

# REGULATIONS AND POLICIES

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

## Concurrent Education (Years 1-4) Attendance

### Addendum

#### Faculty of Education's Policy for Attendance, Course Work and Conduct:

#### Teacher Candidate Attendance in the Concurrent Education Program

(Year 1 - PROF 110 / Year 2 - PROF 210 / Year 3 - PROF 310)

The Concurrent Education (ConEd) program allows students to simultaneously pursue two degrees: an undergraduate honours degree and a Bachelor of Education. Consequently, students must adhere to the requirements and expectations of both the undergraduate Arts and Sciences program and the Faculty of Education. This policy addendum pertains to the latter.

As outlined in the Faculty of Education's core directive, *"Attendance Policy for Teacher Candidates in Consecutive or Concurrent Education: Final Year / Year 5 of the Bachelor of Education Program,"* regular attendance in Professional Studies (PROF) courses is essential for all teacher candidates. This commitment, along with maintaining regular communication with instructors and teaching assistants, completing assignments on time, and fulfilling other course requirements, demonstrates a candidate's readiness to adopt key norms valued in the professional workplace culture maintained in schools pertaining to employee attendance, professional communication practices, and high standards of accountability for personal and professional conduct.

#### 1. General Advisory about Attendance Requirements in the Concurrent Education program:

The nature of our teacher education program is highly participatory. Regular attendance in all classes and the timely completion of assignments are essential to success in our program, including the ConEd Teacher Education program.

**1.1 Attendance components:** Satisfactory attendance includes, (but is not limited to):

- attending all scheduled classes on time;
- staying in class throughout the entire lesson, and;
- participating in all scheduled coursework and field experiences, as well as engaging in participatory requirements scheduled as part of class by the course instructor.

It is important to note that there are no equivalent actions that a candidate can pursue that removes or eliminates a recorded absence in a Professional Studies / PROF course. While reviewing of digital content after the scheduled session or watching a recording of the lecture demonstrates responsibility on the part of the teacher candidate, it must be noted that such actions fall short of expectations for a program that is based on participatory practice with colleagues and the instructor.

#### 2.0 Specific Expectations for Attendance, Providing Notice about Absences, and Support for Teacher Candidates:

Teacher candidates are expected to participate in all aspects of their academic program, except in cases of absences due to unavoidable cause.

**2.1 Definitions related to excused and unexcused absences,** expectations for providing notice of absences and documentation to support the communication of absences are available to teacher candidates in Sections 3.1, 3.2, and 3.3 of the *Faculty of Education's Policy for Attendance, Course Work and Conduct*

#### 2.2 Absentee Limits for the Concurrent Education program:

**2.2.1 Course Absences:** As outlined in the Faculty of Education's policy for *Attendance, Course Work, and Conduct*, each course has a designated absence limit ("ceiling") that, if exceeded, requires a mandatory referral to the program's administration (Executive Program Director and/or Associate Dean of Teacher Education) for an attendance review meeting.

These absence limits, along with the range of administrative actions specified in the policy for addressing attendance irregularities, apply to all Professional Studies (PROF) courses in the ConEd program. For greater clarity:

- A schedule of classes defines a Professional Studies course offered in the ConEd program during the Fall / Winter academic terms.



- Within that schedule, the maximum number of excused and / or unexcused absences in a Professional Studies / PROF course must not exceed 20% of the classes scheduled during the Fall / Winter academic term.

### **2.2.2 Monitoring and Reporting Attendance of Teacher Candidates:**

#### **[a] Upon reaching three (3) absences in the course:**

Teacher candidates are expected to track - and account for - any absences accumulated in the Professional Studies (PROF) portion of their Teacher Education Program. Course instructors will also engage their own process for monitoring Candidate attendance and reporting concerns, regardless of the cause(s). Once an accumulation of three (3) absences have occurred a course instructor shall:

- contact the candidate via their Queen's University email account. Teacher candidates must access and manage their university email account regularly, as it will be assumed that they have opened and acted on communications;
- advise the teacher candidate of the limits on course absences, and will inquire whether the candidate is accessing resources to support their success in the course, which may include:
  - Academic Support Services (<https://sass.queensu.ca/>) through the Student Academic Success Services at Queen's University, and / or;
  - Student Wellness Services (<https://www.queensu.ca/studentwellness/>) to address health concerns that may be impeding regular attendance, and / or;
  - Queen's Student Accessibility Services (QSAS (<https://www.queensu.ca/studentwellness/accessibility-services/>)) to address or adjust any learning accommodations designed to remove disability related academic barriers and / or;
  - A recommendation for referral a student services advisor (<https://educ.queensu.ca/current/teacher-candidates/sso/>) at the Faculty of Education for guidance regarding academic program advice.

Since our attendance policies follow a practice of "compassion with boundaries," any communication issued at / after three absences should be understood by Candidates as both a concern and a warning that their attendance does not meet the Faculty of Education's expectations. Given the importance assigned to regular and consistent attendance in our professional program, Candidates are expected, at a minimum, to acknowledge receipt of any correspondence from their course instructor regarding attendance concerns or academic progress.

**[b] Upon reaching five (5) absences in the course:** Once an accumulation of five (5) absences have occurred, a course instructor shall:

- contact the candidate via their Queen's University email account. Teacher candidates must access and manage their university email account regularly, as it will be assumed that they have opened and acted on communications. The course instructor will advise the teacher candidate that they have reached the limit on permissible course absences and will copy the Executive Program Director for Teacher Education into this notice, using [edudirector@queensu.ca](mailto:edudirector@queensu.ca).
- As well, the course instructor will provide the candidate with the following information to support their success in the course, which may include:
  - Academic Support Services (<https://sass.queensu.ca/>) through the Student Academic Success Services at Queen's University, and / or;
  - Student Wellness Services (<https://www.queensu.ca/studentwellness/>) to address health concerns that may be impeding regular attendance, and / or;
  - Queen's Student Accessibility Services (QSAS (<https://www.queensu.ca/studentwellness/accessibility-services/>)) to address or adjust any learning accommodations designed to remove disability related academic barriers.

**2.2.3 Attendance Review Meetings:** A teacher candidate who has accumulated any combination of excused or unexcused absences totalling up to five (5) absences will be required to meet with the Associate Dean (or designate). In some cases, an attendance management plan to support the candidate's participation in the program will be initiated.

At other times – and given the prevailing circumstances - program administration may decide to initiate procedures to withdraw a candidate from the program where absences (excused or unexcused) reach the prescribed limit.

#### **2.3.3 Absences in any Academic Term that exceed five (5) absences in Professional Studies / PROF course:**

Should a candidate's absences exceed five (5) absences in any given term, then it must be understood that the completion of the Professional Studies / PROF course is in jeopardy. As such, program administration will examine each candidate's record on a case-by-case basis, to determine if it is necessary to initiate procedures to withdraw a candidate from the course and / or the practicum component.

Where there is documented evidence of on-going "unavoidable cause" related to the teacher candidate's absence, the teacher candidate may be offered the option of deferral (for medical reasons or, on compassionate grounds) from the program or, the opportunity to withdraw from

the program without penalty, subject to the approval of the Associate Dean.

A teacher candidate may also present to the Associate Dean *for consideration*, a request for a deferral. A request of this nature must be made in writing and communicated through the candidate's Queen's University email account. The request must clearly indicate the grounds for seeking the deferral and provide documentation to support the request. Requests for deferral filed without grounds or appropriate documentation will not be considered.

## Changing Teaching Division

Concurrent Education students choose their teaching division (PJ or IS) at the end of first year. If during their undergraduate degree they want to change divisions, this can have implications on their practicum placement in Year 3.

### Year 1 (EXLR 110)

No division has been selected yet. Students are able to complete an experiential learning placement with children that range in age similar to students in grades JK-8 (ages 3-15). Placements will occur in a non-school setting (i.e., museums, after-school programming, at-risk programs, alternative education centres).

### Year 2 (EXLR 210/211)

Deadline to select teaching division in May of Year 1 is firm. Students who do not select a teaching division by the deadline will be defaulted to PJ, and they will need to stay in PJ for Year 2.

Year 2 experiential learning placement must align with the student's selected teaching division. Placements will be done in a non-school setting (i.e. museum, Boys & Girls Club, Montessori school, education programs).

Primary-Junior (PJ) – Ages 3-11

Intermediate-Senior (IS) – Ages 11-19

- **If a placement request has been submitted** – the student must complete the experiential learning placement as approved at the beginning of Year 2 and the division switch can be completed for the following year after the placement is complete (by July 1).
- **If a placement request has not yet been submitted** – the student could switch teaching divisions and complete the experiential learning placement in the appropriate division.

Teaching division change requests must be submitted to a student's Academic and Career Advisor in Education Student Services.

### Year 3 (PRAC 310/311)

PRAC 310/311 practicums are arranged exclusively by the Practicum Office in associate schools within the designated catchment area assigned to the Queen's Faculty of Education. Students are NOT authorized to arrange their own practicum and any effort to do so would be regarded as a serious form of misconduct. Students must be placed in a traditional grade-level classroom according to their teaching division and teaching subjects, if applicable. Students must be supervised by an OCT certified teacher, in good standing. The teaching division in which the student completes this practicum must align with their teaching division in final year.

### Division switches must be requested by November 15.

- **Before November 15:** the student could switch teaching divisions and complete the practicum placement in the newly chosen division.
- **After November 15:** the student must complete the practicum placement as approved and remain in the teaching division through final year, or the student must repeat the practicum in the newly chosen division before entering final year. The student will be responsible for any fees associated with the cost of the extra course.

Teaching division change requests must be submitted to a student's Academic and Career Advisor in Education Student Services. Changing teaching divisions after completing PRAC 310/311 could delay a student's attendance to final year.

## Changing Teaching Subjects

If an Intermediate-Senior student wants to change teaching subjects they must notify their Academic and Career Advisor in Education Student Services. This could delay a student's attendance to final year.

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

Registration in Education courses in subsequent years is contingent upon:

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

Academic progress will be reviewed at the conclusion of each year in Arts, Science (including Kinesiology), Fine Art, and Music, by the Faculty of Arts and Science. Students placed under academic probation by the Faculty of Arts and Science at Queen's will be required to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until they are removed from academic probation.

Students who receive a grade of 'Fail' in the same placement twice will be deemed to have failed the placement



requirement of the program and will be removed from the Concurrent Education portion of their degree.

If a student is unsuccessful in both EXLR 110 and 21X or any two PROF courses (PROF 110, 210, or 310), the student must submit an appeal to remain in the Concurrent Education program. If the EXLR appeal is successful, and if the student subsequently receives an unsuccessful grade in PRAC 31X, PRAC 42X or PRAC 43X, this will result in an administrative review and will most likely result in removal from the Concurrent Education program.

## Entry into Final Year

Queen's Faculty of Education holds an information session for students in their final year of their undergraduate degree to explain how the Education year unfolds and to review entrance requirements and optional program tracks. It is expected that students will progress to their final year immediately following the successful completion of their undergraduate Honours degree.

