

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 candidates for the Bachelor of Education degree and/or the Diploma in Education conform satisfactorily with the general professional and ethical requirements of teachers to acquire the Ontario Certificate of Qualification through the Ontario College of Teachers.

Concurrent Education (Years 1-4)

Changing Teaching Division

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

Continuation in the Concurrent Education Program (Academic Standing)

Registration in Education courses in subsequent years is contingent upon:

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

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

Entry into Final Year

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

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

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

¹ Review division specific final year Education prerequisite courses under Concurrent Education Degree Requirements (<https://www.queensu.ca/academic-calendar/education/concurrent-education-program/degree-requirements/>).

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

Request to Defer Final Year Education

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

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

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



Request for Deferral of Experiences in Schools Placement

Candidates must complete PRAC 110 Experiences in Education Year 1 in their first year and cannot request a deferral for Year 1 Experience in Schools placement. Deferral of the Experiences in Schools placements is not recommended in order to keep candidates on-track in their program. Teacher Candidates must request in writing to the Practicum Office (Queen's) or the Concurrent Office (Queen's-Trent) reasons for requesting a deferral of a second or third year PRAC course. Teacher Candidates must first be registered in the PRAC course in order to request a deferral.

If the request to defer a PRAC course is approved, the candidate will be dropped from the PRAC course and will be re-registered in the course the following year. Successful completion in current PRAC course is a prerequisite for any subsequent PRAC course.

Request for Leave of Absence

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

Selecting Teaching Division

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

Year Abroad/Study Abroad Options

If approved for a study abroad program, Teacher Candidates must notify their respective Concurrent Education Office in writing regarding their absence from the university.

Teacher Candidates in ¹second year who are interested in completing their Experience in Schools placement while abroad are required to contact the Practicum Office (Queen's) or Concurrent Education Office (Queen's-Trent).

Teacher Candidates:

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

¹ Candidates must complete their first year and third year Experiences in Schools placement in Ontario.

Withdrawal

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

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

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

Concurrent and Consecutive Education

Academic Accommodations for Students with Disabilities

Queen's University is committed to fostering a welcoming culture that facilitates the inclusion and integration of students with disabilities into the university community. Please refer to the Academic Accommodations for Students with Disabilities Policy (<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/AcademicAccommodationsStudentsDisabilities.pdf>) and Academic Accommodations for Students with Disabilities Procedure (<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/AcademicAccommodationsStudentsDisabilitiesProcedure.pdf>).

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

Academic Integrity

A. Definition

Academic integrity provides a foundation for the "freedom of inquiry and exchange of ideas" fundamental to the

educational environment at Queen's University (see <http://www.queensu.ca/secretariat/policies/senate/academic-integrity-policy-statement> (<http://www.queensu.ca/secretariat/policies/senate/academic-integrity-policy-statement/>)). As a member of the Centre for Academic Integrity (CAI), Queen's subscribes to the definition of academic integrity "as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." In "The Fundamental Values of Academic Integrity" the CAI offers the following statements contextualizing these values:

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

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

B. Integrity in Action

The Faculty of Education at Queen's is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerges from a range of intellectual pursuits. Each value gives rise to and supports the next. Honesty appears in presenting one's own work, whether in the context of an examination, written assignment, laboratory, or seminar presentation. It is in researching one's own work for course assignments. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. Trust exists in an environment where one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them. Fairness appears

in the proper and full acknowledgement of contributions of collaborators in group projects and in the full participation of partners in collaborative projects. Respect, in a general sense, is part of an intellectual community which "recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas." However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and turn papers in on time; instructors "show respect by taking students' ideas seriously, providing full and honest feedback on their work." Ultimately, "responsibility" is both personal and collective and draws students, faculty administrators and staff into creating and maintaining a learning environment supported by and supporting academic integrity. As the document further shows, these values are not just abstract but are expressed in and reinforced by policies and practices.

C. Departures from Academic Integrity

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

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

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

2. Use of unauthorized materials

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

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

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

4. Forgery (submitting counterfeit documents or statements)



Example: creating a transcript or other official document.

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

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

D. Remedies or Sanctions for Departures from Academic Integrity

1. Remedies or Sanctions an Instructor may Assign

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

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

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

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

2. Remedies or Sanctions the Associate Dean of Teacher Education may Assign or Recommend

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

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

- the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
- a requirement to withdraw from the Faculty for a specified minimum period of time;
- a recommendation to withdraw from the University for a specified minimum period of time; or
- a recommendation for the revocation or rescinding of a degree.

3. Factors to Consider in Assigning a Sanction

Factors that should be considered in assigning a remedy or sanction include:

- Evidence of a deliberate attempt to gain advantage;
- The seriousness of the departure having regard to its actual or potential consequences;
- The extent to which the work or conduct in question forms a significant portion of the final grade and whether the extent of the departure is substantial as demonstrated by the work or conduct in question;
- Injury to another student or to the institution;
- Multiple departures within a single incident or multiple departures discovered at one time, rather than an isolated aberration;
- The departure has been committed by an upper-year student who ought to be familiar with the expectations for academic integrity in the discipline, and/or Faculty;
- Conduct that intimidates others or provoked the misconduct by others.

Mitigating circumstances do not exonerate or excuse the student from the finding of a departure from academic integrity, but these factors may be taken into account to ensure that the imposed sanction is fair, reasonable and proportionate to the gravity of the departure found. The decision must outline the evidence supporting reliance on the mitigating circumstances. The onus is on the student to adduce evidence of mitigating circumstances, which may include:

- Documented evidence from an appropriate health professional of factors directly compromising the student's capacity to adhere to the standards of academic integrity at the relevant time;
- Prompt admission to the departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies;
- Evidence that reasonable steps were not taken in the circumstances to bring the standards and expectations regarding academic integrity to the attention of the student at the relevant time.

