



Policy Handbook

Pacific Rim Early Childhood Institute Inc.

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Mission Statement Review Policy

Mission Statement

Pacific Rim Early Childhood Institute is committed to the belief that children should have an opportunity to participate in quality early childhood programs with trained staff. To meet this objective, training programs have been developed to prepare students to work with infants, toddlers, preschoolers and children requiring additional support. These programs are offered through distance education and provide students with the flexibility to take courses while still working, or raising children at home.

In order to ensure continued relevancy of the programs/services offered, the executive director and key staff review the goals and objectives on an annual basis. Staff and student survey results are taken into consideration as part of this review along with staff evaluations.

The mission statement for the organization is reviewed every five years. This is done as part of a strategic planning exercise, involving key staff, that looks at the mission statement, goals and objectives. Prior to this meeting, staff review any new legislation regarding ECE as well as the government competencies. At this time, decisions are made concerning any changes in direction for the Institute.

Statement of Student Rights

Pacific Rim Early Childhood Institute Inc. is certified with the [Private Training Institutions Branch](#) (PTIB) of the British Columbia Ministry of Advanced Education and Skills Training.

Before you enroll at a certified private training institution, you should be aware of your rights and responsibilities.

You have the right to be treated **fairly** and **respectfully** by the institution.

You have the right to a **student enrolment contract** that includes the following information:

- amount of tuition and any additional fee for your program
- refund policy
- if your program includes a work experience, the requirements to participate in the work experience and the geographic area where it will be provided
- whether the program was approved by PTIB or does not require approval.

Make sure you read the contract before signing. The institution must provide you with a signed copy.

You have the right to access the institution's **dispute resolution process** and to be **protected against retaliation** for making a complaint.

You have the right to make a **claim** to PTIB for a **tuition refund** if:

- your institution ceased to hold a certificate before you completed an approved program
- you were misled about a significant aspect of your approved program.

You must file the claim within **one year** of completing, being dismissed or withdrawing from your program.

For more information about PTIB and how to be an informed student, go to:

<http://www.privatetraininginstitutions.gov.bc.ca/students/be-an-informed-student>.

Provincially/Federally Recognized Governing Bodies Policy

Pacific Rim has had ongoing communication with the provincially recognized governing bodies to ensure ongoing compliance since its inception in 1989. Pacific Rim is committed to staying current in our policies, procedures and programming to maintain the highest industry standards and meet all regulatory requirements.

Pacific Rim's programs originally received Copyright in 1991. In 1991 Pacific Rim applied for and received approval for the Post-Basic Infant and Toddler, and Special Needs Certificate programs from the Ministry of Health. In 1992, Pacific Rim applied for and received approval for the Basic Certificate program from the Ministry of Health and Ministry Responsible for Seniors. These programs shifted to the governance of the Ministry of Children and Family Development in 2001, and as of 2022 they are now under the governance of the Ministry of Education and Child Care.

In 2005, Pacific Rim's programs were reviewed by the United States National Child Care Association (NCCA) and they advised that the program met all of the 15 professional ability areas for the "Certified Childcare Profession Credential".

In 2010 Pacific Rim received Education Quality Assurance (EQA) designation from the province of BC and is a Designated Learning Institution (DLI)

Pacific Rim Early Childhood Institute received Private Career Training Institutions Agency of BC (PCTIA) accreditation in December of 2007. In 2016 PCTIA accredited institutions were transferred under the supervision of the Private Training Institutions Branch (PTIB) of the Ministry of Advanced Education under the Private Training Act (PTA). Pacific Rim is provincially designated by the Private Training Institution Branch (PTIB).

Pacific Rim is provincially recognized by the Ministry of Education and Child Care's BC ECE Registry as a recognized training institution. All three certificate options offered are listed as approved programs at, <http://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/training-and-professional-development/become-an-early-childhood-educator/recognized-ece-institutions>.

As our programs are recognized provincially, Pacific Rim training is therefore recognized by certification and licensing authorities across Canada through the Agreement on Internal Trade (AIT).

Pacific Rim is a federally designated institution (APTM) for Canada Student Loans.

Program Review Policy

Pacific Rim Early Childhood Institute Inc., established in 1989, is a registered private post-secondary institution and, as such, works within the guidelines established by BC's Early Childhood Educator Registry and the Private Career Training Institutions Agency. This Policy has been vetted and approved by the Early Childhood Educator (ECE) Registry.

The Institute's programs were developed by qualified ECE practitioners with input from PhD and Masters Early Childhood Education professors and specialists in the areas of Special Needs and Infant/Toddler education, and initially received approval by the Ministry of Health's Child Care Facilities Licensing Branch. There are three certificate programs and a diploma program: Basic Early Childhood Education Certificate, Infant/Toddler Educator Certificate, Special Needs Educator Certificate, and Early Childhood Education Diploma. Students are granted a diploma when they complete all three certificate programs.

The Basic Early Childhood Education Training Program enables individuals to work in facilities that care for children, aged three to five years. The Infant/Toddler Educator Training Program enables individuals to work with children under the age of three years. The Special Needs Educator Training Program enables individuals to work with children who require additional support.

These programs are offered via distance education with a required on-site practicum component. There are three practicums in the basic program (11 weeks in total), and a five-week practicum in each of the post-basic (Special Needs/Infant Toddler) programs. Students take their practicum in a licensed early childhood education centre under the supervision of those with experience and expertise in the field of early childhood education. Students, ECE Mentors and Instructors all receive Guidelines for each practicum.

Pacific Rim is able to provide a flexible approach to adult education. Programs can be individually designed with community partners to meet the needs of students. The courses have flexible start dates and modes of delivery. Students can make use of videos, print material, email communication, telephone contact and on-site instruction.

External support for the programs and services offered by Pacific Rim has been received from the Sooke School Board, Child Care Resource and Referral Centres, and the Saanich Tribal School. Students are advised to check with their transferring institution to determine whether transfer credit will be given for Pacific Rim courses. An agreement was made in 2009 with Vancouver Island University to recognize Pacific Rim's Basis Early Childhood Education Program. Although Pacific Rim is accredited and internationally recognized, and has their EQA (Education

Quality Assurance) designation, it is ultimately up to the transferring institution to allow transfer credits.

Training profiles are delivered to the Ministry of Education and Child Care annually for approval to ensure curriculum outcomes are being met for each program. Senior staff members review courses and programs on an ongoing basis to identify strengths and weaknesses and to make necessary updates. Courses are also updated as new texts become available, and as staff or students find areas that require revision. Pacific Rim also has an External Advisory Committee that meets at least once a year to review programs and policies. When the annual program review takes place, the Child Care Sector Occupational Competencies (2004) put out by the ECE Registry are reviewed to ensure that Pacific Rim programming is consistent with the outcomes stated in these competencies. The Private Training Institutions Branch (PTIB) conducts a detailed curriculum review every 1-7 years with the assistance of an external expert auditor who is qualified to complete the review.

Administration and instructor email accounts are monitored regularly to ensure consistency, clear communication and professionalism. Program improvement decisions are made based on student, instructor, marker, program advisory committee and regulatory feedback.

Program Advisory Committee Policy

The purpose of the external Program Advisory Committee is to provide advice on the currency and relevancy of Pacific Rim's early childhood education programs and delivery methods.

