

TEACHER EDUCATION PROGRAM  
**POLICIES & GUIDELINES**  
2019/20



# TEACHER EDUCATION PROGRAM MISSION

The Faculty of Education at the University of British Columbia is committed to preparing educators who are knowledgeable, skillful, flexible, and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society.

The UBC teacher education program is designed to engender in beginning educators a strong sense of professional inquiry and appreciation of the importance of research and inquiry in understanding teaching and learning. Teacher candidates are encouraged to inquire systematically into their own practice with an eye toward enhancing learning experiences for all learners in school settings and other learning environments.

We understand teaching as a moral activity guided by ideals of human good and conceptions of what is educationally

valuable. To achieve our mission, educators at UBC are aware that enacting global citizenship necessitates a dialogical approach to issues of social and ecological justice, equity, sustainability and social action.

Although we are committed to preparing UBC teacher candidates for provincial certification, we are also inspired by ways of being and becoming educators and by serving the educational community in multiple ways in multiple contexts locally and globally. We are proud of a program known for its approach to pedagogical excellence, disciplinary specialization, an innovative rural teacher education centre and a renowned Indigenous teacher education program.



Dr. Blye Frank  
Dean, Faculty of Education



Dr. Marianne McTavish  
Associate Dean, Teacher Education

## CONTENTS

<b>1.0</b>	<b>TEACHER EDUCATION PROGRAM EXPECTATIONS</b>	<b>4</b>
1.1	Respectful Learning Environment	4
1.2	Accountability for Learning	4
1.3	Attendance and Participation	5
1.4	Academic Regulations	9
1.5	Criminal Record Check	9
1.6	English Proficiency	10
1.7	French Proficiency	10
<b>2.0</b>	<b>PROFESSIONAL CONDUCT</b>	<b>11</b>
2.1	Professional Conduct for Teacher Candidates	11
2.2	Responding to Allegations of Unprofessional Conduct	16
<b>3.0</b>	<b>STUDENT SUPPORT</b>	<b>17</b>
3.1	Admissions Advising	17
3.2	Course Registration	17
3.3	Changing Course Sections	18
3.4	Changing Cohorts - Elementary & Middle Years	18
3.5	Program Advising	18
3.6	Unexpected Circumstances	20
3.7	Academic Concessions	21
3.8	Program Accommodations	23
3.9	Advancement, Withdrawal, and Readmission	23
3.10	Process for Resolving Concerns	26
3.11	Process for Academic Appeals	29
3.12	Scholarships and Awards	31
3.13	Graduation and Certification	32
3.14	Obtaining a Professional Teaching Certificate	33
3.15	Records and Confidentiality	34

# 1.0 TEACHER EDUCATION PROGRAM EXPECTATIONS

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## 1.1 Respectful Learning Environment

The University of British Columbia envisions a climate in which students, faculty, and staff are provided with the best possible conditions for learning, researching, and working, including an environment that is dedicated to excellence, equity, and mutual respect.

In addition, the University believes that every student, faculty, and staff

member has the right to study and work in an environment that is free from discrimination and harassment as a result of age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental ability, sex or sexual orientation.

» [UBC Respectful Environment Statement](#)

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## 1.2 Accountability for Learning

Teacher candidates are expected to actively participate during learning experiences in the program. Almost all courses in the teacher education program are graded as Pass/Fail. In order to pass a course, teacher candidates will be expected to produce high quality work that meets criteria provided by instructors. They will be advised by their instructors if any aspect of course work (including assignments, attendance, and participation) does not meet expectations. Teacher candidates may be expected to revise and re-submit an assignment or do a supplemental assignment to demonstrate that they have met expected standards.

If your instructors continue to have concerns about your progress in a course,

they may issue an interim report. The intention of the interim report is to provide you with the opportunity to address your difficulties in order to be successful in the program. Interim reports outline instructor concerns, recommendations for improvement, information on re-submissions and/or supplemental assignments and will include deadlines. Copies of interim reports will be filed in the Teacher Education Office.

If you receive an interim report regarding course concerns and have questions, please speak with your instructor and/or with a program coordinator in the Teacher Education Office. If you receive an interim report regarding practicum, refer to Practicum Expectations.

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## 1.3

### Attendance and Participation

The nature of the teacher education program is highly participatory. Regular attendance in all classes (including lectures, laboratories, tutorials, seminars, practicum, field experiences, etc.) and the timely completion of assignments are essential to success in the teacher education program.

