

YNTep Student Handbook

Bachelor of Education Degree (B. Ed.)
4 Year - 120 Credit Program

Bachelor of Education After Degree (BEAD)
2 Year - 60 Credit Program

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Welcome to the Yukon Native Teacher Education Program!

Congratulations on your decision to enroll in the YNTEP program. YNTEP is a Bachelor of Education degree program in elementary education offered in partnership with the University of Regina.

Without question, educators play a critical and fundamental role in the development of a healthy, strong and vibrant society. At YNTEP we strive to help teacher candidates become excellent teachers who are able to make the educational experience of their future students equitable, meaningful and transformative. Since its inception, the YNTEP program has sought to offer a decolonizing framework by which the recognition of Indigenous peoples' rights, ways of knowing, teaching and learning can be woven into the fabric of cutting-edge teaching practices.

Since within the Canadian context there continues to be disparities of educational opportunities, resources and achievement among groups of students, our teacher education program operates through an anti-oppressive lens. Within YNTEP, we are committed to making the world a better place for everyone through education. Although the themes and issues of decolonization, social justice, diversity and equity are explicitly focused on within Core Studies courses (e.g., ECS 110), all courses take up and integrate these principles.

Most importantly, YNTEP is firmly rooted in the lived experience and tradition of Yukon First Nations. The program utilizes the expertise of Yukon educators working on First Nations curriculum development, experiential education models and language revitalization. Through the First Nations cultural and language courses, YNTEP interweaves cross-cultural theory, history and traditional skills and knowledge into the foundation of the entire program. The invaluable contribution of Yukon First Nations Elders and First Nations education experts are an integral element of the YNTEP learning environment.

Meaningful, Exciting Teacher Education

In today's schools, learning occurs beyond the classroom. The same is true of teacher education. In YNTEP, you will spend time in the classroom, but you will also learn in varied environments through diverse experiences such as:

- experiences in each year of the program
- Participation in innovative experiential programming that integrates territorial curriculum and First Nations of the Yukon perspectives / practices
- Internship seminars where you'll work with teachers and other student colleagues
- Participation in Yukon First Nation cultural events, community social justice initiatives and ongoing professional development for Yukon teachers.
- Collaborative projects with other stakeholders in Yukon education



Because you will take most of your education courses with the same group of students, you will build life-long friendships. You will also build lasting relationships with the faculty members and staff, who are accessible, approachable, and committed to supporting and helping you throughout your program. YNTEP has excellent longstanding relationships with Yukon First Nations, the Council of Yukon First Nations, the Yukon Native Language Center, Yukon schools, the Yukon Teacher's Association, and the Department of Education. These partnerships help introduce our students to the dynamic community that encompasses the educational system of the Yukon.

History

In 1973, the Council for Yukon Indians presented the Federal government of Canada a list of grievances and a pathway to reconciliation in the landmark document 'Together Today for our Children Tomorrow'. A central premise of this profound document stressed that Yukon schools must teach the history of Yukon First Nations, traditional skills and ultimately must be relevant to First Nations students - honouring and validating First Nations rights, spirituality, language, culture, philosophy, and pedagogy.

Born of this context, the Yukon Native Teacher Education Program (YNTEP) began in 1989 with the vision of Chief Elijah Smith, Elders, educators, and politicians across the Yukon. By entering the program, you have made the decision to be part of an educational tradition that is committed to building educational practices and institutions that supports reconciliation as it pertains to Canada's colonial context.

With the release of the final report of the Truth and Reconciliation Commission, 'Honouring the Truth, Reconciling for the Future' in June 2015, the mandate and vision of YNTEP is as relevant and important now as it was at its inception.



YNTEP is located at Yukon University, Ayamdigut Campus, in Whitehorse. The University of Regina, Saskatchewan, approves the program of studies for YNTEP with significant adaptation to reflect the uniqueness of the Yukon and Yukon First Nations' cultures.

The program provides course work and teacher preparation, which meets the requirements of a Bachelor of Education Degree (conferred by the University of Regina) and leads to Yukon Teaching Certificate (granted by the Yukon Teacher Qualification Board) and a Saskatchewan Teaching Certificate (granted by Saskatchewan Professional Teachers Regulatory Board) for K -12 education. All course work and student teaching practice take place in the Yukon.

The Yukon Native Teacher Education Program is administered through agreements with:

- Yukon University
- Yukon Department of Education
- University of Regina

and with the additional support of:

- Yukon Teachers' Association
- Council of Yukon First Nations (CYFN)
- First Nations Education Commission (FNEC)
- President's Committee on First Nations Initiatives (PACFNI)

¹

An extensive history of the YNTEP program can be found at:
Eastmure, L. (2011). Honouring the Past, Touching the Future: Twenty-Two Years of Aboriginal Teacher Education in the Yukon. *Northern Review*, 0(34). Retrieved from <http://journals.sfu.ca/nr/index.php/nr/article/view/206>

Philosophy

The YNTEP program aims to:

- Increase the number of Yukon First Nations teachers within the territory;
- Provide high quality and accessible education, creative endeavors, and meaningful scholarly experiences in pursuit of local and global contributions to knowledge;
- Serve and engage a diversity of students, life-long learners and educational institutions, with particular emphasis on Yukon First Nation learners and global citizens;
- Offer a welcoming and rewarding academic and work environment for students, faculty, and staff; and
- Foster innovative learning, community engagement, and critical and independent thought.

Students are encouraged to convert theory into practice by applying what has been learned in courses to the field placement. Program specialization is in the language arts and Yukon First Nations education at the elementary school level.