The composition of the Committee includes a professional educator in the field of early childhood education, a student currently (or previously) taking early childhood education programs through Pacific Rim Early Childhood Institute, and a practicing Early Childhood Education practitioner. The Committee is supported by staff of Pacific Rim Early Childhood Institute.

The responsibilities of this Committee may include:

- Reviewing procedures, information packages and the Pacific Rim Early Childhood Institute website to ensure the information is clear and inclusive;
- Reviewing program curriculum to ensure it is relevant to the requirements of the field and the community;
- Reviewing student satisfaction surveys and practicum evaluations to ensure that programs meet the needs of both the students and the children and families that they will be working with;
- Reviewing the method of delivery of programs to ensure that it is flexible enough to meet the needs of a diverse group of learners;
- Identifying any gaps in service or irrelevancy of programs, and make suggestions on improvements; and
- Reviewing and consulting on substantial program changes to ensure they meet industry standards and the goals of a quality training program.

From time to time, Committee members will be asked to review the Child Care Sector Occupational Competencies, and the BC Early Learning Framework put out by the ECE Registry to ensure that Pacific Rim Early Childhood Institute programming is consistent with the outcomes stated in these competencies. In addition, if there are significant changes made to the curriculum as a result of new textbooks becoming available, Committee members will be asked to review these changes.

The Program Advisory Committee will meet, at a minimum, annually.

Instructor Hiring Policy

Pacific Rim believes that quality early childhood education training must be developed, maintained, updated and delivered by knowledgeable and skilled experts in the field of Early Childhood Education.

Our programs were developed by qualified ECE practitioners with input from PhD and Masters Early Childhood Education professors and specialists in the areas of Inclusion and Infant/Toddler education, and initially received approval by the Ministry of Health's Child Care Facilities Licensing Branch in 1991 (for the ITE and SNE Certificates) and 1992 (for the Basic Certificate).

Our programs are maintained, updated and delivered by trained instructors. The minimum requirements for Instructors are as follows:

- A degree/diploma/certificate related to the field of early childhood education;
- 24 months of full-time occupational experience in the field of early childhood education or 10 years of demonstrated experience in early childhood education; and
- Experience and qualifications in distance education.

Instructors work closely with Markers as part of an instruction team. Markers are hired on a contract basis and work as part of an instruction team. Instruction teams work together to ensure we are delivering the best program possible. Markers provide students with feedback and act as a contact person at the Institute for any questions students may have regarding the curriculum.

The minimum requirements for Markers are as follows:

- A degree/diploma/certificate related to the field of Early Childhood Education supplemented by 24 months of full-time occupational experience in the field of study or 10 years of demonstrated experience in the field of study.

Instructors and Markers are also encouraged to become members in good standing of related professional bodies such as the Early Childhood Educators of BC.

Professional Development Policy

Pacific Rim Early Childhood Institute believes that a quality early childhood education program is delivered and administered by quality staff. To that end, Instructors that are responsible for developing and delivering curriculum are encouraged to stay current in the field, and are advised of any workshops, seminars, conferences or meetings that are available in their area. If it is determined that a training opportunity is important, the Institute may cover the costs of this. The minimum training requirement for Instructors is one course, workshop, seminar, conference or meeting per year. If staff members are approved to take a training course, another staff member may cover their workload for the duration of the training. Staff members are encouraged to become members of the Early Childhood Educators of British Columbia.

Employee Performance Review Policy

Performance Review

Contract staff at Pacific Rim are hired on a contract basis and are evaluated on the extent to which they meet the services outlined in their Schedule A's. Salaried staff are evaluated using their job description and performance objectives. Student survey outcomes are also taken into consideration where Instructors are named in the responses. As well, the executive director has ongoing consultation with Instructors that informs the performance review.

Instructors will be evaluated on an annual basis, and results of this evaluation will be kept on employee files. Exceptions to this policy will be made in the case of new instructors where they will have an initial evaluation at the completion of the first course that they mark, or the first practicum supervised.

The Employee Performance Review form includes a section on the extent to which performance criteria have been met (including strengths and any areas of improvement needed), a section for executive director comments, a section outlining any recommended or requested professional development, and a section for Instructor comments that will include their agreement/non-agreement with the evaluation, and areas where they would like to see growth over the next period.

Performance Criteria

- Instructors will deliver instruction, including marking and student feedback and consultation in a timely, courteous and sensitive manner.
- Responses to student queries will be followed up by email, telephone, or in person within two business days.
- Instructors will keep the executive director apprised of any concerns expressed by students, their examination proctors, or their ECE Mentors.
- Instructors will keep the executive director apprised of any students who are not completing their course or program within a timely fashion.
- Instructors will discuss with the executive director any concerns with student performance, as well as with exemplary work completed by students.
- All marking by instructors will be in accordance with Pacific Rim's grading criteria, the course learning outcomes and the course competencies.
- Instructors will keep accurate student records and update the digital student evaluations immediately as the assignments are marked.
- Instructors will be available, on an as requested basis, to take on additional duties such as supervision of practicums.

Dispute Resolution Policy - Employees

Pacific Rim is committed to prompt and fair resolution of all disputes that may arise between the Institute and its staff.

Staff should bring any problems or concerns related to their work to the ECE Management Team within 14 days of the incidence. The parties will discuss the concerns and make every effort to reach a resolution. If further investigation is required, the ECE Management Team will carry this out in a timely fashion (within 14 days).

If a mutual resolution cannot be reached, the staff member can request a third party to be brought in to reach a decision satisfactory to both sides. The costs of this mediator will be borne equally by both sides.

It is the intent of the ECE Management Team that disputes will be resolved without the need to resort to a third party. If this is necessary, however, Pacific Rim will ensure that a third party is brought in within 30 days of the request of the staff member.

Admission Policy

Prospective students for all programs must submit the following:

- 1) A \$250 non-refundable application fee; and
- 2) A completed online application including the following:
 - a. An **admission interview** indicating suitability for the program.
 - b. An **official transcript** indicating successful completion of:
 - i. **Grade 12 English** or equivalent course; or
 - ii. Any Canadian university-level English course; or
 - iii. An English Assessment indicating English proficiency equivalent to successful completion of Grade 12 English from a recognized university or college.
 - c. Two **letters of reference** indicating suitability to be an Early Childhood Educator (current within a year).
 - d. Government issued **photo identification** such as a driver's licence. Students must be 19 years of age prior to starting a full-time program.
 - e. A **criminal record check** (current within a year) indicating that no criminal record is found for the purpose of working with children. *
 - f. A **declaration of health** declaring suitability and capacity to be an Early Childhood Educator.

**An updated Criminal Record Check may be required for practicum placements if it has expired before the practicum portion of the program.*

The Basic ECE Certificate program **must** be completed prior to beginning the Infant Toddler Educator or Special Needs Educator Certificate programs.

Students wishing to start directly into the Post-Basic Infant Toddler Educator and/or Special Needs Educator Certificate programs must additionally submit the following:

- 1) Official transcripts from a recognized BC training institution indicating successful completion of the Basic ECE Certificate Program, or equivalent from another province; and
- 2) A copy of provincial certification indicating successful completion of the Basic ECE Certificate program.

Students wishing to transfer partway through a program must additionally submit the following:

- 1) A request for an Academic Assessment, including:
 - a. A \$245 non-refundable Assessment Fee;
 - b. Official transcripts from an ECE program at a recognized BC training institution, or equivalent from another province; and
 - c. Detailed course outlines.

