conditions Policy* and its related *Procedures*.

_____ (Initial here that you have read paragraph 7)

(8) That I am responsible for looking after and ensuring that I have a sufficient supply of all my prescribed medications for the **Placement** and that I alone am responsible for administering them.

_____ (Initial here that you have read paragraph 8)

(9) That, because the **Placement** is being undertaken in association with the **University** of which I am a student, my conduct will reflect on the **University** during the **Placement** and will be subject to the **University's** *Code of Student Behaviour and Disciplinary Procedures* (the "Code") at all times during the **Placement**. As a **University** student ambassador, I will represent the **University** enthusiastically, and respect the culture, customs, expectations, and practices of the host school and country. Accordingly, I understand that any misconduct in which I engage during the **Placement**, including but not limited to abuse of alcohol or drugs, may be prosecuted under the Code and that all additional costs incurred as a result will be my responsibility (e.g. transportation).

_____ (Initial here that you have read paragraph 9)

(10) That, apart from the services that the **Placement** organizers have expressly indicated in writing that they will provide me, all travel arrangements and expenses are my responsibility, including transportation, accommodation, meals, sundry items, and the acquisition of all necessary travel documents and permissions related to the **Placement**.

_____ (Initial here that you have read paragraph 10)

(11) That it is my responsibility to provide all necessary legal documentation (for example Police Record Check, appropriate visas, customs and entrance requirements, passports and so on), medical, property, and travel insurance coverage and documentation (e.g. OHIP, Green Shield Cards) for myself for all portions of the **Placement**.

_____ (Initial here that you have read paragraph 11)

(12) That the **University** will be under no obligation to do or pay anything on my behalf or reimburse me should I fail to comply with any of the **Placement**'s travel and other arrangements or with any of the terms of this Agreement;

_____ (Initial here that you have read paragraphs 12)

(13) That for the duration of the **Placement** it is advisable for me to carry copies of my passport and essential ID, as well as a small supply of cash, separate from my other valuables. Further, I am responsible for safeguard of all personal items and valuables. These will not be reimbursed to me in the event of loss or theft.

_____ (Initial here that you have read paragraph 13)

(14) That it is my responsibility to ensure that I arrive on time for all flights/other modes of transportation associated with the **Placement** and that failure to do so will result in additional costs for which I will be responsible.

_____ (Initial here that you have read paragraph 14)

(15) That it is my responsibility to ensure that I have proper equipment and clothing for the **Placement**.

_____ (Initial here that you have read paragraph 15)

(16) That it is my responsibility, wherever possible, to avoid traveling alone into unknown areas, and to ensure that I notify an emergency contact of my whereabouts/plan, and have means to quickly communicate with my contact/emergency services in the event of an accident.

_____ (Initial here that you have read paragraph 16)

(17) That, in the event of any illness or injury or other form of incapacity that I may suffer during the **Placement**, or of my unexplained or otherwise suspicious disappearance from the **Placement**, I hereby authorize the **University** and/or **Placement** instructor(s), Associate Teachers, Mentors and/or host site administrators to:

(a) secure such advice and services, including medical and/or emergency advice and services, as they in their sole discretion may deem necessary for my health and safety and I shall be financially responsible for such advice and services; and

(b) collect, use, and disclose all my personal information, including my personal health information, that they in their sole discretion may deem necessary under the circumstances for my health and safety.

_____ (Initial here that you have read paragraph 17)

(18) That I am responsible for debriefing with representatives of Lakehead University during and immediately following completion of my **Placement**, as a requirement of any funding/opportunities to participate in an International, Remote and/or Alternative **Placement**. As part of this process, I will supply a written and/or video testimonial to the representative of the University, which provides highlights of the **Placement** experience.

_____ (Initial here that you have read paragraph 18)

(19) That the **Placement** associate teacher(s)/mentor(s) and/or the **University** may make visual and/or audio recordings of me and may use these recordings solely for educational or promotional purposes in relation to the **Placement**, the **University**, and/or any unit of the **University** in perpetuity without compensation. In making any visual and/or audio recordings, I acknowledge that I will comply with any, and all, existing privacy protocols at the host site. This compliance will include obtaining written permission where necessary.

_____ (Initial here that you have read paragraph 19)

(20) Where I have received funding to assist with the costs associated with the **Placement**, I understand that if I withdraw from the **Placement** for any reason, the total sum of the stipend shall be reimbursed payable to the Faculty of Education, by a certified cheque, within 30 days of cancellation.

_____ (Initial here that you have read paragraph 20)

(21) That this **Agreement** shall be effective and binding upon my heirs, next of kin, executors, administrators, assigns and representatives in the event of my death or incapacity.

_____ (Initial here that you have read paragraph 21)

(22) That, once signed, this **Agreement** may be copied and preserved by the University in electronic format, and that each such electronic copy shall be deemed to be an original.

_____ (Initial here that you have read paragraph 22)

(23) That this **Agreement** and any rights, duties and obligations as between the parties to this **Agreement** shall be governed by and interpreted solely in accordance with the laws of the Province of Ontario and no other jurisdiction, and any litigation related in any way to this **Agreement** and/or the **Placement** shall be brought solely within the Province of Ontario and shall be within the exclusive jurisdiction of the Courts of the Province of Ontario.

_____ (Initial here that you have read paragraph 23)

I HAVE READ AND UNDERSTOOD AND INTEND TO BE BOUND BY THIS AGREEMENT IN ITS ENTIRETY. I EXECUTE THIS AGREEMENT VOLUNTARILY.

Signed this _____ day of _____ 2_____

_____

SIGNATURE OF PARTICIPANT

SIGNATURE OF WITNESS_____

This Agreement must be completed in full, initialed where required, signed, and dated before the Participant may have any involvement in Field Trips.

Personal information on this form is collected under the authority of sections 3 and 14 of the Lakehead University Act and will be used for the administration and operation of **Field Trips** and for the defense of the **University** against any claims or litigation in any way related to **Field Trips**. It will be kept otherwise confidential. Any questions on this collection should be directed to: Chair, Undergraduate Studies, Faculty of Education, Lakehead University, 955 Oliver Rd, Thunder Bay, P7B 5E1; telephone: (807) 343-8000, ext. 8520; or Chair, Orillia Education Programs, Faculty of Education, Lakehead University, 1 Colborne St W, Orillia, ON L3V 7X5; telephone: (705) 330-4008.