QUEEN'S UNIVERSITY
FACULTY OF EDUCATION

Regular Meeting of Faculty Board
Vernon Ready Room
Monday, November 24, 2014
1:00-3:00 pm

M I N U T E S


Regrets: C. Christie.

1. Adoption of the Agenda.
   Moved by Ms. E. Deir
   Seconded by Ms. Johnston
   That the Agenda as circulated be adopted.
   Carried.

2. Approval of the Minutes of Faculty Board meeting held October 20, 2014
   Moved by Mr. Burge
   Seconded by Ms. Luce-Kapler
   That the Minutes of the meeting of Faculty Board held October 20, 2014 be adopted as circulated.
   Carried.

   None.

   Ms. Christie’s Report (See Appendix I)

5. Chair’s Remarks.
   (See Appendix A, below for Ms. Hill’s report).

6. Reports.
   6.1 Report of the Dean, Mr. Elliott
       (See Appendix B, below for report)
   6.2 Report of Associate Dean, Undergraduate Studies, Mr. Chin
       (See Appendix C, below for report)
   6.3 Report of Associate Dean, Graduate Studies and Research, Ms. Luce-Kapler
       (See Appendix D, below for report)
7. Motions.

7.1 Moved by Ms. Burge
Seconded by Mr. Chin on behalf of BEd/DipEd Programs, Admissions and Awards Committee (PAAC)
That, the attached Sessional Dates for 2015-2016 be approved as outlined in Appendix E below, be approved.

Amended Appendix E Carried

7.2 Moved by Ms. Burge
Seconded by Mr. Chin on behalf of BEd/DipEd Programs, Admissions, and Awards Committee (PAAC)
That, the omnibus motion, as outlined in Appendix F below, be approved.

Carried

7.3 Moved by Ms. Martin
Seconded by Mr. Burge
That, the name of Nominating Committee be changed to Governance and Nominating Committee to reflect more accurately the responsibilities of the committee be approved.

Carried

7.4 Moved by Mr. Wilkinson
Seconded by Ms. Deir
That, Expansion of Concurrent Education offerings to include a Visual Arts Major Plan in the BFA (Hons) degree be approved

Carried

7.5 Moved by Mr. Chin
Seconded by Ms. Luce-Kapler
That Faculty Board approve the Terms of Reference for The Hajee Family Travel Fellowships in Education (See Appendix G, below for the Terms of Reference).

Carried

NOTICE OF MOTION – Left for next Faculty Board Meeting

That, the following changes to Sections 2.7.6, 2.7.7, and 2.7.8 are made regarding duties of the Secretary of Faculty Board on distribution of the Faculty of Education Constitution, given the ease of electronic access to the Constitution:

Change from:

2.7.6 to maintain a current list of those eligible for membership in the Faculty Board and to ensure that all new members of the Board receive a current copy of the Constitution.
2.7.7 to maintain a current list of all Standing and Special Committee memberships and to ensure that all Chairs have a current copy of the Constitution
2.7.8 to ensure that each of the student associations and the Faculty of Education staff have a current copy of the Constitution

Change to:

2.7.6 to maintain a current list of those eligible for membership in the Faculty Board and to ensure that all new members of the Board have access to the Constitution.
2.7.7 to maintain a current list of all Standing and Special Committee memberships and to ensure that all Chairs have access to the Constitution.
2.7.8 to ensure that each of the student associations and the Faculty of Education staff know how to access the Constitution.

Bolded and italicized words reflect proposed changes to be made to p.8 of the Constitution.

Rationale:
To distribute paper copies to new members of Faculty Board, Chairs of Standing and Special Committees, and to each student association and Faculty of Education staff would be costly, environmentally unfriendly, and unduly time-consuming.

8. Reports of Standing Committees, Delegates, Coordinators.

8.1 BEd/DipEd Programs, Admissions, and Awards Committee.
No report.

8.2 Modified Appointments Committee.
Mr. Elliott reported that there is no committee at this time, however, next week he will be asking for three new positions.

8.3 Good and Welfare Committee.
No Report.

8.4 Nominating Committee.
No Report.

8.5 Renewal, Tenure/Continuing Appointments, Promotions Committee.
No Report.

8.6 Strategic Planning Committee.
Ms. Hill, on behalf of Mr. Russell reported: Mr. Russell will be calling the meeting of the next Strategic Planning Committee.