Neither the Institute nor the student can waive the minimum admission requirements.

Student Success Policy

Pacific Rim Early Childhood Institute programs are offered on a distance education basis in order to meet the needs of students who are unable to participate in regular on-site early childhood education programs. There is, however, an on-site practicum component to the program. The Institute is committed to the belief that well-trained students will provide quality care to young children.

Course materials are clear and easy to follow. Textbooks are selected to reflect industry standards and come recommended for each course. Course textbooks are reviewed regularly for relevance and accessibility. Relevant Internet links are provided in the “Student Resources” section of the Pacific Rim’s website.

The Institute has a highly skilled administrative staff that is available to assist students with any administrative concerns, by phone or e-mail, throughout the program. Administrative e-mails and telephone calls are typically responded to within 5 business days, if not sooner.

Instructors are very qualified with several years of education and experience in the field of child development and early childhood education. Instructors must have a degree, diploma, or certificate related to the field of early childhood education supplemented by 24 months of full-time occupational experience in the field of study or 10 years of demonstrated experience in the field of study. Instructors must also have experience and qualifications in distance education.

Students communicate and send assignments to their instructor through e-mail. E-mail accounts are monitored regularly, and assignments are often marked within 48 hours on regular business days. The “Instruction Package” that goes out with each course outlines the institute’s grading criteria. If a student’s work does not meet the minimum criteria, the instructor will provide feedback. On some occasions, students are given the opportunity to redo a question or unit. This is permitted up to one time per course. Regardless if one unit has been requested for resubmission, or an entire course is being completed for a second time, all resubmitted work must be completely redone and entirely original to any previously submitted work.

If the student’s work is exemplary, they are commended on this.

Students are encouraged to complete the programs one course at a time (part-time) to ensure successful and timely completion of each course. However, students may take up to three courses at a time, at the Institution’s discretion.

Students are encouraged to seek out community resources to support their learning. Resources can be found at college, university and public libraries as well as Child Care Resource and Referral locations. In addition to community resources, students are provided with access to a “Student Resources” page when the log in. This page is curated to include relevant articles, research, initiatives, and regulatory content.

Administration have an “open door” policy, and students are encouraged to contact them directly if they feel there is any area that cannot be resolved with their instructor. The Institute wants to be assured that all students taking courses through Pacific Rim are satisfied with the services received and enjoy the experience of learning.

Attendance Policy

Students have up to 10 weeks from each contracted start date to complete each academic course **(including the exam)**. Course materials and instructions are emailed to students at the start of the course and students who submit assignments to their instructor are considered in attendance. An email reminder is sent two weeks from the start date of each course to remind students to submit assignments and contact their instructor if they are having any difficulty. An email reminder is also sent two weeks before the end of each course stating that the end date is approaching so students may submit their final assignments in a timely manner and prepare for their exam. Students may work ahead and complete assignments and exams before their end date if desired.

As this is distance education, attendance is considered 100% if all the required assignments, activities, and exams are all submitted during the contracted time period of that course or practicum.

During on-site practicum attendance, students are expected to attend their practicum centre full-time and arrive in a timely manner. Any unexpected absences not included on the approved practicum calendar must promptly reported to the in-class ECE Mentor and PRECI instructor. Hours missed due to emergencies, illness, or statutory holidays must be made up and a new calendar outlining how hours must be resubmitted for approval to meet the requirements for 100% attendance.

Students that do not complete all the required assignments, activities, exams, and/or practicum hours in a timely manner during the contracted time period of the course or practicum will not meet the minimum attendance requirements and therefore be assigned a grade of "Incomplete". Extensions may be applied for up to twelve (12) weeks if students require more time to submit all the required submissions to achieve 100% attendance.

Academic Assessment Policy

Students may be able to earn credit towards an Institute certificate for related courses previously completed at a recognized institution. Assessments will only be done when credentials have been completed within the last 10 years. Students must complete a Request for Academic Assessment form and send it in, together with the required fee. Official documentation for the course/s being assessed must also be submitted. This includes a transcript from a recognized institution, a summary of topics covered with topic hours, and a portfolio of any work completed. The majority of courses must be taken through Pacific Rim for a certificate to be issued; otherwise, only a transcript will be issued. The institution that provides the majority of the training should issue the completion certificate.

Courses eligible for assessment are ECE courses completed by students from universities, colleges and recognized institutions that provide ECE courses. The assessment involves a review of the course description and hours to determine if the particular course covers the course content and objectives included in the Pacific Rim course. To be eligible for assessment, courses must have a grade value of at least “C” or 60%.

Once the course is assessed as equivalent, it is added to the transcript as “CR” – Credit Granted.

Workplace learning or life experience is not part of the assessment process by Pacific Rim.

Any student that is not starting at the beginning of a program must have an academic assessment completed prior to joining part way through a program. Students just taking a single course (HSN, CGD or GD) for ECEA certification or renewal are not required to apply for an academic assessment unless they wish to take further courses in the program. Students that have completed a full Early Childhood Education program at a different recognized institution do not need to apply for an academic assessment, instead they will submit their official transcripts as prerequisite to the IT or SN programs.

Academic Honesty Policy

Pacific Rim takes a serious view of offences such as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. Staff members are required to report any offences directly to the ECE Management Team.

Plagiarism

Essentially, plagiarism involves submitting or presenting work as if it were the student's own work done expressly for that particular assignment or course when, in fact, it is not. Most commonly plagiarism exists when:

- The work submitted or presented was done, in whole or in part, by an individual or artificial intelligence (AI) other than the one submitting or presenting the work;
- Parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author;
- The whole work (e.g. an essay) is copied from another source;
- A student submits or presents work in one assignment or course that has also been submitted or presented in another assignment or course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved; and/or
- A student memorizes exact passages from their own assignment or external resources and uses the information, verbatim, in an assignment or during an examination.

Cheating

Cheating includes, but is not limited to, buying, selling, sharing, stealing, or soliciting materials for the purpose of academic gain, or circumventing examination instructions. Cheating on examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or accessing digital information while the exam is being written.

Penalties

A student guilty of academic dishonesty may be subject to the imposition of one or more penalties, such as:

- A grade of "F" for the assignment, or exam;
- A grade of "F" for the course in which the offence was committed;
- Suspension from attendance in all courses in which the student is registered at the time the offence was committed, and loss of credit for any course or courses which have not been completed or in which no grade or final evaluation has been registered at the time the offence was committed;
- Mandatory academic upgrading (i.e. completion of a recognized 100-level or higher, English course);
- Suspension from the Institute; and

- Expulsion from the Institute.

Grade Criteria and Graduation Policy

Grading Criteria for Academic Courses

Grades for academic courses in the Basic ECE, ITE, SNE and ECE Diploma program are assigned based on the following criteria. Students are required to receive a grade of “C” or higher to successfully complete an academic course.

