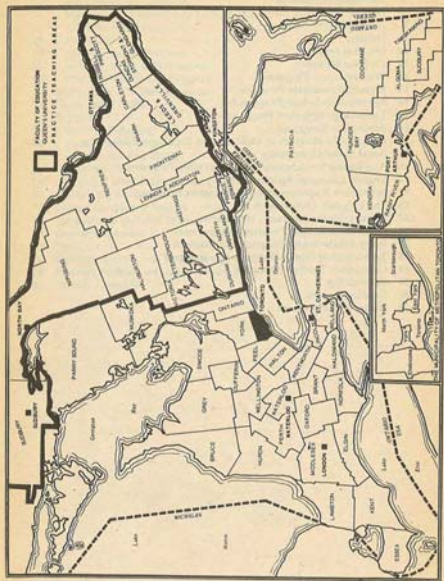
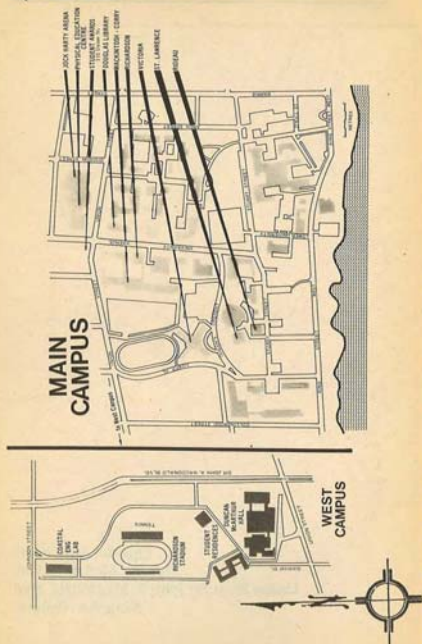


Photos: Jerry Baumgaertel, Ron Fairley  
Maps: Frank Cerisano



## 1980

January	February	March	April
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## Sessional Dates 1980-81

- 1980 September**
- 2 Fall Term begins. All B.Ed. and Dip.in Tech.Ed. and Concurrent Year 3 and Final Year candidates meet in the Auditorium of Duncan McArthur Hall at 9:30 a.m.
  - 3 Fall Term classes begin - B.Ed., Dip.in Tech.Ed. and Education courses of Concurrent Year 3 and Final Year candidates
  - 7 Orientation Week begins for Concurrent Year 1 candidates
  - 10 Registration for M.Ed. candidates
  - 11 9:00 a.m. - 3:00 p.m. Registration in the Jock Hartly Arena, Division Street entrance for B.Ed. and Dip.in Tech.Ed. candidates and for Concurrent Final Year candidates
  - 11,12,15 Authorization of programs for Concurrent Year 2 candidates and for the Arts and Sciences courses for Concurrent Year 3 candidates
  - 12 Registration for Concurrent Year 1 candidates
  - 15 Fall Term classes begin - M.Ed.
  - 15 Fall Term classes begin - Arts and Science courses for Concurrent candidates
  - 16-18 Registration for Concurrent Year 2 and Year 3 candidates
  - 26 Last date for adding a full year course or Fall Term course without approval of the Associate Dean - Degree Programs
  - 30 Last date for payment of fees for Fall Term without penalty
- October**
- 13 Thanksgiving Day - no classes
  - 14-24 Student Teaching
  - 15 Last date for course changes - M.Ed., without Division II approval
  - 25 Fall Convocation
  - 31 Last date for dropping a Fall Term course - all candidates except M.Ed.
- November**
- 11 Remembrance Day Service classes (cancelled from 10:30 a.m. to 11:30 a.m.)
- December**
- 24-28 Student Teaching
  - 1-5 Student Teaching
  - 17 Fall Term classes end - M.Ed.
  - 19 Fall Term classes end - all candidates except M.Ed.
- 1981 January**
- 5 Winter Term begins - all candidates
  - 18 Last date for adding a Winter Term course without approval of the Associate Dean - Degree Programs
  - 31 Last date for payment of second instalment of fees without penalty

## Faculty of Education Calendar 1980-81

as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in September, 1974. It functions as a resource centre the purpose of which is to encourage all ages wishing to undertake university work at any level.

Queen's University, though founded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of denominational control.

Duncan McArthur



The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a professional school to be known as McArthur College of Education. The first teacher candidates were enrolled for the 1968-69 academic year. To symbolize the full integration of the College into the University structure, it was soon decided to alter the nomenclature; in the spring of 1971, the College was formally designated as the Faculty of Education, Queen's University. The name, "McArthur", which honours a distinguished Queen's historian and public servant, was reserved for the new academic-residential complex housing the Faculty, now officially known as Duncan McArthur Hall.

Over the years Queen's has made a distinguished contribution to the academic preparation of teachers for service in the schools of this province. Additionally, for a period of thirteen years, 1907-1920, Queen's offered professional preparation as well, under the auspices of its first Faculty of Education. When the training of high school teachers was centralized in Toronto in 1919, the Faculty was forced to close. The establishment of the new Faculty of Education revives, then, the tradition of professional teacher preparation at Queen's University.

#### Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The various teaching areas are linked by closed circuit television. A production studio and several micro-teaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Associated with the library is an excellent media resource area where students may learn to use and to make supporting media materials. An acoustically suited theatre-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasium for teaching as well as for recreation, for both day and resident students. Modern labs, an observation studio, a language laboratory, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities.

Adjacent to and physically connected to Duncan McArthur Hall is Jean Royce Hall, a co-educational residence with accommodation for 576 students. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Jean Royce Hall has twelve "houses" each named after Queen's men and women whose distinguished careers have left their stamp, more permanent than brick and stone, on the lives of young Queen's people.

Seven of the "houses" nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, tuck shop, facilities for television viewing, and a music room. This has already become

## The Faculty of Education 5

### February

5 Last date for course changes - M.Ed., without Division II approval

6 Last date for dropping a full year course or a Winter Term course - all candidates except M.Ed.

9-28 Student Teaching

16-20 Reading Week - M.Ed.

### March

2-4 Student Teaching

9-13 Study Week

### April

3 Winter Term Classes end - M.Ed.

16 Winter Term Classes end - all candidates except M.Ed.

17 Good Friday (no classes)

21-24 Student Teaching

24 Winter Term ends - all candidates except M.Ed.

30 Winter Term ends - M.Ed.

### May

22 Convocation - B.Ed., Dip. in Tech. Ed., M.Ed., and Concurrent Final Year

### July

6 Summer Term classes begin

## History of the University 1

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1825 the Provincial Government had been petitioned "to endow without delay an institution, or professorship, for the education and training of young men for the ministry in connection with the Synod." This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were tide over by the unwearied efforts of the early friends of Queen's. In 1857-58, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackenzie. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

In 1877, Principal Snodgrass was succeeded by the Reverend G.M. Grant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessors. Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of students. In 1887, as the result of an effort in commemoration of Queen Victoria's Golden Jubilee, \$250,000 was raised, resulting in further extension and in the establishment of new professorships.

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D.M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J.C. Connel was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and for a few Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R.C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A. Corry, who since

the social heart of the west campus where students and staff meet informally for the social interaction which is one of the characteristic features of this faculty.

Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour site of the 1976 sailing Olympics.

Students are able through the integrated building complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher education. Duncan McArthur Hall has become a little campus in itself, a very human place which combines living and learning.

Accommodation for married students is available also in the Married Students Quarters, located on Sir John A. Macdonald Boulevard, a short distance from Duncan McArthur Hall.

Information concerning University Residences as well as application forms can be obtained from Residence Admissions, Victoria Hall, Queen's University, Kingston. Married students should contact the Housing and Property Management Office, Queen's University, Kingston, Ontario. Accepted students are sent application forms.

A set number of rooms in Jean Royce Hall will be held for students of the Faculty of Education until August 1. For this reason, students who wish accommodation in this residence should apply as soon as possible.

#### Administrative Staff - 1979-80

Williams, T.R., B.Sc., Teaching Diploma, M.A. (McGill), Ph.D. (Michigan)

Dean of the Faculty of Education

Kemp, D.E., B.A. (Queen's), M.Ed. (Bath), L.U.T.D. (London), L.U.D.D.A. (Central School of Speech and Drama), L.T.C.L., F.T.C.L. (Trinity College, London), F.R.S.A.

Associate Dean - Degree Programs

Sharples, B., B.Sc. (Birmingham), M.Ed. (Calgary), Ph.D. (Alberta)

Associate Dean - Continuing Education, Research and Development

Olde, H.B., B.A., M.Ed. (Queen's)

Registrar of the Faculty of Education

Knight, E.J., B.Sc. (St. Francis Xavier), Diploma in Education (Dalhousie), B.A. (St. George Williams), M.Ed. (Toronto)

Assistant Registrar of the Faculty of Education

Schmitt, M.G., B.A. (City University of New York), M.A., Ph.D. (Illinois)

Director of Graduate Studies

Bailey, J.C., B.A. (Queen's), M.A. (Syracuse)

Director of Concurrent Teacher Education Program

White, W.G., B.Sc., M.Ed. (Ottawa)

Director of Elementary Education

MacLachlan, J., Jordanhill College of Education, graduate course in Clinical Psychology (Glasgow)

Director of Special Education Programs

Applegate, M.W., B.A. (McMaster), M.A. (Toronto)

Coordinator of Field Studies

Moore, L.A., B.A. (Western), M.A.L.S. (Michigan)

Acting Coordinator of Media Services

Wright, G., B.A. (Saskatchewan), B.L.S. (Toronto)

Chief Librarian

Coffey, H., B.A. (Queen's), B.L.S. (Toronto)

Senior Librarian

Harris, M.L., B.A., M.L.S. (McGill), M.A. (Queen's)

Senior Librarian

Woodley, J., B.A. (Queen's), M.L.S. (Western Ontario)

Senior Librarian

Cowan, D.A., B.A., M.Ed. (Edinboro State College)

Chairman - Arts

Massey, D.A., M.A. (Cambridge), M.A.T. (Yale)

Chairman - Communications and Social Sciences

Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Syracuse)

Chairman - Educational Centre

Munby, A.H., B.Sc. (St. Andrews), M.A., Ph.D. (Toronto)

Chairman - Curriculum Studies

Smith, H.A., B.Sc. (New Brunswick), Ed. Dip. (McGill), M.A., Ph.D. (Toronto)

Chairman - Psychology and Philosophy

Loney, D.E., B.Sc. (Queen's)

Chairman - Science, Mathematics and Technical Education

Crowe, N.

Administrative Assistant - Continuing Education, Research and Development

1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J.J. Deutsch who had had a distinguished career in Economic Research, in Government Service, in University teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Langman Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974.

In 1864 the Medical Faculty of Queen's was established. It was reorganized in 1866 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1891 the original status was resumed.

The Faculty of Law opened in 1861 and closed in 1864; it reopened in 1880, and closed in 1883. In 1957 it was restored with the approval of the Law Society of Upper Canada under new arrangements whereby the Law Society accords to approved university faculties of law an equal position with the Society's own school at Osgoode Hall.

As early as 1870 special classes in English and other subjects were formed for women but courses leading to a degree were not opened to them until 1878-79. In 1880 co-education was extended to the medical program, and in 1883 a separate Women's Medical College was opened and affiliated with Queen's. It was closed in 1894, as similar facilities were offered in Toronto and elsewhere. In 1943, for the first time in forty-nine years women were again admitted to the Faculty of Medicine. In the same year the Faculty of Applied Science admitted women for the first time.