8.7 Coordinator of Continuing Teacher Education.
Ms. Prenevost reported the following:
- The Fall Session is coming to an end and the Fall/Winter Session has just started and is the first session that includes the BEds taking the FSL Part I course. The instructors will be playing a more mentor role.
- Staffing changes in CTE:
  - New Instructional Designer, Marie-France Hetu.
- Have a Workstudy Student: Canvee Piradarsinee working on broken course links.
- CTE will be advertising for Temporary Web Design support while Kim Sell is away on sick leave.
- Working on the development of their Strategic Plan and completed a SWOT analysis and drafted a vision and mission statement and will use this information to develop CTE’s long-term and short-term goals.

8.8 Coordinator of the Queen’s-Trent Concurrent Teacher Education Program.
Ms. White reported:
- CESA remains active. They have just completed a successful school supplies drive, and have over 30 students registered to attend the Queen’s CESA conference. They have a full slate of activities planned for winter term.
- The fourth year students are excited about coming to Queen's next year. There was a high turnout at our final year meeting, and there has been lots of ensuing interest in the Program Track options.
- Our Program Secretary of 6 years, Sue Devlin, is retiring, and will finish up before Christmas. We are still waiting for Human Resources to post for her replacement, who will take up responsibilities for our Program and for the new Bachelor of Social Work program.
- Classes have finished for the fall term, and are going well.

8.9 Coordinator of the Aboriginal Teacher Education Program
Ms. Morcom reported:
- Have a new Student Representative, Nicki LaBelle.
- Working with both Sites on the equivalent of the four semester program. Currently the plan is to have the students work on-campus for one semester, for fall/winter have them work in the communities, have a summer off, fall/winter work in communities again and then have them on-campus for the last semester.
- There is the issue of finding practicums for the ATEP students.

8.10 Coordinator of the Community Outreach Centre
No Report.

8.11 Report of the Registrar
(See Appendix H below for report):

8.12 Senators.
Ms. Christie: (See Appendix I below for Report)

8.13 Student Society Reports.
Ms. Rich reported:
- EGSS is hosting a Holiday Party on Saturday, December 6 from 6:00pm – 10:00pm at the Grizzly Grill. Attendance has been low in the past and would appreciate if faculty would attend as well.

8.14 Staff Representative Reports.
No Report.
8.15 **Miscellaneous Oral Reports.**

Mr. DeLuca reported:
- Staff Holiday Party on Monday, December 15\textsuperscript{th} from 2:30pm -4:30pm at the Donald Gordon Centre.
- Following this Faculty Board meeting there is a QUFA meeting regarding pensions.
- EREB committee has been working with GREB to review the course based ethic protocols and have decided that it is no longer necessary for courses that have a research assignments be submitted to EREB and cleared by GREB. As long as the assignment is within normal testing requirements for educational purposes.
- GREB has asked that the faculty create a list of courses that might have those type of assignments in them. This would include courses at a undergraduate and a graduate level.

Mr. Christou reported:
- Mr. Christou would like to invite everyone at the Faculty Board to the Curriculum Conference held on November 26\textsuperscript{th} at 3:00pm.

Ms. Johnston reported:
- The Studio Committee will be hosting Alison Gowan as the Artist in Residence for the next two weeks. Allison will be teaching music, dance and shadow puppet workshops.
- In the 3\textsuperscript{rd} week, the Studio Committee will be hosting Shane Carty’s Voice Artist in Residence workshops.

9. **Question Period.**
None received.

10. **Good and Welfare.**
No items received.

11. **Adjournment.**

On motion by Mr. Chin, seconded by Mr. DeLuca the meeting adjourned at 2:22 pm.

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Ann Marie Hill  
Chair

Angelina Gencarelli  
Secretary

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**THE NEXT MEETING OF FACULTY BOARD** will be held in the Vernon Ready Room on **Monday, January 26, 2015** at 1:00 pm. Items for the Agenda should be given to Ms. Knox in Room A201 no later than **3:30 pm on Monday January 19, 2015.**
APPENDIX A

Faculty Board  
November 24, 2014  
Chair’s Remarks

In my Chair’s remarks, I will, on occasion, highlight an Article or Articles from our Faculty Board Constitution.

Today, I will address the item of Ex-officio members on Standing Committees of Faculty Board. Our Constitution states:

5.9.1 Incumbents in particular administrative positions, by definition, have continuing information exchanges with the Board’s governing bodies. It is appropriate that such incumbents participate in the work of the Board and some committees. These incumbents are referred to as ex-officio members.