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

1. complete all prerequisite courses by the second Friday in May; Any alterations to this must receive permission from Student Services.;
2. graduate with a 20 full-year course Honours degree (BAH, BSch, BFAH, or BMus) in the spring PRIOR to attending final year Education; Any alterations to this must receive permission from Student Services.;
- AND
3. must have a minimum of a B average on their best 10 full-year university courses.
4. complete a half-year course in Developmental Psychology; OR a full-year course in Introductory Psychology;
5. meet division-specific final year Education prerequisite courses under Concurrent Education Degree Requirements. (<https://www.queensu.ca/academic-calendar/education/concurrent-education-program/degree-requirements/>)

## Experiences in Schools/Placements

**EXLR 110/210/211** – Must be completed in non-school educational settings. Experiential learning placements in publicly-funded schools are not permitted. EXLR 210/211 must be completed within the appropriate age group for the selected division. Placements must be approved by a

student's Academic and Career Advisor in Education Student Services.

**PRAC 310/311** – Must be completed in an Ontario associate school that follows the Ontario curriculum, under the mentorship of an Ontario College of Teachers (OCT) certified teacher in good standing. All practicums will be completed in May of the academic year, in a traditional grade-level classroom within the appropriate teaching division and/or teaching subject(s). Over the course of the Bachelor of Education program, some Intermediate-Senior candidates may only get experience in one teaching subject over the two divisions. All PRAC 310/311 practicums are arranged exclusively by the Practicum Office in associate schools within the designated catchment area assigned to the Queen's Faculty of Education. Students are NOT authorized to arrange their own practicum and any effort to do so would be regarded as a serious form of misconduct.

Due to the Progression Policy, students are not permitted to take the next level of EXLR/PRAC unless they are currently enrolled in the corresponding PROF course or have completed that PROF course in a previous year. The Progression Policy applies to all EXLR/PRAC components.

## PROGRESSION CHART

**Level 1:** Concurrent Education students take PROF 110 and EXLR 110 during the fall/winter terms. A student may not progress to the next level until both courses are passed successfully. EXLR 110 is equivalent to full 10 days\*.

**Level 2:** Concurrent Education students take PROF 210 and EXLR 21X during the fall/winter terms. A student may not progress to the next level until both courses are passed successfully. EXLR 21X is equivalent to full 15 days\*.

**Level 3:** Concurrent Education students take PROF 310 in the fall/winter terms, and PRAC 31X in May. PRAC 31X is equivalent to full 15 days\*.

*\*A full day consists of one full "school day", minimum 6 hours.*

## Request to Defer Final Year Education

Requests to defer final year Education for one academic year must be made prior to January 15 of the expected year of entry into final year Education. Students must email their Academic and Career Advisor in Education Student Services to explain the reason for this request. Only requests for short term academic, medical and compassionate reasons will be considered.

Between January 15 and April 30, Education Student Services will consider requests to defer final year Education for medical or compassionate related reasons only. These written submissions must be sent to their Academic and



Career Advisor in Education Student Services and be validated by a medical certificate. Deferrals are given for one academic year only.

Students who are granted a deferral do not have to re-apply; they are automatically considered as part of the subsequent year's cohort. However, students must email their Academic and Career Advisor in Education Student Services by January 15 to confirm their intention to complete final year Education the following fall. To indicate their readiness to start final year Education in the fall, students on medical deferral must submit a medical clearance form from their physician to Student Services by January 15 of the following year.

### Request for Deferral of Placement

Deferral of placements is not recommended in order to keep students on-track in their program. Students must first be registered in the EXLR/PRAC course in order to request a deferral. If the request to defer a EXLR/PRAC course is approved, the student will be dropped from the EXLR/PRAC course and will be re-registered in the course the following year. Due to the Progression Policy, students are not permitted to take the next level of EXLR/PRAC unless they are currently enrolled in the corresponding PROF course or have completed the PROF course in a previous year. As highlighted in the PROGRESSION CHART above.

#### Year 1 (EXLR 110)

Deferral requests will be reviewed on a case-by-case basis for medical or compassionate reasons only. Students must request in writing to the Manager, Education Student Services and copied to their Education Academic and Career Advisor in Education Student Services reasons for requesting a deferral. This could require additional documentation.

#### Year 2 (EXLR 210/211)

Deferral requests will be reviewed on a case-by-case basis for medical or compassionate reasons only. Students must request in writing to the Manager, Education Student Services and copied to their Education Academic and Career Advisor in Education Student Services reasons for requesting a deferral. This could require additional documentation.

#### Year 3 (PRAC 310/311)

Deferral requests will be reviewed on a case-by-case basis for academic, exchange, medical or compassionate reasons only. Students must request in writing to the Manager, Practicum Office and copied to their Education Academic and Career Advisor their reasons for requesting a deferral. This could require additional documentation.

### Request for Leave of Absence from Program

Students may request a leave of absence for no more than one academic year. This request must be submitted in writing

to their Academic and Career Advisor in Education Student Services. The student must also have approval for a leave from the Faculty of Arts and Science. If a student is on a leave of absence from the Faculty of Arts and Science, they will be on a leave of absence from the Faculty of Education. The student must notify their Academic and Career Advisor in Education Student Services.

### Selecting Teaching Division

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

### Year Abroad/Study Abroad Options

If approved for a study abroad program, students must notify their Academic and Career Advisor in Education Student Services in writing regarding their absence from the university.

Students in second year\* who are interested in completing their experiential learning placement while abroad are required to contact their Academic and Career Advisor in Education Student Services.

Students:

1. must obtain approval from their Academic and Career Advisor in Education Student Services to complete EXLR 210/211 out-of-country
2. must have successfully completed PROF 210
3. must be registered in the second year EXLR course prior to completing an out-of-country experiential learning placement

*\*students must complete their third-year practicum placement in Ontario*

### Withdrawal

1. Any student planning to withdraw from the Concurrent Education program must contact their Academic and Career Advisor in Education Student Services prior to withdrawal.

When withdrawing from the Concurrent Education program, they remain in the undergraduate Honours program.

2. Students withdrawing from both Education and Arts and Science programs must inform both offices and complete both withdrawal forms.



## Concurrent and Consecutive Education

### Academic Accommodations for Students with Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student who may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website (<http://www.queensu.ca/studentwellness/accessibility-services/>).

**Ventus** is a management system used by QSAS that allows students, instructors, and other University stakeholders to communicate easier about accommodations for students. Students are responsible for sharing their Letter of Accommodation through the Ventus portal. If a student does not follow the instructions for sharing their Letter of Accommodation in Ventus, accommodations will not be available to the student while in the academic program on campus or while attending a practicum placement. In these situations, retroactively providing accommodations will not be possible.

Details and more information can be found on the QSAS website (<https://www.queensu.ca/studentwellness/accessibility-services/>).

### Academic Integrity

Academic Integrity Policies and Procedures in the Faculty of Education (the Faculty) are consistent with the Queen's University Academic Integrity Policies and Procedures (QUAIP), approved on October 2021, which can be found in full on the Queens' Secretariat website (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>).

#### Definitions – Administrative Responsibilities for Academic Integrity

The following are designated, in accordance with Senate AI Procedures (QUAIP section 1.6) (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>)

- **The instructor** is responsible for initiating the investigation of a possible Departure from Academic Integrity (DFAI) and reporting the Finding to the student.

- **Delegate:** When an instructor is unable to investigate and/or decide the finding, the Program AI Lead (see list below) may delegate the responsibility to another individual with appropriate subject matter expertise.
- **The Queen's Faculty of Education** Academic Integrity Administrator ([rebecca.carnevale@queensu.ca](mailto:rebecca.carnevale@queensu.ca)) (**the AIA**) provides advice and in some cases assistance to the instructor and maintains DFAI records.
- **The AI Lead** provides advice, reviews and investigates AI-related matters as required, may determine sanctions, undertakes investigations that are referred by the instructors, and conducts appeals. The AI Lead of each program is as follows:
  - *Teacher Education* – the Associate Dean, Teacher Education
  - *Graduate Studies* – follow School of Graduate Studies (<https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/>) Academic Integrity Policy
  - *Continuing Teacher Education* – Director, Continuing Teacher Education and Professional Studies
  - *Professional Studies* – Director, Continuing Teacher Education and Professional Studies
  - *Queen's School of English* – Director, Queen's School of English
- **The Faculty AI Appeal Panel:** An ad hoc panel, normally consisting of three members of the Professional Studies Committee, which considers DFAI appeals within Queen's Faculty of Education. The members of the panel are appointed by the Dean. The Dean designates the Chair of the panel.
- **Days:** All references to days in this Procedure refer to business days. Reference to a "week" means 7 calendar days.

### Core Values and Departures from Academic Integrity

#### Core Values

1. Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the fundamental six core values defined in QUAIP 2.1 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>):
  - Honesty
  - Trust
  - Fairness
  - Respect

- Responsibility
  - Courage
2. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to these values, expressed through academic integrity, forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

## **2.2 Departures from Academic Integrity**

### **2.2.1 DEPARTURE FROM THE CORE VALUES OF ACADEMIC INTEGRITY**

In addition to the specific types of departures from academic integrity listed below, "Departure from the Core Values of Academic Integrity" encompasses a range of conduct and infractions. Any acts that deviate from the core values of academic integrity (section 2.1) that do not fall under the specific categories listed below may be categorized under this broader heading.

In the educational context, there is, for instance, trust that students will abide by the core values of academic integrity and not violate these values or attempt to violate this trust. Therefore, attempts at plagiarism, facilitation, and other departures are as much a threat to academic integrity as submitting a plagiarized paper or working with a peer to undermine integrity. Honesty plays a role in exchanges with instructors and peers, especially in a professionalized setting, where authentic self-representation and truthfulness are essential.

Investigations and findings under this broad category will cite one or more of these six values and indicate how the activity contravenes these values and compromises the integrity of the educational experience. "The Fundamental Values of Academic Integrity" (3rd edition) developed by the International Centre for Academic Integrity provides guidance on the meaning of these six values in relation to the educational experience.

### **2.2.2. PLAGIARISM**

Plagiarism involves presenting ideas, words or work, created by others or by technological assistance, as if they are one's own or without proper attribution/citation. Self-plagiarism is also a departure from academic integrity. Self-plagiarism refers to the practice of submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor. Self-plagiarism can also include presenting one's own previously published work as though it were new.

Examples: copying or using quotations or paraphrasing material from a print or other source, including the internet

and output from artificial intelligence, without proper acknowledgement; copying another student's work; submitting the same piece of work in more than one course without permission.

### **2.2.3. UNAUTHORIZED CONTENT GENERATION**

Unauthorized content generation is the production of academic work, in whole or in part, for academic credit, progression, or award, using unapproved or undeclared human or technological assistance.

Examples: Response generation from artificial intelligence including, but not limited to, text-, image-, code-, or video-generating artificial intelligence tools; submitting assignments to online forums or websites for generating solutions.

### **2.2.4. CONTRACT CHEATING**

Contract cheating is a form of plagiarism that involves outsourcing academic work to a third-party including, but not limited to, a commercial provider, current or former student, family member or acquaintance, and submitting the work as one's own.

Examples: purchasing a term paper or assignment to be submitted as one's own; submitting essays or assignments that have been obtained from homework sites, essay mills, tutor sites, friends, family members or classmates.

### **2.2.5. USE OF UNAUTHORIZED MATERIALS**

Use of unauthorized materials involves using or possessing unauthorized materials or obtaining unauthorized assistance in any academic examination or test, or in connection with any other form of academic work.

Examples: Using or possessing unauthorized written material or an electronic device with memory and/or web access such as a calculator, cell phone or smart watch that is not permitted during a test or examination; copying another student's test or examination answer; receiving answers from an exam or test bank website.