As well, we expect that graduates will leave our program with:

- knowledge of current curriculum, instructional methods, assessment and evaluation techniques, including child development;
- an ability and commitment to utilize a multicultural approach to the classroom with an emphasis on Yukon First Nations cultures to promote a better understanding of the unique nature of our northern communities;
- a commitment to learning about and sharing Yukon First Nations history, culture and educational challenges and successes in a manner respectful of local protocol;
- valuable experiences with teaching in both urban and rural settings; and
- experiences in the practice of teaching through extensive student teaching opportunities offered throughout the program



Program Structure

The Yukon Native Teacher Education Program is staffed with a Coordinator and two faculty advisors. Sessional instructors, many of whom are teaching in Whitehorse schools, are employed to deliver courses. YNTEP students are regarded as Yukon University/University of Regina students with access to the library, computer labs, University residences, cafeteria, student lounges, gym facilities as well as the Teachers' Professional Library at the Department of Education. YNTEP students have full access to University of Regina resources and are expected to comply with all rules and responsibilities as outlined in the University of Regina Undergraduate Calendar.



The Coordinator

Some of the duties include:

- Liaising with the Advisory Committee and all YNTEP partners
- Supporting faculty and sessional instructors
- Supporting students (including advance standing and requirements to graduate)
- Liaising with school principals and superintendents on practicum placements
- Overall coordination of planning and program administration

Faculty

The full-time faculty advisor will provide a wide variety of supports to students. Some of these duties include:

- Teaching within an area of expertise (as approved by the University of Regina)
- Supervising students in their student teaching placements
- Counseling students regarding career, academic, financial and personal concerns
- Participating in program planning and development
- Liaising with teachers and principals in Yukon Schools

YNTEP Program Offerings: Bachelor of Education After Degree (BEAD) and Bachelor of Education Degree (B.Ed.) Programs

YNTEP currently offers two degree programs. The two-year program called a Bachelor of Education After Degree (BEAD) and is a 60-credit program for students who have previously completed an undergraduate degree. The four year a 120-credit program Bachelor of Education Degree.

Bachelor of Education After Degree (BEAD)

Typical Program Schedule (60 Credit Program)

YEAR I: Pre-Internship Year

Fall Semester

ECCU 390	First Nations Cultures and Values: Educational Experiences on the Land (off site culture camp and pre/post classes. This course occurs prior to first day, thus is technically a Summer course.
ECS 311	Pedagogy, Theory and Practice
ECCU 200	Introduction to Cross Cultural Education
ESCI 310:	Science Education: Pre-K to Grade 5
ERDG 310	Teaching Literacy for a Better World
EAES 310	Introduction to Arts Education
EFLD 310	Teaching Experiences in Pre-K to Grade 5 Classroom (2-week field placement)

Winter Semester

EPE 310	Physical Education in the Elementary School
ECCU 300	Cross Cultural Teaching Strategies
ELNG 325	Teaching of Writing
EMTH 310	Teaching Mathematics in Elementary Schools
ESST 310	Social Studies for Elementary School Teachers

Spring Semester

EFLD 311	Teaching Experiences in the Pre-K to Gr. 8 Classroom (4 weeks rural pre-internship)
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YEAR II: Internship Year

Fall Semester

EFLD 405	Elementary Internship (16 weeks school placement)
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Winter Semester

ERDG 425	Culturally Responsive Literacy Education
EPSY 400	Working with Difference & Diversity
ECS 410	Assessment and Evaluation
EHE 310	Health Education
HIST 140	History of Yukon First Nations and Self Government

² This program schedule is subject to change.

³ ECS and other courses are connected to practicum placements - see next page for details.

⁴ Students must complete HIST 140 prior to graduation

⁵ ECCU 200, ECCU 300, ECCU 390, are required education electives.

Bachelor of Education After Degree (BEAD) Field Placements (Practicums)

Hands-on or experiential learning is an important part of the YNTEP Program to make learning meaningful. Yukon superintendents, principals and teachers provide YNTEP with support to provide many opportunities for students to experience various schools with a range of schools. Student teachers plan units and teach lessons based on the British Columbia curricula under the supervision of an experienced teacher and faculty advisor. Practicums are scheduled throughout the two years of YNTEP BEAD Degree. They are generally arranged in an elementary school setting, although individual arrangements can be considered, where appropriate, for grades 7 to 9 placements. All placements are subject to the availability of co-operating teachers in these schools. Students are expected to undertake at least one placement in a rural school.

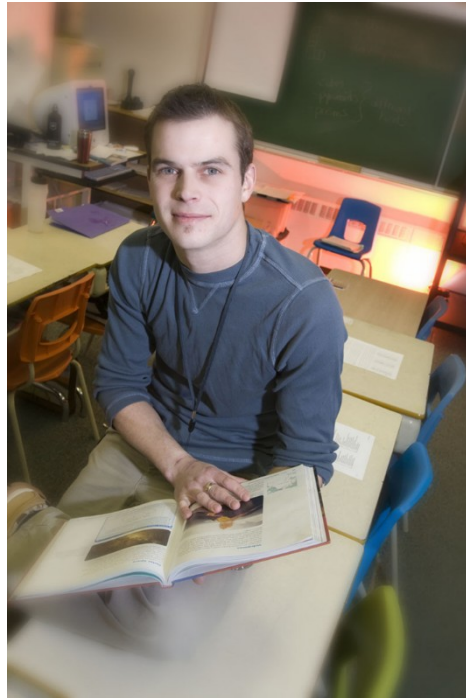
In addition to practicum placements, YNTEP courses may include assignments/project relating to Yukon school visits.