5.9.2 Ex-officio members share all responsibilities of regular members.

5.9.3 The Dean shall be ex-officio member of the Faculty Board and a member of each Standing Committee (except the Renewal, Tenure/Continuing Appointment and Promotion Committee) and may be represented by her or his delegate. (pp. 23-24)

I bring this to Faculty Board’s attention today as there are a number of motions in today’s agenda where both the mover and seconder are ex-officio members of the Committees putting forward motions. In my Chair’s remarks of the October 20, 2014 Faculty Board meeting, I encouraged faculty to participate in the democratic process offered through Faculty Board. In this context, I would like to encourage a greater involvement of elected faculty members of Committees in the moving and seconding of motions. The purpose of highlighting this situation, is to encourage a better balance of Committee membership in moving motions forward.
APPENDIX B

Dean, Faculty of Education
November 24, 2014 report

Stephen Elliott’s end of term announcement:

Dear Faculty and Staff,

As you know my term as Dean of the Faculty of Education ends on June 30, 2015. After serious consideration, and with mixed emotions, I have indicated to the Provost that I will not be seeking a second term. I would like to thank you for allowing me the opportunity to work with you during these past five years; you have made the experience memorable and deeply worthwhile. This has been one of the most rewarding periods of my career.

As the administration moves to appoint our new Dean my hope is that we will actively participate in the selection without becoming distracted by the process. We have a great deal of important work to complete as we prepare to begin our new extended program in May.

Faculty and staff, thank you again; it’s been a privilege.
I am looking forward to the next eight months of work together.

Steve

Stephen Elliott. Ph.D.
Dean, Faculty of Education
Queen's University at Kingston, Ontario
511 Union Street
Kingston, ON K7M 5R7
613-533-6000 ex# 77238
fax: 613-533-6584
APPENDIX C

Dean Undergraduate
November 24, 2014 Report

1. A lot of what we are working on right now is related to the implementation of the new 4-term program. The OUAC/TEAS site is open and applications are due December 1, 2014. Our offers go out on February 15, 2015 for a May 1, 2015 start. The Registrar will provide more details about application numbers.

2. There is a subcommittee of PAAC that is working out the pragmatic issues associated with timetabling for summer 1 and summer 2, looking for the alignment of FOCI and EDST to create the concentrations for the Fall/Winter. This subcommittee is also looking at the logistics of how we deliver summer 2. At different points, the subcommittee will seek input from the larger PAAC and the rest of the faculty as needed. The first motions today have to do with the timetabling of summer 1 and 2. A big thanks to Richard Reeve, Alan Wilkinson, Ellie Deir, Andrea Martin, and Allison Mackey for a lot of the heavy lifting on getting this finalized.

3. In the coming months, I am trying to focus on modelling the new program in terms of staffing...to see where our gaps are, and where our pressure points are. There will be some changes as we move to reduce enrolment...and we still have to see how that will play out. Province wide, there have been significant changes to concurrent programs and I/S teaching subjects. As well, there is serious concern throughout the province around the application numbers associated with Technological Education and our community based Aboriginal Education programs.

4. I am also currently working my way to meetings at the various local school districts to discuss our Summer 1 placements in schools. Our hope is to place the I/S candidates in 7/8 placements and our P/J candidates in JK-6 classrooms. We are working on a one pager that highlights the context of the placement, and also highlights the benefits of the school taking on these candidates. Our hope is to keep all Summer 1 candidates close to Kingston, and to also avoid competing with ourselves for placements (especially as it applies to our non-final year concurrent students and their placement needs that typically occur in May.

5. I have also attended a selection of career fairs at various Toronto area universities so that I can gauge both the interest and reaction to our 4 straight term program. Thus far it has been positive.
6. We are working on tabulating May, June, July, and August numbers for the number of people in our building in those months over the next 2 years. The purpose is so that we have data to make the case to Housing and Food Services to keep our Jean Royce Hall cafeteria open during our summer terms.
APPENDIX D

Associate Dean of Graduate Studies and Research Report
Faculty Board, November 24, 2014

Graduate Studies & Research

Applicant Numbers in Graduate Programs for 2014/2015

<table>
<thead>
<tr>
<th>Program</th>
<th># of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>52</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>112</td>
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<tr>
<td>M.Ed. AWIES</td>
<td>27</td>
</tr>
<tr>
<td>GDPI</td>
<td>19</td>
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<tr>
<td>PME</td>
<td>2</td>
</tr>
</tbody>
</table>

Online Steering Committee

- The Graduate Studies and Research Committee approved the Terms of Reference for an Online Graduate Programs Steering Committee. This committee will oversee academic issues for our online graduate programs and make recommendations to the GSR as needed.
- Amanda Cooper, Sue Fostaty-Young (Centre for Teaching and Learning), James Murray (Graduate Student Representative), and Richard Reeve have accepted the invitation to serve on the committee.
- The first Online Graduate Programs Steering committee meeting will take place on Thursday, November 27th