### **2.2.6. DECEPTION**

Deception involves misrepresenting the accuracy of information, the authenticity of a document, one's self, one's work, or one's relation to the University.

Examples: creating or causing to be created and/or submitting any falsified official academic document, including a transcript; altering any official academic documents, including transcripts; creating and/or submitting any falsified medical note; altering any information on documentation provided by a third party (such as a date); impersonating someone in a test or examination or allowing someone



to impersonate you; fabricating or falsifying laboratory or research data; using another person's credentials or representing yourself as having credentials that are not rightfully yours.

#### 2.2.7. FACILITATION

Facilitation involves enabling another student's breach of academic integrity.

Examples: allowing academic work to be copied by another student for submission as that student's work; selling academic work; making information available to another student about the exam questions or possible answers during an online or take-home exam window.

#### 2.2.8. UNAUTHORIZED USE OF INTELLECTUAL PROPERTY

Using the intellectual property of another for academic, personal, or professional advantage without the authorization of the owner.

Examples: uploading course materials to a note-sharing website without the instructor's permission; providing course materials to a commercial study-prep service not sanctioned by the University; distributing, publicly posting, selling or otherwise disseminating an instructor's course materials or providing an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent.

#### 2.2.9. UNAUTHORIZED COLLABORATION

Unauthorized collaboration involves working with others, without the specific permission of the instructor, on academic work that will be submitted for a grade.

Examples: working with others on in-class or take-home tests, papers, or homework assignments that are meant to be completed individually; communicating with another person during an exam or about an exam during the exam window.

#### 2.2.10. FAILURE TO ABIDE BY ACADEMIC RULES

Failing to abide by Faculty/School or University academic rules and regulations.

Examples: failing to follow rules imposed by course instructors, or others (for example, teaching assistants, guest or substitute instructors), regarding the preparation, writing, and submission of academic work; failing to follow rules set out by instructors or the Exams Office in the writing of tests and examinations; failing to follow regulations governing ethics reviews; failing to comply with assigned remedies and sanctions resulting from a departure from academic integrity; unauthorized removal of materials from a library.

### Guidance for instructors

*Note: In these Procedures, all references to an "instructor" include a delegate, as defined in section 1. A flow chart summary of the procedures for instructors is provided at the end of this document. The detailed procedures for engaging with the student are found in QUAIP section 3.2 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>). These are summarized below:*

**1. Responsibility of the instructor:** The instructor has the responsibility to initiate and follow through the investigation to the "Finding" stage. They are encouraged to seek guidance from the Faculty of Education AIA or their program's AI Lead. In complex cases (e.g. multiple alleged departures from AI arising from the same incident) instructors should seek this advice soon as possible

**2. Collection of Evidence:** The instructor shall assemble all documents related to the case, for example:

- the work submitted by the student for academic credit;
- the source(s) from which the work submitted by the student is apparently derived;
- instructions describing the nature of the work to be done;
- the course syllabus;
- any emails between instructor and student relating to the work;
- documents alleged to be altered; and
- documents/information distributed by the instructor or the Faculty outlining expectations concerning academic integrity and consequences of departures from academic integrity.

3. After collecting and reviewing the evidence, if the instructor determines that there is not sufficient evidence to continue a DFAI investigation they destroy all documents related to the case and the student is not informed of the investigation (QUAIP section 3.1.4 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>)).

**4. The Notice of Investigation ("NOI") to the student, from the instructor:**

- After collecting and reviewing the evidence, if the instructor determines that there is sufficient evidence to continue a DFAI investigation, they must complete the **"Notice of Investigation" form**. This form includes areas to be completed by the instructor regarding the nature of the evidence and investigation. In addition, this form contains important information for the student regarding possible sanctions, the student's right to meet with the



instructor or provide a written response, the right to have a support person present at a meeting, and resources available to the student.

- The instructor will email a password-protected copy of the completed NOI form to the student at their Queen's email address, also attaching all evidence relevant to the investigation.

**5. Response from the student:** Within 10 days of the date the NOI was emailed to the student, the student must respond to the NOI. In their response, the student may either request a meeting with the instructor or inform the instructor that a written response to the instructor will be forthcoming within a further 5 days. Additional details regarding the meeting, student support, etc., can be found on the NOI form.

- If no response is forthcoming from the student within the 10-business day window, then the instructor shall make a decision based on the available evidence.

**6. Instructor decision:** After a careful review of all evidence, the instructor determines whether or not there is sufficient evidence to conclude that a DFAI has occurred.

- If that decision is **NO**, then the instructor sends a **"Dismissal of Investigation"** form to inform the student and the AIA administrator, advising that the investigation has been dismissed. No student-identifying information should be contained on the Dismissal Form sent to the AIA, and all other documents related to the case will be destroyed.
- If the decision is **YES**, then the instructor must complete a **"Finding of Departure from Academic Integrity" form (the "Finding" form)**.

**7. The "Finding" form - determining the appropriate sanction:** The instructor must first contact the Faculty AIA to determine if the student has committed a previous DFAI, and then decide if the sanction will be a Level I or Level II. In deciding on a Level, and the range of appropriate remedies/sanctions, instructors should refer to QUAIP section 3.4 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>).

- **Level I** – no previous DFAI cases exist for the student, and the DFAI is considered "minor". The Instructor will then choose from the range of remedy/sanctions listed on the NOI form. This remedy/sanction will be included on the Finding form.
- **Level II** – a record of a previous DFAI exists for the student, OR the DFAI is considered "major".

- In the case of a Level II DFAI because of a prior DFAI, the case is referred to the Faculty AI Lead for an appropriate remedy/sanction (**NOTE:** the instructor's decision on the finding is NOT reviewed by the AI Lead; ONLY the remedy/sanction is considered).
- In the case of a first time DFAI that is considered "major" the instructor will impose the sanction unless they think that the departure is significantly serious that a sanction that only the Faculty AI Lead may assign is warranted.

**8. Sending the "Finding" form to the student:** The instructor emails a password-protected copy of "Finding" form to the student at their Queen's email address. If the finding is being referred to the AI Lead for sanctioning, on the "Finding" form the instructor will indicate that the case is being referred to the AI Lead for the assignment of an appropriate remedy/sanction. The AI Lead shall decide on the remedy/sanction and will inform the student and instructor of this in writing.

**9. Forwarding all documentation to the AIA lead:** After sending the "Finding" form to the student, all documentation related to the case (i.e. NOI, "Finding" form and all appendices or attachments) will be forwarded to the AIA. No documentation may be retained by the instructor or placed in a departmental student file.

### Referral of the case to the Faculty AI Lead

1. The instructor must refer the case to the AI Lead to decide the remedy or sanction, if:
  - There is a record of a previous finding of a departure from academic integrity on file in the Faculty Office; or
  - after the instructor considers all the factors above in assessing the gravity of the departure, they believe that a more serious sanction than those that may be imposed by an instructor (see section 3.4.2) is warranted; or
  - the student's home Faculty is different from the Faculty in which the course is offered (see QUAIP section 5 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>))
2. When a case is referred by the instructor for a sanction/ remedy decision, the role of the AI Lead is to review and consider the factors of the case only as they relate to the decision of an appropriate remedy or sanction. The Faculty AI Lead must not re-consider the instructor's decision on the finding of the departure.
3. When referring a case, the instructor shall indicate on the "Finding" form that the case is being referred to the Faculty



for the assignment of an appropriate remedy or sanction and email a password-protected copy of the "Finding" form to the student at their Queen's email address (QUAIP section 3.4 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>)).

4. An instructor can also refer the case to the AI Lead when they are unable to investigate and/or decide the finding, and in complex cases. In such cases the AI Lead will conduct the investigation, in accordance with the procedures outlined in section 3.1 above.

- In referred cases, the AI lead may impose a range of remedies and sanctions, including a requirement to withdraw, or rescinding of a degree, as described in QUAIP sections 3.4.4.1 and 3.4.4.2 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>). Students should be aware that the Faculty of Education cannot recommend a student for certification by the Ontario College of Teachers unless the Student has successfully completed their B.Ed. degree. As such, Students who are required to withdraw are not eligible to receive a recommendation for certification from the Faculty until the period for which they were required to withdraw is at an end, and they return to their studies to complete any outstanding degree requirements. Similarly, the Faculty has an obligation to notify the College in the event that a recommendation for certification was made on the basis of a degree that is later rescinded.

### Appeals of DFAI Findings, and/or of DFAI Remedies/ Sanctions

1. A student may appeal a finding that a DFAI has occurred, or the remedy/sanction imposed, or both. The DFAI appeal process is summarized below; further details are provided in QUAIP section 4.0 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>).
2. Grounds for an appeal are limited to the following (details in QUAIP section 4.1 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>)):
  - a. The decision-maker failed to act in accordance with the rules of procedural fairness.
  - b. The decision-maker acted without, or exceeded their, jurisdiction.
3. Students wishing to submit an appeal must do so within 10 business days of receiving the "Finding" form from the instructor or within 10 business days of receiving the remedy/sanction decision from the AI Lead. In cases where the decision on remedy/sanction was referred to

the AI Lead, the **student cannot submit an appeal until after the sanction decision has been issued.**

4. To submit a DFAI appeal, a student needs to complete the "**Appeal of a Finding of a Departure from Academic Integrity**" form in which they must clearly state whether they are appealing the finding that a DFAI occurred, or the remedy/sanction, or both. On the **DFAI Appeal** form, they **MUST** explain their grounds for the appeal - based specifically on either 1) or 2) above.

### Appeal decision-makers:

1. If the Instructor or their delegate was the original decision-maker for both the DFAI Finding and remedy/ sanction the first level of appeal is to the AI Lead.
2. If the AI Lead investigated the case and made a Finding of DFAI and/or decided the original sanction/remedy, the appeal is to:
  - *Teacher Education* – the Faculty AI Appeal Panel
  - *Graduate Studies* – follow School of Graduate Studies (<https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/>) Academic Integrity Policy
  - *Continuing Teacher Education* – there is no further appeal
  - *Professional Studies* – there is no further appeal
  - *Queen's School of English*
    - *Qbridge program* – the Associate Dean, Teacher Education, then to the Faculty AI Appeal Panel
    - *Other QSoE programs* – there is no further appeal

### Considering the Appeal (QUAIP section 4.2) (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>)

1. **If the appeal contains new, permitted evidence:** the appeal decision-maker will send the matter back to the previous decision-maker for reconsideration. "New, permitted evidence" is evidence that was not given to the previous decision-maker because it was either not known to the student or not available to the student, through no fault or omission on the student's part, when the previous decision was made.
  - The appeal decision-maker can decide not to send the matter back for reconsideration if (a) sending the matter back would cause delay that is unduly prejudicial to the student; OR (b) if the student's new evidence clearly demonstrates bias in the prior decision-making process being appealed.
  - If the matter is sent back to the previous decision-maker for reconsideration, the previous decision-maker re-evaluates the case, taking the new evidence into account. If they decide to change their finding,

they will issue a new “Findings” form. Otherwise, the previous decision-maker will advise the student and the appeal decision-maker that the new evidence does not change their decision and the student’s appeal can proceed.