Year One or Pre-internship

- 2-week placement in October/November (offered through EFLD 310 connected to ECS 311)
- 4-week placement in a rural community (April/May) in EFLD 311

Year Two or Internship - EFLD 405

- 10 hours of school observation - included ECS 410
- Small group and individualized student support in ERDG 425
- 16 weeks in one school beginning one week prior to school opening and ending just before Christmas (includes one-week additional preparation time with supervising teacher)



When in a practicum placement, students must adhere to the protocols, regulations and policies set out by the community / school / Yukon Education / First Nation Governments.

Students must plan for additional costs as it regards accommodation and travel due to field placements and internship.

Bachelor of Education Degree (B.Ed.) Typical Program Schedule⁶ (120 Credit Program)^{7,8}

YEAR I: Introductory Year

Fall Semester

ECS 110	Self and Other
HIST 140	History of Yukon First Nations and Self Government
ENGL 100	Academic Writing and Critical Thinking
THEA 200	Introduction to Acting (or another Fine Arts Elective)
ATHA 101	Introduction to Native Languages I (or other YFN Language Elective)

Winter Semester

ECS 100	Knowledge, Schooling and Society (includes eight ½ days field placement)
MATY 101	Introduction to Finite Math
ENGL 101	Introduction to the Study of Literature
ATHA 102	Introduction to Native Languages II (or other YFN Language Elective)
XXXX	Approved elective outside of Education

Spring/Summer

ECCU 390	First Nations Culture and Values: Educational Experiences on the Land (off site culture camp and classes)
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YEAR II: Awareness Year

Fall Semester

ECS 200	Constructions of the Student, Learner and the School (includes 20hr service placement)
EINL 200	Culture and the Acquisition of Language and Literacy
ELNG 200	Linguistic Diversity and Teaching Language Arts
ENVS 100	Introduction to Environmental Science (or other Science Elective with Lab)
XXXX	Approved elective outside of Education

Winter Semester

ECS 210	Curriculum as Cultural and Social Practice (includes 2-week field placement)
EDTC 300	Introduction to Computers in the Classroom (Approved Education Elective)
XXXX	Approved elective outside of Education
EIOE 215/225	First Nations Outdoor Education Part I and 2
XXXX	Approved Elective

Spring/Summer

EFLD 200	Elementary Practicum (2-week field placement)
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YEAR III: Pre-Internship Year

Fall Semester

ECS 311	Pedagogy, Theory and Practice
ECCU 200	Introduction to Cross Cultural Education
ESCI 310	Introduction to the Teaching of Science
ERDG 310	The Teaching of Reading
EAES 310	Introduction to Arts Education
EFLD 310	Elementary Practicum Placement (2 Weeks)

Winter Semester

EPE 310	Physical Education in the Elementary School
ECCU 300	Cross Cultural Teaching Strategies
ELNG 325	Teaching of Writing
EMTH 310	Teaching Mathematics in Elementary Schools
ESST 310	Social Studies for Elementary School Teachers

Spring Semester

EFLD 311	Teaching Experiences in the Pre-K to Gr. 8 Classroom (4 weeks rural pre-internship)
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Year IV: Internship Year

Fall Semester

EFLD 405	Elementary Internship (16 weeks school placement)
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Winter Semester

ERDG 425	Culturally Responsive Literacy Education
EPSY 400	Working with Difference & Diversity
ECS 410	Assessment and Evaluation
EHE 310	Elementary School Health Education - Methods, Content and Materials

⁶ This program schedule is subject to change.

⁷ ECS and other courses may include practicum placements - see next page for details.

⁸ EIOE 215, EIOE 225, EINL 200, ECCU 200, ECCU 300, ECCU 390, ATHA 101, ATHA 102 are required.

Bachelor of Education (B.Ed.) Field Placements (Practicums)

Hand-on or experimental learning is an important part of the YNTEP Program to make learning meaningful. Yukon superintendents, principals and teachers provide YNTEP with support to provide many opportunities for students to experience various schools with a range of schools. Student teachers plan units and teach lessons based on the British Columbia curricula under the supervision of an experienced teacher and faculty advisor. Practica are scheduled in each of the four years of YNTEP. They are generally arranged in an elementary school setting, although individual arrangements can be considered, where appropriate, for grades 7 to 9 placements. All placements are subject to the availability of co-operating teachers in these schools. Students are expected to undertake at least one placement in a rural school.

In addition to practicum placements, YNTEP courses may include assignments /project relating to Yukon school visits.

Year One

- a Whitehorse school placement in primary and intermediate classrooms

Year Two:

- 10 Hour Service-Learning Placement (in addition to course work) attached to ECS200
- 2 weeks in January / February (connected to ECS 210) in lab school/s
- 2 weeks field placement in April / May in EFLD 200 in lab school/s

Year Three or Pre-internship

- 2 weeks in October / November (offered through EFLD 310 connected to ECS311)
- 4 weeks placement in a rural community (April / May) in EFLD 311

Year Four or Internship - EFLD 405

- 10 hours of school observation - included ECS 410
- Small group and individualized student support in ERDG 425 (15 hours)
- 16 weeks in one school beginning one week prior to school opening and ending just before Christmas (includes one-week additional preparation time with supervising teacher)

When in a practicum placement, students must adhere to the protocols, regulations and policies set out by the community / school / Yukon Education / First Nation Governments. Students must plan for additional costs as it regards accommodation and travel due to field placements and internship.