» [UBC Calendar: BEd Academic Regulations](#)

#### ATTENDANCE POLICY

It is important that teacher candidates understand and value the time commitments made by faculty and colleagues to their learning, especially given the highly participatory nature of the program. Regular attendance in all classes and field experiences is expected and reflects a commitment to the professional practice.

Satisfactory attendance includes, but is not limited to, attending on time, staying in class throughout the entire lesson, and participating in all scheduled coursework and field experiences. Poor attendance has

a negative effect on morale, is considered unprofessional, and can lead to candidates not achieving the required breadth and depth of experiences. Attendance is mandatory for classes preceding and following holidays, long weekends, and ends of term. Absences beyond two days per course during regular terms and one day per course during condensed (four to six weeks) terms must be discussed with a program coordinator.

#### **Anticipated Absences:**

Some absences are unanticipated (e.g., illness, injury, bereavement) while others may be anticipated. Examples of anticipated absences include religious holidays (in accordance with UBC policy), participation in major varsity, national or international team events, or compassionate leave. For anticipated absences, teacher candidates must meet with a program coordinator and/or notify the Teacher Education Office in writing at least two weeks in advance.

When scheduling personal appointments (e.g., routine medical or dental care, weddings, travel, etc.), teacher candidates are expected to make arrangements that do not conflict with scheduled classes or

practicum/field experiences. Please note that certain absences (e.g., vacations) are not appropriate reasons for missing course work or practicum/field experiences.

Non-UBC professional development experiences (aside from scheduled pre-approved events such as WestCAST), are not excused and these absences may result in a failing grade for a course or practicum/field experience.

Teacher candidates are expected to follow proper procedure for any absences that occur during the program. This protocol aligns with the responsibilities and expectations of all teaching professionals when reporting absences.

## PROCEDURE FOR REPORTING ABSENCES

#### **Advance Notice:**

Occasionally, teacher candidates may need to be absent from classes due to illness or other unexpected reasons. In such cases, teacher candidates are expected to inform all parties as early as possible.

#### **Communication with the Teacher Education Office:**

When there is an absence, teacher candidates need to submit an [e](#) and provide the reason(s) for their absence. This communication should be provided as early as possible, and no later than 8:00 a.m. of the day of the absence.

In cases where prolonged absences are the result of medical or health reasons

(e.g., surgery, accidents, illness), medical documentation may be required.

This will be submitted to the TEO in addition to completing the online form. Communicating directly with a TEO program coordinator for academic accommodation may be necessary.

**Communication with Course Instructor(s) or Faculty Advisors:**

COURSEWORK

Teacher candidates must notify instructors of all the missed classes by forwarding the Absence Report email confirmation. This communication should be provided as early as possible, but no later than 8:00 a.m. of the day of the absence.

Teacher candidates bear the full responsibility to inquire about and make up for missed assignments. In certain cases, teacher candidates may be asked to complete alternate/additional assignments to fulfill course requirements. Accommodations need to be discussed in advance with program coordinators. See Section 3.8 Accommodations.

PRACTICUM

Teacher candidates must notify their practicum faculty advisor by forwarding the Absence Report email confirmation. This communication should be provided as early as possible, but no later than 8:00 a.m. of the day of the absence.

Teacher candidates must also follow the school protocol for reporting teacher absence (e.g., communication with the front office staff) and with their school advisor.

**Communication with School Advisor(s):**

Teacher candidates are required to provide advance notice of their absence(s) to their school advisors.

Teacher candidates are also responsible for providing adequate planning if they will be absent on a day they are scheduled to teach.

## CONSEQUENCES OF EXCESSIVE AND/OR INAPPROPRIATE ABSENCES

Attendance and participation are important aspects of professionalism, and poor attendance may lead to the inability to meet expectations in coursework or field experiences, resulting in a fail.

To reiterate: regular attendance in all classes and field experiences is a professional commitment expected of all teacher candidates.

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## RESPECTFUL LEARNING CLIMATE

To ensure a respectful learning climate, teacher candidates will:

- arrive on time for class,
- attend all registered classes (see attendance policy),
- stay for the entire duration of each class (unless prior approval has been obtained for early dismissal),
- restrict the use of digital devices to work related to the class in session, and
- refrain from bringing children to class.



