



Teacher Candidate Guide

Concurrent Teacher Education
2006-2007

Booklet valid for current year only

Conceptual Framework for Pre-service Teacher Education Candidates at Queen's University

Our vision of the graduate of Queen's University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that go beyond immediate pressures of daily practice, and who has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of children.

Characteristics of the program

- The program sustains a commitment to academic excellence and to learning how to learn, and reflects teaching as both an intellectual and practical activity, according to Queen's principles.
- The program considers that all teacher candidates should possess the literacy and critical skills associated with an educated person.
- The program promotes caring as a central value in the profession of teaching, and inclusivity as a fundamental pedagogical principle.
- The program integrates the following domains: school context, curriculum, teaching and learning, assessment, evaluation and reporting; educational ends, purposes and values and their philosophical and historical grounds.
- The following themes are embedded in the program: inclusivity and social justice; collaboration and leadership; the use of information technology in teaching and learning.

Information in this publication is valid for current year only. See web site <http://www.educ.queensu.ca/index.shtml> for changes and updates.

TABLE OF CONTENTS

Welcome	2
Contacts	2
Concurrent Course Instructors	3
Purpose	3
Concurrent Arts, Science and Music / Education Program	3
Keeping in the Know	
Useful Web Sites	3
Information about QCARD	3
Email and WEBCT	3
CESA	3
Fees	4
Awards	4
Calendar of Events	4
Police Record Check	4
Info regarding Final Year	4
Concurrent Program Overview Chart	4
Program Format Descriptions	5
Academic Regulations / Policies	6
a) Professional Conduct Policy	
b) Continuation in the Concurrent Program (Academic Standing)	
c) Entry into Final Year	
d) Request to Defer Final Year	
e) Request for Leave (Years 1 – 3)	
f) Incomplete Courses	
g) Faculty Policy Concerning Candidates Who Fail a Course or Assignment in the B.Ed. Program	
h) Education Course Grading System	
i) Year Abroad/Study Abroad Options	
j) Withdrawal from the Program	
k) Changing Divisions	
l) Course Selection, Arts, Science and Music	
Experiences in Schools	
Purpose	8
District School Board Protocols	8
How Placements are Made	8
TB Test and Police Record Check	9
Safety in Host Schools	10
Professional Conduct in Schools	10
Liability and Insurance	11
Eligibility for Final Year	
Reserving Your Place in Final Year	11
Changing Plans	11
Academic Preparation for Final Year	
Primary/Junior requirements; Need for HS transcript	12
Intermediate/Senior requirements; Preparation for Teaching Subjects	13
Final Year Program	15
Academic Format	
Special Program Tracks	
Final Year Practicum and the Identification of Associate Schools	
Housing	15
Teacher Certification	16
Future Planning	16

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

Welcome to the Queen's / Queen's-Trent Concurrent Teacher Education Program

The Faculty of Education at Queen's offers both a Queen's Concurrent and a Queen's-Trent Concurrent Teacher Education Program in which you get the best of two worlds – a B.Ed. and a B.A., B.Sc. or B.Mus. *Please be sure to consult the section that refers to your specific campus (Queen's or Queen's-Trent).*

This Teacher Candidate Guide is designed to assist you in all aspects of the program throughout your years in Concurrent Education.

Queen's University Campus
Concurrent Office
Faculty of Education
 Duncan McArthur Hall
 Queen's University
 Kingston, Ontario K7L 3N6
<http://educ.queensu.ca>

Trent University Campus
Queen's-Trent Concurrent Teacher
Education Office
 Lady Eaton College, N124
 Trent University
 Peterborough, Ontario K9J 7B8
<http://www.trentu.ca/education/concurrent>

Rosa Bruno-Jofré
 Dean of Education
 Queen's University

LeRoy Whitehead
 Associate Dean of Education, Concurrent and
 Pre-Service Education Programs, Queen's University

<i>Queen's Campus Personnel</i>	<i>Queen's-Trent Campus Personnel</i>
<p>Concurrent Education Office Tel (613)533-6207 Fax (613)533-6203 Email teaching@educ.queensu.ca Office Hours: Monday - Thursday 8:30-12:00 and 1:00-4:30 (office closed Fridays)</p> <p>Carolyn Burley, Pre-Service Education Assistant</p> <p>Education Registrar's Office Tel (613) 533-6205 Fax (613) 533-6203 Email ero@educ.queensu.ca Office Hours: 8:30-12:00 and 1:00-4:30</p> <p>Practicum Office (placements) Tel (613) 533-6202 Fax (613) 533-6596 Email pracoff@educ.queensu.ca Office Hours: 8:00-12:00 and 1:00-4:00</p> <p>Brian McAndrews, Practicum Coordinator Tammy O'Neil, Placement Assistant Nadine Thompson, Placement Assistant Adrienne Nobbe, Secretary</p>	<p>Queen's-Trent Concurrent Education Office Tel (705)748-1011 x 7464 Fax (705)748-1008 Email: concurrented@trentu.ca Office Hours: (LEC N124) Monday - Thursday 9:00-12:00 / 1:00-4:30 Friday 9:00-12:00 / 1:00-3:00</p> <p><u><i>Queen's-Trent candidates in Years 1-3 should first contact this office prior to contacting Queen's.</i></u></p> <p>Sharon Carew, Coordinator and Faculty 748-1011 x 7268, sharoncarew@trentu.ca</p> <p>Deb Gelderland, Program Administrator 748-1011 x 7618, dgelderland@trentu.ca</p> <p>Kathy Fife, Program Secretary 748-1011 x 7464, kfife@trentu.ca</p>

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

Purpose

This guide is prepared for Concurrent Education candidates and their academic advisers at Queen's and Trent University. It contains helpful information for planning academic programs to prepare candidates for the final year of the Concurrent program while providing a strong academic base for a teaching career. Candidates are urged to examine carefully, and become familiar with, the program pattern requirements and suggestions.

If information in this Guide differs from that published in the Queen's Faculty of Education Calendar, the Calendar shall be held to be the authoritative version. The Calendar is available on the web at: <http://www.queensu.ca/calendars/education/>

Concurrent Arts, Science or Music/Education Program

The Concurrent model is a 4 (Queen's Concurrent only) or 5 year combined Arts, Science or *Music/Education program in which candidates pursue academic and professional studies simultaneously. The Education part of the Concurrent program consists of 7.0 credits in courses and teaching practice. With the strong field-centered orientation of its professional components, the Concurrent Education program has the advantages of clarifying vocational interest, sharpening awareness of issues inherent in teaching and learning, and achieving integration of academic and professional studies. From their initial year, candidates are provided with in-school experiences that form the basis of theoretical studies. The Education portion of the program is developmental in nature, and includes an extended teaching placement in the final year.