Yukon First Nations Education Courses

YNTEP is firmly rooted in the lived experience and traditions of Yukon First Nations. Courses such as HIST 140, ECCU 200, ECCU 300, ECCU 390, EIOE 215, EIOE 225, ATHA 101 and ATHA 102, ensures that YNTEP interweaves cross-cultural theory, history and traditional skills and knowledge into the foundation of the entire program. These courses are required electives in the YNTEP program, and any substitutions requires the approval of the YNTEP Coordinator and the Faculty of Education Academic Advisor at the University of Regina. (Motion passed by University of Regina, effective 201730 that "Students must complete the cross- cultural component for the program which includes HIST 140, ECCU 200, ECCU 300, ECCU 390, EIOE 215, EIOE 225, ATHA 101, and ATHA 102.")

The First Nations Cultures and Values: Educational Experiences on the Land course (ECCU 390) usually takes place in the Spring or Summer (prior to first day) every two years. Classes take place prior to the 'on the land' experience and after the experience to provide for debriefing, follow-up and assignment completion.

It is important that courses with Yukon First Nations cultural content have a strong experiential land and community base. Rather than learning about culture as passive recipients, this course attempts to provide students with experiences to learn through and from cultural activities and more importantly, to connect with and learn from community members who still practice these activities. Students will draw from the experiences gained in this course as they consider meaningful, respectful, and active ways to introduce traditional practices in their classrooms. This course requires a full commitment from all participants.

NOTE: It is highly recommended that all YNTEP students enroll in the first available ECCU 390. Students enrolled in the BEAD program (after degree) will be required to take the course following the completion of their first year and prior to school startup in the Fall.

Regulations and Procedures⁹

Academic Standards (65% Rule)

A student is expected to maintain a minimum 65% average and satisfactory professional development. Should a student fail to meet this standard, he/she may be placed on probation or required to discontinue. Students who fail or withdraw from more than two classes a semester may be required to discontinue the program. (11.5.2. University of Regina Calendar)

Students are permitted to carry a maximum of 15 credit hours of courses failed as part of their degree programs. No student may graduate with more than a total of 15 credit hours of courses failed or courses graded IN (Incomplete) as part of a degree program. (11.6.3 University of Regina Calendar)

Students who have met all other degree requirements except for an inadequate average may be permitted to take a maximum of 9 credit hours of additional or repeated courses for the sole purpose of raising the average. Failure to obtain a PGPA average of 65.00% or higher with a maximum of 9 additional credit hours will prevent students from obtaining the B.Ed. degree; they will be required to discontinue from the faculty [of education]. (11.6.3., University of Regina Calendar).

Special Honour

University of Regina/YNTEP students who maintain a minimum average of 80% in URegina courses will graduate from the program with Distinction. Students who maintain a minimum average of 85% in URegina courses will graduate with Great Distinction. Students must also receive the designation of either 'outstanding' or 'very good' in their internship rating to be considered for any special honours. (11.6.2. University of Regina Calendar). Students must be enrolled in a minimum of 12 credit hours in order to be placed on the Dean's list for URegina courses.

In recognition of their academic achievement, full-time Yukon University students with a GPA of 3.500 or greater in any term shall be placed on the Dean's List for that term. (5.16 Yukon University Academic Regulations and Procedures)

Disruptions in Class

Students have the right to the best learning environment that is possible. Students who disturb the class by causing disruptions, arriving late, taking unscheduled breaks during class, leaving early or doing other work in class interfere with this learning environment. Students can expect Instructors to address these types of distractions in an individual manner. *Students are expected to turn off and not use CELL phones during a class.* If laptops / tablets are being used for class notes, social networking applications / platforms / sites (Facebook, Twitter, etc.) should not be accessed. Students who continue to disrupt the class will be given a letter of warning. Failure to comply will be reported to the Coordinator, who may pursue faculty action.

Audio, Photo and Video Recording

Photo, Audio and/or video recordings of course content may be permitted at the discretion of the Instructor. Students must receive permission from the Instructor before recording any class content. Prior to approval Instructors must also ensure that other students or guests agree to any photo/audio/video recording taking place.

Attendance and Punctuality

Attendance is mandatory. Students are expected to miss no more than 3 hours of a 3 credit class. Full attendance and punctuality are expected as you join a professional learning community. Instructors will review the expectations regarding punctuality and attendance during the first six hours of class.

Unsatisfactory attendance may result in students being excluded from writing the final exam / completing the course.

Each YNTEP student is responsible for:

1. Contacting your Instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
2. Catching up on missed material and any incomplete assignments.

⁹ For more detail consult the University of Regina Academic Calendar

3. Obtain proper documentation (ex. doctor's note) if a serious health concern affects attendance (2 or more classes).
4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

Short Term Absence

Should a student need to be absent from class, at least two of the following communications will be expected **prior to class**:

The Instructor is telephoned at the number provided on the course syllabus and informed of the absence.

The Instructor is notified by email (also provided on the syllabus)

The School of Health Education and Human Services will be called at: 668.8871 and a message given to the Administrative Assistant or a message left on the answering machine.

Long Term Absences

Students who are absent for 2 or more consecutive classes due to a serious health issue must provide a doctor's certificate. It is up to the student to present this certificate. If your absence is due to a special circumstance speak to the YNTEP Coordinator about the documentation required upon your return. Note that students are responsible for all course content and activities missed.

