REGULATIONS AND POLICIES

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

Concurrent Education (Years 1-4)

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

Continuation in the Concurrent Education Program (Academic Standing)
Registration in Education courses in subsequent years is contingent upon:

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

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

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

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

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

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

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

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

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

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

Candidates must complete EXLR 110 Experiences in Education Year 1 (Concurrent Year 1) (PJIS) in their first year and cannot request a deferral for Year 1 Experience in Schools placement. Deferral of the Experiences in Schools placements is not recommended in order to keep candidates on-track in their program. Teacher Candidates must request in writing to the Practicum Office (Queen's) or the Concurrent Office (Queen's-Trent) reasons for requesting a deferral of a second or third year PRAC course. Teacher Candidates must first be registered in the PRAC course in order to request a deferral. If the request to defer a PRAC course is approved, the candidate will be dropped from the PRAC course and will be re-registered in the course the following year. Successful completion in current PRAC course is a prerequisite for any subsequent PRAC course.

Request for Leave of Absence

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

Selecting Teaching Division

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

Year Abroad/Study Abroad Options

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

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

Teacher Candidates:

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

Withdrawal

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

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

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

Concurrent and Consecutive Education

Academic Accommodations for Students with Disabilities

Queen’s University is committed to fostering a welcoming culture that facilitates the inclusion and integration of students with disabilities into the university community. Please refer to the Academic Accommodations for Students with Disabilities Policy (https://www.queensu.ca/secretariat/academic-accommodations-students-disabilities/) and Academic Accommodations for Students with Disabilities Procedure (https://www.queensu.ca/secretariat/academic-accommodations-students-disabilities-procedure/).

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

Academic Integrity Policies and Procedures

Academic Integrity Policies and Procedures in the Faculty of Education (the Faculty) are consistent with the Queen's University Academic Integrity Policies and Procedures (QUAIP), approved on October 2021, which can be found in full on the Queens’ Secretariat website (https://
Definitions – Administrative Responsibilities for Academic Integrity

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

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

Core Values and Departures from Academic Integrity

**Core Values**

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

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

**2.2 Departures from Academic Integrity**

As outlined in “Integrity in Action: The Core Values” (section 2.1), the six fundamental values of honesty, trust, fairness, respect, responsibility, and courage support the entire educational experience of the University. Adhering to these values in all academic work ensures the value of the degree, the integrity of the institution and the integrity of individual achievement. Contravening any of these values compromises the integrity of the student’s experience in completing academic work, working with peers, and interacting with instructors.

Some examples of specific conduct and actions that may constitute departures from academic integrity are listed below. The list is not exhaustive, as other conduct and actions may also be found to be departures (QUAIP section 2.2 (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/))

“Conduct” may include any actions or oral or written statements that may give rise to concerns about a possible departure from academic integrity or taking steps in furtherance of a plan to engage in a departure from academic integrity.

“Work” may include essays, papers, assignments, journal entries, tests, examinations, laboratory reports or results, or any other product of academic work.

**2.2.1 DEPARTURE FROM THE CORE VALUES OF ACADEMIC INTEGRITY**
In addition to the specific types of departures from academic integrity listed below, “Departure from the Core Values of Academic Integrity” encompasses a range of conduct and infractions. Any acts that deviate from the core values of academic integrity (section 2.1) that do not fall under the specific categories listed below may be categorized under this broader heading.

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

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

2.2.2. PLAGIARISM

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

Examples: copying or using quotations or paraphrasing material from a print or other source, including the internet and output from artificial intelligence, without proper acknowledgement; copying another student's work; submitting the same piece of work in more than one course without permission.

2.2.3. UNAUTHORIZED CONTENT GENERATION

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

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

2.2.4. CONTRACT CHEATING

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

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

2.2.5. USE OF UNAUTHORIZED MATERIALS

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

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

2.2.6. DECEPTION

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

Examples: creating or causing to be created and/or submitting any falsified official academic document, including a transcript; altering any official academic documents, including transcripts; creating and/or submitting any falsified medical note; altering any information on documentation provided by a third party (such as a date); impersonating someone in a test or examination or allowing someone to impersonate you; fabricating or falsifying laboratory or research data; using another person's credentials or representing yourself as having credentials that are not rightfully yours.