*The Concurrent Music/Education program is offered at Queen's only.

Keeping In the Know

Candidates are expected to complete both degrees in the Concurrent program within six years of their first enrolment in the program.

Queen's	Queen's-Trent
Web site: http://educ.queensu.ca	Web site: http://www.trentu.ca/education/concurrent
<p>Help us to help you by keeping your mailing address up-to-date on Q-CARD (http://queensu.ca/registrar) You can now change/update your own PIN number on Q-CARD. Don't lose your PIN! You can review grades and print income tax information from QCard</p>	
<p>All candidates are provided with an electronic email account (Q-LINK). We expect you to become a very active email user. Email distribution lists (Listserve) are the main communication tool for Years 1-4. Updates and reminders are sent out via these listserve. The only account we will recognize is <i>qlink</i>.</p>	<p>All candidates are provided with a Trent electronic email account. We expect you to become a very active email user. Email and our WEBCT are a main communication tool for Years 1-4. Updates and reminders are posted to WEBCT. The only account we will recognize is <i>trentu.ca</i>.</p>
<p>CESA (Concurrent Education Student Association) All Concurrent candidates belong to the Queen's Concurrent Education Student Association, which has an elected student executive. CESA actively pursues issues and ideas that are of importance to the teaching profession and the students within the program. CESA runs a number of events and builds our professional community. Web site: http://cesa.queensu.ca/</p>	<p>CESA (Concurrent Education Student Association) All Concurrent candidates belong to the Queen's-Trent Concurrent Education Student Association, which has an elected student executive. CESA actively pursues issues and ideas that are of importance to the teaching profession and the students within the program. CESA helps build our professional community through professional development workshops. Please see the list of CESA executive on the web site at http://www.trentu.ca/education/concurrent/cesa.htm or email them at cesa@trentu.ca</p>

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

<p>FEES Estimated domestic course fees for Year 1, Year 2 I/S and Year 3 (.75) are \$707.80. For Year 2 P/J (.50) estimated domestic course fees are \$481.60. Information on fees, payments and Add/Drop dates can be found at http://www.queensu.ca/registrar</p> <p>International student fees are higher than domestic fees; please see the web site.</p> <p>Queen's-Trent students please remember you are enrolled at two universities and must pay tuition fees to both. Some courses include a learning materials fee. It is important that you know both Universities' student numbers.</p>	
<p>AWARDS Students from Ontario may access government student financial assistance through the Ontario Student Assistance Program (OSAP). Application forms and detailed information are available on the web at http://osap.gov.on.ca or the Student Awards Office http://www.queensu.ca/registrar/awards/</p>	<p>AWARDS Students from Ontario may access government student financial assistance through the Ontario Student Assistance Program (OSAP). Application forms and detailed information are available on the web at http://osap.gov.on.ca Numerous bursaries, awards and scholarships are listed in the Trent University Calendar. Four of these, The Sisters of St. Joseph Bursary, Binney and Smith Scholarship and Margaret Lightbody Scholarship, are specific to Queen's-Trent Concurrent Education Program candidates. Descriptions of these awards can be found at the following web site: http://www.trentu.ca/registrar/AdmHome.html</p>
<p>CALENDAR OF EVENTS Candidates are informed via emails from CESA and the Concurrent Office.</p>	<p>CALENDAR OF EVENTS See WEBCT site (updated weekly.)</p>
<p>Police Record Check A Police Record Check must be obtained prior to starting your Experiences in Schools placement. All Police Record Checks must be done through the Ontario Education Services Corporation. Information regarding the Police Record Check can be found at the OESC web site http://www.oesc-cseo.opsba.org/</p>	
<p>Information Regarding Final Year Keep informed about how final year unfolds by visiting the Faculty of Education web site: http://educ.queensu.ca Housing information can be found in the "Services" link .</p>	

Concurrent Program Overview Charts

Year	B.Ed.	B.A., B.Sc. or B.Mus.
<p>Year One Total Course Load 5.75 Year One is a common year</p>	<p>PROF 110 Introduction to Teaching (0.25) PROF 115 Introduction to Curriculum (0.25) PRAC 111 Experiences in Schools I (0.25)</p>	<p>Five full university courses (5.0 credits) in Arts, Science or Music</p>
<p>Year Two P/J Total Course Load 5.5 or 5.75</p>	<p>CURR Selection (0.25 or 0.50) PRAC 116 Experiences in Schools P/J II (0.25)</p>	<p>Five full university courses (5.0 credits) in Arts, Science or Music</p>
<p>Year Two I/S Total Course Load 5.75</p>	<p>PROF 130 Professional Development (0.25) PRAC 131 Experiences in Schools (I/S) II (0.5)</p>	<p>Five full university courses (5.0 credits) in Arts, Science or Music</p>
<p>Year Three P/J Total Course Load 5.75</p>	<p>PROF 120 Critical Issues & Policies P/J (0.5) PRAC 121 Experiences in Schools (P/J) III (0.25)</p>	<p>Five full university courses (5.0 credits) in Arts, Science or Music</p>
<p>Year Three I/S Total Course Load 5.75</p>	<p>PROF 135 Critical Issues & Policies I/S (0.5) PRAC 136 Experiences in Schools (I/S) III (0.25)</p>	<p>Five full university courses (5.0 credits) in Arts, Science or Music</p>
<p>Year Four</p>	<p>No credit courses in Education</p>	<p>. Five full university credits.</p>
<p>Fifth/Final Year P/J Total Course Load 4.5, 4.75 or 5.0</p>	<p>A combination of CURR, FOUN, EDST, PROF, FOCI and PRAC courses.</p>	
<p>Fifth/Final Year I/S Total Course Load 4.75</p>	<p>A combination of CURR, FOUN, EDST, PROF, FOCI and PRAC courses.</p>	
<p>Total Credits</p>	<p>7.0 credits</p>	<p>General Degree - 15 credits *Honours Degree – usually 20 credits depending on program and major *Trent requirement</p>

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

Program Format Description

Comprehensive course outlines are provided by course instructors. Descriptions for all courses can be found at <http://www.queensu.ca/calendars/education/pg90.html>

YEAR 1

PROF 110, PROF 115 and PRAC 111

Teaching Division Selection: Year 1 is a common year. Teacher Candidates must select either the Primary/Junior route or the Intermediate/Senior route at the end of year 1. A candidate who fails to make the selection before ***the deadline*** date will be deemed to have selected Primary/Junior by default. Notification of the deadlines will be sent via list-serve/email distribution list, and posted in the winter term. See campus specific information.

