POLICY HANDBOOK

Community-based
Aboriginal Teacher Education Program

Faculty of Education, Queen’s University
The Importance of Policies in Community-Based Education

Only a local community can really decide what is necessary. When communities themselves have the respect and dignity that goes with deciding the future of their offspring, they themselves come to see education in a much broader way. They begin to ask each other about the best way to educate their children and about what is wrong with the alternative processes of schooling that they are familiar with.

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Preface

The policies of the community-based Aboriginal Teacher Education Program discussed in this handbook supplement Queen’s University and Faculty of Education policies outlined in the Faculty of Education Calendar and on the Queen’s University Faculty of Education website. Policies found on the ATEP and/or the Faculty of Education website are the most recent policies and may override policies found in this document. Therefore, please make sure to check the most recent version of the Faculty of Education academic calendar website at: http://educ.queensu.ca/regulations-policies

For the most recent version of ATEP policies please refer to: http://educ.queensu.ca/atep-office under ‘Regulations and Policies.’ For details concerning practicum policies and procedures, please refer to the Practicum Handbook for your particular community-based site.

Purpose Statement

The Aboriginal Teacher Education Program is committed to providing quality education for students in First Nations schools, through the recognition that teaching and learning are life-long and holistic. ATEP strives to prepare First Nations Teacher Candidates with the skills and knowledge required to be effective in meeting the future needs of their communities. ATEP fosters excellence and pride in First Nations education by empowering candidates to excel in their individual growth as teachers, learners, partners, and role models.

The Aboriginal Teacher Education Program is dedicated to completing the circle of Aboriginal Education. 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 children.

Characteristics of the Program

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: Aboriginal and Indigenous practices in education; 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 ecology.
1) The Importance of Policies in General

1.1 About Policies

ATEP is a complex program with many components and involving the cooperation of many individuals and organizations. Delivering the program requires agreement on procedures and desired outcomes among all of the multiple stakeholders and other participants such as instructors, i.e., all those who have an interest in the procedures and outcome of the program. The best way to achieve such agreement is for ATEP to form policies in collaboration with the other participants.

ATEP’s policies are clear and unequivocal statements about how commonly arising situations will be handled. Policies enable greater cooperation and teamwork by providing clear statements of rights, responsibilities, and expectations to those participating in the program. They provide a basis for discussion for those who wish to alter the program; they ensure fairness and consistency across participants and over time; and they tie the whole program together into a single entity. In this way, policies act as a sort of ‘institutional memory’ that persists over time.

Policies are formed in response to institutional, program and participant needs and realities. After the policies are formed, those who may be affected by them may agree with them and decide to participate in the program, in which case they agree to perform certain actions and to accept the consequences of those actions; or they may disagree with them, and decide not to participate in the program; or they may request changes before agreeing to participate.

Policies are continually tested against the real world, and changed in light of changing circumstances. Participants should also be involved in advising the formation of policies, and in evaluating implemented policies.

The policies of the program are customized to accommodate the special needs of Aboriginal students in a community-based education situation. In general, the policy should be:

- **Flexible.** While part of the policy must be phrased in terms of the word *must*, unique circumstances may mean that other parts should be phrased in terms of the word *should*.
- **Sensitive to special needs.** The policy must take into account special needs and circumstances (language needs, illness, religious observance, etc.).
- **Adaptable.** The policy should be under continual review to ensure that it is meeting its goals in the best way possible, and is adapted to current circumstances.
- **Reasonable.** A reason should be given for every policy decision so that the decision does not seem arbitrary and so that it is easier to understand.
- **Written.** The policy should be communicated clearly and precisely in writing. A Written policy is also more likely to persist over longer periods of time.

1.2 ATEP Stakeholders and Other Participants

ATEP has at least ten categories of stakeholders and other participants. Each of these stakeholders has different priorities, although the existence of the program indicates that all stakeholders are in agreement concerning certain core goals. The success and smooth functioning of the program is possible only with a collaborative effort and partnership among the following groups who are stakeholders in the ATEP.

**Children in the Community are** centrally important stakeholders. It follows that everything we do must be guided ultimately by concern for the well being of the children.