2.2.7. FACILITATION

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

2.2.8. UNAUTHORIZED USE OF INTELLECTUAL PROPERTY

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

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

2.2.9. UNAUTHORIZED COLLABORATION

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

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

2.2.10. FAILURE TO ABIDE BY ACADEMIC RULES

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

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

Guidance for instructors

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

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

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

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

4. The Notice of Investigation (“NOI”) to the student, from the instructor:
   - After collecting and reviewing the evidence, if the instructor determines that there is sufficient evidence to continue a DFAI investigation, they must complete the “Notice of Investigation” form. This form includes areas to be completed by the instructor regarding the nature of the evidence and investigation. In addition, this form contains important information for the student regarding possible sanctions, the student's right to meet with the instructor or provide a written response, the right to have a support person present at a meeting, and resources available to the student.
• The instructor will email a password-protected copy of the completed NOI form to the student at their Queen's email address, also attaching all evidence relevant to the investigation.

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

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

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

• If that decision is NO, then the instructor sends a “Dismissal of Investigation” form to inform the student and the AIA administrator, advising that the investigation has been dismissed. No student-identifying information should be contained on the Dismissal Form sent to the AIA, and all other documents related to the case will be destroyed.

• If the decision is YES, then the instructor must complete a “Finding of Departure from Academic Integrity” form (the “Finding” form).

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

• Level I – no previous DFAI cases exist for the student, and the DFAI is considered “minor”. The Instructor will then choose from the range of remedy/sanctions listed on the NOI form. This remedy/sanction will be included on the Finding form.

• Level II – a record of a previous DFAI exists for the student, OR the DFAI is considered “major”.
  • In the case of a Level II DFAI because of a prior DFAI, the case is referred to the Faculty Academic Integrity Lead for an appropriate remedy/sanction (NOTE: the instructor’s decision on the finding is NOT reviewed by the Academic Integrity Lead; ONLY the remedy/sanction is considered).
  • In the case of a first time DFAI that is considered “major” the instructor will impose the sanction unless they think that the departure is significantly serious that a sanction that only the Faculty Academic Integrity Lead may assign is warranted.

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

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

Referral of the case to the Faculty Academic Integrity Lead

1. The instructor must refer the case to the Academic Integrity Lead to decide the remedy or sanction, if:
   • There is a record of a previous finding of a departure from academic integrity on file in the Faculty Office; or
   • after the instructor considers all the factors above in assessing the gravity of the departure, they believe that a more serious sanction than those that may be imposed by an instructor (see section 3.4.2) is warranted; or
   • the student's home Faculty is different from the Faculty in which the course is offered (see QUAIP section 5 (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/)

2. When a case is referred by the instructor for a sanction/remedy decision, the role of the Academic Integrity Lead is to review and consider the factors of the case only as they relate to the decision of an appropriate remedy or sanction. The Faculty Academic Integrity Lead must not re-consider the instructor’s decision on the finding of the departure.

3. When referring a case, the instructor shall indicate on the “Finding” form that the case is being referred to the Faculty for the assignment of an appropriate remedy or sanction and email a password-protected copy of the “Finding” form to the student at their Queen's email address (QUAIP section 3.4 (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/)).
4. An instructor can also refer the case to the Academic Integrity Lead when they are unable to investigate and/or decide the finding, and in complex cases. In such cases the Academic Integrity Lead will conduct the investigation, in accordance with the procedures outlined in section 3.1 above.

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

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

1. A student may appeal a finding that a DFAI has occurred, or the remedy/sanction imposed, or both. The DFAI appeal process is summarized below; further details are provided in QUAIP section 4.0 (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/).

2. Grounds for an appeal are limited to the following (details in QUAIP section 4.1 (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/)):
   a. The decision-maker failed to act in accordance with the rules of procedural fairness.
   b. The decision-maker acted without, or exceeded their, jurisdiction.