If you anticipate a long-term absence, schedule a meeting with your Faculty Advisor or the Coordinator to discuss the implications of the absence.

If it is an unanticipated absence call your faculty advisor or the coordinator immediately. Voice mail is available on all our direct lines.

If you are required to leave for a semester, or choose to leave, schedule a meeting with the YNTEP Coordinator. In this event documents will need to be sent to the registrar at Yukon University and University of Regina. For those leaving for medical reasons, a University of Regina Medical Leave form, completed by your doctor, is required.

Deferred Examinations

The writing of a final exam is mandatory to receive a mark for a class with a designated final exam. If the student cannot write the examination at the designated time, the instructor must be consulted in advance. The authority to grant a deferral of an examination lies with the appropriate Dean, if there is reason to warrant such an action. There are specific grounds for this request:

Medical Reasons

A request based on documented medical reasons may include periods of illness or hospitalization, side effects of treatment (e.g. medication). A doctor's note is required.

Compassionate Reasons: Compassionate reasons for deferral with documentation include serious illnesses or death in the family, other short-term crisis such as divorce or separation. Some reasonable form of documentation should be provided.

Applying for a Deferral

Students must normally apply in writing before a request will be acted upon. However, they must notify in person their Faculty Advisor or Coordinator and their Instructor of such difficulties as quickly as possible. Students who are unable to provide notification in person must telephone the course instructor and failing that, the Coordinator (668-8833), or Student Services, as soon as possible. Deferrals are requesting by completing the necessary forms and are subject to approval of the Dean.

Academic Integrity

As a student at Yukon University, it is expected that the student will act with integrity and responsibility in all matters. Students who act inappropriately may be penalized or asked to discontinue. Inappropriate behaviour includes: cheating, plagiarism, disrupting classes, assaulting or threatening a person, damaging property, and theft.

Cheating

Cheating includes, but is not limited to, dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aids not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams.

Plagiarism

Plagiarism includes, but is not limited to, the presentation or submission of work of another person, without citation or credit, as the student's own work.

Plagiarism is that form of academic dishonesty in which one person submits or presents the work on another person as his or her own. Scholarship, quite properly, rests upon examining and referring to the thoughts and writings of others; however, whenever such thoughts or writing are used in students' work, the author and source must be clearly acknowledged through footnotes, endnotes, or other accepted practices. All forms of academic dishonesty, including misrepresentation in essay work, are considered serious offences within the University community.

Restating the ideas of another person in your own words without acknowledging the author still constitutes plagiarism.

Students are expected to follow the APA guidelines for references and citations (or other styles as determined by the instructor).

Marks will be lost for a single instance of plagiarism in a piece of work and the student will receive a letter of warning. When substantial plagiarism exists a student can expect to receive zero credit for the work submitted. When complete plagiarism exists (a whole essay or piece of work is copied from another author, including electronic sources and presented as original work) a student can expect to receive a failing grade for the course. YNTEP and Yukon University reserve the right to suspend or expel students in the event of plagiarism or cheating.

Double Submission: Students may NOT submit the same work to two different courses without the written approval of both instructors. This situation would only be considered if significant developments were made between the first and second version of the topic.

Guidelines for citing sources are available in the current APA Publishing Manual available online, in the library, and for sale in the bookstore. Check with each instructor as to his or her particular preferences in this area.

Professionalism

A YNTEP student's attitude and behaviour must be consistent with his/her status as a professional teacher in training. Students will be expected to follow the Yukon Teachers' Association Code of Ethics XE "Code of Ethics" ; Instructors; Yukon University staff; First Nation education staff, Elders and officials; school staff and the parents and children they may come into contact with through their student teaching placements. The YTA Code of Ethics is posted and each student will have received a copy of it in their student teaching manuals. See YTA Code of Ethics and the Saskatchewan Teacher Code of Ethics in the Appendix.

Criteria for Professional Conduct

YNTEP recognizes that those most suited to teaching are committed to the evolving goals and values of the profession and acknowledge the extent of the trust placed in teachers by parents, school systems, and society as a whole. Such a person understands the harm and hurt occasioned by discrimination, marginalization, exploitation, and abusive treatment or other unethical practices. The student must also understand the need for knowledgeable, caring and sensitive approaches to all aspects of their professional work. The Faculty has the responsibility to monitor the professional conduct of students already registered in the program.

Students in a teacher education program [YNTEP] therefore must develop and display a set of consistent professional values and attitudes. These include but are not limited to: honesty and a concern for truth, open-mindedness, sound judgment, a sense of fairness and justice, respect for others, trustworthiness, discretion, concern for the interests of others, courage, cooperativeness, and dedication to the goals of schooling.

YNTEP recognizes that a student may not have all these qualities or characteristics nor have them all developed to the same degree. The program recognizes the responsibility students have to develop these characteristics and acquire the knowledge, understanding, and competence sufficient for a beginning teacher. In cases where this development does not occur to a desired level, YNTEP will review an individual's conduct as it relates to the stated criteria. This process will be carried out in keeping with the principles of natural justice.

