



# Teacher Candidate Guide

Concurrent Education  
**2007-2008**

*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 and communication technologies in teaching and learning.
- The program promotes the preparation of future educators who will address issues of sustainability in their classrooms by becoming environmentally aware, practicing resource conservation, and exploring new ways to minimize the impact of human beings on the ecology.

Information in this publication is valid for current year only. See website <http://educ.queensu.ca> for changes and updates.

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*Check website for changes and updates - <http://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 which provides the best of two worlds – a BEd and a BAH, BCmpH, BSch or BMus.

*Please be sure to consult the section that refers to the specific campus (Queen's or Queen's-Trent).*

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

### Queen's University Campus Education Registrar's Office

511 Union Street  
Duncan McArthur Hall, Rm A112  
Queen's University  
Kingston, ON K7M 5R7  
<http://educ.queensu.ca>

### Trent University Campus Queen's-Trent Concurrent Teacher Education Office

1600 Westbank Dr.  
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><b>Education Registrar's Office</b> Tel 613-533-6205 Fax 613-533-6203 Email <a href="mailto:education.registrar@queensu.ca">education.registrar@queensu.ca</a> Office Hours: 8:30-12:00 and 1:00-4:30</p> <p><b>Practicum Office (placements)</b> Tel 613-533-6202 Fax 613-533-6596 Email <a href="mailto:practicum.office@queensu.ca">practicum.office@queensu.ca</a> Office Hours: 8:00-12:00 and 1:00-4:00</p> <p>Peter Chin, Associate Professor and Practicum Coordinator Tammy O'Neil, Practicum Placement Assistant Nadine Thompson, Practicum Placement Assistant</p>	<p><b>Queen's-Trent Concurrent Education Office</b> Tel 705-748-1011 x 7464 Fax 705-748-1008 Email: <a href="mailto:concurrented@trentu.ca">concurrented@trentu.ca</a> Office Hours: (LEC N124) Monday - Friday 9:00-12:00 / 1:00-4:00</p> <p><i><u>Queen's-Trent candidates in Years 1-3 should first contact this office prior to contacting Queen's.</u></i></p> <p>Sharon Carew, Coordinator and Faculty 705-748-1011 x 7268, <a href="mailto:sharoncarew@trentu.ca">sharoncarew@trentu.ca</a></p> <p>Deb Gelderland, Program Administrator 705-748-1011 x 7618, <a href="mailto:dgelderland@trentu.ca">dgelderland@trentu.ca</a></p> <p>Kathy Fife, Program Secretary 705-748-1011 x 7464, <a href="mailto:kfife@trentu.ca">kfife@trentu.ca</a></p>

*Check website for changes and updates - <http://educ.queensu.ca/index.shtml>*

## Purpose

This guide is prepared for Concurrent Education candidates and their academic advisers at Queen's University and Trent University. It contains helpful information for planning academic programs to prepare candidates for the final year of the Concurrent Education 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 Education Program

Concurrent Education allows candidates to complete requirements for two degrees: a Bachelor of Education, and an honours degree in one of Bachelor of Arts, Science, Computing, or Music. Over the 5-year period, candidates pursue academic and professional studies simultaneously. 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

	Queen's	Queen's-Trent
WEBSITE	Website: <a href="http://educ.queensu.ca">http://educ.queensu.ca</a>	Website: <a href="http://www.trentu.ca/education/concurrent">http://www.trentu.ca/education/concurrent</a>
QCARD / EMAIL	Keep mailing address up-to-date on <b>QCARD</b> ( <a href="http://queensu.ca/registrar">http://queensu.ca/registrar</a> ) Grades can be reviewed and income tax information printed from QCARD	
	All candidates are provided with an electronic email account. 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. <b>Due to Freedom of Information and Protection of Privacy Act (FIPPA), only the Queen's email address (@queensu) will be recognized.</b>	All candidates are provided with a Trent electronic email account. 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. <b>Due to Freedom of Information and Protection of Privacy Act (FIPPA), only the Trent email address (@trentu) will be recognized.</b>
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. Website: <a href="http://cesa.queensu.ca/">http://cesa.queensu.ca/</a>	(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 runs a number of events and builds our professional community. Website: <a href="http://www.trentu.ca/stuorg/cesa/">http://www.trentu.ca/stuorg/cesa/</a>

