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## Academic Calendars

Our Academic Calendars provide information on our regulations, policies, programs, courses, and degree requirements.

### Master's, Professional Online Master's, and Ph.D.

- [School of Graduate Studies Academic Calendar](#)

### B.Ed./Dip.Ed. Academic Calendar

#### 2020-21 B.Ed./Dip.Ed. Academic Calendar

##### – Characteristics of the Program

Our vision of the graduate of Queen's University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that

go beyond immediate pressures of daily practice, and who has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of all learners.

- The program sustains a commitment to academic excellence and to learning how to learn, and reflects teaching as both an intellectual and practical activity, according to Queen's principles.
- The program considers that all teacher candidates should possess the literacy and critical skills associated with an educated person.
- The program promotes caring as a central value in the profession of teaching, and inclusivity as a fundamental pedagogical principle.
- The program integrates the following domains: school context, curriculum, teaching and learning, assessment, evaluation and reporting, educational ends, purposes and values and their philosophical and historical grounds.
- The following themes are embedded in the program: inclusivity and social justice; collaboration and leadership; the use of information and communication technologies in teaching and learning.
- The program promotes the preparation of future educators who will address issues of sustainability in their classrooms by becoming environmentally aware, practicing resource conservation, and exploring new ways to minimize the impact of human beings on the environment.

## – Sessional Dates

### Class/Practicum Block Summary

#### 2020

4 June	Online Orientation	
8 Jun-3 July	Summer 1 Class Block 1 (Canada Day - 1 July)	19 days
8 Jun-3 July	Summer 2 Class Block 1 (Canada Day - 1 July)	19 days
6-30 July	Summer 1 Class Block 2 (Final assignment due 7 August)	19 days
6-30 July	Summer 2 Class Block 2 (Final assignment due 7 August)	19 days
7 Aug	Summer 2 Term ends	
31 Aug	Summer 1 Term ends	
31 Aug	Final Year Concurrent and Consecutive Fall Term Classes begin	

26-30 Aug	OEE Field Camp (tentative)	5 days
31 Aug	ACE Introduction (tentative)	1 day
31 Aug-2 Oct	Fall Class Block 1	24 days
5 Oct-20 Nov	Practicum (Thanksgiving - 12 October)	34 days
23 Nov-18 Dec	Fall Class Block 2 (Commemoration Day - 6 December)	21 days, 45 days total Fall Term

## **2021**

4 Jan-5 Feb	Winter Class Block 1	25 days
8 Feb-5 March	Practicum (Family Day - 15 February)	19 days
8-12 March	Alternative Practicum (1st block)	5 days
15-19 March	March Break	5 days
22 March-1 April	Alternative Practicum (2nd block) (Good Friday - 2 April)	9 days
5-30 April	Winter Class Block 2 (PROF 410/411 Exit Conferences - 30 April)	20 days, 45 days total Winter Term
3-28 May	Summer 2 Practicum (Victoria Day - 24 May)	19 days
5-7 May	Summer 1 Introduction to the Program	3 days
10-28 May	Summer 1 Practicum (Victoria Day - 24 May)	14 days
31 May-4 June	Summer 1 Break. Classes will not be held.	5 days
31 May-4 June	Summer 2 Break. Classes will not be held.	5 days
7 June-2 July	Summer 1 Class Block 1 (Canada Day - 1 July)	19 days
7 June-2 July	Summer 2 Class Block 1 (Canada Day - 1 July)	19 days
5-30 July	Summer 1 Class Block 2 (Final assignment due 6 August)	20 days
5-30 July	Summer 2 Class Block 2 (Final assignment due 6 August)	20 days
31 Aug	Summer 1 Term ends	
31 Aug	Summer 2 Term ends	

## Summary

	University-related	Program-related
<b>May 2020</b>		
1	Tuition fees are due in full for Summer Term. Except OSAP students.	
4	Summer Term begins (EDU session).	
14	Last date to add Summer Term classes.	
15	Last date to drop Summer Term classes without financial penalty.	
18	Victoria Day (University closed. Classes will not be held.)	
29		Summer 1 & 2 Practicum ends (14 days Summer 1, 19 days Summer 2).

### **June 2020**

NOTE: Spring 2020 Convocation dates will be published by the Office of the University Registrar in November 2019. Refer to <http://queensu.ca/registrar/convocation/ceremonies> to view these dates.

1-5	Summer Term break.	Summer 1 & 2 Term break.
8		Summer 1 & 2 Class Block #1 begins.
21	Aboriginal Day	
28	Last date to drop Summer Term classes without academic penalty.	

### **July 2020**

1	Canada Day (classes will not be held).	
3		Summer 1 & 2 Class Block #1 ends (19 days).
6		Summer 1 & 2 Class Block #2 begins.
12-26	Dates to apply in SOLUS to graduate in Fall 2019 (tentative).	

13	Registration period for Fall and Winter classes begins (tentative).	
30		Summer 1 & 2 Class Block #2 classes end (19 days).

**August 2020**

3	Civic Holiday (University closed. Classes will not be held.)	
7	Summer Term ends.	Summer 1 & 2 Class Block #2 final assignments due.
26-30		OEE: Field Camp (tentative).
31		Final Year Concurrent and Consecutive Fall Term - Class Block #1 begins.

**September 2020**

1	Fall Term begins.	
1	Tuition fees are due in full for Fall Term classes. Except OSAP students.	
7	Labour Day (University closed. Classes will not be held.)	
18	Registration period for Fall classes ends (tentative).	
18	Last date to add Fall Term and Fall-Winter Term classes.	
21	Last date to drop Fall Term and Fall-Winter Term classes without financial penalty.	
30	Deadline for payment of residence, UHIP and student activity fees.	

**October 2020**

2		Class Block #1 ends (24 days).
5		Practicum begins.

12	Thanksgiving Day (University closed. Classes will not be held.)	
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16	University Day.	
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### November 2020

NOTE: Fall 2020 Convocation dates will be published by the Office of the University Registrar in May 2020. Refer to <http://queensu.ca/registrar/convocation/ceremonies> to view these dates.

2	Last date to drop Fall Term classes without academic penalty.	
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11	Remembrance Day.	
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20		Practicum ends (34 days total Fall Term).
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23		Class Block #2 begins.
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### December 2020

1	First date to apply in SOLUS to graduate in Spring 2021 (tentative).	
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6	Commemoration Day.	
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18	Last day of Fall Term classes.	Class Block #2 ends (20 days, 45 days total in Fall Term. 1 day of classes will be made up in the Fall Term).
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31	Fall Term ends.	
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### January 2021

1	New Year's Day. (University closed. Classes will not be held.)	
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1	Winter Term begins.	
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4	Winter Term Classes begin.	Class Block #1 begins.
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8	Tuition fees are due in full for Winter Term. Except OSAP students.	
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15	Registration period for Winter classes ends (tentative).	
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15	Last date to add Winter Term classes.	
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18 Last date to drop Winter Term classes without financial penalty.

### February 2021

5

Class Block #1 ends (25 days).

8

Practicum begins.

15

Family Day. (University closed. Classes will not be held.)

### March 2021

1

Last date to drop Winter Term and multi-Term classes without academic penalty.

5

Practicum ends (19 days).

8-12

Alternative Practicum Block #1.

15-19

March Break (Classes will not be held).

22

Alternative Practicum Block #2 begins.

### April 2021

1

Alternative Practicum Block #2 ends (14 days).

2

Good Friday (University closed. Classes will not be held.)

7

Class Block #2 begins.

19

Last date to apply in SOLUS to graduate in Spring 2020 (tentative).

30

Winter Term classes end.

Class Block #2 ends (20 days. 45 days total in Winter Term).

30

Winter Term ends.

### May 2021

1	Summer Term begins (EDU & ED3 sessions).	
1	Tuition fees are due in full for Summer Term. Except OSAP students.	
3		Summer 2 Practicum begins.
5		Summer 1 Introduction to the Program (5-7 May).
10		Summer 1 Practicum begins.
14	Last date to add Summer Term classes.	
15	Last date to drop Summer Term classes without financial penalty.	
24	Victoria Day (University closed. Classes will not be held.)	
28		Summer 1 & 2 Practicum ends (14 days Summer 1, 19 days Summer 2).
31	Summer Term Break begins.	Summer 1 & 2 Term Break begins.

### June 2021

NOTE: Spring 2021 Convocation dates will be published by the Office of the University Registrar in November 2020. Refer to <http://queensu.ca/registrar/convocation/ceremonies> to view these dates.

4	Summer Term Break ends.	Summer 1 & 2 Term Break ends (9 days).
7		Summer 1 & 2 Class Block #1 begins.
21	Aboriginal Day	
28	Last date to drop Summer Term classes without academic penalty.	

### July 2021

1	Canada Day (University closed. Classes will not be held).	
2		Summer 1 & 2 Class Block #1 ends (19 days).
5		Summer 1 & 2 Class Block #2 begins.



12	Registration period for Fall and Winter classes begins (tentative).	
16-30	Dates to apply in SOLUS to graduate in Fall 2021 (tentative).	
30		Summer 1 & 2 Class Block #2 classes end (20 days).

### August 2021

2	Civic Holiday (University closed. Classes will not be held.)	
6		Summer 1 & 2 Class Block #2 final assignments due.
25-29		OEE: Field Camp (tentative).
30		Final Year Concurrent and Consecutive Fall Term - Class Block #1 begins.
31	Summer 1 & 2 Term ends (EDU & ED3).	

### – Fees - To be Announced

## 2021-22 B.Ed./Dip.Ed. Academic Calendar

### + Characteristics of the Program

### + Sessional Dates

### + Fees - To be Announced

- [Concurrent Education Degree Requirements](#)
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- [2019-2021 Cohort - ITEP Community-Based Degree Requirements](#)
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## FACULTY OF EDUCATION

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## Course Descriptions

The course weight in units follows the course number preceded by an oblique. For example, CURR 303/3.0 is a half course; PROF 410AB/1.5 is a quarter course. Courses that continue through the Fall/Winter are referred to as multi-term courses. These courses are identified with an "A" and "B" in the course codes; "A" indicating the first term (Fall), and "B" indicating the second term (Winter).

### **Info for 2020-21 Teacher Candidates (Consecutive and Concurrent Final-Year)**

Please review [this document](#) prior to completing the Concentration Preference Survey. If you have questions, please contact Student Services, DMH A112, [educstudentservices@queensu.ca](mailto:educstudentservices@queensu.ca).

### – **Concentration Definition**

Concentrations provide pathways for teacher candidates to develop their professional interests. With choices across a wide spectrum of educational topics, the concentrations allow for in-depth, rigorous, and critical examination of a particular field of study. As a result, a candidate

will be well-prepared to be a leader in the area and to work within a collaborative teaching team.

A concentration comprises two complementary courses: an Educational Studies (EDST) course and a Focus (FOCI) course. As well, the 3-week alternative practicum is an experience that is directly related to the area, and is approved by the FOCI instructor.

The EDST course will address the breadth of the area while also facilitating a deeper understanding of the relevant issues through discussions, readings, and assignments. Professional knowledge and skills in a specialized area will be developed. This course will have a more theoretical and conceptual orientation than the complementary FOCI course, and will also connect theory to practice through relevant literature, case studies, and implications for practice.

The FOCI course will operationalize the theoretical orientation of the EDST course through the practical application of theory, knowledge, and skills. This understanding will be enhanced through such avenues as discussions, activities, projects, field trips, and interactions with practitioners. It will connect teacher candidates directly to the field through an Alternative Practicum which will involve hands-on, immersive experiences. The FOCI instructor will play a critical role in supporting teacher candidates in identifying and securing appropriate alternative practicum placements.

In addition to the descriptions above, concentrations also share other common features.

- The concentration is open to PJ and IS teacher candidates. Division-exclusive concentrations are created when it can be argued that the two contexts are markedly different.
- Alternative practicum experiences can occur locally, provincially, nationally, or internationally.
- Alternative practicum placements have multiple appropriate locations.
- If an alternative practicum occurs in a school setting, it must be in a specialized setting (e.g., resource room, international school, hospital school, unique programs)

### – Concentrations (EDST, FOCI)

Not all concentrations may be offered every year.

## Indigenous Teacher Education (PJ & IS)

### EDST 201/3.0 Theory of Indigenous Education

This course provides a background into the history and theory of Indigenous Education. It will commence with a discussion of Indigenous identities and approaches to education from the pre-contact era into the present, as well as Western approaches to education through the lens of Critical Race Theory. The course will then move to Indigenous educational theory, including

such topics as Indigenous concepts of the person and the learner; teaching as ceremony; Indigenous differentiated instruction; holistic learning; global Indigenous identities; language and education; and education for decolonization.

### **FOCI 201/3.0 Indigenous Teacher Education**

Prepares Indigenous Teacher Education candidates to include Indigenous curriculum as part of their classroom teaching. Explores Indigenous community based curriculum development; a review of current Indigenous curriculum packages and other resources; curriculum planning and evaluation. An experiential learning approach with aspects of the course applied during the candidates' practice teaching rounds. Practicum experiences are explored during class sessions with such reflections providing the basis for further learning in the areas of curriculum planning and evaluation.

## **Arts in Education (PJ & IS)**

### **EDST 215/3.0 Museum Education**

Introduction to the principles and practices of museum education. In cooperation with our partner institution, the Agnes Etherington Art Centre, teacher candidates will explore guided viewing strategies for art, historical artifacts, and natural specimens. Design of studio/lab-based application activities, and curriculum planning relevant to a variety of institutional settings are emphasized.

### **FOCI 215/3.0 Arts in Education K to 12**

This course is designed to present a view of schools where artifacts, art activities and art environments form the focus for learning across all academic subjects. Topics include arts and cognition; how arts programs can induce change in schools; the role of social learning and community knowledge; and arts-centred curriculum planning.

## **Assessment and Evaluation (PJ & IS)**

### **EDST 210/3.0 Understanding Classroom Assessment and Evaluation**

With the current accountability framework of K-12 education, teachers are required to use assessments to monitor and inform student learning, guide their instruction, and communicate student achievement. This course explores the complexities of enacting assessment policies and theories within contemporary teaching contexts. Varying philosophies and approaches to classroom assessment are explored with consideration for their pedagogical value. In addition, systemic assessment structures are examined to understand the impact and function of

regional and provincial evaluation systems on teaching, learning, and policy decision-making. This course will provide teacher candidates with theoretical and philosophical positions from which to enact sound – reliable, valid, and fair – assessment practices.

### **FOCI 210/3.0 Assessment and Evaluation Practices in the Classroom**

Assessment is a central component of teaching and learning within elementary and secondary classrooms. Current mandates require teachers to integrate assessment throughout their instruction to support, monitor, and communicate student learning. In this course, teacher candidates will learn how to develop and use assessment to promote student learning within a positive classroom culture. Specifically, candidates will learn about Ministry policies, rubrics, feedback mechanisms, observations, portfolios, testing (i.e., teacher-made and EQAO) as well as peer-, self-, and collaborative-assessment. Throughout the course, candidates will link assessment practices to learning theories and to their evolving pedagogical approach. By the end of the course, candidates should be able to engage in professional discussions and decision-making related to assessment and student learning. This course will fundamentally strengthen the candidates' approach to teaching by connecting together educational and assessment theory, philosophy, and practice.

## **At-Risk Adolescents and Young Adults (IS)**

### **EDST 291/3.0 Understanding At-Risk Adolescents and Young Adults**

This course provides a foundational understanding of the social and psychological basis to the notion of “at risk” and explores various approaches to effect change in adolescents and young adults including cognitive behavioural theory, motivational interviewing, collaborative problem solving, and restorative practice. The impact of socioeconomic status, family dynamics, social factors, and biological markers will be examined.

### **FOCI 291/3.0 Teaching At-risk Adolescents and Young Adults**

Teacher candidates will develop efficacy in applying the theoretical principles taught in EDST 291 to increase their students' success academically, behaviourally, and socially. A wide range of situations that place students at risk including mental health issues, substance use and addictions, LGBT issues, and family dynamics will be explored, along with evidence-based strategies proven to facilitate self-control, motivation, and improved classroom management. Learning will occur through a variety of readings matched with guest presentations from professionals and those with lived experience.

## **At-Risk Children (PJ)**

### **EDST 290/3.0 Understanding At-Risk Children**

This course provides a foundational understanding of the social and psychological basis to the notion of “at risk” and explores various approaches to effect change in children including cognitive behavioural theory, motivational interviewing, collaborative problem solving, and restorative practice. The impact of socioeconomic status, family dynamics, social factors, and biological markers will be examined.

### **FOCI 290/3.0 Teaching At-Risk Children**

Teacher candidates will develop efficacy in applying the theoretical principles taught in EDST 290 to increase their students’ success academically, behaviourally, and socially. A wide range of situations that place students at risk including mental health issues, substance use and addictions, LGBT issues, and family dynamics will be explored, along with evidence-based strategies proven to facilitate self-control, motivation, and improved classroom management. Learning will occur through a variety of readings matched with guest presentations from professionals and those with lived experience.

## **Drama in Society (PJ & IS)**

### **EDST 230/3.0 Understanding Drama in Society**

In this course teacher candidates will study the history and practices related to drama in education. This course will introduce students to relevant literature, experiences and resources to better comprehend the connection between drama and education. Conceptual knowledge will be explored through references to specific dramatic texts and theorists. Students will gain a comprehensive understanding of drama methodologies, drama-based pedagogies and creative experiential learning practices.

### **FOCI 230/3.0 Drama in Society**

The Drama in Education Focus is an exploration of the exciting possibilities for incorporating dramatic experiences into the school curriculum, including the teaching of drama as an art form, the integration of drama into other aspects of the curriculum, and the performing of original works of theatre for young audiences. The PRAC 450/451 placement may be in a regular classroom, a specialized drama education program, or an alternative setting such as museum or theatre outreach program. It is also possible for several members of this focus to work together during the alternative practicum, presenting workshops or performances in schools.

## **Early Primary Education (PJ)**

### **EDST 238/3.0 Understanding Early Primary Education**

Teacher candidates will study the learning and development of early primary students (Junior Kindergarten to Grade 2). Various aspects of development will be explored, including the social, emotional, and cognitive areas. The course will provide the theoretical foundations of early primary education and introduce candidates to key readings and ideas in the area.

### **FOCI 238/3.0 Early Primary Education**

Teacher candidates will examine the practice of early primary education. They will use their emerging theoretical understanding to practice observation and assessment and evaluation of children in the early years. They will learn how to design developmentally appropriate programs that reflect the needs of younger learners.

## **Educational Leadership (PJ & IS)**

### **EDST 275/3.0 Understanding Leadership in School Organizations**

Intended to provide candidates with a comprehensive understanding of leadership concepts by integrating theory, research, philosophy, and practice in school organizational and social structures. Candidates will explore the roles that organizations play in society; critically analyze traditional and contemporary models of organizations; develop an understanding of organizational structures and leadership; examine the nature and effects of group behaviour and dynamics on individuals in organizations; and, consider some common relational problems that members of organizations experience and how they should be addressed.

### **FOCI 275/3.0 Leadership in Schools**

Intended for teacher candidates interested in working toward positions of added responsibility, such as team leader, department head, vice principal, principal, consultant, coordinator and supervisory officer. The course will prepare candidates for working in diverse organizational environments through an evidence-based approach to examining trends and issues regarding organizational development and transformation. Candidates will discuss the practical ways in which leadership concepts apply to schools; examine the tasks, contexts, attributes, and powers associated with leadership in school organizations; explore the related roles of professionals and individuals assuming leadership responsibilities in school organizations; and, build awareness of their own leadership skills and styles.



## **Educational Technology (PJ & IS)**

### **EDST 218/3.0 Understanding Educational Technology**

This course examines issues related to the augmentative and transformational uses of educational technology in K-12 classrooms. The goal of the course will be for teacher candidates to build an intelligent and thoughtful disposition towards the use of educational technology in K-12 classrooms. Focus will be placed on the current array of educational technologies and how these should be used by teachers to support student learning. Through engagement in demonstrations and the development of curricular projects candidates will develop a deeper understanding of how educational technology can improve and potentially transform education for students. Candidates will develop a critical perspective on the use of computers and related educational technologies that are intended to address issues of teaching and learning.

### **FOCI 218/3.0 Educational Technology by Design**

This course engages teacher candidates in designing ways of using educational technology that address authentic teaching and learning problems. Emphasis is on the creative repurposing of educational technology to respond to substantive teaching and learning problems derived from sources in the field. Issues associated with using educational technology will be addressed through face-to-face seminars, workshops and group design projects. The goal of this course will be for candidates to develop a deep appreciation for the complexity of designing viable solutions to educational problems that utilize educational technology. Prototyped designs will be piloted in practice-based settings and final reports will be shared with educators via webpages and during an end of year Educational Technology Showcase that will be open to local teachers.

## **Environmental Education (PJ & IS)**

### **EDST 243/3.0 Understanding Environmental Education**

The term 'environmental education' means many things to many people. In this course teacher candidates will have the opportunity to explore various issues and practices related to environmental education. This course will be one of questions: What is the historical context of our relationship with the environment and hence the need for environmental education? What is, and what shapes the social and /or political views our society has about the environment? What is the role of education in the context of knowing about and solving environmental issues?

### **FOCI 243/3.0 Environmental Education**

This course focuses on enhancing teacher candidate's understanding and appreciation of the natural environment as a classroom, increasing their knowledge of environmental issues, and learning how to teach about them. Ways to integrate environmental studies across the curriculum both inside and outside the classroom will be investigated, and environmental programs and resources will be explored using hands on approaches.

## **Exceptional Learners (PJ & IS)**

### **EDST 295/3.0 Understanding Exceptional Learners**

This course addresses understanding research, resources, and practices relevant to teaching exceptional children and adolescents in the regular classroom. A range of exceptionalities are considered including students with learning disabilities, chronic health conditions, Autism Spectrum Disorders (ASD), mental health concerns, developmental delays, giftedness, and behaviour and emotional difficulties. Teacher candidates consider how students learn, how to help exceptional students achieve success, and how to collaborate with parents and other professionals. The course emphasizes creating a classroom context where each student is valued.

### **FOCI 295/3.0 Teaching Exceptional Learners**

This course addresses teaching exceptional children and adolescents in an inclusive classroom. Exceptional learners include, among others, those with learning disabilities, chronic health conditions, Autism Spectrum Disorders (ASD), mental health concerns, developmental delays, giftedness, and behaviour and emotional difficulties. The course offers opportunities to learn from: experience, workshops, reading, and peers; to differentiate instruction to meet the needs of all learners; to develop competence and confidence in teaching exceptional learners; and to provide leadership in this area. The organization is experiential, self-directed, and collaborative, within a group that shares an interest in working with exceptional learners.

## **French as a Second Language in the Elementary School (PJ)**

### **EDST 205/3.0 Understanding French as a Second Language in Elementary Schools**

This course is intended for students who plan to teach French as a second language, core or immersion, in elementary schools. It will familiarize them with both past and current approaches to teaching French, textbooks commonly used, and techniques for teaching and testing French in a great variety of situations.

### **FOCI 205/3.0 Teaching French Immersion**

This course is designed to develop an awareness of the variety of programs that exist in Canada and of the instructional strategies needed to teach in such programs. Emphasis will be placed on the development of language in a French Immersion program through an integrated approach.

## **International Education (PJ & IS)**

### **EDST 255/3.0 Understanding Teaching and Learning Abroad**

This course supports scholarly and personal understanding of teaching and learning abroad as teacher candidates prepare for professional practice in international settings. The focus will be on theories that support teachers in their understanding of the complexities associated with teaching in cross-cultural contexts, such as cultural variables, “third culture kids”, service learning, professional development and diversity consciousness. These will be discussed by drawing on current literature in the field of overseas teaching and cross-cultural teaching and learning. Candidates will learn through structured classes, group discussions, guest speakers and personal research of topics specifically applicable to individual interests. This course helps candidates understand teaching and learning in ELL, multicultural, and diverse contexts in Canada or abroad.

### **FOCI 255/3.0 Educators Abroad**

This program focus supports teacher candidates’ scholarly and personal development as they prepare for professional practice in international schools, including candidates considering international teaching after gaining full-time teaching experience in Canada. Learning in this course occurs through a combination of structured classes, contact with professors, a self-directed independent study, and an alternative practicum. While an international alternative practicum placement is supported, it is not a requirement. Candidates are required to link their alternative practicum to their Educators Abroad independent study. This course helps candidates address the complexities of teaching and learning in ELL, multicultural and diverse contexts in Canada or abroad.

## **Literacy in the Elementary School (PJ)**

### **EDST 227/3.0 Understanding Literacy in the Elementary School**

This course will examine how theories in reading and writing acquisition can be translated into practice. Topics covered in depth will include historical and theoretical perspectives of reading and writing, literacy development from emergent literacy to adolescent reading, literacy

integration across the curriculum, the role of children's literature, social and cultural influences on literacy, and the impact of media and technology on reading and writing.

### **FOCI 227/3.0 Literacy in the Elementary School**

This course will extend topics in reading and writing at the elementary level and provide teacher candidates with opportunities to examine word recognition skills and processes, comprehension strategies and theories, reading and motivation, issues of assessment, and current trends in literacy research. Teacher candidates will have opportunities to explore specific literacy programs and interventions, and consider various roles in literacy education across schools, school boards, and organizations that support reading and writing development.

## **Social Justice (PJ & IS)**

### **EDST 296/3.0 Understanding Social Justice Issues in Schools**

In this course, teacher candidates will develop a critical perspective towards issues of social justice that will enable them to help students prepare to be global citizens and to respond more effectively to a diverse student population. Among the larger issues that configure social relations are: racism, sexism, homophobia, able-ism, classism, ethnocentrism, ageism and intellectualism. Additional issues for examination include the impact of students' cultural context on their school experiences, the impact of the school culture, including teachers' attitudes and expectations, and impact of the hidden curriculum.

### **FOCI 296/3.0 Teaching for Social Justice**

This course focuses on social justice and inclusionary education and explores what it means to teach for social justice. Teacher candidates will draw on the understandings of practicing teachers who have developed the confidence to question schooling/teaching practices and agendas from a social justice perspective. Additional issues to be considered include: the effects of social class, gender, and race on students' educational experiences. At the centre of this course is the link between theory and practice, what we do and what we think are not separate.

## **Teaching and Learning Outside of Schools (PJ & IS)**

### **EDST 285/3.0 Understanding Teaching and Learning Outside of Schools**

This course explores theoretical and conceptual frameworks for school programs such as Open Minds, Beyond Classrooms Kingston, and School in the Park. Around the globe, students and teachers are moving outside the school walls into a variety of real-world settings: natural

wetlands, City Hall, an art gallery, a community museum. Teacher candidates examine curricula, programs and educational thinking that challenge students and teachers to engage in authentic inquiry, problem-solving, reflection and community engagement – outside the classroom.

### **FOCI 285/3.0 Teaching and Learning Outside of Schools**

Direct engagement with places, artifacts, experts and issues combine to support cross-curricular student inquiry. This course will prepare teacher candidates to use the built and natural environments as the foundation for student learning, either as informed classroom teachers or as education officers in museums, galleries, and other institutions that offer out-of-school learning experiences.

## **Technological Education (For candidates enrolled in the Technological Education program)**

### **EDST 476/3.0 Exceptional Children and Adolescents**

An overview of exceptional children and adolescents in the regular classroom, including their identification, inclusion and teaching. Candidates consider how students learn, how teachers can help exceptional students to learn in the classroom, and how teachers can collaborate with parents and other professionals to enhance learning. A range of exceptionalities are considered including students with giftedness, intellectual disabilities, learning disabilities, and behaviour exceptionalities.

### **FOCI 213/3.0 Broad-Based Technological Education**

The Ontario College of Teachers requires that teachers gaining certification in technological education demonstrate "proof of... competence in the area... of technological studies selected as an option in the program of professional education." Technological competence is demonstrated by completing an individualized program, typically in the form of projects, which permits each candidate to broaden and deepen their range of skills. A Technical Skills profile is used to track the range and level of skills.

### **– Curriculum, Primary-Junior (CURR)**

#### **CURR 355AB/3.0 Language and Literacy: Development and Practice (PJ)**

Teacher candidates will be introduced to instructional practice in the language arts. The course will examine instructional principles for the teaching of the following components of literacy: phonemic awareness, phonics, fluency, vocabulary and reading comprehension, the writing process, the use of informational and narrative texts from JK to grade 8. Teacher candidates will be introduced to the Ontario literacy documents and Language curriculum.

**CURR 383AB/3.0 Elementary Mathematics (PJ)**

Designed to help beginning teachers to (i) examine how children learn mathematics; (ii) develop a positive attitude toward and an interest in mathematics; (iii) teach mathematics with problem solving as the primary focus; (iv) understand the elements of planning and assessing a comprehensive mathematics curriculum; and (v) establish a classroom environment that supports children's learning of mathematics. Models experiences that help teacher candidates to construct personal knowledge of mathematical techniques, skills and processes through meaningful opportunities to learn (including the application of information technology).

**CURR 384/1.5 Literacy**

Provides opportunities for teacher candidates to explore some of the topics briefly introduced in CURR 355, but in much more detail. Topics include theoretical and practical issues regarding: i. literacy teaching and learning in Kindergarten classrooms; ii. adolescent literacy; iii. supporting students who struggle with literacy competency and iv. literacy connections that support learning.

**CURR 385/1.5 Social Studies (PJ)**

Provides teacher candidates with the opportunity to enhance skills, attitudes and understandings to enable them to teach, learn and function as informed citizens in a culturally diverse society and world. Candidates explore ways to study communities, heritage, history, and geography, using the Ontario curriculum documents and a variety of strategies and resources.