Policies and Procedures Guides for Professional Conduct

YNTEP will use the following policy and procedures to evaluate unprofessional conduct as a means of protecting the rights, safety, and well-being of all persons concerned, both on-campus and in-school (e.g. pupils, peers, teachers, faculty). This policy is stated as follows:

YNTEP has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in reference to the criteria outlined in the following documents. YNTEP will take appropriate actions in accordance with the following legislation, policies and guidelines:

- [The University of Regina Academic Regulations](#)
- [Student Review Policy, Faculty of Education University of Regina](#)
- [Respectful University Policy, University of Regina](#)
- [University of Regina Harassment Policy](#)
- [The Saskatchewan Teachers' Code of Ethics](#)
- [The Saskatchewan Teachers' Code of Collective Interest](#)
- [The Saskatchewan Teachers' Code of Professional Competence](#)
- [The Yukon Teachers' Association Code of Ethics](#)
- [The Yukon Education Act](#)
- [Yukon University Code of Ethics](#)
- [Yukon University Harassment Policy](#)

Responsibilities for Learning and Participating

A YNTEP student commits to two to four years of post-secondary education at a university level. Within that commitment are a number of realities that must be addressed to ensure success within YNTEP.

- University level courses and expectations demand time and focus to achieve the necessary credits towards graduation
- Academic success is the result of many factors and each student is responsible to apply him/herself to achieve the standards necessary to graduate as a professional teacher. A few of the factors to consider are:
 - time management: managing multiple deadlines for multiple courses and multiple assignments/tests/exams
 - ability to write/prepare materials on a timely basis and at a high level of academic proficiency
 - willingness to actively participate in discussions and explorations of topics of study as well as participating in demonstrating and micro-teaching a wide variety of teaching and presenting strategies.
 - preparedness for each class: pre-reading, assignment completion, reflection on previous class, being physically prepared (sleep, having eaten before class)
- Active participation in school placements, methods courses and courses which provide the theoretical and philosophical background to teaching. This includes attending to field placements and practica well in advance of school starting, being fully prepared for any planned activities and lessons and debriefing with the cooperating teacher as requested.
- A commitment to understand and apply best practices and research as it relates to Yukon First Nations' history, culture, and educational issues, to your course work and participate in cultural activities provided by Yukon University, YNTEP and the First Nations community.
- To prepare yourself for increasing demands on time and judgment to ensure that course work and all assignments and expectations are handled at the highest level.
- To take responsibility for your learning and build toward professional autonomy.
- To seek advice and counsel from Faculty Advisors throughout a term and not necessarily only at crisis times. Scheduling appointments for these conversations or meeting after class is the best course of action.
- Become familiar with the services provided by the Student Services Centre, the Learning Resource Centre, and, the Writing Lab, early on in the semester and before you reach a crisis point.
- Ensure that you are clear on the grading and evaluation of assignments and seek clarification early so that you have time to meet the expectations of the assignment and use the evaluation/rubric overviews to self-evaluate assignments before submitting for instructor evaluation.
- Upon receiving an assignment back with a low mark, a student is advised to talk to the instructor, outside of class time, to understand the evaluation of the assignment and to serve as the basis for either a revision (should that be permitted) or to act as a guideline for increasing success in subsequent assignments.

Probation

Should a student fail to meet the requirements for YNTEP student performance, the student may be placed on Faculty Probation, or if the actions warrant, the student may be required to discontinue. Such action will usually be undertaken by the Coordinator in consultation with the University of Regina.

Various facets of a student's performance will be examined: grades, attendance, punctuality, effort, attitude toward learning and teaching, field placement, and any other factors which may cause the student to have problems which impedes their studies. The purpose of Faculty probation is to determine what, if any, course of action would better enable a student to meet the minimum YNTEP requirements.

Results of Faculty Probation may be to:

- a) adopt a modified course of studies and/or remedial action,
- b) conform to certain specific guidelines during a probationary period of time,
- c) discontinue a student's studies for a specific period of time or discontinue a student's studies indefinitely.

Student Dismissal

YNTEP students are subject to the academic performance expectations as outlined in the University of Regina Calendar. Section 11 of the University of Regina Calendar will apply as it regards student dismissal.

Appeal Policy

It is agreed that the prevailing University of Regina calendar will define program standards and practices including definitions of professional conduct and program eligibility. Appeals to the University of Regina, Faculty of Education will be the responsibility of the University, as described in the prevailing calendar. (University of Regina Undergraduate Calendar)

Students wishing to appeal a course grade for a Yukon University course will access the Yukon University Student Appeals process as defined in the prevailing Yukon University Academic Regulations and Procedures. In the instance where a decision regarding a grade in a University of Regina course is under appeal, the University of Regina appeals process will be followed.

Appeals of other academic decisions will use the Yukon University Student Appeals process as defined in the prevailing Yukon University Academic Regulations and Procedures, with the exception of the following: appeals of decisions related to admission to, discontinuation from or changes in standing with the Faculty of Education will be the responsibility of the University, as described in the prevailing calendar.

During the appeal process a student is expected to attend classes. If, however, a decision based on inappropriate student conduct is being appealed, the student may not be allowed in classes during the appeal process. The decision will consider the extent to which the presence of the student represents potential safety, criminal or other intolerable effects on the learning environment. No record of appeal will be placed on the student's file.

Yukon University Appeal Process

See Yukon University Academic Regulations and Procedures for full description of appeal process.

The Registrar deals with all appeals and acts on behalf of the Academic Council, whose responsibility it is to ensure a fair and equitable system for all appeals dealing with academic matters. The Academic Council is the final level of appeal on all matters of an academic nature.

Yukon University's appeal procedure is used if the offence is considered a Yukon University violation. In accordance with the principles of natural justice, Yukon University believes students have the right to a fair hearing in an appeal process.

A student who believes that she/he has been unjustly treated at the University is encouraged to seek all appropriate avenues of redress, including the discussion of concern with her/his instructor, and/or Chairs, the divisional Dean, and/or a student counselor. Other means of alternative dispute resolution may also be used.