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

## Keeping In the Know (cont'd)

	Queen's	Queen's-Trent
<b>FEES</b>	<p>Information on Undergraduate course fees can be found at the following website: <a href="http://www.queensu.ca/registrar/fees/ug2007-08.html">http://www.queensu.ca/registrar/fees/ug2007-08.html</a>. Some courses require an additional learning materials fee.</p> <p>Information on fees, payments and <b>Add/Drop</b> dates can be found at <a href="http://www.queensu.ca/registrar">http://www.queensu.ca/registrar</a>. <b>Queen's-Trent students are enrolled at two universities and pay tuition fees to both.</b> For access, Queen's-Trent teacher candidates must remember their student numbers and passwords at both universities.</p>	
<b>AWARDS / FINANCIAL AID</b>	<p>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 <a href="http://osap.gov.on.ca">http://osap.gov.on.ca</a></p>	
	<p>Student Awards Office <a href="http://www.queensu.ca/registrar/awards/">http://www.queensu.ca/registrar/awards/</a></p>	<p>Financial Aid Office <a href="http://www.trentu.ca/undergraduate/financesandscholarships_loans.php">http://www.trentu.ca/undergraduate/financesandscholarships_loans.php</a></p>
<b>EVENTS</b>	<p>Candidates are informed via emails from CESA and the Education Registrar's Office.</p>	<p>Watch email and check WEBCT site often.</p>
<b>POLICE RECORD / TB TEST</b>	<p>A Police Record Check and proof of negative TB must be obtained prior to starting an Experiences in Schools placement. All Police Record Checks <b>must</b> be done through the Ontario Education Services Corporation <a href="http://www.oesc-cseo.org/English/about.html">http://www.oesc-cseo.org/English/about.html</a></p>	
	<p>The Education Registrar's Office will verify the Police Check ID card and TB test, at the start of the program in September. More information regarding the Police Record Check and TB test can be found on page 9.</p>	<p>Verification of Police Check ID card and TB test will be made during the first class in September. More information regarding the Police Record Check and TB test can be found on page 9.</p>
<b>FINAL YEAR INFO</b>	<p>Keep informed about how final year unfolds by visiting the Faculty of Education website: <a href="http://educ.queensu.ca">http://educ.queensu.ca</a> Housing information can be found in the "<a href="#">Services</a>" link .</p>	

### Program Description

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

Option structures:

Primary-Junior Option Structure <http://www.queensu.ca/calendars/education/pg58.html>

Intermediate-Senior Option Structure <http://www.queensu.ca/calendars/education/pg59.html>

### YEAR 4 (Honours)

4 or 5 Arts, Science, Computing, and/or Music courses; no Education courses

**Queen's** - Most Honours degrees require 20 full-year (or equivalent) university courses. Candidates in a 19 full-year course degree must take one additional full-year course (or equivalent) before entering final year. A 20-course Honours degree is an advantage for salary and advancement (see page 16).

**Registration in Education courses in subsequent years is contingent upon: 1) successful completion of Education courses in current year; 2) maintaining an adequate academic standing in the Honours program.**

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

## Concurrent Education Program Components

### PRIMARY-JUNIOR

	Course Code	Description	Wgt
Year 1	<a href="#">PROF 110</a> (fall)	Introduction to Teaching	0.25
	<a href="#">PROF 115</a> (winter)	Introduction to Curriculum	0.25
	<a href="#">PRAC 111</a>	Experiences in Schools I	0.25
Year 2	<a href="#">CURR 395</a>	Physical and Health Education (PJ)(Queen's only)	0.25
	or		
	<a href="#">CURR 385</a>	Social Studies (PJ) (Trent only)	0.25
	<a href="#">PRAC 116</a>	Experiences in Schools II (PJ)	0.25
Year 3	<a href="#">PROF 120</a>	Critical Issues and Policies	0.5
	<a href="#">PRAC 121</a>	Experiences in Schools III (PJ)	0.25
Final Year	<a href="#">CURR</a>	All remaining CURR courses	2.25
	<a href="#">EDST</a> or <a href="#">FOUN</a>	Elective	0.5
	<a href="#">FOCI</a>	Elective	0.5
	<a href="#">PRAC 190</a>	Practicum	1.0
	<a href="#">PROF 150</a>	Concepts in Teaching and Learning	0.5
	<a href="#">PROF 190</a>	Theory and Professional Practice	0.25
<b>TOTAL COURSES FOR CONCURRENT PRIMARY-JUNIOR</b>			<b>7.0</b>

### INTERMEDIATE-SENIOR

	Course Code	Description	Wgt
Year 1	<a href="#">PROF 110</a> (fall)	Introduction to Teaching	0.25
	<a href="#">PROF 115</a> (winter)	Introduction to Curriculum	0.25
	<a href="#">PRAC 111</a>	Experiences in Schools I	0.25
Year 2	<a href="#">PROF 130</a>	Professional Development (IS)	0.25
	<a href="#">PRAC 131</a>	Experiences in Schools II (IS)	0.5
Year 3	<a href="#">PROF 135</a>	Critical Issues and Policies (IS)	0.5
	<a href="#">PRAC 136</a>	Experiences in Schools III (IS)	0.25
Final Year	<a href="#">CURR</a>	Two teaching subjects	2.0
	<a href="#">EDST</a> or <a href="#">FOUN</a>	Elective	0.5
	<a href="#">FOCI</a>	Elective	0.5
	<a href="#">PRAC 190</a>	Practicum	1.0
	<a href="#">PROF 155</a>	Concepts in Teaching and Learning	0.5
	<a href="#">PROF 191</a>	Theory and Professional Practice	0.25
<b>TOTAL COURSES FOR CONCURRENT INTERMEDIATE-SENIOR</b>			<b>7.0</b>

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

## Academic Regulations/Policies

The following notes serve to highlight a number of important features affecting progression through the Concurrent Education program. For further details, please consult the respective Calendars of the Faculty of Arts and Science 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 (website: <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** - <http://www.queensu.ca/calendars/education/pg67.html>

b) **Continuation in the Concurrent Education Program (Academic Standing)**

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

c) **Entry into Final Year**

**Queen's** - Candidates who commence Year 1 in September 2007 must complete the BA (Hons), BSc (Hons), BCmp (Hons), or BMus degree with a minimum B (65 per cent) average on 10.0 courses.