In summary, any sanction should reflect the extent and severity of the departure from academic integrity, as well as precedents in the Faculty, taking into account any mitigating circumstances.

4. Categorizing the Finding

In preparing the finding and corresponding sanction, decision makers must also distinguish between “minor” (Level I) and “major” (Level II) departures.

In preparing the finding, decision makers should use the guidelines below to categorize the departure as either Level I or Level II. Only one factor need apply to establish a Level II departure. Because instructors are generally the most familiar with the case and the surrounding circumstances, instructors are expected to use informed judgment and reasonable discretion in deciding on a Level I versus a Level II departure. Instructors may also seek general advice on categorizing the remedy or sanction from the Office of the Associate Dean of Teacher Education.

a. Level I Departures

Level I departures will not be kept in a student’s main file, but in a separate special file that will only be accessed if there is a future finding. Central to the separation of a finding from the student’s main file is an attempt to find a balance between remediation and sanction. Whereas sanctions are necessary where there are findings of departures from academic integrity, this regulation avoids treating students punitively in all cases and allows for remedies which seek to educate students about matters related to academic integrity. Level I materials are destroyed as of the date of the student’s graduation.

A Level I departure will be assessed under the following conditions:

- the extent or severity of the departure is limited;
- the departure is on an assignment where the sanction is less than 50 per cent of the course grade and the sanction will NOT necessarily result in a failure in a course;
- the student is at an early stage of his/her academic career, especially a Year 1 student, or the student has little or no experience in a course in a particular faculty;
- there is no direct evidence of a deliberate attempt to gain advantage;
- there is no direct effect on another student or the institution.

b. Level II Departures

Level II departures will be kept in the student’s main file in the Student Services office. This file is kept confidential and is used for academic advising purposes. It will also be consulted where a finding has been copied to the Office of the Associate Dean of Teacher Education. In rare cases, some institutions

(such as American Law Schools, Medical Schools and Police Academies) request references from the Associate Dean of Teacher Education and the materials in the file are consulted to answer specific questions about the student’s academic history.

A Level II departure will be assessed under the following conditions (only one factor need apply):

- the extent and severity of the departure is significant (e.g., in the case of plagiarism, the departure involves significant and unacknowledged use of one or more sources);
- the sanction WILL result in a failure in a course;
- the departure is by an upper-year student who has taken several previous courses in the discipline;
- there are previous departures from academic integrity (the case should therefore be referred to the Associate Dean of Teacher Education);
- there is evidence of additional misconduct involving forgery, facilitation, etc.;
- there is a direct negative effect on other students (e.g., stealing another student’s paper, assignment, laboratory work) or the institution.

Because instructors are generally the most familiar with the case and the surrounding circumstances, instructors are expected to use informed judgment and reasonable discretion in deciding on a Level II departure.

Under current practices in the Faculty, one Level I departure results in no further action; two Level I findings result in a review of the cases by the Associate Dean of Teacher Education and a letter of warning which is kept in the student’s main file; and three instances of a Level I finding result in an investigation to determine if a requirement to withdraw should be recommended to the Senate Committee on Academic Procedures (SCAP). These current practices may vary depending on the seriousness of each individual departure.

Under current practices in the Faculty, one Level II departure results in failure in the course; two Level II findings result in an investigation to determine if a requirement to withdraw should be recommended to the Senate Committee on Academic Procedures (SCAP) and that the Faculty will not recommend the student for certification by the Ontario College of Teachers. These current practices may vary depending on the seriousness of each individual departure.



E. Investigation of Departures from Academic Integrity

1. Investigation by an Instructor of Suspected Departures from Academic Integrity in a Course

a. Preliminary Investigation: Collection of Initial Information

1. To begin investigating a possible departure from academic integrity, the instructor should assemble all documents related to the case. Such documents might include:
 - the work submitted by the student for academic credit;
 - the source(s) from which the work submitted by the student is apparently derived;
 - the instructions describing the nature of the work to be done;
 - any e-mail between the instructor and the student relating to the work;
 - any other materials related to the departure;
 - any documents used by the instructor or his or her Faculty stating policies on departures from academic integrity.
2. While collecting evidence, the instructor is encouraged to seek guidance from the Associate Dean of Teacher Education concerning matters relating to departures from academic integrity, and from the Coordinator of Dispute Resolution Mechanisms concerning university policy and procedure.
3. When discussing possible departures from academic integrity, the instructor should ensure that the student's identity remains confidential, pending a finding of departure from academic integrity.
4. Should the instructor decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.
5. Should the instructor decide the evidence merits further investigation, he or she should continue the processes outlined below.

b. Notification of Investigation

1. Where possible departures from academic integrity within a course are identified, the instructor must advise the student in writing. Instructors are encouraged to use the Notice of Investigation (https://educ.queensu.ca/sites/educwww/files/uploaded_files/Study/NoticeofInvestigation-webversion.pdf) form. Completing the form supplies the student with the information required by Senate Policy, including:
 - the evidence on which the investigation is based;
 - the possible remedies or sanctions;
 - the student's right to respond to the investigation; and
 - the student's right to have representation for any response; the instructor will inform the student of

the services provided by the Coordinator of Dispute Resolution Mechanisms.

