



Teacher Candidate Guide

Concurrent Education
2009-2010

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 all learners.

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 environment.

See website <http://educ.queensu.ca/practicum/concurrent/index.shtml> for changes and updates.

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¹ “Course” means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
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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 provide the best of two worlds – a BEd and a BAH, BCmpH, BSCh or *BMus.

* *BMUS is only offered at Queen's*

Please be sure to consult the information 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, PhD
Dean of Education
Queen's University

Stephen Elliott, PhD
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>Education Registrar's Office (ERO) Tel: 613-533-6205 Fax: 613-533-6203 Email: education.registrar@queensu.ca</p> <p>Concurrent Education Assistant (in ERO) Tel: 613-533-6000 x 77249</p> <p>Practicum Office (Experiences in Schools) Tel: 613-533-6202 Fax: 613-533-6596 Email: practicum.office@queensu.ca</p> <p>Peter Chin, PhD, Associate Professor and Practicum Coordinator Tammy O'Neil, Practicum Placement Assistant Nadine Thompson, Practicum Placement Assistant</p>	<p>Queen's-Trent Concurrent Education Office Tel: 705-748-1011 x 7464 Fax: 705-748-1008 Email: concurrented@trentu.ca</p> <p><i><u>Queen's-Trent candidates in Years 1-3 should contact this office prior to contacting Queen's.</u></i></p> <p>Fiona White, Coordinator Tel: 705-748-1011 x 7268 Email: fionawhite@trentu.ca</p> <p>Deb Earle, Program Administrator Tel: 705-748-1011 x 7618 Email: deborahearle@trentu.ca</p> <p>Sue Devlin, Program Secretary Tel: 705-748-1011 x 7464 Email: sdevlin@trentu.ca</p>

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Purpose

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

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 Education Calendar is available on the web at: <http://www.queensu.ca/calendars/education>

Concurrent Education Program

Concurrent Education allows Teacher Candidates to complete requirements for two degrees: a Bachelor of Education, **and** an undergraduate honours degree in one of Bachelor of Arts, Science, Computing, or *Music. 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, Teacher 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 practicum 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: http://educ.queensu.ca	Website: http://www.trentu.ca/education/concurrent
QCARD / EMAIL	Keep mailing address up-to-date on QCARD (Queen's online student record system). Fees, course registration, grades, and income tax information can be reviewed and printed from QCARD. If this is your first Queen's registration , activate your NetID account in order to access QCARD at https://netid.queensu.ca/activate/ *If this is not your first Queen's course registration, but you forget your NetID and password contact Queen's ITS for assistance, at 613-533-6666. Teacher Candidates access QCARD through MyQueen's Portal at https://my.queensu.ca/	
	All Teacher Candidates are provided with an electronic email account. Become a very active email user. Email distribution lists (Listserv) are the main communication tool for Years 1-4. Updates and reminders are sent out via these mailing lists. Only the Queen's email address (@queensu.ca) will be used.	All Teacher Candidates are provided with a Trent electronic email account. Become a very active email user. Email and our MyLearningSystem are a main communication tool for Years 1-4. Updates and reminders are posted to MyLearningSystem . Only the Trent email address (@trentu.ca) will be used.
CESA	Concurrent Education Student Association (CESA) All Concurrent Teacher 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: http://queenscesa.com	Concurrent Education Student Association (CESA) All Concurrent Teacher 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: http://www.trentu.ca/stuorg/cesa

Keeping In the Know (cont'd)

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
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	Queen's	Queen's-Trent
FEES	<p>Information on Undergraduate course fees can be found at the following website: http://www.queensu.ca/registrar/fees/ug2009-10.html Some courses require additional learning materials fee.</p> <p>Information on fees, payments and Add/Drop dates can be found at http://www.queensu.ca/registrar Queen's-Trent Teacher Candidates are enrolled at two universities and pay tuition fees to both. For access, Queen's-Trent Teacher Candidates must use their Queen's student number. All Teacher Candidates <u>must check their fees account information on QCARD in early June and the last week in August to ensure they have paid all of their fees.</u></p>	
AWARDS / FINANCIAL AID	<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 http://osap.gov.on.ca</p>	
	<p>Student Awards Office http://www.queensu.ca/registrar/awards/</p>	<p>Financial Aid Office http://www.trentu.ca/undergraduate/financesandscholarships_loans.php</p>
EVENTS	<p>Teacher Candidates are informed via emails from CESA and the Education Registrar's Office.</p>	<p>Watch email and check MyLearningSystem site often.</p>
POLICE RECORD CHECK	<p>A Police Record Check must be obtained prior to starting an Experience in Schools placement. All Police Record Checks must be done through the Ontario Education Services Corporation (OESC). A local Police Check will not be accepted. Website http://www.oesc-cseo.org/English/checks.html. Teacher Candidates will not be allowed to start their placement if they do not have their OESC ID card. It is recommended that Teacher Candidates obtain/renew their OESC police check annually by mid-May when going into Ontario publicly-supported schools.</p>	
	<p>The PROF course instructor will verify the OESC Police Check ID card in October. More information regarding the Police Record Check can be found on page 10.</p>	<p>The Queen's-Trent Concurrent Office will verify the OESC Police Check ID card during the first class in September. More information regarding the Police Record Check can be found on page 10.</p>
TB TEST	<p>Some District School Boards still require a TB test to work with children in their schools. These boards are indicated on the Board Protocol list on the Practicum Office website http://educ.queensu.ca/practicum/final-year/board-protocols.shtml. A one-step test is required. Positive results must be followed up with a chest x-ray.</p>	
FINAL YEAR INFO	<p>In the fall, there will be an information session that highlights the key components of Final Year. Be sure to attend. Keep informed about how final year unfolds by visiting the Faculty of Education website: http://educ.queensu.ca Housing information can be found in the "Other Services" link.</p>	

Concurrent Education Program Description

Teacher Candidates in the Concurrent Education Program are expected to complete both Education **AND** undergraduate Honours degree within **six years**.

A) Undergraduate Honours Degree Requirements

A 20 full-year course¹ Honours degree in Arts, Science, Computing, or *Music is required for entry into final year Education for both Queen's and Queen's-Trent Teacher Candidates. Requirements must be met by the second Friday in May, of the year in which the Teacher Candidate intends to start the final year of the Education program.

**Music degree only offered at Queen's*

Queen's – Most undergraduate Honours degrees require 20 full-year university courses. Teacher Candidates in a 19 full-year course degree **must** take one additional full-year course before entering final year.

Queen's-Trent – Must complete a 20 full-year course Honours degree.

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Check website for changes and updates - <http://educ.queensu.ca/practicum/concurrent/index.shtml>
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B) Education Degree Requirements for Primary-Junior (PJ) and Intermediate-Senior (IS) Teaching Division

Primary-Junior Teaching Division Structure

http://www.queensu.ca/calendars/education/Concurrent_Primary_Junior_Degree_Requirements.html

Intermediate-Senior Teaching Division Structure

http://www.queensu.ca/calendars/education/Concurrent_Intermediate_Senior_Degree_Requirements.htm

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C) Concurrent Education Program Components

Registration in Education courses in subsequent years is contingent upon:

- 1) successful completion of Education courses in current year; **and**
- 2) maintaining an adequate academic standing in the undergraduate Honours degree program (see page 6 for more detailed information about academic standing).