Note: Candidates are not eligible to enroll in CURR, PRAC116, PROF 130 or PRAC 131 if a grade of "IN" (incomplete) or "F"(fail) is on record in PROF 110, PROF 115 or PRAC 111.

Practicum placements in second and third year (equivalent 15 day placements) must be with the same Host Teacher in the same academic year.

YEAR 2

PRIMARY/JUNIOR - Candidates enrolled in the second year of the program who have selected the Primary/Junior route will complete 5.0 Arts and Science and/or Music credits and two Education courses.

CURR* and PRAC 116

*Queen's is offering Physical Education (CURR 395 A – Winter Term) and Queen's-Trent is offering Social Studies (CURR 385 T– Fall Term).

INTERMEDIATE/SENIOR - Candidates enrolled in the second year of the program who have selected the Intermediate/Senior route will complete 5.0 Arts and Science and/or Music credits and two education courses.

PROF 130 and PRAC 131

Note: Candidates are not eligible to enroll in PROF 120 or PROF 135 if a grade of "IN" (incomplete) or "F"(fail) is on record in CURR (385/395) or PROF 130. Similarly PRAC 116 or PRAC 131 are pre-requisites to PRAC 121 and PRAC 136.

YEAR 3

PRIMARY/JUNIOR - Candidates enrolled in the third year of the program who have selected the Primary/Junior route will complete 5.0 Arts and Science and/or Music credits and two education courses.

PROF 120 and PRAC 121

INTERMEDIATE/SENIOR - Candidates enrolled in the third year of the program who have selected the Intermediate/Senior route will complete 5.0 Arts and Science and/or Music credits and two education courses.

PROF 135 and PRAC 136

YEAR 4 (*Honours)

4 or 5 Arts and Science and/or Music credits; no Education credits

It is suggested that candidates intending to complete a B.A., B.Sc. or B.Mus. (Hons) degree take an additional full credit (or equivalent) to bring the total credits to 20 (full credits) upon convocation. This may have an impact on salary category placement upon entering the teaching profession and may hinder eligibility to register in some professional development courses available to teachers. All candidates normally devote the year to the completion of the *Honours degree.

****Honours degree is mandatory for Queen's-Trent candidates.***

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

Academic Regulations/Policies

The following notes serve to highlight a number of important features affecting progression through the Concurrent program. For further details, please consult the respective Calendars of the Faculty of Arts and Science, School of Music and Faculty of Education. **It is the responsibility of the Teacher Candidate to be familiar with all information found in this guide. Official regulations are explained in the Education Calendar (web site: <http://www.queensu.ca/calendars/education/>)**

Please Note: Program components are subject to change without notice at the discretion of the Faculty of Education, Queen's University.

a) **Professional Conduct Policy** – see web site: <http://www.queensu.ca/calendars/education/pg67.html>

b) **Continuation in the Concurrent Program (Academic Standing)** – see web site: <http://www.queensu.ca/calendars/education/pg61.html>

c) **Entry Into Final Year**

Queen's - In order to proceed into the final year, candidates must have completed, either 1) a three-year degree with an overall B average – 65.0%, in all passed Arts and Science and/or Music courses, 2) a three-year degree plus an additional five credits totaling 20 full credits; or 3) an Honours degree. Candidates who have completed either 2) or 3) are not required to meet the B/B- minimum. A 20 credit Honours degree is strongly recommended.

Queen's-Trent - In order to proceed into the final year, candidates must have completed a 20 credit Honours degree with the academic average required for that specific major (some majors require a 65% average and some a 70% average - see Trent Calendar for details).

Candidates planning to **enter final year Education at Queen's in fall of 2008** must complete all final year Education requirements, including successful completion of courses with mark verification on an official transcript, before July 31, 2008.

Candidates planning to **enter final year Education at Queen's in the fall of 2009** (and after i.e. 2010, 2011, 2012 . . .) must

1. successfully complete all prerequisites courses by May 13 and
2. all official transcripts, including completion of degree, must be received before June 24 of the year of expected entry into final year Education.

Candidates must request in writing (or email) to the Education Registrar, Faculty of Education Queen's University (Education.Registrar@queensu.ca) for an extension to this deadline. Extensions (conditional entry into final year) will be considered for medical or related reasons. The appropriate documentation must accompany these written requests.

Candidates in the Concurrent Education program are expected to complete both Education and Arts, Science, Computing, or Music degrees within six years of their first enrolment in the program.

Candidates in the Concurrent Program are expected to complete both Education and Arts and Science or Music degrees within six years of their first enrolment in the program.

d) **Request to Defer Final Year**

Requests to defer final year **must be made prior to January 15** of the expected year of entry into final year. Queen's candidates must write/email the **Concurrent Education Assistant** at Queen's University. Queen's-Trent candidates must write/email the Concurrent Education **Program Administrator** at Trent University.

Requests to defer final year **between January 15 to April 30** will be allowed only for medical or related reasons. When requesting a medical deferral, teacher candidates must submit to the Education Registrar: 1) a medical certificate (to be received **no later than 15 August**); and 2) a medical clearance form when they are ready to return (to be received **no later than 1 March**). Deferrals will be given for **one academic year only. Teacher candidates requesting deferrals must still complete their program within the six-year window.**

Requests (**between January 15 to April 30** of the expected year of entry into final year) must be made directly to the **Education Registrar, Faculty of Education, Queen's University (Education.Registrar@queensu.ca)**. Queen's University Concurrent Education candidates must submit a copy to the **Concurrent Education Assistant** at Queen's University. Queen's-Trent Concurrent Education candidates must submit a copy to the **Program Administrator** at Trent University.

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. They must inform the Education Registrar's Office by **1 March** of the following year of their intention to attend the subsequent year's program.

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

e) Request for Leave (Years 1 – 3)

Concurrent Education teacher candidates are expected to complete both Education and Arts and Science or Music degrees within six years of their first enrolment in the Concurrent Program. **A request for a leave of absence during years 2 and 3 must be submitted in writing (or email)**, outlining the reason **prior** to the academic year for which the leave is requested. **Queen's Concurrent Education candidates must write/email their request to the Concurrent Education Assistant** at Queen's University; **Queen's-Trent candidates must write/email the Concurrent Education Program Administrator** at Trent University

It is assumed that Teacher Candidates who are granted a leave of absence are returning to the Concurrent Education Program in the following academic year and will pre-register for the appropriate Education courses.

f) Incomplete Courses

Candidates must successfully complete a course or placement by the time specified or, after negotiating with the course instructor or placement personnel, no later than twelve calendar months from the original completion date of the course. If a candidate is unable to meet the original deadline of a course or placement, an "Incomplete Grade Agreement" must be completed and submitted to the appropriate instructor or office. This form must be properly supported and documented. Incomplete forms for placements go to Queen's Practicum Office (A103 in Duncan McArthur Hall). Incomplete forms for Queen's-Trent be it course work or placements all must be returned to the Queen's-Trent Concurrent Office (LEC N124).