**CURR 386/1.5 Numeracy**

Provides opportunities for teacher candidates to explore some of the topics briefly introduced in CURR 383, but in much more detail. Topics include theoretical and practical issues regarding: i. numeracy teaching and learning in Kindergarten classrooms; ii. adolescent numeracy; iii. supporting students who struggle with numeracy competency and iv. numeracy connections that support learning.

**CURR 387AB/3.0 Science and Technology (PJ)**

Learning to teach elementary science and technology and developing a positive attitude toward these subject areas are explored through a variety of approaches including student-centred learning, problem-based learning, hands-on activities, and integrated learning experiences. Teacher candidates begin to become familiar with the science and technology curriculum mandated by the Ontario Ministry of Education through the exploration of content, skills and strategies for effective teaching, and through reflective practice.

**CURR 389/1.5 Art (PJ)**

An introduction to visual art in the elementary grades. Participants come to understand that visual art is a form of personal expression and that it can be employed to increase visual perception and awareness. Through experimentation with the foundation materials of visual art, and by utilizing their various environments as sources of inspiration, participants will gain

confidence in their ability to make artistic choices and to provide meaningful art experiences for their students. Topics include the elements and principles of design, colour theory, drawing, and assessment and evaluation of art.

### **CURR 390/1.5 Dance**

This course introduces teacher candidates to dance education. Teacher candidates will engage in dance activities and will explore strategies for structuring and engaging learners in dance experiences using the elements and the choreographic forms of the discipline. They will develop an understanding and appreciation of dance.

### **CURR 391/1.5 Drama (PJ)**

Introduces drama in the elementary grades, and encourages teachers to apply dramatic and performance skills and techniques to the presentational aspects of their teaching practice. Through a lens of story-telling, various experiential exercises help students acquire basic dramatic skills and techniques to develop strategies and approaches to foster dramatic activity and presentation in their future classrooms. Topics include drama games, story-telling and story-building, character, staging, acting, and thematic and cross-curricular integration. Work in movement, voice and creative play enhance confidence and ability to incorporate dramatic form for the classroom.

### **CURR 393/1.5 Music (PJ)**

An introduction to music in the elementary grades. Focuses on the integrative aspects of music in the classroom and in the curriculum, and introduces effective strategies and materials. Through experiential learning, participants develop their own musical skills and confidence. Various topics relating to arts advocacy, technology and music, music in the early and middle years, instrumental and vocal music, and composition and notation will be addressed.

### **CURR 395/1.5 Health and Physical Education (PJ)**

Provides teacher candidates with the opportunity to develop understandings, skills and attitudes to effectively teach physical and health education and to help children develop active healthy lifestyles. Candidates become familiar with Ministry of Education curriculum documents and a variety of teaching/learning strategies and resources.

## **– Curriculum, Intermediate-Senior (CURR)**

Most curriculum courses are split into two sequential half-courses, with an odd number for the fall term course and an even number for the winter term course, with the exception of CURR 370AB Mathematics, which is a multi-term (fall/winter) course. Each subject's fall term course is a prerequisite for the winter term course. The calendar wording for each of the CURR courses (below) indicates that, together, the fall and winter courses complete the content and objectives for each of the teaching subjects, as agreed to by the Ontario College of Teachers.

<b>Teaching Subject</b>	<b>Fall Course</b>	<b>Winter Course</b>	<b>Fall/Winter Course</b>
Science-Biology	CURR 303	CURR 304	CURR 603
Science-Chemistry	CURR 305	CURR 306	CURR 605
Dramatic Arts	CURR 311	CURR 312	CURR 611
English	CURR 317	CURR 318	CURR 617
Français langue seconde	CURR 321	CURR 322	CURR 621
Geography			CURR 325
History	CURR 335	CURR 336	CURR 635
Mathematics			CURR 370
Music-Vocal	CURR 345	CURR 346	CURR 645
First Nations, Métis and Inuit Studies (Native Studies)	CURR 341	CURR 342	CURR 641
Science-Physics	CURR 351	CURR 352	CURR 651
Music-Instrumental	CURR 365	CURR 366	CURR 665
Visual Arts	CURR 379	CURR 380	CURR 679

### **CURR 303/3.0 Introduction to Biology Teaching (IS)**

This course provides an introduction to science teaching with a biology focus at the Intermediate-Senior levels. Teacher candidates plan science lessons using a variety of meaningful and relevant learning activities designed to support critical thinking about science and how it is connected to technology, society and the environment. The effectiveness of these lessons will be explored within the context of teacher candidates' practica experiences.



**CURR 304/3.0 Biology Teaching in Theory and Practice**

Teacher candidates will connect their practical knowledge and skills to education research to allow them to progress from a concern about teaching to a concern about supporting and judging the quality of student learning. This course provides opportunities for self-directed learning about the nature of science and the preparation of teaching and learning resources.

PREREQUISITE: CURR 303

**CURR 305/3.0 Science - Chemistry (IS)**

Provides an introduction from a chemistry focus to the theoretical concepts and practical skills necessary for successful and effective teaching of Intermediate-Senior science. Course includes an examination of science content and teaching strategies (including laboratory work and demonstrations).

**CURR 306/3.0 Science - Chemistry (IS)**

Utilizing a curriculum framework to explore the nature of science, science teaching and learning, Emphasis is placed upon lesson planning, meta-cognition, evaluation and the interrelationships between science, technology, society and the environment.

PREREQUISITE: CURR 305

**CURR 311/3.0 Dramatic Arts (IS)**

An introduction to the theory and practice of dramatic arts in Intermediate-Senior education. Candidates will explore the elements of dramatic expression and develop an understanding of the intrinsic and extrinsic value of drama/theatre in education. Consideration will be given to the Ontario Curriculum in Dramatic Arts, lesson planning, the assessment of student achievement in dramatic activities, and issues related to the practicum experience.

**CURR 312/3.0 Dramatic Arts (IS)**

Continued study of the theory and practice of dramatic arts education. Candidates will continue to explore the educational value of dramatic expression with a particular focus on long term planning. Consideration will be given to aspects of curriculum design, unit planning and the assessment of student achievement in a unit, topics in drama for unit development, and issues related to the experience of a novice educator.

PREREQUISITE: CURR 311.

**CURR 317/3.0 Introduction to Teaching English (IS)**

Provides an orientation to the profession of English teaching and develops familiarity with curriculum documents, curriculum development and course planning. Teacher candidates will explore the pragmatic issues of teaching English and learn a variety of teaching approaches. The course emphasizes practice informed by theoretical perspectives.

**CURR 318/3.0 Theories of Teaching and Learning in English (IS)**

Provides opportunities to develop awareness of theoretical perspectives underpinning practice and explores a variety of teaching methodologies. Teacher candidates will learn about theories of curriculum, learning, and English education. The course emphasizes the movement from

experiencing learning events as a student to interpreting those events from the perspective of a teacher.

PREREQUISITE: CURR 317

### **CURR 321/3.0 Français langue seconde (IS)**

Dans ce cours on se penche sur les notions pédagogiques en mettant l'accent sur l'enseignement aux niveaux intermédiaire et terminal. On vise à faire un tour d'horizon complet des connaissances et des applications pratiques dans le but d'amener tous les apprenants à développer leur style d'enseignement propre en adéquation avec la situation actuelle dans le domaine des langues. Une connaissance supérieure du français est nécessaire. Toutefois il y a lieu de parfaire ses connaissances durant l'année pour des corrections d'ordre minimal. Un séjour immersif d'une durée de six mois est recommandé. Les sujets abordés se rapportent aux approches, aux démarches, aux directives du ministère (immersion, approche communicative..., restructuration, intégration, interdisciplinaire...), à la gestion du temps (objectifs, progression, planification, les savoirs, la culture et la littérature, le contrôle des connaissances), à la psychopédagogie (rôles, groupements, procédés et moyens, collaboration), et à la psycholinguistique. De nombreuses applications pratiques individuelles et en groupes sont intégrées au programme.

### **CURR 322/3.0 Français langue seconde (IS)**

Continuation of CURR 321.

PREREQUISITE: CURR 321

### **CURR 325/6.0 Geography (IS)**

Using a Geography context, the program provides instruction in basic lesson planning, short term & long term planning, assessment and evaluation as well as essential classroom management. Participants become familiar with the various Ministry of Education curriculum documents and resources related to teaching IS Geography. In addition, there is a strong focus on exploring supplementary resources related to teaching contemporary Geography.

### **CURR 335/3.0 Introduction to Teaching History (IS)**

Provides an initial orientation to teaching History through exposure to a variety of teaching approaches, questioning techniques, lesson design and curriculum documents. The course explores engaging methodologies in the art of teaching History and citizenship in national and global contexts.

### **CURR 336/3.0 History Teaching in Theory and Practice (IS)**

Provides candidates with opportunities to deepen their commitment to helping young people appreciate and understand the tragedies and triumphs of the human experience. Recent social and cultural developments in the discipline of History are addressed: the nature of the social sciences, historical and critical thinking, teaching for understanding. Curriculum study is advanced through unit design and subject integration. Print and recent electronic resources are explored.

PREREQUISITE: CURR 335

**CURR 341/3.0 First Nations, Métis and Inuit Studies (Native Studies) (IS)**

For candidates planning to teach First Nations, Métis and Inuit Studies (Native Studies) at the Intermediate and Senior levels. Integrated with the Ontario Ministry of Education and Training document, "People of Native Ancestry: Curriculum Guideline for the Senior Division", and the sections of the First Nations, Métis and Inuit Studies (Native Studies) Intermediate Curriculum Guideline 1991 focusing specifically on the Ministry credit courses for Grades 9 and 10, "Native Peoples of Canada: Present Realities and Future Directions", and "Native Perspectives on the Changing Global Community". Theories pertaining to curriculum development are examined in conjunction with curriculum models developed and implemented in Indigenous schools. Reviews and evaluates First Nations, Métis and Inuit Studies (Native Studies) curriculum development for non-Indigenous and integrated schools and First Nations, Métis and Inuit Studies (Native Studies) curricula developed under Indigenous control. Provides the candidate with skills to evaluate teaching materials and assess curriculum models, to evaluate theories of curriculum development and to design teaching units based on those theories. Allows both Indigenous and non-Indigenous candidates to learn about materials and other resources that are available, and also familiarizes candidates with a variety of approaches for teaching First Nations, Métis and Inuit Studies (Native Studies) in the Intermediate and Senior divisions.

**CURR 342/3.0 First Nations, Métis and Inuit Studies (Native Studies) (IS)**

Continuation of CURR 341.

PREREQUISITE: CURR 341

**CURR 345/365 3.0 Introduction to Teaching Instrumental and Choral Music (IS)**

(CURR 345 Music-Vocal candidates only, CURR 365 Music-Instrumental candidates only; both are combined in one class.)

Provides an initial orientation to music teaching at the secondary level with emphasis on both choral and instrumental music. Lesson and unit planning are practiced in the context of exploring teaching and authentic assessment strategies that meet Ontario curriculum requirements.

**CURR 346/366 3.0 Music Teaching in Theory and Practice (IS)**

(CURR 346 Music-Vocal candidates only, CURR 366 Music-Instrumental candidates only; both are combined in one class.)

Provides opportunities to explore theoretical and practical aspects of teaching and assessing creativity, performance, music theory and analysis. The course includes a focus on developing instrumental and choral music programs, on the development of a career as a music teacher, and on judging the quality of student's learning. The course also provides an opportunity for self-directed learning in the preparation of a teaching resource.

PREREQUISITE: CURR 345/365

**CURR 351/3.0 Introduction to Teaching Physics (IS)**

Provides an initial orientation to science teaching at the secondary level, with particular attention to the teaching of physics. Lesson and unit planning are practiced in the context of

exploring teaching procedures that engage students in activities that provide an experiential basis for their learning.

**CURR 352/3.0 Physics Teaching in Theory and Practice (IS)**

Provides opportunities to consider the theoretical bases of engaging teaching practices and the practical implications of research on the teaching of physics. The course includes a focus on planning for the first days of teaching, for the development of a career as a science teacher, and for judging the quality of students' learning. The course also provides an opportunity for self-directed learning in the preparation of a teaching resource.

PREREQUISITE: CURR 351

**CURR 365/3.0 Introduction to Teaching instrumental and Choral Music (IS)**

(Music-Instrumental candidates only)

See course description for CURR 345. CURR 345 and CURR 365 are combined in one class.

**CURR 366/3.0 Music Teaching in Theory and Practice (IS)**

(Music-Instrumental candidates only)

See course description for CURR 346. CURR 346 and CURR 366 are combined in one class.

PREREQUISITE: CURR 365.

**CURR 370/6.0 Mathematics Teaching and Learning: Curriculum and Practice (IS)**

This course explores the relationship between theory and practice of teaching mathematics in the Intermediate and Senior levels. Integrating relevant ideas and content from psychology, sociology and mathematics education, the course provides teacher candidates with the opportunities to develop a critical appraisal of curriculum documents and associated professional resources. Teacher candidates will engage in collaborative activities that give them opportunities to move from a concern about teaching into a concern about the impact on students' learning. An integrated approach to the teaching and learning of mathematics considers technology, diverse teaching and learning strategies, the nature of assessment and evaluation of student mathematics achievement, and current trends in classroom practice.

**CURR 379/3.0 Visual Arts (IS)**

Concerned with the theory and practice of art in education. Candidates explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and leadership in the visual arts. Candidates have the opportunity to acquire professional skills needed to teach art in traditional schools as well as alternate educational settings. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice.

**CURR 380/3.0 Visual Arts (IS)**

Continuation of CURR 379.

PREREQUISITE: CURR 379.

**CURR 603AB/6.0 Introduction to Biology Teaching in Theory and Practice (IS)**

Provides an introduction to science teaching with a biology focus at the Intermediate-Senior levels that will allow teacher candidates to explore and experience active, student-centred learning. Meaningful and relevant learning activities will be used to help teacher candidates think metacognitively about how they can help their students understand the nature of science and how it is linked to technology, society and the environment. Teacher candidates will integrate their practical knowledge and skills with research in education in order to progress from a concern about teaching to a concern about supporting and judging the quality of student learning.

### **CURR 605AB/6.0 Teaching Chemistry in Theory and Practice (IS)**

Provides an introduction from a chemistry focus to the theoretical concepts and practical skills necessary for successful and effective teaching of Intermediate-Senior science. Course includes an examination of science content and teaching strategies (including laboratory work and demonstrations). Emphasis is placed upon lesson planning, curriculum design, assessment and evaluation, safety considerations, inquiry-based learning and the interrelationships between science, technology, society and the environment.

### **CURR 611AB/6.0 Dramatic Arts (IS)**

This course serves as an introduction and deeper study into the theory and practice of dramatic arts in Intermediate-Senior education. Candidates will explore the elements of dramatic expression and develop an understanding of the intrinsic and extrinsic value of drama/theatre in education. Consideration will be given to the Ontario Curriculum in Dramatic Arts, lesson planning, the assessment of student achievement in dramatic activities, aspects of curriculum design, unit planning and issues related to the practicum experience and the experiences of a novice educator.

### **CURR 617AB/6.0 Introduction to Theories of Teaching and Learning English (IS)**

This course provides an orientation to the profession of English Language Arts teaching and develops familiarity with curriculum documents, curriculum development and course planning. Teacher candidates will explore the pragmatic issues of teaching English in terms of equity, access, inclusion and implementation and, as a result, will learn a variety of teaching approaches. The course emphasizes practice informed by theoretical perspectives (e.g. 21st Century skills, digital literacies, etc.).

### **CURR 621AB/6.0 Français Langue Seconde (IS)**

The contents of this course are intended for future French as a Second Language teachers in core, extended or immersion in secondary schools. Students will learn about relevant language teaching approaches and be encouraged to develop their personal teaching style. Teaching and

learning strategies, Ministry guidelines, time management, educational psychology, psycholinguistics and sociocultural awareness will be explored in a variety of contexts including a number of practical applications and group collaboration.

### **CURR 635AB/6.0 History Teaching and Learning: Curriculum and Practice (IS)**

Engages students in approaches to making meaning from the past, including the discipline of history, citizenship education and narratives emerging from our social, political and cultural contexts. Offers an orientation to curriculum interpretation and delivery, inquiry processes, historical and critical thinking, lesson- or unit-design and a variety of pedagogical approaches in history. The course invites students to explore and evaluate a range of teaching and learning resources including print and electronic.

### **CURR 641AB/6.0 Introduction to Teaching First Nations, Métis and Inuit Studies (IS)**

For candidates planning to teach First Nations, Métis and Inuit Studies at the Intermediate and Senior levels, integrated with the Ontario Curriculum - Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019) and Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010). Focuses upon developing pedagogical content knowledge, instructional strategies, and professional judgement for teaching First Nations, Métis and Inuit Studies within the context of the relevant Ontario Ministry of Education curriculum and policy documents. Candidates will also review, apply, and evaluate approaches to implementing the First Nations, Métis and Inuit curriculum in different educational settings, including for non - Indigenous and integrated schools, and schools under Indigenous control.

### **CURR 645AB/6.0 Teaching IS Music-Vocal (IS)**

This course addresses theoretical and practical aspects of teaching music at the intermediate and senior levels. Topics include music teacher personal professional learning, leading ensembles, and more. Teacher candidates will engage in collaborative music making, peer teaching, and resource development.

### **CURR 651AB/6.0 Physics Teaching in Theory and Practice (IS)**

Provides an introduction to science and physics teaching at the secondary level. The course focuses on inquiry-based and hands-on learning. Specific topics include; lesson and unit planning, assessment, safety, and online resources. Teacher candidates will develop classroom teaching skills and consider the practical implications of research and social issues on the teaching of physics.

### **CURR 665AB/6.0 Teaching IS Music-Instrumental (IS)**

This course addresses theoretical and practical aspects of teaching music at the intermediate and senior levels. Topics include music teacher personal professional learning, leading ensembles, and more. Teacher candidates will engage in collaborative music making, peer teaching, and resource development.

### **CURR 679AB/6.0 Visual Arts (IS)**

Concerned with the theory and practice of art in education. Candidates explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and leadership in the visual arts. Candidates have the opportunity to acquire professional skills needed to teach art in traditional schools as well as alternate educational settings. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice.

### **– Curriculum, Technological Education (CURR)**

All teacher candidates in the Technological Education program option MUST successfully complete each prerequisite Curriculum (CURR) course in Teaching Technological Education and Curriculum Development in Technological Education. Fall-winter Curriculum courses are split into two sequential half-courses, with an odd number for the fall term course and an even number for the winter term course. Each subject's fall term course is a prerequisite to attend the winter term course. Each CURR course is a prerequisite to attend the next course. The calendar wording for each of the CURR courses (below) indicates that, together, the courses complete the content and objectives for the teaching subjects, as agreed to by the Ontario College of Teachers.

#### **CURR 360/3.0 Teaching Technological Education, Part 1**

Teaching Technological Education provides an introduction to teaching and learning in contemporary technological education. Teacher candidates examine and practice strategies for teaching and learning that enable students to develop capability in the different broad-based technologies that comprise technological education in Ontario. Lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student behaviour will be discussed, and also examined in the context of the practicum.

#### **CURR 361/3.0 Teaching Technological Education, Part 2**

Provides an introduction to the theoretical underpinnings of teaching and learning in technological education. Using creative activity to promote high school students' intellectual growth is a particular focus of readings and discussions. Course activities provide opportunities to combine knowledge from educational research with experience in order to promote, and assess, quality student learning and to develop an informed approach to professional practice.

PREREQUISITE: CURR 360

**CURR 368/3.0 Curriculum Development in Technological Education, Part 1**

The ability to teach effectively depends to a large extent on a teacher's ability to act as a curriculum planner for both long and short term planning. Readings, discussions, and activities are used to combine research and teacher candidates' experience in order to become curriculum planners in broad-based technology. Introduction to concepts, practices, and processes of the curriculum field. Teacher candidates use this knowledge, and their professional and school experiences to articulate models of curriculum, assessment, and evaluation that will guide their practice as curriculum planners. CURR 368 gives candidates the opportunity to understand curriculum guidelines and how they are translated into curricular possibilities for Grades 9 to 12. Candidates complete a project and project report for Grade 9, discuss possible curricular approaches for Grade 10, and articulate a proposal for a Grade 11 or 12 community-based project.

**CURR 369/3.0 Curriculum Development in Technological Education, Part 2**

Teacher candidates further investigate theory, concepts, practices, and processes of the curriculum field to link the community to school technological education programs. Teacher candidates use this knowledge, and their professional and school experiences to an application of the community-based project curriculum model. Using this curriculum model, teacher candidates plan and write a Grade 11 or 12 course profile.

PREREQUISITE: CURR 368

**CURR 660AB/6.0 Teaching Technological Education**

Teaching Technological Education provides an introduction to teaching and learning in contemporary technological education. Teacher candidates examine and practice strategies for teaching and learning that enable students to develop capability in the different broad-based technologies that comprise technological education in Ontario. Lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student behaviour will be discussed, and also examined in the context of the practicum. The course — Teaching Technological Education to assist you on your path toward becoming an effective teacher of Technological Education. Grounded in the belief that the quality of secondary school education depends first and foremost on the competence of teachers, this course offers an examination of how effective teachers support student learning through the use of teaching methods and activities that inspire interest and facilitate intellectual growth. The objectives for this course reflect the Standards of Practice for the teaching profession described by the College of Teachers. These standards, and this course, are “based on the premise that personal and professional growth is a developmental process and that teachers move through a variety of career...stages”.

**CURR 668AB/6.0 Curriculum Development in Technological Education**

The ability to teach effectively depends to a large extent on a teacher's ability to act as a curriculum planner for both long and short-term planning. Readings, discussions, and activities are used to combine research and teacher candidates' experience in order to become



curriculum planners in broad-based technology through the introduction to concepts, practices, and processes of the curriculum field. Teacher candidates use this knowledge, and their professional and school experiences to articulate models of curriculum, assessment, and evaluation that will guide their practice as curriculum planners. Curriculum Development for Technological Education gives candidates the opportunity to understand curriculum guidelines and how they are translated into curricular possibilities for Grades 9 to 12. Candidates will have an opportunity to explore Activity Based Learning, Authentic Assessment of Technological Education Projects and Safe Operational Procedures in the Technological Education classroom or shop, as well as plan Curriculum Outlines.

## – Educational Studies (EDST)

### **EDST 456AB/3.0 A Study of the Religious Education Program in the Roman Catholic Schools of Ontario (PJIS)**

Introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic schools of Ontario. Candidates who plan to teach in Roman Catholic Schools will find this course helpful as a basic orientation in regard to the theological content and pedagogical principles in contemporary Catechetics. Conducted by staff from both the local Roman Catholic Archdiocese and the local Catholic District School Board. Candidates intending to teach in Ontario Roman Catholic schools should note that a course related to education in Catholic schools is required by most Ontario Catholic boards, and strongly recommended by others. This course is recommended for those who have little to no background in religious studies or theology and are hoping to teach JK-Grade 12.

## – Foundational Studies (FOUN)

### **FOUN 100/1.0 Psychological Foundations of Education**

This course introduces teacher candidates to the psychological foundations of education. It involves readings, lectures, group activities and presentations. Topics covered will include theories that relate to classroom teaching and an exploration of mental health issues as well as the role of educators in supporting student's mental health. Resources for the course are available in Desire to Learn (D2L).

### **FOUN 101/1.0 Foundations of Assessment**

This course introduces teacher candidates to the foundations of classroom assessment and evaluation. Students will engage in examining assessment theory, policy, and practice in relation to the current context of contemporary schooling. Emphasis will be placed on the intersection of assessment practices and principles of teaching and learning. Specifically, topics related to assessment for learning and assessment of learning will be covered in addition to assessment design and principles for fair student assessment.

**FOUN 102/1.0 Historical and Philosophical Foundations of Education**

This course introduces teacher candidates to the study of history and philosophy of education. Students will have opportunities to interrogate contemporary educational structures and challenges in light of philosophical worldviews and positions, as well as historical continuities and changes. The course offers teacher candidates a space to consider how philosophy is a practical means of informing and guiding educational practice, and how the history of education serves to contextualize and problematize pedagogical practice.

**– Practicum (PRAC)****Concurrent Education Practicum (Years 1-3)****PRAC 110AB/1.5 Experiences in Education Year 1 (Concurrent Year 1) (PJIS)**

The equivalent of two full weeks (minimum 60 hours). The purpose of the first year Experiences in Education practicum is to increase the candidate's awareness of broader teaching and learning settings to ensure more opportunities to experience diversity and inclusivity. Candidates in first year must complete 10 days of educational experience in a non-traditional setting. Candidates can complete the practicum in 10 consecutive days or a combination of full and half days over several weeks. The total placement hours must be completed in the same academic year.

**PRAC 210AB/1.5 Experiences in Education Year 2 (Concurrent Year 2) (PJ)**

The equivalent of three full weeks in an elementary (K-6) setting or working with children from 4-11 (minimum 90 hours) including contact with a child with exceptionalities if possible. Candidates in a traditional classroom setting observe three students and prepare a sample simplified Individual Education Plan on one of the observed students, as well as co-plan and co-teach three lessons. Candidates in a non-traditional setting such as at-risk programs, Boys & Girls clubs, Early Primary programs, Library programs, City or County run education programs, etc., document their work with a logbook and supplement it with any materials or preparation. The format is to be very flexible but pre-planned. For example, candidates may choose to do a series of half days, or three full-time weeks, or a combination. Full-time weeks may be done during the fall or winter reading weeks, or at the end of the term in May, or a reasonable combination of any of these options. The placement must be completed in the same academic year.

PREREQUISITE: PRAC 110AB

**PRAC 211AB/1.5 Experiences in Education Year 2 (Concurrent Year 2) (IS)**

The equivalent of three full weeks in a grade 7-12 setting or with children ages 12-18 (minimum 90 hours) preferably, including contact with a student with exceptionalities if possible. Candidates in traditional classroom settings observe three students and prepare an Individual Education Plan on one of the observed students, as well as co-plan and co-teach three lessons.

Candidates in a non-traditional setting such as at-risk programs, Boys & Girls clubs, Early Primary programs, Library programs, City or County run education programs, etc., document their work with a logbook and supplement it with any materials or preparation. The format is to be very flexible but pre-planned. For example, candidates may choose to do a series of half days, or three full-time weeks, or a combination. Full-time weeks may be done during the fall or winter reading weeks, or at the end of the term in May, or a reasonable combination of any of these options. The placement must be completed in the same academic year.

PREREQUISITE: PRAC 110AB

### **PRAC 310AB/1.5 Introduction to Schools Year 3 (Concurrent Year 3) (PJ)**

The equivalent of three full weeks in an elementary (K-8) setting (minimum 90 hours). Candidates will co-plan and co-teach a series of consecutive lessons with at least 3 of the lessons being taught consecutively. Candidates are also encouraged to develop strategies related to students with exceptionalities and incorporating these strategies within the instructional plans. Although the format is to be flexible but pre-planned, candidates are encouraged to complete larger blocks of time to allow for teaching consecutive lessons. Full-time weeks may be done during the fall or winter reading weeks, or (if necessary) at the end of the term in May, or a reasonable combination of these options. The placement must be completed in the same academic year and the equivalent 15 days in addition to regular practicum in the final B.Ed. year, count toward Ontario College of Teachers (OCT) requirements.

PREREQUISITE: PRAC 210AB

### **PRAC 311AB/1.5 Introduction to Schools Year 3 (Concurrent Year 3) (IS)**

The equivalent of three full weeks in a grade 7-12 setting (minimum 90 hours). Candidates will co-plan and co-teach a series of consecutive lessons with at least 3 of the lessons being taught consecutively. Candidates are also encouraged to develop strategies related to students with exceptionalities and incorporate these strategies within the instructional plans. Although the format is to be flexible but pre-planned, candidates are encouraged to complete larger blocks of time to allow for teaching consecutive lessons. Full-time weeks may be done during the fall or winter reading weeks, or (if necessary) at the end of the term in May, or a reasonable combination of these options. The placement must be completed in the same academic year and the equivalent 15 days in addition to regular practicum in the final B.Ed. year, count toward Ontario College of Teachers (OCT) requirements.

PREREQUISITE: PRAC 211AB

### **B.Ed./Dip.Ed. Year Practicum**

The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. For practicum format and details, please see [educ.queensu.ca/practicum](https://educ.queensu.ca/practicum).

### **New weighting effective 2019/20**

Primary-Junior	Intermediate-Senior
PRAC 410/1.5 Introduction to Schools  (PJ, Summer 1)	PRAC 411/1.5 Introduction to Schools  (IS, Summer 1)
PRAC 420/1.5 Practicum (PJ, Fall 1)	PRAC 421/1.5 Practicum (IS, Fall 1)
PRAC 430/2.0 Practicum (PJ, Fall 2)	PRAC 431/2.0 Practicum (IS, Fall 2)
PRAC 440/2.0 Practicum (PJ, Winter)	PRAC 441/2.0 Practicum (IS, Winter)
PRAC 450/1.5 Alternative Practicum (PJ)	PRAC 451/1.5 Alternative Practicum (IS)
PRAC 460/2.0 Practicum (PJ, Summer)	PRAC 461/2.0 Practicum (IS, Summer)

## – Professional Studies (PROF)

### **PROF 105/1.5 Critical Issues and Policies in First Nations Classrooms**

(Indigenous Teacher Education Community-Based students only)

This course is an introduction to issues and policies that are critical for beginning and experienced teachers in Indigenous education. It invites candidates to build on their experiences in classrooms and associates schools, to learn about their legal rights and responsibilities as First Nations teachers, to learn about adapting instruction for exceptional Indigenous learners, and to learn about equity issues they will face in Provincial and First Nations schools.

