



POLICY HANDBOOK

**Community-based
Aboriginal Teacher Education Program**

Faculty of Education, Queen's University



**Faculty of
Education**

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.

– David Corson, *Language Policy Across the Curriculum*, p. 236

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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: queensu.ca/calendars/education/Regulations_Policies.html

For the most recent version of ATEP policies please refer to: <http://educ.queensu.ca/atep-office>. 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 Student Services Office (SSO – formerly the Education Registrar's Office) 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 Student Services 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 Student Services Office, Telephone: 613-533-6205, Fax: 613-533-6203,

E-Mail: educstudentservices@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 SSO 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 Student Services Office (SSO). 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 Student Services 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 present their entire course schedule to the ATEP Coordinator and the On Site Coordinator before the first day of orientation for the given academic year, and obtain mutual agreement on the proposed schedule.

The course schedule must be circulated to all Teacher Candidates on or before orientation for the given academic year.

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 Student Services Office, 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 On Site Coordinator. Official transcripts and/or information related to corequisites must be submitted directly to the Student Services Office by the Teacher Candidate.

Teacher Candidates must complete the Release of Information section in SOLUS (under Personal Information) 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 is found on the Faculty of Education academic calendar website at: queensu.ca/calendars/education/Grading_System.html

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

Letter Grade	Grade Point	Descriptor	Percentage
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. Reserved for Practica courses only or as approved by the Dean	

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 Student Services Office.

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

3.3 Grade Submission

Instructors are required to submit their grades via PeopleSoft Faculty Center. It is the responsibility of each course or section instructor to report electronically final grades (in the manner prescribed by the Director, Student and Support Services (formerly the Education Registrar) within 10 working days of the last day of the fall or winter term. Please visit the grading webpage for dates, details and tutorials:

queensu.ca/calendars/education/Grading_System.html

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" form 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 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.

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 Director, Student and Support Services, 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.

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. Grade Deferred (GD) shall be recorded for courses which span multiple years (e.g. PROF 195, PRAC 195) and entry of this grade is done with the Director, Student and Support Services's approval.

3.9 Administrative Fiat

No grade may be changed by administrative fiat.

3.10 Requirements for Graduation

For Candidates who began the program prior to 2011-12: To be eligible for the Bachelor of Education, or the Diploma in Education, a candidate must have grades of H, PA, PN, AG, or CR in all the minimum required courses or components of the program.

For Candidates who began the program in 2011-12 or later: 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 Director, Student and Support Services 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 six months to one year: requirements may vary by school or school board.

4.2 Practicum Placements in First Nation and Provincial Schools

Each Teacher Candidate must 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. Normally, the practicum placements are not to exceed eight weeks in either a Provincial or a First Nations setting. For other community-based ATEP offerings, practicum placements are normally completed in a combination of both First Nations schools and Provincial schools.

In placements where a close relative or friend is serving as Associate Teacher, School Principal or Faculty Liaison, Teacher Candidates are required to divulge this information to the On Site Coordinator, in order to avoid a potential conflict of interest. Another placement will then be arranged for the Teacher Candidate.

4.3 Practicum Scheduling

Teacher Candidates are expected to do their placements during the times scheduled for practicum and in the regions where their program is offered.

Deviation from the scheduled placements may be considered on an individual basis. 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 is permitted to make one request per year for a practicum during the substitute practicum block, which is normally scheduled in the spring term. Any request for a practicum placement at a time different from the normal schedule or in a location outside the regions normally used for ATEP placements must be made in writing to the Program Coordinator and the On Site Coordinator no later than six weeks in advance of the scheduled practicum. Such requests are

subject to the approval of the Program Coordinator or delegate, and must clearly state the exceptional circumstances as reason for needing to do the placement at a different time/ location. There is no guarantee that requests for changes to practicum schedules or locations will be granted. Except for exceptional circumstances and where approved, Teacher Candidates who are unable to do their practicum in a scheduled practicum period must wait for the next scheduled practicum period. 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.

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 Associate Teacher and On Site Coordinator on the deadlines for the completion of these forms, as set out in the practicum handbooks.