If the new agreed upon completion date for the course work or placement is not met, a grade of Fail will be recorded on the student's transcript (see below for policy on failed grades). Students must complete the current course or placement before beginning the next course or placement.

All courses and placements must be completed successfully before candidates will be permitted to advance to the final year.

g) Faculty Policy Concerning Candidates Who Fail a Course or Assignment in the B.Ed. Program

<http://www.queensu.ca/calendars/education/pg79.html>

h) Education Course Grading System (Individual grades can be viewed on Qcard)

<http://www.queensu.ca/calendars/education/pg79.html>

i) Year Abroad/Study Abroad Options

Queen's – Many Queen's departments offer students Year Abroad/Study Abroad programs. If you plan to study abroad for a year, you should contact the Pre-Service Education Assistant. **Before going abroad, Candidates must take the Pre-Departure Orientation Workshop as well as complete the Off-Campus Safety Policy forms. Candidates must be registered in the practicum prior to completing an overseas placement. Only one placement abroad can be used for a practicum credit.**

Queen's-Trent – Many Trent Departments such as the Trent International Program and the Department of Modern Languages and Literatures offer Year Abroad/Study Abroad Programs. Interested candidates should consult the Program Administrator for information and approval on how Teacher Candidates can take advantage of these opportunities. **Before going abroad, Candidates must take the Pre-Departure Orientation Workshop as well as complete the Off-Campus Safety Policy forms. Candidates must be registered in the practicum prior to completing an overseas placement. Only one placement abroad can be used for a practicum credit.**

j) Withdrawal from the Program

Any candidate planning to withdraw from the Concurrent Teacher Education program is to contact the Pre-Service Education Assistant (Queen's) or Program Coordinator (Queen's-Trent) to discuss the situation/decision.

If candidates withdraw from the Arts, Science or Music Program they must also withdraw from the Education Program. Queen's-Trent candidates please remember you are enrolled at two universities and must complete both the Trent University withdrawal form and the Queen's University withdrawal form (available from the Program Administrator).

k) Changing Divisions

A candidate who selects Primary/Junior and later wishes to change to Intermediate/Senior may apply to the Associate Dean, Faculty of Education, Queen's University, for permission to do so. If permission is granted however, the candidate will be required to complete additional courses deemed appropriate by the Associate Dean. Deficiencies may be made up in year 4. Please copy your respective Concurrent Education office on your request to change divisions.

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

I) Course Selection, Arts and Science and/or Music

However well prepared in methods of teaching or in related educational studies, **teachers cannot teach subjects which they do not adequately understand**. Moreover, teachers are held increasingly accountable for academic proficiency in the core areas of the elementary and secondary school curricula. Consequently, **undergraduate courses in traditional subject areas such as English, mathematics, science, and history are recommended highly for all prospective teachers**.

Experiences In Schools

Purpose

A clear advantage of the Concurrent Program is the Experiences in Schools. This field-centred approach brings Teacher Candidates into contact with students in school settings from Year 1. Each year of the program, candidates work within different grade levels, and with students with varying needs and abilities. At the end of first year, candidates will have chosen which division (P/J or I/S) they would like to follow for the remaining years of the program and their placement experience will reflect their teaching division.

These periods of teaching and assistance in schools represent serious program commitments. Candidates undertaking the Concurrent program should realize that practice teaching time is a **commitment to schools and host teachers and must not be interrupted with assignments being due, scheduled final examinations, jobs or job hunting**. Each year's placement represents a program requirement that must be completed prior to registering for the next year's practicum course.

Candidates in Year 1 must complete their practicum requirements during the academic year in which they are registered. Deferring the practicum is not allowed in Year 1.

Once a placement is arranged (or is in the process of being arranged through a District School Board), that placement is considered a commitment by the candidate and cannot be cancelled.

District School Board Protocols

Please note that each District School Board has its own protocol for arranging placements. **All Placements must follow board protocol.**

SCH -Teacher Candidates can make arrangements directly with the school Principal and then inform the Practicum Office (Queen's) or Program Administrator (Trent) of the confirmed arrangements or

EDU - Teacher Candidates must work through the Practicum Office (Queen's) or Program Administrator (Trent), who makes arrangements through Board Liaisons.

The Queen's and Queen's-Trent offices work closely with the boards to ensure the protocols are followed. **Once a placement is confirmed through a District School Board it is treated as a firm commitment and cannot be changed or deferred.** District School Board protocols are listed at the following web site and are subject to change. <http://www.educ.queensu.ca/practicum/final-year/board-protocols.shtml>

How Placements Are Made

Queen's

Teacher Candidates must have a different Host Teacher each year. Close friends and relatives cannot act as Host Teachers. Placement Arrangement forms must be submitted prior to the December break for placements through District School Board liaisons. **Candidates are not guaranteed their placement request.** Ultimately each District School Board will decide whether to grant a request for a specific teacher or school. **Under no circumstances will a candidate arrange a placement directly with a teacher or school in a board which has indicated their protocol preference to have placements made through the board liaison via the Practicum Office.**

Candidates arranging a placement through a school principal (based on board protocol) must **submit the Placement Arrangement form at least one month prior to the start date.**

Candidates will be notified by email of placement confirmations. Candidates will be given a placement package during their first class, to send to the Host Teacher prior to the start of the placement. (Second Year P/J candidates are asked to pick their package up in the Practicum Office in October). The Host Teacher will complete a progress report at the end of the placement. It is the Teacher Candidate's responsibility to ensure the Practicum Office receives the report to ensure timely submission of their mark.

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

Queen's-Trent

Teacher Candidates must have a different Host Teacher each year. Close friends or relatives cannot act as Host Teachers. Candidates must ensure that their experience is as wide and varied as possible. Placements may be completed either in the Peterborough area or in a school of the candidates' choice (i.e. a home placement). No matter which area is chosen, candidates must always follow the specific protocols outlined by each District School Board. Candidates are not guaranteed their placement request. Ultimately each District School Board will decide whether to grant a request for a specific teacher or school. **Under no circumstances will a candidate arrange a placement directly with a teacher or school in a board which has indicated their protocol preference to have placements made through the board liaison and the Queen's-Trent Concurrent Office.** Candidates arranging a placement through a school principal (based on board protocol) must **submit the Placement Arrangement form at least one month prior to the start date.**

A) Years 1 to 3 Placements (Peterborough and Area) – September Recruitment Fair (date will be posted)

The Queen's-Trent Concurrent Education Program makes arrangements for those who wish to complete their placement in the Peterborough area. Normally, this is done through a Recruitment Fair scheduled early in the Fall term. Candidates are able to meet a variety of Peterborough area teachers from both the Public and Catholic District Boards. Candidates and Host Teachers make initial arrangements for placements and these are reported to the Program Administrator. The Program assists those who are not able to find a placement through the Recruitment Fair. Year 1 students will submit a placement request form early in September. Years 2 & 3 students will have completed an online WEBCT placement request in the spring of the previous year.