### **PROF 110/3.0 Self as Teacher**

Introduction to schools, teaching, and curriculum in their historical, political, social and philosophical context. Exploration of policy, practice and professional portfolios, with an emphasis on reflective and critical thinking.

### **PROF 170AB/3.0 School and Classroom Leadership: In Pursuit of School Effectiveness**

The purpose of the School and Classroom Leadership course is to provide a platform to examine current initiatives to support the learning and achievement of all students.

### **PROF 180/1.5 School Law and Policy**

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, provides an overview of the legal aspects of teaching in Ontario. Attention is focused on the Education Act, R.S.O. 1990 and the Teaching Profession Act, R.S.O. 1990, and selected regulations supporting

these statutes. Teacher candidates receive basic information about the legal duties of education personnel; the teacher's contract of employment and related job security procedures; and the purposes, structure and practices of the teacher associations in Ontario.

**PROF 210/3.0 Self as Learner**

An introduction to planning for learning for Primary-Junior, Intermediate-Senior, and Technological Education candidates. This course explores universal design for learning, literacy, and diversity, with an emphasis on the use of assessment and evaluation as supports for learning. The learning needs of exceptional learners and the use of equitable instruction will be highlighted. The portfolio will be used as an individual documentation of learning.

PREREQUISITE: PROF 110

**PROF 310/3.0 Self as Professional**

Introduction to professional judgement and decision making as it relates to the beginning teacher in the Primary-Junior and Intermediate-Senior divisions. Exploration of legal rights and responsibilities as professionals and reflection on and thinking critically about experiences in classrooms and host schools, adapting practices for exceptional learners and addressing equity issues faced in schools.

PREREQUISITE: PROF 210

**PROF 410AB/1.5 Theory and Professional Practice (PJ)**

Focuses on connecting practicum experiences with on-campus learning and introduces the process of constructing and documenting professional knowledge. This course emphasizes understanding and improving teaching and learning and associated classroom practices.

**PROF 411AB/1.5 Theory and Professional Practice (IS)**

Focuses on connecting practicum experiences with on-campus learning and introduces the process of constructing and documenting professional knowledge. This course emphasizes understanding and improving teaching and learning and associated classroom practices.

**PROF 500/1.0 Supporting Learning Skills (PJ & IS)**

Introduction to learning skills and the supports teachers can use to advance, sustain and remediate skills such as those identified on the Ontario Provincial Report Cards. Responsibility, independent work, initiative, organization, collaboration, and self-regulation in current teaching and learning strategies are considered along with assessment and evaluation techniques.

**PROF 501/1.5 Building a Professional Career as a Teacher (PJ & IS)**

During the final term of the 4-term preservice program, this course identifies the major features and issues of a teacher's professional career. Students will review their development as a teacher through the program and consolidate personal strategies for their on-going professional development. Topics will include teacher-student relationships, pedagogical principles, curriculum change, professional identity, professional collaboration, and school culture and community.

**PROF 502/1.0 Introduction to Indigenous Studies for Teachers (PJ & IS)**

This course will examine the history, culture, and diversity of Indigenous Canadians. It will also introduce teacher candidates to the concept of culture-based education, and will aid them in finding ways to integrate Indigenous perspectives into their classrooms. Finally, it will discuss the realities of life in Northern Canada.

**PROF 503/1.0 Integrating Environmental Education in the Classroom (PJ & IS)**

Teacher candidates will explore how to integrate environmental education into all subject areas using two approaches: (a) personal awareness of natural history and natural systems and (b) critical analysis of the ways personal perceptions intersect with philosophical and theoretical frameworks of environmental education.

**PROF 504/1.5 Educational Technology as a Teaching and Learning Tool (PJ & IS)**

This course will explore the integration of educational technology as a tool to support teaching and learning in K-12 classrooms. The range of topics will include Internet literacy and technologies that support student learning in various domains, group collaboration and personal expression. Particular attention will be paid to assistive technology and its use with special needs students. In small groups, participants will design technology-involved solutions to specific teaching and learning problems. Participants' technology-related presentation skills will be expanded through the creation of rich-media presentations of their design solutions.

**PROF 505/1.5 Meeting the Needs of Learners (PJ & IS)**

This course brings together concepts, ideas and understandings introduced in practicum and on-campus learning, as well as thinking and practices initiated through such Ministry of Education documents as Learning for All; the School Effectiveness Framework; Growing Success; the First Nation, Metis and Inuit Education Policy Framework, and others. Candidates will deepen their understanding of Universal Design for Learning and Differentiated Instruction, as well as other practices, and improve their ability to plan and implement these kinds of approaches in order to respond to all their students and tailor their instruction appropriately.

**PROF 506/3.0 English Language Learners (IS)**

The diversity in Ontario's classrooms requires every teacher to know the policy and program implementation in supporting a fast growing student population of English Language Learners - both Canadian-born and newcomers from other countries including international students. This course is designed to explore the relationships between the learning of the English language and the learning of school contents through English in order to maximize learning in the classroom.

**PROF 507/1.5 Transitions and Pathways (IS)**

This course will examine the transition process that students undertake, starting from elementary to secondary school, through secondary school, and into the variety of post[1]secondary options currently available. Teacher candidates will explore resources that support a strong commitment to programming that responds to the interests, strengths, needs, and goals of all students. A focus on individual pathways to success will be paramount. This

course will also investigate the factors that facilitate or hinder successful transitions and the importance of students, educators, parents/guardians, and the broader community working together to support students in successful career and life planning.

### **PROF 508/1.5 Teaching Grades 7 and 8 (IS)**

As teachers of Grades 7 and 8, you will be working with students who are going through a period of profound physical, social and intellectual change. The unique context of the Grade 7/8 classroom and the unique characteristics of the adolescent learner require that as a teacher of these grades, you apply specialized instructional content, and, pedagogical and dispositional strategies to achieve success with students. The purpose of the course is to help you to respond to the characteristics of the adolescent learner and provide you with strategies and resources to motivate and actively engage them in learning.

### **– Program Tracks (EDST, FOCI) (ITEP, ACE, OEE)**

## **Indigenous Teacher Education**

### **EDST 201/3.0 Theory of Indigenous Education**

This course provides a background into the history and theory of Indigenous Education. It will commence with a discussion of Indigenous identities and approaches to education from the pre-contact era into the present, as well as Western approaches to education through the lens of Critical Race Theory. The course will then move to Indigenous educational theory, including such topics as Indigenous concepts of the person and the learner; teaching as ceremony; Indigenous differentiated instruction; holistic learning; global Indigenous identities; language and education; and education for decolonization.

### **FOCI 201/3.0 Indigenous Teacher Education**

Prepares Indigenous Teacher Education candidates to include Indigenous curriculum as part of their classroom teaching. Explores Indigenous community-based curriculum development; a review of current Indigenous curriculum packages and other resources; curriculum planning and evaluation. An experiential learning approach with aspects of the course applied during the candidates' practice teaching rounds. Practicum experiences are explored during class sessions with such reflections providing the basis for further learning in the areas of curriculum planning and evaluation.

## **Artist in Community Education**

### **EDST 222/3.0 The Artist in Society**

Intended to provide students in the Artist in Community Education track with experiences relevant to the professional practices of artists. Special attention is paid to the practical role that professional artists play in society including the management of their own professional affairs. Stresses broadening student experiences in the arts through exposure to a variety of visiting professionals.

### **FOCI 222/3.0 Artist in Community Education**

Candidates explore the interface between the artist and education. Issues associated with professional practice and the world of education in visual art, creative writing, drama and music are addressed. Investigations will be sufficiently flexible to meet the needs and interests of students in each of their specific disciplines.

## **Outdoor and Experiential Education**

### **EDST 260/3.0 Understanding the Principles and Programs in Outdoor and Experiential Education**

A study of the theories of experience-based education as derived from the literature and tested analyses of experiential practices and programs. A pedagogical understanding of both the theory and practice of designing innovative outdoor programs is explored through field work involving the ideas of ecological literacy. Emphasis is placed upon integrated subject matter. Also considered are the development, organization, operation and evaluation skills required to lead experiential-based programs in school systems.

### **FOCI 260/3.0 Outdoor and Experiential Education**

Prepares candidates for leading dynamic school and community based outdoor education as found in a variety of environmental contexts in all teaching subjects. Also considered are alternative experiential settings including museums, adventure programming, integrated learning, rehabilitation for special populations, expeditionary learning, alternative education, local project-based learning, and environmental education.



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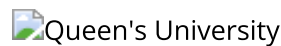
## Room Reservations

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## Concurrent Education Degree Requirements

The [Concurrent Education](#) program prepares secondary school graduates to become educators (B.Ed.). Candidates complete Education courses concurrently with courses in the Faculty of Arts and Science, leading towards one of the following undergraduate honours degrees:

1. Bachelor of Arts Honours and Bachelor of Education (BA(Hons)/B.Ed.),
2. Bachelor of Fine Art (Honours) and Bachelor of Education (B.F.H./B.Ed.)\*
3. Bachelor of Music and Bachelor of Education (BMus/B.Ed.)
4. Bachelor of Science Honours and Bachelor of Education (BSc(Hons)/B.Ed.),

\*Available only at Queen's University.

The Queen's and Queen's-Trent Concurrent Education programs are distinct programs while the student is taking their Arts & Science courses at the respective universities. Transfers are not permitted. Note that admissions to the Queen's-Trent program have been suspended as of 2014-15.

The Director of Student and Support Services (Faculty registrar) will inform the Registrar of the [Ontario College of Teachers](#) when a teacher candidate has successfully completed the program. Graduating teacher candidates who plan to teach in Ontario must formally register to become members of the

College and be awarded the Certificate of Qualification and Registration as a teacher.

### **Program Components and Format**

Candidates will select either the Primary-Junior (JK-Grade 6) or the Intermediate-Senior (Grades 7-12) program option at the end of the first year. Candidates normally devote the entire fourth year to the completion of the BA(Hons), B.F.H., BMus, BSc(Hons) degree.

The practicum includes eight weeks of school placement in the first three years, and 18 weeks of school-based and alternate practicum in the final year.

### **Program Tracks**

Concurrent Education teacher candidates completing the final year of their Arts, Fine Art, Music or Science program may apply to be in one of three Program Tracks in their fourth year: Aboriginal Teacher Education, Artist in Community Education, and Outdoor and Experiential Education. If they do not choose to apply to a Program Track, they will choose a concentration instead. For information about how to apply, see: How to Apply.

## **Degree Requirements for those who entered Con.Ed. in 2014 or earlier**

### **– Concurrent Primary-Junior Degree Requirements**

Registration in Education courses in subsequent years is contingent upon:

1. Successful completion of Education courses in current year; and
2. Maintaining an adequate academic standing in the undergraduate Honours degree program (refer to Regulations and Policies: Concurrent Education, Academic Standing).

### **Pre-Final Year**

Please click [here](#) for descriptions for the courses listed below.

#### **Year 1**

PRAC 110AB/1.5 Experiences in Schools I

PROF 110AB/3.0 Self as Teacher

#### **Year 2**

PRAC 210AB/1.5 Experiences in Schools II

PROF 210AB/3.0 Self as Learner

#### **Year 3**

PRAC 310AB/1.5 Experiences in Schools III

PROF 310AB/3.0 Self as Professional

## Final Year

### Curriculum: (12.0 units)

CURR 355AB/3.0 Language  
CURR 383AB/3.0 Mathematics  
CURR 385/1.5 Social Studies  
CURR 387AB/3.0 Science and Technology  
CURR 395/1.5 Health and Physical Education

### Two courses to be selected from: (3.0 units)

CURR 389/1.5 Art  
CURR 391/1.5 Drama  
CURR 393/1.5 Music

### Concentration: (6.0 units)

EDST/3.0 and FOCL/3.0  
Concentrations combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

### Foundational Studies: (3.0 units)

FOUN 100/1.0 Psychological Foundations  
FOUN 101/1.0 Foundations of Assessment  
FOUN 102/1.0 Historical and Philosophical Foundations of Education

### Practicum: (6.0 units)

PRAC 420/1.75 Practicum (Fall 1)  
PRAC 430/1.75 Practicum (Fall 2)  
PRAC 440/2.5 Practicum (Winter)  
PRAC 450/0 Alternative Practicum

### Professional Studies: (1.5 units)

PROF 171AB/0 School and Classroom Leadership: In Pursuit of School Effectiveness  
PROF 181/0 School Law and Policy  
PROF 410AB/1.5 Theory and Professional Practice

Final-year requirement for Concurrent Primary-Junior: 31.5 units  
Total Degree Requirements for Concurrent Primary-Junior: 45.0 units

## Final Year (Extended Program)

Please click [here](#) for descriptions for the courses listed below.

If candidates opt to enroll in the extended Concurrent Education program, the following courses are required in addition to the courses listed above:

**Curriculum: (6.0 units)**

CURR 384/3.0 Literacy and Numeracy

CURR 390/1.5 Dance

One course from the following, which was not previously completed in the Fall/Winter:

CURR 389/391/393 Art/Drama/or Music (1.5 total)

**Practicum: (2.5 units)**

PRAC 460/2.5 Practicum

**Professional Studies: (7.5 units)**

PROF 500/1.0 Supporting Learning Skills

PROF 501/1.5 Building a Professional Career as a Teacher

PROF 502/1.0 Intro to Indigenous Studies for Teachers

PROF 503/1.0 Supporting Environmental Ed in the Classroom

PROF 504/1.5 Educational Technology as a Teaching and Learning Tool

PROF 505/1.5 Meeting the Needs of All Learners

Final year (extended summer term) requirement for Concurrent Primary-Junior: 16.0 units

Final year (fall/winter term) requirement for Concurrent Primary-Junior: 31.5 units

Total extended degree requirements for Concurrent Primary-Junior: 61.0 units

**Final Year: Aboriginal Teacher Education (ATEP)**

Please click [here](#) for descriptions for the courses listed below.

**Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 201AB/3.0 Theory of Indigenous Teacher Education

FOCI 201AB/3.0 Indigenous Teacher Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Final-year requirement for Concurrent ATEP Primary-Junior: 31.5 units

Total degree requirements for Concurrent ATEP Primary-Junior: 45.0 units

Total extended degree requirements for ATEP Concurrent Primary-Junior: 61.0 units

**ATEP Practicum Format**

ATEP Practicum Format Campus-based candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur where possible, in a designated First Nations Associate School or in a school with a significant Indigenous student population within the Queen's catchment area, with an OCT certified teacher in good standing. Candidates admitted prior to 2015-16 who opt to enroll in the final term of of the extended program, will return to their original Associate School for the summer practicum component.

## Final Year: Artist in Community Education (ACE)

Please click [here](#) for descriptions for the courses listed below.

### Final Year Courses (see above) and Program Track: (6.0 units)

EDST 222AB/3.0 The Artist in Society

FOCI 222AB/3.0 Artist in Community Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Final-year requirement for Concurrent ACE Primary-Junior: 31.5 units

Total degree requirements for Concurrent ACE Primary-Junior: 45.0 units

Total extended degree requirements for ACE Concurrent Primary-Junior: 61.0 units

### ACE Practicum Format

Candidates in the ACE program are placed in an Associate School in the Queen's catchment area for all practicum components in the fall and winter terms, as well as summer term (for those admitted prior to 2015-16 who opt to enroll in the final term of the extended program). The Alternative Practicum is spent in a situation related to the artist's field such as artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or theatre, or preparing an Arts program for implementation.

## Final Year: Outdoor and Experiential Education (OEE)

Please click [here](#) for descriptions for the courses listed below.

### Final Year Courses (see above) and Program Track: (6.0 units)

EDST 260AB/3.0 Understanding the Principles and Programs in Outdoor and Experiential Education

FOCI 260AB/3.0 Outdoor and Experiential Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Final-year requirement for Concurrent OEE Primary-Junior: 31.5 units

Total degree requirements for Concurrent OEE Primary-Junior: 45.0 units

Total extended degree requirements for OEE Concurrent Primary-Junior: 61.0 units

### OEE Practicum Format

OEE candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur in an Ontario Outdoor or Experiential

Education setting with an OCT certified teacher in good standing. Candidates admitted prior to 2015-16 who opt to enroll in the final term of the extended program, will return to their original Associate School for the summer practicum component.

\*Degree requirements are subject to change without notice.

## – Concurrent Primary-Junior Final Year Entry Requirements

Entrance into final year is contingent upon completion of each of the following items. Candidates must complete the requirements for the year in which they entered the program.

### Final Year Prerequisites

The following must be complete by June 30 preceding entry to final year:

1. Complete all prerequisite Year 1 to 3 PJ Concurrent Education courses; AND
2. Honours degree (B.A.H., B.F.H.\*, BMus\*, or BSCH.); AND

\*Only offered at Queen's

**Queen's** – Most undergraduate Honours degrees require 120 units. Teacher Candidates in a 114 unit degree must take one additional full-year course before entering final year.

**Queen's-Trent** – Must complete a 20 unit Honours degree.

3. Have a minimum of a B- average on their best 10 full-year courses or equivalent in half-year courses (60 units at Queen's).
4. Complete a half-year course in Developmental Psychology; OR a full-year course in Introductory Psychology.

Queen's Concurrent - If you completed all of your courses at Queen's, you do not need to send an official transcript from Queen's to the Concurrent Education Assistant. We will print your Queen's transcript and verify that you graduated in the spring 2015 convocation from your Arts and Science undergraduate degree.

Queen's-Trent Concurrent - You do not need to send an official transcript. The Queen's-Trent Program Administrator will send your Trent academic summary to Queen's on your behalf.

### Queen's Concurrent Primary-Junior Final Year Entry Recommendations

Ontario Primary-Junior curriculum incorporates content and pedagogy in all of the following six discipline areas. We HIGHLY recommend that Teacher Candidates take at least a half-year 100-level and above course in your undergraduate degree in each of the six areas:

Discipline Area	Acceptable Queen's Courses
English	ENGL, CWRT, WRIT, LING
Mathematics	Any MATH or STAT are acceptable. Note: Applied statistics courses from other disciplines, such as psychology, may be acceptable as a related STAT course. For example, ECON 250, SOCY 211, and PSYC 202, PHYS 312, AND PHYS 313. These courses are listed as exclusions of STAT courses so they are acceptable as related STAT courses. Science
Science	Any of Anatomy, Biology, Biochemistry, Chemistry, Geology, Microbiology, Physics, Physiology or a combination of these sciences. ENSC 305, 315, ENSC 390, GPHY 210, 207, 208, 209, 210, 303, 304, 306, 307, 308, 310, 311, 313, 314, 315, 318, 368, 442, HLTH 230, PHAR 100, PSYC 205, 215, 202, 251, 271, 272, 471, 472, 473, 475 are also acceptable.
The Arts	Any of visual arts, music, drama, film studies, Shakespeare, children's literature.
Geography OR Canadian History	Any course from the Department of History's approved list of History courses with Canadian Content, as outlined on the following website: <a href="http://www.queensu.ca/history/undergraduate/courseinfo/canadiancontent.html">http://www.queensu.ca/history/undergraduate/courseinfo/canadiancontent.html</a> . Also acceptable are DEVS 100, 240, 311, CNDS 200 are acceptable.
Health and/or Physical Education	Examples of courses may include health issues, sociology or psychology of sport, human biology (ANAT and PHGY), PSYC 332

## Queen's-Trent Concurrent Primary-Junior Final Year Entry Recommendations

Ontario Primary-Junior curriculum incorporates content and pedagogy in all of the following six discipline areas. We HIGHLY recommend that Teacher Candidates take at least a half-year 1000-level and above course in your undergraduate degree in each of the six areas:

English	ENGL and MODL linguistics courses
Mathematics	Any MATH or STAT are acceptable. MATH 2080Y has been designed for elementary teachers. Note: Applied statistics courses from other disciplines, such as psychology, may be acceptable as a related STAT course. For example, applied statistics courses GEOG- BIOL-ERSC 2080H, PSYC 2018 and 2019H and SOCI3160H are accepted.
Science	Any of Biology, Chemistry, Physics, or Environmental Resource Science (not Environmental Resource Studies courses). PHYS 2091H, 2093H and ERSC 2701H, 2702H have been designated for elementary teachers.



The Arts	<ol style="list-style-type: none"> <li>1. Any courses listed under Intermediate-Senior Dramatic Arts, OR</li> <li>2. Any courses listed under Intermediate-Senior Visual Arts, OR</li> <li>3. Any of the following Trent University Courses: CUST 1510H, 2045Y, 2081Y, 3146Y, 3081Y, 3185Y, ENGL 2810Y, 2811H, 3155H, INDG 2020H, OR</li> <li>4. Royal Conservatory of Music Grade 8 Practical and Grade 2 Theory</li> </ol>
Geography OR Canadian History	Any GEOG OR Canadian HIST
Health and/or Physical Education	Not available in Queen's-Trent Program

Refer to the Ontario Ministry of Education elementary curriculum documents for more information on these disciplines: <http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>

If teacher candidates have questions on whether an undergraduate course meets the Queen's recommendations for Primary-Junior, contact their respective Concurrent Education Office PRIOR to taking the course. Teacher candidates who seek advice on course recommendations should obtain a confirmation of that discussion in writing.

**Note:** Many upper year courses require the prior successful completion of first year or lower level courses. Check your specific Arts and Science university calendar for details.

## – Concurrent Intermediate-Senior Degree Requirements

Registration in Education courses in subsequent years is contingent upon:

1. successful completion of Education courses in current year; and
2. maintaining an adequate academic standing in the undergraduate Honours degree program (refer to Regulations and Policies: Concurrent Education, Academic Standing).

## Pre-Final Year

Please click [here](#) for descriptions for the courses listed below.

### Year 1

PRAC 110AB/1.5 Experiences in Schools I  
PROF 110AB/3.0 Self as Teacher

### Year 2

PRAC 211AB/1.5 Experiences in Schools II  
PROF 210AB/3.0 Self as Learner

**Year 3**

PRAC 311AB/1.5 Experiences in Schools III

PROF 310AB/3.0 Self as Professional

**Final Year****Curriculum: (12.0 units)**

6.0 units of CURR in each of the two approved Intermediate-Senior teaching subjects.

<b>Teaching Subject</b>	<b>Fall Course</b>	<b>Winter Course</b>
Science-Biology	CURR 303	CURR 304
Science-Chemistry	CURR 305	CURR 306
Dramatic Arts	CURR 311	CURR 312
English	CURR 317	CURR 318
Français langue seconde	CURR 321	CURR 322
Geography	CURR 325A	CURR 325B
History	CURR 335	CURR 336
Mathematics	CURR 370A	CURR 370B
Music-Vocal	CURR 345	CURR 346
First Nation, Métis and Inuit Studies (Native Studies)	CURR 341	CURR 342
Science-Physics	CURR 351	CURR 352
Music-Instrumental	CURR 365	CURR 366
Visual Arts	CURR 379	CURR 380

**Concentration: (6.0 units)**

EDST/3.0 and FOCI/3.0

Concentrations combine an Education Studies (EDST) course, Program Focus (FOCI) course and

PRAC/450 Alternative Practicum.

**Foundational Studies: (3.0 units)**

FOUN 100/1.0 Psychological Foundations

FOUN 101/1.0 Foundations of Assessment

FOUN 102/1.0 Historical and Philosophical Foundations of Education

**Practicum: (6.0 units)**

PRAC 421/1.75 Practicum (Fall 1)

PRAC 431/1.75 Practicum (Fall 2)

PRAC 441/2.5 Practicum (Winter)

PRAC 451/0 Alternative Practicum

**Professional Studies: (1.5 units)**

PROF 171AB/0 School and Classroom Leadership: In Pursuit of School Effectiveness

PROF 181/0 School Law and Policy

PROF 411AB/1.5 Theory and Professional Practice

Final-year requirement for Concurrent Intermediate-Senior: 28.5 units

Total Degree Requirements for Concurrent Intermediate-Senior: 42.0 units

## Final Year (Extended Program)

Please click [here](#) for descriptions for the courses listed below.

If candidates opt to enroll in the extended Concurrent Education program, the following courses are required in addition to Final Year courses listed above:

**Practicum: (2.5 units)**

PRAC 461/2.5 Practicum

**Professional Studies: (13.5 units)**

PROF 500/1.0 Supporting Learning Skills

PROF 501/1.5 Building a Professional Career as a Teacher

PROF 502/1.0 Intro to Indigenous Studies for Teachers

PROF 503/1.0 Supporting Environmental Ed in the Classroom

PROF 504/1.5 Educational Technology as a Teaching and Learning Tool

PROF 505/1.5 Meeting the Needs of All Learners

PROF 506/3.0 English Language Learners

PROF 507/1.5 Transitions

PROF 508/1.5 Teaching Grades 7 and 8

Final year (extended summer term) requirement for Concurrent Intermediate-Senior: 16.0 units  
Final year (fall/winter term) requirement for Concurrent Intermediate-Senior: 28.5 units  
Total extended degree requirements for Concurrent Intermediate-Senior: 58.0 units

## **Final Year: Aboriginal Teacher Education (ATEP)**

Please click [here](#) for descriptions for the courses listed below.

### **Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 201AB/3.0 Theory of Indigenous Teacher Education

FOCI 201AB/3.0 Indigenous Teacher Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Final-year requirement for Concurrent ATEP Intermediate-Senior: 28.5 units  
Total degree requirements for Concurrent ATEP Intermediate-Senior: 42.0 units  
Total extended degree requirements for ATEP Concurrent Intermediate-Senior: 58.0 units

### **ATEP Practicum Format**

ATEP Practicum Format Campus-based candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur where possible, in a designated First Nations Associate School or in a school with a significant Indigenous student population within the Queen's catchment area, with an OCT certified teacher in good standing. Candidates admitted prior to 2015-16 who opt to enroll in the final term of of the extended program, will return to their original Associate School for the summer practicum component.

## **Final Year: Artist in Community Education (ACE)**

Please click [here](#) for descriptions for the courses listed below.

### **Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 222AB/3.0 The Artist in Society

FOCI 222AB/3.0 Artist in Community Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Final-year requirement for Concurrent ACE Intermediate-Senior: 28.5 units  
Total degree requirements for Concurrent ACE Intermediate-Senior: 42.0 units  
Total extended degree requirements for ACE Concurrent Intermediate-Senior: 58.0 units

### **ACE Practicum Format**

Candidates in the ACE program are placed in an Associate School in the Queen's catchment area for all practicum components in the fall and winter terms, as well as summer term (for those admitted prior to 2015-16 who opt to enroll in the final term of the extended program). The Alternative Practicum is spent in a situation related to the artist's field such as artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or theatre, or preparing an Arts program for implementation.

## **Final Year: Outdoor and Experiential Education (OEE)**

Please click [here](#) for descriptions for the courses listed below.

### **Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 260AB/3.0 Understanding the Principles and Programs in Outdoor and Experiential Education  
FOCI 260AB/3.0 Outdoor and Experiential Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Final-year requirement for Concurrent OEE Intermediate-Senior: 28.5 units

Total degree requirements for Concurrent OEE Intermediate-Senior: 42.0 units

Total extended degree requirements for OEE Concurrent Intermediate-Senior: 58.0 units

### **OEE Practicum Format**

OEE candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur in an Ontario Outdoor or Experiential Education setting with an OCT certified teacher in good standing. Candidates admitted prior to 2015-16 who opt to enroll in the final term of of the extended program, will return to their original Associate School for the summer practicum component.

\*Degree requirements are subject to change without notice.

## **– Concurrent Intermediate-Senior Final Year Entry Requirements**

Entrance into final year is contingent upon completion of each of the following items. Candidates must complete the requirements for the year in which they entered the program.

### **Final Year Prerequisites**

The following must be complete by June 30 preceding entry to final year:

1. Complete all prerequisite Year 1 to 3 IS Concurrent Education courses; AND
2. Honours degree (B.A.H., B.F.H.\*, BMus\*, or BSch.); AND

\*Only offered at Queen's

Queen's – Most undergraduate Honours degrees require 120 units. Teacher Candidates in a 114 unit degree must take 6 additional units before entering final year.

Queen's-Trent – Must complete a 20 unit Honours degree.

3. Have a minimum of a B- average on their best 10 full-year courses or equivalent in half-year courses (60 units at Queen's).
4. Complete a half-year course in Developmental Psychology; OR a full-year course in Introductory Psychology.
5. Teaching Subject Requirements (see below for complete information)

Entrance into final year is contingent upon completion of each of the following items. Candidates must complete the requirements for the year in which they entered the program.