2. **If the appeal does not contain new, permitted evidence:** the instructor is provided with the Appeal submission and has an opportunity to comment.
  - If the instructor responds, then a student is provided time to review and reply to the instructor’s comments.
  - If the instructor does not respond within 10 days, the appeal decision-maker proceeds with the appeal.
3. **Next,** a meeting with the instructor, student and appeal decision-maker is normally convened. The meeting is scheduled by the AIA. Both instructor and student may have a support person present at the meeting and must inform the AIA if they intend to do so, identifying who their support person will be.

#### **The Appeal Decision (QUAIP section 4.3) (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>)**

The appeal decision-maker, after reviewing all evidence, can act as follows:

- If the **Finding of a DFAI** is being appealed: maintain or overturn the finding;
- If the **remedy/sanction** is being appealed: maintain or modify the remedy/sanction

**Reporting the decision** (QUAIP section 4.3.5 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>)): within 20 business days after the appeal is complete, the appeal decision-maker must provide the student with a written decision, summarizing all relevant evidence and explaining the reason(s) for the decision. This decision must also include information explaining the next level of appeal available, and resources available to the student. The decision should be emailed as a password-protected file to the student at their Queen’s email address, with a copy to the AIA. If the finding is overturned the AIA will ensure that all documentation related to the case is destroyed as appropriate.

#### **Second level of Appeal (QUAIP sections 4.4 through 4.6 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>))**

1. If the first level of appeal was to the AI Lead, the second level of appeal is noted below, according to the appropriate program. A student must submit this second level appeal to the AIA within 10 days of receiving the first

level Appeal Decision. The AIA will forward the student’s appeal, where appropriate.

- *Teacher Education* – the Faculty AI Appeal Panel
  - *Graduate Studies* – follow School of Graduate Studies (<https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/>) Academic Integrity Policy
  - *Continuing Teacher Education* – there is no further appeal
  - *Professional Studies* – there is no further appeal
  - *Queen’s School of English (QSoE):*
    - *Qbridge program* – the Associate Dean, Teacher Education, then to the Faculty AI Appeal Panel
    - *Other QSoE programs* – there is no further appeal
2. The process for the second level appeal will then follow the process in 4.1-4.3 above.
  3. If the first level of appeal was to the Associate Dean, Teacher Education, the second level of appeal is to the AI Appeal Panel.
  4. If the first level of appeal was to the Faculty AI Appeal Panel, the second level of appeal is to the University Student Appeal Board (USAB).
  5. In a second level appeal the student may appeal the Finding that a DFAI occurred, or the remedy/sanction imposed, or both.
  6. Whether the Faculty AI Appeal Panel decided a student’s appeal as a first level or second level appeal, this Panel is the final appeal decision-maker within the Faculty for Teacher Education and QSoE (Qbridge only). Appeals from a Faculty AI Appeal Panel decision are always to USAB.
  7. Appeals to USAB must be submitted within two weeks after the Faculty AI Panel decision was emailed to the student. See Student Academic Appeals Policy (<https://www.queensu.ca/secretariat/policies/senate/student-academic-appeals-policy/>).

#### **Special Cases**

1. **Cross-Faculty Jurisdiction:** If a student is enrolled in a course that is offered by a Queen’s Faculty/School (the “course Faculty”) that is not the same as the Queen’s Faculty/school in which the student is registered (the “home Faculty”) then the procedures to be followed are outlined in QUAIP section 5 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>).
2. **Students registered in other Post-secondary institutions or in Collaborative programs:** This includes students at Queen’s on exchange, visiting students taking Queen’s courses under a Letter of Permission, and students registered in collaborative degree programs



offered jointly by Queen's and another post-secondary institution. The procedures to be followed for these students are outlined in QUAIP sections 3.6.1 and 3.6.2 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>).

3. **Queen's students attending other post-secondary institutions.** These Queen's students may be studying on an official exchange program, or at another post-secondary institution on a Letter of Permission, or registered in a collaborative degree program offered jointly by Queen's and a partner institution. The procedures to be followed for these students are outlined in QUAIP section 3.6.3 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>).

## Record Keeping

**Record Keeping (QUAIP sections 1.6.3, 1.7 and 3.3.1 (<https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/>))**

1. **Records of DFAI Investigations that Resulted in a Dismissal:** If a "Dismissal" decision is made, then, after forwarding the Dismissal form to the student, an instructor must subsequently forward it to the AIA, for reporting purposes. All other documents related to the case will be destroyed.
2. **Records of DFAI Investigations that Resulted in a DFAI Finding:** Official records are kept of each investigation that concludes with a Finding of a DFAI. Where these records are kept, and for how long, depends on whether the DFAI was found to be a Level I or a Level II, as follows:
  - **Level I:** The documentation related to a Level I investigation is NOT added to the Faculty Official file for the student. However, this documentation is included in a separate file in the Faculty Office, which is maintained solely for the purpose of Academic Integrity record keeping. These records are destroyed upon the student's graduation.
  - **Level II:** The relevant documents are added to the Faculty Official File for the student. These records are destroyed 10 years after the student's graduation.
3. Records of Academic Integrity investigations are not kept by the instructor, or in any files maintained by the Faculty except as noted above.

## Forms

- DFAI – Notice of Investigation (for instructors) ([https://engineering.queensu.ca/about/policies-and-governance/\\_files/1\\_NOI\\_Protected.docx](https://engineering.queensu.ca/about/policies-and-governance/_files/1_NOI_Protected.docx))

- DFAI – Dismissal of Investigation (for instructors) ([https://www.queensu.ca/academicintegrity/sites/aiwww/files/uploaded\\_files/Forms/2\\_DOI\\_Protected.docx](https://www.queensu.ca/academicintegrity/sites/aiwww/files/uploaded_files/Forms/2_DOI_Protected.docx))
- DFAI – Finding of Departure from Academic Integrity (for instructors) ([https://engineering.queensu.ca/about/policies-and-governance/\\_files/3\\_DFAI\\_Protected.docx](https://engineering.queensu.ca/about/policies-and-governance/_files/3_DFAI_Protected.docx))
- DFAI – Sanction of a Referred Departure from Academic Integrity (for AI Leads) ([https://engineering.queensu.ca/about/policies-and-governance/\\_files/4\\_ReferralForSanctioning\\_Protected.docx](https://engineering.queensu.ca/about/policies-and-governance/_files/4_ReferralForSanctioning_Protected.docx))
- DFAI – Appeal of a Finding of a Departure from Academic Integrity (for students) ([https://engineering.queensu.ca/about/policies-and-governance/\\_files/5\\_AppealForm\\_Protected.docx](https://engineering.queensu.ca/about/policies-and-governance/_files/5_AppealForm_Protected.docx))

For detailed instructions on how to complete the DFAI related forms please visit the Queen's University Academic Integrity site (<https://www.queensu.ca/academicintegrity/forms/>).

Departure from Academic Integrity Investigation Process: **Download chart (PDF, 196kb)** ([https://engineering.queensu.ca/about/policies-and-governance/\\_files/Aug2023-DFAI-Flowchart.PNG](https://engineering.queensu.ca/about/policies-and-governance/_files/Aug2023-DFAI-Flowchart.PNG))

## Acceptable Use of Information Technology Resources

The information below is an extract of the Senate's policy on use of information technology and resources. Students are responsible for making themselves fully aware of the complete policy (<http://www.queensu.ca/secretariat/policies/senate/electronic-information-security-policy-framework/acceptable-use-information/>).

The use of Queen's University information technology (IT) resources must be consistent with the academic mission of the University. These IT resources are provided to support the teaching, learning, research, and administrative activities of the Queen's community. As a member or guest of the Queen's community, you may have access to valuable internal and external networks and resources, and Sensitive Information, and you are expected to use these resources in a responsible, ethical, and legal manner. Your actions should not adversely affect the ability of others to use these resources or compromise the security and privacy of sensitive information.

## Access and Privacy

Queen's University collects, maintains, uses, and discloses student personal information in accordance with the Ontario Freedom of Information and Protection of Privacy Act. As secondary custodians of student personal information, faculties, schools, and departments should be guided by the Office of the University Registrar's Student and Applicant



Record Policy ([https://www.queensu.ca/registrar/sites/uregwww/files/uploaded\\_files/pdfs/studentrecordpolicy.pdf](https://www.queensu.ca/registrar/sites/uregwww/files/uploaded_files/pdfs/studentrecordpolicy.pdf))

If you have questions or concerns, please contact the Education FIPPA representative (<https://www.queensu.ca/accessandprivacy/contact-us/fippa-contact-list/>) or visit the Privacy Office website (<http://www.queensu.ca/accessandprivacy/>).

Students in the Queen's BEd/DEd program will have their personal information distributed to school administration and other persons directly involved in the facilitation process for their practicum placements. This information includes their full name, Queen's email address, teaching divisions, teaching subjects (if applicable), and the residential address provided to the Faculty on their Practicum Registration Form.

## Admissions

### Concurrent Education

Students in their final secondary school year or equivalent may apply online through the Ontario Universities' Application Centre (OUAC), by the deadline dates stated in the application materials. Application to the Concurrent Education program is made at the same time as application to Arts and Science (including French and Kinesiology), Fine Art\* or Music.

Selection is based mainly on applicants' academic standing. Some consideration may be given, however, to the Personal Statement of Experience (PSE)\*\*.

*\*There is a temporary suspension to admissions to the Bachelor of Fine Art (Visual Art) program.*

*\*\*PSEs for Concurrent Education applications have been temporarily suspended.*

### Consecutive Education, Technological Education, and Multi-Session Programs

Queen's Teacher Education will make only one offer of admission per applicant. It is important for applicants to carefully consider their Queen's choices and the order of those choices.

If appropriate prerequisites do not appear on the transcript or if "in progress" courses have not been itemized on the OUAC/TEAS application, the applicant must amend their application through the OUAC/TEAS website by the application deadline.

Selection of applications is based on:

1. meeting the admission requirements and/or recommendations;

2. the number of spaces available in the option/teaching subject/program requested;
3. the score from the Personal Statement of Experience;
4. the score based on the academic average and the number of prerequisites and/or recommended courses.

The scores from "c" and "d" above have equal weight. In cases where supplemental documents are submitted for program track and multi-session applications, these scores are also taken into account as part of the final score.

Only documentation requested by the Faculty registrar is considered for admission. Unsolicited material or letters of reference will not be read; unsolicited documents will be destroyed. Queen's may, at its discretion, suspend admission to any program, plan, or sub-plan, in accordance with University policy.

Admission Requirements for Consecutive Education Programs (<https://educ.queensu.ca/teacher-education/consecutive/>)

Admission Requirements for Consecutive Technological Education Program (<https://educ.queensu.ca/teacher-education/consecutive/tech/>)

Admission Requirements for French as a Second Language Multi-Session Program (<https://educ.queensu.ca/teacher-education/consecutive/fslm/>)

Admission Requirements for Indigenous Teacher Education Multi-Session Program (<https://educ.queensu.ca/teacher-education/consecutive/itep-community/apply/>)

Admission Requirements for Technological Education Multi-Session Program (<https://educ.queensu.ca/teacher-education/consecutive/tech-multi/apply/>)

### Conditional Offers

If a student receives a conditional offer of admission to the program, outstanding requirements must be completed by June 30 of the year of entrance. Please notify Education Student Services as soon as possible if you are unable to meet the conditions of your offer.