Year 2 or 3 placements that begin the first week of September will be confirmed over the summer and all other placements will be confirmed by the Program Administrator throughout the fall.

B) Years 1 to 3 Placements (Outside of Peterborough and Area)

Placements outside of Peterborough and area must follow Board Protocols. Year 1 students will submit a placement request form early in Sept. Years 2 & 3 students will have completed an online WEBCT placement request in the spring of the previous year.

Year 2 or 3 placements that begin the first week of September will be confirmed over the summer and all other placements will be confirmed by the Program Administrator throughout the fall.

C) The Host Teacher will complete a Progress Report at the end of the placement. It is the Teacher Candidate's responsibility to ensure the Queen's-Trent Education Office receives the completed report.

TB Test and Police Record Check

All Teacher Candidates must have a Police Record Check. Various boards will also require a negative TB Test when entering schools for their placement. For these reasons, it is important that you obtain these documents, and have them in your possession.

The **Police Record Check** **MUST** be done through the **Ontario Education Services Corporation**. Candidates apply for the OESC ID (which includes vulnerability screening) and not the written report. There is a fee for this service. Candidates must apply for a new ID card each year which is valid from September 1 – August 31. Candidates will be asked during their first class for verification of receipt of the card. Candidates will not be able to start a placement without the ID card.

Forms must be completed and sent directly to the OESC. *Payment and Consent forms are available through the OESC web site at www.oesc-cseo.opsba.org *Trent candidates list the College/University as **Queen's University on both the Payment and Consent form.**

Boards requiring a TB test are on the Board Protocol list <http://www.educ.queensu.ca/practicum/final-year/board-protocols.shtml>. A **one-step tuberculin test** may be administered by your doctor or local health unit. A Positive TB test needs to be followed-up with a chest x-ray that must be clear for the candidate to proceed with their placement.

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

Safety in Host Schools

Safety is an important consideration when Teacher Candidates are preparing learning experiences for the students in their host classrooms. It is a particularly significant consideration in activities such as the following:

- day-to-day planning for the use of physical space in the classroom
- planning activities in specific curricular areas such as physical education, science, drama
- planning extra-curricular activities, whether in or out of the classroom
- planning excursions off school property

It is vital for Teacher Candidates to discuss with Host Teachers in advance any lesson or activity where student safety may be a concern. The consultation recognizes and reinforces the Host Teacher's primary responsibility for the students in his/her class. The School Principal can be a useful source of guidance when questions about student/teacher ratio, supervision, or parental permission arise in connection with activities being planned.

In addition to ensuring the safety of students, Teacher Candidates have a responsibility to protect themselves. If accidents or incidents of any unusual nature occur, it is vital that they comply with the procedures articulated in the school's Staff Handbook. Even though there may appear to be no complications arising from the event, notes should be kept. A report on the accident/incident should also be submitted to the Queen's Practicum Coordinator or the Queen's-Trent Program Coordinator.

Teacher Candidates should NOT take on the role of certified teachers. Instances where this advice could apply include the following:

- If the Host Teacher is away for a day, it is understood that the school places a supply teacher in the class. If this is not done, the Teacher Candidate should discuss the matter with the School Principal to clarify that they are not legally responsible for the class that day.
- When the Host Teacher leaves the classroom for periods of time, which will happen on occasion, the Faculty position is that he/she retains responsibility for the class.
- Any supervisory duties, including yard, hall or lunch supervision, or supervision of activities such as class excursions, should be assigned to the Teacher Candidate only after he/she is familiar with the routines, procedures, and protocols. The Principal must be aware of, or give written permission, for the Teacher Candidate to undertake these duties and ensure the Teacher Candidate is not solely responsible for these duties. It should also be remembered that Teacher Candidates require significant preparation time for regular classroom teaching.
- Any difficulty with responsibility in the placement should be discussed with the Queen's Practicum Coordinator or the Queen's-Trent Program Coordinator. A clear understanding of roles, careful planning and conscientious record keeping should protect students, the school, and the Teacher Candidate.
- If a Teacher Candidate is injured during the placement, the Practicum Office at Queen's or the Concurrent Office at Queen's-Trent must be contacted immediately. Insurance forms must be completed within 24 hours of any injury sustained during the placement.

Professional Conduct in Schools

All teacher candidates in the Concurrent Education program are expected to develop and demonstrate the attributes and behaviours of a professional teacher. During the course of their Experiences in Schools, as well as at other times, teacher candidates are accountable for their actions in relation to: pupils; pupils' parents or guardians; teachers; school and school system officials (including ministry officials); teachers, professional organizations; faculty, staff and fellow teacher candidates of the Faculty of Education in particular and faculty, staff and students of Queen's University in general; and the general public. These attributes and behaviours are expressed in the following documents:

- Standards of Practice for the Teaching Profession (Ontario College of Teachers, 1999);
- Ethical Standards for the Teaching Profession (Ontario College of Teachers, 2000);
- Education Act (Revised Statutes of Ontario, as amended);
- Regulation 298 Operation of Schools General (Revised Regulations of Ontario, as amended);
- Regulation Under the Teaching Profession Act, sections 13 through 18.

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

This material is introduced and discussed in the first year course Introduction to Teaching (Prof 110)

Teacher Candidates must inform the Host Teacher or the school office and the Practicum Office of any absence prior to the beginning of the school day.

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

Liability and Insurance (Candidates must be registered in the practicum course to be covered for liability.)

Teacher Candidates working in classrooms as part of their placement experience are covered for liability through Queen's University. Duties that are taken on in addition to the regular clinical practice of the classroom (e.g., yard duty, lunch duty, field trips, etc.) will be covered by the hosting District School Board. The Principal of the school must be aware of the additional duties taken on by the Teacher Candidate and provide written documentation deeming the candidate responsible. The Ministry of Education will provide compensation insurance for Teacher Candidates working in classrooms as part of their placement experience.

At times, Teacher Candidates are asked to use or might consider using their personal vehicle to transport students to various activities outside of the school or institution. Teacher Candidates should check with their Insurance Company to see if their policy will cover them in case of an accident prior to taking on this responsibility. Any liability claim will go against the Insurance Company first. School Board Insurance will only cover amounts beyond the limits of the car insurance coverage. The Faculty of Education would advise against the use of personal vehicles for such activities.