After such discussion, if issue remains unresolved, the student should initiate a formal appeal in writing by informing the Registrar within ten (10) working days of the incident or within five (5) working days of receiving the final decision from the Dean.

The student should include the following in the written request for an appeal:

- the decision or act being appealed (including the name of the person whose decision is being appealed),
- the reason why the student believes the appeal should be allowed, and
- the remedy that the student is seeking.

Once a written appeal is received by the Registrar, the Registrar shall:

- begin a numbered appeals file for the student (which will contain the original written appeal and any other supporting documentation that may be presented),
- inform the Dean of the student's division that an appeal has been received, and
- inform the Chairperson of the Appeals Committee.

Appeals Committee Terms of Reference

Academic Council will appoint three or four of its members to serve as members of a subcommittee, called the Appeals Committee of Academic Council. Two of these will be appointed co-chairs of the Appeals Committee. They will serve for a period of two academic years.

Security Clearance for Field Placements, Pre-Internship and Internship

To ensure the safety of all Yukon students, the Yukon Department of Education requires all YNTEP students to complete a criminal record check prior to any practicum placements. To complete the criminal record check, you are required to:

- Take 2 pieces of identification (1 picture) to your local RCMP Detachment.
- Inform the RCMP representative that you need a criminal record's check for entry into a teacher education program (YNTEP), which includes a vulnerable sector check.
- The RCMP representative will need to verify your application and identification (this may take a few weeks). The RCMP will notify you when your forms are ready for pick up.

Included in your application package is a consent to release security information to YNTEP. This form must be signed to provide the Department of Education with permission to indicate whether or not you have the security clearance needed for field placements, pre-internship and internship experiences in Yukon Schools.

Either mail, or drop off Security Clearance from RCMP and consent form to:

Director of Human Resources
Department of Education,
Yukon Territorial Government,
Box 2703, Whitehorse, YT Y1A 2C6

Enrollment, Withdrawal and Fees

Enrolment in "Extra" Courses

To fulfil grade-point averages or to meet credit requirements for a bachelor's degree in Education for program courses that were missed when offered, students may require extra courses. In the event that extra courses are warranted for the purpose stated above, the student needs to meet with the YNTEP Coordinator for assistance in adhering to the University of Regina's policy on repeating or extra courses allowed. Funding for extra courses is the responsibility of the student.

Withdrawal from Courses

It is the student's responsibility to see that the appropriate withdrawal forms for dropping courses are completed. Note that there are two different deadlines depending on whether the course is a University of Regina course or a Yukon University course. You can expect a financial penalty with courses that are dropped after the penalty free period. Drop dates and financial penalty dates are published in the Yukon University Calendar. University of Regina dates are available on the website or through the Faculty Advisors. Drop dates are provided to each student at the beginning of the school year.

It is your responsibility to notify your funding agency if your status changes from a full-time to part-time enrolment. Full-time status may vary from funding agency to funding agency, ensure that you know the policies of respective funding agency.

Payment of Fees

Full tuition and related fees (student council fees and computer lab fees) are payable each semester on the day classes begin. You are required to pay for courses at the time of registration or provide a letter of sponsorship. Tuition and fees are payable to Yukon University.

Outstanding Debts

Students and employees, who have outstanding debts to the University or have not returned library books or borrowed equipment will not receive official documents until all debts are paid and outstanding library books and equipment returned. (5.15 Yukon University Academic Regulations and Procedures)

Special Leave and Re-Entry into YNTEP

Application for Re-entry into YNTEP

When a YNTEP student has been required to discontinue by the University of Regina and the student wants to re-enter the program, decisions for re-entry into the University of Regina and YNTEP are to be made separately.

Students must first receive permission from the University of Regina for re-entry. After this point, the student may apply for re-entry into the program through the normal recruitment channels.

See re-admission after involuntary discontinuance (RTD) section of the current University of Regina General Calendar.

Maternity Leave

If a student requires maternity leave, arrangements will be made on an individual basis. Every attempt will be made to make arrangements to assure the health of the mother and child, and to ensure continuing progress in the program of studies should the student choose to continue attending that semester. It must be noted that the YNTEP is offered in a two-year and four-year sequences and any break in that sequence can lengthen the program of studies.

Course Requirements for Instructors and Students in YNTEP

Course Content

Instructors have the right to determine the course syllabus, methodology, and evaluation within the guidelines set by each institution. All course requirements such as assignments, midterms and other forms of exams, class attendance, and participation must be outlined in writing within the first six hours of instruction.

Course Outlines and Syllabus

At the beginning of every course, students have a right to receive a written outline, which includes objectives, marking schemes, attendance requirements, examination dates and deadlines for assignments. Students may also ask about grades and their standing at any time.

Cancellation of Classes

If a class must be cancelled or relocated, the appropriate department will post a notice on the door of the classroom. Instructors will ensure that students are notified in advance of cancellations for planned absences.

Course/Instructor Evaluations

Students are encouraged to complete course/instructor evaluations when they are available (usually at the end of the course). Course evaluations are strictly confidential. It is important that the student fill out these evaluations honestly with the intent of promoting improvement. These evaluations are the students' personal opinions and are not to be considered a group evaluation. Fifteen minutes of class time will be made available for completing the evaluation. Course instructors will not be present during this period.

