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This Calendar is published some months before the opening of the session. Courses and regulations will probably be announced, but the University reserves the right to make changes without prior notice.

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QUEEN'S

Queen's University
at Kingston

Faculty of Education



1984-85

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Sessional Dates

September 1984 ⁸⁵	
4-5	Fall Term begins. All B.Ed. and Dip.in Tech.Ed. and Concurrent Final Year candidates meet in the Auditorium of Duncan McArthur Hall at 9:30 am
8-9	Orientation Week begins for Concurrent, Year 1 candidates
10-11	9 am - 3 pm Registration in the Jock Hartly Arena, Division Street entrance for B.Ed. and Dip.in Tech. Ed. candidates and for Concurrent Final Year candidates
10-11	Registration for M.Ed. candidates
12, 15, 16, 18, 14, 17	Authorization of programs for Concurrent Year 2 candidates and for the Arts and Science courses for Concurrent Year 3 candidates
11-12	Registration for Concurrent Year 1 candidates
16-17	Fall Term classes begin - M.Ed.
16-17	Fall Term classes begin - Arts and Science courses for Concurrent candidates
17-18	Registration for Concurrent Year 2 and Year 3 candidates
2-7-28	Last date for adding a full year course or Fall Term course without approval of the Program Director
October	
14-8	Thanksgiving Day - no classes
15-26	Student Teaching
16-17	Last date for course changes - M.Ed., without Division II approval
25-26	Last date for dropping a Fall Term course - all candidates except M.Ed.
27-29	Fall Convocation
November	
11-8	Remembrance Day Service (classes cancelled from 10:30 am to 11:30 am)
18-29-10-30	Student Teaching
December	
15-14	Fall Term classes end
January 1985	
6-7	Winter Term classes begin
17-18	Last date for adding a Winter Term course without approval of the Program Director

Faculty of Education Calendar 1984-85

Queen's University
Duncan McArthur Hall
Union St. at Sir John A. Macdonald Blvd.
Kingston, Ontario K7L 3N6
Telephone: 547-3268

had been the Hardy Professor of Political Science and since 1931, 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. Deusch 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. Deusch was succeeded by Dr. Ronald Lampman 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 re-organized 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 1897 it was restored with the approval of the Law Society of Upper Canada under new arrangements whereby the Law Society accords to approved university graduates 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, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister 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 Sciences. 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, inter-session programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing edu-

February	
Jan 31 → 1	Last date for dropping a full year course or a Winter Term course - all candidates except M.Ed.
6 X	Last date for course changes - M.Ed., without Division II approval
10-28	11-28 Student Teaching
17-21	18-23 Reading Week - M.Ed.
March	
3-7	1-8 Student Teaching
10-14	11-15 Winter Break
April	
4	Winter Term Classes end - M.Ed.
5	Good Friday
21-25	22-26 Student Teaching
25	26 Winter Term ends
May	
28	24 Convocation - B.Ed., Dip.in Tech.Ed., M.Ed., and Concurrent Final Year
July	
2	Summer Term classes begin

January	February	March	April
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2 3 4	1 2 3 4 5 6 7
8 9 10 11 12 13 14	5 6 7 8 9 10 11	4 5 6 7 8 9 10	8 9 10 11 12 13 14
15 16 17 18 19 20 21	12 13 14 15 16 17 18	11 12 13 14 15 16 17	15 16 17 18 19 20 21
22 23 24 25 26 27 28	19 20 21 22 23 24 25	18 19 20 21 22 23 24	22 23 24 25 26 27 28
29 30 31	26 27 28 29	25 26 27 28 29 30 31	29 30

May	June	July	August
1 2 3 4 5	1 2	1 2 3 4 5 6 7	1 2 3 4
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18
20 21 22 23 24 25 26 27	17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25
28 29 30 31	24 25 26 27 28 29 30	29 30 31	26 27 28 29 30 31

September	October	November	December
1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3	1 2 3 4 5 6 7 8
9 10 11 12 13 14 15	7 8 9 10 11 12 13	4 5 6 7 8 9 10	9 10 11 12 13 14 15
16 17 18 19 20 21 22	14 15 16 17 18 19 20	11 12 13 14 15 16	14 15 16 17 18 19 20 21
23 24 25 26 27 28 29	21 22 23 24 25 26 27	18 19 20 21 22 23 24	21 22 23 24 25 26 27
30 31	28 29 30 31	29 30 31	28 29 30 31

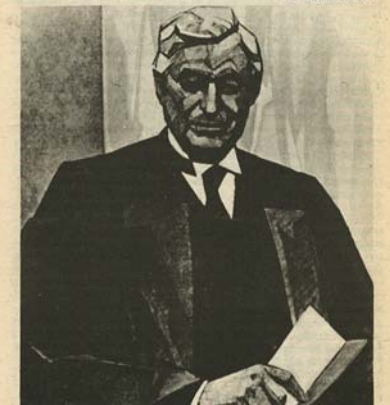
May	June	July	August
1 2 3 4	1 2	1 2 3 4 5 6	1 2 3
5 6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	4 5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	10 11 12 13 14 15 16	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	17 18 19 20 21 22 23	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28	24 25 26 27 28 29 30	28 29 30

September	October	November	December
1 2 3 4 5 6 7	1 2 3 4 5	1 2	1 2 3 4 5 6 7
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
29 30	27 28 29 30 31	24 25 26 27 28 29 30	29 30 31

tion; several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Rich 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 Faculty of Education

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. This 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.