### Equity Admissions

Queen's University attempts each year to admit a student body reflective of the general population of Canada. The Faculty of Education has developed an admission policy regarding equitable representation of groups that are underrepresented in the teaching profession and has reserved a number of equity admission places in the Bachelor of Education and Diploma in Education Programs. Those who complete the voluntary Equity Admission form will be



considered both under the general admission procedure and under the equity admission policy. Further information and the Equity Admission Form are available on our website under Admission Requirements. (<https://educ.queensu.ca/teacher-education/consecutive/>)

### English Language Requirement

English is the language of instruction at Queen's University and in the schools in Ontario where our students carry out their required practice teaching. Applicants who are non-native speakers of English are required to provide evidence of oral and written proficiency in English in one of two ways:

Students must have studied full-time at least three full years (or the equivalent) at a university where the language of instruction and examination was in English in a country where one of the official languages is English. Time spent in ESL courses or in an ESL program is not counted toward this three-year requirement. Applicants who have attended university other than in North America must submit a letter directly from the university verifying that the language of instruction and examination was English.

OR

Students must have achieved the required level of proficiency on one of the three tests of English language listed below.

Each of the following language tests has a minimum score that must be attained before the applicant will be considered for admission to the Faculty of Education:

1. The Test of English as a Foreign Language Internet-based (TOEFL iBT). (<http://www.ets.org/toefl/>) The TOEFL iBT test code number 8573 must be used to ensure that the results are forwarded directly to the Faculty of Education. Required test scores: Minimum 24 on the Reading component, 23 on the Listening, 28 on each of the Writing and Speaking components, with a minimum 103 overall.
2. The International English Language Testing System (IELTS). (<http://www.ielts.org/>) Request the Academic test. Required test scores: minimum 6.5 on both the Reading and Listening components, and a minimum of 7.0 on the Writing and Speaking components, with a minimum 7.0 overall.
3. Canadian Academic English Language Assessment (CAEL). (<http://www.cael.ca/>) Select "Test Takers" from the top bar menu to access information, including test locations and dates. Required test score: Minimum 70 in all 4 categories and minimum 70 overall.

Students admitted to the program who are found to have an unsatisfactory command of the English language, either spoken or written, where their language skills interferes with

their ability to communicate effectively in the classroom, may be required to take remedial work or may be asked to withdraw from the program.

### French Language Requirement

Students admitted to the Primary-Junior French as a Second Language Program Track or Primary-Junior French as a Second Language Multi-Session programs must meet at least one of the following French language competency requirements:

- 5.0 full-year undergraduate courses in French or the completion of a degree in the French language, or
- A French Bilingual/Immersion/Extended Certificate and original transcript from an anglophone secondary school or an original transcript if you have graduated from a francophone secondary school, or
- Diplôme approfondi de langue française (DALF) You will need to achieve an overall classification of C1 (Advanced 1). Test results are valid for life, or
- Diplôme d'études en langue française (DELFI) (<https://www.france-education-international.fr/diplome/delf-tout-public/niveau-b1/>) You will need to achieve an overall classification of B1 (Intermediate 1). Test results are valid for life, or
- Test de connaissance du français (TCF) (<https://www.french-exam.com/tcf-exam/>) You will need to obtain a score of C1 (Advanced 1 in all four modalities: reading, listening, writing and speaking). Test results are valid for two years, or
- Test d'évaluation de français (TEF) (<https://www.alliance-francaise.ca/en/exams/tests/tef-canada/>) You will need to obtain a score of C1 (Advanced 1 in all four modalities: reading, listening, writing and speaking). Test results are valid for two years.

### International Transcripts

For the Bachelor of Education/Diploma in Education, applicants who obtained a degree from a foreign institution (from non-Canadian or American institutions) must have all international official transcripts evaluated by **World Education Services (WES)** (ICAP course-by-course assessment).

Be aware that it can take upwards of six weeks for WES to receive official transcripts from a foreign academic institution, after which point the WES evaluation can take a week or longer to complete. Applicants should begin the evaluation process as early as possible.

Ensure you are on the Canadian page (a maple leaf in the banner). Applicants are responsible for the costs associated

with the WES evaluation and any translation required. Applicants must request that WES evaluations be sent directly to **Student Services** by the official transcript deadline.

Note: the Ontario College of Teachers set their own document and assessment requirements and policies, which may be different from the requirements noted in this policy. Completion of the BEd/DEd degree requirements does not guarantee a teaching certificate. All graduates who apply to the Ontario College of Teachers must meet all their requirements. Current licensing requirements may be found on the OCT's website (<https://www.oct.ca/>).

## Attendance Policy

### 1.0 Definitions:

**1.1 Excused absence:** In general, an excused absence is one associated with illness, bereavement (or other compassionate grounds), university-sanctioned events as outlined in the Request for Excused Absence for Significant Event/Activity or, for religious or cultural observance.

**1.2 Religious Observance:** These are religious Holy Days requiring suspension of work or school for observance purposes. Queen's references its Multifaith Calendar as per the Multifaith Action Society. An approved list of dates which are recognized for religious observance is available from the Faith and Spiritual Life Office.

**1.3 Unexcused absence:** Any absence that is not a result of illness, bereavement (or other compassionate grounds), or religious observance is an unexcused absence. If a teacher candidate's particular situation does not exactly match any of these scenarios, they should err on the side of caution and present a request for an excused absence to the Associate Dean (or their administrative designate).

### 2.0 Objective:

To ensure that teacher candidates in the Bachelor of Education Program demonstrate their suitability to proceed with the study or practice of teaching, through regular and punctual attendance in their program commitments, demonstrating alignment with the normative workplace environments which defines the operation of Ontario schools.

### 3.0 Policy:

#### 3.1 General premise for monitoring and review of teacher candidate attendance:

The effort to instill a deeper understanding about the significance of regular attendance the policy is guided by the concept of compassion with boundaries. It is understood that teacher candidates are transitioning from the role of post-secondary student to apprenticing professional. As a result,

the Faculty of Education commits to supporting teacher candidates in this transition through its policies. Should teacher candidates require additional resources and/or supports, they should reach out to their instructors and/or the services offered by the Faculty of Education and/or Queen's, some of which are listed below:

- Student Wellness provides information and access to supports available
- Student Affairs provides links to services and community support
- Faculty of Education Counsellors, one-to-one counselling sessions and other supports
- After hours and 24/7 Support
- The Green Card and Green Folder (important phone numbers and guidance on how to help a friend in crisis and what to do in an emergency)

#### 3.2 Teacher candidates will be in attendance for all aspects of their academic program, except in cases of absences due to unavoidable cause:

Full and punctual attendance at all lectures, laboratories, seminars and other scheduled components of the academic program is a requirement unless absence is unavoidably caused by illness, religious or cultural observance, compassionate reasons or the teacher candidate has received prior permission to be absent from the Associate Dean of Teacher Education (or designate) due to a sanctioned University event (e.g. Senate, Intercollegiate sports teams). See 4.3(b).

#### 3.3 Teacher candidates shall inform their Instructors of their absence at the earliest possible opportunity and document their absences:

One of the normative practices in the teaching profession is to alert colleagues and supervisors as soon as possible about absences so that a conversation can follow about what adjustments or contingencies need to be introduced to address the teacher's duties and responsibilities for the day. Should a teacher candidate be absent, for any reason, they shall:

- (a) inform their instructor at the earliest possible opportunity about the reason for the absence and the duration, AND;
- (b) if applicable, complete the required form issued by the university to document their absence. Specifically:

- Self-Declaration of Brief Absence (up to 48 hours) (<https://www.queensu.ca/studentwellness/forms/>)
- A Request for Academic Consideration for Extenuating Circumstances (<https://www.queensu.ca/studentwellness/forms/>)



- Additional documentation relating to the absence(s) may be requested by the ([https://www.queensu.ca/studentwellness/sites/swww/files/uploaded\\_files/Verification%20of%20EC%20-%20Dec%202022.pdf](https://www.queensu.ca/studentwellness/sites/swww/files/uploaded_files/Verification%20of%20EC%20-%20Dec%202022.pdf)) Program Administration, in accordance with the University's current policies and ([https://www.queensu.ca/studentwellness/sites/swww/files/uploaded\\_files/Verification%20of%20EC%20-%20Dec%202022.pdf](https://www.queensu.ca/studentwellness/sites/swww/files/uploaded_files/Verification%20of%20EC%20-%20Dec%202022.pdf)) practices ([https://www.queensu.ca/studentwellness/sites/swww/files/uploaded\\_files/Verification%20of%20EC%20-%20Dec%202022.pdf](https://www.queensu.ca/studentwellness/sites/swww/files/uploaded_files/Verification%20of%20EC%20-%20Dec%202022.pdf)).

Course Duration	Course Examples	Ceiling (Equivalent Classes) for unexcused absences and an Attendance Review Meeting with the program's administration
12 Hours (6 classes)	FOUN 102	1 class
18 hours (9 classes)	PROF 508, PROF 507	2 classes
36 hours (18 classes)	CURR 361, CURR 617	3 classes

### 3.4 Documentation of Absences and Attendance Review Meetings:

(a) In general, as a first step, instructors will continue to document all absences of teacher candidates, offer support for addressing any learning that was missed, and will advise teacher candidates about any emerging attendance concerns.

(b) Each course has been designated a "ceiling" for absences that result in a mandatory referral of teacher candidates to the program's administration (Executive Program Director and/or the Associate Dean of Teacher Education) for an attendance review meeting. These attendance "ceilings" are defined below:

### 3.5 Withdrawals or deferrals from the program:

Teacher candidates who accumulate absences beyond the prescribed "ceiling" or who demonstrate a pattern of irregular attendance during any program block will be required to meet with the Associate Dean (or designate). Program administration may choose to initiate procedures to withdraw a student from the program where absences (excused or unexcused) exceed the ceiling of the stated days-per-course. Where there is documented evidence of unavoidable cause related to the teacher candidate's absence, the teacher candidate may be offered the option of deferral (for medical reasons or, on compassionate grounds) from the program or, the opportunity to withdraw from the program, subject to the approval of the Associate Dean.

### 3.6 Absences related to Job Interviews OR School / School District Orientation Sessions for a Teaching Position (Summer 2 teacher candidates):

Job interviews, including those for teaching positions, are not normally excusable absences. However, teacher candidates in good standing – that is, candidates who regularly attend classes

and have not accumulated the ceiling for absences in any course - will be allowed to miss up to one class in their final term of the BEd Program to participate in a teaching job interview or Board-Sponsored Orientation session. Teacher candidates who believe they qualify for this consideration are to complete A Request for Academic Consideration for Extenuating Circumstances form ([https://www.queensu.ca/studentwellness/sites/swww/files/uploaded\\_files/EC%20Request%20for%20Academic%20Consideration%20Form%20Sept222023.pdf](https://www.queensu.ca/studentwellness/sites/swww/files/uploaded_files/EC%20Request%20for%20Academic%20Consideration%20Form%20Sept222023.pdf)) and send it to the attention of their professor(s) and the Executive Program Director.

### 3.7 Absences during the Final Term of the BEd Program (Summer 2 teacher candidates):

Teacher candidates are expected to complete their program commitments in its entirety. Any requests to be absent from the final week(s) of the final academic term are regarded as a request for early exit from the program. As such, instructors are required to direct teacher candidate requests to the Associate Dean of Teacher Education or to the Executive Program Director of Teacher Education

In advance of making any formal application to the Associate Dean for an early exit from the program, teacher candidates should be advised that their commitment to complete their professional preparation for entry into the teaching profession must outweigh offers of employment (summer or otherwise), invitations to attend celebrations, destination weddings, elective travel, or voluntary commitments to coach or supervise students at a former practicum placement.

