

QUEEN'S-TRENT CONCURRENT EDUCATION PROGRAM
Completing the Personal Statement of Experience (PSE) for 2012-13

The Queen's-Trent Concurrent Education Program seeks to attract a diverse and intellectually engaged body of students who are committed to service to their community, worthwhile organizations and society. Indeed, the exceptional quality of our students is a defining characteristic of the Program.

We are seeking students who exhibit the following **personal attributes**:

- **Involvement**: participating dynamically in a variety of activities
- **Commitment**: dedicating effort in an ongoing way to a special interest, activity or group
- **Collaboration and Leadership**: taking initiative with a sense of responsibility, and collaboratively working with team members
- **Creativity and Innovation**: demonstrating original and inventive ways of thinking and acting

We want to know all about what makes you unique – your experiences, challenges and accomplishments. To supplement your record of academic achievement, we have created a Personal Statement of Experience (PSE) - a **mandatory document for application to this Program**. If you do not submit the PSE, you will not be considered for an offer of admission. Admission is very competitive and we use the PSE, in conjunction with your academic record, to make admission decisions. The PSE must be submitted by post mail – see instructions below.

If your academic grades place you at or above a minimum academic threshold, you may be selected to receive an offer of admission on the basis of your PSE. The minimum academic threshold and the number of students selected on the basis of the PSE will vary based on the ratio of applicants to available spaces. The unique demand of the Program and the admission circumstances in a given year are also taken into consideration.

The PSE will be evaluated based on:

- style and substance
- content - your individual experiences and accomplishments
- communication – the degree to which you show the link between your experiences and the personal attributes we are seeking
- spelling, grammar and syntax

Please print the PSE cover sheet from the website. Answer the two questions which are given below. Return your Personal Statement of Experience (PSE) by post mail (cover sheet and two typed pages answering the two questions) to the Office of the Registrar, 1600 West Bank Drive, Blackburn Hall, Trent University, Peterborough, ON, K9J 7B8. The deadline for submission of the PSE is **March 1, 2012 (received in the Office of the Registrar). We regret that we cannot accept PSEs after this date. Faxes or email will NOT be accepted.**

Please answer the following 2 questions:

Parts 1. a) and 1. b) to be submitted on one typed page.

1. a) List up to 5 extracurricular activities you have been involved in, including the positions held. Activities are valued equally and may include but are not limited to the arts, athletics, hobbies, volunteerism, and religious, social, farm, and/or household responsibilities.

Details of Activity From [MM/YY] To [MM/YY] # of hours/week # of weeks/year

- 1.
- 2.
- 3.
- 4.
- 5.

1. b) List any full or part-time employment you have had in the last 4 years. Please indicate the approximate number of hours you worked each week and the number of weeks, months or years you held the job.

Brief Job Description From [MM/YY] To [MM/YY] # of hours/week # of weeks/months/year

- 1.
- 2.
- 3.
- 4.
- 5.

2. Select three experiences from the lists in Question 1 and explain what you learned from these experiences that would help make you a good teacher. Use paragraphs and full sentences, remembering that teachers demonstrate excellent written communication skills. Please limit your answer to one typed page.

Think broadly about how your experiences and activities exhibit your attributes. They can take many different forms, ranging from success in athletics, the creative arts or academics, to service to a cultural, social or religious community, work, or family, from the pursuit of social justice to overcoming personal challenges. Your attributes may be displayed at school, at home and/or in your life outside these venues. The [Guide to Completing the Personal Statement of Experience](#) found below provides specific examples of how to effectively describe accomplishments and activities.

Therefore:

- The entire PSE should consist of 3 pages (cover sheet and two typed pages answering the questions), stapled together.
- Your OUAC reference number must be included on all pages of your statement.
- It is your responsibility to ensure that your Queen's-Trent Concurrent Education application is complete.

- The statement must be prepared in your own words without professional assistance.
- The statement must be typed or word-processed, and may be single or double-spaced.
- Do not submit additional information (e.g. letters of reference, certifications) as they will not be considered and will be destroyed.

Please note:

If you have applied to both the Concurrent Education program at Trent and the Concurrent Education program at Queen's, you need to complete a Personal Statement of Experience for both of these programs. Follow their instructions and meet their respective university deadlines.

Equity Admissions: If you are a member of Aboriginal/First Nations Peoples, Visible Racial Minority or Persons with a Disability, you may wish to apply for an equity admission place in the Concurrent Education program. Please complete and return the form by March 1, 2012 deadline. Completion of this form is voluntary. The information will be kept confidential. It will be used only for admission purposes, and will not be used in any way that will adversely affect your application.

Extenuating Circumstances: If there are any factors that clearly demonstrate significant extenuating circumstances, beyond your control, which have affected your academic performance over the past two years, please submit a separate letter along with supporting documentation. This letter is also due by March 1, 2012.

Guide to Completing the Personal Statement of Experience

An integral part of the application process for the Queen's-Trent Concurrent Education Program requires that all applicants complete the Personal Statement of Experience (PSE). The PSE gives you an opportunity to describe your interests and accomplishments, enabling us to learn more about you. Remember that the PSE can be an important part of your application and is used in the selection of our students. We strongly encourage you to take the time necessary to develop a compelling PSE in support of your application.