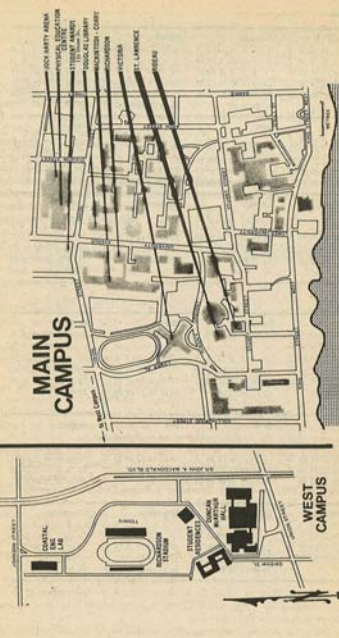
Over the years Queen's has made a distinguished contribution to the academic preparation of teachers for service in the schools of this province. Additionally, for a period of thirteen years, 1907-1920, Queen's offered professional preparation as well, under the auspices of its first Faculty of Education. 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 and service area where students may learn to use and to make supporting media materials. An acoustically superb 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



History of the University

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 1832 the Provincial Government had been petitioned "to endow without delay an institution, or professorships, 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 1867-68, 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 Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$13,000 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. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Pyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University of Aberdeen. Dr. Pyfe 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 1936

O'Farrell, L., B.A. (Queen's), M.A. (Arizona State), Graduate of National Theatre School of Canada
 Associate Professor - Dramatic Arts, Chairman - Arts Associate Professor - Science
 Olson, J.K., B.A., B.Sc. (Queen's), M.Ed. (Toronto), Dip. Ed. (British), Ph.D. (Birmingham)
 Associate Professor - Science (On leave 1974-85)
 Oser, H., B.A. (Queen's), Ph.D. (Cornell)
 Professor - Psychology (on leave 1983-84)
 Perunjak, W.S., B.A. (Queen's), M.Ed. (Toronto), Ph.D. (International College, Los Angeles)
 Professor - Educational Administration
 Pratt, D., B.A., M.A. (Oxford), M.A., Ph.D. (Toronto)
 Associate Professor - Curriculum Design (On leave 1984-85) (on leave 1984-85)
 Rees, R., B.A., M.A. (York), M.Ed., Ph.D. (O.I.S.E.)
 Assistant Professor - Educational Administration
 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)
 Professor - Health Education - (On leave 1974-77)
 Russell, T.L., A.B. (Cornell), M.A.T. (Harvard), Ph.D. (Toronto)
 Assistant Professor - Science (on leave 1983-84)
 Salter, H., B.A. (York), M.Ed. (Queen's), Ph.D. (Sydney)
 Social Science
 Samuda, R.J., B.A., M.Ed., Ph.D. (Ottawa)
 Professor - Guidance and Counselling
 Schiralli, M.G., B.A. (Queen's College, New York), M.A., Ph.D. (Illinois)
 Associate Professor - Philosophy
 Sedgewick, K.H., B.A. (McMaster), M.Ed. (Ottawa)
 Assistant Professor - Physical and Health Education
 Sharples, B., B.Sc. (Birmingham), M.Ed. (Calgary), Ph.D. (Alberta)
 Associate Professor - Educational Administration, Associate Dean Acting Coordinator of Media Services
 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 - (On leave 1984-85)
 Southall, G.A., B.A., M.Div. (Queen's), M.A., Ph.D. (Sydney)
 Assistant Professor - Educational Technology
 Taleznick, L., B.A., M.A. (Toronto)
 Professor - Chemistry
 Thompson, L., B.A. (Toronto), M.A. (Rochester)
 Professor - English and Language Arts, Chairman - Communications and Social Sciences
 Turner, R.B., B.A. (Toronto)
 Associate Professor - English

Unrau, E., B.A. (McMaster)
 Lecturer - Technological Studies
 Vomberg, E., B.Mus. (Toronto), M.A. (London)
 Assistant Professor - Music
 Watson, P.H., B.A. (Toronto), M.A. (Acadia)
 Professor - History, Economics and Political Studies
 White, W.G., B.Sc., M.Ed., Ph.D. (Ottawa)
 Associate Professor - Psychology, Director of Field Studies
 Whitehead, L.E., B.B.L., 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, R.J., B.Ed. (British Columbia), M.Ed., Ph.D. (Washington)
 Associate Professor - Measurement and Evaluation (on leave 1983-84)