1. Teacher Candidates must select two teaching subjects (a subject taught in Ontario secondary schools). Both teaching subjects must be offered at Queen's Faculty of Education: Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music – Instrumental (Queen's only), Music – Vocal (Queen's only), Science-Biology, Science-Chemistry, Science-Physics, Visual Arts.
2. Teacher Candidates must successfully complete 5 full-year courses (30 units at Queen's) in the first teaching subject (a subject taught in Ontario secondary schools).
3. Teacher Candidates must successfully complete 4 full-year courses (24 units at Queen's) in the second teaching subject (a subject taught in Ontario secondary schools).
4. No more than 1 full-year first-year course will be counted toward either the first or second teaching subject requirement (there are some exceptions, refer to the Teaching Subject Requirement charts for Queen's or Queen's-Trent).
5. Teacher Candidates must have a B- average in the courses that are being used to meet the teaching subject requirements. That is, Teacher Candidates must have a B- average in at least 5 full-year courses for their first teaching subject, and must also have a B- average in at least 4 full-year courses for their second teaching subject.
6. Each course taken in preparation of a teaching subject may be used only once towards either teaching subject. "Double counting" is not acceptable.
7. Requirements for Courses Related to Teaching Subjects:  
Often Teacher Candidates would like to take courses from a department other than the one that reflects their teaching subject. These types of courses may be "related" to the teaching subject. For example, Teacher Candidates who select History as a teaching subject may want to take a course from the Classics Department – CLST (Queen's) / AHCL (Queen's-Trent) (that is not listed in the following chart) rather than the Department of History – HIST to count toward their teaching subject. No more than one full-year course will be accepted from an outside department that reflects the teaching subject (this is called a "related" course for the teaching subject); and if a Teacher Candidate wishes to request that a course be counted as related to the teaching subject and the course is not listed in the following chart, the Teacher Candidate must request approval PRIOR to taking the course (see section 8).
8. Approval of Any Course for Teaching Subject Requirements:  
If Teacher Candidates would like to take a course outside the academic department which

reflects the teaching subject AND the course does not appear in the teaching subject requirements for Intermediate-Senior, which outlines previously approved related courses; OR the Teacher Candidate would like to take a course at an institution other than the one they are attending:

- i. the Teacher Candidate must send a written request to their respective Concurrent Education office with the course title, course code, and course description of that 'related' course for approval; AND
- ii. this request must be approved by Student Services PRIOR to taking the course in order to ensure that the course will count toward the required courses for that teaching subject; AND
- iii. the Queen's Faculty of Education Student Services makes the final decision whether or not a course meets the requirement for that teaching subject. Teacher Candidates must have written confirmation PRIOR to taking the course.

Queen's Concurrent - If you completed all of your courses at Queen's, you do not need to send an official transcript from Queen's to the Concurrent Education Assistant. We will print your Queen's transcript and verify that you graduated in the spring 2015 convocation from your Arts and Science undergraduate degree.

Queen's-Trent Concurrent - You do not need to send an official transcript. The Queen's-Trent Program Administrator will send your Trent academic summary to Queen's on your behalf.

Some secondary school subjects are not offered through Queen's Faculty of Education (for example, business, family studies, Spanish, general science, guidance). For more information on curriculum and curriculum subjects, refer to the Ontario Ministry of Education curriculum documents. Secondary documents for grades 9-12 are found at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>; grades 7-8 are found in the elementary curriculum documents at:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>.

## **Degree Requirements for those who entered Con.Ed. in 2015 or later**

### **– Concurrent Primary-Junior Degree Requirements**

Registration in Education courses in subsequent years is contingent upon:

1. Successful completion of Education courses in current year; and
2. Maintaining an adequate academic standing in the undergraduate Honours degree program (refer to Regulations and Policies: Concurrent Education, Academic Standing).

## Pre-Final Year

Please click [here](#) for descriptions for the courses listed below.

### Year 1

PRAC 110AB/1.5 Experiences in Schools I

PROF 110AB/3.0 Self as Teacher

### Year 2

PRAC 210AB/1.5 Experiences in Schools II

PROF 210AB/3.0 Self as Learner

### Year 3

PRAC 310AB/1.5 Experiences in Schools III

PROF 310AB/3.0 Self as Professional

## Final Year

### Curriculum: (21.0 units)

CURR 355AB/3.0 Language

CURR 383AB/3.0 Mathematics

CURR 384/1.5 Literacy

CURR 385/1.5 Social Studies

CURR 386/1.5 Numeracy

CURR 387AB/3.0 Science and Technology

CURR 389/1.5 Art

CURR 390/1.5 Dance

CURR 391/1.5 Drama

CURR 393/1.5 Music

CURR 395/1.5 Health and Physical Education

### Concentration: (6.0 units)

EDST/3.0 and FOCI/3.0

Concentrations combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

### Foundational Studies: (3.0 units)

FOUN 100/1.0 Psychological Foundations

FOUN 101/1.0 Foundations of Assessment

FOUN 102/1.0 Historical and Philosophical Foundations of Education

### Practicum: (9.0 units)

PRAC 420/1.5 Practicum (Fall 1)

PRAC 430/2.0 Practicum (Fall 2)



PRAC 440/2.0 Practicum (Winter)  
PRAC 450/1.5 Alternative Practicum (Winter)  
PRAC 460/2.0 Practicum (Summer)

### **Professional Studies: (13.5 units)**

PROF 170AB/3.0 School and Classroom Leadership: In Pursuit of School Effectiveness  
PROF 180/1.5 School Law and Policy  
PROF 410AB/1.5 Theory and Professional Practice  
PROF 500/1.0 Supporting Learning Skills  
PROF 501/1.5 Building a Professional Career as a Teacher  
PROF 502/1.0 Intro to Indigenous Studies for Teachers  
PROF 503/1.0 Supporting Environmental Ed in the Classroom  
PROF 504/1.5 Educational Technology as a Teaching and Learning Tool  
PROF 505/1.5 Meeting the Needs of All Learners

Final-year requirement for Concurrent Primary-Junior: 52.5 units  
Total Degree Requirements for Concurrent Primary-Junior: 66.0 units

## **Final Year: Aboriginal Teacher Education (ATEP)**

Please click [here](#) for descriptions for the courses listed below.

### **Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 201AB/3.0 Theory of Indigenous Teacher Education  
FOCI 201AB/3.0 Indigenous Teacher Education  
Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Final-year requirement for Concurrent ATEP Primary-Junior: 52.5 units  
Total degree requirements for Concurrent ATEP Primary-Junior: 66.0 units

### **ATEP Practicum Format**

ATEP Practicum Format Campus-based candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur where possible, in a designated First Nations Associate School or in a school with a significant Indigenous student population within the Queen's catchment area, with an OCT certified teacher in good standing. Candidates will return to their original Associate School for the summer practicum component.

## **Final Year: Artist in Community Education (ACE)**

Please click [here](#) for descriptions for the courses listed below.

**Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 222AB/3.0 The Artist in Society

FOCI 222AB/3.0 Artist in Community Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Final-year requirement for Concurrent ACE Primary-Junior: 52.5 units

Total degree requirements for Concurrent ACE Primary-Junior: 66.0 units

**ACE Practicum Format**

Candidates in the ACE program are placed in an Associate School in the Queen's catchment area for all practicum components in the fall and winter terms, as well as summer term (for those admitted prior to 2015-16 who opt to enroll in the final term of the extended program). The Alternative Practicum is spent in a situation related to the artist's field such as artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or theatre, or preparing an Arts program for implementation.

**Final Year: Outdoor and Experiential Education (OEE)**

Please click [here](#) for descriptions for the courses listed below.

**Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 260AB/3.0 Understanding the Principles and Programs in Outdoor and Experiential Education

FOCI 260AB/3.0 Outdoor and Experiential Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Final-year requirement for Concurrent OEE Primary-Junior: 52.5 units

Total degree requirements for Concurrent OEE Primary-Junior: 66.0 units

**OEE Practicum Format**

OEE candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur in an Ontario Outdoor or Experiential Education setting with an OCT certified teacher in good standing. Candidates will return to their original Associate School for the summer practicum component.

\*Degree requirements are subject to change without notice.

**– Concurrent Primary-Junior Final Year Entry Requirements**

Entrance into final year is contingent upon completion of each of the following items. Candidates must complete the requirements for the year in which they entered the program.

## Final Year Prerequisites

The following must be complete by June 30 preceding entry to final year:

1. Complete all prerequisite Year 1 to 3 PJ Concurrent Education courses; AND
2. Honours degree (B.A.H., B.F.H.\*, BMus\*, or BScH.); AND  
\*Only offered at Queen's

**Queen's** – Most undergraduate Honours degrees require 120 units. Teacher Candidates in a 114 unit degree must take one additional full-year course before entering final year.

**Queen's-Trent** – Must complete a 20 unit Honours degree.

3. Have a minimum of a B- average on their best 10 full-year courses or equivalent in half-year courses (60 units at Queen's).
4. Complete a half-year course in Developmental Psychology; OR a full-year course in Introductory Psychology.

Queen's Concurrent - If you completed all of your courses at Queen's, you do not need to send an official transcript from Queen's to the Concurrent Education Assistant. We will print your Queen's transcript and verify that you graduated in the spring 2015 convocation from your Arts and Science undergraduate degree.

Queen's-Trent Concurrent - You do not need to send an official transcript. The Queen's-Trent Program Administrator will send your Trent academic summary to Queen's on your behalf.

## Queen's Concurrent Primary-Junior Final Year Entry Recommendations

Ontario Primary-Junior curriculum incorporates content and pedagogy in all of the following six discipline areas. We HIGHLY recommend that Teacher Candidates take at least a half-year 100-level and above course in your undergraduate degree in each of the six areas:

Discipline Area	Acceptable Queen's Courses
English	ENGL, CWRT, WRIT, LING

Mathematics	Any MATH or STAT are acceptable. Note: Applied statistics courses from other disciplines, such as psychology, may be acceptable as a related STAT course. For example, ECON 250, SOCY 211, and PSYC 202, PHYS 312, AND PHYS 313. These courses are listed as exclusions of STAT courses so they are acceptable as related STAT courses. Science
Science	Any of Anatomy, Biology, Biochemistry, Chemistry, Geology, Microbiology, Physics, Physiology or a combination of these sciences. ENSC 305, 315, ENSC 390, GPHY 210, 207, 208, 209, 210, 303, 304, 306, 307, 308, 310, 311, 313, 314, 315, 318, 368, 442, HLTH 230, PHAR 100, PSYC 205, 215, 202, 251, 271, 272, 471, 472, 473, 475 are also acceptable.
The Arts	Any of visual arts, music, drama, film studies, Shakespeare, children's literature.
Geography OR Canadian History	Any course from the Department of History's approved list of History courses with Canadian Content, as outlined on the following website: <a href="http://www.queensu.ca/history/undergraduate/courseinfo/canadiancontent.html">http://www.queensu.ca/history/undergraduate/courseinfo/canadiancontent.html</a> . Also acceptable are DEVS 100, 240, 311, CNDS 200 are acceptable.
Health and/or Physical Education	Examples of courses may include health issues, sociology or psychology of sport, human biology (ANAT and PHGY), PSYC 332

## Queen's-Trent Concurrent Primary-Junior Final Year Entry Recommendations

Ontario Primary-Junior curriculum incorporates content and pedagogy in all of the following six discipline areas. We HIGHLY recommend that Teacher Candidates take at least a half-year 1000-level and above course in your undergraduate degree in each of the six areas:

English	ENGL and MODL linguistics courses
Mathematics	Any MATH or STAT are acceptable. MATH 2080Y has been designed for elementary teachers. Note: Applied statistics courses from other disciplines, such as psychology, may be acceptable as a related STAT course. For example, applied statistics courses GEOG- BIOL-ERSC 2080H, PSYC 2018 and 2019H and SOCI3160H are accepted.
Science	Any of Biology, Chemistry, Physics, or Environmental Resource Science (not Environmental Resource Studies courses). PHYS 2091H, 2093H and ERSC 2701H, 2702H have been designated for elementary teachers.
The Arts	1. Any courses listed under Intermediate-Senior Dramatic Arts, OR 2. Any courses listed under Intermediate-Senior Visual Arts, OR 3. Any of the following Trent University Courses: CUST 1510H, 2045Y, 2081Y, 3146Y, 3081Y, 3185Y, ENGL 2810Y, 2811H, 3155H, INDG 2020H, OR 4. Royal Conservatory of Music Grade 8 Practical and Grade 2 Theory

Geography	Any GEOG
OR	OR
Canadian History	Canadian HIST
Health and/or Physical Education	Not available in Queen's-Trent Program

Refer to the Ontario Ministry of Education elementary curriculum documents for more information on these disciplines: <http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>

If teacher candidates have questions on whether an undergraduate course meets the Queen's recommendations for Primary-Junior, contact their respective Concurrent Education Office PRIOR to taking the course. Teacher candidates who seek advice on course recommendations should obtain a confirmation of that discussion in writing.

**Note:** Many upper year courses require the prior successful completion of first year or lower level courses. Check your specific Arts and Science university calendar for details.

## – Concurrent Intermediate-Senior Degree Requirements

Registration in Education courses in subsequent years is contingent upon:

1. successful completion of Education courses in current year; and
2. maintaining an adequate academic standing in the undergraduate Honours degree program (refer to Regulations and Policies: Concurrent Education, Academic Standing).

## Pre-Final Year

Please click [here](#) for descriptions for the courses listed below.

### Year 1

PRAC 110AB/1.5 Experiences in Schools I

PROF 110AB/3.0 Self as Teacher

### Year 2

PRAC 211AB/1.5 Experiences in Schools II

PROF 210AB/3.0 Self as Learner

### Year 3

PRAC 311AB/1.5 Experiences in Schools III

PROF 310AB/3.0 Self as Professional

## Final Year

### Curriculum: (12.0 units)

6.0 units of CURR in each of the two approved Intermediate-Senior teaching subjects.

Teaching Subject	Fall Course	Winter Course	Fall/Winter Course
Science-Biology	CURR 303	CURR 304	CURR 603
Science-Chemistry	CURR 305	CURR 306	CURR 605
Dramatic Arts	CURR 311	CURR 312	CURR 611
English	CURR 317	CURR 318	CURR 617
Français langue seconde	CURR 321	CURR 322	CURR 621
Geography			CURR 325
History	CURR 335	CURR 336	CURR 635
Mathematics			CURR 370
Music-Vocal	CURR 345	CURR 346	CURR 645
First Nations, Métis and Inuit Studies (Native Studies)	CURR 341	CURR 342	CURR 641
Science-Physics	CURR 351	CURR 352	CURR 651
Music-Instrumental	CURR 365	CURR 366	CURR 665
Visual Arts	CURR 379	CURR 380	CURR 679

### Concentration: (6.0 units)

EDST/3.0 and FOCI/3.0

Concentrations combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

**Foundational Studies: (3.0 units)**

FOUN 100/1.0 Psychological Foundations

FOUN 101/1.0 Foundations of Assessment

FOUN 102/1.0 Historical and Philosophical Foundations of Education

**Practicum: (9.0 units)**

PRAC 421/1.5 Practicum (Fall 1)

PRAC 431/2.0 Practicum (Fall 2)

PRAC 441/2.0 Practicum (Winter)

PRAC 451/1.5 Alternative Practicum (Winter)

PRAC 461/2.0 Practicum (Summer)

**Professional Studies: (19.5 units)**

PROF 171AB/3.0 School and Classroom Leadership: In Pursuit of School Effectiveness

PROF 181/1.5 School Law and Policy

PROF 411AB/1.5 Theory and Professional Practice

PROF 500/1.0 Supporting Learning Skills

PROF 501/1.5 Building a Professional Career as a Teacher

PROF 502/1.0 Intro to Indigenous Studies for Teachers

PROF 503/1.0 Supporting Environmental Ed in the Classroom

PROF 504/1.5 Educational Technology as a Teaching and Learning Tool

PROF 505/1.5 Meeting the Needs of All Learners

PROF 506/3.0 English Language Learners

PROF 507/1.5 Transitions

PROF 508/1.5 Teaching Grades 7 and 8

Final-year requirement for Concurrent Intermediate-Senior: 49.5 units

Total Degree Requirements for Concurrent Intermediate-Senior: 63.0 units

**Final Year: Aboriginal Teacher Education (ATEP)**

Please click [here](#) for descriptions for the courses listed below.

**Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 201AB/3.0 Theory of Indigenous Teacher Education

FOCI 201AB/3.0 Indigenous Teacher Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Final-year requirement for Concurrent ATEP Intermediate-Senior: 49.5 units

Total degree requirements for Concurrent ATEP Intermediate-Senior: 63.0 units

**ATEP Practicum Format**

ATEP Practicum Format Campus-based candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur where

possible, in a designated First Nations Associate School or in a school with a significant Indigenous student population within the Queen's catchment area, with an OCT certified teacher in good standing. Candidates will return to their original Associate School for the summer practicum component.

## **Final Year: Artist in Community Education (ACE)**

Please click [here](#) for descriptions for the courses listed below.

### **Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 222AB/3.0 The Artist in Society

FOCI 222AB/3.0 Artist in Community Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Final-year requirement for Concurrent ACE Intermediate-Senior: 49.5 units

Total degree requirements for Concurrent ACE Intermediate-Senior: 63.0 units

### **ACE Practicum Format**

Candidates in the ACE program are placed in an Associate School in the Queen's catchment area for all practicum components in the fall and winter terms, as well as summer term (for those admitted prior to 2015-16 who opt to enroll in the final term of the extended program). The Alternative Practicum is spent in a situation related to the artist's field such as artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or theatre, or preparing an Arts program for implementation.

## **Final Year: Outdoor and Experiential Education (OEE)**

Please click [here](#) for descriptions for the courses listed below.

### **Final Year Courses (see above) and Program Track: (6.0 units)**

EDST 260AB/3.0 Understanding the Principles and Programs in Outdoor and Experiential Education

FOCI 260AB/3.0 Outdoor and Experiential Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Final-year requirement for Concurrent OEE Intermediate-Senior: 49.5 units

Total degree requirements for Concurrent OEE Intermediate-Senior: 63.0 units

### **OEE Practicum Format**

OEE candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur in an Ontario Outdoor or Experiential



Education setting with an OCT certified teacher in good standing. Candidates will return to their original Associate School for the summer practicum component.

\*Degree requirements are subject to change without notice.

## – Concurrent Intermediate-Senior Final Year Entry Requirements

Entrance into final year is contingent upon completion of each of the following items. Candidates must complete the requirements for the year in which they entered the program.

### Final Year Prerequisites

The following must be complete by June 30 preceding entry to final year:

1. Complete all prerequisite Year 1 to 3 IS Concurrent Education courses; AND
2. Honours degree (B.A.H., B.F.H.\*, BMus\*, or BScH.); AND  
\*Only offered at Queen's

Queen's – Most undergraduate Honours degrees require 120 units. Teacher Candidates in a 114 unit degree must take 6 additional units before entering final year.

Queen's-Trent – Must complete a 20 unit Honours degree.

3. Have a minimum of a B- average on their best 10 full-year courses or equivalent in half-year courses (60 units at Queen's).
4. Complete a half-year course in Developmental Psychology; OR a full-year course in Introductory Psychology.
5. Teaching Subject Requirements (see below for complete information)

Entrance into final year is contingent upon completion of each of the following items. Candidates must complete the requirements for the year in which they entered the program.

1. Teacher Candidates must select two teaching subjects (a subject taught in Ontario secondary schools). Both teaching subjects must be offered at Queen's Faculty of Education: Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music – Instrumental (Queen's only), Music – Vocal (Queen's only), Science-Biology, Science-Chemistry, Science-Physics, Visual Arts.
2. Teacher Candidates must successfully complete 5 full-year courses (30 units at Queen's) in the first teaching subject (a subject taught in Ontario secondary schools).
3. Teacher Candidates must successfully complete 4 full-year courses (24 units at Queen's) in the second teaching subject (a subject taught in Ontario secondary schools).
4. No more than 1 full-year first-year course will be counted toward either the first or second teaching subject requirement (there are some exceptions, refer to the Teaching Subject Requirement charts for Queen's or Queen's-Trent).
5. Teacher Candidates must have a B- average in the courses that are being used to meet the teaching subject requirements. That is, Teacher Candidates must have a B- average in at least 5

full-year courses for their first teaching subject, and must also have a B- average in at least 4 full-year courses for their second teaching subject.

6. Each course taken in preparation of a teaching subject may be used only once towards either teaching subject. "Double counting" is not acceptable.

7. Requirements for Courses Related to Teaching Subjects:

Often Teacher Candidates would like to take courses from a department other than the one that reflects their teaching subject. These types of courses may be "related" to the teaching subject. For example, Teacher Candidates who select History as a teaching subject may want to take a course from the Classics Department – CLST (Queen's) / AHCL (Queen's-Trent) (that is not listed in the following chart) rather than the Department of History – HIST to count toward their teaching subject. No more than one full-year course will be accepted from an outside department that reflects the teaching subject (this is called a "related" course for the teaching subject); and if a Teacher Candidate wishes to request that a course be counted as related to the teaching subject and the course is not listed in the following chart, the Teacher Candidate must request approval PRIOR to taking the course (see section 8).

8. Approval of Any Course for Teaching Subject Requirements:

If Teacher Candidates would like to take a course outside the academic department which reflects the teaching subject AND the course does not appear in the teaching subject requirements for Intermediate-Senior, which outlines previously approved related courses; OR the Teacher Candidate would like to take a course at an institution other than the one they are attending:

i. the Teacher Candidate must send a written request to their respective Concurrent Education office with the course title, course code, and course description of that 'related' course for approval; AND

ii. this request must be approved by Student Services PRIOR to taking the course in order to ensure that the course will count toward the required courses for that teaching subject; AND

iii. the Queen's Faculty of Education Student Services makes the final decision whether or not a course meets the requirement for that teaching subject. Teacher Candidates must have written confirmation PRIOR to taking the course.

Queen's Concurrent - If you completed all of your courses at Queen's, you do not need to send an official transcript from Queen's to the Concurrent Education Assistant. We will print your Queen's transcript and verify that you graduated in the spring 2015 convocation from your Arts and Science undergraduate degree.

Queen's-Trent Concurrent - You do not need to send an official transcript. The Queen's-Trent Program Administrator will send your Trent academic summary to Queen's on your behalf.

Some secondary school subjects are not offered through Queen's Faculty of Education (for example, business, family studies, Spanish, general science, guidance). For more information on curriculum and curriculum subjects, refer to the Ontario Ministry of Education curriculum documents. Secondary documents for grades 9-12 are found at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>; grades 7-8 are found in the elementary curriculum documents at:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>.

## Concurrent Intermediate-Senior Teaching Subject Requirements

The following menus show the required courses that must be taken to meet the final year Education requirements of a teaching subject. Candidates must complete the requirements for the the year in which they entered the program.

Many upper year courses require the prior successful completion of first year or lower level courses. Check the Faculty of Arts and Science calendar at [Queen's](#) or [Trent](#) for course details, exclusions and prerequisites.

### Queen's Concurrent Intermediate-Senior

(See below for Queen's-Trent teaching subject requirements.)

#### – Dramatic Arts

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Dan School of Drama and Music](#).

### Dramatic Arts

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
Introduction to Theatre	6.0	DRAM 100/6.0 OR BISC 100/3.0, and BISC 101/3.0* *Students who take BISC 100/3.0 and BISC 101/3.0 instead of DRAM 100/6.0 need 3 additional units of studio (please request an exception).*

Requirement	Number of Units Required	Course
Practical Studio (Acting or Directing)	3.0	DRAM 219, 236, 237, 238, 239, 272/3.0, 273(BISC), 311, 323, 331, 332, 339, 373 (all 3.0 units) CLST 312/3.0 IDIS 410/3.0 MAPP 400/6.0 MUTH 247/1.5, 260/1.5, 331/3.0, 332/3.0, 333/3.0 MUSC 373/3.0
Theatre History	3.0	DRAM 200/6.0, 210/3.0 216/3.0, 220/3.0, 271/3.0 (BISC), 303/3.0, 371/3.0, 344/3.0 MUTH 231/3.0, 232/3.0, 271/3.0 (BISC)
<b>AND A COMBINATION OF:</b>		
General Dramatic Arts		ANY DRAM BISC 100/3.0, 101/3.0
Related Courses	6.0 units maximum	CLST 312/3.0 DEVS 321/3.0 ENGL 256/3.0, 257/3.0, 258/3.0, 259/3.0, 326/6.0, 335/6.0, 345/6.0 FILM 312/3.0, 381/3.0 FREN 305/3.0, 306/3.0 IDIS 200/6.0, 210/3.0, 311/3.0, 410/3.0 ITLN 257/3.0, 357/3.0 LLCU 200/3.0, 257/3.0, 301/3.0, 332/3.0, 339/3.0 MAPP 200/3.0, 300/3.0, 311/3.0, 395/3.0, 400/6.0 MUSC 287/3.0, 373/3.0 MUTH 201/3.0, 210/3.0, 211/3.0, 231/3.0, 232/3.0, 240/3.0, 247/1.5, 250/3.0, 260/1.5, 310/3.0, 331/3.0, 332/3.0, 387/3.0 STSC 300/3.0, 339/3.0, 381/3.0 <b>Special Topic Courses:</b> LLCU 295/3.0 - Semiotics of Arts Topic,
Technical Theatre Production	12.0 units maximum <b>Recommended: 3.0 units</b>	Any MUTH course DRAM 240/3.0, 241/3.0, 242/3.0, 342/3.0, 344/3.0, 345/3.0, 541/3.0, 545/3.0

## – English

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of English Language and Literature](#).

## English

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
English Literature or Poetry with Canadian content	6.0	ENGL 215/6.0, 218/3.0, 283/6.0, 284/3.0, 285/3.0, 380/6.0, 465/6.0, 466/3.0, 467/3.0, 480/6.0, 481/3.0, 482/3.0 ENGL 389/6.0 (100% 2019-20) ( 50% only 2014-2018) DRAM 303/3.0 <b>Topic Only Courses</b> ENGL 290/3.0 - Reading Chinese Canadian Fiction Topic, Monkey Beach Topic ENGL 489/3.0 - Canadian Hockey Lit
Writing/Linguistics/Media	3.0	Any CWRI DRAM 251/3.0, 350/6.0, DRAM 351/3.0 ENGL 238/3.0, 291/3.0, 387/6.0 (50% only) FILM 110/6.0 (50% only), 220/3.0, 236/3.0, 240/3.0, 260/3.0, 312/3.0 Any LING Any WRIT (including WRIT P75) <b>Topic Only Courses</b> ENGL 271/3.0 - Literature and Digital Culture Topic LLCU 295/3.0 - Indigenous Digital Media Topic
<b>AND A COMBINATION OF:</b>		
General English		ENGL

Requirement	Number of Units Required	Course
Related Courses	6.0 units maximum	CLST 203/3.0, 205/3.0, 311/3.0, 312/3.0 Any CWRI DRAM 251/3.0, 303/3.0, 350/6.0, DRAM 351/3.0 FILM 110/6.0 (50% only), 220/3.0, 236/3.0, 240/3.0, 260/3.0, 312/3.0 GNDS 335/3.0 Any LING LLCU 200/3.0, 301/3.0 PHIL 271/3.0 Any WRIT <b>Topic Only Courses</b> LLCU 295 - Indigenous Digital Media Topic, Rotinohnsyonna Indigenography, Semiotics of the Arts Topic
	12.0 units maximum	Any course at the 100 level

### – First Nations, Métis and Inuit Studies

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of Languages, Literatures and Cultures](#).

### First Nations, Métis and Inuit Studies

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Number of Units Required	Percentage Of Units Counted	Course	Number of Units Counted Towards Teaching Subject
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Number of Units Required	Percentage Of Units Counted	Course	Number of Units Counted Towards Teaching Subject
	100%	ANSH 101/3.0, 102/3.0 ARTH 232/3.0; 248/3.0, 348/3.0, 231/3.0, 272/3.0, 372/3.0 BIOL 319 / 3.0, 421/3.0 DEVS 100/6.0, 105/3.0, 220/3.0, 221/3.0, 320/3.0 , 480/6.0 DRAM 303/3.0, 319/3.0 ENGL 218/3.0, 480AB/6.0, 481/3.0, 482/3.0 ENGX 287/3.0 FILM 388/3.0 FREN 350/3.0 GNDS 212/3.0, 340/3.0, 375/3.0, 432/6.0 GPHY 309/3.0, 351/3.0, 368/3.0 HIST 104/3.0, 105/3.0, 124AB/6.0, 207/3.0, 208/3.0, 313AB/6.0, 324AB/6.0, 335AB/9.0, 401/3.0, 442/4.5, 455AB/9.0, 461/4.5 436/4.5 ; 467/9.0 HLTH 101/3.0 INDG 301/3.0 INTS 307/3.0 INUK 101/3.0, 102/3.0 LAW 202/3.0 LLCU 270/3.0, 301/3.0 302/3.0, 322/3.0 370/3.0 MOHK 101/3.0,102/3.0 MUSC 289/3.0 POLS 320/3.0, 347/3.0 RELS 227/3.0  <b><u>Topic Only Courses</u></b> DEVS 357/3.0 OR 392/3.0 - Indigenous People Topic, Indigenous PeaceBuilding Topic DEVS 492/3.0 - Indigenous Theory Topic Only ENGL 290/3.0 - <i>Monkey Beach Topic</i> ENGL 467/3.0 - <i>Stories of Kingston/Cataraqui Topic</i>	100%

Number of Units Required	Percentage Of Units Counted	Course	Number of Units Counted Towards Teaching Subject
		<i>ENGL 489/3.0 - Canadian Hockey Literature Topic Only</i> <i>GNDS 380/3.0 - Decolonizing Sexuality/Gender, Indigenous Resurgence</i> <i>HIST 330/3.0 - Indigenous History of North America Topic</i> <i>LLCU 295/3.0 - Indigenous Digital Media, Indigenous Cultural Politics, Other's Viewing Indig Peoples, Rotinohnsyonni Indigenography</i> <i>LLCU 495/3.0 - Settler Indigenous Relations Topic</i>	
	50%	DEVS 492/3.0 ( Indigenous Theory Topic counts as 100% - see above*) HIST 269/3.0 SOCY 235/3.0	DEVS 492/1.5 HIST 269/1.5 SOCY 235/1.5
	33%	ENGL 215/6.0 ENSC 321/3.0 INTS 322/3.0	ENGL 215/2.0 ENSC 321/1.0 INTS 322/1.0

**– French as a Second Language**

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of French Studies](#).