**Queen’s University Faculty of Education** works to ensure that the degrees and diplomas awarded are valid and meaningful. If some students who are not well prepared manage to graduate, they could cause a bad reputation for the entire Program, and perhaps even the entire University. Consequently the University has strict guidelines concerning originality of work, the responsibilities and level of commitment of students, and so on.

**Queen’s University Faculty of Education Registrar's Office (ERO)** is responsible for offers of admission, course registrations, assessment of co-requisites, processing withdrawals from courses, approving all electronic grades submissions via PeopleSoft Faculty Center, preparing the degree lists, and
sending a report from the Faculty to the Ontario College of Teachers upon successful completion of the program. It is very important that Teacher Candidates notify the Education Registrar’s Office promptly of any changes affecting their registration, including such matters as withdrawal from courses. Letters of financial sponsorship from First Nations Education Authorities should also be forwarded to: The Education Registrar’s Office, Telephone: 613-533-6205, Fax: 613-533-6203, E-Mail: education.registrar@queensu.ca

Queen’s University Faculty of Education Practicum Office receives copies of Teacher Candidates’ practicum evaluation forms, and forwards the names of those candidates who have completed practicum requirements to the ERO so that the practicum credit may be granted and recorded on student transcripts. Upon request, the Practicum Office also provides support to ATEP staff, Teacher Candidates and Associate Schools in matters pertaining to practice teaching placements.

Instructors are not actual stakeholders in the program, in the sense that they do not gain or lose from the success or failure of the program, but instructors are the primary implementers of the policy. ATEP staff must handle scheduling, administration, counseling, program inquiries, and any exceptional circumstances when they arise. The staff must implement many aspects of the policy, work with other stakeholders to create and modify the policy, and interpret the policy in exceptional circumstances. First Nation and Provincial Schools host Teacher Candidates on teaching placements. Principals and Associate Teachers in these schools supervise Teacher Candidates and ensure that policies and codes of conduct are followed during the practicum.

The Ministry of Training, Colleges and Universities (MTCU) provides funding for the Aboriginal Teacher Education Program because the program helps them to meet some of their goals. The MTCU has its own guidelines, policies, and goals that ATEP must satisfy in order to receive funding.

1.3 Customizing the Program through Policies

One of the goals of the Aboriginal Teacher Education Program is to accommodate the special needs of students who wish to remain in their community while they are taking part in the program. Because of these special needs, the policies which are appropriate for institutions like the Faculty of Education’s on-campus program may not be appropriate for the community-based program, or for one or two of the individual communities involved in the program.

On the other hand, many of the issues confronted by policy makers in the community-based program are similar to those faced in the on-campus program and in the university at large. Queen’s University and other big institutions have an enormous amount of experience and the energy to develop policies which cover the situations they have experienced.

The existence of distinct policies establishes ATEP as a distinct program within the University with its own problems, solutions, and ‘institutional memory’ as represented by its policies, and gives an opportunity for our unique program to flourish in the broader university setting. In summary, policies can give identity, structure, and flexibility to the community-based program.

2) Course-Related Policies

2.1 Registration

Registration shall be monitored by the Education Registrar’s Office (ERO). In order to attend a course, a Teacher Candidate must: a) be registered in the course; and b) pay their course registration fees on or before the fee deadline. Fee payment options will be made available along with registration information.

2.2 Attendance

100% course attendance is mandatory. Candidates are strongly advised not to miss any part of any course session. Punctuality is expected. Lateness will be monitored and addressed accordingly. Rationale: a) Teachers have a responsibility to be on time. b) Missing one class means missing a great deal of instruction – missing one day is equivalent to missing two to three weeks of instruction on campus.
**Policy Implementation:**
Instructors shall keep accurate attendance records, including exact information on absences/lateness. Instructors will fill out and submit records of attendance to the On Site Coordinator immediately following the completion of each weekend session.

Teacher Candidates who miss 3 hours or more of an 18 hour course with no legitimate reason, and without prior arrangements with the instructor, will be requested by the instructor to do make-up time and may be required to complete additional make-up assignment(s), or to attend the next available course session in one of the other community-based sites. Failure to comply will result in failure of the course. Except in extenuating circumstances, students are required to make up for missed time in class, as well as missed work.