PRIMARY-JUNIOR

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/Teacher_Education_Courses_BEEd_DipEd_.html

	Faculty of Education			Undergraduate Honours Degree Program
Year 1	PROF 110 (F)	Introduction to Teaching	0.25	See Arts and Science Calendar
	PROF 115 (W)	Introduction to Curriculum	0.25	
	PRAC 111	Experiences in Schools I	0.25	
Year 2	CURR 395 (W)	Physical and Health Education (PJ) (Queen's only) or	0.25	See Arts and Science Calendar
	CURR 385 (F)	Social Studies (PJ) (Queen's-Trent only)		
	PRAC 210	Experiences in Schools II (PJ)	0.25	
Year 3	PROF 310 (F/W)	Critical Issues and Policies	0.5	See Arts and Science Calendar
	PROF 180 (F/W)	School Law and Policy (Queen's Only – online module introduced in PROF 310)	0.0	
	PRAC 310	Experiences in Schools III (PJ)	0.25	
Year 4	No Education Courses		0.0	Graduate from undergraduate Honours degree in spring
Final Year	CURR	All remaining CURR courses	2.25	
	EDST or FOUN	Educational Studies or Foundational Studies	0.5	
	FOCI	Program Focus	0.5	
	PRAC 190	Practicum	1.0	
	PROF 150	Concepts in Teaching and Learning	0.5	
	PROF 190	Theory and Professional Practice	0.25	
	PROF 180	School Law and Policy (Queen's-Trent only – online module introduced in PROF 190)	0.0	
TOTAL COURSES FOR CONCURRENT PRIMARY-JUNIOR			7.0	

Year 1, 2 and 3 Education courses are prerequisite courses for final year Education. Teacher Candidates must complete these courses by the second Friday in May prior to entering final year Education.

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INTERMEDIATE-SENIOR

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/Concurrent_Intermediate_Senior_Degree_Requirements.html

	Faculty of Education			Undergraduate Honours Degree Program
Year 1	<u>PROF 110</u> (F)	Introduction to Teaching	0.25	See Arts and Science Calendar
	<u>PROF 115</u> (W)	Introduction to Curriculum	0.25	
	<u>PRAC 111</u>	Experiences in Schools I	0.25	
Year 2	<u>PROF 211</u> (F)	Professional Development (IS)	0.25	See Arts and Science Calendar
	<u>PRAC 211</u>	Experiences in Schools II (IS)	0.5	
Year 3	<u>PROF 311</u> (F/W)	Critical Issues and Policies (IS)	0.5	See Arts and Science Calendar
	<u>PROF 180</u> (F/W)	School Law and Policy (Queen's only – online module introduced in PROF 311)	0.0	
	<u>PRAC 311</u>	Experiences in Schools III (IS)	0.25	
Year 4	No Education Courses		0.0	Graduate from undergraduate Honours degree in spring
Final Year	<u>CURR</u>	All remaining CURR courses	2.0	
	<u>EDST</u> or <u>FOUN</u>	Educational Studies or Foundational Studies	0.5	
	<u>FOCI</u>	Program Focus	0.5	
	<u>PRAC 190</u>	Practicum	1.0	
	<u>PROF 155</u>	Concepts in Teaching and Learning	0.5	
	<u>PROF 191</u>	Theory and Professional Practice	0.25	
	<u>PROF 180</u>	School Law and Policy (Queen's-Trent – online module introduced in PROF 191)	0.0	
TOTAL COURSES FOR CONCURRENT INTERMEDIATE-SENIOR			7.0	

Year 1, 2 and 3 Education courses are prerequisite courses for final year Education. Teacher Candidates must complete these courses by the second Friday in May prior to entering final year Education.

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/Regulations_Policies.html

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/Professional_Conduct.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. Teacher Candidates placed on academic probation by the Faculty of Arts and Science at Queen's or Trent cannot register in Concurrent Education courses until the Teacher Candidate is removed from academic probation.

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c) Entry into Final Year

Teacher Candidates must meet the requirements for the Concurrent Education program **for the year they enrolled in the Concurrent Education Program.**

Teacher Candidates in the Concurrent Education program are expected to complete both Education **and** Arts, Science, Computing, or Music degrees within **six years.**

Teacher Candidates planning to enter final year Education at Queen's in the fall must:

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

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

**Review division specific final year Education prerequisite courses on page 13 for Primary-Junior (PJ) or pages 14-19 for Intermediate-Senior (IS) AND Year 1-3 Concurrent Education courses on page 5 for Primary-Junior (PJ) or page 6 for Intermediate-Senior (IS).*

d) Request for Leave of Absence

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

e) Request to Defer Final Year Education

Requests to defer final year Education for **one academic year** must be made **prior to January 15** of the expected year of entry into final year Education. Teacher Candidates must write/email the respective Concurrent Education Office to explain the reason for this request.

Between January 15 and April 30, the Education Registrar will consider requests to defer final year Education for medical or related reasons only. These written submissions must be sent to the Education Registrar and be validated by a medical certificate. Teacher Candidates must submit a copy to the respective Concurrent Education Office. Deferrals are given for **one academic year only.**

Teacher Candidates who are granted a deferral do not have to re-apply; they are automatically considered as part of the subsequent year's cohort. Teacher Candidates must email their respective Concurrent Education office by **1 March** to confirm their intention to complete final year Education in the fall. To indicate their readiness to start final year Education in September, Teacher Candidates must **submit a medical clearance form** from their physician to the Education Registrar by **March 1** of the following year.

f) Request for Extension of Experiences in Schools Placement

No extension is given for Year 1 Experience in Schools placement. Extension of the Experiences in Schools placements **is not recommended.** Teacher Candidates must request an extension of their Experiences in Schools placement (PRAC course) in writing to the Practicum Office (Queen's) or the Concurrent Office (Queen's-Trent) to explain the reason for this request. Teacher Candidates must first be registered in the PRAC course in order to request an extension. If the extension is approved, an incomplete grade form must be signed and Teacher Candidates have one calendar year, **until April 30,** to complete their placement.

Successful completion in current PRAC course is a prerequisite for any subsequent PRAC course.

g) Grading System

Successful completion in current Education course registration is a prerequisite for registration in all subsequent years' Education courses.

For a complete explanation of the following:

- The regulations and policies for the Faculty of Education grading system;
- An explanation of the letter grades for all course components;
- Education policy concerning Teacher Candidates who fail a course or assignment; and
- An explanation of the IN (Incomplete) grade designation

Review the Education Calendar Grading policy and regulations:

http://www.queensu.ca/calendars/education/Grading_System.html

Note: Teacher Candidates view course grades on QCARD.

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h) Year Abroad/Study Abroad Options

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

Teacher Candidates planning to complete their Experience in Schools placement while abroad are required to contact their respective Concurrent Education Office. **All Concurrent Education candidates are required to complete the Off-Campus Activity Safety Policy forms (OCASP –FORM 1), attend the Pre-departure Workshop (through the International Centre ‘QUIC’ for Queen’s candidates and the International Program for Queen’s-Trent candidates), and enroll in the Emergency Support Program (ESP). It is advised to have all approvals in place at least two weeks before the planned departure.** Any placement days completed without OCASP approval and Pre-departure completion will not be counted toward the fulfillment of the "PRAC" course requirements. Go to the Practicum Office website for specific information: <http://educ.queensu.ca/practicum/concurrent/info/index.shtml#OutofProv>

Teacher Candidates:

- 1) **must be registered** in either the second or third year PRAC course prior to completing an out-of-country placement; and
- 2) may complete **only one placement out of Ontario.**

i) Withdrawal

- i. Any Teacher Candidate planning to withdraw from the Concurrent Education program must contact the respective Concurrent Education Office prior to withdrawal.
When Teacher Candidates withdraw from the Concurrent Education program, they remain in the undergraduate Honours program at their respective universities.
- ii. Candidates withdrawing from **both** Education and Arts and Science programs must inform both offices and complete both withdrawal forms.

j) Selecting Teaching Division

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

k) Changing Teaching Division

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

Experiences in Schools Placement (PRAC course)

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, Teacher Candidates work within different grade levels, and with students with varying needs and abilities. At the end of first year, Teacher 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. Teacher 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 PRAC course must be completed prior to registering for the subsequent year's PRAC course.