Graduate work at Queen's University was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master's program was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work.

In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Graduate Studies was established. In 1969, the School of Graduate Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Regional Planning; in 1971, a program leading to a Master's Degree in Education; and, in 1974, a program leading to a degree of Master of Art Conservation was implemented.

The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1916 when it was amalgamated with the University, and now constitutes the Faculty of Applied Science.

In 1907 the Ontario Government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary school in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. In 1965, by agreement with the Department of Education, it was decided to establish a Faculty of Education at Queen's University. The new building now occupied by the Faculty is named in honour of Duncan McArthur, a former Minister of the Department of Education for the Province of Ontario from 1940 until his death in 1943. The Faculty of Education opened in 1968 offering programs to university graduates leading to the B.Ed. degree and to teaching certificates valid in the secondary and elementary schools of Ontario, and such other courses leading to Qualification of teachers as may be determined jointly by the Minister of Education and the University.

In 1971 a Graduate Program leading to the M.Ed. degree was introduced. Also in 1971 candidates were admitted to a program leading to the Diploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1973, with the closing of the Peterborough Teacher's College and the transfer of the faculty to Queen's through an agreement with the Ministry of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.A./B.Ed. and B.Sc./B.Ed. program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with an Education degree. An earlier agreement with Trent University with respect to Concurrent Education was approved in 1974. Through this inter-university cooperation students pursue academic and education courses at Trent for three or four years and complete requirements for a Trent Arts and Science degree and a Queen's B.Ed. degree during the final year. This program was renewed in 1979.

The Commerce program was established in 1919. In 1960 the program leading to the Degree of Master of Business Administration was introduced and the name of the School of Commerce and Business Administration was changed to School of Business. In 1963 the Board of Trustees established a separate Faculty Board for the School of Business. The School of Nursing began in 1942, the School of Physical and Health Education in 1947, and the School of Rehabilitation Therapy in 1967. In 1958 the Faculty of Arts became the Faculty of Arts and Science. New programs are continually developed within Faculties to fill changing needs and interests, such as, the programs leading to degrees of Bachelor of Music and Bachelor of Fine Art (formerly Bachelor of Art Education) offered by the Faculty of Arts and Science in 1969, and the program in French language, Translation, French Canadian Studies all now offered in the Faculty of Arts and Science.

Queen's has a long history of extension work in Arts and Science; correspondence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, intercession programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974.

12 Education Programs Leading to Bachelor of Education or Diploma in Technical Education

One year consecutive programs are available in the Faculty of Education leading to the Bachelor of Education or the Diploma in Technical Education. In most cases these lead to recommendation to the Ontario Ministry of Education for the awarding of the Ontario Teacher's Certificate which qualifies the holder to teach in the publicly supported schools of Ontario. Some candidates may wish to qualify for the Bachelor of Education only by undertaking special practicum arrangements related to their special interests such as Artist in the Community.

Additionally, concurrent teacher education programs are available at Queen's and in cooperation with Trent University in Peterborough whereby candidates may take Education courses concurrently with their Arts and Science courses.

Program Rationale

All educators are responsible for making decisions that directly affect the lives of young people. Teachers routinely change, modify or adjust the ways in which young people think, feel and behave, while other professional educators devise policies, contexts and materials to expedite such developments. There is no way of avoiding the ethical and normative dimensions of the educational professions; still less is it possible to eliminate or reduce the responsibilities of those who would enter these professions. From one's first day with a new class through the last day of one's career, the great power of a teacher for good or ill is ever-present.

Commitment to the profession of education, then, requires a willingness on the part of the candidate to pursue the best possible grounds for judgment in educational theory and practice. Not only must the candidate be willing, the teacher must be able to engage in such a pursuit; this, in turn, requires substantive tuition and training. The program of study leading to the Bachelor of Education degree, therefore, may be seen to accommodate the general purpose of providing novice educators with the appropriate blend of skill attitude and experience necessary to the exercise of good professional judgment.

There is a considerable body of foundational knowledge that must be tapped before an educator can produce informed judgments on matters of educational theory and practice. Hence, an important goal in a degree program in education must be to initiate students into those ongoing intellectual activities concerned with the development of our understanding of students and of schools, together with a deeper appreciation of the nature of educational values.

Understanding students is, of course, a difficult business - one that calls upon the contributions of the philosopher and humanist, as well as the psychologist and empiricist. It is the educator who must bring the student to participate in complex and highly formalized forms of knowledge and understanding that are often very much beside the point of

the student's ordinary common-sense experience. In this regard, the teacher must confront paradoxes of perception and communication at least as old as Plato's Meno. Understanding both the difficulty and necessity of entering imaginatively into perspectives of students and thereby finding ways of mediating between those perspectives and our own is the sine qua non of educational and instructional proficiency.

In order to understand the ways in which the best educational judgments might be reached and implemented the professional educator needs a sense of the real world of schools. Hence, understanding the pragmatics of schooling - the historical, economic, political, social and legal traditions within which the educational activities normally take place - is a crucial way of informing educational judgment.

As the strategies of teaching vary with respect to the subject matter to be taught as well as with the age level of the prospective student, the candidate must be provided with a range of teaching concentrations from which to choose. These teaching concentrations are designed to provide the candidate with a high level of professional training in the day-to-day business of teaching and learning in the subject and or level concerned. The teaching concentrations deal predominantly with the practical and productive arts of teaching. No matter how knowledgeable or sincere an educator might be, without a thorough grounding in the business of classroom teaching, the best of educational judgments will run the risk of being stillborn.

Novice educators also require the opportunity to further develop specific professional skills encountered in the teaching concentrations or to acquire new skills pertinent to the planning and management of educational activities. Complementing all the other aspects of the program, the practicum provides the candidate with a series of integrative, supervised experiences which simulate full-fledged professional activities. It is in the practicum that the knowledge and skills encountered in the program are crystallized in genuine professional experience.

The program of study leading to the Bachelor of Education degree or the Diploma in Technical Education is in the last analysis concerned to develop the candidate's ability to think critically and coherently at a level of sophistication commensurate with the responsibilities of his professional life, to inform the candidate's judgment with various forms of knowledge, skill and experience, and not least in importance, to struggle to demonstrate by example the value of building an educational program upon respect for the individual person.

Primary-Junior Program

This program is designed for candidates who intend to begin their teaching careers in elementary schools. Candidates are prepared to teach all subjects in the primary division Kindergarten to grade 3 and the junior division grade 4 to grade 6.

Junior-Intermediate Program

This program prepares candidates to teach in the junior division grade 4 to grade 6 and the intermediate division grade 7 to grade 10. In addition to a core program preparing generalist teachers, there is the opportunity

- Gargaro, B.A. Administrative Assistant - Graduate Studies, Research and Development
- Hooper, F.K., C.D. Administrative Assistant - Physical Facilities and Personnel
- Leverette, R. Administrative Assistant - Field Studies
- Murdack, M. Administrative Assistant - Finances
- Travers, A., B.A., M.Ed.(Queen's) Administrative Assistant - Hiring and Placement
- Mein, K., B.A.(Queen's) Departmental Assistant - Office of the Dean
- Wing, J. Departmental Assistant - Office of the Registrar

Faculty 1979-80

- Allen, H.A.J., B.Sc., M.A.(Toronto), Ph.D.(Waterloo) Associate Professor - Mathematics
- Ambury, G.G., B.A., M.Ed.(Queen's), M.A.(Syracuse) Assistant Professor - Human Dimensions in Teaching and Learning, Chairman - Educational Contexts
- Andrews, W.R., B.A., M.Ed.(U.B.C.), B.D.(Union College of B.C.), B.Ed., Ph.D.(Alberta) Professor - Guidance and Counselling
- Applegate, M.W., B.A.(McMaster), M.A.(Toronto) Professor - Coordinator of Field Studies
- Axford, R.S., B.Sc.(Western), M.Ed.(Toronto) Assistant Professor - Science
- Bailey, J.C., B.A.(Queen's), M.A.(Syracuse) Professor - Language Arts, Director of Concurrent Teacher Education Program
- Balachuk, M.L., B.A.(Queen's), M.Ed.(Toronto) Professor - Guidance and Counselling
- Brickett, G., B.A.(Queen's), M.Ed.(Ottawa) Assistant Professor Language Arts
- Bull, D., B.A.(Queen's) Assistant Professor - Art
- Burnett, J.D., B.Sc., Ph.D.(Alberta) Associate Professor - Psychology
- Campbell, D.S., B.A.(Washington and Lee), M.A.(North Carolina), Ed.D.(Indiana) Assistant Professor - Educational Technology and Psychology
- Coffey, H., B.A.(Queen's), B.L.S.(Toronto) Senior Librarian
- Cooper, D.J., B.A.(Queen's) Assistant Professor - Social Studies
- Cowan, D.A., B.A., M.Ed.(Edison State College) Assistant Professor - Art, Chairman Arts
- Crawford, D.H., B.Sc., M.A., M.Ed.(Glasgow), Ph.D.(Syracuse) Professor - Mathematics and Curriculum
- Cross, H.R., B.A., M.Ed.(Toronto) Associate Professor - Geography

- Downes, W.E., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(Ottawa) Associate Professor - Queen's-Trent Liaison
- East, J., B.A.(Queen's) Sessional Instructor - Dramatic Arts
- Eastbrook, J.H.G., B.A., M.A.(Western), Ph.D.(Toronto) Assistant Professor - Sociology
- Elkin, W.F., B.A.(York), M.A.(Calgary) Lecturer - Sociology
- Freeman, R.M., B.A.(Queen's), M.A.(Minnesota), M.Div.(Princeton), Ph.D.(Harvard) Professor - Human Dimensions in Teaching and Learning
- Geiger, D., B.A.(Toronto), M.Ed.(Queen's) Assistant Professor - Community Service, Measurement and Evaluation
- Grime, A.R., B.A.(Manchester), M.Ed.(Toronto) Professor - Geography
- Halstead, R.E., B.A.(Rochester), M.Ed.(Antioch), Ph.D.(Illinois) Visiting Assistant Professor - Philosophy
- Harris, M.L., B.A., M.L.S.(McGill), M.A.(Queen's) Senior Librarian
- Hennessy, P.H., B.A.(Queen's) Professor - Professional Studies
- Herberg, E.N., B.A.(Massachusetts), M.S.S.(Buffalo), M.A.(O.I.S.E.) Adjunct Instructor - Sociology
- Higginson, W.C., B.A.(Queen's), Certificate in Education(Cambridge), M.A.(Exeter), Ph.D.(Alberta) Assistant Professor - Mathematics (On leave 1979-80)
- Hill, R.J., B.A.(New Brunswick), M.Ed.(Toronto) Assistant Professor - Language Arts
- Hills, G.L.C., B.Ed., M.Ed., Ph.D.(Alberta) Associate Professor - Philosophy (On leave 1979-80)
- Holomeg, H., B.A., B.P.H.E.(Queen's), M.A.(Western) Professor - Physical and Health Education
- Horwood, R.H., B.A., M.Sc.(Queen's) Professor - Science
- Howard, F., B.A.(Ottawa) Associate Professor - French
- Hurst, M.J., A.R.C.T.(Toronto), B.Ed.(Saskatchewan), M.Mus.(Oregon) Senior Assistant Professor - Music
- Jefferies, S. Sessional Instructor - Special Education
- Johnston, C.F., B.A., B.Ed.(Toronto), M.A.(Syracuse) Associate Professor - Educational Technology
- Kelly, J., Dip.Ed., B.A.(Bristol) Part-time Lecturer - English, English as a Second Language
- Kemp, D.E., B.A.(Queen's), M.Ed.(Bath), U.T.D.(London), L.U.D.D.A.(Central School of Speech and Drama), L.T.C.L., F.T.C.L.(Trinity College, London), F.R.S.A. Professor - Dramatic Arts, Associate Dean - Degree Programs
- King, A.J.C., B.P.E.(British Columbia), M.Sc.(U.C.L.A.), Ed.D.(Toronto) Professor - Sociology

for candidates to do further study in two teaching subjects of the intermediate division.