Recruiting Graduate Students

- The School of Graduate Studies is emphasizing that recruitment needs to be an active engagement from all graduate faculty. Dean Brenda Brower developed a *Deepening the Applicant Pool* document to be circulated. (It was distributed at the open meeting.) The GSR agrees that graduate faculty need to actively recruit good students for our programs. They sponsored an open meeting for discussion about this topic. At the open meeting, faculty also discussed graduate supervision and comprehensive examinations.
Research

Mitacs Program Presentation

- Dr. Niraj Kumar, Queen’s representative for Mitacs, gave a presentation about the Mitacs program.
- Mitacs is a national, not-for-profit organization that has designed and delivered research and training programs in Canada for 15 years. (http://www.queensu.ca/exph/work-internships/mitacs)
- They work to create partnerships between as many as 60 universities and more than 6,000 companies, as well as federal and provincial governments.
- Mitacs is creating more opportunities for students in social sciences and the humanities.

FAST Training Session

- Jennifer Clark, from URS, gave a presentation on FAST Training to faculty and staff on November 7th.
- The presentation was based on the new FAST system and how to access research accounts, how to run reports in FAST and, how to obtain training resources.
APPENDIX E

Faculty of Education 2015-2016 Sessional Dates

Reviewed by Programs, Admissions and Awards Committee, 17 November 2014. For review and approval by Faculty Board, 24 November 2014

<table>
<thead>
<tr>
<th>May 2015</th>
<th>University-related</th>
<th>Program-related</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summer Term begins</td>
<td>Summer 1 – in session Summer 2 – not in session in 2015-16</td>
</tr>
<tr>
<td>1</td>
<td>Tuition fees due in full for Summer Term</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Summer Term classes begin</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td></td>
<td>Introduction to the BED-DED program</td>
</tr>
<tr>
<td>11-29</td>
<td></td>
<td>Summer 1 – Practicum Block (14 days) (Victoria Day 18 May)</td>
</tr>
<tr>
<td>18</td>
<td>Victoria Day (University closed)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Last date to add Summer Term classes</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Last date to drop Summer Term classes. Last date to drop Summer term classes without financial penalty</td>
<td></td>
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<table>
<thead>
<tr>
<th>June 2015</th>
<th>University-related</th>
<th>Program-related</th>
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<tbody>
<tr>
<td>1-26</td>
<td></td>
<td>Summer 1 – Class Block 1 (18 days of classes)</td>
</tr>
<tr>
<td>TBA</td>
<td></td>
<td>Spring 2015 Convocation</td>
</tr>
<tr>
<td>29-30</td>
<td></td>
<td>Break - no classes</td>
</tr>
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<table>
<thead>
<tr>
<th>Jul 2015</th>
<th>University-related</th>
<th>Program-related</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Canada Day (University closed)</td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td>Break - no classes</td>
<td></td>
</tr>
<tr>
<td>6-29</td>
<td>Summer 1 – Class Block 2 (18 days of classes)</td>
<td></td>
</tr>
<tr>
<td>30-31</td>
<td>Summer 1 – Class Block 3 (2 days)</td>
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<thead>
<tr>
<th>Aug 2015</th>
<th>University-related</th>
<th>Program-related</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Civic Holiday (University closed)</td>
<td></td>
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<tr>
<td>4-19</td>
<td>Summer 1 – Class Block 3 (12 days, 14 days total)</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Last day of classes – Summer 1</td>
<td></td>
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<tr>
<td>20-31</td>
<td>End of term break (8 days)</td>
<td></td>
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<tr>
<td>26-30</td>
<td>Program Track (ACE, OEE) Intensive</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>31</td>
<td>Summer term ends</td>
<td></td>
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<tr>
<td><strong>Sep 2015</strong></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Fall Term begins</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Tuition fees due in full for Fall Term</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ConEd and Consec FW Opening Day</td>
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<tr>
<td>2 Sep-9 Oct</td>
<td>Class block #1 (28 days)</td>
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<tr>
<td>7</td>
<td>Labour Day (University closed)</td>
<td></td>
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<tr>
<td>17</td>
<td>Last date to add Fall Term and Fall-Winter Term classes</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Last date to drop Fall Term and Fall-Winter Term classes without financial penalty</td>
<td></td>
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<tr>
<td><strong>Oct 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Thanksgiving (University closed)</td>
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<tr>
<td>13 Oct-20 Nov</td>
<td>Practicum component #1 and #2 (29 days)</td>
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**University-related**

<table>
<thead>
<tr>
<th><strong>Program-related</strong></th>
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<tbody>
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<td><strong>Nov 2015</strong></td>
</tr>
<tr>
<td>11</td>
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<tr>
<td>23 Nov-18 Dec</td>
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**Dec 2015**