Raffan, J., B.Sc., B.Ed., M.Ed. (Queen's)
 Instructor - Outdoor and Experiential Education

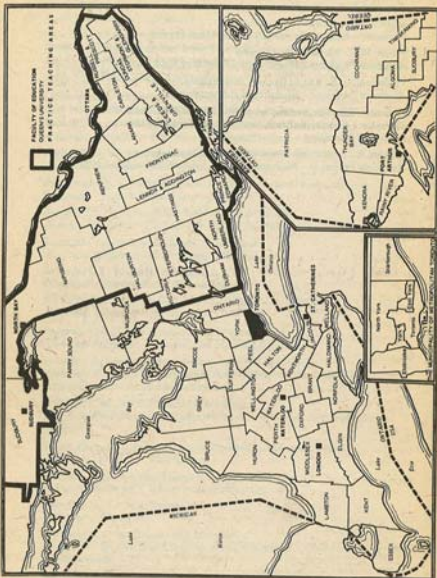
become the social heart of the west campus where students and staff meet informally for the social interaction which is one of the characteristic features of this faculty.
 Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments 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 St 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 1 August. For this reason, students who wish accommodation in this residence should apply as soon as possible.

Administrative Staff - 1983-84
 Williams, T.R., B.Sc. Teaching Diploma, M.A. (McGill), Ph.D. (Michigan)
 Dean of the Faculty of Education
 Sharples, B., B.Sc. (Birmingham), M.Ed. (Calgary), Ph.D. (Alberta)
 Associate Dean, Coordinator of Media Services
 Ojike, H.B., B.A., M.Ed. (Queen's)
 Registrar of the Faculty of Education
 Munby, A.H., B.Sc. (St. Andrew's), M.A., Ph.D. (Toronto)
 Director of Graduate Studies
 Campbell, D.S., B.A. (Washington and Lee), M.A. (North Carolina), B.Ed. (Indiana)
 Director of Concurrent Teacher Education Programs
 Munro, I.R.M., B.A. (McMaster), M.Ed. (Queen's)
 Director of Consecutive Teacher Education Programs
 White, W.G., B.Sc., M.Ed., Ph.D. (Ottawa)
 Director of Field Studies
 Casey, S.S., B.A. (Michigan State), B.L.S. (Toronto), M.Ed. (Queen's)
 Chief Librarian
 Harris, M.L., B.A., M.L.S. (McGill), M.A. (Queen's)
 Senior Librarian
 O'Farrell, L., B.A. (Queen's), M.A. (Arizona State), Graduate of National Theatre School of Canada
 Chairman - Arts
 Thompson, L., B.A. (Toronto), M.A. (Rochester)
 Chairman - Communications and Social Sciences
 Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Sydney)
 Chairman - Educational Contexts
 Crawford, D.H., B.Sc., M.A., M.Ed. (Glasgow), Ph.D. (Sydney)
 Chairman - Curriculum Studies
 Barnett, J.D., B.Sc. (Ph.D. Alberta)
 Chairman - Psychology and Philosophy
 Higginson, W.C., B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Toronto), Ph.D. (Alberta)
 Chairman - Science, Mathematics and Technical Education
 Cargaro, B.A.
 Administrative Assistant - Graduate Studies, Research and Development
 Hooper, F.K., CD
 Administrative Assistant - Physical Facilities and Personnel
 Cooper, D.J., B.A. (Queen's)
 Administrative Assistant - Field Studies
 Murduck, M.
 Administrative Assistant - Finances
 Travers, A., B.A., M.Ed. (Queen's)
 Administrative Assistant - Hiring and Placement
 Laporte, G.
 Administrative Assistant - Office of the Registrar

SEBENICK

Schiralli, Taleznick

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 Art 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 elminate 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 prudently 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 activities.