2. While the case is under investigation, the instructor should address all matters to the student as "possible" departures from academic integrity.
3. The instructor should include all documents relevant to the investigation (i.e. those gathered under Regulation item E1ai above) along with the Notice of Investigation (https://educ.queensu.ca/sites/educwww/files/uploaded_files/Study/NoticeofInvestigation-webversion.pdf) form.
4. To ensure that students receive the Notice and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to pick up the materials from the Student Services office or send these documents by registered mail to the student's local address (as obtained from PeopleSoft).
5. Within 10 working days of receiving the Notice of Investigation, the student must make an initial response to the instructor, either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.
6. The student may not drop the course once a Notice of Investigation has been delivered. If an instructor becomes aware that a student under investigation has dropped the course, the instructor should alert the Associate Dean of Teacher Education, who will reinstate the student pending the outcome of the case. Otherwise, if a finding is made, the Office of the Associate Dean of Teacher Education will confirm the student's enrolment status in the course when filing the finding, and reinstate the student at that time, if necessary.
7. If an investigation is initiated near the end of the course or otherwise cannot be resolved prior to the grade submission deadline, the instructor should assign a Grade Deferred (GD) to hold the final grade in abeyance until the investigation process has been concluded. Once the investigation is concluded, the instructor must submit a change of grade.

c. Investigation and Meeting

1. In most instances, the instructor will convene a meeting with the student (and his or her representative), and witnesses where appropriate, to conduct a thorough review of the evidence.
2. If, for any reason, the student does not wish to meet in person, he or she may submit a detailed, written explanation to the instructor, along with copies of earlier drafts of the student's work, and any other relevant documentation. This written submission must be provided to the instructor within 10 working days of receipt of the Notice of Investigation.

3. Where it is decided a meeting will occur, the instructor and the student will set a mutually agreed-upon time and the instructor will notify the student of the time and location of the meeting, the right to bring a representative, and the names of those who will be present.
4. At least 10 working days prior to the meeting, the student has the right to see any relevant material considered by the instructor in addition to the documents sent with the Notice of Investigation (see Regulation item E1ai).

d. Deciding on a Finding

1. If, after an investigation of the evidence and consideration of the response by the student, the instructor determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dismissed.
2. If, after an investigation of the evidence and consideration of the response by the student, the instructor determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the instructor must then proceed to establish an appropriate remedy.

e. Assessing a Sanction after a Finding is Determined

1. After making a finding, the instructor should then contact the Office of the Associate Dean of Teacher Education. If a previous finding is on record, the instructor will refer the case to the Associate Dean of Teacher Education who will set an appropriate sanction. A record of a previous departure from academic integrity is only relevant when assessing an appropriate sanction or remedy; it should have no bearing on the determination of a finding. (See Regulation item E2 for the process followed by the Associate Dean of Teacher Education in assessing a sanction upon referral from an instructor.)
2. If the finding appears to warrant a sanction more serious than the instructor may impose, the case shall be referred to the Associate Dean of Teacher Education. The instructor should fill out a Finding of a Departure from Academic Integrity (https://educ.queensu.ca/sites/educwww/files/uploaded_files/Study/FindingofaDeparturefromAcademicIntegrity-webversion.pdf) form, indicating that there has been a finding but that the case will be referred to the Associate Dean of Teacher Education for consideration of a sanction. A copy should be directed to the student either by e-mailing the student requesting that he or she picks up a copy from the instructor's Faculty office or by sending the document by registered mail. A copy should also be sent to the Associate Dean of Teacher Education. (See Regulation item E2 for the process followed by

the Associate Dean of Teacher Education in assessing a sanction upon referral from an instructor.)

3. If there is no previous finding on record or if the instructor decides that one of the penalties outlined in Regulation item D1 is appropriate, then he or she will determine a remedy or sanction appropriate to the extent or severity of the offence, and may consult with the Faculty for guidance on an appropriate remedy or sanction.
4. The instructor should also determine whether the particular finding should be categorized as a Level I or Level II departure according to the guidelines in Regulation item D4.

f. Notification of Decision

1. After making the finding, setting a remedy or sanction within the scope of those available to the instructor (see Regulation item D1), and categorizing the departure as Level I or Level II, the instructor must inform the student in writing of the decision. Instructors are encouraged to use the Finding of a Departure from Academic Integrity (https://educ.queensu.ca/sites/educwww/files/uploaded_files/Study/FindingofaDeparturefromAcademicIntegrity-webversion.pdf) form. Completing the form supplies the student with the information required by Senate Policy, including:
 - the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence; the remedy or sanction;
 - the type of departure (Level I or Level II);
 - the student's right to appeal the finding and/or the remedy or sanction to the Associate Dean of Teacher Education (see Student Appeal Process);
 - the deadline for appealing to the Associate Dean of Teacher Education;
 - the resources available for consultation (the instructor will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms); and
 - the fact that a copy of the finding will be kept on file in the Office of the Associate Dean of Teacher Education.
2. Information on the process of appealing an instructor's decision to the Associate Dean of Teacher Education is outlined in the Student Appeal Process.

2. Assessment of Sanction by the Associate Dean of Teacher Education upon Referral from an Instructor

If the finding made by the instructor appears to warrant a sanction more serious than the instructor may impose or if there is a previous finding of departure from academic integrity on file in the Office of the Associate Dean of Teacher Education (see Regulation item E1eii), the instructor must refer the case to the Associate Dean of Teacher Education



who will impose an appropriate sanction. The Associate Dean of Teacher Education may impose sanctions ranging from those listed in Regulation item D2 to a recommendation to Senate Committee on Academic Procedures (SCAP) that the student be required to withdraw from the University).