**Queen's-Trent** - In order to proceed into the final year, teacher candidates must have completed a 20 course Honours degree with an overall cumulative average of 70%.

- d) 1. all prerequisite courses must be completed **by 13 May 2011** for students intending to enroll in final year in September 2011;  
2. all transcripts indicating completion of degree must be received **by 24 June 2011**, for students intending to enroll in final year in September 2011.

**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.**

e) **Deferral Policy**

If candidates intend to defer in their Concurrent Education program, they must contact the Education Registrar's Office (Queen's) or Concurrent Education Office (Queen's-Trent).

Concurrent Education candidates also fall within their university's Arts and Science Deferral Policy.

f) **Request to Defer Final Year**

Final year Concurrent Education candidates must inform the Education Registrar's Office (Queen's) or Concurrent Education Office (Queen's-Trent) of their intention to defer.

g) **Incomplete (IN) Grade Designation**

The Incomplete (IN) grade is a temporary designation which is used when, in the judgment of the instructor, a student merits an extension of time for the completion of a course. Incomplete (IN) is automatically converted to a Fail (F) if the candidate has not successfully completed the course by the time specified or, in any event, no longer than twelve calendar months from the original completion date of the course. A candidate who has received a grade of Fail (F) in a Faculty of Education 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 (Faculty of Education) for permission to do so. 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 (Faculty of Education) after consultation with relevant members and/or officers of the Faculty of Education.

h) **Education Policy Concerning Candidates Who Fail a Course or Assignment**

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

i) **Education Course Grading System (Individual grades can be viewed on QCARD)**

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

*Check website for changes and updates - <http://educ.queensu.ca/index.shtml>*

**j) Year Abroad/Study Abroad Options**

**Queen's** – Many Queen's departments offer students Year Abroad/Study Abroad programs. Teacher candidates planning to study abroad should contact the Education Registrar's Office.

**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 teacher candidates should consult the Program Administrator for information and approval.

**Before going abroad, Queen's and Queen's-Trent teacher candidates are required to take the Pre-Departure Orientation Workshop as well as complete the Off-Campus Safety Policy forms. Teacher candidates must be registered in either the second or third year Experiences in Schools course prior to completing an overseas placement. Only one placement out of Ontario is allowed.**

Queen's Predeparture website <http://www.queensu.ca/quic/wsa/pre-departure/>

Trent Predeparture website <http://www.trentinternational.org/service/studyabroad/index.php?id=87>

Off-Campus Activity Safety Policy website: <http://www.safety.queensu.ca/policy/activity/>

**k) Withdrawal**

Any candidate planning to withdraw from the Concurrent Education program must contact the Education Registrar's Office (Queen's) or Program Coordinator (Queen's-Trent) prior to withdrawal.

Candidates can withdraw from the Concurrent Education program but remain in the Honours program at their respective universities.

**Candidates withdrawing from both programs:** 1) Queen's candidates are withdrawing from both Arts and Science and the Education Faculties; 2) Queen's-Trent candidates are withdrawing from Trent Arts and Science and Queen's Education and must complete both withdrawal forms.

**l) Selecting Program Options**

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 and posted in the winter term. See campus specific information.

**m) Changing Program Options**

Candidates must apply to the Education Registrar for permission to change from PJ to IS or IS to PJ. If permission is granted, the candidate will be required to complete additional courses deemed appropriate by the Education Registrar.

## **Experiences In Schools**

### **Purpose**

A clear advantage of the Concurrent Education 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 option (PJ or IS) they would like to follow for the remaining years of the program and their placement experience will reflect their teaching option.

These periods of teaching and assistance in schools represent serious program commitments. Candidates undertaking the Concurrent Education Program should realize that practice teaching time is a **commitment to schools and host teachers and must not be interrupted for 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 Experiences in Schools course.

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

## 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 website 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 PJ 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.

### 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 Home Board. **Candidates must always follow the specific protocols outlined by each District School Board: EDU meaning the Office makes the arrangements through the Board Office or SCH meaning candidates make arrangements directly with a School Principal and then notify the Office.** *Note: The Peterborough and surrounding area is an exception to the SCH Board protocol posted for Kawartha Pine Ridge DSB and Peterborough Victoria Northumberland and Clarington Catholic DSB.* The Queen's-Trent Concurrent Education Program makes all arrangements for those who wish to complete their placement in those boards. Please consult the Program Administrator for further clarification.

**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 be EDU.

#### A) Years 1 Placements

Candidates will be given their placement materials in their September registration package which is given out during the first class in September. It includes a placement request form that will be submitted to the Program Administrator in the second class. All candidates must follow the EDU (Office makes the arrangements) or SCH (candidates make their own arrangements) Board protocols. Other materials in the package must be given to the Host Teacher prior to the start of placement. 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 Concurrent Office receives the Progress Report to ensure timely submission of their mark. Please make sure the Progress Report has two signatures. All placements typically begin in September and are completed by the end of February.