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

Faculty 1983-84

Allen, H.A.J., B.Sc., M.A. (Toronto), Ph.D. (Waterloo)
 Associate Professor - Mathematics
 Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Sydney)
 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 BC), B.Ed., Ph.D. (Alberta)
 Professor - Guidance and Counselling - (on leave 1983-84)
 Axford, R.S., B.Sc. (Western), M.Ed. (Toronto)
 Assistant Professor - Science
 Bailey, J.C., B.A. (Queen's), M.A. (Sydney)
 Professor - Language Arts
 Balanchuk, M.L., B.A. (Queen's), M.Ed. (Toronto)
 Professor - Guidance and Counselling - (on leave 1984-85)
 Bond, D., B.A. (Queen's)
 Instructor - Geography and Social Studies
 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, Chairman - Psychology and Philosophy
 Campbell, D.S., B.A. (Washington and Lee), M.A. (North Carolina), B.Ed. (Indiana)
 Associate Professor - Educational Technology and Psychology, Director of Concurrent Teacher Education Programs
 Carson, A.S., B.Com. (Queen's), B.Ed., M.A. (Dalhousie), Ph.D. (London)
 Assistant Professor - Philosophy and Social Studies
 Cowan, D.A., B.A., M.Ed. (Edinburgh State College)
 Assistant Professor - Art
 Crawford, D.H., B.Sc., M.A., M.Ed. (Glasgow), Ph.D. (Sydney)
 Professor - Mathematics and Curriculum, Chairman - Curriculum Studies
 Cross, H.R., B.A., B.Ed. (Toronto)
 Associate Professor - Measurement, School Law and Policy
 Danby, M., B.A., B.Ed. (Toronto)
 Assistant Professor - Drama
 Downes, W.E., B.A. (Queen's), M.Ed. (Toronto), Ph.D. (Ottawa)
 Associate Professor - Queen's-Trent Program
 Eastabrook, J.H.G., B.A., M.A. (Western), Ph.D. (Toronto)
 Assistant Professor - Sociology
 Freeman, R.M., B.A. (Queen's), M.A. (Minnesota), M.Div. (Princeton), Ph.D. (Harvard)
 Professor - Human Dimensions in Teaching and Learning
 Grime, A.R., B.A. (Manchester), M.Ed. (Toronto)
 Professor - Geography, (on leave 1983-84)

Egnatoff, W.J., B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto)
 Assistant Professor - Computers in Education

Hennessy, P.H., B.A. (Queen's)
 Professor - Professional Studies
 Higginson, W.C., B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Denver), Ph.D. (Alberta)
 Associate Professor - Mathematics, Chairman - Science, Mathematics and Technical Education
 Hill, R.J., B.A. (New Brunswick), M.Ed. (Toronto)
 Assistant Professor - Language Arts - (On leave 1984-85)
 Hills, G.L.C., B.Ed., M.Ed., Ph.D. (Alberta)
 Associate Professor - Philosophy
 Holomego, 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, Outdoor and Experiential Education
 Howard, F., B.A. (Ottawa)
 Associate Professor - French
 Johnston, C.F., B.A., B.Ed. (Toronto), M.A. (Sydney)
 Associate Professor - Educational Technology
 Kellway, J., Dip. Ed. (British)
 Part-time Lecturer - English, English as a Second Language
 Kemp, D.E., B.A. (Queen's), M.Ed. (Bath), L.U.D. (London), L.U.D.D.A. (Central School of Speech and Drama), L.T.C., L.T.C. (Trinity College, London), F.R.S.A.
 Professor - Dramatic Arts, (on leave 1983-84)
 King, A.J.C., B.P.E. (British Columbia), M.Sc. (U.C.L.A.), B.Ed. (Toronto)
 Professor - Sociology
 Kluesch, M., B.A., M.A. (Queen's)
 Associate Professor - Outdoor Education
 Loken, J.D., B.Ed. (Alberta), M.Ed. (Calgary), Ph.D. (Alberta)
 Assistant Professor - Sociology - (On leave 1974-85)
 MacLachlan, J., Institute College of Education (Dunelm course)
 Associate Professor - Psychology and Special Education
 Mandell, A.L., B.A., B.L.S. (Queen's), B.L.S. (Glasgow)
 Associate Professor - Philosophy
 Massey, D.A., M.A. (Cambridge), M.A.T. (Ott)
 Professor - French and German - (On leave 1974-85)
 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
 Munby, A.H., B.Sc. (St. Andrew's), M.A., Ph.D. (Toronto)
 Associate Professor - Curriculum, Director of Graduate Studies
 Munro, I.R.M., B.A. (McMaster), M.Ed. (Queen's)
 Assistant Professor - Economics, History, Social Studies, Director of Consecutive Teacher Education Programs
 O'Riordan, D.C., B.A. (London), B.Ed., M.Ed. (Alberta), Ph.D. (Michigan)
 Associate Professor - Comparative Education and History of Education
 L'Esperance, J., B.A., M.Ed. (Brace), Ph.D. (Connecticut)
 Assistant Professor - Psychology

M.G. Ry, B.A., M.A. (U.B.C.), Ph.D. (Toronto)
 Assistant Professor - Sociology

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

Admission to the Bachelor of Education program requires the candidate to have completed the requirements for an acceptable bachelor's degree prior to the beginning of classes in September. The average of the best ten courses must be second class. If the average of the best ten courses completed at the time of application is not second class but it appears that the applicant may earn a second class average before being registered, a conditional offer may be made.