Eligibility for Final Year – (Review detailed instructions on page 6: Entry to Final Year and pages 11-14 PJ and IS Requirements)

Reserving Your Place in Final Year

During the second week in January, both the third and honours year, candidates complete an on-line questionnaire in which they are asked to state whether or not they intend to enter final year at the Faculty of Education the following fall. There will also be an information session in the fall to explain final year in more detail.

Candidates are given a one-week deadline in which to submit the on-line questionnaire, confirming intentions for the coming year. Space in the final year cannot be guaranteed to candidates who have not confirmed their intention to enroll. Conversely, failure to enroll in the final year after confirming an intention to do so may jeopardize a place in a subsequent year.

Watch your respective university email account (Qlink for Queen's and WEBCT for Queen's-Trent) or check the web for the date of this information session and the date this questionnaire must be submitted. (Typically this happens late fall.)

Changing Plans – (Review page 6: Request to defer Final Year)

If plans change and the candidate decides to defer their final year, the candidate must send their request to the Registrar at the Faculty of Education, Queen's University and copy the Concurrent Education Assistant (Queen's) or Program Administrator (Queen's-Trent). Requests for deferral received before the posted due date will be granted automatically (provided the 6-year limit is not exceeded). Requests for deferral received after the posted due date will be considered only in exceptional circumstances.

Candidates who confirm their intention to enter final year then choose after 30 April not to register in final year, will forfeit their place in the Concurrent Education program. It will then be necessary for the candidate to appeal successfully to the Associate Dean, Faculty of Education, for reinstatement into the program, in order to register in a subsequent year.

Academic Preparation for Final Year

In order to enter the final year, candidates are responsible for and must meet the Education program (for your selected division) requirements outlined below. Candidates planning to **enter final year Education at Queen's in fall of 2008** must complete all final year Education requirements, including successful completion of courses with mark verification on an official transcript, before July 31, 2008.

Candidates planning to **enter final year Education at Queen's in the fall of 2009** (and after i.e. 2010, 2011, 2012 . . .) must

1. successfully complete all prerequisites courses by May 13 and
2. all official transcripts, including completion of degree, must be received before June 24 of the year of expected entry into final year Education.

Candidates must request in writing (or email) to the Education Registrar, Faculty of Education Queen's University (Education.Registrar@queensu.ca) for an extension to this deadline. Extensions (conditional entry into final year) will be considered for medical or related reasons. The appropriate documentation must accompany these written requests.

Candidates in the Concurrent Education program are expected to complete both Education and Arts, Science, Computing, or Music degrees within six years of their first enrolment in the program.

Queen's-Trent candidates should seek out their Trent academic advisor for assistance with their B.A., B.Sc. program. Queen's-Trent Program Faculty and Staff offer additional advising sessions on requirements necessary for final year B.Ed. eligibility. These sessions are held in early September and again in March/April.

PRIMARY/JUNIOR REQUIREMENTS (grades JK to 6)

Need for High School Transcript

Candidates pursuing the Primary/Junior divisions are required to submit an official secondary school transcript by the end of September to the Pre-Service Education Assistant (Queen's) or Program Secretary (Queen's-Trent) for assessment of Primary/Junior requirements.

Queen's	Queen's-Trent
<p>Candidates in the Primary/Junior program option must have:</p> <p>a) at least one half or semester-length university course in Psychology, Sociology, or Anthropology;</p> <p>b) an Ontario Academic Course (OAC) / Grade 12 U or M or one full-year university course (or two half-year courses) in each of the following:</p> <ul style="list-style-type: none"> • Language or Linguistics - (English, French, Spanish, etc.) • Arts - any ARTF, ARTH, DRAM, FILM; MUSC – Royal Conservatory of Music Grade 8 Practical, and Grade 2 Theory is acceptable; ENGL 226, 227, 228, FREN 305, 306 are also acceptable • Mathematics - any MATH or STAT, including 0-level, IDIS 303 also acceptable (if taken in 2005-06 and prior) • Science - (e.g. Anatomy, Biology, Biochemistry, Chemistry, Geology, Microbiology, Physics, Physiology or a combination of these sciences). GPHY 210, 314, PHAR 100 are also acceptable. 	<p>Candidates in the Primary/Junior program option must have:</p> <p>a) at least one half or full university course in Psychology, Anthropology or Sociology. At Trent the options include any Psychology, Anthropology or Sociology course offered in these Departments or cross-listed with other Departments.</p> <p>b) an Ontario Academic Course (OAC) / Grade 12 U or M or one full-year university course (or two half courses) in each of the following:</p> <ul style="list-style-type: none"> • Language or Linguistics: At Trent the options include English, French, Spanish, German, Ojibway, Mohawk, Greek, Latin, or Modern Languages 101, ANTH 231 (or other upper year Anthropology courses in Linguistics), and PSYC 202H. • Arts: At Trent the options include a) any courses listed under Intermediate/Senior Dramatic Arts, OR b) any courses listed under Intermediate/Senior Visual Arts, OR c) any of the following Trent University Courses: CUST 245, 280, 345, 346, 385, 4958; OR d) Royal Conservatory of Music Grade 8 Practical and Grade 2 Theory OR e) Some dance certificates are accepted; consult the Concurrent Office OR f) ENGL 385 counts as a half PJ art. • Mathematics: At Trent the options include any MATH course. MATH 280 has been designed especially for elementary teachers. • Science: At Trent the options include any course listed or cross listed in Biology, Chemistry, Physics, Environmental Resource Science (not Studies). PHYS 209, ERSC 270, and BIOL 261H & 262H are courses designed especially for elementary teachers.

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

INTERMEDIATE/SENIOR REQUIREMENTS (grades 7 to 12)

Candidates for the Intermediate/Senior program option must have:

at least one-half or semester-length university course in Psychology, Sociology or Anthropology.

At Trent the options include any Psychology, Anthropology or Sociology course offered in these Departments or cross-listed with other Departments.

Candidates select two teaching subjects from Biology, Chemistry, Computing Science, Dramatic Arts, English, *French, Geography, History, Mathematics, *Music – vocal or instrumental (Queen’s only), Physics, Visual Arts or Native Studies (Queen’s-Trent only).