Intermediate-Senior Program

This program prepares candidates to teach in the intermediate division grade 7 to grade 10 and the senior division grade 10 to grade 13. In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

Technological Studies Program

Candidates in this program are prepared to qualify for certification for teaching in technical or occupational departments of secondary schools. Candidates who enter the program with a bachelor's degree qualify for the Bachelor of Education. Other candidates qualify for the Diploma in Technical Education.

Alternative Programs

The following programs are available in the Faculty of Education leading to the Bachelor of Education or the Diploma in Technical Education.

Cooperative Program in Outdoor and Experiential Education

The Faculty of Education has recognized since its inception a decade ago the great need for the preparation of teachers who can use the natural and man-made environments as major learning resources. Past Faculty of Education course offerings which relate to environment have attempted to impel participants toward expanding levels of personal, social, environmental, and professional awareness and responsibility.

The new Cooperative Program in Outdoor and Experiential Education is intended to facilitate integration and to accommodate both individual choice and institutional prescription. The program will be trans-disciplinary and based on experiential education theory with emphasis on process skills including various technologies appropriate to a variety of environmental contexts. Also considered will be the development, organization, articulation, maintenance, administration, evaluation, and research needs and implications of outdoor, environmental, and other forms of experiential education. It will be possible for qualified candidates to obtain certification in environment-related teaching concentrations while building their professional preparation around the diversified field of outdoor education. It is also possible for candidates to elect only the Phase II portion of the program.

Admission Requirements

Applicants must meet the regular admission requirements for all B.Ed. candidates choosing Junior-Intermediate or Intermediate-Senior Programs with General Science or Environmental Science as one of their Teaching Subjects.

In addition cooperative program applicants must have well developed skills and related voluntary or paid work experience in outdoor and other experiential education programs. They should also hold trans-disciplinary, holistic and humanistic values. The readiness of applicants will be assessed by a resume and a personal interview.

PHASE I

- a An intensive residential trans-disciplinary study period (May 1 to May 10).
- b Two six week supervised internships at selected Outdoor or other Experiential Education Centres.
- c A six day residential course (August 26 to 31) will be used to consolidate summer education gains and to plan for the regular B.Ed. program.

PHASE II

Candidates then enter the regular Fall and Winter Faculty of Education year in the Junior-Intermediate or Intermediate-Senior Programs with curricular emphasis on Environmental Science or General Science and Outdoor Education, as well as one other Teaching Subject. Some program components will be prescribed: candidates will enrol in Sociology of Sport, Recreation and Leisure Activities, a special section of Group Process, Curriculum Design and First Aid.

PHASE III

- a A Comparative Study of Selected Outdoor Education Centres, May 1 to 14, 1981.
- b A final five week internship, starting May 19.
- c Final six day residential session focusing on further career planning and development, June 22 to 27.

At the end of the Cooperative Program in Outdoor and Experiential Education, candidates will be recommended for the Bachelor of Education, the Ontario Teacher's Certificate, and Parts I and II of the Ministry of Education three-part qualification in Environmental Science.

Artist in the Community

Classroom teaching is by no means the only possible career choice for the artist as educator. Community Arts Centres, artists, musicians, and writers-in-residence, community-based theatre companies are only a few of the opportunities for full or part-time employment of the artist. There is a demand for competent arts educators in both public and private adult education programs and a continuing need for educational officers in art galleries and recreational facilities.

The program, Artist in the Community, is designed to provide the needed emphasis in skills to prepare the artist to work with the community. It is intended for graduates in the arts who are not necessarily interested in full-time educational careers but who are, rather, looking for a set of skills related to their interests in the arts which could be used to secure or create part-time commitments to the community as they continue to devote most of their time and energy to their own artistic development.

Admission

Applicants for the Artist in the Community program apply through the Ontario Universities' Application Centre. The requirements for admission are the same as for admission to the Intermediate-Senior Program. Two Teaching Subjects in the Intermediate-Senior Program can be selected one or two of which are Dramatic Arts, Music and Visual Arts.

- Kuennach, M., B.A., M.A.(Queen's) Associate Professor - Community Service and Outdoor Education
- Knight, E.J., B.Sc.(St. Francis Xavier), Diploma in Education(Dalhousie), B.A.(St. George Williams), B.Ed.(Toronto) Assistant Registrar
- Loken, J.O., B.Ed.(Alberta), M.Ed.(Calgary), Ph.D.(Alberta) Assistant Professor - Sociology (On leave 1979-80)
- Loney, D.E., B.Sc.(Queen's) Professor - Technological Studies, Chairman - Science, Mathematics and Technical Education
- MacLachlan, J., Jordanhill College of Education, graduate course in Clinical Psychology(Glasgow) Associate Professor - Psychology, Director of Special Education Programs
- Mackay, L., B.A.(Toronto) Assistant Professor - Dramatic Arts (On leave 1979-80)
- Mandell, A.L., B.A., LL.B.(Queen's), B.Lit.(Glasgow) Associate Professor - Philosophy
- Marshall, A.R.A., B.Sc.(Western Australia), M.Ed., Ph.D.(Alberta) Assistant Professor - Educational Administration
- Massey, D.A., M.A.(Cambridge), M.A.T.(Yale) Professor - French and German, Chairman - Communications and Social Sciences
- Mellor, W.J., B.A., B.P.H.E.(Queen's), M.S.(Oregon) Professor - Physical Education
- Miller, L.A., B.A.(Thiel College), M.A.(Duquesne), Ph.D.(Alberta) Associate Professor - Reading and Language Arts
- Moore, L.A., B.A.(Western), M.A.L.S.(Michigan) Associate Professor - Librarianship, Acting Coordinator of Media Services
- Munby, A.H., B.Sc.(St. Andrews), M.A., Ph.D.(Toronto) Associate Professor - Curriculum, Chairman - Curriculum Studies
- Munro, I.R.M., B.A.(McMaster), M.Ed.(Queen's) Assistant Professor - Economics and History (On leave 1979-80)
- O'Driscoll, D.C., B.A.(London), B.Ed., M.Ed.(Alberta), Ph.D.(Michigan) Associate Professor - Comparative Education and History of Education
- O'Farrell, L., B.A.(Queen's), Graduate of National Theatre School of Canada Assistant Professor - Dramatic Arts (On leave 1979-80)
- Okie, H.B., B.A., M.Ed.(Queen's) Registrar
- Olson, J.K., B.A., B.Sc.(Queen's), M.Ed.(Toronto), Dip.Ed.(Bristol) Associate Professor - Science
- Osser, H., B.A.(Queen's), Ph.D.(Cornell) Assistant Professor - Psychology
- Perunjak, W.S., B.A.(Queen's), M.Ed.(Toronto) Professor - Educational Administration
- Peth, R.J., B.Sc.(Wisconsin), M.Sc.(California) Professor - Community Service and Outdoor Education
- Pratt, D., B.A., M.A.(Oxford), M.A., Ph.D.(Toronto) Associate Professor - Curriculum Design

- Ready, V.S., B.A.(Queen's) Professor - Comparative Education, Executive Assistant to the Principal
- Ripley, R.D., B.A.(McMaster), M.Ed.(Toronto) Associate Professor - Mathematics and Science
- Robertson, A., B.A., B.P.H.E.(Queen's), M.A.(University of the Pacific, California) Associate Professor - Health Education
- Russell, T.L., A.B.(Cornell), M.A.T.(Harvard), Ph.D.(Toronto) Assistant Professor - Science
- Salter, H., B.A.(York), M.Ed.(Queen's) Assistant Professor - Technological Studies
- Samuda, R.J., B.A., M.Ed.(Ph.D. Ottawa) Professor - Guidance and Counselling
- Schtrall, M.G., B.A.(City University of New York), M.A., Ph.D.(Illinois) Assistant Professor - Philosophy, Director of Graduate Studies
- Sedgewick, K.H., B.A.(McMaster), M.Ed.(Ottawa) Assistant Professor - Physical and Health Education
- Sharples, B., B.Sc.(Birmingham), M.Ed.(Alberta) Associate Professor - Educational Administration, Associate Dean - Continuing Education, Research and Development
- Smith, D.C.M., A.R.C.T., Mus.Bac., M.M.(Toronto) Associate Professor - Cross-appointment, Music and Arts and Science (Music)
- Smith, H.A., B.Sc.(New Brunswick), Ed.Dip.(McGill), M.A., Ph.D.(Toronto) Associate Professor - Psychology, Chairman - Psychology and Philosophy
- Southern, G.A., B.A., M.Ed.(Queen's), M.A., Ph.D.(Syracuse) Assistant Professor - Educational Technology
- Talesnick, L., B.A., M.A.(Toronto) Professor - Chemistry
- Thompson, L., B.A.(Toronto), M.A.(Rochester) Professor - English and Language Arts
- Turner, R.B., B.A.(Toronto) Associate Professor - English
- Warren, W., B.A., M.A.(Queen's) Part-time Lecturer - Group Process
- Watson, P.H., B.A.(Toronto), M.A.(Acadia) Professor - History, Economics and Political Studies
- Westfall, C.W., B.A.(Western) Instructor - Dramatic Arts
- White, W.G., B.Sc., M.Ed.(Ottawa) Assistant Professor - Psychology, Director of Elementary Education
- Whitehead, C.E., B.Ed., Ed.Dip., M.A., Ph.D.(Calgary) Assistant Professor - Educational Administration
- Williams, T.R., B.Sc., Teaching Diploma, M.A.(McGill), Ph.D.(Michigan) Professor - Educational Administration and Dean of the Faculty of Education
- Wilson, M.P., B.A.(McGill), B.Ed.(Toronto) Sessional Instructor - Dramatic Arts
- Wilson, R.J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington) Associate Professor - Measurement and Evaluation (On leave 1979-80)
- Woodley, J., B.A.(Queen's), M.L.S.(Western Ontario) Senior Librarian
- Wright, G., B.A.(Saskatchewan), B.L.S.(Toronto) Chief Librarian

### Primary-Junior Program Components

See also the section entitled The Program Components.

<b>Foundational Studies</b> Courses numbered from 28.400 to 28.499.	1.5 course credit
<b>Curriculum</b> 28.381 Reading and Language Arts (0.3) 28.383 Mathematics (0.3) 28.385 Social Studies (0.3) 28.387 Science (0.3) 28.389 Art (0.2) 28.391 Drama (0.2) 28.393 Music (0.2) 28.395 Physical Education (0.2)	2.0 course credit
<b>Professional Skills</b> Courses numbered from 28.130 to 28.145.	1.0 course credit
<b>Practicum</b> 28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy	
<b>Special Studies</b> Courses numbered from 28.200 to 28.299.	0.5 course credit

The requirement for Special Studies may be met by completing one Additional Qualification Course. The offerings available for the Primary-Junior Program are 28.293 English as a Second Language, 28.290 French as a Second Language, 28.291 Guidance, 28.294 Reading, and 28.292 Special Education.

**TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM** 5.0 course credit

### Junior-Intermediate Program Components

See also the section entitled The Program Components.

<b>Foundational Studies</b> Courses numbered from 28.400 to 28.499.	1.5 course credit
<b>Curriculum</b> 28.382 Reading and Language Arts (0.2) 28.384 Mathematics (0.2) 28.386 Social Studies (0.2) 28.388 Science (0.2)	2.0 course credit
<i>plus two of:</i> 28.390 Art (0.1) 28.392 Drama (0.1) 28.394 Music (0.1) 28.396 Physical Education (0.1)	
<i>plus two Intermediate Teaching Subjects selected from even-numbered courses from 28.300 to 28.398.</i>	
<b>Professional Skills</b> Courses numbered from 28.130 to 28.145.	1.0 course credit
<b>Practicum</b> 28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy	
<b>Special Studies</b> Courses numbered from 28.200 to 28.299.	0.5 course credit

The requirement for Special Studies may be met by completing one Additional Qualification Course. The offerings available for the Junior-Intermediate Program are 28.293 English as a Second Language, 28.290 French as a Second Language, 28.291 Guidance, 28.294 Reading, and 28.292 Special Education.

**TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM** 5.0 course credit

### 16 Education Programs

#### Program Format

Candidates in Artist in the Community complete all the components as required for the Intermediate-Senior Program. All Foundational Studies requirements are selected for the Fall Term. As well, three of the Professional Skills units are completed in the Fall Term. Candidates register for 28.411 - Arts Management, a skills course designed specifically for Artist in the Community.

In the Fall Term four weeks of student teaching are completed in the two teaching subjects in regular secondary school settings. In the Winter Term the practicum is spent in a situation related to the Artist's field such as (a) artist-in-residence in local schools, (b) working as an apprentice educational office in an Ontario gallery or theatre (c) preparing an Arts program for implementation in the Faculty and local schools, or (d) serving as an animator in a community-based theatre company.

#### Certification

The program qualifies the candidate for the Bachelor of Education. If a candidate wishes to qualify for the Ontario Teacher's Certificate in addition to the degree, a special four-week practicum in the two Teaching Subjects in a secondary school can be completed after the regular session.

Through an agreement with Trent University in Peterborough, candidates attending that University may obtain a B.A.B.Ed. through a concurrent program.

#### Application for Admission - Consecutive Programs

Applications to all Faculties of Education in Ontario is made through the Ontario Universities' Application Centre at Guelph. Application materials may be obtained at any of the Ontario Universities or by writing to the Registrar, Faculty of Education, Queen's University, Kingston, Ontario, K7L 3N6. First offers of admission are made in the middle of March so application should be made well in advance of that date to be considered for first offers of admission.

Each applicant to this Faculty of Education must submit official transcripts showing work completed to the time of application. Accepted applicants must submit, as soon as available, official transcripts confirming completion of all academic requirements for admission.

Note: Official documents submitted in support of an application for admission become the property of Queen's University and are neither returned nor made available for photocopying.

#### English Language Requirement

Candidates must be competent to communicate effectively in both oral and written English. Applicants may be required to provide evidence of competency in oral and written English to satisfy the Admissions Committee that their knowledge of the English language is adequate for them to pursue their professional studies successfully.

#### Admission Requirements - Consecutive Programs

Primary-Junior, Junior-Intermediate, and Intermediate-Senior Programs

The basic admission requirement is a Bachelor of Arts, Science, Commerce, Physical and Health Education, or other acceptable university de-

gree which has been approved by the Registrar as to admission requirements and as to content.

No specific courses are required for the Primary-Junior Program but specific numbers of courses are required for the selection of the teaching options of the Junior-Intermediate and Intermediate-Senior Programs.

The usual requirement for selection of teaching options in the Junior-Intermediate Program is at least two full university courses in that subject. Exceptions are: Dramatic Arts, and Physical and Health Education, where no specific university courses are required.

The usual requirement for selection of teaching options in the Intermediate-Senior Program is at least three full university courses in one subject the major and at least two full university courses in the other subject the minor. Exceptions are: Guidance, where five courses in Psychology and/or Sociology with at least three in Psychology are required; and Dramatic Arts and Physical and Health Education, where no specific university courses are required. If a candidate selects Dramatic Arts or Physical and Health Education and the other normally requires the candidate to have at least three full university courses to select it, then that teaching subject may be selected if the candidate has at least two full courses in that subject.

A candidate for the Ontario Teacher's Certificate must be a Canadian Citizen. Candidates who are Permanent Residents (Landed Immigrants), not Canadian Citizens, qualify for a Temporary Letter of Standing valid for six years.

#### Technological Studies Program

The minimum admission requirement is Ontario Grade 12 (Year 4) or equivalent and five years of post secondary education and/or acceptable work experience, with at least two years of acceptable work experience.

A candidate for the Ontario Teacher's Certificate must be a Canadian Citizen. Candidates who are Permanent Residents (Landed Immigrants), not Canadian Citizens, qualify for a Temporary Letter of Standing valid for six years. Note: The above represents the usual policy. Exceptions may be made by the Associate Dean - Degree Programs where circumstances warrant.

#### The Program Components

To qualify for a Bachelor of Education or Diploma in Technical Education all candidates must complete a program having the equivalent of five full courses made up of courses in Foundational Studies, Curriculum, Professional Skills, Practicum, and Special Studies.

#### Foundational Studies

Candidates must complete the equivalent of one and one-half courses from the three areas of Foundational Studies. Credit must be earned in each area unless permission is given by the chairman of the appropriate area in which case the candidate will select a replacement from one of the other areas. The three areas are Educational Psychology, History and Philosophy of Education, and Educational Contexts and the courses are numbered between 28.400 and 28.499.

### 22 Education Programs

#### Intermediate-Senior Program Components

See also the section entitled The Program Components.

<b>Foundational Studies</b> Courses numbered from 28.400 to 28.499.	1.5 course credit
<b>Curriculum</b> Two Teaching Subjects selected from odd numbered courses from 28.300 to 28.399.	2.0 course credit
<b>Professional Skills</b> Course numbered from 28.130 to 28.145.	1.0 course credit
<b>Practicum</b> 28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy	
<b>Special Studies</b> Courses numbered from 28.200 to 28.299.	0.5 course credit

The requirement for Special Studies may be met by completing one Additional Qualification Course. The offerings available for the Intermediate-Senior Program are 28.293 English as a Second Language, 28.294 Reading, and 28.292 Special Education.

**TOTAL REQUIREMENT FOR THE INTERMEDIATE-SENIOR PROGRAM** 5.0 course credit

#### Technological Studies Program Components

See also the section entitled The Program Components.

<b>Foundational Studies</b> Courses numbered from 28.400 to 28.499.	1.5 course credit
<b>Curriculum</b> 28.367 Teaching Technological Subjects (1.0) 28.368 Curriculum Development in Technological Studies (1.0)	2.0 course credit
<b>Professional Skills</b> Courses numbered from 28.130 to 28.145.	1.0 course credit
<b>Practicum</b> 28.160 Student Teaching 28.170 Community Service 28.180 School Law and Policy	
<b>Special Studies</b> Courses numbered from 28.200 to 28.299.	0.5 course credit

The requirement for Special Studies may be met by completing one course under Additional Qualifications. The offerings available for the Technological Studies Program are 28.289 Additional Basic Qualification in Technological Subjects, 28.292 Special Education, 28.293 English as a Second Language, and 28.294 Reading.

**TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM** 5.0 course credit

### 18 Education Programs

#### Curriculum

Candidates must complete the equivalent of two full courses in curriculum. The courses are numbered 28.300 and 28.399. See the requirements under specific program components.

#### Professional Skills

Candidates must complete the equivalent of one full course in Professional Skills. The course offerings are quarter courses, numbered between 28.130 and 28.145.

#### Practicum

Three components, without course weight, must be completed in the practicum. Candidates must pass 28.160 Student Teaching. This course, comprises eight weeks of supervised student teaching in selected schools, pre-classes observation in schools and a week of student teaching in April in a school selected by the candidate. Candidates will complete 28.170 Community Service. The final component to be completed in the Practicum is 28.180 School Law and Policy.

#### Special Studies

Candidates must complete the equivalent of one half-course in Special Studies (courses numbered between 28.200 and 28.299). These are quarter courses or half courses and offer the candidates the opportunity to be involved in courses of special interest. In each program candidates may complete the requirements for one Additional Qualification which is Part I of the three session specialist qualification. Examples of such offerings are French as a Second Language, Reading, and Special Education.

Candidates may select additional components up to the equivalent of one full course. Candidates may have a total of no more than six full courses in their program. Note: The above represents the usual policy. Exceptions may be made by the Associate Dean - Degree Programs where circumstances warrant.



Duncan McArthur Hall

ten impede, the progress of educational activities. Drawing significantly on this research and upon the expertise of a number of faculty in psychology and philosophy, this course will help beginning teachers to understand better the "worlds" of students. Such understanding will facilitate the organization of curriculum materials and the development of effective teaching strategies. Every attempt will be made to provide opportunities for divisional specialization within the overall framework of the course.

**28.460.0.5 Psychology/Philosophy - Understanding Teaching** (P 115)  
Note Full course under Educational Psychology and History and Philosophy of Education; fulfills the half-course requirement in each of these areas.

This course will treat a number of important topics in the study of teaching. Such traditional conceptual concerns as the nature of teaching, its relationship with indoctrination, conditioning and other forms of instruction will be examined together with a comprehensive survey of empirical research on classroom teaching. Particular emphasis, however, will be placed upon recent attempts to understand the contours of teachers' intuitive grasp of the knowledge of their craft.

**28.464.0.5 Psychology - Learning and Development in Childhood** (P 115)  
An introduction to learning and development in childhood with emphasis on classroom applications from kindergarten to grade 6. Topics include cognitive and physical development, intelligence, motivation, creativity and problem-solving.

**28.465.0.5 Psychology - Learning and Development in Adolescence** (1 S)  
An introduction to learning and development in adolescence with emphasis on classroom applications in grades 7-13. Topics include cognitive and physical development, intelligence, motivation, creativity and problem-solving.

**28.466.0.5 Psychology - The Development of School Knowledge** (P 115)  
This course will be concerned with the nature of school knowledge and the strategies students develop to accommodate to it. Other topics include 1) the analysis of the conceptual content of lessons, textbooks and other curriculum materials; 2) the examination of the language and social dynamics of the classroom; and 3) the assessment of student knowledge. Each participant will carry out an empirical study of one or more of these topics.

**28.468.0.5 Psychology - Affective and Aesthetic Development in Childhood and Adolescence** (P 115)  
This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, appreciation and judgment.

**28.472.0.5 Psychology - Human Problem Solving** (P 115)  
This introductory course will focus on two different aspects of problem solving behavior. The first aspect will be a brief review of the literature on problem solving. The second aspect will focus on developing and enhancing the problem solving skills of the students taking this course. The course is based on the assumption that improved awareness of such

processes on the part of the teacher will increase the probability of transmitting these skills to their students.