### Addendum

### Faculty of Education's Policy for Attendance, Course Work and Conduct: Teacher Candidate Attendance in Multi-Session Programs (TEMS / ITEP / FSLM)

Queen's University has been granted approval by the Ontario College of Teachers to offer an intensive Bachelor of Education / Diploma in Education program to eligible candidates who may be employed by school districts. Similar to the Concurrent Education and Consecutive Education programs offered at our Faculty of Education, regular attendance in classes and field experiences is also a professional commitment expected of all teacher candidates enrolled in the Multi-Session program model of teacher education.



## **1.0 General Advisory about Attendance Requirements in the Multi-Session Program:**

The nature of our teacher education program is highly participatory. Regular attendance in all classes and the timely completion of assignments are essential to success in our program, including the Multi-Session Teacher Education program.

The Multi-Session program model uses a variety of approaches to engage the participation of teacher candidates in the content of instruction, including in-person learning, hybrid delivery of content (in-person learning combined with on-line content) and, in limited cases and at the discretion of the program's administration, on-line learning.

### **1.1 Attendance components:**

Regardless of the mode of learning designated for use in the Multi-Session course or program, satisfactory attendance includes, (but is not limited to):

- attending all scheduled classes on time;
- staying in class throughout the entire lesson, and;
- participating in all scheduled coursework and field experiences, as well as engaging in participatory requirements scheduled as part of any synchronous or "live streaming" of content by course instructors or guest presenters, such as:
  - participating in break-out room groups in real time;
  - contributing to the live-chat, and / or;
  - engaging in dialogue with other on-line participants - in real time -using the audio and video resources of the communication platform in use.

While reviewing of digital content after the scheduled session or watching a recording of the lecture demonstrates responsibility on the part of the teacher candidate, it must be noted that such actions fall short of expectations for a program that is based on participatory practice with colleagues and the instructor. Consequently, there are no equivalent actions that the candidate can pursue that removes or eliminates a recorded absence in the Multi Session program of teacher education.

## **2.0 Specific Expectations for Attendance, Providing Notice about Absences, and Support for Teacher Candidates:**

Teacher candidates are expected to participate in all aspects of their academic program, except in cases of absences due to unavoidable cause.

**2.1 Definitions related to excused and unexcused absences,** expectations for providing notice of absences and documentation to support the communication of absences are available to teacher candidates in Sections 2.0, 4.1, 4.2,

and 4.3 of the Faculty of Education's Policy for *Attendance, Course Work and Conduct*

## **2.2 Inclement Weather and Multi-Session Program Attendance:**

### **2.2.1 Overview:**

Multi-session programs are scheduled to take place in different parts of the province. Weather and travel conditions can vary significantly in the region where Multi-Session classes are scheduled. It is understood that candidates will take their personal safety into account when deciding whether they can travel safely to the Multi-Session site, given local conditions.

### **2.2.2 Absence due to Inclement Weather:**

Candidates, like employees, are expected to take precautions and plan ahead for safe travel to participate in their scheduled classes. In this regard, candidates are expected to make a reasonable effort to attend class. If a candidate is in an area heavily affected by the weather and cannot travel to their Multi-Session location, they must communicate this development to their instructor(s) and the Program Coordinator as soon as possible.

The responsibility for assessing whether a "reasonable effort" was initiated by the candidate rests with the Program Coordinator, who, on a case-by-case basis, will take into consideration:

- the conditions at the candidate's place of residence, as well as prevailing overall weather conditions as detailed by Environment Canada;
- road closure listed by a Municipality and / or the Ministry of Transportation / MTO;
- closing of other local businesses and government services in response to the inclement weather conditions, as reported by the media.

Should the Program Coordinator, through their review, agree that travel to campus and / or community learning site was not possible due to adverse regional weather conditions, allowances to course attendance policy will be made and the absence will be deemed an "excused absence" due to unavoidable cause. Any teacher candidate who attempts to gain advantage through advancing a request of absence due to inclement weather (e.g., by providing an instructor with false information) may be referred to the Associate Dean (or designate) to determine if there has been a breach of professional conduct and / or professional ethics.

## **2.3 Absentee Limits for Multi-Session programs:**

### **2.3.1 Course Absences:**



As noted in the *Faculty of Education's Policy for Attendance, Course Work and Conduct*, each course has been designated a "ceiling" for absences that result in a mandatory referral of teacher candidates to the program's administration (Executive Program Director and/or the Associate Dean of Teacher Education), for an attendance review meeting.

These "ceilings" or limits -as well as the range of administrative action(s) cited in that policy related to responding to attendance irregularities - applies to all Multi-Session courses. Program Coordinators will clarify for Candidates and Instructors how these "ceilings" will be applied to the unique timetabling of courses for the Multi-Session program, during each academic term.

### **2.3.2 Absences in any Academic Term up to 50% of scheduled time:**

A teacher candidate who has accumulated any combination of excused or unexcused absences totalling up to 50%, in any given academic term, will be required to meet with the Associate Dean (or designate). In some cases, an attendance management plan to support the candidate's participation in the program will be initiated. At other times – and given the prevailing circumstances - program administration may decide to initiate procedures to withdraw a candidate from the program where absences (excused or unexcused) reach this limit.

### **2.3.3 Absences in any Academic Term exceeding 50% of scheduled time:**

Should a candidate's absences exceed 50% in any given term, then it must be understood that the candidate cannot successfully complete the program. As such, program administration will initiate procedures to withdraw a candidate from the program where absences (excused or unexcused) exceed 50% of scheduled time.

Where there is documented evidence of on-going "unavoidable cause" related to the teacher candidate's absence, the teacher candidate may be offered the option of deferral (for medical reasons or, on compassionate grounds) from the program or, the opportunity to withdraw from the program without penalty, subject to the approval of the Associate Dean.

A teacher candidate may also present to the Associate Dean for consideration, a request for a deferral. A request of this nature must be made in writing and communicated through the candidate's Queen's University email account. The request must clearly indicate the grounds for seeking the deferral and provide documentation to support the request. Requests for

deferral filed without grounds or appropriate documentation will not be considered.

## **Course Work**

### **Course Requirements**

Instructors will provide students with a written description of course requirements and the means of evaluation at the beginning of each course. Students are expected to fulfill requirements as described in these course outlines in order to be successful in their courses.

## **Code of Conduct**

### **Student Code of Conduct**

The Code communicates behavioural expectations that are in place to foster a positive community and to support a safe campus environment for everyone. The Code is guided by Queen's core values: trust, honesty, fairness, respect, and personal responsibility. The Code is an important document that students must review and accept responsibility for prior to registration for classes. Refer to the Queen's University Student Conduct Office for the Code of Conduct.

## **Professional Conduct**

### **Professional Conduct, Professional Ethics, and Practice Teaching**

The Bachelor of Education and Diploma in Education programs promote caring and respect for others as central values in the profession of teaching, and inclusivity as a fundamental pedagogical principle. All teacher candidates in the program are expected to develop and demonstrate the attributes and behaviours of a professional teacher, both during course time at the Faculty of Education and in practicum situations.

During the course of practicum placements (including the alternative practicum and the Concurrent program "Experiences in Education" and "Introduction to Schools" placements) teacher candidates are accountable for their actions in relation to pupils; parents or guardians; teachers; and school and school system officials (including Ministry officials; teachers' professional organizations; and the general public).

While participating in coursework and activities on Queen's campus, teacher candidates are accountable for their actions in relation to faculty, staff, and fellow teacher candidates of the Faculty of Education in particular, and faculty, staff, and students of Queen's University in general.

Teacher candidates who fail to maintain a professional standard in practicum situations may be given 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. Such instances may warrant an investigation about abilities outlined in the Essential Knowledge, Abilities, and Dispositions of a Teacher Candidate (<https://educ.queensu.ca/current-students/teacher-candidates/essential-knowledge-abilities-and-dispositions-teacher-candidate-candidate/>).

While at Queen's, teacher candidates are further governed by such policies as the Queen's University Student Code of Conduct (<https://www.queensu.ca/studentconductoffice/home/>), the Electronic Information Security Policy Framework (<https://www.queensu.ca/secretariat/policies/senate/electronic-information-security-policy-framework/>) and the Harassment/Discrimination Complaint Policy and Procedure (<https://www.queensu.ca/secretariat/harassment-discrimination/overview/>). Teacher candidates found to have breached University policies may be subject to such disciplinary and/or remedial measures as outlined in the relevant policies.

These attributes and behaviours are also expressed in the following documents:

- Standards of Practice for the Teaching Profession (<https://www.oct.ca/public/professional-standards/standards-of-practice/>)
- Ethical Standards for the Teaching Profession (<http://www.oct.ca/public/professional-standards/ethical-standards/>)
- The Professional Learning Framework (<http://www.oct.ca/public/professional-standards/professional-learning-framework/>)
- Education Act (<https://www.ontario.ca/laws/statute/90e02/>) (Revised Statutes of Ontario, as amended)
- Regulation 298, Operation of Schools-General (<https://www.ontario.ca/laws/regulation/900298/>) (Revised Regulations of Ontario, as amended)
- Regulation Under the Teaching Profession Act, Sections 13 through 18 (<https://www.otffeo.on.ca/en/wp-content/uploads/sites/2/2018/10/TPA-REG-Sept-2018.pdf>) (Ontario Teachers' Federation)
- Regulation 437/97, Professional Misconduct (<https://www.oct.ca/network/employers/duty-to-report/#:~:text=Regulation%20437%2F97%2C%20Professional%20Misconduct&text=Permitting%2C%20counselling%20or%20assisting%20any,his%20or%20her%20professional%20duties>) (Ontario College of Teachers)

Specifically:

1. As future teachers, graduates of the Faculty of Education's Bachelor of Education and Diploma in Education programs will be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescents, or adults) in schools. In Ontario, teacher candidates are associate members of the Ontario Teachers Federation and subject to its standards of professional ethics during their practicum.
2. The Faculty of Education expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes, and capacities needed to be responsible for the educational well-being, physical safety, and psychological health of students (children, adolescent, or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect, and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent, or adult), parents, guardians, other teachers, principals, other school personnel and members of the public.
3. Teacher candidates who do not meet the on-campus academic requirements of Queen's Faculty of Education may be required to delay the beginning or resumption of a practicum placement. There is no right to begin or resume a practicum placement. Normally, teacher candidates in the pre-service programs will take their required courses, including practicum components, in the prescribed sequence. Teacher candidates should successfully complete courses in the required term prior to proceeding to the subsequent courses in later terms. Those who have not received a passing grade in a course may be prohibited from taking subsequent courses until they are in good standing. Student Services will monitor progression.

Permission of the Associate Dean of Teacher Education is required for a student to change the progression sequence of their program. The Associate Dean of Teacher Education may prohibit a student from taking subsequent courses if the student is not in good standing and progressing in their pre-service program.

4. The decision to refuse or delay a practicum must be made by the Associate Dean of Teacher Education, (or designate). The teacher candidate must be informed in writing of this decision as well as the remedial steps to enable them to complete course requirements.