a. Notification of Referral of Sanction

1. In referring the sanction for a finding of a departure from academic integrity to the Associate Dean of Teacher Education, the instructor must advise the student in writing. Instructors are encouraged to use the Finding of a Departure from Academic Integrity (https://educ.queensu.ca/sites/educwww/files/uploaded_files/Study/FindingofaDeparturefromAcademicIntegrity-webversion.pdf) form, indicating that there has been a finding but that the case will be referred to the Associate Dean of Teacher Education for consideration of a sanction. Completing the form supplies the student with the information required by Senate Policy, including:
 - the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
 - the fact that the case is being referred to the Associate Dean of Teacher Education for assessment of an appropriate sanction;
 - the student's right to appeal the finding and/or the remedy or sanction to the Associate Dean of Teacher Education (see Student Appeal Process);
 - the resources available for consultation (the instructor will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms); and
 - the fact that a copy of the finding will be kept on file in the Office of the Associate Dean of Teacher Education.
2. The instructor should also include all documents relevant to the investigation and finding with a copy sent to the Associate Dean of Teacher Education.
3. To ensure that students receive the Finding and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to pick up the materials from the Student Services office or send these documents by registered mail to the student's local address (as obtained from the student information system).
4. Within 10 working days of receiving the Finding, the student must make an initial response to the Associate Dean of Teacher Education, either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

b. Assessing a Sanction

1. After a review of the evidence and consideration of the response by the student, the Associate Dean of Teacher Education will inform the student of the appropriate

sanction or remedy according to the guidelines in Regulation item D, categorize the sanction as Level I or Level II, and inform the student and the instructor in writing of the following:

- the remedies or the sanctions and reasons for them;
- the type of departure (Level I or Level II);
- the student's right to appeal the finding and/or the remedy or sanction to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board (see Student Appeal Process);
- the deadline for appealing to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board;
- the resources available for consultation (the services provided by the Coordinator of Dispute Resolution Mechanisms); and
- the fact that, in the case of a Level II finding, a copy of the finding will be kept in the student's main file in the Student Services office.

3. Investigation of Suspected Departures from Academic Integrity by the Associate Dean of Teacher Education

Where possible departures from academic integrity are identified that involve more than one course, multiple instances, or the possibility of forgery or falsification, the Associate Dean of Teacher Education may initiate an investigation. In addition, an instructor may request (in writing) that the Associate Dean of Teacher Education conduct an investigation on his or her behalf when such serious departures are suspected. The Associate Dean of Teacher Education may also undertake an investigation of a departure from academic integrity in academic matters unrelated to performance in a course.

a. Preliminary Investigation: Collection of Initial Information

1. To begin investigating a possible departure from academic integrity, the Associate Dean of Teacher Education should assemble all documents related to the case. Such documents might include:
 - the course syllabus;
 - the work submitted by the student for academic credit;
 - the source(s) from which the work submitted by the student is apparently derived;
 - the instructions describing the nature of the work to be done;
 - any e-mail between the instructor and the student relating to the work;
 - any other materials related to the departure;
 - any documents used by the instructor or his or her department stating policies on departures from academic integrity.

2. When discussing possible departures from academic integrity, the instructor should ensure that the student's identity remains confidential, pending a finding of departure from academic integrity.
3. Should the Associate Dean of Teacher Education decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.
4. Should the Associate Dean of Teacher Education decide the evidence merits further investigation, he or she should continue the processes outlined below.

b. Notice of Investigation of Departure from Academic Integrity

1. The Associate Dean of Teacher Education must advise the student in writing of the following:
 - the evidence on which the investigation is based;
 - the student's right to respond to the investigation; and
 - the student's right to have representation for any response; the Associate Dean of Teacher Education will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms.
2. The Associate Dean of Teacher Education should also include all documents relevant to the investigation and finding.
3. To ensure that students receive the Notice of Investigation and additional relevant materials in a timely manner, the Office of the Associate Dean of Teacher Education should e-mail the students with the direction to pick up the materials from the Student Services office or send these documents by registered mail to the student's local address (as obtained from PeopleSoft).
4. Within 10 working days of receiving the Notice of Investigation, the student must make an initial response to the Associate Dean of Teacher Education, either to schedule a meeting or to indicate that he or she does not wish to meet and will provide a written response.

c. Investigation and Meeting

1. In most instances, the Associate Dean of Teacher Education will convene a meeting with the student (and his or her representative), the instructor (and his or her representative), and witnesses where appropriate, to conduct a thorough review of the evidence as it relates to the departure.
2. If, for any reason, the student does not wish to meet in person, he or she may submit a detailed, written explanation to the Associate Dean of Teacher Education, along with copies of earlier drafts of the student's work, and any other relevant documentation. This written submission must be provided to the Associate Dean of

Teacher Education within 10 working days of receipt of the Notice of Investigation.

3. Where it is decided a meeting will occur, the Associate Dean of Teacher Education will notify the student and the instructor of the time and location of the meeting. The student will also be informed of the right to bring a representative and the names of those who will be present.
4. In preparation for the meeting, the Associate Dean of Teacher Education may request additional relevant materials.
5. At least 10 working days prior to the meeting, the student has the right to see any relevant material considered by the Associate Dean of Teacher Education since issuing the Notice of Investigation, in addition to the documents sent with the Notice of Investigation (see Regulation item E3civ above).

d. Finding of Departure from Academic Integrity

1. If, after an investigation of the evidence and consideration of the response by the student, the Associate Dean of Teacher Education determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dismissed.
2. If, after an investigation of the evidence and consideration of the response by the student, the Associate Dean of Teacher Education determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the Associate Dean of Teacher Education must set an appropriate remedy or sanction and then notify the student in writing.

e. Assessment of Remedy or Sanction

1. The Associate Dean of Teacher Education will consider the factors discussed in Regulation item D3 in setting a sanction. The sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the Faculty, taking into account any mitigating circumstances.
2. After making the finding and setting the corresponding sanction, the Associate Dean of Teacher Education will categorize the departure as being either Level I or Level II as outlined in Regulation item D4.