**28.476.0.5 Psychology - Exceptional Children** (P 115)  
This course is intended to help students identify the exceptional child or adolescent in a normal classroom setting. Discussions will focus on the child who is working at an advanced level as well as the child who is experiencing difficulty in a specific area. Topics include the use and implications of the use of terms "normal" and "exceptional" by (a) educators (b) the "helping" professions, such as social workers, psychologists, and psychiatrists, and (c) the public at large. Specific lectures will cover maladjusted behaviour as revealed in the classroom. This course is a requirement for the qualification course in Special Education.

#### HISTORY AND PHILOSOPHY OF EDUCATION

Courses in this area represent the ways in which philosophical, jurisprudential and historical expertise can be brought to bear upon problems concerning educational aims and objectives, the analysis of issues in educational practice and policy, the analysis of the law as it relates to education, and the historical and comparative analysis of schooling.

**28.414.0.5 Comparative Education - Contemporary Education in North Atlantic Countries** (P 115)

This course is designed to provide teacher candidates with a comprehensive and critical perspective on the professional arena within which they will be required to make intelligent and informed decisions. To do this, the course endeavours to complement the more specialized elements of the program by providing a meta-disciplinary framework within which seemingly disparate parts may be integrated and viewed as a unified whole.

The international approach - by which educational policies and problems in Canada, the United States, the British Isles, and France are studied within their national settings - is calculated to emphasize the dynamic nature of educational arrangements.

- 1 by indicating the diversity of response to the philosophical questions which lie at the root of educational practice.
- 2 by clarifying the relationships among educational policies, ideological commitments, and changing socio-economic infra-structures.
- 3 by familiarizing students with some of the current polemic literature which serves to provide a climate and rationale for educational change.

The course will be introduced through a series of lectures outlining the socio-ideological mediums, organizational arrangements, and significant current concerns of the educational systems studied. This will be followed by group presentations in which some major contemporary issues are identified, analyzed, and discussed. Class members will also be asked to acquaint themselves with some of the literature which has fuelled the continuing debate on educational policies and practices at home and abroad. At all class meetings there will be ample time for debate and students will be expected to participate actively by expressing their views and stimulating others.

#### Concurrent Teacher Education

There are, in cooperation with the Faculties of Arts and Science of this university and of Trent University in Peterborough, teacher education programs whereby candidates complete Education components concurrently with their Arts and Science courses. This model is a four or five year combined Arts and Science/ Education program in which candidates pursue academic and professional studies simultaneously.

With the strong field-centred orientation of its professional components, the Concurrent Program has the advantages of clarifying vocational interests, sharpening awareness of issues inherent in teaching and learning, and achieving better integration of academic and professional studies. From the initial year candidates are provided with in-school experiences which form the basis of theoretical studies. The educational portion of the program is developmental in nature culminating in a four month internship in the final year.

**Admission**  
Candidates for the initial year of the Concurrent Programs apply through the Ontario Universities Application Centre for Queen's University or Trent University. Candidates must meet the admission requirements for the desired program in the Faculty of Arts and Science.

#### Admission by Transfer

Candidates may transfer into Year 2 of the Concurrent Program. Transfer may be from Year 1 of an Arts and Science Program at Queen's University or at Trent University for Year 2 at the respective University or from Year 1 of another university or Year 2 at Queen's University or at Trent University. Enquiries should be directed to Assistant Registrar (Admissions), Queen's University or to Dr. W. Downes, Trent University, Peterborough. Candidates transferring into Year 2 of the Concurrent Program must complete an in-school practicum and report prior to being admitted to Year 2.

#### Program Format

In Year 1, in addition to the full complement of first year Arts and Science courses, candidates complete the Foundations course 28.401 - Introduction to Schools and Teaching. This half-course includes seminars and eight half-days in school settings.

In Year 2, in addition to the full complement of second year Arts and Science courses, candidates complete the Professional Skills course 28.131 - Introduction to Teaching Skills. This is a series of seminars plus additional involvement in school settings. This involvement may be a week of student teaching during the Winter Break or at the end of examinations in April.

In Year 3 candidates complete at least four Arts and Science courses and further Education components. The usual selection includes two quarter-courses from Professional Skills, one half-course from Foundational Studies, 28.166 - Practicum (supervised student teaching) and 28.170 - Community Service.

If a candidate is in an honour program, the fourth year is spent in completing the Arts and Science requirements for the honours degree. The final year sees the completion of all outstanding Arts and Science requirements and on-campus Education components in the Fall Term.

Candidates will normally take one quarter-course in Professional Skills, one half-course in Foundational Studies, 28.180 - School Law and Policy, the equivalent of two courses in Curriculum and the equivalent of one half-course in Special Studies. The Curriculum courses are related to the certificate program selected (i.e., Primary/Junior, Junior-Intermediate, or Intermediate-Senior). Candidates in the Junior-Intermediate Program also select two Teaching Subjects from Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Physical and Health Education, Music (Vocal or Instrumental), and Visual Arts. At least two full university courses in a subject are required to select each Teaching Subject with the exception of Dramatic Arts and Physical and Health Education where no specific university courses are required. Candidates in the Intermediate-Senior Program select two Teaching Subjects from odd numbered courses 28.303 to 28.379 inclusive. At least three full university courses in a subject are required to select the first Teaching Subject and at least two full university courses in a subject are required to select the second Teaching Subject. Exceptions to this are (a) Guidance, where five full courses in Psychology and/or Sociology, with at least three in Psychology, are required, and (b) Dramatic Arts and Physical and Health Education where no specific courses are required.

Final Year students may also take one Additional Qualification course selected from French as a Second Language, Reading and Special Education.

In the Winter Term candidates complete an internship in an elementary or secondary school. The majority of internship schools are located in Kingston and Peterborough.

#### Certification

Successful candidates who are Canadian Citizens are recommended to the Ontario Ministry of Education to be awarded the Ontario Teacher's Certificate. Another requirement for recommendation for any Ontario teacher qualification is that the candidate be free of active tuberculosis as evidenced by a negative tuberculin test or a normal chest x-ray administered during the program year or within one year prior to registration.

To accompany the Ontario Teacher's Certificate, the Ontario Ministry of Education issues the Ontario Teacher's Qualifications Record Card which includes the degree held and the certificate program taken at the Faculty of Education. In the case of candidates taking Junior-Intermediate or Intermediate-Senior, the Teaching subjects are listed. Candidates in the Technological Studies Program will have this qualification recorded along with the subject and level undertaken. Candidates who are recommended for an Additional Qualification will have this listed as well.

Candidates who are Permanent Residents (Landed Immigrants), not Canadian Citizens do not qualify for the Ontario Teacher's Certificate. They qualify for the Temporary Letter of Standing which allows them to teach in Ontario for six years. When they become Canadian Citizens before the end of the sixth year, they are awarded the Ontario Teacher's Certificate on application to the Ontario Ministry of Education.

**28.432.0.05 History - The Separate Schools of Ontario** (P 115)  
The intent of the course is to familiarize students with the particular aims, philosophical-theological rationale, historical background, and contemporary problems of this large and important sector of Ontario public education.

The course endeavours to meet the needs of several categories of students:

- 1 Those who plan to teach in separate schools at the Primary, Junior, and Intermediate levels (K-10). The course is designed to help them secure employment by providing prospective employers with the assurance that they are fully aware of the orientation, priorities, and rationale of Catholic education, and of what their ethical responsibilities will be as separate school teachers. As well, a thorough appreciation of the theological, philosophical, historical, and pedagogical dimensions of their task should be of value to successful applicants in their later performance and development as teachers.
- 2 Those who plan to teach in Catholic high schools at the Senior level 11-13. The general needs of these students are similar to those in category above, and are equally catered to in this course.
- 3 Those who may in the future be committed to the support of separate schools as parents and taxpayers. As well as intending teachers, this course should benefit those who may find themselves involved in other ways with separate schools - as parents, electors, or trustees - by alerting them to what might justly be expected from government as well as from those engaged in Catholic education at the levels of policy, administration, and classroom teaching.
- 4 Those with a liberal interest in the growth of Canadian institutions, whether or not they may be involved with separate schools in the future. Perhaps more than any other social institution, the Catholic school - in its various forms - has touched a nerve in the Canadian body politic, and has generated a great deal of vehement thought, words, and action among its promoters and opponents for well over a century, not only in Ontario but also in Quebec, The Maritimes, and the West. While the more revealing agitations have subsided in recent years, the mantle of controversy of Ontario separate schools can still provide rare insights into the society and current problems not only of this province but of Canada as a whole.

**28.433.0.5 History - Education in Ontario and Quebec** (P 115)  
This is an introductory survey which essays a parallel study of educational development in Ontario and Quebec by comparing the educational ideals, goals, and procedures in these provinces and the responses of the different systems at various times to changing ideological and social pressures. Current educational issues and problems are also examined and compared in order to facilitate the analysis of educational policy and its determinants in contemporary society.

The aim of the course is twofold - first, to further understanding between two important elements of the Canadian community and, second, to promote among teaching candidates a more sophisticated awareness of what shapes those principles and policies which, in turn, determine educational practice.

Issues will be identified in their historical and contemporary settings, and will be studied with a view to elucidating those philosophical principles and ideological and social pressures which affect policy decisions on educational control, organization, support, content, personnel, and opportunity.

This course is designed to help not only Ontario students - for whom it provides more than a provincial orientation to the system in which they will probably teach - but also those students who come from Quebec and who plan either to teach in Ontario or return to Quebec. For them it can provide a helpful explanatory "bridge" between different systems of values reflected in education.

**28.441.0.5 Philosophy - Grading and Evaluation** (P 115)

This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification of criteria, testing and judging the "object" to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value Grading and Anecdotal Reporting will be examined. The relation between systems of grading and various instruments of evaluation including tests of academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and learning.

**28.442.0.5 Philosophy - Ethics and Education** (P 115)

This course will identify, discuss and investigate a number of related matters of the following kinds:

- 1 Issues in the "professional ethics" of education. Sample questions: Should homosexuals be debated from teaching? Are teachers justified in striking for higher pay?
- 2 Important social, moral, religious and political problems which either concern education itself or which figure in school curricula. Sample questions: What kind of "sex education" (if any should schools provide)? Do schools discriminate against children of the poor? What kind of "citizenship training" if any is the proper function of schools? What "moral education" programs are best?
- 3 Second-order questions about the concepts "ethics", "values", "morality", "religion", etc. Sample questions: Do "value issues" have right answers? Is it really possible to distinguish religious commitment from other kinds of commitment?
- 4 The role of the school in dealing with or excluding highly controversial "value issues". Sample questions: What teaching styles are appropriate for "value issues"? What kind of censorship is justifiable in schools?

This course will consist of a general meeting each week for all enrolled, plus a seminar each week for divisional groups.

**28.443.0.5 Philosophy - Literary Theory** (1 S)

This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of literary texts. Although intended primarily for candidates

#### Hiring and Placement

The Faculty is committed to provide all assistance possible to students in their efforts to find employment. This assistance takes many forms. Information is systematically gathered from boards of education in Ontario regarding their hiring procedures and expected needs for teachers. School boards are encouraged to come to Queen's to speak with and interview interested students. Teaching opportunities in other provinces and countries are also actively investigated. The Bachelor of Education program prepares students not only for teaching careers but also for many educationally related positions. A substantial number of graduates of the Bachelor of Education program annually find employment in such educationally related fields. Students are urged to consider the variety of teaching situations available and the diversity of related fields offering employment to B.Ed. graduates. The placement service maintains a current list of such possibilities and is committed to the constant pursuit of other employment opportunities for our graduates.