### 1.4 Academic Regulations

Teacher candidates are expected to:

- adhere to academic regulations in the UBC Calendar,
  - cite references when using information or materials developed by others, including information and materials from the internet,
  - submit a separate and distinct assignment for each course (single assignment cannot be used for more than one course, unless prior approval from the instructor is granted), and
  - abide by copyright laws and regulations.
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### 1.5 Criminal Record Check

The Criminal Record Check is required of each teacher candidate upon admission or re-admission to the teacher education program. Teacher candidates readmitted to the program are required to authorize a new criminal record request if they have not been registered in the program during the previous winter session.

The Teacher Education Office does not receive individual copies of criminal record check clearances; however, if you wish, you can request a letter from our office stating that this check was performed and the clearance date.

» [UBC Calendar: BEd Admissions](#)

Teacher candidates who are charged with a relevant offence during the program pursuant to Section 17.4 of the [Criminal Records Review Act](#) are required to notify the director of the Teacher Education Office immediately and provide authorization for a further criminal record check. Failure to meet the requirements of the criminal record check may affect your status for both graduation and teacher certification.

An offence is deemed relevant in determining the risk that an individual may pose in a position where they have unsupervised access to children.

## LANGUAGE PROFICIENCY

### 1.6 English Proficiency

All teacher candidates admitted to the teacher education program must demonstrate proficiency in English. If questions arise regarding your written or spoken English, you may be required to participate in language support seminars offered through the Teacher Education Office and the Department of Language and Literacy Education before proceeding to the extended practicum.

You may also wish to seek other sources of English language support offered at UBC or elsewhere.

Please consult with a program coordinator in the Teacher Education Office about your best options. Teacher candidates may be excluded from participating in practicum experiences if language difficulties are not satisfactorily addressed.

» [UBC Calendar: BEd Academic Regulations](#)

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### 1.7 French Proficiency

UBC elementary and middle years teacher candidates are expected to teach core French in grades five to eight. They are encouraged to seek opportunities to learn and use French in conversation either during their pre-service year or once they are teaching.

There are local meet ups ([french.meetup.com](#)) and conversation groups (e.g., [Le centre culturel francophone](#) or [L'alliance française](#)). There are also [federal government bursaries](#) available for summer French immersion programs for teacher candidates and for teachers, as well as [UBC Extended Learning](#) courses.

## 2.0 PROFESSIONAL CONDUCT

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### 2.1 Professional Conduct for Teacher Candidates

Professional conduct is the set of attitudes, behaviours, and characteristics deemed desirable in members of a profession. It defines the profession and its relationship to its members and to society. It is the responsibility of teacher candidates to familiarize themselves with and meet the expectations for professional conduct in all settings.

Faculty members are expected to help teacher candidates interpret specific school and/or practicum guidelines and apply them appropriately.

Although satisfactory performance in both academic coursework and in practicum placements is a prerequisite to advancement, it is not the sole criterion in the consideration for advancement

or graduation. The UBC Faculty of Education reserves the right to require a teacher candidate to withdraw if they are considered not suited to proceed with the study or practice of teaching.

A teacher candidate may be considered unsuited to proceed with the study or practice of teaching if they engage in unprofessional conduct. The examples of unprofessional conduct in this policy are not exhaustive, and the Faculty will review allegations of unprofessional conduct on a case-by-case basis. This policy applies to all conduct of its teacher candidates, even when not in the classroom or on practicum or otherwise related to the program.

Examples of unprofessional conduct include but are not limited to:

- behaving in a manner that endangers teacher candidate peers, faculty, staff, students, staff in practicum settings, volunteers, or others,
- harassing or being abusive towards students, teacher candidate peers, faculty, staff, staff in practicum settings, volunteers, or others,
- breaching confidentiality or other ethical obligations,
- engaging in illegal activities that are inconsistent with the practice of teaching or likely to harm students or others, or
- failing to meet the Standards of Professional Conduct as outlined below.

## 2.0 PROFESSIONAL CONDUCT

### 2.1 Professional Conduct for Teacher Candidates

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Membership in the teaching profession demands integrity, competence and adherence to ethical standards. Teaching is a profession that is enormously demanding and carries considerable responsibility as teachers assume a crucial and challenging role in the support, care and development of other people's children.

**At all times, teacher candidates are expected to demonstrate:**

## HONESTY AND INTEGRITY

- Act with integrity and demonstrate personal and academic honesty in all interactions and communications, both orally and in writing. Communicate truthfully with students, teachers and other school-based personnel, teacher candidate peers, faculty members, and staff.
- Acknowledge contributions made to course assignments, lesson plans, and materials designed or provided by others.