#### B) Years 2 & 3 Placements

All students will complete the March online placement request/form using webct. Year 2 or 3 placements that begin the first week of September will be confirmed by the end of June and all other placements will be confirmed by the Program Administrator throughout the fall. **All students must follow the EDU (Office makes the arrangements) or SCH (candidates make their own arrangements) Board protocols.**

*Check website for changes and updates - <http://educ.queensu.ca/index.shtml>*

## TB Test and Police Record Check

All teacher candidates enrolled in any Ontario Faculty of Education **must** have a police record check before they can enter into schools in Ontario for their Experiences in Schools placement. The Ontario Education Services Corporation (OESC) has been authorized by the four Ontario school board associations (public school boards, Catholic school boards, French school boards, and French Catholic school board) to conduct the required criminal background check. **A Police Check from a local Police Department will not be accepted.**

Candidates should apply directly to the [OESC](#) by June 30, to ensure that their criminal background check has been carried out in time to receive their \*ID card prior to entering schools. Candidates will **not** be allowed to start their placement if they do not have their OESC ID card.

**A Police Check is only valid for one year (September 1 - August 31) and must therefore be done each year.**

**\*Queen's-Trent candidates list the College/University as Queen's University on both the Payment and Consent form.**

Queen's Faculty of Education requires candidates to have a TB test prior to entering schools for the Experiences in Schools placement. Candidates must provide the Education Registrar's Office (ERO)\* by the start of the program in September, current\*\* proof that they are free from active TB. A one-step tuberculin test may be administered by a doctor or local health unit. A Positive TB test needs to be followed up with a chest x-ray that must be clear (results to be shown). Candidates are advised to keep the official test results with them in case a school requires proof as well.

\* (Queen's-Trent candidates show proof to the Queen's-Trent Concurrent Education Office)

\*\*A TB test result is only valid for one year.

## 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.

*Check website for changes and updates - <http://educ.queensu.ca/index.shtml>*

- 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.

## **Liability and Insurance** (*Candidates must be registered in the Experiences in Schools course to be covered for liability.*)

Teacher candidates working in classrooms as part of their Experiences in Schools placement 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 Experiences in Schools placement.

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**

### **Reserving A Place in Final Year**

Queen's and Queen's-Trent hold an information session for fourth year candidates to explain how the final year unfolds and to review entrance requirements and optional program tracks. Honours' year candidates complete a questionnaire, indicating their intent to enter into their final Education year in the fall.

### **(Optional) Applying for a Program Track**

Concurrent Education candidates in their fourth year may apply to be in one of three program tracks: Aboriginal Teacher Education, Artist in Community Education and Outdoor and Experiential Education. Please refer to the information under Admissions on the Education webpage. <http://www.queensu.ca/calendars/education/pg32.html>

Note: Concurrent Education candidates do not apply for these programs through OUAC but submit supplemental materials to the Education Registrar's Office by November 30.

*Check website for changes and updates - <http://educ.queensu.ca/index.shtml>*

## Primary-Junior Program Requirements – (grades JK to 6)

Entrance into final year will be contingent upon completion of the following **by 13 May 2011**:

- 1) a 20-course Honours degree;
- 2) a half-year university course in Developmental Psychology (or the equivalent), or a full-year (or equivalent) university course in Introductory Psychology;
- 3) Queen's - a minimum B average (65%) on the best 10 full-year (or equivalent) university courses.
- 4) Trent – an overall cumulative average of 70%

### Primary-Junior Recommendations

Ontario Primary-Junior curriculum incorporates content and pedagogy in all of the following six discipline areas. We HIGHLY recommend that candidates take at least a half-year university course in your undergraduate degree in each of the six areas:

Queen's	Queen's-Trent
<ul style="list-style-type: none"> <li>• <b>English</b></li> <li>• <b>Mathematics:</b> any MATH or STAT, including 0-level, are acceptable. MATH 010 has been designed especially for elementary teachers. Note: Applied statistics courses from other disciplines, such as psychology, are NOT acceptable.</li> <li>• <b>Science:</b> (e.g. Anatomy, Biology, Biochemistry, Chemistry, Geology, Microbiology, Physics, Physiology or a combination of these sciences). GPHY 210, 314, PHAR 100 are also acceptable.</li> <li>• <b>Arts:</b> (visual arts, music, drama, film studies, Shakespeare, children's literature)</li> <li>• <b>Canadian History:</b> HIST 124, 256, 258, 260, 261, 262, 263, 265 269, 271, 278, 279, 280, 312, 324, 340, 347, 350, 359, 415, 425, 431, 433, 434, 437, 458, 467, 473 or</li> <li>• <b>Canadian Geography:</b> GPHY 250, 304, 351</li> <li>• <b>Physical and/or Health Education</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>English</b></li> <li>• <b>Mathematics:</b> any MATH course. MATH 280 has been designed especially for elementary teachers. Note: Applied statistics courses from other disciplines, such as psychology and sociology, are NOT acceptable.</li> <li>• <b>Science:</b> any course listed or cross listed in Biology, Chemistry, Physics, Environmental Resource Science (not Studies). PHYS 209 and ERSC 270 have been designed especially for elementary teachers.</li> <li>• <b>Arts:</b> 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, ENGL 3810 OR d) Royal Conservatory of Music Grade 8 Practical and Grade 2 Theory OR e) Some dance certificates are accepted; consult the Concurrent Office</li> <li>• <b>Canadian History or Canadian Geography</b></li> <li>• <b>Physical and/or Health Education: not available at Trent</b></li> </ul>

Refer to the Ontario Ministry of Education elementary curriculum documents for more information on these areas:  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>.