<table>
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<tr>
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<tr>
<td>6</td>
<td>Commemoration Day</td>
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<tr>
<td>18</td>
<td>Last day of classes</td>
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<tr>
<td>25 -31 Dec</td>
<td>December Break (University closed)</td>
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<tr>
<td>31</td>
<td>Fall Term ends</td>
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**Jan 2016**

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>New Year’s Day (University closed)</td>
</tr>
<tr>
<td>1</td>
<td>Winter Term begins</td>
</tr>
<tr>
<td>1</td>
<td>Tuition fees due in full for Winter Term</td>
</tr>
<tr>
<td>4 Jan-12 Feb</td>
<td>Class block #3 (30 days)</td>
</tr>
<tr>
<td>14</td>
<td>Last date to add Winter Term classes</td>
</tr>
<tr>
<td>15</td>
<td>Last date to drop Winter Term</td>
</tr>
<tr>
<td>Date</td>
<td>University-related</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td><strong>Feb 2016</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Family Day (University closed)</td>
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<tr>
<td>15</td>
<td>Practicum component #3 (19 days)</td>
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<td>Mar 2016</td>
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<tr>
<td>14-18</td>
<td>March Break</td>
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<tr>
<td>21 Mar-8 Apr</td>
<td>Alternative Practicum (14 days)</td>
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<td>25</td>
<td>Good Friday (University closed)</td>
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<td>Apr 2016</td>
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<tr>
<td>11-29</td>
<td>Class block #4 (15 days)</td>
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<tr>
<td>30</td>
<td>Winter Term ends</td>
</tr>
<tr>
<td>May 2016</td>
<td>Summer Term begins</td>
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<tr>
<td>1</td>
<td>Tuition fees due in full for Summer Term</td>
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<tr>
<td>4-6</td>
<td>Summer 1 Introduction to the BED-DED program</td>
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<tr>
<td>2-27</td>
<td>Summer 2 Practicum Block (19 days) (Victoria Day 23 May)</td>
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<tr>
<td>9-27</td>
<td>Summer 1 Practicum Block (14 days) (Victoria Day 23 May)</td>
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<tr>
<td>23</td>
<td>Victoria Day (University closed)</td>
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<tr>
<td>30-24 June</td>
<td>Summer 1 &amp; 2 – Class Block 1 (18 days of classes)</td>
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<tr>
<td><strong>June 2016</strong></td>
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<tr>
<td>27-30</td>
<td>Summer 1 &amp; 2 – Break (4 days)</td>
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<tr>
<td>Jul 2016</td>
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<tr>
<td>Date</td>
<td>Event</td>
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</tr>
<tr>
<td>1</td>
<td>Canada Day (University closed)</td>
</tr>
<tr>
<td>4-29</td>
<td>Summer 2 – Class Block 2 (18 days) and Professional Conference</td>
</tr>
<tr>
<td>28-29 Jul</td>
<td>Summer 1 – Class Block 3 (2 days)</td>
</tr>
<tr>
<td><strong>Aug 2016</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Civic Holiday (University closed)</td>
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<tr>
<td>2-5</td>
<td>Summer 2 – end of session</td>
</tr>
<tr>
<td>2-17</td>
<td>Summer 1 – Class Block (12 days, 14 days total)</td>
</tr>
<tr>
<td>31</td>
<td>Summer Term ends</td>
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</table>
APPENDIX F

Omnibus motion

1) That, effective for the 2015-16 Academic Calendar, the following courses be added and required by Concurrent Education year 5 teacher candidates;
   PROF 171/0 School and Classroom Leadership (AB multi-term course)
   PROF 181/0 School Law and Policy (AB multi-term course)
Existing course description for PROF 170 shall be used for PROF 171, and PROF 180 course description shall be used for PROF 181.

   Rationale:
   Under the 2015-16 Consecutive program requirements, PROF 170 and 180 are to be taken with unit weightings of 3.0 and 1.5 respectively. Two courses cannot exist with different unit weightings, so the creation of PROF 171 and 181 will the course to be taken with 0 unit weight by Concurrent Education, until 2019-20.

2) That, effective for the 2015-16 Academic Calendar, Intermediate-Senior Concurrent Education students shall be required to take the following courses:
   PROF 210AB – Self as a Learner (second year)
   Introduction to planning for learning. Exploration of universal design for learning, literacy, and diversity, with an emphasis on the use of assessment and evaluation as supports for learning. The portfolio will be highlighted as an individual documentation of learning.
   PREREQUISITE: PROF 110AB

   PROF 310AB – Self as a Professional (third year)
   Introduction to professional judgement and decision making as it relates to the beginning teacher. Exploration of legal rights and responsibilities as professionals and reflection on and thinking critically about experiences in classrooms and host schools, adapting practices for exceptional learners and addressing equity issues faced in schools.
   PREREQUISITE: PROF 210AB

   Rationale:
   Presently, Concurrent Education students are required to take PROF 210 (Primary-Junior) or PROF 211 (Intermediate-Senior) in second year, and PROF 310 (Primary-Junior) or PROF 311 (Intermediate-Senior) in third year. Merging the courses so that PJ and IS programs take the same PROF content replicates the Consecutive Education Summer 1 requirements of PROF 110/210/310.