**French as a Second Language**

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
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Requirement	Number of Units Required	Course
Strong overall grammar review at 200 level or above	6.0	FREN 231/3.0, 250/3.0, 330/3.0, 331/3.0, 344/3.0, 360/3.0 444/3.0, 450/3.0
Comprehensive Literature	6.0	FREN 230/3.0, 241/3.0, 304/3.0, 305/3.0, 306/3.0, 315/3.0, 323/3.0, 324/3.0, 325/3.0, 330/3.0, 331/3.0, 333/3.0, 334/3.0, 335/3.0, 342/3.0, 343/3.0 351/3.0, 387/3.0, 388/3.0, 390/3.0, 391/3.0, 392/3.0, 393/3.0, 395/3.0, 490/3.0
Oral Communication	6.0	FREN 118/3.0, 219/3.0, 320/3.0, 499/6.0(only counts as 3.0 units oral communication) <b>OR</b> FREN at the 200 level or above if equivalency is granted by the Department of French Studies through oral testing or specific immersion experience.
General French	6.0 units maximum	FREN at the 100 level and above (excluding FREN 106, 107, 111,112, 225, 236, 237, 238) Any course at the 100 level
	<b>Recommended</b>	FREN 499/6.0

## – Geography

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of Geography](#).

## Geography

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
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Requirement	Number of Units Required	Course
Canadian Geography	3.0	GPHY 101/3.0, 102/3.0, 227/3.0, 228/3.0, 229/3.0, 250/3.0 (strongly recommended), 304/3.0, 325/3.0, 327/3.0, 337/3.0, 338/3.0, 351/3.0, 352/3.0
<b>AND A COMBINATION OF:</b>		
General Geography		GPHY BISC 100/3.0
Related courses	6.0 units maximum	BIOL 111/3.0 DEVS 100/6.0, 105/3.0, 240/3.0, 305/6.0 (50% - 3.0 units only), 311/3.0 ENSC 103/3.0, 203/3.0, 301/3.0, 315/3.0, 390/3.0 Any GEOL course IDIS 302/3.0 SOCY 225/3.0, 301/3.0 (special topic Cities: Urban societies, space & culture)
	12.0 units maximum	Any course at the 100 level
	<b>NOTE</b>	Students may only take one of either GPHY 101/3.0 or BISC 100/3.0
	<b>Recommended</b>	Courses in Canadian Geography, economic geography, geomatics (GIS/GPS), global development, ecosystems/ecozones.

## – History

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of History](#).

## History

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
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Requirement	Number of Units Required	Course
Survey course in Canadian History	6.0	DEVS 100/6.0, 105/3.0, 220/3.0 ENGX 287/3.0 HIST 104/3.0, 105/3.0, 124/6.0, 208/3.0, 209/3.0, 210/3.0, 219/3.0, 224/3.0, 242/3.0, 254/3.0, 256/3.0, 258/3.0, 260/6.0, 261/3.0, 262/3.0, 263/3.0, 265/3.0, 269/3.0, 278/3.0, 279/3.0, 280/6.0, 282/3.0, 283/3.0, 307/3.0, 308/3.0, 309/6.0, 312/6.0, 313/6.0, 324/6.0, 340/9.0, 347/3.0, 350/9.0, 359/9.0, 391/9.0, 394/9.0, 401/4.5, 415/9.0, 416/4.5, 425/9.0, 431/4.5, 433/9.0, 434/9.0, 436/4.5, 437/9.0, 439/4.5, 458/9.0, 467/9.0, 476/9.0, 485/4.5, 486/4.5 RELS 227/3.0 <b>Topic Courses:</b> HIST 330/6.0 - Indigenous History Topic Only
<b>AND A COMBINATION OF:</b>		
General History		HIST (HIST 390-001/9.0, 390-003/9.0 - only counts for 33% - 3 units only) FOR 2016-17 ONLY BISC 100/3.0, 101/3.0

Requirement	Number of Units Required	Course
Related Courses	6.0 units maximum	ARTH 260/3.0, 324/3.0 CLST 100/6.0, 101/6.0, 102/3.0, 103/3.0, 129/6.0, 130/3.0, 131/3.0, 150/3.0, 200/3.0, 201/3.0, 206/3.0, 207/3.0, 208/3.0, 214/3.0, 303/3.0, 304/3.0, 305/3.0, 306/3.0, 321/3.0, 330/3.0, 331/3.0, 340/3.0, 341/3.0, 404/3.0, 405/3.0, 408/6.0 DEVS 100/6.0, 105/3.0, 220/3.0 IDIS 304/3.0 LLCU 213/3.0, 319/3.0, 320/3.0 MUSC 101/3.0, 102/3.0, 171/3.0, 203/3.0, 204/3.0, 205/3.0, 210/3.0, 211/3.0, 286/3.0, 289/3.0, 380/3.0, 381/3.0, 388/3.0 MUTH 110/3.0, 111/3.0, 232/3.0 POLS 110/6.0, 243/3.0, 250/3.0, 264/3.0 RELS 227/3.0 SOCY 122/6.0
	12.0 units maximum	Any course at the 100 level <b>*Upper year courses are preferred*</b>
	<b>Recommended</b>	HIST 121/6.0, 122/6.0, 124/6.0, 125/6.0 Two or more courses in the following subjects: Modern European History, American History, Ancient & Medieval History, and World Politics.

## – Mathematics

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of Mathematics and Statistics](#).

## Mathematics

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
General Mathematics		BIOM 300/3.0 BIOL 243/3.0 ECON 250/3.0 GPHY 247/3.0 KNPE 251/3.0 PSYC 202/3.0 SOCY 211/3.0 STAM 200/3.0  MATH at the 100 level and above, STAT at the 100 level and above MTHE 225/3.0
Related Courses	6.0 units maximum	BIOL 343/3.0, 432/3.0 CISC 102/3.0, 203/3.0, 204/3.0, 271/3.0 ECON 255/3.0, 351/3.0 GPHY 347/3.0 PHYS 213/3.0, 312/6.0, 313/3.0, 316/3.0, 317/3.0 PSYC 301/3.0
	12.0 units maximum	Any course at the 100 level

### – Music-Instrumental / Music-Vocal

**Students may select either Music - Instrumental OR Music - Vocal for one of the two required teaching subjects.**

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Dan School of Drama and Music](#).

Before courses are taken there may be course prerequisites that need to be met. Some courses are restricted to only B.Mus. or B.A.H. students; please check with the [Dan School of Drama and Music](#) for course enrollment requirements.

### Music-Instrumental / Music-Vocal

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

## Degree Requirements for those who entered Con.Ed. in 2020 or earlier

Requirement	Number of Units Required	Course
Applied Music	6.0	MUSC 100/1.5, 112/1.5, 115/1.5, 121/6.0, 124/6.0, 180/3.0, 181/3.0, 183/3.0, 185/3.0, 187/3.0, 188/3.0, 189/3.0, 200/1.5, 212/1.5, 215/1.5, 221/6.0, 280/3.0, 281/3.0, 282/3.0, 283/3.0, 285/3.0, 287/3.0, 288/3.0, 300/1.5, 312/1.5, 315/1.5, 321/6.0, 400/1.5, 412/1.5, 415/1.5, 421/6.0, 120/6.0, 220/6.0, 224/6.0, 320/6.0, 324/6.0, 420/6.0, 424/6.0 MUTH 160/1.5, 210/3.0, 260/1.5, 310/3.0, 320/3.0, 331/3.0, 332/3.0, 360/1.5, 460/1.5 <b>OR</b> Royal Conservatory Grade 10 practical certificate or higher and 6.0 units MUSC or MUTH at the 100 level or higher
Music Theory	6.0	MUSC 104/3.0, 105/3.0, 151/3.0, 152/3.0, 153/6.0, 191/6.0, 255/6.0, 292/3.0, 293/3.0, 351/3.0, 354/6.0, 358/3.0, 392/3.0, 394/3.0, 396/3.0, 398/3.0, 399/3.0, 443/3.0, 445/3.0, 446/3.0, 451/3.0, 454/6 <b>OR</b> Royal Conservatory Level 9 Theory or Basic Harmony with Distinction or equivalent; and 6.0 units in MUSC or MUTH
Musicology/ Ethnomusicology	6.0	MUSC 102/3.0, 103/3.0, 171/3.0, 203/3.0, 204/3.0, 205/3.0, 210/3.0, 211/3.0, 289/3.0, 380/3.0, 381/3.0, 385/3.0, 386/3.0, 388/3.0, 480/3.0, 481/3.0, 490/3.0, 491/3.0 MUTH 110/3.0, 111/3.0, 231/3.0, 232/3.0, 380/3.0
Music Education	6.0	MUSC 114/3.0, 180/3.0, 181/3.0, 183/3.0, 185/3.0, 187/3.0, 188/3.0, 189/3.0, 270/3.0, 273/3.0, 274/3.0, 280/3.0, 281/3.0, 282/3.0, 283/3.0, 285/3.0, 287/3.0, 288/3.0, 328/3.0, 329/3.0, 332/3.0, 333/3.0, 334/3.0, 335/3.0, 336/3.0, 338/3.0, 370/3.0, 438/3.0, 470/3.0 MUTH 387/3.0 <b>Topic Only Courses</b> MUSC 245/3.0 - Principles of Music Education in Remote, Blended and Face-to-Face Environments

<b>Requirement</b>	<b>Number of Units Required</b>	<b>Course</b>
General Music		IDIS 311/3.0, 410,3.0 MAPP 311/3.0 MUSC MUTH

## Degree Requirements for those who entered Con.Ed. in 2021 or later

<b>Requirement</b>	<b>Number of Units Required</b>	<b>Course</b>
Applied Music	6.0	MUSC 100/1.5, 112/1.5, 115/1.5, 121/6.0, 124/6.0, 200/1.5, 212/1.5, 215/1.5, 221/6.0, 300/1.5, 312/1.5, 315/1.5, 321/6.0, 400/1.5, 412/1.5, 415/1.5, 421/6.0, 120/6.0, 220/6.0, 224/6.0, 320/6.0, 324/6.0, 420/6.0, 424/6.0 MUTH 160/1.5, 260/1.5, 320/3.0, 331/3.0, 332/1.5, 360/1.5, 460/1.5 OR Royal Conservatory Grade 8 practical certificate or higher (or equivalent)
Music Theory	6.0	MUSC 104/3.0, 105/3.0; 191/6.0, 292/3.0, 293/3.0, 351/3.0, 354/6.0, 358/3.0, 392/3.0, 394/3.0, 396/3.0, 398/3.0, 399/3.0, 443/3.0, 445/3.0, 446/3.0, 451/3.0, Royal Conservatory Level 9 Theory or Basic Harmony with Distinction (or equivalent)
(additional) Music Theory or Music Creation (e.g., composition, arranging, orchestration, electroacoustic)	3.0	Music Theory courses listed above or the following music creation courses: MUSC 151/3.0, 152/3.0, 153/6.0, 155/3.0, 156/3.0, 253/3.0, 255/6.0, 351/3.0, 358/3.0, 397/3.0, 454/6.0; 455/6.0 MAPP 311

Requirement	Number of Units Required	Course
Musicology/ Ethnomusicology	6.0	MUSC 102/3.0, 103/3.0, 171/3.0, 203/3.0, 204/3.0, 205/3.0, 210/3.0, 211/3.0, 245/3.0, 258/3.0; 289/3.0, 380/3.0, 381/3.0, 385/3.0, 386/3.0, 388/3.0, 393/3.0, 480/3.0, 481/3.0, 486/3.0, 490/3.0, 491/3.0 MUTH 110/3.0, 111/3.0, 201, 231/3.0, 232/3.0, 240/3.0, 329/3.0, 380/3.0
Secondary Instrument Instructional Techniques	6.0	MUSC 129/3.0 180/3.0, 181/3.0, 183/3.0, 185/3.0, 187/3.0, 188/3.0, 189/3.0, 280/3.0, 281/3.0, 283/3.0, 285/3.0, MUTH 210/3.0, MUTH 310
Conducting	3.0	MUSC 270/3.0, 370/3.0
Music Education	6.0	<p><b>1st Teaching Subject choose from:</b> MUSC 114/3.0, 273/3.0, 274/3.0, 328/3.0, 329/3.0, 332/3.0, 333/3.0, 334/3.0, 335/3.0, 336/3.0, 338/3.0, 438/3.0, 470/3.0 MUTH 387/3.0</p> <p><b>2nd Teaching Subject choose from:</b> MUSC 102/3.0, 103/3.0, MUSC 114/3.0, 171/3.0, 203/3.0, 204/3.0, 205/3.0, 210/3.0, 211/3.0, 245/3.0(See topics below), 258/3.0; 273/3.0, 274/3.0, 289/3.0, 380/3.0, 381/3.0, 328/3.0, 329/3.0, 332/3.0, 333/3.0, 334/3.0, 335/3.0, 336/3.0, 338/3.0, 385/3.0, 386/3.0, 388/3.0, 393/3.0, 480/3.0, 481/3.0, 486/3.0, 490/3.0, 491/3.0 MUTH 110/3.0, 111/3.0, 201, 231/3.0, 232/3.0, 240/3.0, 329/3.0, 380/3.0, 387/3.0, 438/3.0, 470/3.0</p> <p><b>Topic Only Courses</b> MUSC 245/3.0 - Principles of Music Education in Remote, Blended and Face-to-Face Environments</p>
General Music		MUSC; MUTH; MAPP



## – Science-Biology

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Biology Department](#).

## Science-Biology

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
Biology course with major laboratory component	6.0	BIOL 102/3.0, 103/3.0, 201/3.0, 202/3.0, 212/3.0, 300/3.0, 302/3.0, 303/3.0, 335/3.0, 401/3.0, 402/3.0, 403/3.0, 404/3.0, 418/3.0 <i><u>BIOL 205/3.0, 206/3.0 Winter 2019 &amp; Earlier only</u></i>
<b>AND A COMBINATION OF:</b>		
General Biology		BIOL BCHM 270/3.0 MICR BCHM 218/3.0
Human Biology	6.0 units maximum	ANAT KNPE 125/3.0 PHGY

Requirement	Number of Units Required	Course
Related Courses	6.0 units maximum	ANAT BCHM BIOM 300/3.0 CHEM 323/3.0, 326/3.0 ENSC 301/3.0, 307/3.0, 320/3.0, 390/3.0, 425/3.0 EPID 301/3.0 GEOL 337/3.0, 466/3.0 GPHY 207/3.0, 304/3.0, 306/3.0, 314/3.0, 318/3.0, 339/3.0 HLTH 101/3.0, 102/3.0, 230/3.0, 323/3.0 KNPE 125/3.0 LISC 422/3.0 PHAR 340/3.0 PHGY PHIL 301/3.0 PSYC 205/3.0, 215/3.0, 221/3.0, 235/6.0, 236/3.0, 251/3.0, 271/3.0, 332/3.0, 370/3.0, 371/3.0, 470/3.0 471/3.0
	12.0 units maximum	Any Course at the 100 level

### – Science-Chemistry

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of Chemistry](#).

### Science-Chemistry

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
Introductory Chemistry	6.0	CHEM 112/6.0

Requirement	Number of Units Required	Course
Organic Chemistry	3.0	CHEM 212/3.0, 223/3.0, 281/3.0, 282/3.0, 285/3.0, 311/3.0, 422/3.0
<b>AND A COMBINATION OF:</b>		
General Chemistry	6.0 units maximum	CHEM at the 200 level and above
Related Courses		BCHM at the 100 level and above CHEE 342/3.0 ENSC 201/3.0, 471/3.0 BCHM 218/3.0 PHAR 340/3.0 3.0 units maximum from the courses below: BIOL 334/3.0 OR PHAR 100/3.0, OR PHAR 230/3.0
	6.0 units maximum	Any course at the 100 level

### – Science-Physics

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of Physics, Engineering and Astronomy](#).

### Science-Physics

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
Introductory Physics	6.0	PHYS 104/6.0, 106/6.0
Non-introductory course in Electricity and Magnetism	3.0	PHYS 239/3.0, 432/3.0
<b>AND A COMBINATION OF:</b>		
General Physics		PHYS P22/3.0 PHYS at the 200 level and above ASTR 101/3.0, 102/3.0 CHEM 313/3.0

Requirement	Number of Units Required	Course
Related Physics	6.0 units maximum	MATH 338/3.0

### – Visual Arts

To view course descriptions, refer to the [Faculty of Arts and Science Academic Calendar](#).

To determine availability of courses, view SOLUS under "Search for Classes" or contact the [Department of Fine Art](#).

## Visual Arts

- **First Teaching Subject:** Requires a total of 30.0 Units
- **Second Teaching Subject:** Requires a total of 24.0 Units

Requirement	Number of Units Required	Course
Comprehensive Studio Practice (including drawing and painting)	9.0	May include ARTF 101/3.0, 102/3.0, 106/3.0 (BISC), 125/3.0, 127/6.0, 128/6.0, 227/6.0, 228/6.0, 265/3.0, 275/3.0, 337/9.0, 338/9.0, 447/9.0, 448/9.0, or equivalent courses in comprehensive studio practice at another university (course must be approved in advance)
Survey of Art History	6.0	ARTH 116/3.0, 117/3.0, 120/6.0
General Visual Arts		ARTF any level ARTH any 200 level or above
	<b>Recommended</b>	Studio practice in printmaking and/or three-dimensional design

## Queen's-Trent Concurrent Intermediate-Senior

### – Dramatic Arts

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

### First Teaching Subject\*

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Practical Studio (Acting or Directing)	1.0	CUST 3070Y, 3175Y, 4173H INDG 3010H, 3030H, 2110Y (counts as 0.5 course in practical studio and 0.5 course in theatre history)
Theatre History	0.5	AHCL 2305H, 3301H CUST 2070Y, 3071Y ENGL 2150Y/2151H, 2152Y/2153H, 2804Y/2805H, 3123H, 3153H, 3202Y/3203H, 4150Y/4151H, 4804Y/4805H, INDG 2010H, 2110Y (counts as .50 credit in practical studio and .50 credit in theatre history), 3560Y
General Dramatic Arts	3.5	CUST 2025Y, 2526H, 2571H, 2572H, 2573H, 3146Y, 3572H, 4070Y ENGL 2809H INDG 3560Y or any of the courses listed above (courses cannot be double counted to meet requirements)

**= 5.0 TOTAL COURSES**  
**\*difficult to complete at Trent**

**Recommended**  
 a) Candidates should consider taking CUST 1000Y as a background course.  
 b) Candidates require a 60% or better in ENGL 1000Y to take any upper year ENGL courses.

**Second Teaching Subject\***

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Practical Studio (Acting or Directing)	1.0	CUST 2070Y,3070Y, 3175Y, 4173H INDG 3010H, 3030H, 2110Y (counts as 0.5 course in practical studio and 0.5 course in theatre history)
Theatre History	0.5	AHCL 2305H, 3301H CUST 2070Y, 3071Y ENGL 2150Y/2151H, 2152Y,2153H, 2804Y/2805H, 3123H, 3153H, 3202Y/3203H, 4150Y/4151H, 4804Y/4805H, INDG 2010H, 2110Y (counts as .50 credit in practical studio and .50 credit in theatre history), 3560Y
General Dramatic Arts	2.5	CUST 2025Y, 2526H, 2571H, 2572H, 2573H, 3146Y,3572H, 4070Y ENGL 2809H INDG 3560Y or any of the courses listed above (courses cannot be double counted to meet requirements)
<b>= 4.0 TOTAL COURSES</b> <b>*difficult to complete at Trent</b>		<b>Recommended</b> a) Candidates should consider taking CUST 1000Y as a background course. b) Candidates require a 60% or better in ENGL 1000Y to take any upper year ENGL courses.

### – English

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

**First Teaching Subject**

<b>Requirement</b>	<b>Number of Full-Year Courses Required (or equivalent Half-Year Courses)</b>	<b>Course</b>
English Literature or Poetry with Canadian content	1.0	ENGL 2600Y, 3481H, 3483H, 3500Y/3501H, 3502Y/3503H, 3504Y/3505H, 3506Y/3507H, 3520Y/3521H, 4500Y/4501H CAST-INDG-WMST 2485H, 3485H  <b>AND</b>
Writing/Linguistics/Media	0.5	ANTH 2311H, 2312H CUST 1535H, 2025Y, 2035Y, 3535H ENGL 2001H, 2703H, 2705H, 2706Y/2707H, 3100Y, 3850Y/3851H, 4850Y/4851H INDG 2480Y MODL 1000Y, 1001H, 1002H, 2001H, 2010H, 2020H, 3050H, 3060H, 3860H  <b>AND</b>
General English	3.5	ENGL at the 1000 level and above CUST 2022Y/2522H, 3022Y/3522H, 3029Y, 4029Y, 4035Y
<b>= 5.0 TOTAL COURSES</b>		<b>AND of the 5.0 TOTAL COURSES</b>
	2.0 maximum	CUST 1535H, ENGL 1000Y, 1001H, 1003H, 1005H and MODL 1000Y, 1001H, 1002H

2.0 maximum

MODL 1000Y, 1001H, 1002H, 2001H,  
2010H, 2020H, 3050H, 3060H, 3860H**Second Teaching Subject****Requirement****Number of Full-  
Year Courses  
Required****Course****(or equivalent****Half-Year  
Courses)**English Literature or Poetry  
with Canadian content

1.0

ENGL 2600Y, 3481H, 3483H,  
3500Y/3501H, 3502Y/3503H,  
3504Y/3505H, 3506Y/3507H,  
3520Y/3521H, 4500Y/4501H  
CAST-INDG-WMST 2485H, 3485H**AND**

Writing/Linguistics/Media

0.5

ANTH 2311H, 2312H  
CUST 1535H, 2025Y, 2035Y, 3535H  
ENGL 2001H, 2703H, 2705H,  
2706Y/2707H, 3100Y, 3850Y/3851H,  
4850Y/4851H  
INDG 2480Y  
MODL 1000Y, 1001H, 1002H, 2001H,  
2010H, 2020H, 3050H, 3060H, 3860H**AND**

General English

2.5

ENGL at the 1000 level and above  
CUST 2022Y/2522H, 3022Y/3522H,  
3029Y, 4029Y, 4035Y**= 4.0 TOTAL COURSES****AND of the 4.0 TOTAL COURSES**



2.0 maximum	CUST 1535H, ENGL 1000Y, 1001H, 1003H, 1005H and MODL 1000Y, 1001H, 1002H, 3060H
2.0 maximum	MODL 1000Y, 1001H, 1002H, 2001H, 2010H, 2020H, 3050H, 3060H, 3860H

**– First Nations, Métis and Inuit Studies**

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

**First Teaching Subject**

<b>Requirement</b>	<b>Number of Full-Year Courses Required (or equivalent Half-Year Courses)</b>	<b>Course</b>
General First Nations, Métis and Inuit Studies	5.0	INDG at the 1000 level and above HIST-CAST 4960Y 1.0 (only counts as 50% 0.50 units)
		<b>OR</b>
General First Nations, Métis and Inuit Studies	4.0	INDG at the 1000 level and above HIST-CAST 4960Y 1.0 (only counts as 50% 0.50 units)
Related Courses	1.0 maximum	
<b>= 5.0 TOTAL COURSES</b>		
	1.0 maximum	<b>AND of the 5.0 TOTAL COURSES</b> INDG at the 1000 level

## Second Teaching Subject

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
General First Nations, Métis and Inuit Studies	4.0	INDG at the 1000 level and above HIST-CAST 4960Y 1.0 (only counts as 50% 0.50 units)
General First Nations, Métis and Inuit Studies	3.0	INDG at the 1000 level and above HIST-CAST 4960Y 1.0 (only counts as 50% 0.50 units)
Related Courses	1.0 maximum	
<b>= 4.0 TOTAL COURSES</b>		<b>OR</b>
		INDG at the 1000 level and above HIST-CAST 4960Y 1.0 (only counts as 50% 0.50 units)
		<b>AND of the 4.0 TOTAL COURSES</b>
	1.0 maximum	INDG at the 1000 level

### – French as a Second Language

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

## First Teaching Subject

<b>Requirement</b>	<b>Number of Full-Year Courses Required (or equivalent Half-Year Courses)</b>	<b>Course</b>
General French	2.0	FREN above the 1000 level
Strong overall grammar review at 2000 level or above	1.0	FREN 2150Y or 2151H and 2152H
Comprehensive Literature	1.0	FREN 2051H, 3161H, 3162H, 3171H, 3172H, 3181H, 3182H, 3191H, 3192H, 3201H, 3202H, 3231H, 3232H, 3239H, 3831H, 3832H, 4951H Note: Prerequisite for many of these courses is FREN 2451H, 2452H, and 2051H
Oral Communication	1.0	FREN 1100Y or FREN 1101H and 1102H (oral communication is integrated into all FREN courses)
<b>= 5.0 TOTAL COURSES</b>		
	<b>1.0 maximum</b>	<b>AND of the 5.0 TOTAL COURSES</b> any FREN courses at the 1000 level

### Second Teaching Subject

<b>Requirement</b>	<b>Number of Full-Year Courses Required (or equivalent Half-Year Courses)</b>	<b>Course</b>

General French	1.0	FREN above the 1000 level
Strong overall grammar review at the 2000 level or above	1.0	FREN 2150Y or 2152H and 2152H
Comprehensive Literature	1.0	FREN 2051H, 3161H, 3162H, 3171H, 3172H, 3181H, 3182H, 3191H, 3192H, 3201H, 3202H, 3231H, 3232H, 3239H, 3831H, 3832H, 4951Y Note: Prerequisite for many of these courses is FREN 2451H, 2452H, and 2051H
Oral Communication	1.0	FREN 1100Y or FREN 1101H and 1102H (oral communication is integrated into all FREN courses)
<b>= 4.0 TOTAL COURSES</b>		
		<b>AND of the 4.0 TOTAL COURSES</b>
	1.0 maximum	FREN course at the 1000 level

## – Geography

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

### First Teaching Subject

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Canadian Geography	0.5	Any upper year GEOG course cross listed with CAST

General Geography	1.0	GEOG 1030H and GEOG 1040H (prerequisites to many of the upper year GEOG courses)
General Geography	3.5	GEOG at the 2000 level and above
<b>= 5.0 TOTAL COURSES</b>		

		<b>AND of the 5.0 TOTAL COURSES</b>
1.0 maximum		any GEOG courses at the 1000 level
1.0 maximum		Geology GEOG 2400Y or 2401H
1.0 maximum		any Geomatics courses
		<b>Recommended courses</b>
		Economic Geography: GEOG 3800H
		Geomatics (GIS): GEOG 2090H, 3010H or 4450H

### Second Teaching Subject

<b>Requirement</b>	<b>Number of Full-Year Courses Required (or equivalent Half-Year Courses)</b>	<b>Course</b>
Canadian Geography	0.5	Any upper year GEOG course cross listed with CAST
General Geography	1.0	GEOG 1030H and GEOG 1040H (prerequisites to many of the upper year GEOG courses)
General Geography	2.5	GEOG at the 2000 level and above
<b>= 4.0 TOTAL COURSES</b>		

	<b>AND of the 4.0 TOTAL COURSES</b>
1.0 maximum	any GEOG courses at the 1000 level
1.0 maximum	Geology GEOG 2400Y or 2401H
1.0 maximum	any Geomatics courses
	<b>Recommended courses</b>
	Economic Geography: GEOG 3800H
	Geomatics (GIS): GEOG 2090H, 3010H or 4450H

## – History

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

### First Teaching Subject

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Survey course in Canadian History	1.0	Any upper year HIST course cross listed with CAST or INDG
General History	4.0	<b>AND</b> HIST at the 1000 level and above
General History	3.0	<b>OR</b> HIST at the 1000 level and above

Related Courses	1.0 maximum	AHCL 2310H, 2320H, 2330H, 3070H, 3100H, 3101H, 3102H, 3120H, 3130H, 3951Y, 3962H, 3963H, 3966H, 3967H MATH 3810, 3820 PSY 4170
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**= 5.0 TOTAL COURSES**

1.0 maximum	<p><b>AND of the 5.0 TOTAL COURSES</b></p> <p>HIST at the 1000 level</p> <p><b>Recommended</b></p> <p>Two or more of the following full-year courses central to the History program taught in Ontario high schools: Modern European History, American History, Ancient &amp; Medieval History, and World Politics.</p>
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**Second Teaching Subject**

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Survey course in Canadian History	1.0	Any upper year HIST course cross listed with CAST or INDG
General History	3.0	<p><b>AND</b></p> <p>HIST at the 1000 level and above</p>
General History	2.0	<p><b>OR</b></p> <p>HIST at the 1000 level and above</p>
Related Courses	1.0 maximum	AHCL 2310H, 2320H, 2330H, 3070H, 3100H, 3101H, 3102H, 3120H, 3130H, 3951Y, 3962H, 3963H, 3966H, 3967H MATH 3810, 3820 PSY 4170

**= 4.0 TOTAL COURSES**

	1.0 maximum	<p><b>AND of the 4.0 TOTAL COURSES</b></p> <p>HIST at the 1000 level</p> <p><b>Recommended</b></p> <p>Two or more of the following full-year courses central to the History program taught in Ontario high schools: Modern European History, American History, Ancient &amp; Medieval History, and World Politics.</p>
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**– Mathematics**

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

**First Teaching Subject**

<b>Requirement</b>	<b>Number of Full-Year Courses Required (or equivalent Half-Year Courses)</b>	<b>Course</b>
General Mathematics	5.0	MATH at the 1000 level and above (MATH 2080Y is not accepted towards IS Mathematics)
		<b>OR</b>
General Mathematics	4.0	MATH at the 1000 level and above
Related Courses	1.0 maximum	GEOG-BIOL-ERSC 2080H, PSYC 2018 and 2019H SOCI 3160H

**= 5.0 TOTAL COURSES**

	2.0 maximum	<p><b>AND of the 5.0 TOTAL COURSES</b></p> <p>MATH at the 1000 level</p>
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## Second Teaching Subject

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
General Mathematics	4.0	MATH at the 1000 level and above (MATH 2080Y is not accepted towards IS Mathematics)
General Mathematics	3.0	<b>OR</b> MATH at the 1000 level and above
Related Courses	1.0 maximum	GEOG-BIOL-ERSC 2080H, PSYC 2018H and 2019H SOCI 3160H
<b>= 4.0 TOTAL COURSES</b>		
	2.0 maximum	<b>AND of the 4.0 TOTAL COURSES</b>  MATH at the 1000 level

### – Science-Biology

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

## First Teaching Subject

Requirement	Number of Full-Year Courses Required  (or equivalent Half-Year Courses)	Course
General Biology	5.0	BIOL at the 1000 level and above (ERSC/BIOL 2700Y is not accepted as an IS Biology course), ERSC 3200Y, 3510H, 3850Y, 3860H, 3870H, 3880H, 4350H, 4520H, 4530H, 4703H, 4850Y, 4860H, 4870H, 4880H.
General Biology	4.0	BIOL at the 1000 level and above
Related Courses	1.0 maximum	Biochemistry courses such as BIOL-CHEM 2300H, 3300H, 3310H, 4300H or 4310H. BIOL-PHYS 1060H. ERSC 3200Y, 3510H, 3850Y, 3860H, 3870H, 3880H, 4350H, 4520H, 4530H, 4703H, 4850Y, 4860H, 4870H, 4880H.