## RESPECT FOR OTHERS

- Engage only in respectful interactions with others that do not discriminate on grounds protected by the British Columbia Human Rights Code.
- Contribute to a classroom atmosphere conducive to learning and the conduct of professional work. Maintain personal composure and consideration for others in all interactions.
- Ensure that all communications, including those on the Internet and social media, are respectful.
- Establish and maintain appropriate personal boundaries in relationships with others both on and off campus.

## 2.0 PROFESSIONAL CONDUCT

### 2.1 Professional Conduct for Teacher Candidates

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- Do not engage in conduct that exploits students or others for personal, sexual, ideological or other advantage.
- Respect the confidentiality of student information, the dignity of children and their right to confidentiality, subject to your legal and professional obligations, which include a duty to report abuse or suspected abuse.
- Treat students and their families with respect and dignity both in their presence and in discussions with other members of educational teams.

## RESPONSIBILITY

- Be accountable for personal conduct. Show enthusiasm, initiative, adaptability and curiosity.
- Receive feedback in a non-defensive and receptive manner.
- Meet expectations related to dependability, punctuality, attendance and participation. Meet deadlines.
- Use social media responsibly, refraining from posting any information or comments related to students or colleagues or any personal information without appropriate consents.
- Assure the primacy of students' wellbeing.
- Respect boundaries between teachers and students in all interactions, including social media.
- Create environments that are conducive to student learning.
- Recognize your own limitations and seek help when your level of experience is inadequate.

## 2.0 PROFESSIONAL CONDUCT

### 2.1 Professional Conduct for Teacher Candidates

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Teacher candidates are bound by the statutes, rules, regulations, and ordinances of the University and the Faculty. They are expected to adhere to the [UBC Statement of Respectful Environment for Students, Faculty, and Staff](#), and are expected to be familiar with and to comply with the policies of the University relating to conduct, including but not limited to:

- UBC Policy on [Academic Honesty and Standards](#),
- UBC Policy on [Non-Academic Misconduct](#).

During the course of the teacher education program, teacher candidates will be required to demonstrate their understanding of the following [BC Teachers' Council Standards for the Education, Competence and Conduct of Education in BC](#):

1. Educators value the success of all students. Educators care for and act in their best interests.
2. Educators act ethically and maintain the integrity, credibility and reputation of the profession.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
5. Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.
6. Educators demonstrate a broad knowledge base and an understanding of areas they teach.
7. Educators engage in professional learning.
8. Educators contribute to the profession.
9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories and cultures of First Nations, Inuit and Métis.

## 2.0 PROFESSIONAL CONDUCT

### 2.1 Professional Conduct for Teacher Candidates

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In school or field settings, teacher candidates are expected to be familiar with relevant policies and procedures governing conduct within those settings, including but not limited to the:

- British Columbia Teachers' Federation's [Code of Ethics](#)
- British Columbia Ministry of Children and Family Development's [Child, Family and Community Service Act](#) (Duty to report abuse or suspected abuse).

*Teacher candidates whose program is interrupted and who are readmitted to the program will be required to authorize a new criminal record request if they have not been registered in the program during the past winter session.*

## 2.2 Responding to Allegations of Unprofessional Conduct

When investigating an allegation of unprofessional conduct, the Faculty will follow the [Protocol and Procedure for Investigating and Responding to Alleged Unprofessional Conduct in the Program](#) outlined on the TEO website.

Teacher candidates should note that the laying of criminal charges, the commencement of civil proceedings, or the commencement of proceedings under another University policy or procedure does not preclude the Faculty from following the procedures set out in this policy.

If the Faculty becomes aware that a teacher candidate has been accused of serious unprofessional conduct, the Faculty reserves the right to postpone the teacher candidate's advancement in the program, including graduation from the program, until the allegations of unprofessional conduct have been investigated and resolved by the Faculty. Where a teacher candidate has been charged with a criminal offence that, if

proven, would constitute unprofessional conduct, the Faculty may postpone the student's advancement in the program including graduation from the program, until such time as the criminal charges are dismissed or have proceeded through the court system to acquittal or conviction and sentencing.

If the Faculty becomes aware at any time that a teacher candidate has been accused of unprofessional conduct then the Faculty may require the teacher candidate to obtain an updated criminal record check pursuant to the Criminal Records Review Act and provide the results to the Faculty.

Conduct that is considered unprofessional under this policy may also violate other University policies. The Faculty or another unit of the University may commence proceedings against the teacher candidate pursuant to those processes in addition to taking action pursuant to this policy.