f. Notification of Decision

1. After making the finding, setting a remedy or sanction and categorizing the departure as Level I or Level II, the Associate Dean of Teacher Education must inform the student of the following:
 - the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;



- the remedy or sanction;
 - the type of departure (Level I or Level II); and
 - the student's right to appeal the finding and/or the sanction to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board (see Student Appeal Process);
 - the deadline for appealing to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board;
 - the resources available for consultation; the Associate Dean of Teacher Education will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms; and
 - the fact that, in the case of a Level II finding, a copy of the finding will be kept on file in the student's main file in the Student Services office.
2. Appeals of the decisions of the Associate Dean of Teacher Education may be made to the B.Ed./Dip.Ed. Professional Studies Committee of Faculty Board as outlined in the Student Appeal Process.

F. Failure to Abide by Academic Rules

Students must abide by all Faculty and University academic rules, including rules imposed by course instructors, or others (for example, teaching assistants, laboratory demonstrators, guest or substitute instructors) regarding the preparation, writing, and submission of assignments, or the writing of tests and examinations. Students must also abide by other University-wide academic regulations, such as those governing ethics reviews. For remedies or sanctions that can be assessed and procedures to be followed if a student fails to abide by academic rules, see Regulation items D and E above.

Acceptable Use of Information Technology Resources

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

The use of Queen's University information technology (IT) resources must be consistent with the academic mission of the University. These IT resources are provided to support the teaching, learning, research and administrative activities of the Queen's community. As a member or guest of the Queen's community, you may have access to valuable internal and external networks and resources, and Sensitive Information, and you are expected to use these resources in a responsible, ethical, and legal manner. Your actions

should not adversely affect the ability of others to use these resources, or compromise the security and privacy of sensitive information.

Access and Privacy

Queen's University collects, maintains, uses, and discloses student personal information in accordance with the Ontario Freedom of Information and Protection of Privacy Act. As secondary custodians of student personal information, faculties, schools and departments should be guided by the Office of the University Registrar's Student and Applicant Record Policy available online at <http://www.queensu.ca/registrar/resources/policies/accessprivacy> (<http://www.queensu.ca/registrar/resources/policies/accessprivacy/>). If you have questions or concerns, please contact FIPPA representative, Robert Burge, Faculty of Education at 613-533-6205 or visit www.queensu.ca/accessandprivacy (<http://www.queensu.ca/secretariat/policies/senate/electronic-information-security-policy-framework/acceptable-use-information/>).

Teacher Candidates in the Queen's B.Ed./Dip.Ed. program will have their Queen's email address distributed to school administration and other persons directly involved in any of their practicum placements.

Admissions

Concurrent Education

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

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

Consecutive and Technological Education

Queen's Teacher Education will make only one offer of admission per applicant. Applicants are welcome to apply for a maximum of three program options/tracks. It is important for applicants to carefully consider their Queen's choices and the order of those choices.

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

Selection of applications is based on:

1. meeting the admission requirements and/or recommendations;
2. the number of spaces available in the option/teaching subject/program track requested;
3. Practicum placement availability;
4. the score from the Personal Statement of Experience;
5. the score based on the academic average and the number of prerequisites and/or recommended courses.

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

Indigenous Teacher Education Program

The Indigenous Teacher Education Program has an admission policy which incorporates the following special features:

1. candidates may complete some prerequisites to admission as exit requirements rather than entrance requirements;
2. applicants of Indigenous ancestry who hold a secondary school diploma, or equivalent, are eligible for admission to the Primary-Junior program option leading to the Diploma in Education (community-based option only);
3. ITEP candidates may be granted prerequisite equivalencies for skills such as fluency or functionality in an Indigenous language;
4. affirmative action is employed in the provision that candidates for the Dip.Ed. must be of Indigenous ancestry, and candidates for the B.Ed. will ordinarily be of Indigenous ancestry;
5. Indigenous community representatives are participants in the application screening process in recommending candidates to the program through letters of community support.

Awarding of Degree/Diploma

Upon completion, candidates holding a previous university degree receive the Bachelor of Education degree and the Certificate of Qualification as a teacher. Candidates of Indigenous ancestry who hold a secondary school diploma, or equivalent, are eligible to receive the Diploma in Education and the Certificate of Qualification, allowing them to teach in the Primary and Junior divisions

Equity Admission

For a designated number of places in the B.Ed./Dip.Ed. program, preference is given to members of Indigenous/First Nations groups, visible racial minorities and differently-

abled groups currently underrepresented within the teaching profession. Equity applicants are automatically considered for admission under regular admission procedures as well.

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.

- Equity Admission Form (https://queensu.qualtrics.com/jfe/form/SV_2nQj5XLCzcDB1ml/)

English Language Requirement

English is the language of instruction at Queen's University and in the schools in Ontario where our teacher candidates carry out their required practice teaching. Consequently, all applicants to the program are required to provide evidence of oral and written proficiency in English in one of two ways:

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

Candidates admitted to the program who are found to have an unsatisfactory command of the English language, either spoken or written, where their language skills interfere with their ability to communicate effectively in the classroom, may be required to take remedial work or may be asked to withdraw from the program.

International Document Requirements

Applicants who obtained a degree from a foreign institution (from non-Canadian or American institutions) must have all international official transcripts evaluated and translated by World Education Services (WES) - www.wes.org/ca/ (<http://www.wes.org/ca/>). Ensure you are on the Canadian page (a maple leaf in the banner). Applicants are responsible for the costs associated with the WES evaluation and any translation required. Applicants must request that evaluations be sent directly to the Student Services office, no later than the application deadline. Note that it can take upwards of six weeks for WES to receive official transcripts from a foreign academic institution, after which point the WES evaluation can take a week or longer to complete. Applicants should begin the evaluation process as early as possible.