Teacher Candidates in Year 1 must complete their Experiences in Schools placement during the academic year in which they are registered.

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District School Board Protocols

Please note that each District School Board has its own protocol for arranging placements. **All Placements must follow board protocol. Under no circumstances** can a placement be made without following Board Protocol. District School Board protocols are listed at the following website and are subject to change:

<http://educ.queensu.ca/practicum/final-year/board-protocols.shtml>

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

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

Under no circumstances will a Teacher Candidate arrange a placement directly with a teacher, school, or school board office in a board which has indicated their protocol preference to have placements made through the Practicum Office (Queen's) or Program Administrator (Queen's-Trent) - EDU.

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 or has been arranged with a Host Teacher it is treated as a firm commitment and cannot be changed.**

How Placements Are Made

- a) Teacher Candidates must have a different Host Teacher and preferably a different Host School each year; **and**
- b) Close friends and relatives cannot act as Host Teachers; **and**
- c) Candidates in Years 2 and 3 must complete the entire practicum with the same Host Teacher; **and**
- d) PJ Candidates in Years 2 and 3 are encouraged to complete a placement in each division over the two years; **and**
- e) IS Candidates in Years 2 and 3 are encouraged to complete a placement in each subject over the two years; **and**
- f) First year candidates cannot complete a placement in French Immersion; **and**
- g) Only IS candidates with French as a teaching subjects are allowed to complete a placement in French Immersion; **and**
- h) Candidates must follow the District School Board Protocols as stated above; **and**
- i) **Teacher 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 (EDU).

Queen's

Placement Arrangement forms must be submitted on-line **PRIOR to the December break** for placements through District School Board liaisons.

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

Teacher Candidates will be notified by email of placement confirmations. Teacher Candidates will be given a placement package during their 3rd or 4th PROF class in September, to send to the Host Teacher prior to the start of the placement. **(Second Year PJ candidates who do not have a Professional Studies course or Teacher Candidate who have extended a PRAC course must pick up their package from the Practicum Office in September).** The Host Teacher will complete the appropriate year Progress Report at the end of the placement. **It is the Teacher Candidate's responsibility to ensure that the Practicum Office receives the report to ensure timely submission of their mark.**

Queen's-Trent

Teacher 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. **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.

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Check website for changes and updates - <http://educ.queensu.ca/practicum/concurrent/index.shtml>
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All Teacher Candidates will be given their placement materials in their September registration package which is given out during the first Education class in September. Some of the materials in this 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 appropriate year 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.**

A) Year 1 Placements

In the first education class in September, Teacher Candidates will be given a **placement request form**. The placement request form must be returned to the Program Administrator in the second education class. **All candidates must follow Board Protocols - EDU (Office makes the arrangements) or SCH (candidates make their own arrangements with a School Principal).** District School Board protocols are listed on the website above and are subject to change. Placements will be confirmed by the Program Administrator throughout the fall.

B) Years 2 & 3 Placements

All Teacher Candidates will complete the March **online placement request/form using MyLearningSystem**. **All candidates must follow the Board Protocols - EDU (Office makes the arrangements) or SCH (candidates make their own arrangements with a School Principal).** District School Board protocols are listed on the website above and are subject to change. Year 2 or 3 placements that begin the first week of September will be confirmed by the Program Administrator by the end of June and all other placements will be confirmed throughout the fall.

Police Record Check

All Teacher Candidates enrolled in any Ontario Faculty of Education **MUST** have a police record check **completed through the Ontario Education Services Corporation (OESC)** before they can enter Ontario schools for their Experiences in Schools placement. The 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.**

Teacher Candidates should apply directly to the OESC by mid-May, to ensure that their criminal background check has been carried out in time to receive their *ID card prior to entering schools. **Teacher Candidates will not be allowed to start their placement if they do not have their OESC ID card.**

An OESC Police Record Check is valid for one year only (September 1 - August 31). It must be renewed each May prior to the academic year in which the Teacher Candidate will be completing a (PRAC) course.

OESC Website: <http://www.oesc-cseo.org/English/checks.html> (ID card for placement in a school)

***Queen's-Trent Teacher Candidates:** *the College/University to be named on both the Payment and Consent form is Queen's University.*

TB Test

Some District School Boards still require a TB test to work with children in their schools. **These boards are indicated on the Board Protocol list** on the Practicum Office website <http://educ.queensu.ca/practicum/final-year/board-protocols.shtml>. A one-step test is required. Positive results must be followed up with a chest x-ray.

Education Placement Agreement Form

Teacher Candidates are required to complete a Education Placement Agreement form which must be signed by the principal on the first day and returned immediately by mail, fax or delivered personally to the Practicum Office (Queen's) or Concurrent Education Office (Queen's-Trent). Because the Ministry of Education covers the cost of workers compensation and private insurance coverage, the Ministry may use this information to verify the legitimacy of claims. Education Placement Agreement forms will be included in the placement packages. The form is also available at: <http://educ.queensu.ca/practicum/concurrent/assessments/index.shtml>

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
Check website for changes and updates - <http://educ.queensu.ca/practicum/concurrent/index.shtml>
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Ontario Teachers' Federation (OTF) Guidelines Regarding Harassment Complaints that Arise During Placements

Context

"A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession." - - Regulation made under the Teaching Profession Act

In situations of harassment, it is imperative that processes and supports are in place to ensure teachers can fulfill aspects of their professional responsibilities in a competent manner. In general, liability occurs when people act negligently or incompetently.

There are many intricacies and complexities inherent in the teacher candidate - host teacher relationship. With regard to the specific question of harassment, the following realities must be considered:

- Concerns identified may range from personality clashes to bad behaviour to harassment under the Human Rights Code.
- The overlap of responsibilities and the application of appropriate policies and legislation can be challenging. A number of policies potentially apply in claims of harassment, including the school board's harassment policies, OTF and Affiliate bylaws and policies on harassment, the university's harassment policy and the Ontario Human Rights Code.
- This is the transition from a "student to teacher" relationship to a "professional to professional" relationship.
- As associate members of the Federation, teacher candidates are subject to the exact same responsibilities as full members of the Federation, although they do not have all the same rights. This means that they are subject to the same member to member duties, as stipulated in the Regulation made under the Teaching Profession Act. In particular, when making an adverse report about a fellow member, they are required under clause 18.1.b to furnish the member with a written statement of the report within three days.

In attempting to resolve accusations of harassment, it is important to consider the above realities. In the context of a professional relationship, it is incumbent upon the faculties, OTF, and the Affiliates to provide support to resolve the issues in a collegial manner.

Preferred Process for Addressing Complaints of Alleged Harassment made by a Host Teacher about a Teacher Candidate

In cases where the host teacher believes he/she is the subject of harassment, the following process is recommended:

- The host teacher should discuss the issue with a Federation representative, typically, the local President. Depending on the severity and nature of the concern, the host teacher should be encouraged to first take it up with the teacher candidate. If the host teacher is uncomfortable doing so, the host teacher should contact the Practicum or Program Coordinator, and propose a meeting with Federation and faculty support to mediate the situation.
- If the matter cannot be resolved in this way, the host teacher might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the host teacher to the university, which would then follow the university's harassment policy.