## 3.0 STUDENT SUPPORT

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### BEFORE THE PROGRAM STARTS

#### 3.1 Admissions Advising



Dr. Keith McPherson  
Admissions Officer  
[keith.mcpherson@ubc.ca](mailto:keith.mcpherson@ubc.ca)  
604 822 5069



Dr. Justin O'Hearn  
Admissions Officer  
[justin.ohearn@ubc.ca](mailto:justin.ohearn@ubc.ca)  
604 822 4612



Matthew Duckworth  
Admissions Officer  
[matthew.duckworth@ubc.ca](mailto:matthew.duckworth@ubc.ca)  
604 822 0165

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#### 3.2 Course Registration

Prior to the program start date, teacher candidates are emailed a standard timetable and a link to instructions for course registration for both winter and summer sessions. Courses are at the 300 and 400 level. Distance education courses are not permitted.

The teacher candidate is responsible for the completeness and accuracy of registration as it relates to the regulations of the degree or diploma program in which the teacher candidate is enrolled.

» [UBC Calendar: Policies & Regulations](#)

*You may not register in more than 7 credits in any three-week summer session sub-term.*

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## 3.0 STUDENT SUPPORT

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### 3.3 Changing Course Sections

Timetables are constructed to minimize the necessity for course changes. Courses may only be dropped with approval and assistance from a program coordinator in the Teacher Education Office.

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### 3.4 Changing Cohorts - Elementary & Middle Years

A teacher candidate may move to a different cohort only if there is room available in that cohort before classes begin in September.

Once classes start, it is not possible to change to a different cohort unless there are exceptional circumstances.

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## DURING THE PROGRAM

### 3.5 Program Advising



Bette Shippam  
Program Coordinator - Student Services  
(Secondary)  
[bette.shippam@ubc.ca](mailto:bette.shippam@ubc.ca)  
604 822 5444



Dr. Lorrie Miller  
Program Coordinator- Student Services  
(Elementary & Middle Years)  
[lorrie.miller@ubc.ca](mailto:lorrie.miller@ubc.ca)  
604 822 9128

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### 3.0 STUDENT SUPPORT



John Yamamoto  
Program Coordinator – Practicum & Field Experience  
(Secondary)  
[john.yamamoto@ubc.ca](mailto:john.yamamoto@ubc.ca)  
604 822 5222



Rod Brown  
Program Coordinator – Practicum & Field Experience  
(Elementary & Middle Years)  
[rod.brown@ubc.ca](mailto:rod.brown@ubc.ca)  
604 822 5243



Dr. Keith McPherson  
Admissions Officer  
[keith.mcpherson@ubc.ca](mailto:keith.mcpherson@ubc.ca)  
604 822 5069



Claire Rushton  
Director, Teacher Education Office  
[claire.rushton@ubc.ca](mailto:claire.rushton@ubc.ca)  
604 822 1473

If you have questions about course content or assignment deadlines, consult with the instructor as soon as possible. Questions or concerns about the BEd program should be directed as soon as possible to program coordinators in the Teacher Education Office.

## 3.6 Unexpected Circumstances

For financial assistance and for student loan advising, contact an Enrolment Services Advisor (ESA) in the [Student Financial Assistance and Awards](#) office. Find your ESA's contact information on the [Student Service Centre \(SSC\)](#) under Personal Info > UBC Contacts.

Your ESA can help you in person, or by phone or email.

For personal crises requiring urgent counselling, emergency drop-in hours are scheduled daily in the [UBC Counselling Services](#) office. You may request assistance from a program coordinator in the TEO to arrange counselling services.

In case of sudden illness that interferes with your ability to function as a teacher candidate, you may seek and obtain an emergency appointment at the [UBC Student Health Service Clinic](#) located next to the hospital emergency department on campus. You may also request assistance from a program coordinator in the Teacher Education Office.

### **Student Financial Assistance and Awards**

Brock Hall (East Wing)  
Room 1036 - 1874 East Mall

### **UBC Student Health Service Clinic**

UBC Hospital  
Room M334 - 2211 Wesbrook Mall,  
Koerner Pavilion

### **Patient Appointments:**

**604 822 4848**

## 3.7 Academic Concessions

Requests for academic concessions must first be directed to instructors, and second, to a program coordinator in the Teacher Education Office before or as close as possible to the time that attendance or performance is affected. Documentation from a physician or other authority needs to provide sufficient details to support any concessions requested.