3. Students wishing to submit an appeal must do so within 10 business days of receiving the “Finding” form from the instructor or within 10 business days of receiving the remedy/sanction decision from the Academic Integrity Lead. In cases where the decision on remedy/sanction was referred to the Academic Integrity Lead, the student cannot submit an appeal until after the sanction decision has been issued.

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

Appeal decision-makers:

1. If the Instructor or their delegate was the original decision-maker for both the DFAI Finding and remedy/sanction the first level of appeal is to the AI Lead.

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

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

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

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not change their decision and the student's appeal can proceed.

2. **If the appeal does not contain new, permitted evidence:** the instructor is provided with the Appeal submission and has an opportunity to comment.
   - If the instructor responds, then a student is provided time to review and reply to the instructor's comments.
   - If the instructor does not respond within 10 days, the appeal decision-maker proceeds with the appeal.

3. **Next,** a meeting with the instructor, student and appeal decision-maker is normally convened. The meeting is scheduled by the AIA. Both instructor and student may have a support person present at the meeting and must inform the AIA if they intend to do so, identifying who their support person will be.

The Appeal Decision (QUAIP section 4.3) (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/)
The appeal decision-maker, after reviewing all evidence, can act as follows:
- If the **Finding of a DFAI** is being appealed: maintain or overturn the finding;
- If the remedy/sanction is being appealed: maintain or modify the remedy/sanction

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

**Second level of Appeal** (QUAIP sections 4.4 through 4.6 (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/))
1. If the first level of appeal was to the Academic Integrity Lead, the second level of appeal is noted below, according to the appropriate program. A student must submit this second level appeal to the AIA within 10 days of receiving the first level Appeal Decision. The AIA will forward the student's appeal, where appropriate.
   - **Teacher Education** – the Faculty Academic Integrity Appeal Panel
   - **Graduate Studies** – follow School of Graduate Studies (https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/) Academic Integrity Policy
   - **Continuing Teacher Education** – there is no further appeal
   - **Professional Studies** – there is no further appeal
   - **Queen's School of English (QSoE):**
     - Qbridge program – the Associate Dean, Teacher Education, then to the Faculty Academic Integrity Appeal Panel
     - Other QSoE programs – there is no further appeal

2. The process for the second level appeal will then follow the process in 4.1-4.3 above.

3. If the first level of appeal was to the Associate Dean, Teacher Education, the second level of appeal is to the Academic Integrity Appeal Panel.

4. If the first level of appeal was to the Faculty AI Appeal Panel, the second level of appeal is to the University Student Appeal Board (USAB).

5. In a second level appeal the student may appeal the Finding that a DFAI occurred, or the remedy/sanction imposed, or both.

6. Whether the Faculty Academic Integrity Appeal Panel decided a student's appeal as a first level or second level appeal, this Panel is the final appeal decision-maker within the Faculty for Teacher Education and QSoE (Qbridge only). Appeals from a Faculty Academic Integrity Appeal Panel decision are always to USAB.

7. Appeals to USAB must be submitted within two weeks after the Faculty Academic Integrity Panel decision was emailed to the student. See Student Academic Appeals Policy (https://www.queensu.ca/secretariat/policies/senate/student-academic-appeals-policy/).

**Special Cases**

1. **Cross-Faculty Jurisdiction:** If a student is enrolled in a course that is offered by a Queen's Faculty/School (the “course Faculty”) that is not the same as the Queen's Faculty/school in which the student is registered (the “home Faculty”) then the procedures to be followed are outlined in QUAIP section 5 (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/).

2. **Students registered in other Post-secondary institutions or in Collaborative programs:** This includes students at Queen's on exchange, visiting students taking Queen's courses under a Letter of Permission, and students registered in collaborative degree programs offered jointly by Queen's and another post-secondary institution. The procedures to be followed for these
students are outlined in QUAIP sections 3.6.1 and 3.6.2 (https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools/).

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

### Record Keeping

**Record Keeping**

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

1. **Records of DFAI Investigations that Resulted in a Dismissal:** If a “Dismissal” decision is made, then, after forwarding the Dismissal form to the student, an instructor must subsequently forward it to the AIA, for reporting purposes. All other documents related to the case will be destroyed.