4.5 Postsecondary Student Unpaid Work Placement Workplace Insurance

Workplace Safety Insurance Board

Candidates must read the WSIB Guidelines for Unpaid Work Placements and the WSIB Unpaid Work Placements Q & A, and a Student Declaration of Understanding form must be completed and submitted to the ATEP Central Office before you start your placement. This form is a declaration of understanding of insurance coverage for unpaid placements. The guidelines for workplace insurance for post-secondary students in unpaid placements, and FAQs, are posted below. *Be sure to read these documents before signing the declaration form.*

- [WSIB Guidelines and WSIB Unpaid Work Placements Q & A](#)
- [Student Declaration of Understanding Form](#)

Mandatory Health & Safety Training

The Occupational Health and Safety Awareness and Training Regulation (Ontario Regulation 297/13), under the Occupational Health and Safety Act (OHSA), became enforceable as of July 1, 2014. Effective July 2015, the definition of worker under the Occupational Health and Safety Act (OHSA) expanded coverage of the OHSA to unpaid co-op students, certain other learners and trainees participating in a work placement in Ontario. Specifically, the new definition of worker now includes other unpaid learners participating in a program approved by a post-secondary institution; e.g. student teachers and any unpaid trainees who are not employees for the purposes of the *Employment Standards Act, 2000* (ESA) because they meet certain conditions.

The regulatory requirements apply to all workplaces including school boards covered under the *Occupational Health and Safety Act* (OHSA). All school boards must ensure workers complete, or have completed an awareness training program that meets the regulatory requirements. To this end, student teachers from accredited B.Ed. programs, as requested by the AODE, are required to have basic awareness and other specific workplace health and safety training required under the OHSA and its regulations provided by the host employer, in this case, school boards.

As part of facilitating B.Ed./Dip.Ed. practicum placements within school boards, **candidates must successfully complete the Ministry of Labour's *Worker Awareness in 4 Steps* [online training](#)**. Some boards will also require additional relevant Health and Safety Training and candidates will be informed by email, where to find the additional training required for the board in which they are placed.

Once the *Worker Awareness in 4 Steps* on-line training is completed, *ATEP teacher candidates must submit to ATEP Central Office via email a copy of the certification of completion and a print copy of the certificate to take to their Associate School on the first day of practicum. We recommend keeping an electronic copy in your personal records so you can provide copies to any other potential placement administration (e.g., for Alternative Practicum).

The Workplace Educational Placement Agreement (WEPA) Form has been replaced by the *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form*. Placement Employers and Training Agencies (universities) are not required to complete and sign the online *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form* for each placement that is part of the student's program of study in order to be eligible for WSIB coverage. However, the form must be completed when submitting a claim resulting from an on-the-job injury/disease. Please note that all WSIB or ACE-INA Insurance procedures must be followed in the event of an injury/disease. Further information about this policy is available through the Faculty of Education Practicum Office: <http://educ.queensu.ca/practicum>.

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 (VSS) 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 Faculty of Education academic calendar website at:

queensu.ca/calendars/education/Regulations_Policies.html

PROFESSIONAL CODE OF CONDUCT

All Teacher Candidates in the Bachelor of Education and Diploma in Education programs are expected to develop and demonstrate the attributes and behaviors of a professional teacher. During the course of their practicum placements (including the alternate practicum and the Concurrent program "experiences in schools") as well as at other times, 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, faculty, staff and fellow Teacher Candidates of the Faculty of Education in particular, and faculty, staff and students of Queen's University in general, and the general public. These attributes and behaviors are expressed in the following documents:

- *Standards of Practice for the Teaching Profession (Ontario College of Teachers, 1999);*
- *Ethical Standards for the Teaching Profession (Ontario College of Teachers, 2000);*
- *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.*

Teacher Candidates should always see themselves as role models to their students, and present a professional image at all times in terms of dress, punctuality, appropriate use of cellphones and personal devices, and general classroom and workplace decorum. 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 (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.

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 On Site Coordinator or Faculty Liaison prior to the beginning of the school day on 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 consecutive days are missed due to illness, Teacher Candidates must present the Associate School and the ATEP Central Office with documentation (medical certificate) to verify the illness. For other absences (e.g., death of a family member, conferences, religious observances) the school procedure 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 Director-Coordinator in consultation with the Associate Teacher and the Practicum Manager, as well as the Associate Dean as needed.

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 Student Services 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 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

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 (eg. 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

A4 Contact Information

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

Mailing Address (all offices)

Faculty of Education, Duncan McArthur Hall, 511 Union Street, Queen's University,
Kingston ON Canada K7M 5R7

Student Services Office

Room A112 Tel. (613) 533-6205 Fax (613) 533-6203 educstudentservices@queensu.ca

Office of the Dean

Room A101B Tel. (613) 533-3029 Fax (613) 533-6203 kincaidj@queensu.ca

Practicum Office

Room A103 Tel. (613) 533-6202 Fax (613) 533-6596 practicum.office@queensu.ca

Aboriginal Teacher Education Program

Room A244 Tel. (613) 533-6218 Fax 613-533-6203 Toll Free 1-800-862-6701 atep@queensu.ca

Last updated: November 2017

For the most current version of this document, refer to: <http://educ.queensu.ca/atep-office>