   Previous course description for PROF 210 – Self as a Learner (second year)
   Introduction to professional judgement and decision making as it relates to the beginning teacher in the Primary-Junior division. Exploration of legal rights and responsibilities as professionals and reflection on and thinking critically about experiences in classrooms and host schools, adapting practices for exceptional learners and addressing equity issues faced in schools.
   PREREQUISITE: PROF 210AB

   Previous course description for PROF 310 – Self as a Professional (third year)
   Introduction to professional judgement and decision making as it relates to the beginning teacher in the Intermediate-Senior division. Exploration of legal rights and responsibilities as professionals and reflection on and thinking critically about experiences in classrooms and host schools, adapting
practices for exceptional learners and addressing equity issues faced in schools.

PREREQUISITE: PROF 210AB

3) That, effective for the 2015-16 Academic Calendar, PROF 210 and 310 be created as non-AB, single term courses.

Rationale:
These courses will be offered in a single term (summer) as part of the Consecutive Education program. Presently PROF 210 and 310 exit as multi-term AB courses only, and will continue to be used in this way for Concurrent Education (pre-final year).

4) That, effective for the 2015-16 Academic Calendar, the PRAC 190 and PRAC 191 course description be changed to the following:
PRAC 190/6.0 Concurrent Final Year Practicum (PJ), PRAC 191/6.0 Concurrent Final Year Practicum (IS) (Same description for both courses.)
The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools, as well as an Alternative Practicum. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. For practicum format and details, please see http://educ.queensu.ca/practicum.

Rationale:
A separate course code is now required for Concurrent Education final year, as Consecutive Education requires 7.5 units of PRAC in fall/winter, where Concurrent Education requires 6.0 units of PRAC. The shortening of the course description brings it in line with current format of others.

Previous course descriptions:
PRAC 190AB/6.0 Concurrent Final Year and Consecutive Practicum (PJ)
The practicum consists of ten weeks of in-school practice as well as a three-week Alternative Practicum. After an intensive orientation period at the Faculty of Education in September, Consecutive and final year Concurrent teacher candidates complete their teaching placement in selected Associate Schools. The regular practicum is made up of two teaching blocks, six weeks in the fall term and four weeks in the winter term. The fall term teaching block is split into two 3-week components. After the first practicum component candidates complete five weeks of classes then return to the same Associate School for the second component (normally with the same Associate Teacher). Candidates will normally return to the same Associate School, to work in a different division for the third component of the practicum in the winter term. The schools are selected from a number of District School Boards encompassing geographic areas that include Kingston, Peterborough, Toronto, Ottawa, Brockville, Belleville, Oshawa, Mississauga and Waterloo. Teacher candidates should be aware that they may be assigned to an Associate School outside their preferred area. Please note that candidates are responsible for their own travel and accommodation costs. During the practicum, candidates work closely with associate teachers, school personnel and faculty liaisons. The Alternative Practicum starts after the second practicum block. The Alternative Practicum should relate to the candidate’s Program Focus (FOCI) course. Primary-Junior candidates who do not have a FOCI course must register in FOCI P00. The Alternative Practicum for candidates in FOCI P00 might relate to their Educational Studies course (EDST), Foundations course (FOUN), or to be arranged in another setting approved by the FOCI P00 advisor. Only candidates enrolled in the Outdoor and Experiential Education program will get experience in two teaching divisions in the fall term. The OEE candidates will complete the third component of the practicum in an Ontario Outdoor or Experiential Education setting.
PRAC 191AB/6.0 Concurrent Final Year and Consecutive Practicum (IS/Tech)
The practicum consists of ten weeks of regular in-school practice as well as a three-week
Alternative Practicum. After an intensive orientation period at the Faculty of Education in September, Consecutive and final year Concurrent teacher candidates complete their teaching placement in selected Associate Schools. The regular practicum is made up 6 weeks of teaching in the fall and 4 weeks of teaching in the winter term. The fall term teaching block is split into two 3-week components. After the first practicum component candidates complete five weeks of classes then return to the same Associate Teacher/Department for the second component. Candidates will normally return to the same Associate School to work in their other subject area for the third component of the practicum in the winter term. The schools are selected from a number of District School Boards encompassing geographic areas that include Kingston, Peterborough, Toronto, Ottawa, Brockville, Belleville, Oshawa, Mississauga, and Waterloo. Teacher candidates should be aware that they may be assigned to an Associate School outside their preferred area. Please note that candidates are responsible for their own travel and accommodation costs. During the practicum, candidates work closely with associate teachers, school personnel and faculty liaisons. The Alternative Practicum starts after the third component of the practicum. The Alternative Practicum should relate to the candidate’s Program Focus (FOCI) course. Only candidates enrolled in the Outdoor and Experiential Education program will get experience in both teaching subjects in the fall term. The OEE candidates will complete the third component of their practicum in an Ontario Outdoor or Experiential Education setting.