2. **Records of DFAI Investigations that Resulted in a DFAI Finding:** Official records are kept of each investigation that concludes with a Finding of a DFAI. Where these records are kept, and for how long, depends on whether the DFAI was found to be a Level I or a Level II, as follows:
   - **Level I:** The documentation related to a Level I investigation is NOT added to the Faculty Official file for the student. However, this documentation is included in a separate file in the Faculty Office, which is maintained solely for the purpose of Academic Integrity record keeping. These records are destroyed upon the student's graduation.
   - **Level II:** The relevant documents are added to the Faculty Official File for the student. These records are destroyed 10 years after the student's graduation.

3. Records of Academic Integrity investigations are not kept by the instructor, or in any files maintained by the Faculty except as noted above.

### Forms

- **DFAI – Notice of Investigation (for instructors)** (https://engineering.queensu.ca/about/policies-and-governance/_files/1 NOI_Protected.docx)
- **DFAI – Finding of Departure from Academic Integrity (for instructors)** (https://engineering.queensu.ca/about/policies-and-governance/_files/3 DFAIProtected.docx)
- **DFAI – Sanction of a Referred Departure from Academic Integrity (for Academic Integrity Leads)** (https://engineering.queensu.ca/about/policies-and-governance/_files/4 ReferralForSanctioning_Protected.docx)
- **DFAI – Appeal of a Finding of a Departure from Academic Integrity (for students)** (https://engineering.queensu.ca/about/policies-and-governance/_files/5 AppealForm_Protected.docx)

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

### Departure from Academic Integrity Investigation Process

(https://smithengineering.queensu.ca/about/policies-and-governance/_files/Aug2023-DFAI-Flowchart.png)

### Acceptable Use of Information Technology Resources

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

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

### Access and Privacy

Queen's University collects, maintains, uses, and discloses student personal information in accordance with the Ontario Freedom of Information and Protection of Privacy Act. As secondary custodians of student personal information, faculties, schools and departments should be
Teacher Candidates in the Queen's B.Ed./Dip.Ed. program will have their Queen's email address distributed to school administration and other persons directly involved in any of their practicum placements.

Admissions

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

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

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

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

Selection of applications is based on:

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

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

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

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

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

Equity Admission
For a designated number of places in the B.Ed./Dip.Ed. program, preference is given to members of Indigenous/First Nations groups, visible racial minorities and differently-abled groups currently underrepresented within the teaching profession. Equity applicants are automatically considered for admission under regular admission procedures as well.

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

- Equity Admission Form (https://queensu.qualtrics.com/jfe/form/SV_2nQJ5XLCzcDB1ml/)

**English Language Requirement**

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

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

- **Or** candidates must have achieved the required level of proficiency on one of the three tests of English language listed below.

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

1. The Test of English as a Foreign Language Internet-based (TOEFL iBT) (http://www.ets.org/toefl/). The TOEFL iBT test code number 8573 must be used to ensure that the results are forwarded directly to the Faculty of Education. Required test scores: Minimum 24 on the Reading component, 23 on the Listening, 28 on each of the Writing and Speaking components, with a minimum 103 overall.

2. The International English Language Testing System (IELTS) (http://www.ielts.org/). Request the Academic test. Required test scores: minimum 6.5 on both the Reading and Listening components, and a minimum of 7.0 on the Writing and Speaking components, with a minimum 7.0 overall.

3. Canadian Academic English Language Assessment (CAEL) (http://www.cael.ca/). Select “Test Takers” from the top bar menu to access information, including test locations and dates. Required test score: Minimum 70 in all 4 categories and minimum 70 overall.

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

**International Document Requirements**

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

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

**Attendance, Course Work and Conduct**

Students must be registered in a course(s) to be eligible to attend or otherwise participate in lectures, tutorials, assignments, tests, and examinations associated with the course(s). Student conduct in lectures, laboratories, tutorials, tests and examinations must conform to the University's Code of Conduct (https://www.queensu.ca/secretariat/sites/uslcwww/files/uploaded_files/policies/board/StudentCodeOfConduct.pdf).