Preparation for Teaching Subjects (Intermediate/Senior)

The following indicates acceptable preparation for teaching subjects in the I/S option (5 credits are required for the first teaching subject; and 4 credits are required for the second teaching subject). *At least five full university credits are needed for the selection of French and Music whether chosen as a first or second subject, and at least one full credit in Canadian History must be included for the selection of History. **Each course taken in preparation of a teaching subject may be used only once towards either teaching subject. “Double counting” is not acceptable.**

Queen’s	Queen’s-Trent
<p>Note: Course prefix codes are used to designate courses offered by the relevant Arts, Science, and Music department (e.g. "BIOL" refers to courses offered by the Department of Biology).</p>	
<p>Biology</p> <ul style="list-style-type: none"> any BIOL or MICR course no more than one course taken from BCHM, or human Biology (e.g., Anatomy, Physiology) courses should include Botany, Vertebrate and Invertebrate Biology PSYC 271, 370 are acceptable 	<p>Biology</p> <ul style="list-style-type: none"> any Trent BIOL courses. only one Bio Chemistry or Human Biology (eg. Anatomy, Physiology) course is permitted courses should include Botany, Vertebrate and Invertebrate Biology the Ontario Curriculum in Biology will assume knowledge in Cell Biology, Molecular Biology and Genetics BIOL 261H & 262H and ERSC/BIOL 270 are NOT acceptable
<p>Chemistry</p> <ul style="list-style-type: none"> any CHEM course; should include physical, analytical, and organic one BCHM is acceptable in first or second subject 	<p>Chemistry</p> <ul style="list-style-type: none"> any Trent CHEM courses only one Bio-Chemistry course is permitted courses should include physical, analytical and organic Chemistry
<p>Computer Science</p> <ul style="list-style-type: none"> any 100-level CISC course no more than one full credit may be taken from the following: BIOL 243, MUSC 393, PHYS 333, SOCY 422 and MATH 272, 337, 401, 434 and STAT 462 	<p>Computer Science</p> <ul style="list-style-type: none"> the majority of courses must be designated as computer science (COSC) credits and not computer studies (COST) credits.
<p>Dramatic Arts</p> <ul style="list-style-type: none"> any DRAM course must include at least one full university course or two half courses in practical studio areas (acting or directing) and at least one half course in Theatre History. at least three DRAM courses are required for first teaching subject* at least two DRAM courses are required for second subject* * Remaining course(s) may be taken from: ENGL 226, 326, 345 and French 305, 306 	<p>Dramatic Arts</p> <ul style="list-style-type: none"> must include at least one full university credit (or equivalent) in Practical Studio Areas (acting or directing) Trent options include CUST 226, 346, 370, 375, 424, 470 and AHCL 150 must include at least one half university credit in Theatre History. Trent options include CUST 225, 270; ENGL 3150, 3153H, 3203H, 3123H, 3804H, 3805H, 4150H, 4151H, 4804H, 4805H and NAST 211, 3952H, 3953H. students should consider taking CUST 100 as a background course; however it cannot be counted toward your course preparation for a teaching subject. Requirements may be difficult to complete at Trent.

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

<p>English</p> <ul style="list-style-type: none"> • any ENGL course • at least three ENGL courses are required for first teaching subject*, at least two ENGL course are required in second subject* <p>* Remaining course(s) may be taken from: CLST 100, 203, 205, 311, 312, IDIS 303, LING100, 310, 320, 330, 340, CWRIT 293, 294, 295, 296</p>	<p>English</p> <ul style="list-style-type: none"> • any Trent ENGL courses • at least three ENGL courses are required for the first teaching subject; at least two ENGL courses are required for the second teaching subject; remaining courses may be taken from Linguistics (Modern Languages and Literatures) or Classical Literature (AHCL)
<p>French</p> <ul style="list-style-type: none"> • any 100-level and above FREN course • 5 full-year courses required for first or second subject • 200 level courses may require prior preparation. Please check French Studies programme guidelines. <p>All candidates taking French as a teaching subject should contact Professor J. Bénard.</p>	<p>French</p> <ul style="list-style-type: none"> • any Trent FREN course • it is recommended that students have strong grammar and oral communication skills overall, as well as French literature preparation • French requires 5 full university credits (or equivalent) in both 1st and 2nd teaching subjects
<p>Geography</p> <ul style="list-style-type: none"> • any GPHY course • no more than one GEOL course 	<p>Geography</p> <ul style="list-style-type: none"> • any Trent GEOG courses • only one Geology course is permitted • the Ontario Curriculum in Geography will assume knowledge in Physical Geography
<p>History</p> <ul style="list-style-type: none"> • any HIST course • at least three HIST courses are required for first teaching subject*, at least two HIST courses are required for second teaching subject* • must have one full university credit (or equivalent) in Canadian History <p>Some courses from the following may be accepted: Political Studies (not Political Theory), Art History, History of Music, History of Religion, Anthropology, Archeology, Sociology, Philosophy, Classics (Ancient History), Economics, Women's Studies, and Social Psychology (such as PSYC 241 and 440)</p>	<p>History</p> <ul style="list-style-type: none"> • any Trent HIST courses; must include one full university credit (or equivalent) in Canadian History • at least three HIST courses are required for the first teaching subject; at least two HIST courses are required for the second teaching subject; remaining courses may be taken from ANTH, CAST, Classical History (AHCL), ECON, IDST, NAST, POST or WMST
<p>Mathematics</p> <ul style="list-style-type: none"> • any 100-level and above MATH or STAT course • may include IDIS 303 (if taken in 2005-06 and prior), CISC 203, 204 <p>Recommended courses: MATH 381, 382, 386 and 387 Note: Applied statistics courses from other disciplines, such as psychology, are not acceptable.</p>	<p>Mathematics</p> <ul style="list-style-type: none"> • any Trent MATH courses • MATH 100 (offered prior to 1998), and MATH 280 are NOT acceptable
<p>Music</p> <ul style="list-style-type: none"> • any MUSC course • 5 full university courses (or equivalent) required for first and second subject <p>Recommended: undergraduate secondary Music Education and secondary Instrument or Vocal Studies. All candidates taking Music as a teaching subject should contact Professor Roberta Lamb.</p>	<p>Music – Not offered as part of the Queen's-Trent Program</p>
<p>Native Studies - Not offered as part of the Queen's Program</p>	<p>Native Studies</p> <ul style="list-style-type: none"> • any Trent NAST courses
<p>Physics</p> <ul style="list-style-type: none"> • any 100-level and above PHYS course 	<p>Physics</p> <ul style="list-style-type: none"> • any Trent PHYS courses • PHYS 150, 209 and 250 are NOT acceptable

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

<p>Visual Arts</p> <ul style="list-style-type: none"> • must include ARTF 105 and 110, or acceptable equivalent, PLUS one survey course in Art History • other courses may be any ARTH or ARTF 	<p>Visual Arts</p> <ul style="list-style-type: none"> • must include at least one full university credit (or equivalent) in Comprehensive Studio Practice (including Drawing, Painting, plus Printmaking and/or 3 dimensional design). Trent options include CUST 211, 216, 217, 311 • must include at least one full university credit (or equivalent) in Art History. Trent options include CUST 315, 356, 380; ANTH 253, and AHCL 226 • students should consider taking CUST 100 as a background course; however it cannot be counted toward your course preparation for a teaching subject. Requirements may be difficult to complete at Trent.
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Final Year Program