A

- Written work is clear and well organized
- Written assignments adhere to assignment guidelines and standards
- Written assignments consistently demonstrate student understanding of course content and theory
- Student shows superior skill in applying and integrating course content, readings and experiences
- Student relates personal experiences to course work whenever possible
- Student consistently uses examples to define and clarify meaning of written responses
- Responses consistently use professional language and tone
- Sources are acknowledged appropriately
- Written work is submitted within the recommended time frame

B+

- Written work is clear and well organized
- Written assignments adhere to assignment guidelines and standards
- Written assignments demonstrate student understanding of course content and theory
- Student shows skill in applying and integrating course content, readings and experiences
- Student relates personal experience to course work whenever possible
- Student uses examples to define and clarify meaning of written responses
- Responses consistently use professional language and tone
- Sources are acknowledged appropriately
- Written work is submitted within the recommended time frame

B

- Written work is clear and well organized
- Written assignments adhere to assignment guidelines and standards
- Written assignments demonstrate student understanding of course content and theory
- Student shows skill in applying and integrating course content, readings and experiences
- Student relates personal experience to course work whenever possible
- Student uses examples to define and clarify meaning of written responses
- Responses consistently use professional language and tone
- Sources are acknowledged appropriately
- Written work is submitted within the recommended time frame

C+

- Written work is acceptable in format, content and written communication
- Written work adheres to assignment guidelines and standards
- Student applies understanding of concepts to written work
- Student is able to apply and integrate course content, readings and experiences philosophy
- Student relates personal experience to course work whenever possible
- Student uses examples to clarify meaning of written responses
- Responses often use professional language and tone
- Sources not always acknowledged
- Written work is submitted within the recommended time frame

C

- Written work is acceptable in content and written communication
- Written work reflects acceptable use of assignment guidelines and standards
- Student is inconsistent in the application of understanding of concepts to written work
- Tendency to generalize concepts
- Responses inconsistently use professional language and tone
- Sources not always acknowledged, and readings repeated in text as responses to questions
- Inconsistent in assignment submission and adherence to time frame

F

- Poor organizational skills severely affect the quality of written work in format, content and written communication
- Written work reflects inconsistent use of assignment guidelines and standards
- Assignments do not meet specified criteria outlined by the instructor and assignment guidelines
- Sources are not acknowledged
- Tendency to generalize and does not support ideas with literature
- Student comprehension is not demonstrated in assignments
- Responses use unprofessional language and tone
- Inconsistent assignment submission and adherence to time frame
- Work is plagiarized

Note: Examinations count for 51% of the final grade. All assignments and the exam must be completed with a minimum “C” average to pass the course.

Grading Criteria for Practicums

Grades for practicums in the Basic ECE, ITE, SNE and ECE Diploma program are assigned based on the following criteria. Students are required to receive a “PASS” to successfully complete practicums.

PASS

- Successfully completes all assignments
- Successfully completes all required hours
- Demonstrates all competencies
- Demonstrates adherence to the practicum guidelines
- Demonstrates professional conduct and communication (both written and oral)
- Receives a favorable evaluation from the certified ECE/ITE/SNE that is supervising the practicum

FAIL

- Does not successfully complete all assignments
- Does not successfully complete all required hours
- Does not demonstrate all competencies
- Does not demonstrate adherence to the practicum guidelines
- Does not demonstrate professional conduct and communication (both written and oral)
- Does not receive a favorable evaluation from the certified ECE/ITE/SNE that is supervising the practicum

Other Grading Notations

Other grading notations that may appear on transcripts are as follows:

IP: Signifies the course is still in progress.

INC: Incomplete signifies course work not completed; awarded only for unusual or emergency situation in cases where successful completion of course work is beyond the student’s control.

CR: Credit Granted signifies a course taken at another institution which was a “C” or higher; which was transferred into the student’s program for credit.

Grade Point Average Calculations

Each academic course in the program is worth 3.0 credits, with the exception of Child Growth and Development that is weighted as a 6.0 credit course. Practicum outcomes are not included in GPA calculations.

A = 4.00 grade points
B+ = 3.33 grade points
B = 3.00 grade points
C+ = 2.30 grade points
C = 2.00 grade points
F = 0 grade points

INC, CR and practicums are not factored into a students GPA.

Graduation Requirements

A student is eligible to graduate from a program when he/she has successfully completed all courses and practicums in that program. Students are required to receive a passing grade of “C” or higher for all academic courses and a “Pass” for all practicums in that program. Upon completion of all three Certificate programs, students are granted an ECE Diploma.

In the case of transfer students, to receive a Certificate or Diploma students must have completed at least the majority (51%) of the training through Pacific Rim Early Childhood Institute. Students completing a certificate or diploma that have not taken the majority of the program through PRECI may still order and receive a transcript of courses.

Time Limitations

Full-time students should expect to complete the Basic ECE Certificate program in 9 months, the Infant/Toddler Educator program in 6 months and the Special Needs Certificate program in 6 months. Students completing all three certificates to graduate from the ECE Diploma program can do so full-time, in 2 years. Students may complete all 4 programs on a part-time basis and may do so over an extended period. Students who must interrupt their studies for an extended period of time, or who take significantly longer than the normally prescribed program duration to complete their studies, may be required to take additional courses and/or repeat courses which have gone through a significant change.

Grade Appeal Policy

The grading criteria for all Pacific Rim courses is outlined within the Instruction Package.

Students may be granted the opportunity to resubmit up to one unit of coursework for each course. Whether it involves the resubmission of a singular unit or the retaking of an entire course, all re-submitted work must be completely redone, ensuring it remains entirely distinct from any previously submitted material.

Exams are not subject to rewriting, except in instances where students are extended a special invitation due to extenuating circumstances. If a student wishes to rewrite an exam under such circumstances, they must submit a formal request to their instructor and provide documentation as necessary.

If the student is dissatisfied with their final course grade, they may enroll in the course again and repeat the course up to one additional time.

In situations where a grade dispute arises, students must first discuss it with their instructor who will outline the rationale for the grade given. Should the student's dissatisfaction persist, they must submit their concern in writing to the ECE Management Team within 14 days of the grade being assigned. The ECE Management Team will respond to the student within 30 days of receiving the letter.

The ECE Management Team and student will communicate and attempt to resolve the student's concern. If the student is still not satisfied, she/he may request a third party be brought in to reach a decision satisfactory to both sides. The costs of this mediator will be borne equally by the student and Pacific Rim.

While the primary intention is to resolve grade-related disputes at the student-instructor level, the policy ensures that, should escalation become necessary, the subsequent steps will be conducted with impartiality, timeliness, and a commitment to fairness.

Privacy Policy

[Pacific Rim Early Childhood Institute Inc.](#) is committed to providing our students with exceptional service. As providing this service involves the collection, use and disclosure of some personal information about our students, protecting their personal information is one of our highest priorities.

Personal information and privacy are safeguarded under British Columbia's *Personal Information Protection Act* (PIPA). PIPA, which came into effect on January 1, 2004, sets out the ground rules for how B.C. businesses and not-for-profit organizations may collect, use and disclose personal information.

We will inform our students of why and how we collect, use and disclose their personal information, obtain their consent where required, and only handle their personal information in a manner that a reasonable person would consider appropriate in the circumstances.

This Personal Information Protection Policy, in compliance with PIPA, outlines the principles and practices we will follow in protecting students' personal information. Our privacy commitment includes ensuring the accuracy, confidentiality, and security of our students' personal information and allowing our students to request access to, and correction of, their personal information.

Collecting Personal Information

- 1.1 Unless the purposes for collecting personal information are obvious and the student voluntarily provides his or her personal information for those purposes, we will communicate the purposes for which personal information is being collected, either orally or in writing, before or at the time of collection.
- 1.2 We will only collect student information that is necessary.