The Ontario College of Teachers set their own document and assessment requirements and policies, which may be different from the requirements noted in this policy. Completion of the B.Ed. degree requirements does not guarantee a teaching certificate. All graduates who apply to the Ontario College of Teachers and must meet all their requirements. Current licensing requirements may be found at www.oct.ca/ (<http://www.oct.ca/>).

Attendance, Course Work and Conduct

1. Students must be registered in a course(s) to be eligible to attend or otherwise participate in lectures, tutorials, assignments, tests, and examinations associated with the course(s). Students are expected to be and, at the discretion of the instructor, may be required to be present at all lectures, tutorials, tests, and examinations in their courses and to submit assignments at the prescribed times. Student conduct in lectures, laboratories, tutorials, tests and examinations must conform to the University's Code of Conduct (http://www.queensu.ca/registrar/sites/webpublish.queensu.ca.uregwww/files/files/Code_of_Conduct_final_2008.pdf).

2. A student who claims illness or compassionate grounds as reason for missing lectures, tutorials, assignments, tests, or examinations is responsible for making alternative arrangements with the instructors concerned. In most cases, this should not require medical or other documentation. If there is a significant effect on attendance or academic performance so that the student may wish to request, for example, extensions or other accommodation, or an incomplete grade, the student is responsible for obtaining appropriate documentation at the time of treatment. The student must provide the documentation with any request for accommodation and appeal directly to the instructor in a timely manner.

Code of Conduct

All students are required to adhere to the University's Code of Conduct (http://www.queensu.ca/registrar/sites/webpublish.queensu.ca.uregwww/files/files/Code_of_Conduct_final_2008.pdf). They should also bear in mind that compliance with this code implies non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally, maintaining the reputation of the University. Initial responsibility for the enforcement of the Code rests with the Alma Mater Society and the Graduate Student Society on behalf of the Senate. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

In general terms, acceptable conduct does not infringe on the rights of other members of the University community and conforms to the regulations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University's system of non-academic discipline should not be regarded as a substitute for the civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. The following conduct is unacceptable and constitutes an offence within the University community:

1. a violation of published rules and regulations of the University or of any authorized rule-making body within the University;
2. failure to comply with the directions of officials of the University acting within the scope of their authority;
3. theft, vandalism, and wilful or negligent damage to the property of Queen's or of a member of the University

- community, of the AMS, GSS or of any other University organization;
- a. assault of any nature;
 - b. discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation;
4. all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of University documents;
 5. a violation of the rights of any member of the University community.

Any reprisal or express or implied threat of reprisal for making and pursuing a complaint under any procedure authorized by the University is deemed to be an offence against the University Code of Conduct.

Course Requirements

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

Deferral Policy - Consecutive and Concurrent Programs

Consecutive Education Program

Deferrals of admission into the four term B.Ed./Dip.Ed. program will be allowed only for serious medical circumstances and for compassionate reasons. When requesting a medical deferral, teacher candidates must submit to the Student Services:

1. a medical certificate to be received no later than 15 April; and
2. a medical clearance form when they are ready to return (to be received no later than 1 February).

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

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

Those who do not confirm their attendance through the Qualtrics survey would need to submit a new application if they still wish to pursue the B.Ed./Dip.Ed. degree at Queen's. Transcripts and other supporting documentation will be retained by Student Services for one more year. This means that those re-applying will only have to complete the online application at OUAC/TEAS, but will not need to resubmit their Personal Statement of Experience (PSE), and will only need

to resubmit their transcripts if they have taken additional courses. There will be no guarantee of admission to the program at the time of re-application.

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

Concurrent Education Program

Concurrent Education students have six (6) years to complete their combined program. If they intend to defer at any stage in their program, they must inform Student Services in writing by 1 February of the academic year prior to the one they wish to defer. Queen's Concurrent Education students also fall within the Arts and Science policies for deferral. Final year Concurrent Education students are requested to inform Student Services in writing by 15 January of the academic year prior to the one they wish to defer if they are deferring entry into their final Education year.

Diploma in Education Conversion

Holders of the Diploma in Education who later submit to the Education Registrar proof of having been granted an acceptable degree (i.e., by submission of a university transcript indicating that the degree has been conferred) will be awarded a Bachelor of Education degree. The university transcript must be accompanied by a faculty application fee for diploma conversion. In order for the undergraduate degree to be considered in this process, the undergraduate degree must have no transfer credit that was counted toward the program requirements for the Diploma in Education.

Grading and Appeals

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

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

Letter Grade	Grade Point	Descriptor	Percentage Range
A+	4.3	Outstanding	90-100
A	4.0	Excellent	80-89
B	3.0	Very Good	70-79
C	2.0	Adequate	60-69
D	1.0	Marginal	50-59



F	0	Unsatisfactory/ 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, candidates must pass all components in order to pass the course. 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 (PDF 416 KB) (https://educ.queensu.ca/sites/educwww/files/uploaded_files/Study/FindingofaDeparturefromAcademicIntegrity-webversion.pdf) indicating work to be completed and the due date with a copy provided to the student and the Faculty Registrar. Both the instructor and student must sign the Incomplete Grade Statement. Incomplete (IN) is automatically converted to Fail (F) if the student has not successfully completed the course by the time specified or, in any event, at the end of the subsequent academic term (120 days). The B.Ed./Dip.Ed. Professional Studies Committee has the authority to make

exceptions to these rules where, because of extenuating circumstances, a student has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.