**If candidates have questions on whether an undergraduate course meets the Queen's recommendations for Primary-Junior, contact the Education Registrar's Office at Queen's or Program Administrator at the Queen's-Trent Concurrent Education Office prior to taking the course. Teacher candidates who seek advice on course recommendations should obtain a confirmation of that discussion in writing with a copy to be kept in the student file.**

**Note: Many upper year courses require the prior successful completion of first year or lower level courses. Check your specific university calendar for details.**

*Check website for changes and updates - <http://educ.queensu.ca/index.shtml>*

## Intermediate-Senior Program Requirements (grades 7 to 12)

Entrance into final year will be contingent upon completion of the following **by 13 May 2011**:

- 1) a 20-course Honours degree;
- 2) a half-year university course in Developmental Psychology (or the equivalent), or a full-year university course in Introductory Psychology;
- 3) Queen's - a minimum B average (65%) on the best 10 full-year (or equivalent) university courses;
- 4) Trent – an overall cumulative average of 70%
- 5) 5 full-year (or equivalent) university courses in the first teaching subject (a subject taught in Ontario secondary schools). Candidates must take at least 4 of the 5 full-year (or equivalent) university courses in their first teaching subject from the academic department; i.e., 4 full-year ENGL undergraduate courses must be taken if English is the teaching subject. The remaining course is considered a related course for the teaching subject;
- 6) 4 full-year (or equivalent) university courses in the second teaching subject (a subject taught in Ontario secondary schools). Candidates must take at least 3 of the 4 full-year (or equivalent) university courses in their second teaching subject from the academic department. The remaining course is considered a related course for the teaching subject;
- 7) both teaching subjects must be offered at Queen's Faculty of Education: Biology, Chemistry, Computer Science, Dramatic Arts, English, French – Second Language, Geography, History, Mathematics, Music – Instrumental (Queen's only), Music – Vocal (Queen's only), Native Studies (Trent only), Physics, Visual Art

For example, to teach both Math and Physics in an Ontario secondary school, candidates need to take 5 full-year (or equivalent) university courses in Math and 4 full-year (or equivalent) university courses in Physics as part of their undergraduate degree. These 9 full-year (or equivalent) undergraduate courses are prerequisite courses for final year curriculum courses. Remember to keep in mind the teaching subjects that you will be taking at the Queen's Faculty of Education in your final year, as you choose your major, medial (Queens' only), and/or minor.

Some secondary school subjects are not offered through Queen's Faculty of Education (for example, business, family studies, Spanish, general science, guidance). For more information on curriculum and curriculum subjects, refer to the Ontario Ministry of Education curriculum documents. Secondary documents for grades 9-12 are found at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>; grades 7-8 are found in the elementary curriculum documents at: <http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>.

**The following chart shows the Intermediate-Senior teaching subjects offered at Queen's Faculty of Education. Each teaching subject has some required courses and some recommended courses (recommended to take if intention is to teach that subject). For the most up-to-date version of acceptable courses, refer to the online Guide – <http://www.educ.queensu.ca/practicum/concurrent/index.shtml>**

**If candidates have questions on whether an undergraduate course meets the Queen's requirements for a teaching subject, contact the Education Registrar's Office at Queen's or Program Administrator at the Queen's-Trent Concurrent Education Office PRIOR to taking the course. Teacher candidates who seek advice on course requirements should obtain a confirmation of that discussion in writing with a copy to be kept in the student file.**