Concessions may include extending assignments, dropping a course(s), withdrawing from the program, or obtaining deferred or Aegrotat standings. Please note that untimely notification [of request] will normally not be taken into account.

» [UBC Calendar > Policies and Regulations > Academic Concession](#)

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Should the absence or inability to complete an assignment exceed three days, and you request an academic concession, obtain a statement from your physician or from UBC Student Health Services. The statement must include sufficient detail to explain the inability to extend or to complete a course.

Submit the statement to a program coordinator in the TEO immediately. You may wish to provide your instructors with this statement as well. In the case of repeated absences, instructors will require you to contact program coordinator(s) in the Teacher Education Office.

» [UBC Calendar > Bachelor of Education > Academic Policies and Regulations](#)

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*A medical statement does not constitute a concession; it is evidence to be considered when a request for a concession is made. Your instructors may request a copy of the statement or confirmation of the concession from the TEO.*

A Deferred Standing (DS) may be granted only when you have a valid reason for not completing course requirements as scheduled and you do not qualify for an Aegrotat Standing (see below). If you have been granted Deferred Standing, you are responsible for making satisfactory arrangements with your instructors for completion of outstanding requirements. Deferred Standing granted in the Winter Session, must be completed by the following mid-August [or earlier to meet a specific deadline negotiated with the instructor(s)].

If you have been granted Deferred Standing, you are responsible for making

satisfactory arrangements with your instructors for completion of outstanding requirements. If you fail to complete the deferred requirements by the date specified, the SD will be replaced with a grade or standing that reflects the requirements completed in the course.

An Aegrotat Standing (AEG) allows credit for a course even though the course requirements have not been completed. This standing is awarded [in unusual cases] only if the instructor and the Associate Dean (representing the Dean and the Faculty) agree that you have demonstrated the capacity to deal with the course material satisfactorily.

» [UBC Calendar > Policies & Regulations > Grading Practices > Standings](#)

## 3.8 Program Accommodations

Teacher candidates who have a disability that may require academic accommodations within the program should meet both with a program coordinator in the TEO and with an advisor at the [Centre for Accessibility](#) as soon as possible before or as they start the program. They will assess and plan

for disability-related services within the Teacher Education Office. Follow-up advising will continue during the program.

**Centre for Accessibility**

[info.accessibility@ubc.ca](mailto:info.accessibility@ubc.ca)

604 822 5844

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## 3.9 Advancement, Withdrawal, and Readmission

### ADVANCEMENT

The teacher education program is an intensive 11-month program, and you are encouraged to complete the program within 11 months. If your program is interrupted for any reason (e.g., personal, health, academic difficulty), you will normally have four years from first registration in which to complete the requirements of the program. If there are special circumstances which require individual advising and approval from the TEO, please contact a program coordinator in the TEO.

If your program is interrupted, you will be required to provide evidence that conditions set at the time of the interruption have been met. Reinstatement or readmission is not automatic.

Withdrawals and/or a standing of “W” may have implications for loans and tuition fees. The University policy on Withdrawals and Change of Registration applies. You must pass all the requirements for each consecutive term preceding the extended practicum. Similarly, you must pass the extended practicum in order to proceed to the community field experience and, subsequently, to the program’s final summer session courses. Only in exceptional circumstances will these requirements be waived. Permission to proceed out of sequence is not automatically granted.

» [UBC Calendar > Bachelor of Education > Academic Policies and Regulations](#)

## WITHDRAWAL

### Withdrawal from Courses

You may withdraw voluntarily from courses in accordance with the university withdrawal deadlines as outlined in the UBC Calendar. Dates for withdrawal with or without a refund depend on course start date and duration and are listed online at [courses.students.ubc.ca/cs](https://courses.students.ubc.ca/cs). Prior to withdrawing voluntarily, it is important that you speak with a program coordinator in the Teacher Education Office.

### Withdrawal from Practicum

You may withdraw voluntarily up to the mid-point of the extended practicum. Information on specific dates for withdrawal from the extended practicum with fee refund is available from practicum coordinators.

Withdrawal from practicum must occur in consultation with your school and with approval from the practicum coordinator.

If you are granted a 'W' on the extended practicum (EDUC 418, 419, 421, 495 or 496), you must wait until the next time the extended practicum is scheduled to re-enrol. In most cases a third practicum will not be offered. See the [Practicum Guidelines](#) for specific details regarding withdrawal from practicum.

### Withdrawal from the Program

Withdrawal from the program is a serious decision and should occur in consultation with program coordinators in the Teacher Education Office.