Preferred Process for Addressing Complaints of Alleged Harassment made by a Teacher Candidate about a Host Teacher

In cases where an host teacher believes he/she is the subject of a complaint of harassment made by a teacher candidate, the following process is preferred:

- The host teacher should discuss the issue with a Federation representative, typically, the local President. Together, the local President and host teacher should ascertain whether a formal complaint has been registered by the teacher candidate and in what venue(s). This is an important step since teacher candidates who believe they are the subject of harassment by a host teacher may potentially register their complaints in a wide variety of jurisdictions, including the school principal, school board office, faculty of education or university, and the Ontario College of Teachers.

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
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- If a formal complaint has NOT been registered by the teacher candidate, the host teacher should be encouraged to take up the matter with the teacher candidate. If the host teacher is uncomfortable doing so, the host teacher should contact the Practicum or Program Coordinator, and propose a meeting with Federation and faculty support to mediate the situation.
- If a formal complaint HAS been registered by the teacher candidate, the regular mechanisms that the Federation has in place for dealing with complaints against members should immediately be activated.

Preferred Process for Teacher Candidates to follow for Complaints of Alleged Harassment

In cases where a teacher candidate believes he/she is the subject of harassment, the following process is recommended:

- The teacher candidate should discuss the issue with the Practicum or Program Coordinator. Depending on the severity and nature of the concern, the teacher candidate should be encouraged to first take it up with the host teacher. If the teacher candidate is uncomfortable doing so, the Practicum or Program Coordinator should contact the host teacher, and propose a meeting with Federation support to mediate the situation.
- If the matter cannot be resolved in this way, the teacher candidate might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the teacher candidate to the school principal, who would then follow the board's harassment policy. In such cases, the teacher candidate is obliged to provide the host teacher with a written statement of the complaint registered with the principal within three days.

Professional Conduct in Schools

According to the Ontario Education Act, a Teacher Candidate has the same responsibilities to learners as a certified teacher. 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 will:

- Be punctual and reliable;
- Speak and act towards students with respect and dignity, and deal judiciously with them acknowledging their rights and sensibilities;
- Acknowledge that the culture of teaching demands professional courtesy, self-reflection, and a compassionate and nurturing nature;
- Hold the safety and security of students in higher regard than his or her own rights and privileges;
- Treat colleagues, students and parent with professional courtesy and consideration; and
- Inform the Host Teacher or the school office and the Practicum Office of any absence prior to the beginning of the school day.

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 (Queen's) or Concurrent Education Office (Queen's-Trent) of any absence prior to the beginning of the school day.

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
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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.

Note: Teacher Candidates **DO NOT SUPPLY TEACH** and **MUST NOT** assume unsupervised responsibility. 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.
- Teacher Candidates may assist their Host Teacher in supervisory duties, including yard, hall or lunch supervision, or participate in activities such as class excursions, once the Host Teacher is confident that the Teacher Candidate is familiar with the routines, procedures, and protocols.
- 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.

Liability and Insurance (*Teacher 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. 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 advises against the use of personal vehicles for such activities.

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
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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. In the fourth year (and fifth year - if required) Teacher Candidates complete a questionnaire, indicating their intent to enter into their final Education year in the fall.

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

(Optional) Applying for a Program Track in Final Year

Concurrent Education Teacher Candidates completing their final year of their Arts, Science, Computing, or Music Program **may apply** to be in one of three program tracks: Aboriginal Teacher Education, Artist in Community Education, and Outdoor and Experiential Education. For information about program tracks go to the following page in the online Education Calendar: http://www.queensu.ca/calendars/education/Program_Tracks.html

Note: Concurrent Education Teacher Candidates do not apply for these program tracks through OUAC, but rather they submit supplemental materials directly to the Queen's Concurrent Education Assistant (in the Education Registrar's Office). Concurrent Education students will use their Queen's student number in place of the OUAC application number on all program track forms and supplemental materials. **Detailed information about program track applications (and required documents) will be emailed to fourth year Teacher Candidates in the fall.**

The deadline for submitting program track supplemental documents is the last Friday in November in the year preceding final year Education.

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

Entrance into final year Education will be contingent upon completion of the following prerequisites **by the second Friday in May.**

- 1) complete all prerequisite Year 1 to 3 PJ Concurrent Education courses; **AND**
- 2) a 20 full-year course¹ Honours degree (BAH, BCompH, BSCH, or *BMus); **AND**

Teacher Candidates must complete a 20 full-year course¹ BAH, BSCH, BCmpH, or BMus degree and must have a minimum of a B average on their best 10 full-year courses. The standard for a B average is determined by the university attended; at most Canadian universities, a B is considered to be 70%. Teacher Candidates must graduate with their BAH, BSCH, BCmpH, or BMus degree in the spring **PRIOR** to attending final year Education.

- 3) a half-year course in Developmental Psychology; **OR**
a full-year course in Introductory Psychology;

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
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Primary-Junior Recommendations

Ontario Primary-Junior curriculum incorporates content and pedagogy in all of the following six discipline areas. We **HIGHLY recommend** that Teacher Candidates take at least a **half-year 100-level and above course**¹ in your undergraduate degree in **each** of the six areas:

Queen's	Queen's-Trent
<ul style="list-style-type: none"> • English: ENGL, CWRT, WRIT, LING • Mathematics: any MATH or STAT are acceptable. <u>MATH 010</u> has been designed for elementary teachers. Note: Applied statistics courses from other disciplines, such as psychology, may be acceptable as a related STAT course. For example, ECON 250, SOCY 211, and PSYC 202, PHYS 312, AND PHYS 313. These courses are listed as exclusions of STAT courses so they are acceptable as related STAT courses. • Science: any Anatomy, Biology, Biochemistry, Chemistry, Geology, Microbiology, Physics, Physiology or a combination of these sciences. ENSC 315, ENSC 390, GPHY 210, 314, PHAR 100 are also acceptable. PHYS 010 has been designed for elementary teachers. • The Arts: (visual arts, music, drama, film studies, Shakespeare, children's literature) • Geography: any GPHY OR Canadian History: 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 DEVS 210, CNDS 200 are acceptable. • Health and/or Physical Education: examples of courses may include health issues, sociology or psychology of sport, human biology (ANAT and PHGY), PSYC 332 	<ul style="list-style-type: none"> • English • Mathematics: any MATH course. MATH 2080Y has been designed for elementary teachers. Note: Applied statistics courses from other disciplines, such as psychology, may be acceptable as a related MATH course. For example, applied statistics courses PSYC 2016H & 2017H and SOCI 316H are accepted. • Science: any Biology, Chemistry, Physics, or Environmental and Resource Science (not Environmental and Resource Studies courses). PHYS 2090Y and ERSC 2700Y have been designed for elementary teachers. • Arts: 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, 381, 385, delete 4958, ENGL 3810Y, 3155H, INDG 2020H, OR d) Royal Conservatory of Music Grade 8 Practical and Grade 2 Theory • Geography or Canadian History • Health and/or Physical Education: not available at Trent

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

If Teacher Candidates have questions on whether an undergraduate course¹ meets the Queen's recommendations for Primary-Junior, contact their respective 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.

Note: Many upper year Arts, Science, Computing, and Music courses require the prior successful completion of first year or lower level courses¹. Check your specific Arts and Science university calendar for details.