**= 5.0 TOTAL COURSES**

		<b>AND of the 5.0 TOTAL COURSES</b>
1.0 maximum		any BIOL courses at the 1000 level
1.0 minimum		Must complete a full-year Biology course with major laboratory component (all Trent courses have a major laboratory component)

**Recommended BIOL courses**

2000H Methods of Biological Inquiry;  
 2050H Genetics;  
 2070H Cell Biology;  
 2260H Ecology;  
 2600H Evolution.  
 Students should also consider:  
 2100H Invertebrate Biology and/or 2110H Vertebrate Zoology;  
 3170H Plants and their Ancestors and/or 3180H Plants in Action

**Second Teaching Subject**

Requirement	Number of Full-Year Courses Required  (or equivalent Half-Year Courses)	Course
General Biology	4.0	BIOL at the 1000 level and above (ERSC/BIOL 2700Y is not accepted as an IS Biology course)
		<b>OR</b>
General Biology	3.0	BIOL at the 1000 level and above
Related Courses	1.0	Biochemistry courses such as BIOL-CHEM 2300H, 3300H, 3310H, 4300H or 4310H. BIOL-PHYS 1060H. ERSC 3200Y, 3510H, 3850Y, 3860H, 3870H, 3880H, 4350H, 4520H, 4530H, 4703H, 4850Y, 4860H, 4870H, 4880H.

**= 4.0 TOTAL COURSES**

**AND of the 4.0 TOTAL COURSES**

1.0 maximum

BIOL at the 1000 level

1.0 minimum	<p>Must complete a full-year Biology course with major laboratory component (all Trent courses have a major laboratory component)</p> <p><b>Recommended BIOL courses</b>  2000H Methods of Biological Inquiry;  2050H Genetics;  2070H Cell Biology;  2260H Ecology;  2600H Evolution.  Students should also consider:  2100H Invertebrate Biology and/or 2110H Vertebrate Zoology;  3170H Plants and their Ancestors and/or 3180H Plants in Action</p>
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## – Science-Chemistry

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

### First Teaching Subject

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Introductory Chemistry	1.0	CHEM 1000H and 1010H
Organic Chemistry	0.5	CHEM 2100H, 2110H, 3102H, 3110H, 4110H
		<b>AND</b>

General Chemistry	3.5	CHEM at the 2000 level and above, ERSC 2220H, 2230H, 3450H, 3550Y, 3700Y.
		<b>OR</b>
General Chemistry	2.5	CHEM at the 2000 level and above
Related Courses	1.0 maximum	Biochemistry courses such as BIOL-CHEM 2300H, 3300H, 3310H, 4300H or 4310H.
<b>= 5.0 TOTAL COURSES</b>		
		<b>AND of the 5.0 TOTAL COURSES</b>
	1.0 maximum	any CHEM courses at the 1000 level

### Second Teaching Subject

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Introductory Chemistry	1.0	CHEM 1000H and 1010H
Organic Chemistry	0.5	CHEM 2100H, 2110H, 3102H, 3110H, 4110H
		<b>AND</b>
General Chemistry	2.5	CHEM at the 2000 level and above, ERSC 2220H, 2230H, 3450H, 3550Y, 3700Y
		<b>OR</b>
General Chemistry	1.5	CHEM at the 2000 level and above

Related Courses	1.0 maximum	Biochemistry courses such as BIOL-CHEM 2300H, 3300H, 3310H, 4300H or 4310H
<b>= 4.0 TOTAL COURSES</b>		
	1.0 maximum	<b>AND of the 4.0 TOTAL COURSES</b> CHEM at the 1000 level

**– Science-Physics**

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

<b>First Teaching Subject</b>		
<b>Requirement</b>	<b>Number of Full-Year Courses Required (or equivalent Half-Year Courses)</b>	<b>Course</b>
Introductory Physics	1.0	PHYS 1001H and 1002H
Non-introductory course in Electricity and Magnetism	0.5	PHYS 3200Y
General Physics	3.5	PHYS at the 2000 level and above (PHYS 2090Y is not accepted as IS Physics courses)
<b>= 5.0 TOTAL COURSES</b>		
	1.0 maximum	<b>AND of the 5.0 TOTAL COURSES</b> PHYS at the 1000 level

**Recommended PHYS courses:**  
 2610H Quantum,  
 2620H Atomic, Molecular and Nuclear,  
 2700H Thermal, and  
 2250H Electronics

**Second Teaching Subject**

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Introductory Physics	1.0	PHYS 1001H and 1002H
Non-introductory course in Electricity and Magnetism	0.5	PHYS 3200Y
General Physics	2.5	PHYS at the 2000 level and above (PHYS 2090Y is not accepted as IS Physics courses)

**= 4.0 TOTAL COURSES**

1.0 maximum	<b>AND of the 4.0 TOTAL COURSES</b>
	PHYS at the 1000 level
	<b>Recommended PHYS courses:</b> 2610H Quantum, 2620H Atomic, Molecular and Nuclear, 2700H Thermal, and 2250H Electronics

**– Visual Arts**

To view course descriptions, refer to the [Academic Calendar](#).

To determine availability of courses, view the [Academic Timetable](#).

### First Teaching Subject

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Comprehensive Studio Practice	2.0	CUST 2111Y, 3111Y
Survey in Art History	1.0	ANTH 3511H, 3995H CAST 2755H CUST 2016Y, 3015Y/3515H

### AND 2.0 FULL-YEAR COURSES USING A COMBINATION OF

General Visual Arts		CUST 3080Y/3580H, 4015Y/4515H, 4080Y/4580H, or any of the courses listed above.
Related courses	1.0 maximum	CUST 1510H, CUST 3184H

### 5.0 TOTAL COURSES

**\*difficult to complete at Trent**

#### Recommended:

CUST 1000Y as a background course.  
Studio practice in printmaking and/or three-dimensional design.

### Second Teaching Subject

Requirement	Number of Full-Year Courses Required (or equivalent Half-Year Courses)	Course
Comprehensive Studio Practice	2.0	CUST 2111Y, 3111Y
Survey in Art History	1.0	ANTH 2530Y, 3511H, 3995H CAST 2755H CUST 2016Y, 3015Y/3515H



**AND 1.0 FULL-YEAR COURSE USING A COMBINATION OF**

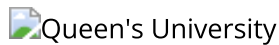
General Visual Arts


CUST 3080Y/3580H, 4015Y/4515H,  
4080Y/4580H, or any of the courses  
listed above.

Related courses

1.0 maximum

CUST 1510H, CUST 3184H

**= 4.0 TOTAL COURSES****\*difficult to complete at  
Trent****Recommended:**CUST 1000Y as a background course.  
Studio practice in printmaking and/or  
three-dimensional design.[Faculty of Education Information Hub](#)[onQ](#)[Webmail](#)[Library](#)[Room Reservations](#)© [Queen's University](#)

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Revision state: *Published*

Most recent revision: *Yes*

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## Consecutive Education Degree Requirements

The [Consecutive Education](#) program prepares university graduates (B.Ed.) or secondary school graduates (Dip.Ed.) to become educators.

The Director of Student and Support Services (Faculty registrar) will inform the Registrar of the [Ontario College of Teachers](#) when a teacher candidate has successfully completed the program. Graduating teacher candidates who plan to teach in Ontario must formally register to become members of the College and be awarded the Certificate of Qualification and Registration as a teacher.

### – Primary Junior Degree Requirements

Please click [here](#) for descriptions for the courses listed below.

**Curriculum: (21.0 units)**

CURR 355AB/3.0 Language  
CURR 383AB/3.0 Mathematics  
CURR 384/1.5 Literacy  
CURR 385/1.5 Social Studies  
CURR 386/1.5 Numeracy  
CURR 387AB/3.0 Science and Technology  
CURR 389/1.5 Art  
CURR 390/1.5 Dance  
CURR 391/1.5 Drama  
CURR 393/1.5 Music  
CURR 395/1.5 Health and Physical Education

**Concentration: (6.0 units)**

EDST/3.0 and FOCI/3.0  
Concentrations combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

**Foundational Studies: (3.0 units)**

FOUN 100/1.0 Psychological Foundations  
FOUN 101/1.0 Foundations of Assessment  
FOUN 102/1.0 Historical and Philosophical Foundations of Education

**Practicum: (10.5 units)**

PRAC 410/1.5 Practicum (Summer 1)  
PRAC 420/1.5 Practicum (Fall 1)  
PRAC 430/2.0 Practicum (Fall 2)  
PRAC 440/2.0 Practicum (Winter)  
PRAC 450/1.5 Alternative Practicum  
PRAC 460/2.0 Practicum (Summer 2)

**Professional Studies: (22.5 units)**

PROF 110/3.0 Self as Teacher  
PROF 170AB/3.0 School and Classroom Leadership: In Pursuit of School Effectiveness  
PROF 180/1.5 School Law and Policy  
PROF 210/3.0 Self as Learner  
PROF 310/3.0 Self as Professional  
PROF 410AB/1.5 Theory and Professional Practice  
PROF 500/1.0 Supporting Learning Skills  
PROF 501/1.5 Building a Professional Career as a Teacher  
PROF 502/1.0 Intro to Indigenous Studies for Teachers

PROF 503/1.0 Supporting Environmental Ed in the Classroom  
PROF 504/1.5 Educational Technology as a Teaching and Learning Tool  
PROF 505/1.5 Meeting the Needs of All Learners

Total Degree Requirement for Primary-Junior: 63.0

[View the courses taken in each term of the Primary-Junior program](#)

## **Primary-Junior Artist in Community Education (ACE)**

Please click [here](#) for descriptions for the courses listed below.

### **Primary-Junior Degree Requirements (see above) and Program Track: (6.0 units)**

EDST 222AB/3.0 The Artist in Society

FOCI 222AB/3.0 Artist in Community Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Total Degree Requirement for ACE Primary-Junior: 63.0 units

### **ACE Practicum Format**

Candidates in the ACE program are placed in an Associate School in the Queen's catchment area for all practicum components in the fall, winter and summer 2 terms. The Alternative Practicum is spent in a situation related to the artist's field such as artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or theatre, or preparing an Arts program for implementation.

## **Primary-Junior Indigenous Teacher Education Program (ITEP)**

Please click [here](#) for descriptions for the courses listed below.

### **Primary-Junior Degree Requirements (see above) and Program Track: (6.0 units)**

EDST 201AB/3.0 Theory of Indigenous Teacher Education

FOCI 201AB/3.0 Indigenous Teacher Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Total Degree Requirement for ITEP Primary-Junior: 63.0 units

### **ITEP Practicum Format**

ITEP Practicum Format Campus-based candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur where possible, in a designated First Nations Associate School or in a school with a significant Indigenous student population within the Queen's catchment area, with an OCT certified teacher in good standing. Candidates will return to their original Associate School for the summer 2 practicum component..

## **Primary-Junior Outdoor and Experiential Education (OEE)**

Please click [here](#) for descriptions for the courses listed below.

### **Primary-Junior Degree Requirements (see above) and Program Track: (6.0 units)**

EDST 260AB/3.0 Understanding the Principles and Programs in Outdoor and Experiential Education

FOCI 260AB/3.0 Outdoor and Experiential Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Total Degree Requirement for OEE Primary-Junior: 63.0 units

### **OEE Practicum Format**

OEE candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur in an Ontario Outdoor or Experiential Education setting with an OCT certified teacher in good standing. Candidates will return to their original Associate School for the summer 2 Practicum component.

## **Primary-Junior French as a Second Language (PJFSL)**

Please click [here](#) for descriptions for the courses listed below.

### **Primary-Junior Degree Requirements (see above) and Program Track: (6.0 units)**

EDST 205/3.0 Understanding French as a Second Language in Elementary Schools

FOCI 205/3.0 Teaching French Immersion

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

Total Degree Requirement for FSL Primary-Junior: 63.0 units

### FSL Practicum Format

Candidates in the FSL program are placed in an Associate School in the Queen's catchment area for all practicum components in the fall, winter and summer 2 terms, and will be placed for at least one practicum component in French (Immersion or Extended) (maximum of 2 practicum components).

\*Degree requirements are subject to change without notice.

### – Intermediate-Senior Degree Requirements

Please click [here](#) for descriptions for the courses listed below.

#### Curriculum: (12.0 units)

6.0 units of CURR in each of the two approved Intermediate-Senior teaching subjects.

Teaching Subject	Fall Course	Winter Course	Fall/Winter Course
Science-Biology	CURR 303	CURR 304	CURR 603
Science-Chemistry	CURR 305	CURR 306	CURR 605
Dramatic Arts	CURR 311	CURR 312	CURR 611
English	CURR 317	CURR 318	CURR 617
Français langue seconde	CURR 321	CURR 322	CURR 621
Geography			CURR 325
History	CURR 335	CURR 336	CURR 635
Mathematics			CURR 370
Music-Vocal	CURR 345	CURR 346	CURR 645
First Nations, Métis and Inuit Studies (Native Studies)	CURR 341	CURR 342	CURR 641

Science-Physics	CURR 351	CURR 352	CURR 651
Music-Instrumental	CURR 365	CURR 366	CURR 665
Visual Arts	CURR 379	CURR 380	CURR 679

**Concentration: (6.0 units)**

EDST/3.0 and FOCI/3.0

Concentrations combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

**Foundational Studies: (3.0 units)**

FOUN 100/1.0 Psychological Foundations

FOUN 101/1.0 Foundations of Assessment

FOUN 102/1.0 Historical and Philosophical Foundations of Education

**Practicum: (10.5 units)**

PRAC 411/1.5 Practicum (Summer 1)

PRAC 421/1.5 Practicum (Fall 1)

PRAC 431/2.0 Practicum (Fall 2)

PRAC 441/2.0 Practicum (Winter)

PRAC 451/1.5 Alternative Practicum

PRAC 461/2.0 Practicum (Summer 2)

**Professional Studies: (28.5 units)**

PROF 110/3.0 Self as Teacher

PROF 210/3.0 Self as Learner

PROF 310/3.0 Self as Professional

PROF 170AB/3.0 School and Classroom Leadership: In Pursuit of School Effectiveness

PROF 180/1.5 School Law and Policy

PROF 411AB/1.5 Theory and Professional Practice

PROF 500/1.0 Supporting Learning Skills

PROF 501/1.5 Building a Professional Career as a Teacher

PROF 502/1.0 Intro to Indigenous Studies for Teachers

PROF 503/1.0 Supporting Environmental Ed in the Classroom

PROF 504/1.5 Educational Technology as a Teaching and Learning Tool

PROF 505/1.5 Meeting the Needs of All Learners

PROF 506/3.0 English Language Learners

PROF 507/1.5 Transitions

PROF 508/1.5 Teaching Grades 7 and 8

Total Degree Requirement for Intermediate-Senior: 60.0 units

[View the courses taken in each term of the Intermediate-Senior program](#)

## **Intermediate-Senior Artist in Community Education (ACE)**

Please click [here](#) for descriptions for the courses listed below.

### **Intermediate-Senior Degree Requirements (see above) and Program Track: (6.0 units)**

EDST 222AB/3.0 The Artist in Society

FOCI 222AB/3.0 Artist in Community Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Total Degree Requirement for ACE Intermediate-Senior: 60.0 units

### **ACE Practicum Format**

Candidates in the ACE program are placed in an Associate School in the Queen's catchment area for all practicum components in the fall, winter and summer 2 terms. The Alternative Practicum is spent in a situation related to the artist's field such as artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or theatre, or preparing an Arts program for implementation.

## **Intermediate-Senior Indigenous Teacher Education Program (ITEP)**

Please click [here](#) for descriptions for the courses listed below.

### **Intermediate-Senior Degree Requirements (see above) and Program Track: (6.0 units)**

EDST 201AB/3.0 Theory of Indigenous Teacher Education

FOCI 201AB/3.0 Indigenous Teacher Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Total Degree Requirement for ITEP Intermediate-Senior: 60.0 units

### **ITEP Practicum Format**

ITEP Practicum Format Campus-based candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur where possible, in a designated First Nations Associate School or in a school with a significant



Indigenous student population within the Queen's catchment area, with an OCT certified teacher in good standing. Candidates will return to their original Associate School for the summer 2 practicum component.

## **Intermediate-Senior Outdoor and Experiential Education (OEE)**

Please click [here](#) for descriptions for the courses listed below.

### **Intermediate-Senior Degree Requirements (see above) and Program Track: (6.0 units)**

EDST 260AB/3.0 Understanding the Principles and Programs in Outdoor and Experiential Education

FOCI 260AB/3.0 Outdoor and Experiential Education

Program tracks combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/451 Alternative Practicum.

Total Degree Requirement for ACE Intermediate-Senior: 60.0 units

### **OEE Practicum Format**

OEE candidates are assigned to an Associate School for both practicum components in the fall term. The winter term practicum component will occur in an Ontario Outdoor or Experiential Education setting with an OCT certified teacher in good standing. Candidates will return to their original Associate School for the summer 2 Practicum component.

\*Degree requirements are subject to change without notice.

## **– Technological Education Degree Requirements**

Applicants entering without an undergraduate degree who complete Technological Education are awarded a Diploma in Education (Dip.Ed.). Those entering with an undergraduate degree and who complete the program option are awarded a Bachelor of Education degree (B.Ed.). The same courses are taken in both the B.Ed. and the Dip.Ed. programs.

Please click [here](#) for descriptions for the courses listed below.

### **Curriculum: (12.0 units)**

CURR 360/3.0 Teaching Technological Education, Part 1

CURR 361/3.0 Teaching Technological Education, Part 2

CURR 368/3.0 Curriculum Development in Tech Ed, Part 1

CURR 369/3.0 Curriculum Development in Tech Ed, Part 2

**Concentration: (6.0 units)**

EDST 476/3.0 Exceptional Children and Adolescents and FOCI 213/3.0 Broad-Based Technological Education

Concentrations combine an Education Studies (EDST) course, Program Focus (FOCI) course and PRAC/450 Alternative Practicum.

**Foundational Studies: (3.0 units)**

FOUN 100/1.0 Psychological Foundations

FOUN 101/1.0 Foundations of Assessment

FOUN 102/1.0 Historical and Philosophical Foundations of Education

**Practicum: (10.5 units)**

PRAC 411/1.5 Practicum (Summer 1)

PRAC 421/1.5 Practicum (Fall 1)

PRAC 431/2.0 Practicum (Fall 2)

PRAC 441/2.0 Practicum (Winter)

PRAC 451/1.5 Alternative Practicum

PRAC 461/2.0 Practicum (Summer 2)

**Professional Studies: (28.5 units)**

PROF 110/3.0 Self as Teacher

PROF 210/3.0 Self as Learner

PROF 310/3.0 Self as Professional

PROF 170AB/3.0 School and Classroom Leadership: In Pursuit of School Effectiveness

PROF 180/1.5 School Law and Policy

PROF 411AB/1.5 Theory and Professional Practice

PROF 500/1.0 Supporting Learning Skills

PROF 501/1.5 Building a Professional Career as a Teacher

PROF 502/1.0 Intro to Indigenous Studies for Teachers

PROF 503/1.0 Supporting Environmental Ed in the Classroom

PROF 504/1.5 Educational Technology as a Teaching and Learning Tool

PROF 505/1.5 Meeting the Needs of All Learners

PROF 506/3.0 English Language Learners

PROF 507/1.5 Transitions

PROF 508/1.5 Teaching Grades 7 and 8

Total Degree Requirement for Technological Education: 60.0 units

[View the courses taken in each term of the Technological Education program](#)

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**Aboriginal Teacher Education Community-Based Program Degree Requirements  
2019-2021 Cohort**

<b>Term</b>	<b>Course</b>	<b>Units</b>	<b>Location</b>
<b>Summer 2019</b>	PRAC 415 Practicum (3 weeks)	1.5	Host school
	PROF 110 Self as Teacher	3.0	Kenjgewin Teg
	CURR 387 Science and Technology	3.0	Queen's, Kingston
	CURR 390 Dance	1.5	Queen's, Kingston
	CURR 395 Health and Physical Education	1.5	Queen's, Kingston
	PROF 210 Self as Learner	3.0	Queen's, Kingston
	<i>Total units this term</i>	<u>13.50</u>	
<b>Fall 2019</b>	CURR 389 Art	1.5	Kenjgewin Teg
	CURR 391 Drama	1.5	Kenjgewin Teg
	CURR 393 Music	1.5	Kenjgewin Teg
	FOUN 101 Foundations of Assessment	1.0	Blended
	PROF 180 School Law and Policy	1.5	Online
	PROF 415A Theory and Professional Practice	0.50	Blended
	PRAC 425 Practicum (3 weeks)	1.5	Host school
	PRAC 455 Alternative Practicum	0.00	Varies
	<i>Total units this term</i>	<u>9.00</u>	
<b>Winter 2020</b>	CURR 385 Social Studies	1.5	Kenjgewin Teg
	EDST 201 Theory of Aboriginal Education	3.0	Kenjgewin Teg
	FOUN 102 Historical and Philosophical Foundations of Education	1.0	Blended
	PROF 170 School and Classroom Leadership	3.0	Blended
	PROF 500 Supporting Learning Skills	1.0	Kenjgewin Teg
	PROF 415B Theory and Professional Practice	0.25	Blended
	PRAC 435 Practicum (4 weeks)	2.00	Host school
	PRAC 455 Alternative Practicum	0.0	
	<i>Total units this term</i>	<u>11.75</u>	
<b>Summer 2020</b>	No classes in July & August		
<b>Fall 2020</b>	CURR 355 Language	3.0	Kenjgewin Teg
	FOUN 100 Psychological Foundations	1.0	Kenjgewin Teg
	PROF 502 Intro to Aboriginal Studies for Teachers	1.0	Kenjgewin Teg
	PROF 310A Self as Professional	1.5	Blended
	PROF 416A Theory and Professional Practice	0.50	Blended
	PRAC 445 Practicum (4 weeks)	2.00	Host school
	PRAC 455 Alternative Practicum	0.00	Varies
	<i>Total units this term</i>	<u>9.00</u>	
<b>Winter 2021</b>	CURR 383 Mathematics	3.0	Kenjgewin Teg
	FOCI 201 Aboriginal Teacher Education	3.0	Kenjgewin Teg
	PROF 310B Self as Professional	1.5	Kenjgewin Teg
	PROF 416B Theory and Professional Practice, part 2	0.25	Blended
	PRAC 455 Alternative Practicum	1.5	Varies
	<i>Total units this term</i>	<u>9.25</u>	
<b>Summer 2021</b>	PRAC 465 Practicum (4 weeks)	2.0	Host school
	PROF 503 Supporting Environmental Ed in the Classroom	1.0	Kenjgewin Teg
	PROF 501 Building a Professional Career as a Teacher	1.5	Blended
	PROF 416B Theory and Professional Practice	0.0	Blended
	CURR 384 Numeracy and Literacy	3.0	Kenjgewin Teg
	PROF 504 Educational Technology as a Teaching and Learning Tool	1.5	Kenjgewin Teg
	PROF 505 Meeting the Needs of All Learners	1.5	Kenjgewin Teg
	PRAC 455 Alternative Practicum*	0.0	Varies
	<i>Total units this term</i>	<u>10.50</u>	
<b>Total Program Units</b>		<b>63.0</b>	

**Indigenous Teacher Education Community-Based Program Degree Requirements  
2020-2022 Cohort**

<b>Term</b>	<b>Course</b>	<b>Units</b>	<b>Location</b>
<b>Summer 2020</b>	PRAC 415 Practicum (3 weeks)	1.50	Host school
	PROF 110 Self as Teacher	3.0	Kenjgewin Teg
	CURR 387 Science and Technology	3.0	Queen's, Kingston
	CURR 390 Dance	1.5	Queen's, Kingston
	CURR 395 Health and Physical Education	1.5	Queen's, Kingston
	PROF 210 Self as Learner	3.0	Queen's, Kingston
	PRAC 455 Alternative Practicum	0.0	Varies
	<i>Total units this term</i>	<u>13.50</u>	
<b>Fall 2020</b>	PROF 180 School Law and Policy	1.5	Online
	CURR 355 Language	3.0	Kenjgewin Teg
	FOUN 100 Psychological Foundations	1.0	Kenjgewin Teg
	PROF 502 Intro to Aboriginal Studies for Teachers	1.0	Kenjgewin Teg
	PROF 310A Self as Professional	1.5	Blended
	PROF 415A Theory and Professional Practice	0.50	Blended
	PRAC 425 Practicum (3 weeks)	1.50	Host school
	PRAC 455 Alternative Practicum	0.0	Varies
<i>Total units this term</i>	<u>10.00</u>		
<b>Winter 2021</b>	CURR 383 Mathematics	3.0	Kenjgewin Teg
	FOCI 201 Aboriginal Teacher Education	3.0	Kenjgewin Teg
	PROF 310B Self as Professional	1.5	Kenjgewin Teg
	PROF 415B Theory and Professional Practice, part 2	0.25	Blended
	PRAC 435 Practicum (4 weeks)	2.0	Host school
	PRAC 455 Alternative Practicum	0.0	Varies
<i>Total units this term</i>	<u>9.75</u>		
<b>Summer 2021</b>	No classes in July & August		
<b>Fall 2021</b>	CURR 389 Art	1.5	Kenjgewin Teg
	CURR 391 Drama	1.5	Kenjgewin Teg
	CURR 393 Music	1.5	Kenjgewin Teg
	FOUN 101 Foundations of Assessment	1.0	Blended
	PROF 416A Theory and Professional Practice, part 1	0.75	Blended
	PRAC 445 Practicum (4 weeks)	2.0	Host school
	PRAC 455 Alternative Practicum	1.5	Varies
<i>Total units this term</i>	<u>9.75</u>		
<b>Winter 2022</b>	CURR 385 Social Studies	1.5	Kenjgewin Teg
	EDST 201 Theory of Aboriginal Education	3.0	Kenjgewin Teg
	FOUN 102 Historical and Philosophical Foundations of Education	1.0	Blended
	PROF 170 School and Classroom Leadership	3.0	Blended
	PROF 500 Supporting Learning Skills	1.0	Kenjgewin Teg
	PRAC 455 Alternative Practicum	0.0	Varies
	<i>Total units this term</i>	<u>9.50</u>	
<b>Summer 2022</b>	PRAC 465 Practicum (4 weeks)	2.0	Host school
	PROF 503 Supporting Environmental Ed in the Classroom	1.0	Kenjgewin Teg
	PROF 501 Building a Professional Career as a Teacher	1.5	Blended
	PROF 416B Theory and Professional Practice, part 2	0.0	Blended
	CURR 384 Numeracy and Literacy	3.0	Kenjgewin Teg
	PROF 504 Educational Technology as a Teaching and Learning Tool	1.5	Kenjgewin Teg
	PROF 505 Meeting the Needs of All Learners	1.5	Kenjgewin Teg
	PRAC 455 Alternative Practicum*	0.0	Varies
<i>Total units this term</i>	<u>10.50</u>		
<b>Total Program Units</b>	<b>63.0</b>		

**Technological Education Multi-Session Program Degree Requirements  
2020/22 Cohort**

<b>Term</b>	<b>Course</b>	<b>Units</b>
<b>SUMMER 2020</b>	PRAC 417 Practicum (3 weeks) Online Modules	1.5
	PROF 110-Self as Teacher	3
	CURR360 Teaching Technological Ed. Part 1	3
	CURR 368 Curriculum Development in Tech. Ed Part 1	3
	PROF 500 Supporting Learning Skills	1
	PROF 504-Educational Technology as a Teaching and Learning Tool	1.5
	PROF 502-Intro to Aboriginal Studies for Teachers	1
	<i>Total units this term</i>	<u>14</u>
<b>FALL 2020</b>	PROF 210 Self as Learner (Bundled into 3 parts: All Face-to-Face)	3
	PROF 417 Theory and Professional Practice	1.5
	FOUN 100 Psychological Foundations	1
	PRAC 427 Practicum (3 weeks)	1.5
	PRAC 437 Practicum (4 weeks)	2
	<i>Total units this term</i>	<u>9</u>
<b>WINTER 2021</b>	FOCI 212 Program Focus - Technological Education	1.5
	PROF 505 Meeting the Needs of All Learners	1.5
	PROF 507 Transitions	1.5
	PROF 508 Teaching Grades 7 and 8	1.5
	FOUN 101 Foundations of Assessment	1
	PRAC 447 Practicum (4 weeks)	2
	<i>Total units this term</i>	<u>9</u>
<b>SUMMER 2021</b>	PROF310 Self as Professional	3
	CURR361 Teaching Technological Ed. Part 2	3
	CURR 369 Curriculum Development in Tech. Ed Part 2	3
	<i>Total units this term</i>	<u>9</u>
<b>FALL 2021</b>	EDST 476 Exceptional Children and Adolescents	3
	PROF 501 Building A Professional Career as a Teacher	1.5
	PROF 180 School Law and Policy	1.5
	PROF 503 Integrating Environmental Ed. in the Classroom	1
	PROF 506 English Language Learners	1.5
	FOUN 102 - Historical & Philosophical Foundations	1
	<i>Total units this term</i>	<u>9.5</u>
<b>WINTER 2022</b>	FOCI 214 Program Focus - Technological Education - Part Two	1.5
	PROF 506 English Language Learners	1.5
	PROF 170 School and Classroom Leadership	3
	PRAC 457 Alternative Practicum	1.5
	PRAC 467 Practicum (4 weeks)	2
	<i>Total units this term</i>	<u>9.5</u>
	<b>Total Program Units</b>	<b>60.0</b>



## FACULTY OF EDUCATION

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Revision state: *Published*

Most recent revision: *No*

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## Regulations & Policies

The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of the Office of the Dean of Education to ensure that all candidates for the Bachelor of Education degree and/or the Diploma in Education conform satisfactorily with the general professional and ethical requirements of teachers to acquire the Ontario Certificate of Qualification through the Ontario College of Teachers.