## READMISSION

Please be aware that reinstatement and readmission into the teacher education program is not automatic.

Teacher candidates who encounter difficulties during the program may be “required to discontinue”. If you are required to discontinue and wish to re-apply to the Faculty of Education, your application for readmission must include evidence that you have satisfied any conditions set at the time you were required to discontinue. If you wish to resume the program, you must re-apply six months prior to the term in you wish to resume the program. Please note that readmission is not automatic.

» [Guidelines for Reinstatement and Readmission](#)

Additionally, teacher candidates who experience a pattern of failure may be required to withdraw. If you are required to withdraw, you will not normally be re-admitted to the teacher education program. In exceptional circumstances, you may, after at least one year, submit a formal appeal for permission to re-enrol. Such an appeal will be granted only after review by the associate dean. A negative decision by the associate dean may be appealed to the Senate Admissions Committee.

## 3.10 Process for Resolving Concerns

### COURSEWORK

Teacher candidates who are concerned about an aspect of their program should consult with a program coordinator in the TEO. If the concern is related to a course, candidates should **first speak directly to the instructor**. If not resolved, please follow the steps on the following page.

### PRACTICUM

If the concern is related to the practicum, the candidate will be advised in most cases to **first speak directly to the faculty advisor**. If not resolved, please follow the steps on the following page.

- If there is no resolution, the concern may be articulated in person or in writing to a practicum coordinator in the TEO.
- If there is no resolution, the concern may be articulated in writing to the associate dean, teacher education.

If there is no resolution, candidates may register a complaint with the [Office of the Ombudsperson for Students](#).

## IF CONCERN IS RELATED TO A COURSE (INCL. PRACTICUM):

### EDUC COURSES

#### Address to instructor.

**1. *If unresolved:***

May be addressed in person or in writing to course coordinator or department head.

**2. *If unresolved:***

May be forwarded to [Ombudsperson for Students](#).

### PRACTICUM OR CFE COURSES

#### Address to instructor or faculty advisor.

**1. *If unresolved:***

May be addressed in person or in writing to a TEO practicum coordinator.

**2. *If unresolved:***

May be addressed in person or in writing to the associate dean, teacher education.

**3. *If unresolved:***

May be forwarded to [Ombudsperson for Students](#).

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## IF CONCERN IS RELATED TO ANYTHING OTHER THAN A COURSE:

#### Address to a program coordinator in the TEO.

▪ ***If unresolved:***

May be addressed in writing to the associate dean, teacher education.

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## REPORT AN INCIDENT

Report a **non-emergency incident** with this [online form](#).

### **UBC Campus Security**

[security.ubc.ca/contact-us](https://security.ubc.ca/contact-us)

604 822 2222

2133 East Mall (next to the UBC Bookstore)

Office hours: 7:30 a.m. to 6:30 p.m.

## HEALTH & WELLNESS

Find self-help resources, support contacts and a wealth of other helpful information for your physical and mental wellbeing at [students.ubc.ca/health-wellness](https://students.ubc.ca/health-wellness).

» [Help a friend](#)

## 3.11 Process for Academic Appeals

Teacher candidates who wish to protest evaluative decisions relating to their academic coursework may do so. Appeals should first be directed to the nearest source, typically an instructor.

- If there is no resolution, appeals should be made in writing to the appropriate course coordinator or head of department for most courses (ECPS, EDCP, EDST, LLED) or to the Teacher Education Office for EDUC courses, including practicum and field experiences. (A TEO program coordinator can advise whom to contact.)
- If there is no resolution, the appeal may be submitted to the associate dean of teacher education to be reviewed and forwarded to the Committee on Curriculum, Admissions, Standings, and Appeals (CCASA). Advice concerning the process and forms on which to submit an appeal are available from the Teacher Education Office.

An appeal must be accompanied by a written statement that includes:

- a statement of the decision being appealed including the name and title of the person who made the decision,
- a statement of the reasons for the appeal,
- a chronology of the circumstances related to the appeal issue,
- copies of any documents to which the appellant refers.

» [UBC Calendar/Academic Policies and Regulations](#)

## EDUC COURSES

### Address to instructor.

**1. If unresolved:**

Addressed in writing to the department head/  
coordinator.

**2. If unresolved:**

Reviewed by the associate dean, teacher education.  
Forwarded to CCASA, as deemed appropriate.