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

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
Check website for changes and updates - <http://educ.queensu.ca/practicum/concurrent/index.shtml>
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Intermediate-Senior (IS) Program Requirements (grades 7 to 12)

Entrance into final year Education will be contingent upon completion of the following prerequisites **by the second Friday in May**.

- 1) complete all prerequisite Year 1 to 3 IS Concurrent Education courses; **AND**
- 2) a 20 full-year course¹ Honours degree (BAH, BCompH, BScH, or *BMus); **AND**

Teacher Candidates must complete a 20 full-year course¹, BAH, BScH, BCompH, or BMus degree and must have a minimum of a B average on their best 10 full-year courses. The standard for a B average is determined by the university attended; at most Canadian universities, a B is considered to be 70%. Teacher Candidates must graduate with their BAH, BScH, BCompH, or BMus degree in the spring **PRIOR** to attending final year

- 3) a half-year course in Developmental Psychology; **OR**
a full-year course in Introductory Psychology; **AND**

4) **Teaching Subject Requirements**

- a) Teacher Candidates **must select two** teaching subjects (a subject taught in Ontario secondary schools). **Both teaching subjects must be offered at Queen's Faculty of Education:** Science-Biology, Science-Chemistry, Science-Physics, Computer Studies, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music – Instrumental (Queen's only), Music – Vocal (Queen's only), Visual Arts.
- b) Teacher Candidates must successfully complete 5 full-year courses¹ in the first teaching subject (a subject taught in Ontario secondary schools).
- c) Teacher Candidates must successfully complete 4 full-year courses¹ in the second teaching subject (a subject taught in Ontario secondary schools).
- d) No more than 1 full-year **first-year** course¹ will be counted toward either the first or second teaching subject requirement.
- e) Teacher Candidates **must have a B average in the courses¹ that are being used to meet the teaching subject requirements**. That is, Teacher Candidates must have a B average in at least 5 full-year courses¹ for their first teaching subject, and must also have a B average in at least 4 full-year courses¹ for their second teaching subject.
- f) Each course¹ taken in preparation of a teaching subject may be used only once towards **either** teaching subject. "Double counting" is not acceptable.
- g) **Requirements for Courses Related to Teaching Subjects:**
Often Teacher Candidates would like to take courses from a department other than the one that reflects their teaching subject. These types of courses may be "related" to the teaching subject. For example, Teacher Candidates who select History as a teaching subject may want to take a course from the Classics Department – CLST (Queen's) / AHCL (Queen's-Trent) (that is not listed in the following chart) rather than the Department of History – HIST to count toward their teaching subject.
Requirement:
 - i. no more than **one** full-year course will be accepted from an outside department that reflects the teaching subject (this is called a "related" course for the teaching subject); **AND**
 - ii. if a Teacher Candidate wishes to request that a course be counted as related to the teaching subject **and** the course is not listed in the following chart, the Teacher Candidate must request approval **PRIOR** to taking the course (see section h).
- h) Approval of **any** course¹ for the teaching subject requirements
If Teacher Candidates would like to take a course outside the academic department which reflects the teaching subject **AND** the course does **not** appear in the following chart (which outlines previously approved related courses); **OR** the Teacher Candidate would like to take a course at an institution other than the one they are attending,
 - i. the Teacher Candidate must send a written request to their respective Concurrent Education office with the course title, course code, and course description of that 'related' course for approval; **AND**
 - ii. this request must be approved by the Education Registrar **PRIOR** to taking the course in order to ensure that the course will count toward the required courses for that teaching subject; **AND**
 - iii. the Queen's Faculty of Education Registrar makes the final decision whether or not a course meets the requirement for that teaching subject. Teacher Candidates must have written confirmation **PRIOR** to taking the course.

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
Check website for changes and updates - <http://educ.queensu.ca/practicum/concurrent/index.shtml>
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Some secondary school subjects are not offered through Queen's Faculty of Education (for example, business, family studies, Spanish, general science, guidance, and native studies). 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 courses¹ and some recommended courses¹. **Required courses¹** must be taken to meet the final year Education requirements of a teaching subject; **recommended courses¹** are strongly suggested to be taken as they provide broader subject preparation necessary for teaching that subject.

Note: Many upper year courses¹ require the prior successful completion of first year or lower level courses. Check your specific university calendar for course details, exclusions and prerequisites.

The four letter code represents the Academic Department from which the courses¹ are offered and can be counted towards the teaching subject requirements. For example, ENGL is the academic department code for the English Department. Therefore courses¹ taken with the department code ENGL will count toward required courses for English as a teaching subject.

Teaching Subject	Required and Recommended Prerequisites (both universities)	Queen's	Queen's-Trent
Science - Biology	<p>REQUIRED: a) 1 full-year course that has a major laboratory component from BIOL</p> <p>NOTE: Only 1 full-year course in each of biochemistry and human biology will be accepted</p> <p>RECOMMENDED: Courses in cell biology, ecology, genetics, microbiology, plant and animal (invertebrate & vertebrate – including human) biology</p>	<p>-any 100-level or above BIOL or MICR courses counts as biology; MBIO 218 (0.5) counts as biology</p> <p>-human biology courses (ANAT, PHGY) count as biology courses but only 1 full-year course from human biology (ANAT & PHGY) counts toward Biology as a teaching subject</p> <p>- PHGY 212(1.0), PHGY 214 (1.0) and BIOL 210 (0.5) are considered non-human biology (counted as biology courses not human biology courses)</p> <p>Examples of Acceptable Related Courses: any BCHM course, PSYC 271 (0.5) OR PSYC 370 (0.5) - not both; PSYC 205 (0.5), PSYC 215 (0.5), PSYC 220 (1.0), PSYC 251 (0.5), PSYC 332 (0.5), PSYC 471 (0.5) BIOM 300 (0.5), ENSC 320 (0.5), ENSC 325 (0.5), EPID 301 (0.5), HLTH 101 (0.5), HLTH 102 (0.5), HLTH 230 (0.5), KNPE 125 (0.5) or LISC 322 (0.5)</p>	<p>- any Trent BIOL courses</p> <p>a) all Trent BIOL courses have a major laboratory component</p> <p>- ERSC/BIOL 2700Y is NOT acceptable</p> <p>- The following courses are strongly recommended: BIOL 1020H/1030H, Current Issue in Biology I and II; BIOL 2000H, Methods of Biological Inquiry; BIOL 2050H, Genetics; BIOL 2070H, Cell Biology; BIOL 2260H, Ecology; BIOL 2600H. Evolution.</p> <p>- Students should also consider: BIOL 2100H (Invertebrate Biology) and/or 2110H (Vertebrate Biology), 3170H (Plants and their Ancestors) and/or 3180H (Plants in Action)</p> <p>- Biochemistry courses that are approved are CHEM-BIOL 2300H, (Biochemical Concepts), 3300H (The Essence of Metabolism) and 3310H (Protein Chemistry and Enzymology)</p>
Science - Chemistry	<p>REQUIRED: a) 1 full-year course in introductory chemistry; AND b) 1 half-year course in organic chemistry</p>	<p>- any 100-level or above CHEM courses</p> <p>Examples of Acceptable Related Courses: BIOL 334 (0.5) OR PHAR 100 (0.5); any BCHM course; CHEM 323 (0.5) is considered a biochemistry (BCHM) course</p>	<p>- any Trent CHEM courses</p> <p>a) Introductory chemistry: CHEM 1000H and CHEM 1010H</p> <p>b) Organic chemistry: CHEM 2100H, CHEM 2110H, CHEM 3100, CHEM 4110H, or CHEM 4120H</p> <p>- Note: Only 1 full year (or equivalent) Biochemistry will be accepted: CHEM 2300H, CHEM 3300H, CHEM 3310H, CHEM 4300H, or CHEM 4310H</p>