A teacher candidate's eligibility to undertake a practicum will be based upon approval by the Associate Dean of Teacher Education. Approval will be based upon the following:



- The Associate Dean of Teacher Education will meet with the Executive Program Director and/or the Practicum Manager [NL1] (p. ) prior to each Practicum placement block to determine each teacher candidate's eligibility to undertake the Practicum.
- Teacher candidates identified as having incomplete coursework or being in repeated breach of the Faculty of Education attendance requirements will meet with the Associate Dean of Teacher Education, (or designate), in order to address issues and concerns.
- Based on the relevant information, the Associate Dean of Teacher Education, (or designate), will make a decision regarding the teacher candidate's eligibility to proceed to a practicum placement or be deferred until all coursework requirements are met.
- In the event of a deferment, when the Associate Dean of Teacher Education, (or designate), is satisfied that the teacher candidate has met the requirements and completed all incomplete coursework, steps will be taken to arrange a future practicum placement, which may involve an additional administrative fee to be paid by the teacher candidate.

Teacher candidates who fail to maintain a professional standard may receive a failing grade in the practicum regardless of other factors to be considered in the evaluation of practicum performance, and/or may be required to withdraw from the program. The Associate Dean of Teacher Education (or designate) 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.

Essential Knowledge, Abilities, and Dispositions of a Teacher Candidate

## Course Requirements

Instructors will provide candidates with a written description of course requirements and the means of evaluation at the beginning of each course. Candidates are expected to fulfill requirements as described in these course outlines in order to be successful in their courses.

## Deferral Policy - Consecutive and Concurrent Consecutive Education Program

Deferrals of admission into the four term BEd/DEd program will be allowed only for serious medical circumstances and for compassionate reasons. When requesting a medical deferral, students must submit to Education Student Services: 1) a medical certificate to be received no later than April 15; and 2) a medical clearance form when they are ready to return (to be received no later than February 1). When

requesting a compassionate deferral, students must submit documentation to support their appeal. Deferrals will be given for one academic year only.

Applicants who have been granted deferrals will be sent an online survey by December 15 asking if they will be attending the subsequent year's program.

Those who do not confirm their attendance through the survey will need to submit a new application if they still wish to pursue the BEd/DEd degree at Queen's. Transcripts and other supporting documentation will be retained by Education Student Services for one more year. This means that those re-applying will only have to complete the online application at OUAC/TEAS but will not need to resubmit their Personal Statement of Experience (PSE) and will only need to resubmit their transcripts if they have taken additional courses. There will be no guarantee of admission to the program at the time of re-application.

Scholarships or student awards are only good for the year in which they were awarded. If a student receives a financial award and then defers their acceptance, the offer of the award is withdrawn automatically.

## Concurrent Education Program

Concurrent Education students are expected to attend their final year immediately following the completion of their honours undergraduate degree and meeting final year requirements. If students in years 1-4 intend to defer at any stage in their program, they must inform Education Student Services in writing by January 15 of the academic year prior to the one they wish to defer. Queen's Concurrent Education students also fall within the Arts and Science policies for deferral.

Final year Concurrent Education students are required to request a deferral in writing to Education Student Services by January 15 of the academic year prior to the one they wish to defer if they are deferring entry into their final Education year. Only requests for short term academic, medical, and compassionate reasons will be considered.

## Diploma in Education Conversion Graduates prior to August 31, 2015:

Holders of the Diploma in Education who later submit to Education Student Services proof of having been granted an acceptable postsecondary degree (i.e., by submission of a university transcript indicating that the degree has been conferred) will be awarded a Bachelor of Education degree. The university transcript must be accompanied by a \$150 faculty application fee for diploma conversion. In order for the undergraduate degree to be considered in this process,



the undergraduate degree must have no transfer credit that was counted toward the program requirements for the Diploma in Education.

### Graduates after September 1, 2015:

Holders of the Diploma in Education who later submit to Education Student Services proof of having been granted an acceptable postsecondary degree, 2-year diploma, or apprenticeship program acceptable to Skilled Trades Ontario, obtaining a red seal, or appealing to Skilled Trades Ontario (i.e., by submission of a university transcript indicating that the degree has been conferred) will be awarded a Bachelor of Education degree. The university transcript must be accompanied by a \$150 faculty application fee for diploma conversion. In order for the undergraduate degree to be considered in this process, the undergraduate degree must have no transfer credit that was counted toward the program requirements for the Diploma in Education.

## Grading and Appeals

At the beginning of each course, instructors will provide a clear statement of the basis on which the final grades are assigned, the term work expected and the weight, if any, each assignment will contribute to the final grade. Students' progress in courses and practicum will be monitored under the Procedures for Monitoring and Reporting on Teacher Candidate Progress.

**2.1** The grades for all courses or components of the BEd and DEd programs are:

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

For Continuing Education Courses only:

Letter Grade	Grade Point	Descriptor	Percentage Range
A+	4.3	Outstanding	90-100
A	4.0	Excellent	80-89
B+	3.3	Very Good	77-79
F	0	Unsatisfactory/ 0-76 Failure	
CR		Credit	
IN		Incomplete	

**2.2** Additional academic record entries are:

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

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

**2.3** Credit (CR): recorded only for those courses or components which the Faculty Board has determined are not to be graded.

**2.4** Incomplete (IN): a temporary designation which is used when, in the judgement of the instructor, a student merits an extension of time for the completion of a course. At the end of the course the instructor will submit an Incomplete Grade Statement ([https://educ.queensu.ca/sites/educwww/files/uploaded\\_files/Study/Policies%20and%20Regulations/Incomplete%20Grade%20Statement..pdf](https://educ.queensu.ca/sites/educwww/files/uploaded_files/Study/Policies%20and%20Regulations/Incomplete%20Grade%20Statement..pdf)) indicating work to be completed and the due date with a copy provided to the student and the Education Student Services. Both the instructor and student must sign the Incomplete Grade Statement. Incomplete (IN) is automatically converted to Fail (F) if the student has not successfully completed the course by the time specified or, in any event, at the end of the subsequent academic term (120 days). The BEd/DEd Professional Studies Committee has the authority to make exceptions to these rules where, because of extenuating circumstances, a student has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.

**2.5** Grade Deferred (GD): a temporary designation to be used only with the approval of the Director, Education Student Services. The instructor must submit a change of grade to assign a grade. The GD will not lapse to F (Failure). The Director, Education Student Services and Office of the University Registrar will monitor.



**2.6 Not Graded (NG):** for courses that span multiple terms until the course is completed.

**2.7 Audit (AU):** no grade assigned for audited courses. The Director, Education Student Services must approve all audited registrations.

**2.8 Transfer Credit (TR):** no grade assigned for transferred credits. The Director, Education Student Services must approve all transfer credits.

**3.0** No grade may be changed by administrative fiat.

**3.1** No grade may be changed after the degree or diploma has been conferred. An exception is made for correcting administrative errors.

**4.0** It is the responsibility of each course or section instructor to electronically submit final grades (in a manner prescribed by the Director, Education Student Services) within 10 calendar days of the last day of the session.

It is the responsibility of each course or section instructor in summer one and summer two of the BEd program to electronically submit final grades (in a manner prescribed by the Faculty Registrar) within 10 calendar days of the last day of the course.

The only exceptions to this shall be those courses determined as such by Faculty Board.

**5.0 Appeal of an Academic or Faculty Procedure or Policy**  
Students have the right to appeal a faculty procedure or policy.

**5.1** As a first step, the student should request a review by the Director, Education Student Services, or in the case of a Practicum, to the Practicum Manager. Reviews must be submitted to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca). This request should be made within 30 calendar days of the decision being communicated to the student, accompanied by any applicable supporting documentation. Normally a response will be provided within a further 30 calendar days of the receipt of the request and any further information being submitted by the student.

**5.2** If the request for an informal review is denied or if the student is not satisfied with the decision, a formal appeal may be submitted to the Associate Dean of Teacher Education (or designate) (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)).

The appeal must be submitted in writing with copies of all relevant documents not later than 30 days after the review decision is received. The decision will be reviewed, and the

student will be informed of the outcome, normally within 30 calendar days of receipt of the written appeal.

**5.3** If the student is not satisfied with the decision after the review referred to in 5.2, the next stage of review lies with the BEd/DEd Professional Studies Committee. The student must submit an appeal in writing to the Chair of the BEd/DEd Professional Studies Committee, within 30 calendar days of receiving the decision (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)).

The BEd/DEd 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 BEd/DEd Professional Studies Committee.

The decision of the Appeal Subcommittee is final (see the Senate's Student Academic Appeals Policy (<https://www.queensu.ca/secretariat/policies/senate/student-academic-appeals-policy/>)). However, if the student believes that there are grounds for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate's Policy on Student Appeals, Rights and Discipline, by appealing to the University Student Appeal Board.

## **6.0 Appeal of a Failed Grade**

**6.1 a. For a failed grade in a course subject:** 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 30 calendar days of the grade being received. Normally the instructor will provide a reconsidered grade within a further 30 calendar days of the receipt of the request and any further information being submitted by the student.

**b. For a failed grade in PRAC:** If a student is unsuccessful in one of PRAC 31X, 41X, 42X, 43X, 44X or 46X the student is not required to submit an appeal, but will meet with the Associate Dean of Teacher Education (or designate) to further plan out a practicum pathway. Any subsequent practicum will begin with the repeat of the failed block and the student will assume any additional costs associated with the course. This will likely extend the length of the program. If a student fails another PRAC course, their program progression stops, which includes coursework. A second meeting will occur to formally notify the student that their progression in the program has been halted. Failed grades in practicum are reviewed by the Practicum Manager to ensure due process

was followed. A formal meeting will take place with the student, Practicum Manager, and Executive Program Director, Teacher Education.

**c. For a failed grade in Concurrent Education**

**(undergraduate) PROF, EXLR 110/21X:** If a Concurrent Education (undergraduate) student receives a failed grade in PROF or is unsuccessful in EXLR the student is not required to submit an appeal and will be automatically enrolled in the failed course the next academic year. The student will assume any additional costs associated with the course. This process is subject to the conditions outlined by the Faculty of Education's Code of Conduct as well as the provisions outlined in the Continuation in the Concurrent Education Program (Academic Standing) section and the Faculty of Education's Progression policy.

Students who receive a grade of 'Fail' in the same placement twice will be deemed to have failed the placement requirement of the program and will result in an administrative review and may result in removal from the Concurrent Education portion of their degree.

If a student is unsuccessful in both EXLR 110 and 21X or any two PROF courses (PROF 110, 210, or 310), the student must submit an appeal to remain in the Concurrent Education program. If the EXLR appeal is successful, and if the student receives an unsuccessful grade in PRAC 31X, PRAC 42X or PRAC 43X, this will result in an administrative review and may result in removal from the Concurrent Education portion of their degree.

**6.2 a. For a failed grade in a course subject:** If the request for an informal review is denied or if the student is not satisfied with the decision, a formal appeal may be submitted to the Associate Dean of Teacher Education (or designate) (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)).

The appeal must be submitted in writing with copies of all relevant documents no later than 30 calendar days of receiving the grade. If reconsideration is deemed warranted, the reconsideration will be by two reviewers appointed by the Associate Dean of Teacher Education (or designate). The reviewers will request that the submission be considered by the original instructor. If the original instructor is not available for the grading, the Associate Dean of Teacher Education will find a suitable person to grade the assignment. The work under question will be reviewed and the student will be informed of the reconsidered grade normally within 30 calendar days of receipt of the written appeal.