Admission to the Diploma in Technical Education program requires the candidate to have completed the requirements for the Secondary School Graduation Diploma or the equivalent.

All candidates for the Ontario Teacher's Certificate must be Canadian citizens. Candidates who are Permanent Residents, i.e. Landed Immigrants and not Canadian citizens, may qualify for a Temporary Letter of Standing which is valid in Ontario for six years. If the candidate becomes a Canadian citizen within the six year period, then an application can be made to the Ontario Ministry of Education so that the Ontario Teacher's Certificate can be granted.

All accepted candidates must provide directly to the Registrar, Faculty of Education, confirmation of freedom from tuberculosis prior to the first round of student teaching. Tests for such confirmation must be completed during the calendar year of registration in the Faculty of Education.

Specific Requirements

Primary-Junior

Applicants must have two full university courses in each of two of the following areas: Languages, the Arts (Art, Drama, Music, Physical Education), Social Sciences, and Mathematics/Science. (A combination of one in each of the four or of two in one and one in each of two of the others will be acceptable.)

Applicants must also provide a secondary school transcript which confirms successful completion of Grade 12 English and Grade 12 Mathematics or the equivalent.

Junior-Intermediate

In addition to the core curriculum courses, candidates within the Junior-Intermediate program must complete curriculum studies in one Teaching Subject. Applicants must normally have two full university courses in each of the two Teaching Subjects requested. Applicants wishing Physical and Health Education who do not have a degree in Physical Education may be required to be interviewed. (Because of the limited number of places available, preference is given to those who have degrees in Physical Education.) Applicants wishing Dramatic Arts may be required to be interviewed. Applicants wishing History and who do not have a degree in History may be required to be interviewed. Applicants wishing History and who do not have a degree in History may be required to be interviewed. Applicants wishing History and who do not have a degree in History may be required to be interviewed.

full courses are needed for the selection of French, Music, and Physical and Health Education, and at least one course in Canadian History is needed for the selection of History.

have less than one full course in Canadian Studies may be required to be interviewed.

Applicants must also provide a secondary school transcript which confirms successful completion of Grade 12 English and Grade 12 Mathematics or the equivalent.

Intermediate-Senior

Candidates in the Intermediate-Senior program must complete curriculum studies in two Teaching Subjects. Applicants must normally have three full courses in one of the Teaching Subjects requested and two full courses in the other. Applicants wishing Physical and Health Education who do not have a degree in Physical Education may be required to be interviewed. (Because of the limited number of places available, preference is given to those who have degrees in Physical Education.) Applicants wishing Dramatic Arts may be required to be interviewed. Applicants wishing History and who have less than one course in Canadian Studies may be required to be interviewed. (See bottom of page 18)

Technical Studies

In addition to meeting the academic requirements for admission to the Technical Studies program, applicants must present evidence of five years of related work experience. This may be reduced if the applicant has post Grade 12 education but in all cases a minimum of two full years of related work experience is required.

An interview is arranged for all who are applying for the Technical Studies program.

Artist in Community Education

Cooperative Program in Outdoor and Experiential Education

In addition to meeting the academic requirements for admission to the Junior-Intermediate program of the Intermediate-Senior program (as appropriate), applicants for admission to the Artist in Community Education program and to the Cooperative Program in Outdoor and Experiential Education will be required to be interviewed.

Experience Statement

Each applicant will be asked to submit a complete statement of previous experience relevant, in the broadest sense, to teaching. The statement must be well expressed and type-written if at all possible.

Note: The above represents the normal requirements. Exceptions may be made where circumstances warrant. (This is to be done as in Specific Program Component.) This is to be done as in Specific Program Component. Selection of Candidates: Preference is given to applicants who did Queen's University. Selection is based on (a) the number of places available in the program requested, (b) the personal statement, and (c) academic status. Equal weight is attached to (b) and (c).

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 these 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 stimulate full-fledged professional activities. It is in the practicum that the knowledge and skills encountered in the program are crystallized in genuine professional expertise.

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.

Format of the Program

PHASE I

- a An intensive residential trans-disciplinary study period (1 May to 10 May). See Special Studies course SPEC 217.
b Two six week supervised internships at selected Outdoor or other Experiential Education Centres. See Alternate Practicum PRAC 158.
c A five day residential course (5 days prior to the beginning of the Fall Term) will be used to consolidate summer education gains and to plan for the regular B.Ed. program. See Special Studies course SPEC 217.

PHASE II

Candidates then enter the regular Fall and Winter Faculty of Education year in the Junior-Intermediate or Intermediate-Senior Programs. Some program components will be prescribed: candidates will enrol in SPEC 207, SPEC 208, and SPEC 226.

PHASE III

- a A Comparative Study of Selected Outdoor Education Centres, beginning 1 May. See Special Studies course SPEC 218.
b A final five week internship, in May and June. See Alternate Practicum PRAC 157.
c Final six day residential session focusing on further career planning and development following the comparative study. See Special Studies course SPEC 218.