Teacher Candidates who are late or absent (under three hours) must make prior arrangements with the instructor and must provide a valid reason with written documentation outlining the special circumstances. These special circumstances must be reviewed and approved by the instructor. Students who are late for sessions will be required to make up the missing time/work.

If a student has a pattern of regular lateness (less than three hours but significant enough to impact on learning and course flow) for their courses, this will be dealt with first orally by the On Site Coordinator, then in writing by the Program Coordinator. If no change is seen in a Teacher Candidate’s performance following these steps, the matter will be brought to the Associate Dean, Undergraduate Studies for review as a behavioural issue.

Teacher Candidates who must be absent from a class for illness, bereavement, other compassionate circumstances, or religious observance, must contact the instructor immediately and will not be penalized. The Teacher Candidate may be required to provide the Education Registrar’s Office with documentation to verify the illness or bereavement. Candidates are responsible for all work and class activities missed, ensuring that work is completed and submitted for course credit. The instructor will decide on required make-up assignments.

Failure of Teacher Candidates to provide a valid reason for significant absence or lateness as outlined above may result in failure of the course

Teacher Candidates receiving a failing grade for a course must submit an appeal to continue in the program.

2.3 **Scheduling**
Each instructor must adhere to dates set out for their course, and present their entire course schedule to the ATEP Coordinator and the On Site Coordinator before the first day of the particular academic term. The course schedule must be circulated to all Teacher Candidates on or before orientation for the given academic term.

2.4 **Course Withdrawal**
If, for any reason, a candidate is unable to attend a course after registering, it is necessary to withdraw from the course immediately. This must be done by sending an e-mail to the Faculty of Education Office of Student Services, requesting a withdrawal. Failure to withdraw from a course will result in a Failure in the course, whereupon the candidate must submit an official appeal to continue in the program. Failure to withdraw from a course before tuition refund deadlines will result in fee penalties.

2.5 **Handling Official Documents**
Instructors shall not accept from Teacher Candidates any official documentation unrelated to the course assignments. Such documents must be submitted to the ATEP Central Office. Official transcripts and/or related information must be submitted directly to the specified Queen’s University office by the Teacher Candidate. Teacher Candidates must contact the ATEP Central Office for submission details.

Teacher Candidates must complete the Release of Information section in SOLUS (under Personal Information) or equivalent Faculty of Education ATEP form(s) before Academic or Financial Data will be made available to third parties such as First Nation Education Authorities who provide education funding.
2.6 Communicating with Teacher Candidates

Instructors and On Site Coordinators must provide Teacher Candidates with a telephone number to call in case of emergency, and an e-mail address at which they can be reached if necessary. Should instructor contact information change, Teacher Candidates must be notified by the instructor immediately. Communication is to be conducted with students through their official Queen’s e-mail account and, when required, through regular mail to the mailing address on file in SOLUS. The Faculty of Education will communicate with students through their official Queen’s e-mail account. For purposes of notifications, an e-mail sent from the Faculty is deemed sufficient notification.

In the case of emergency communications, such as course cancellations related to inclement weather, etc., the On Site Coordinator will contact the students via e-mail. If students do not have access to e-mail, as while travelling, they should telephone the On Site Coordinator to confirm details. If they cannot contact the On Site Coordinator, they should contact the ATEP office. Contact information for all On Site Coordinators and the ATEP office is found at the back of the Policy Handbook.

Instructors must send e-mail acknowledgement of the receipt of all required assignments to students immediately upon receipt. They are strongly encouraged to provide students with feedback on their assignments in hardcopy or by e-mail as well.

2.7 General Conduct

Teacher Candidates are required to adhere to the Queen’s University Code of Conduct, which may be found in the Appendix. In general, student conduct must not infringe on the right of other members of the University community to participate fully in their legitimate academic activities.

In particular, drunkenness, drug abuse, and abusive behaviour will not be tolerated on the premises of any ATEP activity. Violators will be barred from the premises and will not be permitted to participate further in the activity which was disrupted.

Loud, obnoxious, or disruptive behaviour by students staying in the Queen’s University residences during the summer session likewise will not be tolerated. Violators will be sent home and will not be permitted to complete the summer session with their peers.