**b. For two failed grades in PRAC:** The student has the right to appeal to resume the program in the next academic year, at the earliest. A formal appeal may be submitted to the

Associate Dean of Teacher Education, (or designate), submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca).

The appeal must be submitted in writing with copies of all relevant documents no later than 30 calendar days after the grade is posted.

**6.3** If the student is not satisfied with the decision after the review referred to in 6.2, the next stage of review lies with the BEd/DEd Professional Studies Committee. The student must submit an appeal in writing to the Chair of the BEd/DEd Professional Studies Committee, within 30 calendar days of receiving the decision (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)).

The BEd/DEd 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 BEd/DEd Professional Studies Committee.

The decision of the Appeal Subcommittee is final (see the Senate's Student Academic Appeals Policy (<https://www.queensu.ca/secretariat/policies/senate/student-academic-appeals-policy/>)). However, if the student believes that there are grounds for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate's Policy on Student Appeals, Rights and Discipline, by appealing to the University Student Appeal Board

**7.0 Appeal to Retake or Substitute a Failed Course (Non-Practicum) Consecutive and Concurrent Final Year only**

A student who has received a grade of Fail (F) in a course, and who wishes to retake the failed course, must appeal in writing to the Associate Dean of Teacher Education (or designate) for permission to do so within 30 calendar days of the grade being received (submit to [education.appeal@queensu.ca](mailto:education.appeal@queensu.ca)). The letter of appeal should cite any extenuating circumstances affecting performance in the failed course (with supporting documentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean of Teacher Education (or designate) after consultation with relevant members and/or officers of the Faculty.

**7.1** A student may be permitted to retake a course. Each course counts only once in the program. When a course is retaken, the attempt with the higher grade will count toward



the program and grade point averages. All attempts and grades will appear on the student's transcript.

### **8.0 Communication**

The Faculty of Education will communicate with students through their official Queen's email account and, when required, through regular mail to the mailing address on file in SOLUS. For purposes of notifications under this policy, an email sent from the Faculty is deemed sufficient notification.

### **9.0 Requirements for Graduation**

To be eligible for the Bachelor of Education or Diploma in Education the student must have passing grades in all the required courses or components of the program, and a minimum cumulative GPA of 2.0. This CGPA is calculated using only Faculty of Education courses.

The Director, Education Student Services will inform the Registrar of the Ontario College of Teachers when a student has successfully completed the program of professional education including successful completion of the practicum.

## **Ontario College of Teachers (OCT) Reporting**

Individuals who hold either Transitional Certificate (TCQR or MTCQR) (<https://www.oct.ca/becoming-a-teacher/requirements/transitional-certificate/>) are OCT members and are eligible to teach in Ontario's publicly funded schools, as long as they maintain their OCT membership in good standing. They are also expected to uphold the College's ethical and professional standards and are subject to the College's complaints, investigations, and discipline processes.

### **Transitional Certificate of Qualification and Registration (TCQR)**

The Transitional Certificate of Qualification and Registration (TCQR) (<https://www.oct.ca/becoming-a-teacher/requirements/transitional-certificate/>) is designed for teacher candidates who have successfully completed at least 30 credits or their equivalent and 40 practicum days of their initial teacher education program. Teacher candidates who have not progressed successfully in the program either in coursework or practicum placements are deemed ineligible to apply for the TCQR. Specifically, if a teacher candidate has an unsuccessful course or unsuccessful practicum placement within the first two terms, their name will not be included in a report from the Faculty to the OCT.

Teacher candidates are only eligible to receive a TCQR after the OCT has received a report from their Faculty of Education.

Up to 20 days of teaching under a TCQR can be counted towards meeting practicum requirements in the member's teacher education program. Teacher candidates are only eligible for occasional teaching days while on a regular

practicum placement in the SAME family of schools (i.e., a high school and its elementary feeder schools) which they are in for their practicum placement. Such days may occur in subjects or divisions outside of their expected subjects or divisions. For example, a P/J teacher candidate could be placed in a grade 8 class, and an I/S English and History teacher could be placed in a science class.

For more information about the TCQR, including how to request one or how to convert one to a general Certificate of Qualification and Registration, please visit the OCT's FAQs (<https://help.oct.ca/hc/en-us/sections/17875830362395/>).

### **Multi-Session Transitional Certificate of Qualification and Registration (MTCQR)**

The Multi-Session Transitional Certificate of Qualification and Registration (MTCQR) (<https://www.oct.ca/becoming-a-teacher/requirements/transitional-certificate/>) is designed for teacher candidates who have completed the first session (Summer One) of a multi-session teacher education program, with the first session consisting of a practicum of a minimum of 15 days (which exceeds the current OCT requirement) and 12 postsecondary credits or their equivalent, one of which 6 [JK1] (p. ) [JK2] (p. ) credits are curriculum.

Teacher candidates are only eligible to receive a MTCQR after the OCT has received a report from their Faculty of Education.

For more information about the MTCQR, including how to request one or how to convert one to a general Certificate of Qualification and Registration, please visit the OCT's FAQs (<https://help.oct.ca/hc/en-us/sections/17875830362395/>).

With a MTCQR, candidates employed by school boards will gain valuable practical experience in instructional settings which are related to the areas of concentration of the candidate's program of professional education while continuing to earn a salary.

### **Final Report for Full Certification**

Upon successful completion of the program, Education Student Services will send the Faculty Report to the Ontario College of Teachers for the names that appear on the degree list approved by Faculty Board, and have paid all supplementary course fees. Students that have a TCQR or a MTCQR will be converted to full certification. The student is responsible for submitting their completed transcript to the OCT.

## **Practicum - School Board Protocol**

Students are not permitted to arrange their own PRAC 310/311 and/or any BEd/DEd practicum placements in publicly-funded Ontario schools. This includes contacting potential host teachers, principals, or any personnel within



the school board, and asking if they would be willing to host them. This is NOT permitted and is taken very seriously as a breach of our school board protocol. Such instances may warrant an investigation about communication abilities in the Essential Knowledge, Abilities, and Dispositions of a Teacher Candidate. Students opting to complete their Alternative Practicum in a district school board must contact the Practicum Office.

## Progression

Normally, students in the BEd/DEd programs will take their required courses, including practicum components, in the prescribed sequence. Students should successfully complete courses in the required term prior to proceeding to the subsequent courses in later terms. Students who have not received a passing final grade in a course, may be prohibited from taking subsequent courses until they are in good standing. Student Services will monitor progression. If a student is unsuccessful in two EXLR or two PRAC placements, it will result in an administrative review and may further result in removal from the program.

Students who receive a grade of 'Fail' in the same placement twice will be deemed to have failed the placement requirement of the program and will result in an administrative review and may further result in removal from the program.

If a student is unsuccessful in both EXLR 110 and 21X or two PROF courses, the student must submit an appeal to remain in the Concurrent Education program. If the EXLR appeal is successful, and if the student receives an unsuccessful grade in PRAC 31X, PRAC 42X or PRAC 43X, will result in an administrative review and may further result in removal from the program.

Permission of the Associate Dean of Teacher Education (or designate) is required for a student to change the progression sequence of their program.

The Associate Dean of Teacher Education (or designate) may prohibit a student from taking subsequent courses if the student is not in good standing and progressing in their program.

## Program Time Limits

Students requiring a lapse of registration should contact Education Student Services as soon as possible with supporting documentation and provide the academic term they plan to re-enroll in the Faculty. Students must contact Education Student Services prior to the term registration period, to confirm their intention to return to the program.

The time limits for completion of the BEd/DEd program options/tracks are as follows:

1. For students in the Queen's Concurrent Education program, the expected time limit is five years and one summer from the commencement date of the undergraduate Honours degree, to complete both Education AND undergraduate Honours degrees, i.e., if the student's program commences in the fall of 2020, the student is expected to attend final year in fall 2024 and have both degrees completed in summer 2025. If the program is predicted to go beyond five years plus one term, permission must be obtained by Education Student Services.
2. If eight years elapses from taking PROF 110, 210, and/or 310, the course(s) must be retaken before entry into the final BEd year of the program. The student is responsible for paying any additional fees incurred. This timeline is consistent with renewal cycles of accreditation, government policies, curriculum and other laws affecting schools.
3. For students in the full-time, on-campus BEd/DEd program, the time limit for successful completion of all program requirements is seven successive academic terms from the commencement date of that program, e.g., if a student's program commences in May of 2020, the date by which the program must be completed is August 2022.
4. For students in the Multi-session programs, the time limit for successful completion of all program requirements is twelve successive academic terms from the commencement date of that program, e.g., if a student's program commences in May of 2020, then the date by which the program must be completed is August 2024.

## Religious Observance

Any student who has an exam, assignment, or class scheduled on the same day as a religious observance (<https://www.queensu.ca/faith-and-spiritual-life/religious-accommodation/academics/>) should contact the Education Student Services office immediately. Individual arrangements will be made to accommodate the needs of the student. If a religious observance occurs during a practicum placement, the student must submit their request to the Practicum Manager at [practicum.office@queensu.ca](mailto:practicum.office@queensu.ca). If granted, the student will be directed to inform their Associate Teacher, Principal, and Faculty Liaison of their absence. In some situations, this may result in additional practicum days being required.

## Student Debts

In accordance with University policy, (<https://www.queensu.ca/secretariat/policies/senate/policy-student-debtors/>) any student with an overdue debt with the University will not be permitted to register or to receive examination results, official transcripts, or marks reports



until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made by the department(s) concerned. In no case will a diploma be released to a student with an outstanding debt with the University.

This policy will be waived at the written request of the student to send one transcript to the Ontario College of Teachers.

## **Student Names**

As the University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data forms required for registration their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution, or addition must be accompanied by appropriate supporting documentation. Refer to the Student Names Policy (<http://www.queensu.ca/registrar/resources/policies/student-names/>) for complete information. If you have any questions, please email [educstudentservices@queensu.ca](mailto:educstudentservices@queensu.ca).

## **Student Responsibility**

Students are responsible for ensuring that their course registrations are accurate and complete. This responsibility includes making available to the Education Student Services office any necessary documentation.

## **Timetabling**

Student Services will enroll students in their Education courses.

### **Concurrent students in years 1-4:**

Requests for PROF changes will only be made if the section a student is enrolled in is in direct conflict with a course requirement for a degree plan, and that course is only offered at that time. Requests must be submitted to your Academic and Career Advisor in Education Student Services.

### **Consecutive and Final Year Concurrent students:**

Requests for timetable changes will only be reviewed for extenuating circumstances (ie. childcare, medical, or carpooling reasons, where both students live more than 40 km from the Faculty of Education) and when the timetable permits the change. Requests, including appropriate documentation, must be submitted to Education Student Services.

## **Voluntary Withdrawal**

Consecutive and final year Concurrent Education students may withdraw voluntarily, without academic penalty, prior to deadlines published in the Academic Calendar (<https://www.queensu.ca/academic-calendar/education/>) (see

Sessional Dates). It is recommended that students consult with their Academic and Career Advisor in Education Student Services before withdrawing. Students will be dropped from all their courses in SOLUS and must return their student cards to the Education Student Services office in order to withdraw from the University. Students wishing to return after having withdrawn completely must reapply through the Ontario Universities' Application Centre (OUAC) by the application deadline.