A tuition fee is required for Phase I and Phase III.

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 are to be selected one or two of which are Dramatic Arts, English, Music and Visual Arts.

addition to a core program preparing generalist teachers, there is the opportunity for candidates to do further study in one teaching subject 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.

Technical 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.

Cooperative Program in Outdoor and Experiential Education (See heading later) 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 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 is possible for candidates to elect only the Phase II portion of the program.

Admission

Applicants must meet the regular admission requirements for all B.Ed. candidates choosing Junior-Intermediate or Intermediate-Senior Programs. 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.

Primary-Junior Program Components

See also the section entitled The Program Components.

Table with 2 columns: Component Name and Credit Value. Includes Foundational Studies (1.5), Curriculum (2.0), Professional Skills (0.5), Practicum (0.5), Special Studies (0.5), and Total Requirement (5.0).

Junior-Intermediate Program Components

See also the section entitled The Program Components.

Table with 2 columns: Component Name and Credit Value. Includes Foundational Studies (1.5), Curriculum (2.0), Professional Skills (0.5), Practicum (0.5), Special Studies (0.5), and Total Requirement (5.0).

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 placement 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 FOUN 401 and FOUN 406.

Curriculum

Candidates must complete the equivalent of two full courses in curriculum. The courses are numbered between CURR 303 and CURR 306. See the requirements under specific program components.

Professional Skills

Candidates must complete one half-course in Professional Skills. The course offerings are SKIL 144 and SKIL 145, and SKIL 148.

Practicum

Three components must be completed in the practicum. Candidates must pass PRAC 160 Student Teaching. This course comprises eight weeks of supervised student teaching in selected schools and a week of student teaching in April in a school selected by the candidate. With respect to travel and accommodation arrangements involved in supervised student teaching, candidates should note that they will be required to provide for the costs of such travel and accommodation. Candidates will complete PRAC 170 Community Service. The final component to be completed in the Practicum is PRAC 180 School Law and Policy.

Special Studies

Candidates must complete one half-course in Special Studies (courses numbered between SPEC 201 and SPEC 209). These offer the candidates the opportunity to be involved in courses of special interest. 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 where circumstances warrant.

Leave space and add

In addition to the above components, candidates in the Technical Studies Program must pass a Technical Proficiency Examination (Theory and Practical) in their specialty area for which an additional fee is assessed.

Program Format

Candidates in Artist in the Community complete all the components as required for the Intermediate-Senior Program. Foundational Studies requirements are normally selected for the Fall Term. Recommended Foundational Studies courses include FOUN 408 - Affective and Aesthetic Development and FOUN 448 - Philosophy - Aesthetic Education. Candidates register for SKIL 141 - Arts Management 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 officer 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.

Application for Admission - Consecutive Programs

Application 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 in January.

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. Applicants may submit amendments to their applications through the Ontario Universities' Application Centre or through the Registrar, Faculty of Education. Applicants who have been offered admission and who have accepted the offer of admission may request changes only through the Registrar, Faculty of Education.

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

Also, to be considered for the first round of offers, applicants must submit all necessary documentation to the Registrar, Faculty of Education before February 16.

specific admission requirements for the Honour Technological Studies Specialist include three subject areas listed on the Ontario Teacher's Qualifications Record Card with at least one at the Advanced Level, one year of post secondary education, and two years teaching experience in Ontario, one of which must be in Technological Studies. (Refer also to the section on Continuing Education.)

Academic Requirements

Grading System

1 At the beginning of each session each Faculty member and each B.Ed. student will be supplied at Registration with a list of all courses to be offered in that session. The completion date of each course and dates when interim and final grades must be received by the Registrar's Office shall be clearly indicated on the list.

2 At the beginning of each course, the instructor of that course will notify in writing the students taking it of the basis on which the final grade will be assigned, the term work expected and the weight, if any, that will contribute to the final grade.

3.1 The grades for all courses or components of the B.Ed. program and the Dip.in Tech.Ed. program are:

- H - honour
PA - pass
F - fail

Except in those instances when an instructor elects not to use the honours category, in which case the students' transcripts will reflect that decision with the entry:

PN - pass, no honours assigned.

3.2 The honours grade is awarded solely on the basis of quality of work done, as determined by the instructor.

3.3 Additional academic record entries are:

- IN - incomplete
AG - aegrotat grade
NW - course not taken
AU - audit only
CR - credit

4 The Credit (CR) shall be recorded only for those courses or components which the Faculty Board has determined are not to be graded.