### Concurrent Education (Years 1-4)

#### – Changing Teaching Division

Teacher Candidates must apply to their respective Concurrent Education office for permission to change their teaching division. If permission is granted, the Teacher Candidate may be required to complete additional courses.

#### – Continuation in the Concurrent Education Program (Academic Standing)

Registration in Education courses in subsequent years is contingent upon:

- 1) successful completion of Education courses in current year; and
- 2) maintaining an adequate academic standing in the undergraduate Honours degree program.

Academic progress will be reviewed at the conclusion of each year in Arts, Science, Fine Art, and Music, by the Faculty of Arts and Science. Candidates placed under academic probation by the Faculty of Arts and Science at Queen's will be required to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until the teacher candidate is removed from academic probation

### – Entry into Final Year

Queen's and Queen's-Trent hold information sessions for fourth year candidates to explain how the final year unfolds and to review entrance requirements and optional program tracks. In the fourth year (and fifth year - if required) Teacher Candidates complete a questionnaire, indicating their intent to enter into their final Education year in the fall.

Teacher Candidates must meet the requirements for the Concurrent Education program for the year they enrolled in the Concurrent Education Program. Teacher Candidates in the Concurrent Education program are expected to complete both Education and Arts, Science, Computing, or Music degrees within six years. Teacher Candidates planning to enter final year Education at Queen's in the fall must:

1. \*complete all prerequisite courses by the second Friday in May;
2. graduate with a 20 full-year course Honours degree (BAH, BCompH, BSch, or BMus) in the spring PRIOR to attending final year Education; AND
3. must have a minimum of a B average on their best 10 full-year university courses.
4. complete a half-year course in Developmental Psychology; OR  
a full-year course in Introductory Psychology;

\*Review division specific final year Education prerequisite courses under [Concurrent Education Degree Requirements](#).

Under the Memorandum of Agreement between Trent, Queen's and the Ontario Ministry of Training, Colleges and Universities, Queen's-Trent Concurrent Teacher Candidates are NOT eligible to be accepted into Trent's Consecutive Education Program. Queen's-Trent Concurrent Teacher Candidates can only proceed on to final year of the Bachelor of Education degree at Queen's University in Kingston.

### – Request to Defer Final Year Education



Requests to defer final year Education for one academic year must be made prior to 15 January of the expected year of entry into final year Education. Teacher Candidates must write/email the respective Concurrent Education Office to explain the reason for this request. Beginning with those admitted to Year 1 in 2014-15, Teacher Candidates who request to defer final year will be required to take the extended B.Ed. program (beginning in 2019-20).

Between January 15 and April 30, Student Services will consider requests to defer final year Education for medical or related reasons only. These written submissions must be sent to Student Services and be validated by a medical certificate. Deferrals are given for one academic year only.

Teacher Candidates who are granted a deferral do not have to re-apply; they are automatically considered as part of the subsequent year's cohort. Teacher Candidates must email their respective Concurrent Education office by 15 January to confirm their intention to complete final year Education in the fall. To indicate their readiness to start final year Education in September, Teacher Candidates must submit a medical clearance form from their physician to Student Services by 15 January of the following year.

### **– Request for Deferral of Experiences in Schools Placement**

Candidates must complete PRAC 110 in their first year and cannot request a deferral for Year 1 Experience in Schools placement. Deferral of the Experiences in Schools placements is not recommended in order to keep candidates on-track in their program. Teacher Candidates must request in writing to the Practicum Office (Queen's) or the Concurrent Office (Queen's-Trent) reasons for requesting a deferral of a second or third year PRAC course. Teacher Candidates must first be registered in the PRAC course in order to request a deferral. If the request to defer a PRAC course is approved, the candidate will be dropped from the PRAC course and will be re-registered in the course the following year. Successful completion in current PRAC course is a prerequisite for any subsequent PRAC course.

### **– Request for Leave of Absence**

Teacher Candidates may request a leave of absence for no more than one academic year. This request must be submitted in writing to the respective Concurrent Education Office.

### **– Selecting Teaching Division**

At the end of year one, Teacher Candidates must select either the Primary-Junior (PJ) or the Intermediate-Senior (IS) teaching division. A Teacher Candidate who fails to make the selection before the deadline date will be deemed to have selected Primary-Junior (PJ) by default. Notification of the deadlines will be sent to the Teacher Candidate's university email account.

### – Year Abroad/Study Abroad Options

If approved for a study abroad program, Teacher Candidates must notify their respective Concurrent Education Office in writing regarding their absence from the university. Teacher Candidates in \*second year who are interested in completing their Experience in Schools placement while abroad are required to contact the Practicum Office (Queen's) or Concurrent Education Office (Queen's-Trent).

Teacher Candidates:

1. must obtain approval from the Practicum Manager (Queen's) or Concurrent Education Program Coordinator (Queen's-Trent) to complete PRAC 210/211 out-of-country
2. must be registered in the second year PRAC course prior to completing an out-of-country placement

\*candidates must complete their first year and third year Experiences in Schools placement in Ontario

### – Withdrawal

- i. Any Teacher Candidate planning to withdraw from the Concurrent Education program must contact the respective Concurrent Education Office prior to withdrawal.

When Teacher Candidates withdraw from the Concurrent Education program, they remain in the undergraduate Honours program at their respective universities.

- ii. Candidates withdrawing from both Education and Arts and Science programs must inform both offices and complete both withdrawal forms.

## Concurrent and Consecutive Education

### – Academic Accommodations for Students with Disabilities

Queen's University is committed to fostering a welcoming culture that facilitates the inclusion and integration of students with disabilities into the university community. Please refer to the [Academic Accommodations for Students with Disabilities Policy](#) and [Academic Accommodations](#)

### for Students with Disabilities Procedure.

As soon as the need is apparent, students should contact Queen's Student Accessibility Services (QSAS). Accommodations require time to arrange, and must be applied to all areas in a student's program (i.e. coursework, practica, etc.). As a result, it is important to provide as much advance notice as possible in making accommodation requests. This facilitates the planning process that is critical to ensuring the university can develop and implement accommodation plans in a timely manner that maintain essential academic requirements and standards, with as much advance notice as possible in making accommodation requests.

## – Academic Integrity

### A. DEFINITION

Academic integrity provides a foundation for the “freedom of inquiry and exchange of ideas” fundamental to the educational environment at Queen's University (see <http://www.queensu.ca/secretariat/policies/senate/academic-integrity-policy-statement>). As a member of the Centre for Academic Integrity (CAI), Queen's subscribes to the definition of academic integrity “as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” In “The Fundamental Values of Academic Integrity” (located at [www.academicintegrity.org/icai/resources-2.php](http://www.academicintegrity.org/icai/resources-2.php)) the CAI offers the following statements contextualizing these values:

1. Honesty - an academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.
2. Trust - an academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
3. Fairness - an academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.
4. Respect - an academic community of integrity recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.
5. Responsibility - an academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

The values set out in this definition are described more fully in a document produced by the CAI titled “The Fundamental Values of Academic Integrity” and faculty, students and staff are encouraged to consult this document for a more detailed discussion.

### B. INTEGRITY IN ACTION

The Faculty of Education at Queen's is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerges from a range of intellectual pursuits. Each value gives rise to and supports the next. Honesty appears in presenting one's own work, whether in the context of an examination, written assignment, laboratory, or seminar presentation. It is in researching one's own work for course assignments. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. Trust exists in an environment where one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them. Fairness appears in the proper and full acknowledgement of contributions of collaborators in group projects and in the full participation of partners in collaborative projects. Respect, in a general sense, is part of an intellectual community which "recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas." However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and turn papers in on time; instructors "show respect by taking students' ideas seriously, providing full and honest feedback on their work." Ultimately, "responsibility" is both personal and collective and draws students, faculty administrators and staff into creating and maintaining a learning environment supported by and supporting academic integrity. As the document further shows, these values are not just abstract but are expressed in and reinforced by policies and practices.

### **C. DEPARTURES FROM ACADEMIC INTEGRITY**

Any departure from these values compromises the "free enquiry and the free expression of ideas, both of which are basic to the University's central purpose" (<http://www.queensu.ca/secretariat/policies/senate/academic-integrity-policy-statement>). The following list defines the domain of relevant acts without providing an exhaustive list:

1. Plagiarism (presenting another's ideas or phrasings as one's own without proper acknowledgement)

Examples: copying and pasting from the internet, a printed source, or other resource without proper acknowledgement; copying from another student; using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor(s).

2. Use of unauthorized materials

Examples: possessing or using unauthorized study materials or aids during a test; copying from another's test paper; using unauthorized calculator or other aids during a test; unauthorized removal of materials from the library, or deliberate concealment of library materials.

### 3. Facilitation (enabling another's breach of academic integrity)

Examples: making information available to another student; knowingly allowing one's essay or assignment to be copied by someone else; buying or selling of term papers, assignments, or on-line exams and submitting them as one's own for the purpose of plagiarism.

### 4. Forgery (submitting counterfeit documents or statements)

Example: creating a transcript or other official document.

### 5. Falsification (misrepresentation of one's self, one's work or one's relation to the University)

Examples: altering transcripts or other official documents relating to student records; impersonating someone in an examination or test; submitting a take-home examination written, in whole or in part, by someone else; fabricating or falsifying laboratory or research data.

## **D. REMEDIES OR SANCTIONS FOR DEPARTURES FROM ACADEMIC INTEGRITY**

### **1. Remedies or sanctions an instructor may assign**

The instructor may consider a range of remedies or sanctions including, but not limited to, the following:

- an oral or written warning that such infractions constitute unacceptable behaviour;
- a learning experience involving a rewriting or revision of the original piece of work;
- the submission of a new piece of work;
- the completion of other work;
- the deduction of partial or total loss of marks for the assignment/exam; or
- a failing grade (down to a grade of zero) in the course.

If the penalty amounts to a failure in the course, the student may not drop the course, regardless of the drop deadlines.

If the instructor believes that the finding warrants a sanction more serious than an instructor may impose, the instructor will refer the case to the Associate Dean of Teacher Education (see Regulation item E1eii below).

### **2. Remedies or sanctions the Associate Dean of Teacher Education may assign or recommend**

If there is a finding of a departure from academic integrity or a finding of a failure to abide by academic rules, a range of remedies or sanctions including, but not limited to, one or more of the following may be assessed by the Associate Dean of Teacher Education:

- an oral or written warning;
- the submission of a revised or new piece of work;
- partial or total loss of marks for the assignment/examination;
- partial or total loss of marks for the course in which the departure of academic integrity took place;
- an official written warning that the penalty for a subsequent offense could be a requirement to withdraw from the Faculty or University for a specified minimum period of time;
- the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
- a requirement to withdraw from the Faculty for a specified minimum period of time;
- a recommendation to withdraw from the University for a specified minimum period of time; or
- a recommendation for the revocation or rescinding of a degree.

### **3. Factors to consider in assigning a sanction**

Factors that should be considered in assigning a remedy or sanction include:

- Evidence of a deliberate attempt to gain advantage;
- The seriousness of the departure having regard to its actual or potential consequences;
- The extent to which the work or conduct in question forms a significant portion of the final grade and whether the extent of the departure is substantial as demonstrated by the work or conduct in question;
- Injury to another student or to the institution;
- Multiple departures within a single incident or multiple departures discovered at one time, rather than an isolated aberration;
- The departure has been committed by an upper-year student who ought to be familiar with the expectations for academic integrity in the discipline, and/or Faculty;
- Conduct that intimidates others or provoked the misconduct by others.

Mitigating circumstances do not exonerate or excuse the student from the finding of a departure from academic integrity, but these factors may be taken into account to ensure that the imposed sanction is fair, reasonable and proportionate to the gravity of the departure found. The decision must outline the evidence supporting reliance on the mitigating circumstances. The onus is on the student to adduce evidence of mitigating circumstances, which may include:

- Documented evidence from an appropriate health professional of factors directly compromising the student's capacity to adhere to the standards of academic integrity at the relevant time;
- Prompt admission to the departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies;
- Evidence that reasonable steps were not taken in the circumstances to bring the standards and expectations regarding academic integrity to the attention of the student at the relevant time.

In summary, any sanction should reflect the extent and severity of the departure from academic integrity, as well as precedents in the Faculty, taking into account any mitigating circumstances.

#### **4. Categorizing the finding**

In preparing the finding and corresponding sanction, decision makers must also distinguish between "minor" (Level I) and "major" (Level II) departures.

In preparing the finding, decision makers should use the guidelines below to categorize the departure as either Level I or Level II. Only one factor need apply to establish a Level II departure. Because instructors are generally the most familiar with the case and the surrounding circumstances, instructors are expected to use informed judgment and reasonable discretion in deciding on a Level I versus a Level II departure. Instructors may also seek general advice on categorizing the remedy or sanction from the Office of the Associate Dean of Teacher Education.

##### **a. Level I Departures**

Level I departures will not be kept in a student's main file, but in a separate special file that will only be accessed if there is a future finding. Central to the separation of a finding from the student's main file is an attempt to find a balance between remediation and sanction. Whereas sanctions are necessary where there are findings of departures from academic integrity, this regulation avoids treating students punitively in all cases and allows for remedies which seek to educate students about matters related to academic integrity. Level I materials are destroyed as of the date of the student's graduation.

A Level I departure will be assessed under the following conditions:

- the extent or severity of the departure is limited;
- the departure is on an assignment where the sanction is less than 50 per cent of the course grade and the sanction will NOT necessarily result in a failure in a course;
- the student is at an early stage of his/her academic career, especially a Year 1 student, or the student has little or no experience in a course in a particular faculty;
- there is no direct evidence of a deliberate attempt to gain advantage;
- there is no direct effect on another student or the institution.

### **b. Level II Departures**

Level II departures will be kept in the student's main file in the Student Services office. This file is kept confidential and is used for academic advising purposes. It will also be consulted where a finding has been copied to the Office of the Associate Dean of Teacher Education. In rare cases, some institutions (such as American Law Schools, Medical Schools and Police Academies) request references from the Associate Dean of Teacher Education and the materials in the file are consulted to answer specific questions about the student's academic history.

A Level II departure will be assessed under the following conditions (only one factor need apply):

- the extent and severity of the departure is significant (e.g., in the case of plagiarism, the departure involves significant and unacknowledged use of one or more sources);
- the sanction WILL result in a failure in a course;
- the departure is by an upper-year student who has taken several previous courses in the discipline;
- there are previous departures from academic integrity (the case should therefore be referred to the Associate Dean of Teacher Education);
- there is evidence of additional misconduct involving forgery, facilitation, etc.;
- there is a direct negative effect on other students (e.g., stealing another student's paper, assignment, laboratory work) or the institution.

Because instructors are generally the most familiar with the case and the surrounding circumstances, instructors are expected to use informed judgment and reasonable discretion in deciding on a Level II departure.



Under current practices in the Faculty, one Level I departure results in no further action; two Level I findings result in a review of the cases by the Associate Dean of Teacher Education and a letter of warning which is kept in the student's main file; and three instances of a Level I finding result in an investigation to determine if a requirement to withdraw should be recommended to the Senate Committee on Academic Procedures (SCAP). These current practices may vary depending on the seriousness of each individual departure.

Under current practices in the Faculty, one Level II departure results in failure in the course; two Level II findings result in an investigation to determine if a requirement to withdraw should be recommended to the Senate Committee on Academic Procedures (SCAP) and that the Faculty will not recommend the student for certification by the Ontario College of Teachers. These current practices may vary depending on the seriousness of each individual departure.

## **E. INVESTIGATION OF DEPARTURES FROM ACADEMIC INTEGRITY**

### **1. Investigation by an instructor of suspected departures from academic integrity in a course**

#### **a. Preliminary Investigation: Collection of Initial Information**

i. To begin investigating a possible departure from academic integrity, the instructor should assemble all documents related to the case. Such documents might include:

- the work submitted by the student for academic credit;
- the source(s) from which the work submitted by the student is apparently derived;
- the instructions describing the nature of the work to be done;
- any e-mail between the instructor and the student relating to the work;
- any other materials related to the departure;
- any documents used by the instructor or his or her Faculty stating policies on departures from academic integrity.

ii. While collecting evidence, the instructor is encouraged to seek guidance from the Associate Dean of Teacher Education concerning matters relating to departures from academic integrity, and from the Coordinator of Dispute Resolution Mechanisms concerning university policy and procedure.

iii. When discussing possible departures from academic integrity, the instructor should ensure that the student's identity remains confidential, pending a finding of departure from academic integrity.

iv. Should the instructor decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.

v. Should the instructor decide the evidence merits further investigation, he or she should continue the processes outlined below.

### **b. Notification of Investigation**

i. Where possible departures from academic integrity within a course are identified, the instructor must advise the student in writing. Instructors are encouraged to use the Notice of Investigation form. Completing the form supplies the student with the information required by Senate Policy, including:

- the evidence on which the investigation is based;
- the possible remedies or sanctions;
- the student's right to respond to the investigation; and
- the student's right to have representation for any response; the instructor will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms.

ii. While the case is under investigation, the instructor should address all matters to the student as "possible" departures from academic integrity.

iii. The instructor should include all documents relevant to the investigation (i.e. those gathered under Regulation item E1ai above) along with the Notice of Investigation form.

iv. To ensure that students receive the Notice and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to pick up the materials from the Student Services office or send these documents by registered mail to the student's local address (as obtained from PeopleSoft).

v. Within 10 working days of receiving the Notice of Investigation, the student must make an initial response to the instructor, either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

vi. The student may not drop the course once a Notice of Investigation has been delivered. If an instructor becomes aware that a student under investigation has dropped the course, the instructor should alert the Associate Dean of Teacher Education, who will reinstate the student pending the outcome of the case. Otherwise, if a finding is made, the Office of the Associate Dean of Teacher Education will confirm the student's enrolment status in the course when filing the finding, and reinstate the student at that time, if necessary.

vii. If an investigation is initiated near the end of the course or otherwise cannot be resolved prior to the grade submission deadline, the instructor should assign a Grade Deferred (GD) to hold the final grade in abeyance until the investigation process has been concluded. Once the investigation is concluded, the instructor must submit a change of grade.

### **c. Investigation and Meeting**

i. In most instances, the instructor will convene a meeting with the student (and his or her representative), and witnesses where appropriate, to conduct a thorough review of the evidence.

ii. If, for any reason, the student does not wish to meet in person, he or she may submit a detailed, written explanation to the instructor, along with copies of earlier drafts of the student's work, and any other relevant documentation. This written submission must be provided to the instructor within 10 working days of receipt of the Notice of Investigation.

iii. Where it is decided a meeting will occur, the instructor and the student will set a mutually agreed-upon time and the instructor will notify the student of the time and location of the meeting, the right to bring a representative, and the names of those who will be present.

iv. At least 10 working days prior to the meeting, the student has the right to see any relevant material considered by the instructor in addition to the documents sent with the Notice of Investigation (see Regulation item E1ai).

### **d. Deciding on a Finding**

i. If, after an investigation of the evidence and consideration of the response by the student, the instructor determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dismissed.

ii. If, after an investigation of the evidence and consideration of the response by the student, the instructor determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the instructor must then proceed to establish an appropriate remedy.

### **e. Assessing a Sanction after a Finding is Determined**

i. After making a finding, the instructor should then contact the Office of the Associate Dean of Teacher Education. If a previous finding is on record, the instructor will refer the case to the Associate Dean of Teacher Education who will set an appropriate sanction. A record of a previous departure from academic integrity is only relevant when assessing an appropriate sanction or remedy; it should have no bearing on the determination of a finding. (See Regulation item E2 for the process followed by the Associate Dean of Teacher Education in assessing a sanction upon referral from an instructor.)

ii. If the finding appears to warrant a sanction more serious than the instructor may impose, the case shall be referred to the Associate Dean of Teacher Education. The instructor should fill out a Finding of a Departure from Academic Integrity form, indicating that there has been a finding but that the case will be referred to the Associate Dean of Teacher Education for consideration of a sanction. A copy should be directed to the student either by e-mailing the student requesting that he or she picks up a copy from the instructor's Faculty office or by sending the document by registered mail. A copy should also be sent to the Associate Dean of Teacher Education. (See Regulation item E2 for the process followed by the Associate Dean of Teacher Education in assessing a sanction upon referral from an instructor.)

iii. If there is no previous finding on record or if the instructor decides that one of the penalties outlined in Regulation item D1 is appropriate, then he or she will determine a remedy or sanction appropriate to the extent or severity of the offence, and may consult with the Faculty for guidance on an appropriate remedy or sanction.

iv. The instructor should also determine whether the particular finding should be categorized as a Level I or Level II departure according to the guidelines in Regulation item D4.

#### **f. Notification of Decision**

i. After making the finding, setting a remedy or sanction within the scope of those available to the instructor (see Regulation item D1), and categorizing the departure as Level I or Level II, the instructor must inform the student in writing of the decision. Instructors are encouraged to use the Finding of a Departure from Academic Integrity form. Completing the form supplies the student with the information required by Senate Policy, including:

- the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
- the remedy or sanction;
- the type of departure (Level I or Level II);
- the student's right to appeal the finding and/or the remedy or sanction to the Associate Dean of Teacher Education (see Student Appeal Process);
- the deadline for appealing to the Associate Dean of Teacher Education;
- the resources available for consultation (the instructor will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms); and
- the fact that a copy of the finding will be kept on file in the Office of the Associate Dean of Teacher Education.

ii. Information on the process of appealing an instructor's decision to the Associate Dean of Teacher Education is outlined in the Student Appeal Process.

## **2. Assessment of sanction by the Associate Dean of Teacher Education upon referral from an instructor**

If the finding made by the instructor appears to warrant a sanction more serious than the instructor may impose or if there is a previous finding of departure from academic integrity on file in the Office of the Associate Dean of Teacher Education (see Regulation item E1eii), the instructor must refer the case to the Associate Dean of Teacher Education who will impose an appropriate sanction. The Associate Dean of Teacher Education may impose sanctions ranging from those listed in Regulation item D2 to a recommendation to Senate Committee on Academic Procedures (SCAP) that the student be required to withdraw from the University).

### **a. Notification of Referral of Sanction**

i. In referring the sanction for a finding of a departure from academic integrity to the Associate Dean of Teacher Education, the instructor must advise the student in writing. Instructors are encouraged to use the [Finding of a Departure from Academic Integrity](#) form, indicating that there has been a finding but that the case will be referred to the Associate Dean of Teacher Education for consideration of a sanction. Completing the form supplies the student with the information required by Senate Policy, including:

- the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
- the fact that the case is being referred to the Associate Dean of Teacher Education for assessment of an appropriate sanction;
- the student's right to appeal the finding and/or the remedy or sanction to the Associate Dean of Teacher Education (see Student Appeal Process);
- the resources available for consultation (the instructor will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms); and
- the fact that a copy of the finding will be kept on file in the Office of the Associate Dean of Teacher Education.

ii. The instructor should also include all documents relevant to the investigation and finding with a copy sent to the Associate Dean of Teacher Education.

iii. To ensure that students receive the Finding and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to pick up the materials from the Student Services office or send these documents by registered mail to the student's local address (as obtained from the student information system).

iv. Within 10 working days of receiving the Finding, the student must make an initial response to the Associate Dean of Teacher Education, either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

### **b. Assessing a Sanction**

i. After a review of the evidence and consideration of the response by the student, the Associate Dean of Teacher Education will inform the student of the appropriate sanction or remedy according to the guidelines in Regulation item D, categorize the sanction as Level I or Level II, and inform the student and the instructor in writing of the following:

- the remedies or the sanctions and reasons for them;
- the type of departure (Level I or Level II);
- the student's right to appeal the finding and/or the remedy or sanction to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board (see Student Appeal Process);
- the deadline for appealing to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board;
- the resources available for consultation (the services provided by the Coordinator of Dispute Resolution Mechanisms); and
- the fact that, in the case of a Level II finding, a copy of the finding will be kept in the student's main file in the Student Services office.

### **3. Investigation of suspected departures from academic integrity by the Associate Dean of Teacher Education**

Where possible departures from academic integrity are identified that involve more than one course, multiple instances, or the possibility of forgery or falsification, the Associate Dean of Teacher Education may initiate an investigation. In addition, an instructor may request (in writing) that the Associate Dean of Teacher Education conduct an investigation on his or her behalf when such serious departures are suspected. The Associate Dean of Teacher Education may also undertake an investigation of a departure from academic integrity in academic matters unrelated to performance in a course.

#### **a. Preliminary Investigation: Collection of Initial Information**

i. To begin investigating a possible departure from academic integrity, the Associate Dean of Teacher Education should assemble all documents related to the case. Such documents might include:

- the course syllabus;

- the work submitted by the student for academic credit;
  - the source(s) from which the work submitted by the student is apparently derived;
  - the instructions describing the nature of the work to be done;
  - any e-mail between the instructor and the student relating to the work;
  - any other materials related to the departure;
  - any documents used by the instructor or his or her department stating policies on departures from academic integrity.
- ii. When discussing possible departures from academic integrity, the instructor should ensure that the student's identity remains confidential, pending a finding of departure from academic integrity.
- iii. Should the Associate Dean of Teacher Education decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.
- iv. Should the Associate Dean of Teacher Education decide the evidence merits further investigation, he or she should continue the processes outlined below.

#### **b. Notice of Investigation of Departure from Academic Integrity**

- i. The Associate Dean of Teacher Education must advise the student in writing of the following:
- the evidence on which the investigation is based;
  - the student's right to respond to the investigation; and
  - the student's right to have representation for any response; the Associate Dean of Teacher Education will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms.
- ii. The Associate Dean of Teacher Education should also include all documents relevant to the investigation and finding.
- iii. To ensure that students receive the Notice of Investigation and additional relevant materials in a timely manner, the Office of the Associate Dean of Teacher Education should e-mail the students with the direction to pick up the materials from the Student Services office or send these documents by registered mail to the student's local address (as obtained from PeopleSoft).

iv. Within 10 working days of receiving the Notice of Investigation, the student must make an initial response to the Associate Dean of Teacher Education, either to schedule a meeting or to indicate that he or she does not wish to meet and will provide a written response.

### **c. Investigation and Meeting**

i. In most instances, the Associate Dean of Teacher Education will convene a meeting with the student (and his or her representative), the instructor (and his or her representative), and witnesses where appropriate, to conduct a thorough review of the evidence as it relates to the departure.

ii. If, for any reason, the student does not wish to meet in person, he or she may submit a detailed, written explanation to the Associate Dean of Teacher Education, along with copies of earlier drafts of the student's work, and any other relevant documentation. This written submission must be provided to the Associate Dean of Teacher Education within 10 working days of receipt of the Notice of Investigation.

iii. Where it is decided a meeting will occur, the Associate Dean of Teacher Education will notify the student and the instructor of the time and location of the meeting. The student will also be informed of the right to bring a representative and the names of those who will be present.

iv. In preparation for the meeting, the Associate Dean of Teacher Education may request additional relevant materials.

v. At least 10 working days prior to the meeting, the student has the right to see any relevant material considered by the Associate Dean of Teacher Education since issuing the Notice of Investigation, in addition to the documents sent with the Notice of Investigation (see Regulation item E3civ above).