Addressing Concerns to an Instructor

If an individual student has a concern with an instructor, assignment criteria, evaluation standard or course content they have the right to address this concern in a professional manner by first speaking directly to the instructor, outside of class time. If the situation is not resolved after this attempt, the student should let the instructor know that the situation, in the student's opinion, is still not resolved. At this point the student may take the concern to the attention of the YNTEP Coordinator (or in some cases the Chair of Health, Education and Human Services).

A student also has the right to have a representative from the YNTEP staff or Student Services in situations where they feel additional support is necessary.

In the event of disputes such as grading, probation, or requirements to discontinue, the student has the right to appeal. The student must follow the specific procedure outlined in the Appeal Procedures section.

Addressing Concerns during a Practicum

If an individual student has a concern during a practicum this should first be identified and discussed with their host teacher. If the issue cannot be resolved the YNTEP student should contact their Faculty Advisor for support when needed.

Student Work Standards and Late Assignments

It is the student's responsibility to hand in assignments that are neat and readable. Unless otherwise stated, assignments should be typed. Essays must follow the APA format.

It is the student's responsibility to get the work to each instructor on time. Students should clarify with each instructor where work should be handed in outside of class hours and how it can be date stamped to verify when it was received. The student should expect to be penalized for late assignments; however the penalty must be stated in the instructor's course outline.

Students can also expect some instructors and some instances when assignments will not be taken past their due date, which result in a zero for that assignment.

At the discretion of the instructor, extensions may be possible in the case of emergencies. However, requests should be made prior to the due date for any assignment.

Students are responsible to keep a copy of work submitted. If a document gets lost or misplaced, the backup copy will be needed for grading. Save assignments and important documents using a minimum of two processes: hard drive, flash drive, DropBox, etc.

Copyright Provisions

It is the responsibility of the student to check copyright provisions before copying materials for classroom and personal use so that copyright is respected. The source of the material that is photocopied must be identified on the copy.

Teacher Certification Information

Teacher Certification in Yukon

All persons who teach in Yukon schools regulated by the Yukon Regulations O.I.C. 1993/046 are required to hold a valid Yukon teacher's certificate.

The registrar evaluates applications and issues certificates in accordance with the regulation. Section 8 Certificates: Entitlement of the regulations states that a teacher issued a professional certificate may teach at any grade level from kindergarten to grade 12 inclusive.

Section 5.4 Yukon Qualifications of the regulations, state that a professional certificate may be issued to a person that has successfully completed:

- a) An approved four or five year bachelor of education degree at a university or university in Yukon or under the auspices of the Yukon Department of Education;

As well, Schedule A of O.I.C. 1993/046 Education Act indicate that teacher certification eligibility requires a minimum of one year of study in the field of education, with at least five courses in Education including learning theory; curriculum and the methodology of instruction; evaluation and teaching; education foundations and a minimum of 12 weeks of supervised student teaching in a school classroom. Following completion of the YNTEP program, graduates applying for certification must provide all required forms and documents to the registrar, of which include:

- a) a completed application form;
- b) official transcripts related to academic qualifications;
- c) copies of practice teacher evaluations
- d) written references from at least two referees respecting abilities and suitability for teaching
- e) records of any prior experiences as a teacher (if relevant)
- f) evidence of proficiency in one of the two official languages of Canada (may)
- g) completed criminal background check
- h) any additional information the registrar considers necessary to clarify or evaluate the documents submitted

Registrar, Teacher Qualification
 Department of Education
 Box 2703
 Whitehorse, Yukon
 Canada Y1A 2C6

Tel: 867.667.8295
 Toll Free (in Yukon): 1.800.661.0408, local 8295
 Fax: 867.667.5435

Teacher Certification in Saskatchewan - University of Regina

Upon receipt of all final grades, students will be approved for convocation. The Faculty of Education will send a letter to the [Saskatchewan Professional Teachers Regulatory Board](#) confirming completion of the Bachelor of Education degree requirements. The Faculty of Education will also arrange for official University of Regina transcripts to be sent to the Saskatchewan Professional Teachers Regulatory Board. You will receive an e-mail once your file has been approved for graduation and that the letter was sent to the Saskatchewan Professional Teachers Regulatory Board.

Graduating students must apply for certification directly to the Saskatchewan Professional Teachers Regulatory Board.

Saskatchewan Professional Teachers Regulatory Board
 204 - 3775 Pasqua Street
 Regina SK S4S 6W8 CANADA
 Telephone: 306-352-2230
 Toll Free within SK: 1.844.254.2230
 E-mail: general@sptrb.ca

Item(s) that prevent a letter confirming completion of your Bachelor of Education degree and an official University of Regina transcript being forwarded include:

- Student financial holds
- Final grades not on the transcript
- Deferrals for term work or exams
- Transcript from another university not received at the University of Regina

Graduation

Convocation Day is the largest celebration of Yukon University's academic year!

It is the responsibility of the student to check the URegina and Yukon University websites for deadlines for application to graduate.

For the upcoming year:

For students to have degree conferred in May, the deadline to apply to graduate from the University of Regina is January 31st. Students finishing in December need to apply to graduate by November 30th to have degree conferred in February. Students finishing in Spring/Summer need to apply by July 31st to have degree conferred by September. The deadline to apply to graduate from the Yukon University February 26th.

IMPORTANT NOTE: Even if you don't plan to attend the ceremony, you *must* apply to have your credentials conferred. Otherwise you won't graduate!

Students who have completed their program requirements are awarded their certificate, diploma or degree. Friends and family join the new graduates for the convocation ceremony at the Yukon Arts Centre and the reception afterwards.

For more information, please contact the [Student Services Centre](#) at 668.8720.