¹ "Course" means university-level course; Full-year course (i.e. 1.0 credit), or half-year course (i.e. 0.5 credit), or equivalent
Check website for changes and updates - <http://educ.queensu.ca/practicum/concurrent/index.shtml>
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Teaching Subject	Required and Recommended Prerequisites (both universities)	Queen's	Queen's-Trent
Science - Physics	<p>REQUIRED:</p> <p>a) 1 full-year course in introductory Physics, AND</p> <p>b) 1 half-year course in Electricity & Magnetism beyond first-year introductory physics</p>	<p>- any 100-level and above PHYS courses</p> <p>- PHYS 010 is the only 0-level PHYS course accepted</p> <p>Example of Acceptable Related Course: MATH 272 (0.5)</p>	<p>- any Trent PHYS courses</p> <p>- PHYS 1500Y, 1510H, 1520H, 2090Y, and 2510H are NOT acceptable</p> <p>- The following courses are strongly recommended: PHYS 1000Y, 2610H, 2620H, 2700H, 3200Y (Electricity & Magnetism)</p> <p>- PHYS 2250H Electronics is suggested for teaching high school electronics</p>
Computer Studies		<p>- any 100-level or above CISC courses</p> <p>Examples of Acceptable Related Courses: BIOL243 (0.5), MUSC393 (0.5), and MATH272 (0.5), MATH 337(0.5), MATH 401 (0.5), MATH 434 (0.5), and STAT462 (0.5).</p> <p>Examples of Acceptable Related Courses for FIRST TEACHING SUBJECT ONLY: SOCY 234 (0.5) and SOCY 422 (0.5)</p>	<p>- Teacher candidates should take courses for a major from the Computing Systems</p> <p>- Approved Trent courses are: COIS 1020H, 1520H, 2020H, 2240H, 2300H, 2320H, 2620H, 3030H, 3040H, 3050H, 3320H, 3380H, 3400H, 3420H, 3580H, 3600H, 3820H, 4000Y, 4050H, 4100H, 4310H, 4320H, 4350H, 4470H, 4550H, or 4850H</p> <p>- for Teacher candidates who are only considering the minimum 4 full courses (or equivalent), they should work with the Concurrent Office to ensure competency in this teaching subject area</p> <p>- many upper year courses have COIS 1010H and 1020H as the prerequisites</p>
Dramatic Arts	<p>REQUIRED:</p> <p>a) 1 full-year practical studio course (acting or directing); AND</p> <p>b) 1 half-year course in theatre history (which may include some of the following components: a survey of production methods, architecture, performance in western and eastern theatre traditions from early classical eras to the end of the 19th century); AND</p> <p>c) 1 half-year course in technical theater production (which may include some of the following components: stage management, scenery design, costumes, lighting and sound systems).</p>	<p>- any 100-level or above DRAM courses</p> <p>-It is highly recommended that DRAM 210 is taken to fulfill the Theatre History requirement.</p> <p>Examples of Acceptable Related Courses: ENGL 226 (1.0), 227 (0.5), 228 (0.5), 326 (1.0), 345 (1.0) and FREN 305 (0.5), 306 (0.5)</p>	<p>a) 1 full-year (or equivalent) practical studio course (acting or directing): CUST 370; or INDG 3010H, 3030H, 2110Y (counts as a .50 credit in practical studio AND a .50 credit in theatre history see below)</p> <p>b) 1 half-year course in theatre history: CUST 270; ENGL 3123H, 3150Y, 3153H, 3203H, 3304Y/3305H (only counts as a .25 course for teaching subject), 3804Y/3805H, 4150Y/4151H, 4804Y/4805H, or INDG 2110Y (counts as a .50 credit in practical studio AND a .50 credit in theatre history see below), 2010H</p> <p>c) 1 half-year course in technical theatre production: CUST 346 or 375</p> <p>d) CUST 470 counts as a general drama course</p> <p>- students should consider taking CUST 100 as a background course; however it cannot be counted toward your course preparation for a teaching subject</p> <p>- the prerequisite for all upper year English courses is a grade of 60% or higher in ENGL 1000Y or 1005H</p> <p>- requirements may be difficult to complete at Trent</p>

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Teaching Subject	Required and Recommended Prerequisites (both universities)	Queen's	Queen's-Trent
English	<p>REQUIRED: a) 1 full-year course with Canadian content in English literature or poetry; AND b) 1 full-year course in writing; OR 1 full-year course in linguistics; OR one half-year course in writing and one half-year course in linguistics</p> <p>NOTE: Remedial English courses or ESL courses are NOT accepted</p>	<p>- any 100-level or above ENGL courses</p> <p>Examples of courses accepted for Canadian content requirement: ENGL 280 (1.0), ENGL 283 (1.0), ENGL 284 (0.5) ENGL 285 (0.5), ENGL 380 (1.0), ENGL 385 (0.5), ENGL 386 (0.5)</p> <p>Examples of courses accepted for the writing requirement: any WRIT courses (including WRIT 075) and any CWRI courses</p> <p>Examples of courses accepted for the linguistics requirement: any LING courses</p> <p>Note: Up to one full-year Classical Literature course will be counted as English. Approved Classical Literature courses: CLST 101 (0.5 only), CLST100 (1.0), CLST203 (0.5) , CLST205 (0.5), CLST311 (0.5), CLST312 (0.5)</p>	<p>- any Trent ENGL courses</p> <p>a) 1 full-year (or equivalent) course with Canadian content in English literature or poetry: ENGL 2500Y, 2660Y, 3481H (only counts as a .25 course for teaching subject), 3483H (only counts as a .25 course for teaching subject), 3501H, 3503H, 3505H, 3520Y, 3550Y, 4500Y/4501H</p> <p>b) 1 full-year (or equivalent) course in writing or linguistics: ENGL 3100Y, 3850Y, 4850Y, 2480Y; or MODL 101, 1001H/1002H, 201H, 202H</p> <p>Note: Up to one full year Classical Literature course will be counted as English. Approved Classical Literature courses are: AHCL 2300Y, 2350Y, 3350Y</p> <p>- the prerequisite for all upper year English courses is a grade of 60% or higher in ENGL 1000Y or 1005H</p>
French as a Second Language	<p>REQUIRED: a) 1 full-year course with strong overall grammar review at a minimum second year level; AND b) 1 full-year comprehensive literature course; AND c) 1 full-year oral communication course.</p>	<p>- any 100-level and above FREN courses</p> <p>- 200 level courses may require prior preparation. Please check French Studies program guidelines.</p> <p>- All candidates taking French as a teaching subject should contact Dr. Elisabeth Zawisza.</p> <p>a) courses with strong overall grammar review at a minimum second year level: FREN 201 (0.5), FREN 202 (0.5), FREN 221 (1.0), FREN 283 (0.5), FREN 344(0.5), FREN 444 (0.5)</p> <p>b) courses in comprehensive literature course: FREN 212 (1.0), FREN 220 (1.0), FREN 221(1.0), FREN 301(0.5), FREN 305 (0.5), FREN 306 (0.5), FREN 313 (0.5), FREN 323 (0.5), FREN 324 (0.5), FREN 333 (0.5), FREN 351 (0.5)</p> <p>c) oral communication courses: FREN 118 (0.5), FREN 219 (0.5), FREN 320 (0.5)</p>	<p>- any Trent FREN courses</p> <p>a) 1 full-year course with strong overall grammar review at a minimum second year level: FREN 215 or 3150Y</p> <p>b)1 full-year comprehensive literature course: FREN 317, 318, 319, 320, 325 or 383</p> <p>c) 1 full-year oral communication course: FREN 2000Y, 2001H & 2002H or 3000Y (these courses do not count towards French as a Major)</p> <p>- many upper year courses have FREN 110 as the prerequisite</p> <p>- FREN 100, 1001H or 1002H are NOT acceptable</p>