The placement service operates year round to facilitate contacts between officials and graduates after they have left the campus. While on campus, staff are available to respond to students' questions and concerns of all kinds. This may include advice on hiring procedures, help with the preparation of letters and resumes, or information and suggestions appropriate to the individual's employment aspirations.

## Courses of Study 29

#### Course Weights

Weights are assigned as full courses or parts thereof. The course weight follows the course number preceded by (P) 28.401.0 is a full course, 28.318.0.5 is a half-course, 28.202.0.25 is a quarter course.

#### Foundational Studies

The three areas of Foundational Studies are Educational Psychology, History and Philosophy of Education, and Educational Contexts. Candidates are required to complete the equivalent of one half-course from each of the areas for a total of one and one-half courses. Candidates who can satisfy the appropriate Faculty Area Chairman either Psychology, Philosophy and History of Education or Educational Contexts that they have prior competence in one of the areas may be allowed to substitute a course from one of the remaining areas to fulfill the Foundational Studies requirement.

Note Courses in Foundational Studies are intended primarily for Specific candidates in terms of their divisional programs. If a course is intended mainly for students in the Primary Division, then (P) will appear to the right of the course number and name. If (P 115) appears to the right of the course number and name, then this course is appropriate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

**28.401.0.5 Introduction to Schools and Teaching**  
(for Year 1 Concurrent Education Candidates)

This course is intended to bring foundational perspectives to bear on students' interests in the teaching profession, their observation of an interaction with children during school assignments, and their personal learning experiences at university. Psychological, philosophical and sociological perspectives on the experiences of learning and teaching are the major topics of this introductory course for students in the first year of the B.A., B.Ed., B.Sc.-B.Ed. Concurrent Program.

In the Fall term, five two-hour seminars are integrated with an assignment to a school for one-half day per week over five consecutive weeks. The same schedule repeats in the Winter term, with a different school assignment to provide observation and experience at another grade level.

#### EDUCATIONAL PSYCHOLOGY

Courses in this area are primarily concerned with the traditional problems of cognitive and affective development, but also represent innovative interdisciplinary approaches to understanding better how learning takes place.

**28.459.0.5 Psychology/Philosophy - Understanding Students** (P 115)  
Note Full course under Educational Psychology and History and Philosophy of Education; fulfills the half-course requirement in each of these areas.

Contemporary cooperative work in psychology and philosophy is beginning to shed important light on the differences cognitive, affective, and volitional between teachers and students that are present in, and of,



cluded and practised. Attention will be given to the role of science teaching in socially relevant issues.

When this course is chosen along with any one of 28.303, 28.319, or 28.351, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science education will be addressed in greater depth, and in which special subject matter interests may be pursued.

#### 28.311/1.0 Dramatic Arts (Intermediate-Senior)

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of voice, movement, light, sound, and costume through improvisation and group project work leading to an understanding of the nature of the dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. This course aims at preparing candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowledge strengths.

#### 28.313/1.0 Economics (Intermediate-Senior)

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work on teaching Economics. Consideration of Fenton on Inquiry methods and Oliver and Fraenkel on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design. Candidates should note that:

- 1 History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies.
- 2 Only one of History, Economics and Political Science can be selected as a teaching subject.
- 3 Economics candidates should be prepared to teach either commercial subjects or History in their practice teaching assignments in addition to the Grade 12 and Grade 13 Economics and Consumer Economics courses.

#### 28.317/1.0 English (Intermediate-Senior)

This course is designed to prepare prospective teachers for the teaching of English in the high school. The program stresses careful explication and imaginative presentation of literature with the primary aim of helping students to see feelingly. The methods of instruction used in the course should display a variety of approaches to the teaching of both literature and composition. The course will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars.

#### 28.319/1.0 Environmental Science (Intermediate-Senior)

This course will examine the basic methods of instruction common to all sciences. The exercise of options provides students opportunities to prac-

tise special interest in Environmental Science Education, or, alternatively, to expand their abilities to teach proficiently in other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

When this course is chosen along with any one of 28.303, 28.305, or 28.351, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science education will be addressed in greater depth, and in which special subject matter interests may be pursued.

#### 28.321/1.0 French (Intermediate-Senior)

- 1 The course is designed to enable prospective teachers of French to develop and improve techniques and procedures used for modern foreign language teaching;
- 2 Analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern foreign languages;
- 3 Examine and use materials published for learning and teaching modern foreign languages;
- 4 Prepare a sample of a suitable program and materials for specified groups of pupils studying French language, culture and civilization;
- 5 Pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;
- 6 Analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives;
- 7 Obtain information on recent and current theories of language learning.

#### 28.323/1.0 Geography (Intermediate-Senior)

This course is designed to prepare candidates to teach Geography at the Intermediate-Senior level.

The program will provide instruction in lesson planning, lesson presentation, different types of lessons, different methods of instruction, effective questioning, the use of various instructional materials, and basic skills in classroom management.

The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the Intermediate and Senior levels.

Throughout the course, efforts will be made to strengthen those personal qualities that enhance the teaching process and to eliminate those that do not.

There will be three contact hours per week, with an additional three hours required for reading and the preparation of assignments. Evaluation will be based on the following areas of performance:

- |                           |                       |
|---------------------------|-----------------------|
| 1 classroom participation | 3 regular assignments |
| 2 peer-group teaching     | 4 study units.        |

will be considered, and the relationship of Man in Society to other secondary school subjects.

#### 28.343/1.0 Mathematics (Intermediate-Senior)

The purpose of this course is to prepare candidates to teach mathematics at the Intermediate and Senior levels. Candidates will become familiar with the content of the Intermediate and Senior level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, and activity approaches.

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Intermediate and Senior Divisions.

The acquisition of a positive attitude toward mathematics and its teaching is a high priority of the course.

#### 28.345/1.0 Music-Vocal (Intermediate-Senior)

A course designed to prepare candidates to teach vocal music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience.

This course reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education guidelines for music.

This course leads to eligibility for admission to part two of the three part Specialist qualification in Vocal Music. Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualification.

#### 28.347/1.0 Physical and Health Education-Men (Intermediate-Senior)

This course will focus on the analysis of teaching behaviour as it relates to the teaching of physical activities. Muska Mosston's model of the "Spectrum of Teaching Styles" will be used to present alternative styles of teaching.

Gymnasium laboratory sessions will be held in basketball, gymnastics, and wrestling to demonstrate lesson planning, class organization, use of materials, and visual aids, and the use of alternative teaching styles. As well as these three main areas, consideration will also be given to the leisure time sports activities and dance.

The Ministry of Education guidelines for these divisions will be studied and various school programs will be presented.

The interscholastic and intramural programs in schools will be studied. Students who feel the need for self-improvement in various sports activities will have the opportunity to attend extra sessions. Other students who have experience in certain activities will be able to gain additional teaching experience in these extra classes.

Health Education is an integral part of physical education and consists of approximately twenty-five hours of class work, labs, seminars, and workshops. A heavy emphasis will be placed on methods and materials particularly in the area of audiovisual aids. Participants need little background in health education but courses in psychology or sociology would be helpful.

Note: A fee will be levied to cover partial cost of the printed materials made available to students.

teaching materials aimed at stimulating inquiry into natural phenomena and associated value issues.

Varied teaching methods will be explored to achieve an inquiry orientation. These include using the out-of-doors, project work and activity centres.

#### 28.390/0.1 Art (Junior and Grades 7 and 8)

Investigation of solving materials and studio sessions are used to explore the needs of the Junior and Intermediate pupil in Art Education. The stages of creative and mental growth as well as Ministry Guidelines serve to direct the study. Attention is given to a meaningful process in the child's overall development and design of Art Program to meet this end.

#### 28.392/0.1 Drama (Junior and Grades 7 and 8)

This course offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques in teaching various subject areas.

#### 28.394/0.1 Music (Junior and Grades 7 and 8)

This is an introductory course to the teaching of music in the elementary school. The content of the course will focus on methods and materials suitable for use in the teaching of children. There will be considerable emphasis on the rudiments of music.

Class sessions will include lectures, learning to read notation, playing the recorder, basic conducting, singing, using classroom instruments, and listening exercises. All of these activities will be related to teaching procedures applicable to the Junior and Intermediate Grades.

#### 28.396/0.1 Physical and Health Education (Junior and Grades 7 and 8)

The health education section of the course will focus on the methods, materials, and resources for the topics stipulated by the Ontario Ministry of Education guidelines for the Junior Division.

The physical education course will focus on the following areas:

- 1 An overview of the program of Physical and Health Education, and its objectives; in the Junior and Intermediate Divisions, as stipulated in Ontario Ministry of Education Documents.
- 2 The development of motor skills and related activities.
- 3 The development of methods, organizational considerations, and skills related to specific team games.
- 4 The development of methods, organizational considerations, and skills related to Educational and Formal Gymnastics.

#### INTERMEDIATE TEACHING SUBJECTS

See Admission Requirements.

#### 28.312/0.5 Dramatic Arts (Intermediate)

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of voice, movement, light, sound, and costume through improvisation and group project work leading to an understanding of the nature of the dramatic experience and its place in education. Consideration is given to the particular de-

#### 28.336/0.5 History (Intermediate)

This course is designed to assist candidates to explore ways of establishing effective history programs, grades 7-10. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material will be examined and candidates will develop a unit suitable for classroom implementation. Evaluation strategies will be explored. Considerable time will be devoted to helping candidates improve their knowledge and understanding of the forces and individuals who have helped to develop Canada.

#### 28.344/0.5 Mathematics (Intermediate)

The purpose of this half-course is to prepare candidates to teach mathematics at the Intermediate level. Candidates will become familiar with the content of the Intermediate level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussion, student presentations, and activity approaches.

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Intermediate Division.

The acquisition of a positive attitude toward mathematics and its teaching is a high priority of the course.

#### 28.346/1.0 Music-Vocal (Intermediate)

This is an additional concentrated course to prepare candidates registered in 28.394 Music (0.1) to teach Vocal Music. Music at this level is most effectively taught by teachers with considerable music background and previous experience in choirs and vocal ensembles. This course leads to eligibility for admission to part two of the three part Specialist qualification in Vocal Music (Intermediate-Senior). Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualification.

#### 28.348/0.5 Physical and Health Education-Women (Intermediate)

The health education section of the course will focus on the methods, materials, and resources for those topics stipulated by the Ontario Ministry of Education guidelines for the Intermediate Division. The physical education course will focus on the following areas:

- 1 A program overview, both curricular and co-curricular for the Intermediate Division as stipulated in Ontario Ministry of Education documents.
- 2 The use of appropriate teaching strategies for this division. Class organization and materials will be offered for the wide range of activities to be taught in the Intermediate division.
- 3 Identification of those factors that will provide a safe learning environment.
- 4 Various methods of evaluating students and reporting results to parents.

mands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context.

This course aims at preparing candidates to teach a first course in Dramatic Arts.

#### 28.318/0.5 English (Intermediate)

This course is designed for prospective teachers of Intermediate grades, who have university background in the subject of English. The program stresses careful explication and imaginative presentations of literature with the primary aim of helping students to see with feeling. The methods of instruction used in the course should display a variety of approaches to the teaching of both literature and composition. The course will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars.