Consent

- 2.1 We will obtain student consent to collect, use or disclose personal information (except where, as noted below, we are authorized to do so without consent).
- 2.2 Consent can be provided in writing or electronically, through *an administrator* or it can be implied where the purpose for collecting using or disclosing the personal information would be considered obvious and the student voluntarily provides personal information for that purpose.

2.3 We will not collect, use or disclose personal information without the student's knowledge or consent except in the following limited circumstances:

- When the collection, use or disclosure of personal information is permitted or required by law;
- In an emergency that threatens an individual's life, health, or personal security;
- When the personal information is available from a public source (e.g., a telephone directory);
- When we require legal advice from a lawyer;
- To protect ourselves from fraud;
- To investigate an anticipated breach of an agreement or a contravention of law

Using and Disclosing Personal Information

3.1 We will only use or disclose personal information where necessary to fulfill the purposes identified at the time of collection.

3.2 We will not use or disclose personal information for any additional purpose unless we obtain consent to do so.

3.3 We will not share student lists or personal information to other parties.

Retaining Personal Information

4.1 We will retain student personal information on a secure Canadian server as required by regulatory bodies.

Ensuring Accuracy of Personal Information

5.1 We will make reasonable efforts to ensure that student personal information is accurate and complete where it may be used to make a decision about the student or disclosed to another organization.

5.2 Students may request correction to their personal information in order to ensure its accuracy and completeness. A request to correct personal information must be made in writing and provide sufficient detail to identify the personal information and the correction being sought.

5.3 If the personal information is demonstrated to be inaccurate or incomplete, we will correct the information as required and send the corrected information to any organization to which we disclosed the personal information in the previous year. If the correction is not made, we will note the student's correction request in the file.

Securing Personal Information

- 6.1 We are committed to ensuring the security of student personal information in order to protect it from unauthorized access, collection, use, disclosure, copying, modification or disposal or similar risks.
- 6.2 The following security measures will be followed to ensure that student personal information is appropriately protected:
- Passwords are encrypted;
 - Online services are regularly maintained and monitored for security that meets industry standards;
 - Information is restricted to employees and contractors on a “need-to-know” basis;
 - Employees and contractors are contractually bound to follow appropriate security measures;
 - Information is stored on Canadian soil;
 - Archived information is stored in a secure and locked storage unit.
- 6.3 We will use appropriate security measures when destroying student’s personal information such as regularly deleting stored emails and marked assignments, and destruction of devices used to send practicum videos after they are evaluated. Personal information not stored digitally or no longer required will be burned or shredded.
- 6.4 We will continually review and update our security policies and controls as technology changes to ensure security of personal information.

Providing Students Access to Personal Information

- 7.1 Students have a right to access their personal information, subject to limited exceptions, and may login to their accounts and update personal information or request a change at any time.
- 7.2 Upon request, we will also tell students how we use their personal information and to whom it has been disclosed if applicable.

Questions and Complaints: The Role of the Privacy Officer or designated individual

- 8.1 The ECE Management Team is responsible for ensuring Pacific Rim Early Childhood Institute’s compliance with this policy and the *Personal Information Protection Act*.
- 8.2 Students must direct any complaints, concerns or questions regarding Pacific Rim Early Childhood Institute’s compliance in writing to the ECE Management Team. If the ECE Management Team is unable to resolve the concern, the student may also write to the Information and Privacy Commissioner of British Columbia.

Dispute Resolution Policy – Students

Pacific Rim Early Childhood Institute Inc. provides an opportunity for students to resolve disputes in a fair and reasonable manner.

Dispute Resolution Process:

1. When a concern arises, the student must first attempt to address it with the individual most directly involved. If unsatisfied with the outcome, the student must submit a written complaint to the ECE Management Team within fourteen (14) days of the incident. Should this person be absent or be named in the complaint the student must submit the written complaint to the Student Services Director.
2. The ECE Management Team will arrange to contact the student to discuss the concern as soon as possible and within fourteen (14) business days of receiving the student's written complaint.
3. Following the meeting with the student, the ECE Management Team will conduct whatever enquiries and/or investigations are necessary and provide a written response to the student that includes reasons for the determination of the complaint. The written reasons will be provided no later than thirty (30) days following the receipt of the student's written complaint.

Students will not be subject to any retaliation as a result of their complaint and may be represented by an agent or lawyer.

After having exhausted the dispute resolution process, a student may file a claim with the Private Training Institutions Branch (PTIB) of the Ministry of Advanced Education (www.privatelearninginstitutions.bc.ca) on the basis that the institution misled the student regarding any significant aspect of an approved program.

Dismissal Policy

Pacific Rim Early Childhood Education Institute (PRECI) expects that students will adhere to the requirements of the Institute as set out in the Instruction and Information Packages.

The following exceptional circumstances would be seen as justification for dismissal:

- Failure to abide by the Code of Ethics as provided by the [Early Childhood Educators of British Columbia](#);
- Cheating or plagiarism;
- Unprofessional or unethical behavior. This includes bullying and harassment, (in person or other form of interactions including the use of electronic communication and social media), discrimination, academic dishonesty, violation of confidentiality while engaging in all PRECI's academic related activities (including practicums, exams, or interaction with PRECI instructors, staff and students). It also includes unethical personal and professional behavior in public and personal domain, including use of electronic communication and social media to express [disrespectful](#), unprofessional and unethical messages or opinions;
- Affiliation with groups that promote or are complicit with unprofessional or unethical behaviour;
- [Disrespectful](#), aggressive, intimidating behaviour towards instructors, administration, and members of the community;
- Refusal to submit assignments within agreed-upon timelines;
- Submission of assignments that are consistently incomplete or do not meet specified criteria outlined by the instructor and assignment guidelines;
- Failure to maintain a clear criminal record check for the purposes of working with children; and
- Failure to comply with any of the requirements in the Student Enrollment and Contract.

If students wish to appeal a dismissal, they must first discuss it with administration and, if resolution is not possible, submit their concern in writing to the ECE Management Team for resolution. The ECE Management Team will respond to the student within 14 business days of receiving the letter.

The ECE Management Team and student will communicate in attempt to resolve the matter. If further investigation of the complaint is required, the ECE Management Team will carry this out in a timely fashion.

It is the intent of the ECE Management Team that student dismissals will be a "last resort". However, if Pacific Rim feels there is justification for dismissal, this decision is still open to appeal. This process will be completed in a non-prejudicial fashion, and in a timely manner.

Refund Policy

Pacific Rim Early Childhood Institute Inc. is designated by Private Training Institutions Branch and complies with the refund policy of this designating body.

1. Registration fees are non-refundable.
2. Refunds required under this policy will be paid to the student, or with the student's permission, to the person who paid the tuition or fees on behalf of the student, within 30 days after receiving notice of withdrawal or refusal of study permit; providing a notice of dismissal; or the date on which the first 30% of the hours of instruction are provided (no-show).
3. If a student enrolled in a program without having met the admission requirements for the program and the student did not misrepresent the student's knowledge or skills when applying for admission, and the registrar advises the institution to refund tuition and fees, 100% of tuition and fees may be refunded.
4. If Pacific Rim Early Childhood Institute Inc. receives tuition from the student, or a person on behalf of the student, the institution will refund the student, or with the student's permission, the person who paid on behalf of the student, full or partial tuition that was paid in relation to a course or program in which the student is enrolled under the following circumstances:

Before the Program Start Date

- If the institution receives a notice of withdrawal from the student before the program start date or no later than seven days after the student signs the enrollment contract, all tuition and all related fees, other than application fees, paid to the institution will be refunded; or
- If the institution receives a notice of withdrawal at least 30 days before the later of the program start date in the enrollment contract (or Letter of Acceptance for international students), the institution may retain up to 10% of tuition, to a maximum of \$1000; or
- If the institution receives a notice of withdrawal more than seven days after the student and institution signed the enrollment contract and less than 30 days before later of the program start date in the enrollment contract (or Letter of Acceptance for international students), the institution may retain up to 20% of tuition, to a maximum of \$1300.