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Teaching Subject	Required and Recommended Prerequisites (both universities)	Queen's	Queen's-Trent
Geography	<p><u>REQUIRED:</u> a) 1 half-year course in Canadian Geography (physical and/or human)</p> <p><u>RECOMMENDED:</u> Courses in Canadian Geography, economic Geography, Geomatics (GIS/GPS), Global Development, AND Ecosystems/Ecozones.</p>	<p>- any 100-level or above GPHY courses</p> <p>- First Teaching Subject: Candidates must have at least 4 full-year courses in GPHY or GISc. Two of which must be GPHY.</p> <p>- Second Teaching Subject: Candidates must have at least 3 full-year courses in GPHY or GISc. Two of which must be GPHY.</p> <p>- GISc courses will count for Geography teaching subject requirements. They are NOT considered related to geography, <u>but you must take the minimum required courses in GPHY stated above.</u></p> <p>a) Canadian Geography: GPHY 101, 102, GPHY223, 225, 226, 227, 228, 229, 250, 300, 304, 323, 325, 327, 328*, 331, 334, 337, 338, 351, 352, 364</p> <p><u>Examples of Acceptable Related Courses:</u> Any GEOL, IDIS 302 (0.5), ENSC315 (0.5), BIOL 111 (0.5)</p> <p><u>Recommended Courses:</u></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>*check Arts and Science Calendar for course weights. Most GPHY courses are half-year courses</p>	<p>- any Trent GEOG courses</p> <p>a) GEOG 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 full-year Geology course is acceptable (GEOG 2400Y)</p> <p>- Recommended courses include: Economic Geography GEOG 2960H or 3800H, Geomatics GEOG 2090H, 3010H or 4450H, and Global Development GEOG 1030H</p> <p>- A maximum of 2 full-year (or equivalent) Geomatics courses can be counted towards the First Teaching Subject.</p> <p>- A maximum of 1 full-year (or equivalent) Geomatics courses can be counted towards the Second Teaching Subject.</p>

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Teaching Subject	Required and Recommended Prerequisites (both universities)	Queen's	Queen's-Trent
History	<p>REQUIRED:</p> <p>a) 1 full-year (or equivalent) survey course in Canadian History</p> <p>RECOMMENDED:</p> <p>Two or more of the following full-year courses central to the History program taught in Ontario high schools: Modern European History, American History, Ancient & Medieval History, and World Politics.</p>	<p>- any 100-level or above HIST courses</p> <p>-1 full-year (or equivalent) Survey course in CDN History. See following list. NOTE: In the following list, all course weights indicate the Canadian History content in each HIST course as evaluated by the Education Registrar for the Canadian History teaching subject requirements. Candidates must follow the Canadian content evaluation for the courses in this list in order to fulfill the Canadian History teaching subject requirement.</p> <p>HIST 124 (1.0), 215 (1.0), 312 (1.0), delete from here and note the credit change below-324 (1.0) 256 (0.25), 258 (0.25), 259 (0.25), 260(1.0), 261 (0.5), 262(0.25), 263(1.0), 265(0.25), 269(0.5), 270 (0.5), 271(0.5), 278 (1.0), 279 (1.0), 280 (0.5), 324(0.5), 340 (1.0), 347 (0.25), 350 (0.5) (up to 1759), 359 (0.5), 415 (0.5), 416 (1.0), 425 (1.0), 428 (1.0), 431 (0.5), 432 (1.0), 433 (0.5), 434 (1.0), 437 (0.5), 443 (0.5), 458 (1.0), 467 (0.5), 473 (1.0), 645 (0.5), CNDS 200 (1.0), THEO 645 (0.5), DEVES 100 (0.5)</p> <p>Examples of Acceptable Related Courses:</p> <p>CLST 100 (1.0), 101(1.0), 129 (1.0), 200 (0.5), 201(0.5), 206 (0.5), 207 (0.5), 208 (0.5), 303 (0.5), 304 (0.5), 305 (0.5), 306 (0.5), 321 (0.5), 330 (0.5), 331 (0.5), 340 (0.5), 341 (0.5), 404 (0.5), 405 (0.5), 408 (1.0); CNDS 200 (0.5), IDIS 304 (0.5), MUSC 102 (0.5), 171 (0.5), 203 (0.5), 204 (0.5), 388 (0.5), POLS 110 (1.0), SOCY 122 (1.0), THEO 645 (0.5), WMNS 211 (0.5), ARTH 213 (1.0), DEVS 100 (1.0),</p>	<p>- any Trent HIST courses</p> <p>a) any full-year (or equivalent) HIST courses cross listed with CAST or INDG have significant Canadian content</p> <p>Acceptable Related Courses:</p> <p>AHCL 205H, AHCL 3070H (207H), AHCL 305, AHCL 3120H (312H), AHCL 313, AHCL 315, AHCL 310H (410), AHCL 420, AHCL 3070H, AHCL 3120H, AHCL 3100H, AHCL 4002H, AHCL 4003H</p>

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Teaching Subject	Required and Recommended Prerequisites (both universities)	Queen's	Queen's-Trent
Mathematics	<p>RECOMMENDED: Courses beyond those in the core Calculus/analysis stream.</p> <p>NOTE: Candidates who took courses in departments other than mathematics and statistics and wish to have these courses accepted for Math teaching subject requirements as a related course must submit their written request and calendar descriptions to their respective Concurrent Education Office PRIOR to taking the course.</p> <p>A related course may be considered (up to a maximum of 1 full-year course) if the course is listed as an EXCLUSION of a MATH or statistics course; in these cases, calendar descriptions listing the exclusion must be provided.</p>	<p>- any 100-level and above MATH or STAT courses</p> <p>- MATH 010 is the only 0-level course MATH course accepted</p> <p>Examples of Acceptable Related Courses:</p> <p>- BIOM 300 (0.5), CISC 203 (0.5), 204 (0.5), PHYS 312 (0.5), 313 (0.5)</p> <p>- Applied statistics courses from other disciplines, such as psychology, may be acceptable as a related STAT course. For example, BIOM (0.5), ECON 250 (0.5), ECON 351 (0.5), SOCY 211 0.5), and PSYC 202 (0.5). These courses are listed as exclusions of STAT courses so they are acceptable as related STAT courses.</p> <p>Recommended: MATH 381(0.5), 382 (0.5), 386 (0.5) and 387(0.5)</p>	<p>- any Trent MATH courses</p> <p>- MATH 2080 is NOT acceptable</p> <p>- Applied statistics courses from other disciplines, such as psychology, may be acceptable as a related MATH course. For example, PSYC 2016H, 2017H and SOCI 316H are accepted.</p>
Music (Instrumental OR Vocal) (Queen's only)	<p>REQUIRED: A minimum of 1 full-year university course in each of the following 4 areas of music study:</p> <p>a) music theory; AND</p> <p>b) music history (may include musicology, ethnomusicology and/or popular music); AND</p> <p>c) applied music; AND</p> <p>d) music education (may include courses in second instruments, conducting, music education methods and/or music technology).</p> <p>NOTE: Applicants may NOT select both Music-Instrumental and Music-Vocal as teaching subjects.</p>	<p>- any 100-level or above MUSC courses</p> <p>a) 1.0 in music theory = MUSC 191 (1.0) or MUSC 153 (1.0)</p> <p>b) 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*</p> <p>c) 1.0. in applied music = Grade 8 Conservatory Certificate and grade 2 Theory (Rudiments) or higher, OR MUSC 124 (1.0), OR two 0.5 courses from the second instruments = MUSC 180*, 181*, 182*, 183*, 184*, 185*, 187* 188*, 189*</p> <p>d) 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*</p> <p>Note: * = 0.5 credit course</p>	<p>Not offered</p>