**Attendance Policy for Teacher Candidates in Consecutive or Concurrent Education: Final Year / Year 5 of the Bachelor of Education and Diploma in Education Programs**

**1.0 Background:**

The Bachelor of Education (BEd) and Diploma in Education (DEd) Programs lead to a professional degree or diploma and a recommendation to the Ontario College of Teachers (OCT) for certification to teach in Ontario schools. Part of these requirements includes consistent attendance in all courses. Attendance in the BEd and DEd programs is highly participatory, as such is one of the keys to success of the growth of a teacher candidate that includes gaining invaluable insight on topics related to teaching and learning by being immersed in the environment and discussions.
That is, one simply cannot read and “glean information” from slide presentations to fully understand the nuances and complexities of the class lesson/topics. As such, attendance is vital to a teacher candidate's success as an educator.

As associate members of the Ontario Teachers' Federation (OTF) teacher candidates are also reminded that “their first duty [is] the effective education of [their] pupils and the maintenance of a high degree of professional competence in [their] teaching” and their roles are to “endeavor to develop in [their] pupils an appreciation of standards of excellence.” In order to achieve these two goals, this requires regular attendance in both their courses and in their workplace settings. Further, teacher candidates are also encouraged to consider their roles as teachers in the program and how continued absences may impact their future students' learning. Since our professional program in Teacher Education is accredited by the OCT as a face-to-face / in-person program, irregular attendance may prevent the program administrators from making a recommendation of any candidate with attendance issues for certification to teach. The reason for this is clear: how else are curriculum, pedagogical and instructional strategies, teaching context knowledge meant to be relayed to candidates if there is non-attendance in the course-work components of the program? Given the structure of our program, achieving the required course credits for the BEd degree or DEd diploma, and receiving a recommendation for certification to the OCT is not met through the completion of academic assignments alone.

2.0 Definitions:

2.1 Excused absence: In general, an excused absence is one associated with illness, bereavement (or other compassionate grounds), university-sanctioned events as outlined in the Academic Consideration for Extenuating Circumstances (https://www.queensu.ca/studentaffairs/supports-resources/academic-consideration-extenuating-circumstances/) or, for religious or cultural observance.

2.2 Religious Observance: These are religious Holy Days requiring suspension of work or school for observance purposes. Queen's references its Multifaith Calendar as per the Multifaith Action Society. An approved list of dates which are recognized for religious observance is available from the Faith and Spiritual Life Office (https://www.queensu.ca/faith-and-spiritual-life/religious-accommodations/multifaith-calendar/).

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

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

4.0 Policy:

4.1 General premise for monitoring and review of teacher candidate attendance: The effort to instill a deeper understanding about the significance of regular attendance the policy is guided by the concept of compassion with boundaries. It is understood that teacher candidates are transitioning from the role of post-secondary student to apprenticing professional. As a result, the Faculty of Education commits to supporting teacher candidates in this transition through its policies. Should teacher candidates require additional resources and/or supports, they should reach out to their instructors and/or the services offered by the Faculty of Education and/or Queen's, some of which are listed below:

- Student Wellness (https://www.queensu.ca/studentwellness/) provides information and access to supports available
- Student Affairs (https://www.queensu.ca/studentaffairs/resources/students/#wellness) providing links to services and community support
- Faculty of Education Counsellors (https://educ.queensu.ca/counsellor/), one-to-one counselling sessions and other supports
- After hours and 24/7 Support (https://www.queensu.ca/studentwellness/get-help-now/)

4.2 Teacher candidates will be in attendance for all aspects of their academic program, except in cases of absences due to unavoidable cause: Full and punctual attendance at all lectures, laboratories, seminars and other scheduled components of the academic program is a requirement unless absence is unavoidably caused by illness, religious or cultural observance, compassionate reasons or the teacher candidate has received prior permission to be absent from the Associate Dean of Teacher Education (or
4.3 Teacher candidates shall inform their Instructors of their absence at the earliest possible opportunity and document their absences: One of the normative practices in the teaching profession is to alert colleagues and supervisors as soon as possible about absences so that a conversation can follow about what adjustments or contingencies need to be introduced to address the teacher's duties and responsibilities for the day. Should a teacher candidate be absent, for any reason, they shall:

(a) inform their instructor at the earliest possible opportunity about the reason for the absence and the duration, AND;

(b) if applicable, complete the required form issued by the university to document their absence. Specifically:

- Self-Declaration of Brief Absence (up to 48 hours). (https://www.queensu.ca/studentwellness/forms/)
- A Request for Academic Consideration for Extenuating Circumstances (https://www.queensu.ca/studentwellness/forms/)
- Additional documentation relating to the absence(s) may be requested by the Program Administration, in accordance with the University's current policies and practices (https://www.queensu.ca/studentwellness/sites/swwwww/files/uploaded_files/Verification%20of%20EC%20-%20Dec%202022.pdf).

4.4 Documentation of Absences and Attendance Review Meetings:

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

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

<table>
<thead>
<tr>
<th>Course Duration</th>
<th>Course Examples</th>
<th>Ceiling (Equivalent Classes) for unexcused absences and an Attendance Review Meeting with the program's administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Hours (6 classes)</td>
<td>FOUN 102</td>
<td>FOUN 102</td>
</tr>
<tr>
<td>18 hours (9 classes)</td>
<td>PROF 508, PROF 507</td>
<td>2 classes</td>
</tr>
</tbody>
</table>

36 hours (18 classes) CURR 361, CURR 617

4.5 Withdrawals or deferrals from the program:
Teacher candidates who accumulate absences beyond the prescribed “ceiling” or who demonstrate a pattern of irregular attendance during any program block will be required to meet with the Associate Dean of Teacher Education (or designate). Program administration may choose to initiate procedures to withdraw a student from the program where absences (excused or unexcused) exceed the ceiling of the stated days-per-course.

Where there is documented evidence of unavoidable cause related to the teacher candidate's absence, the teacher candidate may be offered the option of deferral (for medical reasons or, on compassionate grounds) from the program or, the opportunity to withdraw from the program, subject to the approval of the Associate Dean of Teacher Education.

4.6 Absences related to Job Interviews OR School / School District Orientation Sessions for a Teaching Position (Summer 2 teacher candidates): Job interviews, including those for teaching positions, are not normally excusable absences. However, teacher candidates in good standing - that is, candidates who regularly attend classes and have not accumulated the ceiling for absences in any course - will be allowed to miss up to one class in their final term of the BEd/DEd Program to participate in a teaching job interview or Board-Sponsored Orientation session. Teacher candidates who believe they qualify for this consideration are to complete A Request for Academic Consideration for Extenuating Circumstances form and send it to the attention of their professor(s) and the Executive Program Director of Teacher Education.

4.7 Absences during the Final Term of the BEd/DEd Program (Summer 2 teacher candidates): Teacher candidates are expected to complete their program commitments in its entirety. Any requests to be absent from the final week(s) of the final academic term are regarded as a request for early exit from the program. As such, instructors are required to direct teacher candidate requests to the Associate Dean of Teacher Education or to the Executive Program Director of Teacher Education.

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

5.0 References:

Accreditation of Teacher Education Programs. O. Reg 347/02. (https://www.ontario.ca/laws/regulation/020347/v9/)

Ontario College of Teachers. (2016). Professional learning framework for the teaching profession. Toronto, ON: Author


Addendum - Teacher Candidate Attendance in Multi - Session Programs (TEMS / ITEP / FSLM):

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

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

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

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

1.1 Attendance components:

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

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

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

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

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

2.1 Definitions related to excused and unexcused absences, expectations for providing notice of absences and documentation to support the communication of absences are available to teacher candidates in Sections 2.0, 4.1, 4.2, and 4.3 of the Faculty of Education's Policy for Attendance, Course Work and Conduct.

2.2 Inclement Weather and Multi-Session Program Attendance:

2.2.1 Overview:

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

2.2.2 Absence due to Inclement Weather:

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

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

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

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

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

#### 2.3.1 Course Absences:

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

As noted in the [Faculty of Education's Policy for Attendance](https://www.queensu.ca/academic-calendar/education/regulations-policies/), each course has been designated a "ceiling" for absences that result in a mandatory referral of teacher candidates to the program's administration (Executive Program Director and/or the Associate Dean of Teacher Education), for an attendance review meeting.