TEACHING SUBJECT	REQUIRED & RECOMMENDED PREREQUISITES	QUEEN'S	QUEEN'S-TRENT
Biology	<p>-1 full-year (or equivalent) course that has a major laboratory component</p> <p>-Only 1 full-year (or equivalent) course in each of biochemistry and human biology will be accepted (check specific university requirements)</p> <p>-Biochemistry courses are counted as related to Biology</p> <p><b>Recommended:</b> Courses in both plant and animal (invertebrate &amp; vertebrate) biology</p>	<p>-any BIOL or MICR courses</p> <p>-MICR, human biology courses (ANAT, PHGY) and MBIO 318 are considered biology courses</p> <p>-only one full-year (or equivalent) course in biology may be from human biology (ANAT &amp; PHGY)</p> <p>-PSYC 271 is acceptable as related course</p> <p>-PHGY 212 and 214 are considered non-human biology (counted as biology courses)</p>	<p>-any Trent BIOL courses</p> <p>-BIOL 261H &amp; 262H and ERSC/BIOL 270 are NOT acceptable</p> <p>The following courses are strongly recommended: BIOL 102H/103H, Current Issue in Biology I and II; BIOL 200H, Methods of Biological Inquiry; BIOL 205H, Genetics; BIOL 207H, Cell Biology; BIOL 226H, Ecology; BIOL 260H, Evolution.</p> <p>Students should also consider: BIOL 210H (Invertebrate Biology) and/or 211H (Vertebrate Biology), and 317H (Plants and their Ancestors) and/or 318H (Plants in Action).</p> <p>Biochemistry courses that are suitable are CHEM-BIOL 231H, (Biochemical Concepts), 331H (The Essence of Metabolism) and 332H (Protein Chemistry and Enzymology).</p>
Chemistry	<p>-1 full-year (or equivalent) course in introductory chemistry</p> <p>-1 half-year course in organic chemistry</p> <p><b>Note: 1 half-year course in analytical or physical chemistry listed in 2007-08 print version of guide is no longer required.</b></p> <p>-Only 1 full-year (or equivalent) course in biochemistry (BCHM) will be accepted</p>	<p>- any CHEM courses</p> <p>- only 1 BCHM course is acceptable (CHEM 323 is considered a biochemistry course)</p>	<p>- any Trent CHEM courses</p> <p>Introductory chemistry: CHEM 100</p> <p>Organic chemistry: CHEM212, CHEM310, CHEM412H, or CHEM413H</p> <p>Biochemistry: CHEM231H, CHEM331H, CHEM332H, CHEM 434H, CHEM435H, or CHEM436H</p>
Computer Science	<p>-Computer-related courses will be considered, with calendar descriptions.</p>	<p>- any 100-level CISC courses</p> <p><b>Queen's courses are under review</b></p>	<p>- at Trent the majority of courses must be designated as computer science (COSC) courses and not computer studies (COST) courses</p>

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

TEACHING SUBJECT	REQUIRED & RECOMMENDED PREREQUISITES	QUEEN'S	QUEEN'S-TRENT
<b>Dramatic Arts</b>	<ul style="list-style-type: none"> <li>-1 full-year (or equivalent) practical studio course (acting or directing)</li> <li>-1 half-year course in theatre history</li> </ul>	<ul style="list-style-type: none"> <li>- any DRAM courses</li> <li>- at least four DRAM courses are required for first teaching subject*</li> <li>- at least three DRAM courses are required for second teaching subject*</li> <li>* Remaining related course(s) may be taken from: ENGL 226, 326, 345 and French 305, 306</li> <li>-It is highly recommended that DRAM 210 is taken to fulfill the Theatre History requirement.</li> </ul>	<ul style="list-style-type: none"> <li>- 1 full-year (or equivalent) practical studio course (acting or directing): Trent options include CUST 226, 346, 370, 375, 424, 470 and AHCL 150</li> <li>- 1 half-year course in theatre history: Trent options include: CUST 225, 270; ENGL 3150, 3123H, 3150, 3153H, 3203H, 3804/3805H, 4150/4151H, 4804/4805H 3304/3305H when the topic is "drama," 3503H when the topic is "drama," and INDG 211, 3952H, 3953H.</li> <li>- students should consider taking CUST 100 as a background course; however it cannot be counted toward your course preparation for a teaching subject</li> <li>- the prerequisite for all upper year English courses is a grade of 60% or higher in ENGL 1000 or 1005H</li> <li>- requirements may be difficult to complete at Trent</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>-1 full-year (or equivalent) course with Canadian content in English literature</li> <li>-1 full-year (or equivalent) course in writing or linguistics OR one half-year course in writing and one half-year course in linguistics</li> <li>-Remedial English courses or ESL courses are <b>NOT</b> accepted</li> </ul>	<ul style="list-style-type: none"> <li>- any ENGL courses</li> <li>- at least four ENGL courses are required for first teaching subject*</li> <li>- at least three ENGL courses are required in second teaching subject*</li> <li>* Remaining related course(s) may be taken from: CLST 100, 203, 205, 311, 312, IDIS 303, LING100, 310, 320, 330, 340, CWRIT 293, 294, 295, 296</li> </ul>	<ul style="list-style-type: none"> <li>- any Trent ENGL courses</li> <li>- 1 full year course with Canadian content in English literature – options are ENGL 2500, 266, 3481H, 3483H, 3501H, 3503H, 3505H, 352H, 3550, 4500/4501H, and 4951 (when the topic is Performance Poetry)</li> <li>- 1 full-year (or equivalent) course in writing or linguistics – options are ENGL 3100 = History of the English Language; ENGL 3850 = Creative Writing; ENGL 4850 = Advanced Creative Writing and MODL 101, 1001H/1002H, 201H, and 202H</li> <li>- 1 full-year (or equivalent) course from Classical Literature (AHCL) may be taken</li> <li>- the prerequisite for all upper year English courses is a grade of 60% or higher in ENGL 1000 or 1005H</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>-1 full-year (or equivalent) course with strong overall grammar review at a minimum second year level</li> <li>-1 full-year (or equivalent) comprehensive literature course</li> <li>-1 full-year (or equivalent) oral communication course</li> <li>-5 full-year (or equivalent) courses required for first teaching subject</li> <li>-4 full-year (or equivalent) courses are required for second teaching subject (<b>Amended June 2008</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- any 100-level and above FREN courses</li> <li>- 200 level courses may require prior preparation. Please check French Studies programme guidelines.</li> <li>- All candidates taking French as a teaching subject should contact Dr. Elisabeth Zawisza.</li> <li>-1 full-year (or equivalent) course with strong overall grammar review at a minimum second year level: FREN 201*, FREN 202*, FREN 344*, FREN 444*</li> <li>- 1 full-year (or equivalent) comprehensive literature course: FREN 212, FREN 220, FREN 221, FREN 301*, FREN 305*, FREN 306*, FREN 313*, FREN 323*, FREN 324*, FREN 333*, FREN 351*</li> <li>- 1 full-year (or equivalent) oral communication course: FREN 118*, FREN 219*, FREN 320*</li> </ul>	<ul style="list-style-type: none"> <li>- any Trent FREN courses</li> <li>- FREN 100, 1001H, 1002H, 2001H, and 2002H are NOT acceptable</li> <li>- strong overall grammar - FREN 205 or 215</li> <li>- oral communication (conversation) FREN 105 (but cannot be counted towards a French major at Trent)</li> <li>- many upper year courses have FREN 110 as the prerequisite</li> </ul>