After the Program Start Date

- If the student withdraws or is dismissed from the institution and the student has completed up to 30% of the program (based on evaluation provided to the student), the institution may retain up to 30% of the tuition; or
- If the student withdraws or is dismissed from the institution and the student has completed more than 30% but less than 50% of the program (based on evaluation provided to the student), the institution may retain up to 50% of the tuition;
- If the student withdraws or is dismissed from the institution and the student has completed more than 50% of the program (based on evaluation provided to the student), the institution may retain up to 100% of the tuition; or

- If a suitable practicum placement cannot be found within 30 days of the contract end date, all tuition and all related fees, other than application fees, paid to the institution will be refunded.

Payment Policy

General Payment Information

Pacific Rim Early Childhood Institute offers two payment methods for each transaction. Payment may be made through PayPal or bank draft (or money order). Personal cheques, eTransfers and currency are NOT accepted.

Prior to sending a payment for:

- **Registration**, students must complete the online registration application: <https://www.earlychildhoodeducator.com/student/register/>.
- **Course Tuition**, students must complete online enrollment for the course(s) they wish to begin: https://www.earlychildhoodeducator.com/student/web_reg/.
- **An Academic Assessment**, students must complete the online academic assessment request: https://www.earlychildhoodeducator.com/student/academic_assessment/new/.
- **A Course Extension**, students must complete the online extension form: <https://www.earlychildhoodeducator.com/student/extension/>.
- **A Transcript**, students must complete an online transcript request: https://www.earlychildhoodeducator.com/student/transcript_requests/.

Upon completion of an online application or request, students may choose to pay immediately through PayPal, or choose to send a bank draft or money order.

Students choosing to pay online through PayPal may do so using a PayPal account, or using a Credit Card as a guest. It is also possible for a third party to complete the PayPal payment on behalf of the student if they are present during the transaction.

Students choosing the bank draft or money order payment method will receive an email at the end of the transaction that includes a “Payment via Mail” form. All bank drafts or money orders mailed to the Institute must arrive with the “Payment via Mail” form. Payments not arriving with the completed “Payment via Mail” form will be returned.

Bank drafts or money orders should be made out to: “**Pacific Rim Early Childhood Institute**”. The abbreviated name, “Pacific Rim ECI”, will also be accepted.

Registration must be completed and accepted prior to sending in any tuition payments. Tuition payment for multiple courses (up to 3 courses at a time, at the Institution’s discretion) may be submitted on one cheque, provided the student has completed online enrollment for all the courses that payment is being sent for and plans on starting them all simultaneously.

Tuition payments are made prior to beginning each course. Tuition will only be accepted for courses that students have enrolled in. Tuition must be paid in full, prior to beginning each course.

Tuition Refunds will be made in accordance with our Refund Policy. Registration and academic assessment fees are non-refundable.

Special Considerations for Sponsorship

Students with a sponsorship letter on file may begin the program prior to full payment being received. For this to be possible, a credible sponsorship agency must indicate the forthcoming payment schedule in the sponsorship letter. For all other students, payments must be submitted as outlined in the “**General Payment Information**” section of this policy.

Payments must be issued for a single student. Lump payments that arrive on behalf of more than one student will be returned.

A government or business cheque may be accepted in lieu of a bank draft or money order, although any NSF fees incurred by the Institute will be charged back to the sender.

Please note, in compliance with the Freedom of Information/Protection of Privacy Act (RSB1996) c. 165, a sponsor cannot make changes to the student’s registration, including transferring registration to another student.

Prior to sending payment, sponsors must understand and accept the liability for course fees on behalf of the student/employee and, if required, have a clear plan in place on how repayment will be made.

Eligible **refunds are issued to the student, regardless of the payee**. It may be possible to issue a refund directly to the payee, but only with the student’s express permission. T2202 tax receipts will be issued in the student’s name, regardless of the payee. Please ensure you arrange clear repayment expectations (if required) prior to sending payment on anyone’s behalf. Any repayment plans are strictly between the student and the lender. It is possible that a full or partial refund will be made in the student’s name, should they withdraw or be dismissed.

Withdrawal Policy

If a student decides to withdraw from a program, he/she must provide a dated, written, notice of withdrawal to the administrator. Refunds are calculated according to Pacific Rim Early Childhood Institute's Refund Policy and the date on which the written notice of withdrawal is received will be used to determine any refund owing.

An international student whose application for a study permit has been denied is entitled to a refund according to our refund policy. A copy of the denial letter must be provided to Pacific Rim Early Childhood Institute prior to the program start date.

Student Records Retrieval and Archiving Systems Policy

The keeping of safe, complete and confidential student records is a priority of Pacific Rim Early Childhood Institute (PRECI). Student communication is stored and backed up electronically. Student records collected since 2010, have been stored on a secure server and backed up daily. Prior to 2010, student records were kept as hard copies in physical office file folders. Those records are now archived at a secure facility and can be retrieved upon request. PRECI partnered with Sooke School District from 1997 to 1998. PRECI courses delivered by the Sooke School District during that time are kept and maintained by the school district. Records for these courses must be requested directly from the Sooke School District.

PRECI student records include student information, registration prerequisites, enrollment contracts, course and practicum evaluations, payment records, and any academic assessments completed. Student records also contain academic assessments, student disputes, and dismissal information (where applicable).

When a program is completed, student files are sent to a PTIB-approved archiving service (DataWitness) for permanent archiving. Archived program completion records include a copy of the student's certificate, transcript, and final enrollment contract (indicating Credit for Prior Learning – CPL).

Upon completion, students receive one copy of their official transcript together with their certificate once they have completed their program. PRECI also sends one copy of their official transcript directly to the BC ECE Registry. If students request additional copies of their certificates or transcripts, there is a cost of \$25.00 per document.

Students may only request and receive a transcript once all tuition and program fees on their account are paid in full.

Electronic Transcript Policy

Sending an Electronic Transcript

Students have the option to initiate a request for the transmission of electronic transcripts to designated institutions. The responsibility lies with the student to verify the acceptance of electronic transcripts by the intended recipient, whether it is an individual, educational institution, or regulatory body, before proceeding with the transcript order. Should electronic transcript submission not be permissible, students retain the ability to place an order for a physical transcript copy to be dispatched to destinations where electronic submissions are not viable.

Receiving and Electronic Transcript

After an electronic transcript is ordered, it will be reviewed and sent by the Pacific Rim Early Childhood Institute (PRECI) Student Services office. An encrypted link to the official transcript, an access code, and instructions will be sent to the receiving institution to ensure security and verifiability. Links will expire after 30 days.

Official electronic transcripts will:

- Originate from studentservices@earlychildhoodeducator.com and be sent using the subject line format, “**Official PRECI Transcript for Student ID XXXXXX.**”
- Meet institutional **privacy standards** through being sent as an encrypted link originating from a PRECI server.
- Bear the **official signature** of the PRECI Registrar.