Teacher Candidates are expected to emulate the type of behavior they would expect from students in their own classroom. This includes paying attention during course time and not making use of cellphones or other personal devices for any purpose other than course participation.

Likewise, Instructors are expected to display professional behavior as role models for their students. This includes punctuality, appropriate use of cellphones and personal devices, and general classroom decorum.

Students with concerns regarding instructor behaviour are asked to speak to the On Site Coordinator or Program Coordinator, with assurance of full confidentiality.

3) Grading and Assignments

3.1 Course Outlines

On the first day of each course, Instructors shall provide Teacher Candidates and the On Site Coordinator with a complete course outline, including a clear statement of expectations, assignments and their due dates, 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. Instructors shall review this course outline with their students at the outset of the course. This course outline shall also be submitted to the ATEP central office and the Office of the Dean as per contract stipulations.

Course activities and assignments must not include religious or spiritual rituals in which the Teacher Candidates are required to participate. — ‘Trouble no one about their religion, respect others in their view, and demand that they respect yours.’ (Chief Tecumseh)

10% of the final course grade is normally allocated for participation in the course and must be indicated in the course outline.
The course instructor may deduct marks for late assignments. Details concerning late penalties must be clearly indicated in the course outline.

Instructors must keep copies of all electronically submitted and/or hardcopy assignments until after grades have been entered and accepted.

3.2 Grading System

The most current outline of grading policies must be followed and is found on the Faculty of Education website at: http://educ.queensu.ca/regulations-policies under the ‘Grading and Appeals’ subheading.

The grades for all courses or components of the B.Ed. and Dip.Ed. programs are:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Descriptor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>Outstanding</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
<td>80-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Good</td>
<td>70-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Adequate</td>
<td>60-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Marginal</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Unsatisfactory/Failure</td>
<td>0-49</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass; no grade assigned. There are no numerical equivalents. Reserved for Practicum courses or as approved by the Dean.</td>
<td></td>
</tr>
</tbody>
</table>

Additional academic record entries are:

CR  Credit
IN  Incomplete
GD  Grade Deferred
NG  Not Graded
AU  Audit
TR  Transfer Credit

Students’ progress in courses and practica is monitored by their community education officer/ funding authority, their On Site Coordinator, the ATEP Office at Queen's Faculty of Education, and the Education Registrar's Office.

Candidates have four (4) years at the most to complete their program, but it can be completed within two (2) years (six terms).

3.3 Grade Submission

It is the responsibility of each course or section instructor to report electronically final grades (in the manner prescribed by the Education Registrar) within 10 working days of the last day of the fall or winter term.

Information on grades submission deadlines and on the process for submitting grades is provided to instructors by Student Services.

3.4 Course Incompletes

The Incomplete (IN) is a temporary designation, which is used when, in the judgment of the instructor, a candidate merits an extension of time for the completion of a course. At the end of the course the instructor and Teacher Candidate will complete an “Incomplete Grade Statement” indicating work to be completed and the due date with a copy provided to the Teacher Candidate and the Faculty Registrar. Both the instructor and candidate must sign the Incomplete Grade Statement. Incomplete (IN) is automatically converted to Fail (F) if the candidate has not successfully completed the course by the time specified or, in any event, no later than the end of the next term (approximately 120 days). The BEd/DipEd Professional Studies Committee has the authority to make exceptions to these rules where, because of extenuating
circumstances, a candidate 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.

3.5 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).

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.

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, Undergraduate Studies (or designate). (Submit to 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. 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, Undergraduate Studies; 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.

If the student is not satisfied with the decision after the review referred to in 2, the next stage of review lies with the Professional Studies Committee. The student must submit an appeal in writing to the Chair of the Professional Studies Committee, within 15 working days of receiving the decision. There is no fee for the appeal to the Professional Studies Committee.

The 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 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.

3.6 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, Undergraduate Studies for permission to do so within 15 working days of the grade being received. 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, Undergraduate Studies after consultation with relevant members and/or officers of the Faculty.

If a student does not appeal a failed grade or appeal to retake or substitute a failed course within the designated period of time as stated by the Education Registrar, this indicates that the student is accepting that she or he has failed a required course is therefore not continuing with the program. Because of this, it is extremely important that any student who fails a course but wishes to continue as an ATEP participant make an appeal within the required timelines.