5 The incomplete (IN) is a temporary designation which is used when, in the judgement of the instructor, a student merits an extension of time for the completion of a course. At the end of the academic year the instructor will draft a statement indicating work to be completed and the due date with copies provided to the student, the Registrar and the Associate Dean. Incomplete (IN) is automatically converted to Fail (F) if the student has not successfully completed the course by the time specified or, in any event, no later than twelve calendar months from the original completion date of the course.

The Program Committee has the authority to make exceptions to these rules where, because of extenuating circumstances, a student has been unable to complete the course, for example, serious illness. The Committee shall report all such exceptions to the Registrar and any Faculty members involved.

6 The Aegrotat (AG) may be granted by an instructor in cases where the student because of serious illness, has been prevented from completing a course or component and where the instructor feels that the student

would have completed the course or component successfully had not illness intervened.

7 No grade may be changed by administrative fiat.

8.1 It is the responsibility of each course instructor to report final grades for Fall Term courses, and interim grades for all appropriate sessional courses, to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those courses determined as such by the Faculty Board and so indicated on the list referred to in Item 1 above. Within two weeks of that date, students shall be advised by the Registrar's Office of all their grades.

8.2 Faculty advisors will be notified by the Registrar's Office of the grades of their advisees, with a specific note of those advisees who have a Fail (F) or whose progress is otherwise deemed unsatisfactory. It shall be the responsibility of the faculty advisor to counsel any of his advisees whose progress is unsatisfactory and to make a written report to the Registrar's Office as soon as possible.

8.3 It shall be the responsibility of the Registrar, the Associate Dean, and the Dean to take any further action.

9.1 To be eligible for the B.Ed. degree, the Dip.in Tech.Ed., and any teaching certificate, a student must have grades of H, PA, PN, AG, or CR in all the minimum required courses or components of the program.

9.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of his Office to ensure that all candidates for the B.Ed. degree, the Dip.in Tech.Ed., and the Ontario Teacher's Certificate conform satisfactorily with the general professional and ethical requirements of teachers as described in Section 227 (2) and 229 of the Education Act.

Code of Conduct

All students are required to adhere to the University's Code of Conduct. They should also bear in mind that compliance with this code implies non-participation in disturbances such as with street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally maintaining the reputation of the University. Initial responsibility for the enforcement of the Code rests with the Alma Mater Society, Inc. and the Graduate Student Society on behalf of the Senate.

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

Courses of Study

a a violation of published rules and regulations of the University or of any authorized rule-making body within the University;
b failure to comply with the directions of officials of the University acting within the scope of their authority;

c assault, sexual harassment, theft, or other forms of intimidation, vandalism, and willful or negligent damage to the property of Queen's or a member of the University community or of the AMS Inc./or any other university organization;

d all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of university documents;

e a violation of the rights of any member of the University community.

* For a definition of "sexual harassment", see commentary to Section 7 in the Senate Statement on Grievance, Discipline and Related Matters.

Student Responsibility

Queen's University is a self-regulating community bound together by the common interests of its members each of whom share a personal responsibility for its welfare. By virtue of the University's location, a Queen's student is also a citizen of the City of Kingston and as such expected to respect the rights and promote the well-being of his or her fellow citizens. Registration signifies becoming an accountable member of the University community, a process conferring not only rights and privileges but also the obligation to conduct oneself in a manner which will not reflect adversely upon Queen's University.

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 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 teachers but also for program preparers students not only for teachers but also for program preparers students not only for teachers but also for program preparers.

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.

Course Weights

Weights are assigned as full courses or parts thereof. The course weight follows the course number preceded by (1) CURR 303/1.0 is a full course. FOUN 487/0.5 is a half-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 (I) appears to the right of the course number and name, then that course is appropriate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

FOUN 401/0.5 Introduction to Schools and Teaching (for Year 2 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 second 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.

FOUN 464/0.5 Psychology - Learning and Development (P) in Childhood

An introduction to learning and development in kindergarten to grade 6. Topics include

Intermediate-Senior Program Components

See also the section entitled The Program Components.

Table with 2 columns: Component Name, Credits. Includes Foundational Studies (1.5), Curriculum (2.0), Professional Skills (0.5), Practicum (0.5), Special Studies (0.5), and TOTAL REQUIREMENT FOR THE INTERMEDIATE-SENIOR PROGRAM (5.0).

Technological Studies Program Components

See also the section entitled The Program Components.

Table with 2 columns: Component Name, Credits. Includes Foundational Studies (1.5), Curriculum (2.0), Professional Skills (0.5), Practicum (0.5), Special Studies (0.5), and TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM (5.0).

Concurrent Teacher Education

In cooperation with the Faculties of Arts and Science of this university and of Trent University in Peterborough, a concurrent teacher education program is offered whereby candidates complete Education courses concurrently with their Arts and Science courses. Concurrent degrees are B.A./B.Ed., and B.A. (Honours)/B.Ed., B.Sc./B.Ed., and B.Sc. (Honours)/B.Ed.