## PRACTICUM & CFE COURSES

### Address to TEO practicum coordinator.

**1. If unresolved:**

Addressed in writing to the associate dean, teacher  
education.

**2. If unresolved, forwarded to:**

CCASA, as deemed appropriate.

For further information, see [UBC Calendar/Appeal Procedures](#) and [UBC Calendar/BEd Appeal Procedures](#).

## APPEALS ON ADMISSIONS DECISIONS

Admission to the UBC Bachelor of Education program is competitive. Applications are evaluated on both the academic requirements (specific course work, grade point average (GPA), overall academic history) and the Personal Profile (experiences, references, and written content). Personal Profiles are reviewed by experienced education professionals who evaluate and make recommendations for admission based upon quality, quantity, and relevance of an applicant's combined experiences, written language skills, and references. In some instances, applicants may be invited for an interview.

If the number of available places in the program option is exceeded by the number of applicants, not every qualified applicant will be admitted.

Applicants who believe that they have been unjustly denied admission may submit a formal appeal within 14 days of the issue date on the notification of an admissions or readmission decision, according to the policy and process outlined on the [UBC Calendar/Admission Appeals](#).

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### 3.12 Scholarships and Awards

The faculty makes recommendations for student awards and scholarships based upon achievement in classes and practicum during the program. You do not apply for most scholarships or academic awards; however, you may apply for scholarships and bursaries that do not require a recommendation by the faculty.

Check application procedures and deadlines at the [Office of Awards and Financial Aid](#) in Brock Hall. Canada Student Loan application information and deadlines are also available from the TEO.

### 3.13 Graduation and Certification

Teacher candidates must login to the [Student Services Centre \(SSC\)](#) website and make a formal application to have their Bachelor of Education degree conferred. Submit your application by August 31 for fall convocation.

The Faculty of Education applies the following policy in determining satisfactory completion of the Bachelor of Education:

**If you do not apply or are not eligible for graduation, a recommendation for certification will not be submitted to the Teacher Certification Branch.**

Entry into the profession of teaching is not a right, but a privilege. Suitability to teach includes satisfactory academic performance, teaching performance and professional conduct. Although

satisfactory academic performance is prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a teacher candidate for promotion or graduation.

Decisions regarding suitability are jointly made by the dean and associate dean. Teacher candidates who could be required to withdraw due to issues of suitability will have the opportunity to speak with the dean and associate dean. In addition, teacher candidates who are required to withdraw have the right of appeal to the University Senate.

*The Faculty reserves the right to require a teacher candidate to withdraw from the faculty if the teacher candidate is considered to be unsuited to proceed with the study or practice of teaching.*

» [UBC Calendar > Bachelor of Education > Academic Policies and Regulations](#)



## 3.14 Obtaining a Professional Teaching Certificate

You must apply to graduate and, upon approval of your degree completion, the faculty will recommend you to the [Teacher Certification Branch](#). Certification to teach is granted by the Teacher Certification Branch. Applicants who intend to teach in other jurisdictions must obtain information concerning the requirements for entry from the governing or credentialing body in those jurisdictions. Refer to [The School Act](#) and Professional Associations: Teacher Certification Branch section of this publication.

Possession of a certificate of qualification to teach is mandatory for teaching within public elementary, middle years or secondary schools of British Columbia. [The Teaching Profession Act](#) has assigned the authority to the Teacher Certification Branch to issue teaching certificates and to determine the classes of certificates of qualification issued.

At the end of each session, the faculty reports to the Teacher Certification Branch the names of teacher candidates who have satisfied requirements for BC teacher certification. This report includes a copy of each teacher candidate's UBC transcript/s but does not include copies of transcripts from other institutions.

Those not wishing their status reported and their transcripts forwarded to the Teacher Certification Branch should inform the associate dean, teacher education, in writing at least one month before they complete teacher certification requirements. (Committee on Curriculum, Admissions, Standing, and Appeals, Spring 2001)

## 3.15 Records and Confidentiality

All information in teacher candidates' files is considered confidential. You may request copies of any information in your file except for confidential reference letters submitted to support your admission application. Requests for information must be presented in writing at least one month prior to release of records. Under no circumstances will the faculty forward academic or practicum records to potential employers. You are expected to retain copies of practicum reports for this purpose. Requests for official transcripts must be made to [UBC Student Services](#).

Upon program completion, practicum reports and anecdotal records are normally retained for a period of five years following convocation. Academic transcripts of courses and degrees may be obtained from Enrolment Services for a fee. UBC academic records are kept indefinitely.