3.7 Appeal of a Failed Grade (Practicum)

Students have the right to appeal a failed grade assigned in Practicum.
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.

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, Undergraduate Studies. (Submit to 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. 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.

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 Professional Studies Committee. The student must submit an appeal in writing to the Chair of the Professional Studies Committee, within 15 working days of receiving the decision. There is no fee for the appeal to the Professional Studies Committee.

The 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 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.

3.8 Course Completion

When a course is made up of two or more components, candidates must pass all components in order to pass the course.

Credit (CR) shall be recorded only for those courses or components, which the Faculty Board has determined are not to be graded. Not Graded (NG) shall be recorded for courses that span multiple terms.

3.9 Administrative Fiat

No grade may be changed by administrative fiat.

3.10 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 Education Registrar will inform the Ontario College of Teachers when a student has successfully completed the program of professional education including successful completion of the practicum.

4) Practicum-Related Policies

For a full outline of practicum-related policies concerning the ATEP practicum, please refer to the ATEP Practicum Handbook for your particular community-based offering. ATEP Practicum Handbooks are found on the web at: http://educ.queensu.ca/atep-office

4.1 TB Test Requirements

ATEP Teacher Candidates are required to prove that they are free from active tuberculosis prior to placement in a classroom setting. Documentation must be presented to the On Site Coordinator each year in advance of any practicum placement. (This requirement may vary from region to region, as determined
by the locally based Program Management Committee and regional schools/boards. Please check with the ATEP central office or the On Site Coordinator concerning details.) TB Test results are normally valid for one year, although requirements vary by school or school board.

4.2 Practicum Placements in First Nation and Provincial Schools

Each Teacher Candidate must normally complete placements in both of their chosen divisions (i.e., primary and junior divisions, or intermediate and senior divisions). For the Manitoulin-North Shore ATEP offering, practicum placements will be completed in both First Nations schools and Provincial schools, as outlined by the Manitoulin-North Shore Program Management Committee.

4.3 Practicum Scheduling

Candidates are expected to attend the Associate School in which they have been placed during the standard practicum times as shown on the program schedule, and in the region where the program is offered. In the event that it is not possible for a Teacher Candidate to complete a placement during the standard practicum time as shown on the program schedule, a Teacher Candidate must complete the practicum during the next scheduled practicum block.

Teacher Candidates are responsible for ensuring that they make arrangements with their regular employer, childcare provider, etc. in a timely fashion to accommodate their practicum requirements.

All required paperwork, including TB Tests, Criminal Reference Checks, Vulnerable Sector Screening, and any other requirements of the school or board of the placement must be received by the ATEP Central Office no later than two weeks prior to the commencement of a practicum placement. If these documents have not been provided, the ATEP Office will communicate with the school to cancel or reschedule the practicum to the next scheduled practicum time.

School placements are arranged for Teacher Candidates by the ATEP Office, not by the Teacher Candidates themselves.

In the event that a placement is arranged in a setting where a close relative or friend will be serving as Associate Teacher, School Principal or Faculty Liaison, the Teacher Candidate is required to divulge this information to the ATEP Office, in order to avoid a potential conflict of interest. Another placement will then be arranged for the Teacher Candidate.

The Candidate understands that if they do a placement away from the designated region, they may or may not be visited by a Faculty Liaison depending upon travel costs and other considerations. School placements are arranged for Teacher Candidates by the On Site Coordinators and the Program Liaison Counsellor, not by the Teacher Candidates themselves.

4.4 Practicum Assessment Forms

It is the responsibility of the Teacher Candidate to obtain and keep original copies of all practicum assessment forms and to distribute copies to the parties stated on the forms, and on the deadlines for the completion of these forms, as set out in the practicum handbook.

4.5 Work/Education Placement Health and Safety

For liability and insurance purposes, and for health and safety in the workplace, Queen’s University Environmental Health and Safety department requires all Teacher Candidates to complete mandatory health and safety training and to submit relevant forms by the dates required. For more information please refer to the practicum handbook. Completion of these requirements as set out in the practicum handbook is mandatory in order to qualify for practicum placements.