#### 28.322/0.5 French (Intermediate)

- This course is designed to enable prospective teachers of French to:
- 1 Develop and improve techniques and procedures used for modern foreign language teaching;
  - 2 Analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern foreign languages;
  - 3 Examine and use materials published for learning and teaching modern foreign languages;
  - 4 Pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;
  - 5 Analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives.

#### 28.324/0.5 Geography (Intermediate)

This course will provide instruction in planning and presenting different types of lessons used in the teaching of Geography.

The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the Intermediate level.

Throughout the course, efforts will be made to strengthen those personal qualities that enhance the teaching process and to eliminate those that do not.

Evaluation will be based on the following areas of performance:

- 1 classroom participation
- 2 regular assignments.

#### 28.328/0.5 Science - General (Intermediate)

This course will examine the basic methods of instruction for the Intermediate Division Sciences. Special attention will be given to implementation of the Intermediate Science Guideline of the Ontario Ministry of Education.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of Science teaching in socially relevant issues.

#### 28.329/1.0 German (Intermediate-Senior)

This course is designed to enable prospective teachers of German to:

- 1 develop and improve techniques and procedures used for modern foreign language teaching;
- 2 analyse the psychological and philosophical aims and rationale of the systems and methods advocated for learning and teaching modern foreign languages;
- 3 examine and use materials published for learning and teaching modern foreign languages;
- 4 prepare a sample of a suitable program and materials for specified groups of pupils studying German language, culture and civilization;
- 5 pursue comparative linguistic studies and to apply the results of such studies to the solving of problems in the modern foreign language classroom;
- 6 analyse available tests and examinations and to prepare sample tests which measure the attainment of specified objectives;
- 7 obtain information on recent and current theories of language learning.

#### 28.333/1.0 Guidance (Intermediate-Senior)

The Guidance option leads to eligibility for admission to Part II of the three-session Specialist qualification in Guidance. The following areas will be covered: guidance for human development, the counsellor as change agent, an introduction to counselling theories, and interpersonal skills and human relations.

Credit in five full courses in the behavioural sciences, including three in psychology, is required for registration in the Guidance Option.

#### 28.335/1.0 History (Intermediate-Senior)

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small-group work. Close attention will be paid to recent work on teaching history/social science, including that of Massialas and Lee on Inquiry methods and Oliver and Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice, instructional planning in the areas of defining objectives, lesson planning, and test design. Candidates should note that:

- 1 History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies.
- 2 Only one of History, Economics and Political Science can be selected as a teaching subject.
- 3 It is recommended that candidates selecting History have a strong multi-disciplinary background in Canadian Studies.

#### 28.341/1.0 Man in Society (Intermediate-Senior)

Candidates in this course will have an academic background in Anthropology, Psychology or Sociology. Prospective teachers of Man in Society will study the means by which students may acquire an understanding of social behavior by adopting social science perspectives. Selected substantive areas and resource materials, including excerpts from literature, will serve for illustration and demonstration. Curriculum organization

#### 28.366/0.5 Music-Instrumental (Intermediate)

This is an additional concentrated course to prepare candidates registered in 28.394 Music (0.1) to teach instrumental music at the Intermediate level. Music at this level is most effectively taught by teachers with considerable music background and previous experience with band or orchestral instruments.

This course leads to eligibility for admission to part two of the three part Specialist qualification in Instrumental Music. Graduates of an Honours program in music normally meet the academic requirements for admission to the one-session Honour Specialist qualification.

#### 28.380/0.5 Visual Arts (Intermediate)

A course concerned with the practical needs of the teacher of Art working in the Intermediate school setting. The program will stress teaching strategies, program planning, classroom management and budget planning. In the studio sessions the candidate will be able to acquire new and additional knowledge and skills in studio practice.

The candidate is invited to join the Intermediate-Senior Art Education candidates on field trips for an additional fee of twenty-five \$25.00 to Toronto and the National Gallery, Ottawa are planned.

#### INTERMEDIATE-SENIOR PROGRAM

See Admission Requirements.

#### 28.303/1.0 Science-Biology (Intermediate-Senior)

This course will examine the basic methods of instruction common to all sciences. The exercise of options provides students opportunities to practise special interests in Biology Education or, alternatively, to expand their abilities to teach proficiently in other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

When this course is chosen along with any one of 28.305, 28.319, or 28.351, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science education will be addressed in greater depth, and in which special subject matter interests may be pursued.

#### 28.305/1.0 Science-Chemistry (Intermediate-Senior)

This course will examine the basic methods of instruction common to all sciences. The exercise of options provides students opportunities to practise special interests in Chemistry Education or, alternatively, to expand their abilities to teach proficiently in other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be dis-

**26.141/0.25 Arts Management**

This course is intended to provide students of the Artist in the Community Program in particular and students of the B.Ed. Program in general with practical skills necessary in the administration of community arts organizations. The course will be presented in a variety of formats. Several lecture-discussions will describe basic administrative principles and organizational problems. Experts in specific administrative fields will be invited to assume leadership and consultant roles with the students who will then undertake the application of principles in development-laboratory sessions.

- It is expected that having completed this course the participants will be able to implement basic administrative principles in specific community arts organizations.
- Be familiar with organizational and structural problems in the Arts.
- Through the application of administrative principles, be able to ameliorate organizational problems in community arts programs.
- Be able to define and apply principles of financial management in community arts programs.
- Be in a position to evaluate and implement marketing policies in arts management.

NOTE: Professional Skills credit for this course is available only to those candidates enrolled in the program Artist in the Community.

**Practicum****26.160 Student Teaching**

Each candidate, in order to qualify for the B.Ed. degree and an Ontario Teaching Certificate must successfully complete a minimum of eight weeks of practice teaching. This practice is done in the classrooms of selected Associate Teachers in the elementary and secondary schools including separate schools of our teaching area. By special arrangement between Faculty of Education instructors and the Field Studies Office, one two week period of the practicum may be done in outdoor education or special education settings.

In preparation for the regular practicum, various instructors arrange experiences in peer teaching, videotaped micro-teaching and working with local intermediate level classes which are resident in McArthur Hall for three one month periods during the year.

In addition to the basic eight weeks of practice teaching, one week of observation is expected of each candidate and a final week at the end of the program is arranged by each successful candidate in any school of his/her choice.

Candidates must be prepared to be assigned to any school within our designated area. This will mean that they may have to travel up to 200 miles from Kingston and they should be prepared for an additional expenditure of up to \$200.00 for this purpose.

**26.170 Community Service**

Community Service is an individualized practicum which is intended to be highly responsive to expressed student need and interest. It allows B.Ed. candidates to exercise a major degree of autonomy in selecting a learning environment and then negotiating mutually acceptable arrangements with their volunteer associates. Candidates are able to find practi-

cal settings which provide challenging growth provoking situations suitable to individual levels of experience and maturation. Experiences which demand self-direction and self-evaluation can lead to accelerated maturation and increase professional capacity to respond with skill and understanding to learning situations.

This requirement enables candidates to progressively apply their exploring resources during their on-campus weeks. In their final reports many students state that the experiences resulting from the Community Service requirement greatly enhanced their learning, but that they needed the requirement to encourage them to risk new experiences and to assume new responsibilities.

Candidates also use this opportunity to explore career possibilities other than classroom teaching. This has given candidates valuable experience in prison education, community colleges, probation and parole services, pre-school programs, foster homes, recreation services, special education, and education alternatives. Candidates gain from experiences which prepare them to function effectively in a variety of service-centered or helping professions. Evaluation data also indicates many candidates find their Community Service experience valuable preparation for the more formal student teaching assignment. Anxiety appears markedly reduced for those who lack comparable experience.

Projects provide opportunities for in-depth contact with children, youth and others who need and want help. In such relationships some of the realities which face schools, social agencies, and various other helping efforts are relatively inescapable. The controls established in student teaching do not exist. Participants who effectively respond may explore, test, and strengthen their capacities for awareness, acceptance, involvement, and commitment. These attributes may not enable them to cope more effectively with those periodic waves of discouragement which confront most teachers, particularly in their beginning years. In field service projects of a one-to-one nature more formally teacher candidates may also begin to feel the impact of those basically irresistible forces which drive less fortunate individuals and limit their choices. Such perceptions expand one's capacity to help others help themselves.

Projects begin at a variety of entry points. Individuals and groups who seek help indicate problems which concern them and kinds of help they feel they need. Projects now exist in public and separate elementary and secondary schools, in community colleges, with Boy Scout and Girl Guide organizations, in churches and prisons, with particular hospital departments, with Board of Education services for retarded or accelerated or emotionally disturbed or physically handicapped persons, with the Children's Aid Society, with Alternative and Community schools and similar groups. Service efforts usually involve a blend of guidance and tutoring, and require from three to four hours each week for a period of about twelve weeks. Participants often create their own projects. It is necessary that student-created projects be action-centered, observe the principles of felt need and self-help in clients, and present a strong measure of personal and professional challenge. Many projects can be effectively integrated with other courses. The requirement extends through both terms.

prove the quality of human use of natural environment. It is intended to present opportunities for an intensive exploration of the educational possibilities of outdoor and other forms of experiential education including travel, work, alternate semesters, service, and other forms of community involvement. The overall aim is to help participants develop appropriate attitudes, skills, and other resources. Natural and other community resources will be used to provide direct, first-hand experiences. Participants will examine concepts and means of extending classroom boundaries which are useful in most subjects.

**26.207/0.5 Outdoor and Experiential Education, Part 1**

The course begins with an intensive outdoor orientation week-end followed by an inventory of student needs, interests, resources, and expectations in preparation for individual contracts. A series of integrated adventures, environmental, and personal growth experiences and opportunities for fall and winter wilderness camping are blended into a review of resources for outdoor and experiential education program planning, process development, underlying rationales, staffing needs, evaluation feedback procedures, and equipment and facility needs and care. A series of program models will be examined. Open Country internships will be arranged for students qualified for entry into Part 2. Part 1 is required for Part 2.

**26.208/0.5 Outdoor and Experiential Education, Part 2**

Part 2 is open only to students with some outdoor education experience who have successfully completed some undergraduate courses in environment-related subjects and have selected teaching concentrations in any two of the following teaching concentrations: any science combination, health and physical education, guidance, mathematics, and elementary education. Admitted students must have teaching concentrations where integration is possible and encouraged. Students enrolled in the full O.E.E. program (Parts 1 and 2) must enroll in Group Process 26.134 which will focus on process skills applicable to outdoor and other forms of experiential learning.

Preparation, practice, and instructional review in seasonally appropriate outdoor skills and interrelated environmental, and personal growth aspects will continue. Extensive attention will be given to planning, program design, safety awareness, counselling skills, group problem solving, and the personal growth of participants.

Individual and group contracts based on needs assessment will be formulated and applied. Units and other experiences developed by individuals and groups will be presented and evaluated. Career planning, job opportunities, and requirements will be examined. Persons seeking admission to Part 1 or Parts 1 and 2 must complete a background inventory.

**26.209/0.5 Adult Basic Education and Retraining**

Adult basic education and retraining programs exist in all major cities in Canada and the U.S.A. with outreach programs penetrating most small towns. Staffing these centres with teachers who have had some experience in the field of adult education is a problem. The challenges of teaching disadvantaged adult learners are very different from those which teaching dealing with adult basic education, so that they may effectively prepare themselves for teaching in these settings.