Official transcripts will never be sent from an email account originating outside the institution.

Safety Policy

We consider the health and safety of each of our employees, contractors and students to be of primary importance. Our objective is to conduct our business in the safest possible manner consistent with the Occupational Health & Safety Regulations in British Columbia.

Pacific Rim recognizes the right of workers to work in a safe and healthy work environment and is committed to take every reasonable effort to eliminate the hazards that cause accidents and injuries. No job is to be regarded so urgent that time cannot be taken to do it in a safe manner. The welfare of the individual is our greatest concern.

All employees, contractors, students, and visitors are required to make every effort to ensure that Pacific Rim meets all legislative requirements and maintains the highest safety standards.

The following Safety Guidelines will be observed by employees, contractors, students, and visitors. These rules apply to all activities.

General Safety Rules

1. Report to work well rested and physically fit to be able to give full attention to your job.
2. Persons with physical or mental impairment shall not be assigned to tasks where their impairment has a potential to endanger themselves or others.
3. No person shall be permitted to remain on the premises while their ability to work is so affected by alcohol, drugs (prescription or non-prescription) or other substance, so as to endanger their health or safety or that of any other person.
4. Inappropriate behaviour, such as horseplay, fighting and practical jokes are extremely dangerous and will not be tolerated.
5. Any unsafe conditions which are encountered shall be corrected or reported to the executive director immediately.
6. Unsafe Acts shall be reported to the executive director immediately.
7. Employees, contractors, students and visitors must inform the executive director when they have significant allergies which might be encountered while at work (i.e. bee stings). The person with the severe allergy must carry an Epi-pen™ and be familiar with how to use it.
8. Avoid manual lifting of materials, articles or objects which are too heavy.
9. Employees, contractors, students and visitors are responsible for reporting to the executive director whenever they become sick or injured at the institute. All injuries, no matter how minor, must be reported immediately.
10. Always keep your work area clean and orderly. Poor housekeeping habits can be a serious safety hazard. Do not leave materials in aisles, walkways, stairways, roads or other points of egress.
11. Keep your work area safe, efficient and pleasant by keeping it clean and orderly.
12. Firefighting equipment shall be maintained in accordance with the manufacturer's instructions and the requirements of the BC Fire Code.
13. Do not attempt to repair defective wiring or other electrical equipment. Report defective electrical equipment to the executive director. Electrical equipment can only be repaired or serviced by a qualified electrician.

14. When lifting, have a secure footing, bend your knees, keep your back straight, take a firm hold of the object being lifted and slowly straighten your legs. If you must turn with a load, turn your feet and whole body. DO NOT twist yourself. Avoid reaching while lifting or putting the object down. If the object is too heavy for you, get assistance.
15. Follow all Safe Work Procedures and Processes and report any deficiencies to the executive director immediately.

If there are any concerns regarding safety, a letter must be sent to the executive director, who will address the matter and provide a letter stating what actions have taken place to ensure safety. The executive director will be responsible to ensure these safety rules are met.

English Proficiency Assessment Policy

Prospective students for all programs must submit proof of English proficiency. This can be demonstrated in one of three ways:

An **Official Transcript** indicating successful completion of:

- i. **Grade 12 English** or equivalent course; or
- ii. Any Canadian university-level English course; or
- iii. An English Assessment indicating English proficiency equivalent to successful completion of Grade 12 English from a recognized university or college.

The English 12 requirement can be met by submitting a transcript from a Canadian high school showing successful completion of one of the following courses. Incomplete, or failed courses will not be accepted.

- In BC: English 12; English First Peoples 12; English Literature 12; or Communications 12.
- In AB/NWT/NU: English Language Arts 30-1.
- In SK: English Language Arts A30 and English Arts B30.
- In MB: English Language Arts: Comprehensive Focus 40S; English Language Arts: Literacy Focus 40S; or English Language Arts: Transitional Focus.
- In ON: English ENG4U; or English ENG4C.
- In QC: English 603 series.
- In NL: English 3201.
- In NB: English 121; or English 122.
- In NS: English 12; or Advanced English 12.
- In PEI: English 621A; or Advanced English 611.

The university-level course requirement can be satisfied by submission of an official transcript indicating successful completion of any university-level course. Incomplete, or failed courses will not be accepted, and transcripts may be declined if they are not from a reputable institution in Canada.

The English Assessment requirement can be satisfied by submitting testing results showing successful completion of an English Assessment. Completing one of the following tests and achieving the corresponding minimum score(s) can demonstrate English Language Proficiency for the program.

Test		Minimum Score for Grade 12 Equivalency
CAE	Certificate in Advanced English	B
CAEL	Canadian Academic English Language Assessment	Overall score: 60 Speaking: 60
CLB or CLBPT	Canadian Language Benchmark or Canadian Language Benchmark Placement Test	Listening: 7 Speaking: 7 Reading: 7 Writing: 7
CPE	Certificate of Proficiency in English	C
IELTS	International English Language Testing System (Academic)	Overall score: 6.0 With no band less than 6.0
IELTS	International English Language Testing System (General)	Overall score: 6.0 With no band less than 6.0
MELAB	Michigan English Language Assessment Battery with the MELAB Oral Interview	Final score: 85 With 3 in the speaking test
PTE	Pearson Test of English (Academic)	Overall score: 65 Reading: 60 Listening: 60 Writing: 60 Speaking: 60
LPI	Language Proficiency Index	Score: 5 or higher
TOEFL	TOEFL Internet-based test	Overall score: 80 Reading: 20 Listening: 20 Writing: 20 Speaking: 20
TOEFL	TOEFL Paper-based test with the TWE (Test of Written English)	Reading: 55 Listening: 55 Writing: 55 TWE: 4.0
TOEFL	TOEFL Computer-based test with essay	<i>Not accepted</i>
VCC ELA	Vancouver Community College – English Language Assessment	Listening: 25/30 Speaking: 27/30 Essay: 16/20 Reading: 50/70
Other ELA	A Canadian University or College English Assessment	Must clearly indicate on exam results that student is proficient in the English Language or entrance into a similar program at another institution.

Some exceptions may apply to these scores where scores are very close to the minimum score, the registrar deems that the student has sufficient English Proficiency for entry to the program, and that the student feels confident using the English Language. This is to ensure mature students with testing anxiety are not excluded from the program.

If the option exists, students may complete an English Language Proficiency Assessment at a local college or university. To meet the English requirements of the program, the test results need to clearly indicate that the student is proficient in the English language.

All assessments will be at the expense of the prospective student.

Practicum Policy

Practicums are a critical component of Pacific Rim Early Childhood Institute's (PRECI) Early Childhood Education programs. They provide students with experience applying theory to practice. All practicums must be completed in appropriate British Columbian early childhood environments that meet PRECI's approval criteria.

There are three practicums in the Basic ECE Certificate program:

- Practicum One – Observing and Recording, which takes 5 weeks to complete;
- Practicum Two, which takes 3 weeks to complete; and
- Practicum Three, which takes 3 weeks to complete.

Each of the Post-Basic Certificate programs has one practicum:

- Practicum – Infants and Toddlers, which takes 5 weeks to complete; or
- Practicum – Inclusion in Early Childhood Settings, which takes 5 weeks to complete.