*Check website for changes and updates - <http://educ.queensu.ca/index.shtml>*

TEACHING SUBJECT	REQUIRED & RECOMMENDED PREREQUISITES	QUEEN'S	QUEEN'S-TRENT
<b>Geography</b>	<p>-1 full-year (or equivalent) course in Canadian (physical and/or human) geography</p> <p><b>Recommended:</b> Courses in economic geography, geomatics (GIS/GPS), global development, and ecosystems/ecozones.</p>	<p>- any GPHY courses</p> <p>- only 1 GEOL course is acceptable as a related course</p> <p>-Canadian Geography: GPHY 250/0.5, GPHY 304/0.5; GEOG 331*, GPHY 351/0.5</p> <p>-Economic Geography: GPHY 228</p> <p>-Geomatics: GPUY 240, 242, 247, 249, 315, 325, 342, 347, 442</p> <p>-Global Development: GPHY 210, 227, 228, 229, 254, 255, 257, 258, 314, 318, 323, 328, 331, 332, 335, 336, 337, 338, 339, 352, 359, 363, 364, 365, 368</p> <p>-Ecosystems/Ecozones: GPHY 102, 207, 209, 210, 303, 304, 306, 307, 308, 310, 312, 313, 314, 318, 336</p>	<p>- any Trent GEOG courses</p> <p>- courses cross listed under CAST have significant Canadian content and courses marked as Sc by the Trent calendar are considered physical geography</p> <p>- only 1 Geology course is acceptable (GEOG 240)</p>
<b>History</b>	<p>-1 full-year (or equivalent) survey course in Canadian History</p>	<p>- any HIST courses</p> <p>- at least four HIST courses are required for first teaching subject</p> <p>- at least three HIST courses are required for second teaching subject</p> <p>-1 full-year (or equivalent) Survey course in CDN History. See following list</p> <p>HIST 124/1.0, 312/1.0, 324/1.0, 256/0.25, 258/0.25, 260/1.0, 262/0.25, 263/1.0, 265/0.25, 269/0.5, 270/0.5, 271/0.25, 278/1.0, 279/1.0, 280/0.5, 340/1.0, 347/0.25, 350/0.25 (up to 1759), 359/0.5, 415/0.5, 425/1.0, 431/0.25, 433/0.25, 434/1.0, 437/0.25, 458/1.0, 467/0.5, 473/1.0</p>	<p>- any Trent HIST courses</p> <p>- at least four HIST courses are required for first teaching subject</p> <p>- at least three HIST courses are required for second teaching subject</p> <p>* Remaining course(s) may be taken from: CAST or INDG</p>
<b>Mathematics</b>	<p>Applicants who took courses in departments other than mathematics and statistics must specify the Mathematics content in each course and supply calendar descriptions.</p>	<p>- any 100-level and above MATH or STAT courses</p> <p>- 1 full-year (or equivalent) course may be from CISC 203 or 204</p> <p>- Note: Applied statistics courses from other disciplines, such as psychology, are NOT acceptable.</p> <p><b>Recommended</b> (Queen's): MATH 381, 382, 386 and 387</p>	<p>- any Trent MATH courses</p> <p>- MATH 100 (offered prior to 1998), and MATH 280 are NOT acceptable</p> <p>- Note: Applied statistics courses from other disciplines, such as psychology and sociology, are NOT acceptable</p>