### **d. Finding of Departure from Academic Integrity**

i. If, after an investigation of the evidence and consideration of the response by the student, the Associate Dean of Teacher Education determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dismissed.

ii. If, after an investigation of the evidence and consideration of the response by the student, the Associate Dean of Teacher Education determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the Associate Dean of Teacher Education must set an appropriate remedy or sanction and then notify the student in writing.

### **e. Assessment of Remedy or Sanction**



i. The Associate Dean of Teacher Education will consider the factors discussed in Regulation item D3 in setting a sanction. The sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the Faculty, taking into account any mitigating circumstances.

ii. After making the finding and setting the corresponding sanction, the Associate Dean of Teacher Education will categorize the departure as being either Level I or Level II as outlined in Regulation item D4.

#### **f. Notification of Decision**

i. After making the finding, setting a remedy or sanction and categorizing the departure as Level I or Level II, the Associate Dean of Teacher Education must inform the student of the following:

- the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
- the remedy or sanction;
- the type of departure (Level I or Level II); and
- the student's right to appeal the finding and/or the sanction to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board (see Student Appeal Process);
- the deadline for appealing to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board;
- the resources available for consultation; the Associate Dean of Teacher Education will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms; and
- the fact that, in the case of a Level II finding, a copy of the finding will be kept on file in the student's main file in the Student Services office.

ii. Appeals of the decisions of the Associate Dean of Teacher Education may be made to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board as outlined in the Student Appeal Process.

#### **F. FAILURE TO ABIDE BY ACADEMIC RULES**

Students must abide by all Faculty and University academic rules, including rules imposed by course instructors, or others (for example, teaching assistants, laboratory demonstrators, guest or substitute instructors) regarding the preparation, writing, and submission of assignments, or the writing of tests and examinations. Students must also abide by other University-wide

academic regulations, such as those governing ethics reviews. For remedies or sanctions that can be assessed and procedures to be followed if a student fails to abide by academic rules, see Regulation items D and E above.

### – **Acceptable Use of Information Technology Resources**

The information below is an extract of the Senate's policy on use of information technology and resources. Students are responsible for making themselves fully aware of the complete policy: <http://www.queensu.ca/secretariat/policies/senate/electronic-information-security-policy-framework/acceptable-use-information>

The use of Queen's University information technology (IT) resources must be consistent with the academic mission of the University. These IT resources are provided to support the teaching, learning, research and administrative activities of the Queen's community. As a member or guest of the Queen's community, you may have access to valuable internal and external networks and resources, and Sensitive Information, and you are expected to use these resources in a responsible, ethical, and legal manner. Your actions should not adversely affect the ability of others to use these resources, or compromise the security and privacy of sensitive information.

### – **Access and Privacy**

Queen's University collects, maintains, uses, and discloses student personal information in accordance with the Ontario Freedom of Information and Protection of Privacy Act. As secondary custodians of student personal information, faculties, schools and departments should be guided by the Office of the University Registrar's Student and Applicant Record Policy available online at <http://www.queensu.ca/registrar/resources/policies/accessprivacy>. If you have questions or concerns, please contact FIPPA representative, Robert Burge, Faculty of Education at 613-533-6205 or visit [www.queensu.ca/accessandprivacy](http://www.queensu.ca/accessandprivacy).

Teacher Candidates in the Queen's B.Ed./Dip.Ed. program will have their Queen's email address distributed to school administration and other persons directly involved in any of their practicum placements.

### – **Admissions**

## Concurrent Education

Candidates in the final secondary school year or equivalent may apply online through the Ontario Universities' Application Centre (OUAC), by the deadline dates stated in the application materials. Application to the Concurrent Education program is made at the same time as application to Arts and Science, Fine Art or Music.

Selection is based mainly on applicants' academic standing. Some consideration may be given, however, to the Personal Statement of Experience (PSE).

## Consecutive and Technological Education

Queen's Teacher Education will make only one offer of admission per applicant. Applicants are welcome to apply for a maximum of three program options/tracks. It is important for applicants to carefully consider their Queen's choices and the order of those choices.

If appropriate prerequisites do not appear on the transcript or if "in progress" courses have not been itemized on the OUAC/TEAS application, the applicant must amend their application through the OUAC/TEAS website by the application deadline.

Selection of applications is based on:

- a. meeting the admission requirements and/or recommendations;
- b. the number of spaces available in the option/teaching subject/program track requested;
- c. Practicum placement availability;
- d. the score from the Personal Statement of Experience;
- e. the score based on the academic average and the number of prerequisites and/or recommended courses.

The scores from "d" and "e" above have equal weight. Only documentation requested by the Faculty registrar is considered for admission. Unsolicited material or letters of reference will not be read; unsolicited documents will be destroyed. Queen's may, at its discretion, suspend admission to any program, plan, or sub-plan, in accordance with University policy.

## Aboriginal Teacher Education Program

The Aboriginal Teacher Education Program has an admission policy which incorporates the following special features:

- a. candidates may complete some prerequisites to admission as exit requirements rather than entrance requirements;
- b. applicants of Aboriginal ancestry who hold a secondary school diploma, or equivalent, are eligible for admission to the Primary-Junior program option leading to the Diploma in Education (community-based option only);

- c. ATE candidates may be granted prerequisite equivalencies for skills such as fluency or functionality in an Aboriginal language;
- d. affirmative action is employed in the provision that candidates for the Dip.Ed. must be of Aboriginal ancestry, and candidates for the B.Ed. will ordinarily be of Aboriginal ancestry;
- e. Aboriginal community representatives are participants in the application screening process in recommending candidates to the program through letters of community support.

#### Awarding of Degree/Diploma

Upon completion, candidates holding a previous university degree receive the Bachelor of Education degree and the Certificate of Qualification as a teacher. Candidates of Aboriginal ancestry who hold a secondary school diploma, or equivalent, are eligible to receive the Diploma in Education and the Certificate of Qualification, allowing them to teach in the Primary and Junior divisions.

### Equity Admission

For a designated number of places in the B.Ed./Dip.Ed. program, preference is given to members of Aboriginal/First Nations groups, visible racial minorities and differently-abled groups currently underrepresented within the teaching profession. Equity applicants are automatically considered for admission under regular admission procedures as well. Further information and the Equity Admission form are available on our website under [How to Apply - Equity Admissions](#).

### English Language Requirement

English is the language of instruction at Queen's University and in the schools in Ontario where our teacher candidates carry out their required practice teaching. Consequently, all applicants to the program are required to provide evidence of oral and written proficiency in English in one of two ways:

1. EITHER candidates must have studied full-time at least three full years (or the equivalent) at a university where the language of instruction and examination was in English in a country where one of the official languages is English. Time spent in ESL courses or in an ESL program is not counted toward this three-year requirement. Applicants who have attended university other than in North America must submit a letter from the university verifying that the language of instruction and examination was English.
2. OR candidates must have achieved the required level of proficiency on one of the three tests of English language on our website: [How to Apply - Language Proficiency](#).

Candidates admitted to the program who are found to have an unsatisfactory command of the English language, either spoken or written, where their language skills interfere with their ability to communicate effectively in the classroom, may be required to take remedial work or may be asked to withdraw from the program.

## International Document Requirements

Applicants who obtained a degree from a foreign institution (from non-Canadian or American institutions) must have all international official transcripts evaluated and translated by World Education Services (WES) - [www.wes.org/ca/](http://www.wes.org/ca/). Ensure you are on the Canadian page (a maple leaf in the banner). Applicants are responsible for the costs associated with the WES evaluation and any translation required. Applicants must request that evaluations be sent directly to the Student Services office, no later than the application deadline. Note that it can take upwards of six weeks for WES to receive official transcripts from a foreign academic institution, after which point the WES evaluation can take a week or longer to complete. Applicants should begin the evaluation process as early as possible.

The Ontario College of Teachers set their own document and assessment requirements and policies, which may be different from the requirements noted in this policy. Completion of the B.Ed. degree requirements does not guarantee a teaching certificate. All graduates who apply to the Ontario College of Teachers and must meet all their requirements. Current licensing requirements may be found at [www.oct.ca/](http://www.oct.ca/).

### – Attendance, Course Work and Conduct

a. Students must be registered in a course(s) to be eligible to attend or otherwise participate in lectures, tutorials, assignments, tests, and examinations associated with the course(s). Students are expected to be and, at the discretion of the instructor, may be required to be present at all lectures, tutorials, tests, and examinations in their courses and to submit assignments at the prescribed times. Student conduct in lectures, laboratories, tutorials, tests and examinations must conform to the University's Code of Conduct.

b. A student who claims illness or compassionate grounds as reason for missing lectures, tutorials, assignments, tests, or examinations is responsible for making alternative arrangements with the instructors concerned. In most cases, this should not require medical or other documentation. If there is a significant effect on attendance or academic performance so that the student may wish to request, for example, extensions or other accommodation, or an incomplete grade, the student is responsible for obtaining appropriate documentation at the time of treatment. The student must provide the documentation with any request for accommodation and appeal directly to the instructor in a timely manner.

### – Code of Conduct

All students are required to adhere to the University's Code of Conduct. They should also bear in mind that compliance with this code implies non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally, maintaining the reputation of the University. Initial responsibility for the enforcement of the Code rests with the Alma Mater Society and the Graduate Student Society on behalf of the Senate. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

In general terms, acceptable conduct does not infringe on the rights of other members of the University community and conforms to the regulations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University's system of non-academic discipline should not be regarded as a substitute for the civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. The following conduct is unacceptable and constitutes an offence within the University community:

- a. a violation of published rules and regulations of the University or of any authorized rule-making body within the University;
- b. failure to comply with the directions of officials of the University acting within the scope of their authority;
- c. theft, vandalism, and wilful or negligent damage to the property of Queen's or of a member of the University community, of the AMS, GSS or of any other University organization;
- d. i. assault of any nature;  
ii. discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation;
- e. all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of University documents;
- f. a violation of the rights of any member of the University community.

Any reprisal or express or implied threat of reprisal for making and pursuing a complaint under any procedure authorized by the University is deemed to be an offence against the University Code of Conduct.

## – Course Requirements

Instructors will provide candidates with a written description of course requirements and the means of evaluation at the beginning of each course. Candidates are expected to fulfill requirements as described in these course outlines in order to be successful in their courses.

## – Deferral Policy - Consecutive and Concurrent Programs

### Consecutive Education Program

Deferrals of admission into the four term B.Ed./Dip.Ed. program will be allowed only for serious medical circumstances and for compassionate reasons. When requesting a medical deferral, teacher candidates must submit to the Student Services: 1) a medical certificate to be received no later than 15 April; and 2) a medical clearance form when they are ready to return (to be received no later than 1 February). When requesting a compassionate deferral, candidates must submit documentation to support their appeal. Deferrals will be given for one academic year only.

Applicants who have been granted deferrals will be sent a Qualtrics survey by December asking if they will be attending the subsequent year's program.

Those who do not confirm their attendance through the Qualtrics survey would need to submit a new application if they still wish to pursue the B.Ed./Dip.Ed. degree at Queen's. Transcripts and other supporting documentation will be retained by Student Services for one more year. This means that those re-applying will only have to complete the online application at OUAC/TEAS, but will not need to resubmit their Personal Statement of Experience (PSE), and will only need to resubmit their transcripts if they have taken additional courses. There will be no guarantee of admission to the program at the time of re-application.

Scholarships or student awards are only good for the year in which they were awarded. If a teacher candidate receives a financial award and then defers her/his acceptance, the offer of the award is withdrawn automatically.

### Concurrent Education Program

Concurrent Education students have six (6) years to complete their combined program. If they intend to defer at any stage in their program, they must inform Student Services in writing by 1 February of the academic year prior to the one they wish to defer. Queen's Concurrent Education students also fall within the Arts and Science policies for deferral. Final year Concurrent Education students are requested to inform Student Services in writing by 15 January of the academic year prior to the one they wish to defer if they are deferring entry into their final Education year.

## – Diploma in Education Conversion

Holders of the Diploma in Education who later submit to the Education Registrar proof of having been granted an acceptable degree (i.e., by submission of a university transcript indicating that the degree has been conferred) will be awarded a Bachelor of Education degree. The university transcript must be accompanied by a faculty application fee for diploma

conversion. In order for the undergraduate degree to be considered in this process, the undergraduate degree must have no transfer credit that was counted toward the program requirements for the Diploma in Education.

## + **Essential Knowledge, Abilities, and Dispositions of a Teacher Candidate**

### – **Grading and Appeals**

At the beginning of each course, instructors will provide a clear statement of the basis on which the final grades are assigned, the term work expected and the weight, if any, each assignment will contribute to the final grade. Students' progress in courses and practica will be monitored under the Procedures for Monitoring and Reporting on Teacher Candidate Progress.



**2.1** The grades for all courses or components of the B.Ed. and Dip.Ed. programs are:

Letter Grade	Grade Point	Descriptor	Percentage Range
A+	4.3	Outstanding	90-100
A	4.0	Excellent	80-89
B	3.0	Very good	70-79
C	2.0	Adequate	60-69
D	1.0	Marginal	50-59
F	0	Unsatisfactory/Failure	0-49
P		Pass; no grade assigned. There are no numerical equivalents. Reserved for Practicum courses or as approved by the Dean.	

For Continuing Education Courses only:

Letter Grade	Grade Point	Descriptor	Percentage Range
A+	4.3	Outstanding	90-100
A	4.0	Excellent	80-89
B+	3.3	Very good	77-79
F	0	Unsatisfactory/Failure	0-76

**2.2** Additional academic record entries are:

CR	Credit
IN	Incomplete
GD	Grade Deferred
NG	Not Graded
AU	Audit
TR	Transfer Credit

**2.3** When a course is made up of two or more components, candidates must pass all components in order to pass the course.

- 2.3** Credit (CR): recorded only for those courses or components which the Faculty Board has determined are not to be graded.
- 2.4** Incomplete (IN): a temporary designation, which is used when, in the judgement of the instructor, a student merits an extension of time for the completion of a course. At the end of the course the instructor will submit an Incomplete Grade Statement indicating work to be completed and the due date with a copy provided to the student and the Faculty Registrar. Both the instructor and student must sign the Incomplete Grade Statement. Incomplete (IN) is automatically converted to Fail (F) if the student has not successfully completed the course by the time specified or, in any event, at the end of the subsequent academic term (120 days). The B.Ed./Dip.Ed. Professional Studies Committee has the authority to make exceptions to these rules where, because of extenuating circumstances, a student has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.
- 2.5** Grade Deferred (GD): a temporary designation to be used only with the approval of the Faculty Registrar. The instructor must submit a change of grade to assign a grade. The GD will not lapse to F (Failure). The Faculty Registrar and Office of the University Registrar will monitor.
- 2.6** Not Graded (NG): for courses that span multiple terms until the course is completed.
- 2.7** Audit (AU): no grade assigned for audited courses. The Faculty Registrar must approve all audited registrations.
- 2.8** Transfer Credit (TR): no grade assigned for transferred credits. The Faculty Registrar must approve all transfer credits.
- 3.0** No grade may be changed by administrative fiat.
- 3.1** No grade may be changed after the degree or diploma has been conferred. An exception is made for correcting administrative errors.

**4.0** It is the responsibility of each course or section instructor to report electronically final grades (in a manner prescribed by the Faculty Registrar) within 10 calendar days of the last day of the session.

It is the responsibility of each course or section instructor in summer one and summer two B.Ed program to report electronically final grades (in a manner prescribed by the Faculty Registrar) within 10 calendar days of the last day of the course.

The only exceptions to this shall be those courses determined as such by Faculty Board.

**5.0** Appeal of an Academic or Faculty Procedure or Policy  
Students have the right to appeal a faculty procedure or policy.

**5.1** As a first step, the student should request a review by the Director, Student and Support Services, or in the case of a Practicum, to the Practicum Manager. Reviews must be submitted to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca). This request should be made within 15 working days of the decision being communicated to the student, accompanied by any applicable supporting documentation. Normally a response will be provided within a further 15 working days of the receipt of the request and any further information being submitted by the student.

**5.2** If the request for an informal review is denied or if the student is not satisfied with the decision, a formal appeal may be submitted to the Associate Dean of Teacher Education (or designate) (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)).

The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the review decision is received and must be accompanied by a faculty appeal fee of \$40. The fee will be refunded to the student if, as a result of the review, the decision is reversed. The decision will be reviewed and the student will be informed of the outcome, normally within 15 working days of receipt of the written appeal.

**5.3** If the student is not satisfied with the decision after the review referred to in 5.2, the next stage of review lies with the B.Ed./Dip.Ed. Professional Studies Committee. The student must submit an appeal in writing to the Chair of the B.Ed./Dip.Ed. Professional Studies Committee, within 15 working days of receiving the decision (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)). There is no fee for the appeal to the B.Ed./Dip.Ed. Professional Studies Committee.

The B.Ed./Dip.Ed. Professional Studies Committee will strike an ad hoc Appeal Subcommittee consisting of at least two members. No member of the Appeal Subcommittee will have been part of the appeal at an earlier stage. The Appeal Subcommittee will inform the student in writing of the decision and report the decision to the B.Ed./Dip.Ed. Professional Studies Committee.

The decision of the Appeal Subcommittee is final (see the Senate's Policy on Student Appeals, Rights and Discipline). However, if the student believes that there are grounds for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate's Policy on Student Appeals, Rights and Discipline, by appealing to the University Student Appeal Board.

**6.0** Appeal of a Failed Grade (Non-Practicum)

Students have the right to appeal a failed grade assigned in a course subject to the marking scheme set out by the course instructor(s).

**6.1** As a first step, the student should request an informal review with the instructor concerned, and instructors are strongly encouraged to consent. This request should be made within 15 working days of the grade being received. Normally the instructor will provide a reconsidered grade within a further 15 working days of the receipt of the request and any further information being submitted by the student.

**6.2** If the request for an informal review is denied or if the student is not satisfied with the decision, a formal appeal may be submitted to the Associate Dean of Teacher Education (or designate) (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)).

The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the reconsidered grade being received and must be accompanied by a faculty appeal fee of \$100. The fee will be refunded to the student if, as a result of the review, a failing mark is raised to a pass.

The reconsideration will be by two reviewers appointed by the Associate Dean of Teacher Education (or designate); one reviewer will be the original instructor, if possible. The work under question will be reviewed and the student will be informed of the reconsidered grade, normally within 15 working days of receipt of the written appeal.

- 6.3** If the student is not satisfied with the decision after the review referred to in 6.2, the next stage of review lies with the B.Ed./Dip.Ed. Professional Studies Committee. The student must submit an appeal in writing to the Chair of the B.Ed./Dip.Ed. Professional Studies Committee, within 15 working days of receiving the decision (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)). There is no fee for the appeal to the B.Ed./Dip.Ed. Professional Studies Committee.
- The B.Ed./Dip.Ed. Professional Studies Committee will strike an ad hoc Appeal Subcommittee consisting of at least two members. No member of the Appeal Subcommittee will have been part of the appeal at an earlier stage. The Appeal Subcommittee will inform the student in writing of the decision and report the decision to the B.Ed./Dip.Ed. Professional Studies Committee.
- The decision of the Appeal Subcommittee is final (see the [Senate's Policy on Student Appeals, Rights and Discipline](#)). However, if the student believes that there are grounds for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate's Policy on Student Appeals, Rights and Discipline, by appealing to the University Student Appeal Board.

- 7.0** Appeal of a Failed Grade (Practicum)  
Students have the right to appeal a failed grade assigned in Practicum.
- 7.1** As a first step, the student should request an informal review with the Coordinator of Practicum. This request should be made within 15 working days of the grade being received. The Coordinator will review the appeal with the Faculty Liaison. Normally the Coordinator will provide a reconsidered grade within a further 15 working days of the receipt of the request and any further information being submitted by the student.
- 7.2** If the request for an informal review is denied or if the student is not satisfied with the decision, a formal appeal may be submitted to the Associate Dean of Teacher Education (or designate) (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)). The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the reconsidered grade being received and must be accompanied by a faculty appeal fee of \$100. The fee will be refunded to the student if, as a result of the review, a failing mark is raised to a passing grade. The work under question will be reviewed and the student will be informed of the reconsidered grade, normally within 15 working days of receipt of the written appeal.

- 7.3** If the student is not satisfied with the decision after the review referred to in 7.2, the next stage of review lies with the B.Ed./Dip.Ed. Professional Studies Committee. The student must submit an appeal in writing to the Chair of the B.Ed./Dip.Ed. Professional Studies Committee, within 15 working days of receiving the decision (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)). There is no fee for the appeal to the B.Ed./Dip.Ed. Professional Studies Committee.
- The B.Ed./Dip.Ed. Professional Studies Committee will strike an ad hoc Appeal Subcommittee consisting of at least two members. No member of the Appeal Subcommittee will have been part of the appeal at an earlier stage. The Appeal Subcommittee will inform the student in writing of the decision and report the decision to the B.Ed./Dip.Ed. Professional Studies Committee.
- The decision of the Appeal Subcommittee is final (see the [Senate's Policy on Student Appeals, Rights and Discipline](#)). However, if the student believes that there are grounds for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate's Policy on Student Appeals, Rights and Discipline, by appealing to the University Student Appeal Board.
- 8.0** Appeal to Retake or Substitute a Failed Course (Non-Practicum)
- A student who has received a grade of Fail (F) in a course, and who wishes to retake the failed course, or to undertake an alternative course in substitution for the one that has been failed, must appeal in writing to the Associate Dean of Teacher Education (or designate) for permission to do so within 15 working days of the grade being received (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)). The letter of appeal should cite any extenuating circumstances affecting performance in the failed course (with supporting documentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean of Teacher Education(or designate) after consultation with relevant members and/or officers of the Faculty.
- 8.1** When a student has failed a course or a component of a course and has been given permission to undertake an alternative course or component in substitution for the course or component that has been failed, the Faculty's administration shall not approve or make available any alternative course or component without prior consultation with the appropriate area or discipline group in the Faculty to determine the suitability of the proposed alternative required.
- 8.2** A student may be permitted to retake a course. Each course counts only once in the program. When a course is retaken, the attempt with the higher grade will count toward the program and grade point averages. All attempts and grades will appear on the student's transcript.

**9.0** Communication

The Faculty of Education will communicate with students through their official Queen's e-mail account and, when required, through regular mail to the mailing address on file in SOLUS. For purposes of notifications under this policy, an e-mail sent from the Faculty is deemed sufficient notification.

**10.0** Requirements for Graduation

To be eligible for the Bachelor of Education or Diploma in Education the student must have passing grades in all the required courses or components of the program, and a minimum cumulative GPA of 2.0. This CGPA is calculated using only Faculty of Education courses.

The Faculty Registrar will inform the Registrar of the Ontario College of Teachers when a student has successfully completed the program of professional education including successful completion of the practicum.

**– Professional Conduct****Professional Conduct, Professional Ethics, and Practice Teaching**

The Bachelor of Education and Diploma in Education programs promote caring and respect for others as central values in the profession of teaching, and inclusivity as a fundamental pedagogical principle. All teacher candidates in the program are expected to develop and demonstrate the attributes and behaviours of a professional teacher, both during course time at the Faculty of Education and in practicum situations. During the course of their practicum placements (including the alternate practicum and the Concurrent program "experiences in schools") teacher candidates are accountable for their actions in relation to pupils; parents or guardians; teachers; school and school system officials (including Ministry officials; teachers' professional organizations; and the general public). While participating in course work and activities on Queen's campus, teacher candidates are accountable for their actions in relation to faculty, staff and fellow teacher candidates of the Faculty of Education in particular, and faculty staff and students of Queen's University in general. Teacher candidates who fail to maintain a professional standard in practicum situations may be awarded a failing grade in the practicum regardless of other factors to be considered in the evaluation of practicum performance, and/or may be required to withdraw from the program. While at Queen's, teacher candidates are further governed by such policies as the Queen's University Student Code of Conduct, the Computer Code of Ethics and the Harassment/Discrimination Complaint Policy and Procedure; teacher candidates found to have breached University policies may be subject to such disciplinary and/or remedial measures as outlined in the relevant polic(ies). These attributes and behaviours are also expressed in the following documents:

- Standards of Practice for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- Ethical Standards for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- The Professional Learning Framework for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- Education Act (Revised Statutes of Ontario, as amended);
- Regulation 298, Operation of Schools-General (Revised Regulations of Ontario, as amended);
- Regulation Under the Teaching Profession Act, Sections 13 through 18 (Ontario Teachers' Federation).
- Regulation 437/97, Professional Misconduct (Ontario College of Teachers).

Specifically:

1. As future teachers, graduates of the Faculty of Education's Bachelor of Education and Diploma in Education programs will be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) in schools. In Ontario, teacher candidates are associate members of the Ontario Teachers Federation and subject to its standards of professional ethics during their practicum.

2. The Faculty of Education expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the educational well-being, physical safety, and psychological health of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and members of the public.

3. Teacher candidates who do not meet the on-campus academic requirements of Queen's Faculty of Education may be required to delay the beginning or resumption of a practicum placement. There is no right to begin or resume a practicum placement.

4. The decision to refuse or delay a practicum must be made by the Associate Dean. The teacher candidate must be informed in writing of this decision as well as the remedial steps to enable them to complete course requirements.

A teacher candidate's eligibility to undertake a practicum will be based upon approval by the Associate Dean of Teacher Education. Approval will be based upon the following:

- The Associate Dean of Teacher Education will meet with the Practicum Manager within the week prior to each Practicum placement block to determine each teacher candidate's eligibility to undertake the Practicum.



- Teacher candidates identified as having incomplete coursework or being in repeated breach of the Faculty of Education attendance requirements will meet with the Associate Dean of Teacher Education in order to address issues and concerns.
- Based on the relevant information, the Associate Dean of Teacher Education will make a decision regarding the teacher candidate's eligibility to proceed to a practicum placement, or be deferred until all course work requirements are met.
- In the event of a deferment, when the Associate Dean of Teacher Education is satisfied that the teacher candidate has met the requirements and completed all incomplete coursework, steps will be taken to arrange a future practicum placement, which may involve an additional administrative fee to be paid by the teacher candidate.

Teacher candidates who fail to maintain a professional standard may be awarded a failing grade in the practicum regardless of other factors to be considered in the evaluation of practicum performance, and/or may be required to withdraw from the program. The Associate Dean of Teacher Education (or delegate) makes such decisions after consultation with appropriate persons involved in the case, and after a hearing with the teacher candidate. Teacher candidates may appeal such decisions to the Dean.

### – Progression

1. Normally, students in the pre-service programs will take their required courses, including practicum components, in the prescribed sequence. Students should successfully complete courses in the required term prior to proceeding to the subsequent courses in later terms. Students who have not received a passing final grade in a course, may be prohibited from taking subsequent courses until they are in good standing. Student Services will monitor progression.
2. Permission of the Associate Dean of Teacher Education is required for a student to change the progression sequence of their program.
3. The Associate Dean of Teacher Education may prohibit a student from taking subsequent courses if the student is not in good standing and progressing in their pre-service program.

### – Program Time Limits

Candidates requiring a lapse of registration should contact the Student Services office as soon as possible with supporting documentation, and provide the academic term they plan to re-enroll in the Faculty. Teacher candidates must contact the Student Services office prior to the

term registration period, to confirm their intention to return to the program.

The time limits for completion of the B.Ed./Dip.Ed. program options/tracks are as follows:

1. For teacher candidates in the Queen's or Queen's-Trent Concurrent Education program, the maximum time limit is six years from the commencement date of the undergraduate Honours degree, to complete both Education AND undergraduate Honours degrees, i.e., if the teacher candidate's program commences in the fall of 2015, the maximum date by which both degrees must be completed is spring 2021.
2. For teacher candidates in the full-time, on-campus B.Ed./Dip.Ed. program, the time limit for successful completion of all program requirements is seven successive academic terms from the commencement date of that program, e.g., if a teacher candidate's program commences in May of 2015, the date by which the program must be completed is August 2017.
3. For teacher candidates in the Technological Education Multi-Session and community-based Aboriginal Teacher Education programs, the time limit for successful completion of all program requirements is thirteen successive academic terms from the commencement date of that program, e.g., if a teacher candidate's program commences in May of 2015, then the date by which the program must be completed is August 2019.

### – Religious Observance

Any student who has an exam or assignment scheduled on the same day as a religious observance should contact the Student Services office immediately. Individual arrangements will be made to accommodate the needs of the student.

### – Student Debts

Any student with an overdue debt with the University will not be permitted to register or to receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made by the department(s) concerned. In no case will a diploma be released to a student with an outstanding debt with the University.

### – Student Names

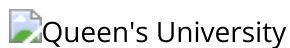
As the University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data forms required for registration their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition must be accompanied by appropriate supporting documentation. Refer to the [Student Names Policy](#) for complete information.

## – Student Responsibility

Students are responsible for ensuring that their course registrations are accurate and complete. This responsibility includes making available to the Student Services office any necessary documentation.

## – Voluntary Withdrawal

Students may withdraw voluntarily, without academic penalty, prior to deadlines published in this Calendar (see Sessional Dates). It is recommended that students consult with the Faculty Registrar before withdrawing. Students must drop all their courses on SOLUS and return their student cards to the Student Services office in order to withdraw from the University. Students wishing to return after having withdrawn completely must reapply through the Ontario Universities' Application Centre (OUAC) by the application deadline.



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