The purpose of this practical experience is to incorporate theory, learned in the courses, into practice; to understand how to work as a team member in an early childhood setting; to develop skills in planning and carrying out developmentally appropriate activities for children; to learn from constructive feedback given by professionals in the field; and to develop skills in self-reflection and self-evaluation.

Students are responsible for choosing an appropriate early childhood environment, that meets PRECI approval criteria, in which to complete their practicum. Most students living in British Columbia can find placements that can be approved and where they can demonstrate the required practicum competencies within their community. In some cases, students may be required to travel (at their own expense) to attend a practicum that meets PRECI approval criteria. All practicum plans are subject to approval by a PRECI instructor prior to beginning each practicum.

PRECI approval criteria for practicums include, but are not limited to:

- **Appropriate Facility**
 - Students must practice in an environment that holds a license equivalent to where they will be eligible to work upon program completion and certification (e.g., a Basic ECE Certificate student would complete practicums at licensed group child care 30 months-school age facilities, an Infant/Toddler Educator Certificate student would complete a practicum at a licensed group child care under 36 months licensed facility, and a Special Needs Educator Certificate student would complete a practicum at a licensed group child care facility).
 - The facility license must be valid as determined by the applicable jurisdiction/licencing authority.

- The facility must be an environment where practicum guidelines can be followed and all learning outcomes and competencies can be demonstrated. This includes the allowance of video recording for Practicum II, Practicum III, the IT Practicum and the IECS Practicum.
- Qualified Supervision
 - An ECE Mentor must hold an equivalent certification credential to what the student is working towards (e.g., an ITE program student would work under an ECE Mentor that holds a valid ITE certification).
 - An ECE Mentor’s certification must be current and in good standing as determined by the applicable jurisdiction/authority.
- Appropriate Composition
 - The reliable attendance of an appropriate age grouping to demonstrate competencies (e.g., working with a group of children will require 3 or more children ages 3-5 to demonstrate this competency for the Basic ECE Certificate practicums, children must be ages 0-3 for the IT Practicum, and there must be at least one child that requires additional support for the IECS Practicum).

Students are required to attend all practicums full-time, 35 hours/week with the exception of Practicum I in the Basic ECE Certificate program that may be completed part-time (no less than 18 hours/week). Students may not accumulate more than 8 hours a day (excluding breaks) for any practicum without approval from PRECI and all hours must be in accordance with labour standards.

Regular practicum attendance helps nurture relationships and provides an environment of consistency for students, children and ECE Mentors. Practicum plans must be submitted to the student’s instructor for consideration of approval a minimum of five business days prior to commencing the practicum. Hours completed prior to approval will not be considered towards the practicum hour requirements.

During practicums, students are expected to spend a minimum of 80% of their time interacting directly with children. Only up to 20% of the practicum may be spent on other tasks such as program planning, setting up, cleaning, and handling administrative or other programming details.

To facilitate diverse experiences and increased objectivity during practicums, students should seek a variety of different practicum placements to complete the three required practicums of the Basic ECE Certificate program. Up to two, but not all three practicums may be completed under the same ECE Mentor in the same setting (including at places of employment). In addition, up to two, but not all three practicums may be taken at a specialized facility (such as preschool, Montessori, CEFA, or Waldorf classroom). With approval, permission may be given for up to one Basic ECE Certificate practicum to be taken in an appropriate school aged facility under the supervision of a certified ECE. It is required that at least one practicum must be in a play-based early childhood environment so that students can demonstrate competencies

related to caregiving responsibilities and play-based curriculum. Family licensed child care facilities are not appropriate for practicum placements.

Practicums may not be completed in a centre where there is a personal or financial conflict of interest. In cases where a centre owner or supervisor is completing a practicum, they may not be supervised by an employee or by someone that reports to them.

Practicums are assigned “PASS” or “FAIL”. To receive a “PASS”, students must satisfactorily meet all the required competencies and submit all required assignments and documents on time. Students may not enroll in another practicum prior to successful completion of their current practicum. All learning outcomes and evaluations follow the British Columbia Child Care Sector Occupational Competencies and are aligned with the British Columbia Early Learning Framework.

No remuneration may be received by students during practicums. This is a requirement of the Private Training Institutions Branch (PTIB).

Sexual Misconduct Policy

Pacific Rim Early Childhood Institute Inc. courses are all administered through distance education and as such, staff members and students rarely come into contact with each other. However, there is still the possibility of inappropriate communication and the possibility of sexual misconduct during on-site practicums within the student's community.

Pacific Rim supports its educational mission by fostering a community based on diversity, inclusivity, and safety. Consistent with these values, the Institute is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the Institute community. The Institute does not discriminate on the basis of sex or gender.

Students are expected to act professionally and appropriately at all times. Students not conducting their behaviour in a manner that is appropriate will be subject to the Institute's Dismissal Policy. Likewise, we expect our students to be treated respectfully at all times. If a situation arises during a practicum, we will provide students the opportunity to switch practicums to another location where they feel safe and respected.

The Institute prohibits sexual assault, sexual and gender-based harassment, online harassment, stalking, and retaliation. These actions are expressly forbidden and will not be tolerated at the Institute.

Any concerns of sexual misconduct must be reported to the administrator as soon as possible. The Institute will seek to respond in an appropriate and timely way with a fair response to reports of sexual misconduct.

The Institute strongly encourages anyone who believes they experienced a sexual assault (or any other crime) to make a report to their local police department.

Respectful and Fair Treatment of Students Policy

Pacific Rim Early Childhood Institute (PRECI) is committed to ensuring that its learning environment promotes the respectful and fair treatment of all students and community members within the influence of the students. PRECI is committed to respecting and promoting diversity, inclusion, and equality among staff, students, and the community.

Bullying, cyberbullying, harassment, discrimination and other [disrespectful](#) or unprofessional behaviours are prohibited in all private and public online, social media, telephone, and in-person interactions between students, the public, and staff members. In addition, affiliation with groups that promote or are complicit to [disrespectful](#) or unprofessional behaviours is also prohibited.

Behavior of students and staff must always be in accordance with the BC ECE Code of Ethics and promote the professionalism expected of early childhood educators.

If under any circumstances, a prohibited activity occurs, the institution's dispute resolution and dismissal policies will be followed.

T2202 Policy

The T2202 is a tax form issued for submission to the Canadian Revenue Agency (CRA) showing the amount of tuition paid during a calendar year at Pacific Rim ECI, which can be used when filing taxes. (For years 2018 and earlier it was called a T2202A.) The information on this form is also reported directly to the CRA by the institute.

Students paying for tuition between January 1 and December 31 of a tax year, will be able to download their tax form for the previous year from the student portal in January.

When enrollments span multiple calendar years, the tuition amount is shared between the two years' T2202s. The amount for each year is prorated using the contracted start and end dates of each course enrollment during the calendar year.

The T2202 shows the total tuition paid during the calendar year. It does not include fees for books, academic assessments, transcript requests, or extensions.

Enrollments are all considered part-time. To be considered full time, students must complete the basic in 41 weeks or less and/or post-basic programs in 25 weeks or less. A switch to full-time status must be done by contacting the administrator prior to the end of a tax year for further information on this process.

For the 2019 tax year and later, the CRA requires students to provide institutions with their Social Insurance Number (SIN). Failure to do so may result in fines from the CRA. You can enter your SIN on your student profile page to be compliant with their requirements.