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Teaching Subject	Required and Recommended Prerequisites (both universities)	Queen's	Queen's-Trent
Visual Arts	<p><u>REQUIRED:</u></p> <p>a) 2 full-year courses in comprehensive studio practice (including drawing and painting); AND</p> <p>b) 1 full-year survey course in Art History</p> <p><u>RECOMMENDED:</u> Studio practice in printmaking and/or three-dimensional design.</p>	<p><u>Required Courses:</u></p> <p>a) ARTF 100 (1.0); AND</p> <p>b) ARTF 105 (1.0) OR *ARTF 106 (1.0); AND</p> <p>c) ARTH 120.</p> <p><u>Additional Studio Practice Recommended Course:</u></p> <p>-ARTF 110 (1.0), ARTF 260 (0.5), and ARTF 265 (1.0)</p> <p><i>Note: The studio courses (ARTF) are usually offered in the spring-summer sessions. See the Faculty of Arts and Science Calendar for further course information.</i></p>	<p>a) CUST 211 counts as 1 full-year (or equivalent) course in comprehensive studio practice in drawing; AND Teacher Candidates must obtain 1 full-year (or equivalent) course in comprehensive studio practice in painting at another university (see section 4 h above for instructions on course approval).</p> <p>b) 1 full-year (or equivalent) survey course in Art History: CUST 216, 315; ANTH 2530Y, 3510Y; or AHCL 2200Y</p> <p>Recommended comprehensive studio courses: CUST 217, 311</p> <p>- students should consider taking CUST 100 as a background prerequisite course; however it cannot be counted toward your course preparation for a teaching subject</p> <p>- requirements may be difficult to complete at Trent</p>

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

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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. 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. In the fourth year (and fifth year - if required) Teacher Candidates complete a questionnaire, indicating their intent to enter into their final Education year in the fall.

All practicum placements for final year Queen's and Queen's-Trent Concurrent Teacher Candidates will be made through the Practicum Office at Duncan McArthur Hall, Faculty of Education. **Under no circumstances will Teacher Candidates be allowed to make their own arrangements for final year Education Practicum placements.**

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 extended practicum. Candidates are asked to identify the secondary from which they graduated (if in Ontario), to avoid conflict of interest. Each Teacher 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.** Teacher 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. Teacher Candidates are not guaranteed a placement in any of the four choices. Teacher 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 block one)
November -	Faculty of Education (coursework)
November/ - December	Associate School (practicum block two)
January/ - February	Faculty of Education (coursework)
February/ - March	Associate School (practicum block three)
March/ - April	Alternative Practicum (three weeks)
April -	Faculty of Education (coursework)

Each May, finalized Sessional Dates (coursework and practicum dates) for the upcoming final year of Education are posted on the Queen's Faculty of Education website (under the heading Dates and Deadlines). Queen's Faculty of Education website: <http://educ.queensu.ca>

Housing

During their time at the Faculty of Education, Teacher Candidates are responsible for their own housing. Teacher Candidates, whose 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. Information on housing during the fall and winter terms is provided at the following link: <http://educ.queensu.ca/bachelor/helpwithhousing.shtml>

Teacher Candidates, whose fall term teaching practicum is away from Kingston, require a place to stay in Kingston during all on-campus weeks for BEd classes at the Faculty of Education (approximately 15 weeks in total).

An 'Accommodation Billet Board' <http://educ.queensu.ca/services/billet/index.shtml> lists short-term residential room rentals available in Kingston for final year Education students.

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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>

Future Planning

First, keep in mind that the grades you receive and the courses you choose during your undergraduate degree can and do have an influence on your future earnings and professional development as a teacher. Please keep in mind, that you must also complete the course requirements for your undergraduate degree.

1. *Salary Categories:* In Ontario, teachers with positions in publicly-funded schools are placed within salary categories, which partly determine how much they are paid. Salary categories are determined by either the Ontario Secondary School Teachers' Federation OSSTF (if you teach in a public secondary school) or by the Qualifications Evaluation Council of Ontario QECO (if you teach in a public elementary school, a Catholic elementary, or a Catholic secondary school). The actual salary paid is based on two factors: the salary category and years of experience. The highest salary categories are not readily available to teachers with 3-year undergraduate degrees. For this reason, a 20-course honours degree is an advantage for salary and advancement.
2. *Salary Advancement:* In some circumstances, undergraduate grades and course selection influence salary category placement. There are different routes to reach the highest salary for both elementary and secondary teachers, the most common being taking the Honour Specialist course through Continuing Teacher Education programs at Ontario faculties of education. Entry into an 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.

The above is a simplification of a complex salary category system. **The only authorities on salary category placements are the organizations themselves. For more detailed information about salary categories in Ontario contact:**

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

3. *Additional Certification and Qualifications:* When candidates complete our program, they initially become certified in two teaching divisions (either P/J or I/S). You can receive certification in a third teaching division once you have: a) received your BEd, b) registered as a teacher with the Ontario College of Teachers, and c), after completing an additional course at an Ontario faculty of education (not necessarily the same faculty where you received your BEd). These courses are known as Additional Basic Qualification courses (ABQs). It is possible, ultimately, to be certified in all four divisions (P/J/I/S).

Intermediate-Senior (I/S) Teacher Candidates can complete ABQs in either the Primary or Junior division. No specific undergraduate prerequisites are needed for additional certification in these two divisions. Primary-Junior (P/J) Teacher Candidates can take ABQs in either the Intermediate or Senior division, but these courses are in specific teaching subjects. To be admitted into an Intermediate ABQ, Teacher Candidates require a minimum of 3 full-year university courses in a subject that is taught in Ontario schools. To be admitted into a Senior ABQ, Teacher Candidates require a minimum of 5 full-year university courses in a subject that is taught in Ontario schools.

At some point, some Teacher Candidates may wish to become a school Principal or Superintendent; this requires taking specific courses. To be admitted to this program, teachers require 5 years of successful teaching experience; qualifications in three teaching divisions, one of which must be the Intermediate division; and a Master's degree OR two specialists ABQs (or ½ a Master's degree and 1 specialist ABQ).

For additional information on additional teacher qualification courses and requirements visit the Queen's Continuing Teacher Education website at <http://www.coursesforteachers.ca>. Teacher Candidates may also wish to research additional teacher qualifications (AQ and ABQ) course offerings (ie. Special Education Part I, ABQ Primary) and course requirements at other institutions that offer additional teacher qualifications.

4. *Graduate Studies:* Grades can also matter for admission to Master's programs. If you are considering pursuing graduate work, please carefully research the course prerequisites and the academic average needed for admission to specific programs.
5. *Federation web site:* www.otffeo.on.ca

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