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

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

2.7 Audit (AU): no grade assigned for audited courses. The Faculty Registrar must approve all audited registrations.

2.8 Transfer Credit (TR): no grade assigned for transferred credits. The Faculty Registrar must approve all transfer credits.

3.0 No grade may be changed by administrative fiat.

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

4.0 It is the responsibility of each course or section instructor to report electronically final grades (in a manner prescribed by the Faculty Registrar) within 10 calendar days of the last day of the session.

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

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

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

5.1 As a first step, the student should request a review by the Director, Student and Support Services, or in the case of a Practicum, to the Practicum Manager. Reviews must be submitted to education.appeal@queensu.ca. This request should be made within 15 working days of the decision being communicated to the student, accompanied by any applicable supporting documentation. Normally a response will be provided within a further 15 working days of the

receipt of the request and any further information being submitted by the student.

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

The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the review decision is received and must be accompanied by a faculty appeal fee of \$40. The fee will be refunded to the student if, as a result of the review, the decision is reversed. The decision will be reviewed and the student will be informed of the outcome, normally within 15 working days of receipt of the written appeal.

5.3 If the student is not satisfied with the decision after the review referred to in 5.2, the next stage of review lies with the B.Ed./Dip.Ed. Professional Studies Committee. The student must submit an appeal in writing to the Chair of the B.Ed./Dip.Ed. Professional Studies Committee, within 15 working days of receiving the decision (submit to education.appeal@queensu.ca). There is no fee for the appeal to the B.Ed./Dip.Ed. Professional Studies Committee.

The B.Ed./Dip.Ed. Professional Studies Committee will strike an ad hoc Appeal Subcommittee consisting of at least two members. No member of the Appeal Subcommittee will have been part of the appeal at an earlier stage. The Appeal Subcommittee will inform the student in writing of the decision and report the decision to the B.Ed./Dip.Ed. Professional Studies Committee.

The decision of the Appeal Subcommittee is final (see the Senate's Policy on Student Appeals, Rights and Discipline). However, if the student believes that there are grounds for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate's Policy on Student Appeals, Rights and Discipline, by appealing to the University Student Appeal Board.

6.0 Appeal of a Failed Grade (Non-Practicum)

Students have the right to appeal a failed grade assigned in a course subject to the marking scheme set out by the course instructor(s).

6.1 As a first step, the student should request an informal review with the instructor concerned, and instructors are strongly encouraged to consent. This request should be made within 15 working days of the grade being received. Normally the instructor will provide a reconsidered grade within a further 15 working days of the receipt of the request and any further information being submitted by the student.

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

The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the reconsidered grade being received and must be accompanied by a faculty appeal fee of \$100. The fee will be refunded to the student if, as a result of the review, a failing mark is raised to a pass.

The reconsideration will be by two reviewers appointed by the Associate Dean of Teacher Education (or designate); one reviewer will be the original instructor, if possible. The work under question will be reviewed and the student will be informed of the reconsidered grade, normally within 15 working days of receipt of the written appeal.

6.3 If the student is not satisfied with the decision after the review referred to in 6.2, the next stage of review lies with the B.Ed./Dip.Ed. Professional Studies Committee. The student must submit an appeal in writing to the Chair of the B.Ed./Dip.Ed. Professional Studies Committee, within 15 working days of receiving the decision (submit to education.appeal@queensu.ca). There is no fee for the appeal to the B.Ed./Dip.Ed. Professional Studies Committee.

The B.Ed./Dip.Ed. Professional Studies Committee will strike an ad hoc Appeal Subcommittee consisting of at least two members. No member of the Appeal Subcommittee will have been part of the appeal at an earlier stage. The Appeal Subcommittee will inform the student in writing of the decision and report the decision to the B.Ed./Dip.Ed. Professional Studies Committee.

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

7.0 Appeal of a Failed Grade (Practicum)

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

7.1 As a first step, the student should request an informal review with the Coordinator of Practicum. This request should be made within 15 working days of the grade being received. The Coordinator will review the appeal with the Faculty Liaison. Normally the Coordinator will provide a reconsidered



grade within a further 15 working days of the receipt of the request and any further information being submitted by the student.

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

The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the reconsidered grade being received and must be accompanied by a faculty appeal fee of \$100. The fee will be refunded to the student if, as a result of the review, a failing mark is raised to a passing grade. The work under question will be reviewed and the student will be informed of the reconsidered grade, normally within 15 working days of receipt of the written appeal.

7.3 If the student is not satisfied with the decision after the review referred to in 7.2, the next stage of review lies with the B.Ed./Dip.Ed. Professional Studies Committee. The student must submit an appeal in writing to the Chair of the B.Ed./Dip.Ed. Professional Studies Committee, within 15 working days of receiving the decision (submit to education.appeal@queensu.ca). There is no fee for the appeal to the B.Ed./Dip.Ed. Professional Studies Committee.

The B.Ed./Dip.Ed. Professional Studies Committee will strike an ad hoc Appeal Subcommittee consisting of at least two members. No member of the Appeal Subcommittee will have been part of the appeal at an earlier stage. The Appeal Subcommittee will inform the student in writing of the decision and report the decision to the B.Ed./Dip.Ed. Professional Studies Committee.

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

8.0 Appeal to Retake or Substitute a Failed Course (Non-Practicum)

A student who has received a grade of Fail (F) in a course, and who wishes to retake the failed course, or to undertake an alternative course in substitution for the one that has been failed, must appeal in writing to the Associate Dean of Teacher Education (or designate) for permission to do so within 15 working days of the grade being received (submit to

education.appeal@queensu.ca). The letter of appeal should cite any extenuating circumstances affecting performance in the failed course (with supporting documentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean of Teacher Education (or designate) after consultation with relevant members and/or officers of the Faculty.