5) That, effective for the 2015-16 Academic Calendar, the Consecutive Education Primary-Junior teacher candidates be required to take the following (instead of PRAC 190 and PRAC 191/7.5):

PRAC 410/1.5 Consecutive Practicum I [summer 1]
The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. For practicum format and details, please see http://educ.queensu.ca/practicum.

PRAC 420/1.5 Consecutive Practicum II [fall term, component 1]
The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. For practicum format and details, please see http://educ.queensu.ca/practicum.
Prerequisite: PRAC 410

PRAC 430/1.5 Consecutive Practicum III [fall term, component 2]
The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. For practicum format and details, please see http://educ.queensu.ca/practicum.
Prerequisite: PRAC 420

PRAC 440/1.5 Consecutive Practicum IV [winter term, component 3]
The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. For practicum format and details, please see [http://educ.queensu.ca/practicum](http://educ.queensu.ca/practicum).

Prerequisite: PRAC 430

PRAC 450/0.0 Alternative Practicum

The Alternative Practicum is an opportunity to explore an area of educational interest within a context that is different from that experienced during the regular in-school practicum components. The topic for the Alternative Practicum should be consistent with the candidate’s concentration (FOCI/EDST courses). For practicum format and details, please see [http://educ.queensu.ca/practicum](http://educ.queensu.ca/practicum).

Prerequisite: PRAC 440

PRAC 460/1.5 ConEd Final Year and Consec Practicum V [summer 2 - ConEds who take extended program term]

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

Prerequisite: PRAC 430, PRAC 190 or PRAC 191

**Rationale:**

Consecutive Education requires 7.5 units of PRAC, where Concurrent Education requires 6.0 units of PRAC, and two courses cannot have different unit weights. Dividing the 7.5 units into separate courses: allows tuition to be distributed across four terms instead of paid upfront in summer 1; prevents manual grade changes when practicum is completed at the end of the program and allows a pass/fail grade to be entered each term when it is earned. The shortening of the course description brings it in line with more current format.
APPENDIX G

Revised

The Hajee Family Travel Fellowships in Education

Expendable Fund
Terms of Reference
(Fund #: 50961)

November 14, 2014

Office of Advancement
1 800 267-7837
The Hajee Family Travel Fellowships in Education was established with a gift commitment of $2,500 per year for five years made to the University by Khalil Hajee, B.A. ’03, and Jessica Hajee, B.A. ’03, B.Ed. ’04 in October 2013.

In November 2014, the terms were subsequently revised to maximize the opportunities for students by bringing the application and selection processes into line with the other Travel Fellowships in the Faculty of Education and University policy.

Subject to agreement by the donors and approval by the Senate Committee on Scholarships and Student Aid:

Calendar Terms

Established in (SCSSA Date) by Khalil and Jessica Hajee to promote research or development projects in Africa. Awarded on the basis of financial need and academic achievement to full-time students in teacher education or graduate programs in the Faculty of Education wishing to broaden their studies through an alternative practicum placement or research project in Africa. The award may be used for travel expenses, living expenses, and academic fees payable to Queen’s University and to other academic institutions in connection with the studies undertaken. The application process consists of two stages: 1) a financial statement submitted in September to Student Awards to determine eligibility 2) a proposal and application submitted in November to the Assistant to the Associate Dean, Graduate Studies and Research, Faculty of Education. Selection will be made by the Bamji/Elliott/Hajee/Upitis Awards Committee in the Faculty of Education. Value: Variable.

Fund Guidelines

1. Awarded to full-time students in teacher education or graduate programs in the Faculty of Education.

2. Awarded on the basis of demonstrated financial need and academic achievement.

3. Awarded to students for an alternative practicum placement or research project in Africa for travel expenses, living expenses, and academic fees payable to Queen’s University and to other academic institutions in connection with the studies undertaken.

4. Selection will be by the Bamji/Elliott/Hajee/Upitis Awards Committee in the Faculty of Education.

Stewardship
1. The Student Awards Office will provide the recipient’s name to Khalil and Jessica Hajee. At the donor’s request, the Student Awards Office will provide the recipient’s biographic information, which could include program, degree year and hometown if the recipient has provided written permission to do so.