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

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

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

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

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

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

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

### Code of Conduct

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

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

1. a violation of published rules and regulations of the University or of any authorized rule-making body within the University;
2. failure to comply with the directions of officials of the University acting within the scope of their authority;
3. theft, vandalism, and wilful or negligent damage to the property of Queen's or of a member of the University community, of the AMS, GSS or of any other University organization;
   a. assault of any nature;
   b. discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation;
4. all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of University documents;
5. a violation of the rights of any member of the University community.

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

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

Deferral Policy - Consecutive and Concurrent Programs

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

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

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

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

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

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

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

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

Grading and Appeals

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

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

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

For Continuing Education Courses only:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Descriptor</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
<td>80-89</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Very Good</td>
<td>77-79</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Unsatisfactory/0-76</td>
<td>Failure</td>
</tr>
</tbody>
</table>

CR      Credit
IN      Incomplete

2.2 Additional academic record entries are:
CR      Credit
IN      Incomplete
GD      Grade Deferred
NG      Not Graded
AU      Audit
TR      Transfer Credit

2.3 When a course is made up of two or more components, candidates must pass all components in order to pass the course. Credit (CR): recorded only for those courses or components which the Faculty Board has determined are not to be graded.

2.4 Incomplete (IN): a temporary designation, which is used when, in the judgement of the instructor, a student merits an extension of time for the completion of a course. At the end of the course the instructor will submit an Incomplete Grade Statement (PDF 416 KB) indicating work to be completed and the due date with a copy provided to the student and the Faculty Registrar. Both the instructor and student must sign the Incomplete Grade Statement. Incomplete (IN) is automatically converted to Fail (F) if the student has not successfully completed the course by the time specified or, in any event, at the end of the subsequent academic term (120 days). The BEd/DEd Professional Studies Committee has the authority to make exceptions to these rules where, because of extenuating circumstances, a student has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.

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

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

2.7 Audit (AU): no grade assigned for audited courses. The Faculty Registrar must approve all audited registrations.
2.8 Transfer Credit (TR): no grade assigned for transferred credits. The Faculty Registrar must approve all transfer credits.

3.0 No grade may be changed by administrative fiat.

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

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

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

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

5.0 Appeal of an Academic or Faculty Procedure or Policy

Students have the right to appeal a faculty procedure or policy.

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

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

The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the reconsidered grade being received. The reconsideration will be by two reviewers appointed by the Associate Dean of Teacher Education (or designate); one reviewer will be the original instructor, if possible. The work under question will be reviewed and the student will be informed of the reconsidered grade, normally within 15 working days of receipt of the written appeal.

6.0 Appeal of a Failed Grade (Non-Practicum)

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

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

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

The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the reconsidered grade being received. The reconsideration will be by two reviewers appointed by the Associate Dean of Teacher Education (or designate); one reviewer will be the original instructor, if possible. The work under question will be reviewed and the student will be informed of the reconsidered grade, normally within 15 working days of receipt of the written appeal.

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

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

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

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

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

7.0 Appeal of a Failed Grade (Practicum)

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

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

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

The appeal must be submitted in writing with copies of all relevant documents not later than 15 working days after the reconsidered grade being received. The work under question will be reviewed and the student will be informed of the reconsidered grade, normally within 15 working days of receipt of the written appeal.

7.3 If the student is not satisfied with the decision after the review referred to in 7.2, the next stage of review lies with the BEd/DEd Professional Studies Committee. The student must submit an appeal in writing to the Chair of the BEd/DEd Professional Studies Committee, within 15 working days of receiving the decision (submit to education.appeal@queensu.ca).

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

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

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

A student who has received a grade of Fail (F) in a course, and who wishes to retake the failed course, or to undertake an alternative course in substitution for the one that has been failed, must appeal in writing to the Associate Dean of Teacher Education (or designate) for permission to do so within 15 working days of the grade being received (submit to education.appeal@queensu.ca). The letter of appeal should cite any extenuating circumstances affecting performance in the failed course (with supporting documentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean of Teacher Education (or designate) after consultation with relevant members and/or officers of the Faculty.