**26.349/1.0 Physical and Health Education-Women (Intermediate-Senior)**

**Physical Education** Planning the curriculum program, planning the extracurricular program; teaching methods; lesson planning; organization and administration of secondary school program; evaluation and reporting to parents.

**Health Education** Health Education is an integral part of physical education and consists of approximately twenty-five hours of class work, labs, seminars and workshops. A heavy emphasis will be placed on methods and materials particularly in the area of audiovisual. Participants need little background in health education, but courses in psychology or sociology would be helpful.

In both of these, there will be discussion about adaptations of program for four and two year students. Special practice teaching and microteaching, when necessary, will be available in both.

**Organization and Administration Problems** specifically related to department headship, e.g., budgeting, purchasing, personnel. **Foundations of Physical and Health Education** An introduction to the anatomical, physiological, kinesiological, psychological and sociological aspects of physical activity and total health.

**Skills Practical** As much time as is possible within the limits of timetable will be given over to skill improvement of the candidates.

Note: No textbook is required but a fee will be levied to cover partial cost of the printed materials made available to students.

**26.351/1.0 Science-Physics (Intermediate-Senior)**

This course will examine the basic method of instruction common to all sciences. The exercise of options provides students opportunities to practise special interests in Physics Education, or, alternatively, to expand their abilities to teach proficiently in other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

When this course is chosen along with any one of 26.303, 26.305, or 26.319, the student will take the work described above in one section and will participate in a further seminar section (four hours per week) in which the broad aspects of science will be addressed in greater depth, and in which special subject matter interests may be pursued.

**26.353/1.0 Political Science (Intermediate-Senior)**

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work in teaching political science, including that of Massialas and Lee on Inquiry methods and Oliver and Fraenkel, Kohlberg and Simon on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design.

Candidates should note that:

- History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as

the knowledge and skill base for the completion of their required competencies.

- This course of History, Economics and Political Science can be selected as a teaching subject.

**26.365/1.0 Music - Instrumental (Intermediate-Senior)**

A course designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable background, ability and performance experience.

This course reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education guidelines for music.

This course leads to eligibility for admission to part two of the three part Specialist qualification in Instrumental Music. Graduates of an Honours program in music normally meet the academic requirements for admission to the one-session Honour Specialist qualification.

**26.379/1.0 Visual Arts (Intermediate-Senior)**

A course concerned with the theory and practice of Art in Education. Students will explore the philosophy and ideas related to visual education. The program stresses teaching strategies, curriculum planning, classroom management, budget planning and leadership in the Visual Arts. By enabling the candidate to work with professional arts educators, practising artists, authors and visual art administrators, the candidate will have the opportunity to acquire the professional skills needed to teach art in an educational setting.

Additional sessions are made possible for the candidate to further experiment and to acquire new knowledge and skills in studio practice in a variety of media and crafts.

Art Education candidates should note that an additional fee of twenty-five \$25.00 dollars will be levied to cover expenses of planned field trips to the Art Gallery of Ontario, Toronto and the National Gallery, Ottawa.

**TECHNOLOGICAL STUDIES PROGRAM****26.367/1.0 Teaching Technology Program**

This course is designed to help technical teacher candidates develop a personal style of teaching which is consistent with basic concepts and principles of the teaching/learning process. Techniques, strategies and principles of the teaching/learning process, a questioning approach to curriculum development in relation to lesson preparation, evaluation, inter-personal relationships and motivation are examined in detail, particularly in relation to their applicability to in-school situations.

**26.368/1.0 Curriculum Development in Technological Studies**

The ability to teach effectively depends to a large extent on the philosophy of the teacher and the way that the teacher plans and organizes the content. A philosophy of technical education is developed by each student and used as a basis for a systematic approach to curriculum development in the subject of concern. The basic concepts and principles of learning theory and adolescent development, and a total view of the role of technology in our society are used as a base from which curriculum development proceeds.

**26.180 School Law and Policy**

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, will provide an overview of the legal aspects of teaching in Ontario. Attention will be focused on the Education Act 1974 and the Teaching Profession Act, R.S.O. 1970 and selected regulations supporting these statutes. Candidates will receive basic information about the legal duties of education personnel, teachers' contracts of employment, related job security procedures, and the purposes, structure and practices of the teacher associations in Ontario.

**Special Studies****26.202/0.25 Conversational French Advanced**

Opportunities will be provided for those who already have a good command of spoken French to practise and improve their skill. Topics for discussion will include aspects of French Canadian and French life, and current affairs.

**26.204/0.25 Effective Written Communication**

Aimed at developing proficiency in written style and expression, this course features close personal supervision and focuses on individual needs and performance in writing through a series of consultations and exercises. A review of necessary grammar basics, paragraph and essay structure, and formal rhetorical devices will be tailored to the strengths and weaknesses of each participant.

The course may be pursued in one of two ways: either the candidate enrolls in one of the regular class sections listed in the timetable guide, or, upon consultation with Professor Turner, the candidate is assigned a personal tutor with whom he makes his own timetable arrangements on a one hour per week basis.

Note: I Candidates in the B.Ed. program who wish to act as tutors in the above course may receive quarter course credit in Special Studies in the Interest Courses area under the heading 26.299 Private Studies. Tutors will be under the general supervision of a faculty member. Prospective tutors should identify themselves to Professor Turner, A204, early in the Fall term. Note 2 Candidates enrolled in English as a teaching subject may find the content base of this course redundant.

**26.206/0.5 Open Country Explorations**

A challenge and discovery-focused introduction to outdoor education in its broadest sense, involving a progressive sequence of natural and man-made forces in a variety of all-weather settings which require decision-making, action, and critical thinking. The program's stresses are adjustable to all readiness levels. No one will be over-extended. All participants, however, will be reasonably challenged. There will be opportunities to elect a week-end solo experience. Evidence is increasing that impelling experiences outside of classroom walls provide powerful opportunities for students and teachers to influence and integrate learning. Student-teacher relationships and roles can be enhanced by sharing resources in situations when consequences are less escapable.

**26.207, 26.208 Outdoor and Experiential Education, Parts 1 and 2**

This two-part sequence is designed for those persons who are interested in teaching and other helping professions which are attempting to im-

**Professional Skills****26.131/0.25 Introduction to Teaching Skills**

(for Year II Concurrent Education Candidates)

Teaching is a purposeful activity requiring the capacity to establish effective learning environments. It implies the ability to develop and implement basic lesson plans, given particular lesson objectives. And it implies the ability to understand fundamental principles of group processes and class management.

**26.132/0.25 Curriculum Design**

This course aims to provide participants with the necessary knowledge and skills to design valid and effective curricula. The course will be offered in both intensive and conventional formats. Curriculum concepts, principles, and strategies will be presented in lectures and seminars, and students will apply these principles in developing curricula in practical laboratory sessions. The emphasis on the course is on the design of curricula which are based on significant learner needs, and which enable learners to achieve high levels of success.

**26.133/0.25 Introduction to Educational Media**

This course is designed to prepare students to use educational media effectively and creatively in the teaching-learning environment. Course objectives include:

- operation of various instructional equipment e.g. still and motion picture projection, sound and video recording;
- design and production of instructional materials;
- acquisition of media utilization techniques.

Instruction in the course is given through self-directed lab exercises, lecture and demonstration. Fall term only. A small lab fee is required.

**26.134/0.25 Group Process**

In order that students will work together in co-operative learning activities, teachers should not only understand group dynamics and be skilled in working with small groups but also be able to implement interactive activities integrated with their subject matter which will motivate their students. This group process skills unit will attempt to give student teachers in the B.Ed. program group process background to help their students work effectively together in the classroom.

It is expected that having completed this course the participants will,

- See the value in working in small groups to effectively meet their course objectives;
- Be able to administer and interpret instruments to diagnose classroom climate;
- Develop skills necessary for working in small groups;
- Be familiar with a set of interactive activities and ways of implementing them in specific classroom settings;
- Understand concepts of small group behaviour and operation in order to effectively work with small groups within a classroom setting;
- Design and be able to implement at least one activity which will be integrated with course content and which will be designed to improve classroom climate.









more specific needs. Persons who experience anxiety to an unpleasant or disruptive degree may find help in the "Anxiety Reduction" group program designed to help deal with classroom speaking anxieties, examination fears, or interpersonal anxieties. Individual help may also be provided to complement this group program.

People who wish to have *Relaxation Training* may join the groups which meet on a regular basis for four weeks of group training, accompanied by homework practice sessions with cassette tapes.

People who would like to improve their understanding and expressiveness in *Interpersonal Relations* may join an evening group during both Fall and Winter terms.

An *Assertiveness Training Group* will be held to provide an opportunity to discuss problems surrounding assertiveness, and to suggest and practice ways of increasing effectiveness in social situations.

People who have a problem controlling their weight may join one of the *Weight Control Programs*. The aim of the program is to effect changes in eating and exercise patterns that are essential for permanent weight control.

*Career planning and exploration* may involve students in a program including psychological testing, discussion of personal goals and style. Orienting to the world of employment may involve some extended self-evaluation as well as active exploration of resource materials.

The service is open from Monday to Friday, from 9:00 a.m. to 5:00 p.m. at 32 Queen's Crescent. Appointments are made on an individual basis. For information and appointments telephone 547-2893.

#### Student Health Service

The Student Health Service, located in the St. Lawrence building with its entrance on Queen's Crescent, opposite Victoria Hall, offers on-campus out-patient medical care and psychiatric and counselling service to all students registered at Queen's University.

The *Medical Division*, provides ambulatory medical care on a walk in basis. Medical examinations for employment, scholarships, scuba diving, sport parachuting etc. and annual health examinations are done by appointment. Preventive medical services are also provided e.g. routine immunizations, allergy injections, diet counselling, contraceptive advice and immunization and advice for travelling.

Eye and dermatology clinics are conducted by specialists at the Student Health Service. All medical records are confidential.

The *Psychiatric Division* provides help for that small minority of students who suffer from the more serious kinds of "nervous breakdown." To a much greater extent, however, it is concerned with preventive psychiatry, the most important of which consists of the early treatment of relatively minor emotional disorders, and the relief of the distress (often manifested as depression, anxiety or study difficulty) caused by problems of adjustment. Complete confidentiality is observed.

#### HOURS OF OPERATION

Medical Clinic:  
9:00 a.m. - 4:30 p.m.  
Monday to Friday inclusive  
Walk-in or by appointment  
Telephone: 547-6106  
Emergency 24 hour answering service

Psychiatric Division:  
By appointment

#### Medical and Hospital Insurance

University policy requires that all full-time students and their dependents have insurance to cover medical and hospital costs in order to protect their interests and the interests of the university community. At registration students are required to produce evidence of this insurance or to complete an application for insurance.

Insurance coverage in Ontario is obtained by subscription to the Ontario Health Insurance Plan (OHP). Premium assistance is provided for candidates who qualify. Further information may be obtained from the Ontario Health Insurance Commission, 2195 Yonge Street, Toronto, Ontario, or the Regional Office, Ontario Health Insurance Commission, P.O. Box 9000, 1055 Princess Street, Kingston, Ontario. The staff of the Student Health Service are also available to answer your queries concerning insurance.

The University accepts no responsibility for uninsured medical expenses incurred by a student.

## 86 Advisory Committee

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