4.6 Criminal Reference Check and Vulnerable Sector Screening

As part of the program, all Queen's University Faculty of Education candidates are required to complete their practice teaching sessions in elementary and/or secondary schools in Ontario, where our candidates work in classrooms with assigned associate teachers and their students. Teacher Candidates must have a Vulnerable Sector Screening prior to undertaking these mandatory practicum placements in schools, as
required by the Ontario College of Teachers. School principals and their Boards and schools also require that candidates completing a practicum in their classrooms provide the school administration with appropriate Police Background Check documentation. This documentation includes both Canadian Police Information (CPIC) databases and a Vulnerable Sector Screening. This documentation is normally valid for six months only. Teacher Candidates who do not have valid documentation cannot complete required practicum components of the Teacher Education Program, and will not qualify for the BEd or DipEd. Some school boards require additional paperwork, and it is the responsibility of the Teacher Candidate to ensure that they have submitted all required documentation by the specified deadlines.

4.7 Conduct During Practice Teaching Placements

For the most current information pertaining to professional conduct during teaching placements, please refer to the practicum handbook and to information about the University’s Code of Conduct found at: http://educ.queensu.ca/regulations-policies

4.8 Absences during Practicum

Teacher Candidates are expected to be on site at their Associate School or host facility on each day of the practicum. Teacher Candidates must inform their Associate Teacher(s) and Faculty Liaison/Student Liaison Officer each day of an absence. In addition to contacting the school office, direct contact with the Associate Teacher by phone is strongly recommended. If three or more consecutive days are missed due to illness, the Teacher Candidate may be required to present the Associate School and the ATEP Central Office with documentation (medical certificate) to verify the illness. For other absences (e.g., death of family member, conferences, religious observances), the board policy must be followed (e.g. completion of a Request for Personal Leave form). Make-up time for any missed days may be required at the discretion of the ATEP Coordinator in consultation with the Associate Teacher, Faculty Liaison, and Practicum Manager, as well as the Associate Dean as needed.

The only reasons that justify a teacher candidate’s absence from school are illness, essential medical appointments, compassionate circumstances, or religious observance. If a candidate is absent from practicum due to inclement weather, additional practicum days may be required.

The Ontario College of Teachers requires a minimum of 80 days of practicum for certification. Candidates are expected to be in attendance for all days of their practicum. There are no ‘flex days’ where candidates can be absent from practicum that would not affect their program. Tracking absences is necessary as the candidate may be required to complete additional practicum for any days missed.
Appendices

This appendix contains references to other policy documents relevant to Teacher Candidates in the Aboriginal Teacher Education Program.

A1 Policy on Academic Integrity

For the most current version of this policy, please refer to the link found on Faculty of Education academic calendar website at: queensu.ca/calendars/education/Academic_Integrity.html

All forms of academic dishonesty are considered serious offences within the University community and a student who commits such an offence runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University. Academic dishonesty includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. Dishonest practices include fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own. Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results either collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by footnoting.

Remember, when in doubt, give credit.

Include references within your work and a bibliography at the end of your assignment. It is never acceptable to submit the same work in different courses without permission or to otherwise cheat on exams or assignments.

The following are some examples of academic dishonesty. As it is not possible to cover every circumstance of academic dishonesty or plagiarism, this list should be considered as a guide only.

- **Exams and Tests**
  - Impersonating someone in an examination or test.
  - Copying from another student, or making information available to another student.
  - Submitting a take-home examination written, in whole or in part, by someone else
  - Failing to obey or comply with exam regulations or instructions of a proctor
  - Failing to put away or attempting to access papers, computers, or cellphones during the course of an exam

- **Laboratories, Field Work and Research Reports**
  - Copying a laboratory or field report, or allowing someone else to copy one's report
  - Using another student's data unless specifically allowed by the instructor and the author
  - Allowing someone else to do the laboratory or field work without the knowledge and approval of the instructor
  - Using direct quotations or large sections of paraphrased material in laboratory or field report, research report, thesis, or publication without acknowledgement. (For additional information refer to the Code of Research Ethics, Queen's Gazette, Vol. 19, 8 December 1987)
  - Fabricating or falsifying laboratory or research data

- **Essays and Assignments**
  - Submitting an essay written in whole or in part by someone else as one's own
  - Preparing an essay or assignment for submission by another student
  - Copying an essay or assignment, or knowingly allowing one's essay or assignment to be copied by someone else for the purposes of plagiarism
  - Using direct quotations or large sections of paraphrased material without acknowledgement.
  - Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism
  - Submitting the same piece or work in more than one course without the permission of the instructor(s)
  - Unauthorized removal from the library, or deliberate concealment of, library materials.