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

TEACHING SUBJECT	REQUIRED & RECOMMENDED PREREQUISITES	QUEEN'S	QUEEN'S-TRENT
<b>Music (Instrumental or Vocal)</b> (Queen's only)	A minimum of 1 full-year (or equivalent) university course in each of the following 4 areas of music study: music theory, music history (includes musicology, ethnomusicology and popular music), applied music (grade 8 Conservatory certificate will satisfy this requirement), and music education (which may include courses in second instruments, conducting, music education methods and/or music technology). Applicants may not select both Music-Instrumental and Music-Vocal as teaching subjects.	-1.0 in music theory = MUSC 191 or MUSC 153 -1.0 in music history, musicology, ethnomusicology, popular music = two 0.5 courses from the following list: MUSC 101*, 102*, 103*, 171*, 203*, 204*, 205*, 286*, 287*, 288*, 289* -1.0 in applied music = Grade 8 Conservatory Certificate or higher, OR MUSC 124, OR two from the second instruments = MUSC 180*, 181*, 182*, 183*, 184*, 185*, 187*, 188*, 189* -1.0 in music education = two 0.5 courses from the music education methods = MUSC 233*, 273*, 274*, 328*; conducting = MUSC 270*; music technology = MUSC 258*; 393*	Not offered
<b>Native Studies</b> (Queen's- Trent only)		Not offered	- any Trent INDG courses (Indigenous Studies)
<b>Physics</b>	<b>Recommended:</b> 1 full-year (or equivalent) course in Electricity & Magnetism beyond first-year introductory physics	- any 100-level and above PHYS courses <b>Queen's courses are under review</b>	- any Trent PHYS courses - PHYS 150, 209, 250 and 251H are NOT acceptable - The following courses are strongly recommended: PHYS 100, 202H, 203H, 270H, 321 (Electricity & Magnetism) - PHYS 225H Electronics is suggested for teaching high school electronics
<b>Visual Arts</b>	-2 full-year (or equivalent) courses in comprehensive studio practice (including drawing and painting) -1 full-year (or equivalent) survey course in Art History <b>Recommended:</b> Studio practice in printmaking and/or three-dimensional design	- must include ARTF 105 and 110, or acceptable equivalent - other courses may be any ARTH or ARTF -only 1 full-year course (or equivalent) in ARTH may be counted	- 2 full-year (or equivalent) survey courses in comprehensive studio practice (including drawing and painting): Trent options include CUST 211, 217, 311, 315 - 1 full-year (or equivalent) survey course in Art History: Trent options include CUST 216, 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

**Note:** Many upper year courses require the prior successful completion of first year or lower level courses. Check your specific university calendar for details.

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

## Final Year Practicum and the Identification of Associate Schools

Watch your university email account for notification of the fall Final Year Information sessions. This is where details are given of when and how to register online for the Practicum placement.

All practicum placements for final year Queen's and Queen's-Trent Concurrent candidates 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.**

District School Boards within a specific catchment area are asked to identify "Associate Schools". Teacher Candidates are asked to identify four of these District School Boards (in order of preference) where they could complete their thirteen week practicum. 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.** Candidates should be aware that placements could be made in any of the Associate Schools within a district board and some District School Boards take in a large geographic area. 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. The Practicum Office will notify candidates about their practicum placement by letter at the end of June. The address provided on the online practicum registration will be used.

## Final Year Format

September -	Faculty of Education (orientation, workshops, coursework)
October -	Associate School (practicum)
November -	Faculty of Education (coursework – three weeks)
November/ - December	Associate School (practicum)
January/ - February	Faculty of Education (coursework)
February/ - March	Associate School (practicum)
March/ - April	Alternative Practicum (three weeks)
April -	Faculty of Education (coursework)

## 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, 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, require a place to stay in Kingston during all on-campus weeks (approximately 15 weeks in total)

An 'Accommodation Billet Board' <http://educ.queensu.ca/services/billet/index.shtml> lists short-term housing. Information regarding residence and housing is sent to teacher candidates in June.

## Teacher Certification

After successful completion of the BEd degree, the teacher candidate will be recommended for certification to the Ontario College of Teachers. Certification information can be obtained on the Ontario College of Teachers Website: <http://www.oct.ca>

*Check website for changes and updates - <http://educ.queensu.ca/index.shtml>*

## 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, candidates will require certification in three of four teaching divisions, one of which must be the Intermediate division. Qualifications in a **third teaching division** can only be added after the initial BEd is completed and once the candidate is registered with the Ontario College of Teachers.

Intermediate-Senior candidates complete additional certification in either the Primary or Junior division. No specific undergraduate prerequisites are needed for additional certification in these two divisions. Primary-Junior candidates can take additional certification in either the Intermediate or Senior division, but in a specific teaching subject. It is recommended that in planning, candidates have a minimum of 3 full-year university courses (or their equivalent) in a teaching subject. (It is possible, ultimately, to be certified in all four divisions.) For additional information, visit the Queen's Continuing Education website at <http://www.coursesforteachers.ca/index.shtml>

Grades can have an influence on salary category placement in some circumstances. Grades matter for admission to Master's programs (MEd, MA, MSc). 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 Qualifications program, either a Master's degree or a combination of Additional Qualification courses is required.

**A 20-course Honours degree is an advantage for salary and advancement.** Teachers in Ontario are placed in a salary category either by the Ontario Secondary School Teachers' Federation (OSSTF) or the Qualifications Evaluation Council of Ontario (QECO). First year teachers with a 20-course honours degree are automatically placed in a higher pay scale. Taking the Honour Specialist is the most common route to reach the highest category. Entry into the Honour Specialist course at Queen's requires two years of teaching experience, a B- average and 9 full courses in one teaching subject or 14 courses across two teaching subjects (8+6 or 7+7).

For more detailed information about salary categories in Ontario contact:

OSSTF 800-267-7867 or 416-751-8300 <http://www.ossf.on.ca/>

QECO 800-385-1030 or 416-323-1969 <http://www.qeco.on.ca/>