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

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

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

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

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

Professional Conduct

Professional Conduct, Professional Ethics, and Practice Teaching
The Bachelor of Education and Diploma in Education programs promote caring and respect for others as central values in the profession of teaching, and inclusivity as a fundamental pedagogical principle. All teacher candidates in the program are expected to develop and demonstrate the attributes and behaviours of a professional teacher, both during course time at the Faculty of Education and in practicum situations. During the course of their practicum placements (including the alternate practicum and the Concurrent program “experiences in schools”) teacher candidates are accountable for their actions in relation to pupils; parents or guardians; teachers; school and school system officials (including Ministry officials; teachers’ professional organizations; and the general public). While participating in course work and activities on Queen's campus, teacher candidates are accountable for their actions in relation to faculty, staff and fellow teacher candidates of the Faculty of Education in particular, and faculty staff and students of Queen's University in general. Teacher candidates who fail to maintain a professional standard in practicum situations may be awarded a failing grade in the practicum regardless of other factors to be considered in the evaluation of practicum performance, and/or may be required to withdraw from the program. While at Queen's, teacher candidates are further governed by such policies as the Queen's University Student Code of Conduct, the Computer Code of Ethics and the Harassment/Discrimination Complaint Policy and Procedure; teacher candidates found to have breached University policies may be subject to such disciplinary and/or remedial measures as outlined in the relevant policy(ies).

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

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

Specifically:

1. As future teachers, graduates of the Faculty of Education's Bachelor of Education and Diploma in Education programs will be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) in schools. In Ontario, teacher candidates are associate members of the Ontario Teachers Federation and subject to its standards of professional ethics during their practicum.

2. The Faculty of Education expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the educational well-being, physical safety, and psychological health of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and members of the public.

3. Teacher candidates who do not meet the on-campus academic requirements of Queen's Faculty of Education may be required to delay the beginning or resumption of a practicum placement. There is no right to begin or resume a practicum placement.

4. The decision to refuse or delay a practicum must be made by the Associate Dean. The teacher candidate must be informed in writing of this decision as well as the remedial steps to enable them to complete course requirements.
A teacher candidate's eligibility to undertake a practicum will be based upon approval by the Associate Dean of Teacher Education. Approval will be based upon the following:

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

Teacher candidates who fail to maintain a professional standard may be awarded a failing grade in the practicum regardless of other factors to be considered in the evaluation of practicum performance, and/or may be required to withdraw from the program. The Associate Dean of Teacher Education (or delegate) makes such decisions after consultation with appropriate persons involved in the case, and after a hearing with the teacher candidate. Teacher candidates may appeal such decisions to the Dean.

**Progression**

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

**Program Time Limits**

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

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

1. For teacher candidates in the Queen's or Queen's-Trent Concurrent Education program, the maximum time limit is six years from the commencement date of the undergraduate Honours degree, to complete both Education AND undergraduate Honours degrees, i.e., if the teacher candidate's program commences in the fall of 2015, the maximum date by which both degrees must be completed is spring 2021.
2. For teacher candidates in the full-time, on-campus B.Ed./Dip.Ed. program, the time limit for successful completion of all program requirements is seven successive academic terms from the commencement date of that program, e.g., if a teacher candidate's program commences in May of 2015, the date by which the program must be completed is August 2017.
3. For teacher candidates in the Technological Education Multi-Session, Primary-Junior French as a Second Language Multi-Session Program, and community-based Indigenous Teacher Education programs, the time limit for successful completion of all program requirements is thirteen successive academic terms from the commencement date of that program, e.g., if a teacher candidate's program commences in May of 2015, then the date by which the program must be completed is August 2019.

**Religious Observance**

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

**Student Debts**

Any student with an overdue debt with the University will not be permitted to register or to receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made by the department(s) concerned. In no case will a diploma be released to a student with an outstanding debt with the University.
Student Names
As the University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data forms required for registration their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition must be accompanied by appropriate supporting documentation. Refer to the Student Names Policy (http://www.queensu.ca/registrar/resources/policies/student-names/) for complete information.

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

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