Individual instructors or academic units will normally point out areas of specific concern not covered above.
Students are encouraged to consult instructors regarding procedures and use of materials if in doubt about how they may relate to academic dishonesty.

- **Official Documents**
  - Altering transcripts or other official documents relating to student records
  - Misrepresenting one’s credentials
  - Creating or altering letters of reference
  - Individual instructors or academic units will normally point out areas of specific concern not covered above. Students are encouraged to consult instructors regarding procedures and use of materials if in doubt about how they may relate to academic dishonesty.

**Steps in Addressing Alleged Academic Dishonesty**

An instructor must notify the Associate Dean of the Faculty of Education, in writing, of all instances in which academic dishonesty is alleged. All findings of academic dishonesty must be reported, in writing, to the Education Registrar's Office. Where a case of academic dishonesty is suspected:

The instructor may deal with it by assigning other work or a low grade, as judged appropriate. If the matter is more serious than these penalties would satisfy, the instructor shall refer the case to the Associate Dean, who may assign a Fail in the course (even if the deadline for withdrawing without failure has not passed).

Where the above sanctions are deemed inadequate, the Associate Dean in conjunction with the Professional Studies Committee of Faculty Board may impose appropriate sanctions, such as forfeiture of the year, and may recommend to Faculty Board that the student be required to withdraw from the Faculty. Faculty Board may then make such a recommendation to Senate. The Associate Dean, Faculty of Education, communicates to the student penalties imposed by the Professional Studies Committee.

If the matter is referred to the Associate Dean, the student and instructor must be fully informed at all stages of the process. Initially, in writing, the instructor must advise the student of the suspected academic dishonesty, set out the evidence on which the allegation is based, note the possible penalties, and give the student opportunity to respond. The student must be advised, in writing, of the opportunity to appeal to the Associate Dean. The student and instructor must be notified, in writing, of any hearing of the case (whether the Professional Studies Committee, Faculty Board, or Senate), invited to appear at the hearing, and advised of the right to have representation at the hearing. On matters of procedure, the Grievance Advisers of Queen's University are available for consultation.

Please refer to the Faculty of Education academic calendar website for the most recent policies and procedures concerning academic integrity: [queensu.ca/calendars/education/Academic_Integrity.html](http://queensu.ca/calendars/education/Academic_Integrity.html)

Expectations for Academic Integrity apply equally to students and instructors. Instructors are required to maintain the highest standards in their teaching and must appropriately cite materials provided. This includes the use of assignments turned in by past students; under no circumstances should an instructor use such assignments without expressed written permission of the student author. If a student has concerns about the academic integrity of an instructor, he or she is requested to discuss them with the On Site Coordinator or Program Coordinator, with full assurance of confidentiality.

**A2 Queen’s University Code of Conduct**

For the most current version of this policy, please refer to the link found on the Faculty of Education academic calendar website at: [queensu.ca/calendars/education/Code_of_Conduct.html](http://queensu.ca/calendars/education/Code_of_Conduct.html)

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 Society of Graduate and Professional Students on behalf of the Senate. Students who violate the Code are brought before the AMS or SGPS 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 violation of published rules and regulations of the University or of any authorized rule-making body within the University;
- failure to comply with the directions of officials of the University acting within the scope of their authority;
- theft, vandalism, and willful or negligent damage to the property of Queen’s or of a member of the University community, of the AMS, SGPS, or of any other University organization;
- assault of any nature;
- discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation;
- all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of university documents;
- a violation of the rights of any member of the University community.

NOTE: 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.