Keep in mind the purpose of the PSE. There are lots of applications and the PSE allows you to show us how you could make a unique contribution to the Queen's-Trent Concurrent Education Program and increase your chances to be selected as one of our students.

There are no "right" answers. We are looking for students who will benefit from and contribute to the Program and the University communities through attributes demonstrated by their previous accomplishments, activities and experiences.

Proofread your submission. Your PSE is an important document; review it carefully and have others do so as well. Please ensure that you eliminate spelling, grammatical and typing errors. Consider the impact of a poorly written PSE on the person who will be making your admission decision. The impression that you create through your PSE

could affect the outcome of your application. This is your chance to make a good impression!

Question 1 is your opportunity to show the range of experiences you have had. You may list only 5 under extracurricular and 5 under employment. However, employment in the broad sense can include experiences for which you made a regular long term commitment, even if it was one for which you were not paid e.g. co-op placements, coaching, or tutoring. Remember you have one page on which to answer question 1 so make sure to include as much detail as possible.

Question 2 encourages you to describe yourself with respect to the following guidelines:

a) Present yourself and your potential contributions creatively. Many students excel at describing their positive personality characteristics, such as “hard working” or “optimistic,” and listing their skills, for example “I play the piano.” It is important, nevertheless, to show the connections between your activities and your level of accomplishment, between your life experiences and your future goals. Offer some well-considered suggestions that link your attributes and accomplishments to your future as a teacher in the Queen’s-Trent Concurrent Program.

b) Be realistic in your self-assessment. Some students are not accustomed to “boasting” of their accomplishments or placing a value on certain experiences or commitments; you should not sell yourself short, but you do need to be honest about who you are, what you have achieved and what you hope to contribute to the Queen’s-Trent Concurrent Program. You may want to discuss this with other people whose opinions you value.

c) Support the description of your personal attributes with meaningful accounts of accomplishments and activities, being mindful of the effects of different types of descriptions:

- provide specific details when describing your accomplishments and activities;
- use plain terms;
- spell out any acronyms; and,
- summarize a series of accomplishments to enhance your description of their impact.

d) Consider adding your contributions after you describe your accomplishments.

Below are some examples of ways that demonstrate different types of descriptions of accomplishments and activities. They are labeled on the basis of level of accomplishment:

- **‘Insufficient’** indicates ways in which an applicant was engaged in activities without any elaboration
- **‘Better’** indicates an achievement/accomplishment described with details and/or external recognition
- **‘Best’** indicates how an applicant used an achievement/accomplishment to make a contribution to a community or society in general

Insufficient: I played the piano for 6 years.

Better: I played the piano for 6 years and received the Grade 8 Royal Conservatory of Music certificate in June 2007.

Best: I played the piano for 6 years and received the Grade 8 Royal Conservatory of Music certificate in June 2007. I used my piano skills to entertain seniors at the Oshawa Nursing Home weekly from January to October 2007.

Insufficient: I held the position of Vice President, RDHS.

Better: I was elected Vice President of the Student Council, Richmond District High School from 2006 to 2007.

Best: I was elected Vice President of the Student Council, Richmond District High School from 2006 to 2007. I led the Student Council to develop a new school recycling program.

Insufficient: I was a member of 4H Club since age 5 and won various awards.

Better: I was a member of 4H Club since age 5, and won the Alberta 4H "Top Dairy Judge" and "Top Placings Judge" in Olds, AB in 2007.

Best: I was a member of 4H Club since age 5, and won the Alberta 4H "Top Dairy Judge" and "Top Placings Judge" in Olds, AB in 2007. I volunteered as a workshop instructor for the Junior Livestock Program Camp in July 2005 and July 2006.

Insufficient: I cared for my ailing grandparent daily after school.

Better: I cared for my ailing grandparent with Alzheimer's daily after school for 3 hours per day from September 2006 to May 2007.

Best: I cared for my ailing grandparent with Alzheimer's daily after school for 3 hours per day from September 2006 to May 2007. I organized a fund-raising campaign in my community that raised \$2,500 for the Alzheimer's Research Foundation.

Insufficient: I participated in the Gauss, Cayley and Fermat Math Competitions and scored top in my school.

Better: I entered 5 Waterloo Math Contests from 2003 to 2007; I scored in the top 25% for each and achieved the top school score for 3.

Best: I entered 5 Waterloo Math Contests from 2003 to 2007; I scored in the top 25% for each and achieved the top school score for 3. I volunteered as an after-school tutor for students with math challenges in junior grades from 2005 to 2007.

Insufficient: I scored 650 on the Chinese National College Entrance Examinations in 2007.

Better: I scored 650 out of 750 on the Chinese National College Entrance Examinations in 2007, qualifying me for admission into Peking University, a prestigious university in my country.

Best: I scored 650 out of 750 on the Chinese National College Entrance Examinations in 2007, placing me in the top 1% and qualifying me for admission into Peking University, a prestigious university in my country. I was invited by my school to give 8 lectures to other students on how to best prepare for their examinations.