Academic Format

Pre-registration format for Primary/Junior candidates can be found at

http://educ.queensu.ca/preregistration/guide_pj_conc.pdf

Pre-registration format for Intermediate/Senior candidates can be found at

http://educ.queensu.ca/preregistration/guide_is.pdf

Comprehensive course outlines are provided by course instructors. Descriptions for all courses can be found at <http://www.queensu.ca/calendars/education/pg90.html>

Special Program Tracks

Special program tracks are available to Concurrent and Consecutive candidates alike. The programs include; Aboriginal Teacher Education, Artist in Community Education, and Outdoor and Experiential Education. Refer to the Education Calendar for details. Candidates wishing to apply to one or more of the above mentioned program tracks should go to the Faculty of Education web site (<http://educ.queensu.ca>), select "Admission" then "Forms and Documents" for instructions and information about required documents and materials.

Note: Concurrent Education Students do not apply for these programs through OUAC.

Final Year Practicum and the Identification of Associate Schools

Watch your email for notification of the fall Final Year Information sessions. This is where you will get details of when and how to register on-line for your Practicum placement.

Final Year Practicum is set up quite differently than Years 1-3 Concurrent placements. District School Boards within our catchment area are asked to identify "Associate Schools". Teacher Candidates are asked to identify four District School Boards (in order of preference) where they could complete their practica. Each Candidate is placed in a school identified as an Associate School (usually in one of the four board choices). **Placements will be made only to Associate Schools.** All practicum placements for both Queen's and Queen's-Trent Concurrent will be made through the Practicum Office at Duncan McArthur Hall, Faculty of Education. **Under no circumstances will candidates be allowed to make their own arrangements.** Some District School Boards take in a large geographic area so candidates should be aware that placements could be made in any of the Associate Schools within the district board. There is always a higher demand for Kingston and the larger urban areas and not everyone can be accommodated. Candidates are not guaranteed a placement in any of the four choices. Candidates will be contacted for additional input if no placement can be found in the original four choices.

You will be notified by letter of your Practicum placement for final year the end of June. The address provided on the on-line practicum registration will be used.

Housing

During their time at the Faculty of Education, Teacher Candidates are responsible for their own housing. Teacher Candidates whose fall term teaching practicum is in Kingston, they may wish to arrange for a house, apartment, room, or University residence for the academic year. A limited number of Queen's residence rooms are available by lottery for the traditional academic year.

Teacher Candidates whose fall term teaching practicum is away from Kingston, will need a place to stay in Kingston during all on-campus weeks (approx. 14 weeks in total) An "Accommodation Billet Board" is located on the web site: <http://www.educ.queensu.ca/services/index.shtml> where there is ongoing communication among Teacher Candidates and people in the community, regarding short-term housing. Residence and housing information is sent to Teacher Candidates in June.

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>

Teacher Certification

Upon successful completion of the B.Ed. degree, the Faculty of Education will recommend candidates for certification with the Ontario College of Teachers. Certification information can be obtained on the Ontario College of Teachers Web site: <http://www.oct.ca>

Future Planning

Candidates should be aware that at some point they may wish to become a School Principal or Superintendent. To be admitted to the required courses for these options, certification is needed in three divisions, one of which must be the Intermediate division. Qualifications in a **third teaching division** can only be added after the initial B.Ed. is completed and you are registered with the Ontario College of Teachers. For I/S candidates, you would complete additional certification in either the Primary or Junior division. When you take this additional certification in Primary or Junior there will be no specific undergraduate prerequisites. For P/J candidates, you can take additional certification in either the Intermediate or Senior division - in a specific teaching subject. Thus, we recommend that in your planning you ensure that you have a minimum of 3 full courses in a teaching subject. For additional information, visit the Continuing Education web site at <http://www.coursesforteachers.ca/> (It is possible, ultimately, to be certified in all four divisions.)

Maintaining a strong B average or higher is encouraged for a variety of reasons. Candidates must have a minimum average in a three-year degree to gain entry to final year (Queen's only). Grades can have an influence on salary category placement in some circumstances. Grades matter for admission to Master's programs (M.Ed., M.A., M.Sc.). It is difficult to get into these programs without a B+ minimum overall average in an Honours degree. In order to gain entry to the Principal's courses (required to be Principal), you need either a Master's degree or a combination of Additional Qualification courses.

For salary reasons and purposes of advancement, a twenty credit Honours degree is strongly recommended. Teachers' salaries in Ontario are based on two factors: salary category and years of experience. Salary categories are determined by either the Ontario Secondary School Teachers' Federation OSSTF (public secondary school) or by the Qualifications Evaluation Council of Ontario QECO (public elementary school, or Catholic elementary or secondary school). The highest salary categories are not easily available to teachers with a 3 year undergraduate degree. The difference in pay is currently an additional \$2,500-\$5,000 per year, as a first year teacher, if you complete an honours degree, or equivalent. The gap increases with additional experience.

OSSTF requires the equivalent of 20 full courses to be eligible for category 3, the second highest category. To reach category 4 (the highest), public secondary school teachers typically take the Honour Specialist qualification, a 4 week summer course or on-line course, after teaching for 2 years, with one of those years being in Ontario teaching the subject concerned. Entry into the honour specialist course requires 9 full courses or equivalent, in one teaching subject or 14 courses across two teaching subjects (8+6 or 7+7). Also required is a B- average or better across those 9 or 14 courses. To complete the honour specialist in two subjects means additional work. The honour specialist is the most common, *but not the only*, route to category 4.

QECO accepts a 19 course degree if it's an honours degree, for access to category A3 (second highest). If it's a 4 year degree, but not an honours degree, 20 courses will be required. As with OSSTF, there are several routes from A3 to A4 (the highest category). Most common is to take the honour specialist qualification, as described above. The web sites of both agencies contain more details about the classification process and the criteria for the categories.

Please keep in mind that the above is a simplification of a complex salary category system. This introduction is provided as a convenience and is accurate to the best of our knowledge. However, teacher candidates must assume responsibility for informing themselves in this area. The only people qualified to provide definitive answers to questions in this area are OSSTF and QECO. It could be risky to make undergraduate course selection decisions on the basis of advice from teachers, principals, or university personnel.

OSSTF 800-267-7867 or 416-751-8300 www.osstf.on.ca
QECO 800-385-1030 or 416-323-1969 www.qeco.on.ca

Check web site for changes and updates - <http://www.educ.queensu.ca/index.shtml>