2. Unless advised otherwise, the Student Awards Office will release the name and address of a designated contact person to whom letters of appreciation from recipients may be written. Currently, the contacts are Khalil and Jessica Hajee.

5. An annual fund report will be prepared by the Office of Advancement and will be provided to Khalil and Jessica Hajee.

Amendment

In the future, should circumstances change and cause the continuation of these Terms of Reference to be inappropriate or impractical, the Board of Trustees of Queen’s University, after appropriate consultation, may determine other possible designations of the Fund for purposes analogous to the original objective.

______________________  ________________________
Khalil Hajee                Jessica Hajee
Donor                      Donor

______________________  ________________________
Date                      Date

______________________  ________________________
Tom Harris                 Teresa Alm
VP (Advancement)           AUR (Student Awards)

______________________  ________________________
Date                      Date
APPENDIX H

Faculty of Education, Queen’s University
Education Registrar’s Report to Faculty Board (24 November 2014)

2014-15 BED/DED Program

- Each term, grades are due within ten calendar days of the last day of the session. An email will be sent EDNEWS-L with the details for Fall 2014 term grading information and website link.
- Spring 2015 Convocation Ceremonies are TBD. An email will be sent to EDNEWS-L and TC-L with the details.

2015-16 BED/DED Program Admissions

- For the Consecutive Education recruiting cycle for 2015-16, we:
  - promoted the new, extended program via social media (Facebook, Twitter, web)
  - attended 19 fairs/panel discussions (same as previous year)
  - held two webinars
- The application deadline for Consecutive Education is 1 Dec. We will be announcing the extension of the application deadline to 5 Jan 2015. Transcripts, PSEs and supplementary documents need to be submitted by 15 Jan.
- Reading Day is scheduled for Tue, 13 Jan 2015. A call for readers will be sent out once it is determined how many readers are required.

<table>
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<tr>
<th>As of 24 November 2014</th>
<th>Queen’s</th>
<th>System</th>
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<tr>
<td></td>
<td>Applications</td>
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<td>Primary-Junior</td>
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<td>Intermediate-Senior</td>
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<td>Comparison of Total Applications:</td>
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<td>2013-14 – Jan 2013</td>
<td>1,386</td>
<td>348</td>
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</table>

Program Tracks:
- Aboriginal Teacher Education | 4 | 0 |
- Artist in Community Education | 21 | 14 |
- Outdoor & Experiential Education | 18 | 13 |
APPENDIX I
Senate Report from the November 4, 2014 Meeting

These items were extracted from the Draft Minutes circulated to Senators

3. a) vi) Senate Committee on Educational Equity.
Senator Brauer, Vice-Provost an Dean of School of Graduate Studies commented that the report SEEC examined was completed by a taskforce on behalf of the Graduate Studies Executive Council with a mandate to explore barriers and impediments to degree completion. The report makes recommendations to GSEC with respect to strategies that may be implemented to address completion time issues. No equity issues related to the Time to Completion Policy itself have come to the attention of the School of Graduate Studies, and the Policy does take into account varying circumstances that may result in a delayed time to complete or inactive status.

3. c) COU Academic Colleague Report
Senator Morelli requested that Senator Colgan, Queen’s COU Academic Colleague, make an effort to include the issue of quality related to online courses at the upcoming COU meeting when online courses will be discussed. Senator Williams asked that the importance of recognizing how financial assistance is allocated to students be emphasized when the COU discusses “net tuition” in relation to discussions with the Ministry regarding tuition frameworks. Senator Colgan committed to raising both of these issues at the next COU meeting in December.

II Committee Motion and Reports
1. Senate Governance and Nominating Committee
d. Notice of Motion - SCAD Revised Terms of Reference
That Senate approve the Revised Terms of Reference and composition for the Senate Committee on Academic Development.
https://queensuniversity.civicweb.net/document/47509/Notice%20%20SCAD%20Revised%20Terms%20Reference.pdf?handle=24C773EBB4C64C6198C3DB9C9DA07A84

Having SCAD consider the financial implications of introducing or modifying academic programs is a significant change to these terms of reference

2. Senate Committee on Academic Development
c. Proposed Amendments to the Queen’s University Quality Assurance Processes (QUQAP)
https://queensuniversity.civicweb.net/document/47519/Amendments%20to%20QUQAP%20Policy.pdf?handle=CC96990284BF4BFCB8DB8D7C51BD5B7C

Senator Manson requested that additional time be given to Senators to review the document

Respectfully submitted,
Cathy Christie
November 13, 2014