8.1 When a student has failed a course or a component of a course and has been given permission to undertake an alternative course or component in substitution for the course or component that has been failed, the Faculty's administration shall not approve or make available any alternative course or component without prior consultation with the appropriate area or discipline group in the Faculty to determine the suitability of the proposed alternative required.

8.2 A student may be permitted to retake a course. Each course counts only once in the program. When a course is retaken, the attempt with the higher grade will count toward the program and grade point averages. All attempts and grades will appear on the student's transcript.

9.0 Communication

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

10.0 Requirements for Graduation

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

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

Professional Conduct

Professional Conduct, Professional Ethics, and Practice Teaching

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

practicum situations. During the course of their practicum placements (including the alternate practicum and the Concurrent program “experiences in schools”) teacher candidates are accountable for their actions in relation to pupils; parents or guardians; teachers; school and school system officials (including Ministry officials; teachers’ professional organizations; and the general public). While participating in course work and activities on Queen’s campus, teacher candidates are accountable for their actions in relation to faculty, staff and fellow teacher candidates of the Faculty of Education in particular, and faculty staff and students of Queen’s University in general. Teacher candidates who fail to maintain a professional standard in practicum situations may be awarded a failing grade in the practicum regardless of other factors to be considered in the evaluation of practicum performance, and/or may be required to withdraw from the program. While at Queen’s, teacher candidates are further governed by such policies as the Queen’s University Student Code of Conduct, the Computer Code of Ethics and the Harassment/Discrimination Complaint Policy and Procedure; teacher candidates found to have breached University policies may be subject to such disciplinary and/or remedial measures as outlined in the relevant polic(ies).

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

- Standards of Practice for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- Ethical Standards for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- The Professional Learning Framework for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- Education Act (Revised Statutes of Ontario, as amended);
- Regulation 298, Operation of Schools-General (Revised Regulations of Ontario, as amended);
- Regulation Under the Teaching Profession Act, Sections 13 through 18 (Ontario Teachers’ Federation).
- Regulation 437/97, Professional Misconduct (Ontario College of Teachers).

Specifically:

1. As future teachers, graduates of the Faculty of Education’s Bachelor of Education and Diploma in Education programs will be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) in schools. In Ontario, teacher candidates are associate members of the

Ontario Teachers Federation and subject to its standards of professional ethics during their practicum.

2. The Faculty of Education expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the educational well-being, physical safety, and psychological health of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and members of the public.
3. Teacher candidates who do not meet the on-campus academic requirements of Queen’s Faculty of Education may be required to delay the beginning or resumption of a practicum placement. There is no right to begin or resume a practicum placement.
4. The decision to refuse or delay a practicum must be made by the Associate Dean. The teacher candidate must be informed in writing of this decision as well as the remedial steps to enable them to complete course requirements.

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

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

Teacher candidates who fail to maintain a professional standard may be awarded a failing grade in the practicum regardless of other factors to be considered in the evaluation



of practicum performance, and/or may be required to withdraw from the program. The Associate Dean of Teacher Education (or delegate) makes such decisions after consultation with appropriate persons involved in the case, and after a hearing with the teacher candidate. Teacher candidates may appeal such decisions to the Dean.

Progression

1. Normally, students in the pre-service programs will take their required courses, including practicum components, in the prescribed sequence. Students should successfully complete courses in the required term prior to proceeding to the subsequent courses in later terms. Students who have not received a passing final grade in a course, may be prohibited from taking subsequent courses until they are in good standing. Student Services will monitor progression.
2. Permission of the Associate Dean of Teacher Education is required for a student to change the progression sequence of their program.
3. The Associate Dean of Teacher Education may prohibit a student from taking subsequent courses if the student is not in good standing and progressing in their pre-service program.

Program Time Limits

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

The time limits for completion of the B.Ed./Dip.Ed. program options/tracks are as follows:

1. For teacher candidates in the Queen's or Queen's-Trent Concurrent Education program, the maximum time limit is six years from the commencement date of the undergraduate Honours degree, to complete both Education AND undergraduate Honours degrees, i.e., if the teacher candidate's program commences in the fall of 2015, the maximum date by which both degrees must be completed is spring 2021.
2. For teacher candidates in the full-time, on-campus B.Ed./Dip.Ed. program, the time limit for successful completion of all program requirements is seven successive academic terms from the commencement date of that program, e.g., if a teacher candidate's program commences in May of 2015, the date by which the program must be completed is August 2017.

3. For teacher candidates in the Technological Education Multi-Session and community-based Indigenous Teacher Education programs, the time limit for successful completion of all program requirements is thirteen successive academic terms from the commencement date of that program, e.g., if a teacher candidate's program commences in May of 2015, then the date by which the program must be completed is August 2019.

Religious Observance

Any student who has an exam or assignment scheduled on the same day as a religious observance should contact the Student Services office immediately. Individual arrangements will be made to accommodate the needs of the student.

Student Debts

Any student with an overdue debt with the University will not be permitted to register or to receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made by the department(s) concerned. In no case will a diploma be released to a student with an outstanding debt with the University.

Student Names

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

Student Responsibility

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

Voluntary Withdrawal

Students may withdraw voluntarily, without academic penalty, prior to deadlines published in this Calendar (see Sessional Dates). It is recommended that students consult with the Faculty Registrar before withdrawing. Students must drop all their courses on SOLUS and return their student cards to the Student Services office in order to withdraw from the University. Students wishing to return after having withdrawn completely must reapply through the Ontario Universities' Application Centre (OUAC) by the application deadline.