A3 Computer Code of Ethics

Students are responsible for making themselves fully aware of the complete policy on ethical use of computers, on the Faculty of Education academic calendar website at:
queensu.ca/calendars/education/Code_of_Conduct.html

Users are ultimately responsible for any and all use of their computing accounts. Consequently, users should:

- maintain secure passwords for all accounts assigned to them;
- take precautions against others obtaining unauthorized access to their computing resources. This obligation applies particularly to users who are responsible for confidential information;
- not willingly divulge passwords/other access control information for their personal accounts to any other person.

Users must:

- not use or attempt to use computing facilities or accounts to which they have not been granted explicit access by an appropriate system administrator;
- use computing facilities and services only for the purposes for which they were authorized;
- respect all copyrights and licenses associated with university computing facilities;
- not attempt to interfere with the normal operation of a shared system;
- not attempt to encroach on others’ use of computing facilities or to deprive others of resources;
- not attempt to subvert the restrictions associated with their computing accounts;
- not use computing facilities to send obscene, vulgar or harassing messages;
- not attempt unauthorized access to computing installations outside of Queen’s using Queen's computers or communications facilities.

Alleged violations of the Code shall be dealt with as outlined in the document Procedures for Cases of Computer Abuse. Individuals or groups who feel that there has been a violation of the Code are directed to the document Procedures for Lodging a Complaint of Computer Abuse.
Students are particularly urged to consider their online presence, particularly on social networking or similar websites (e.g., Facebook, Twitter), set high security settings on any profiles, and ensure that only appropriate comments and photos appear online. Remember that your students, coworkers, classmates, instructors, and potential employers may be able to see anything that is posted online.

Please refer to the Faculty of Education Calendar for the current academic year for the most current information on regulations and policies. This information may be found on the Faculty of Education academic calendar website at: [queensu.ca/calendars/education/Regulations___Policies.html](http://queensu.ca/calendars/education/Regulations___Policies.html)

### A4 Contact Information

The following Faculty of Education offices may be contacted concerning policies and regulations:

<table>
<thead>
<tr>
<th>Queen’s Faculty of Education Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key offices are listed below. A directory of faculty and staff telephone numbers and email addresses can be found at: <a href="http://educ.queensu.ca/contact">educ.queensu.ca/contact</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Office</th>
<th>Tammy O’Neil, Practicum Manager</th>
<th>613-533-6202</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FAX: 613-533-6596</td>
<td><a href="mailto:practicum.office@queensu.ca">practicum.office@queensu.ca</a></td>
</tr>
<tr>
<td>Dean’s Office</td>
<td>Peter Chin, Associate Dean, Undergraduate Studies</td>
<td>613-533-6210</td>
</tr>
<tr>
<td></td>
<td>FAX: 613-533-6307</td>
<td></td>
</tr>
<tr>
<td>Student and Support Services</td>
<td>Robert Burge, Director Jamie Kincaid, Manager, Student Services</td>
<td>613-533-6205</td>
</tr>
<tr>
<td></td>
<td>FAX: 613-533-6203</td>
<td><a href="mailto:educstudentservices@queensu.ca">educstudentservices@queensu.ca</a></td>
</tr>
<tr>
<td>Education Library</td>
<td></td>
<td>613-533-2191</td>
</tr>
<tr>
<td></td>
<td>toll free: 1 866-267-7406</td>
<td><a href="mailto:education.library@queensu.ca">education.library@queensu.ca</a></td>
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<tr>
<td>Websites</td>
<td>Practicum Office</td>
<td>educ.queensu.ca/practicum</td>
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<td></td>
<td>Student and Support Services</td>
<td>educ.queensu.ca/student-services</td>
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<td>Education Career Services</td>
<td>educ.queensu.ca/career.services</td>
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<td>Continuing Teacher Education</td>
<td><a href="http://www.coursesforteachers.ca">www.coursesforteachers.ca</a></td>
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<tr>
<td></td>
<td>Education Library</td>
<td>library.queensu.ca/webedu/</td>
</tr>
</tbody>
</table>

Guidelines Regarding Harassment Complaints that Arise During Practicum: [educ.queensu.ca/practicum](http://educ.queensu.ca/practicum)

Last updated: April 2018

For the most current version of this document, refer to the ATEP web page at: [http://educ.queensu.ca/atep-office](http://educ.queensu.ca/atep-office) under ‘Regulations & Policies.’