With the strong field-centred orientation of the education components, the Concurrent Program has the advantages of clarifying vocational interest, 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 for Trent University. Application to the Concurrent Education program is made at the same time as application to Arts and Science. Admission requirements are normally the same for both programs, with the exception that Concurrent Education applicants must have credits in Grade 12 Mathematics and English, or the equivalent.

Admission by Transfer

Candidates may apply for 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 to 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.Dowdes, Trent University, Peterborough. Candidates who wish to transfer into Year 2 of the Concurrent Program must complete an in-school practicum and report to be eligible for admission.

Program Format

As a result of revisions to the B.Ed. degree requirements, a new program format becomes effective September, 1984. Candidates who entered the Concurrent Program prior to 1984 may elect to complete their degree under the new or previous degree requirements.

The Concurrent B.Ed. degree requires the successful completion of five courses in Education: two courses in Curriculum, and one and one-half courses in foundations, one-half course in skills, one-half course in Special Studies and Practicum which receives the equivalent weight of one-half course. The Practicum includes Community Service, School Law and Policy, at least three ten-day rounds of practice teaching and the internship. Courses leading to the B.Ed. degree are described elsewhere in this calendar.

SPEC 236 Introduction to Schools and Teaching

In Year 1, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: the half-course FOUN 440 - Understanding Teaching which counts as a philosophy course under the foundation course requirements, and PRAC 170, Community Service.

In Year 2, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: the half-course SPEC 144 or 145 and PRAC 167 which requires ten days of practice teaching.

In Year 3, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: a foundations half-course of the candidate's choice, PRAC 168 which requires ten days of practice teaching, and a half-course in Special Studies (may be deferred until the Final Year).

Candidates who elect an Honours degree in Arts and Science will normally devote the entire year to the completion of that degree.

In the Final Year, candidates complete the degree requirements for the B.Ed. degree in the Faculty of Education. In the Fall Term, candidates enrol in two full courses in Curriculum in the chosen division, (Primary-Junior, Junior-Intermediate, Intermediate-Senior), a half-course in Foundational Studies, and the Practicum component, PRAC 180, School Law and Policy, and one or two, two-week practice teaching rounds depending on the chosen division. In the Winter Term, candidates complete the Internship.

Division Pre-requisites

Candidates electing the Primary-Junior division will normally require at minimum two Arts and Science courses in two of the following areas: Languages, the Arts, the Social Science or Science and Mathematics. Those electing the Junior-Intermediate divisions will require at minimum two full courses in one approved teaching subject. Those in the Intermediate-Senior divisions will require at least three full courses in one approved teaching subject, and two in a second teaching subject.

Note 1: Approved teaching subjects in the Junior-Intermediate divisions are Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, and Visual Arts. Approved teaching subjects in the Intermediate-Senior divisions are Dramatic Arts, Biology, Chemistry, Economics, English, French, Geography, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, Physics, Social Science, and Visual Arts.

See section on Special Requirements for description of prerequisites for certain teaching subjects.

As these approved subjects and pre-requisites may change, candidates are advised to consult annually the Calendar of the Faculty of Education.

Note 2: Candidates in the Junior-Intermediate and Intermediate-Senior divisions who elect French as a teaching subject must pass an oral interview in French. Commencing with the concurrent class entering final year in 1986, candidates must have five full courses in French to qualify for the French teaching subject.

Handwritten note: Candidates entering the final year of the program must meet the requirements for Concurrent candidates as stated on page 46 and 49.

Continuation in the Concurrent Program

Academic progress will be reviewed at the conclusion of Years 1 and 2. Candidates placed on academic probation will be advised to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until removal from probation. Continuation into the Final Year in the Faculty of Education requires a B average in any ten Arts and Science courses.

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 by 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 subject(s) are listed. Candidates in the Technological Studies Program will have this qualification recorded along with the subject and level undertaken.

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.

Further Qualification

Holders of the Ontario Teacher's Certificate may earn additional qualifications and these will be entered on revised Ontario Teacher's Qualifications Record Card. These may be Additional Basic Qualifications (such as Primary or Junior-Intermediate is listed under Basic Qualifications) or other Additional Qualifications (such as Business Education, Part 1 or Special Education, Part 2). These courses are offered through the Office of Continuing Education during the summer or they may be taken through other programs.

Other qualifications are the Honour Specialist (formerly Type A) in a specific subject or subjects and the Honour Technological Studies Specialist (formerly Vocational Type A). In both cases teachers must attend a summer seminar. Admission to this seminar requires that the teacher meet the academic requirements and have taught two years in Ontario, one of which must be in the specialty subject. The academic requirement for the Honour Specialist is a four year degree beyond Ontario Grade 13 and nine full courses in the specialty subject. In the case of two subjects, fourteen courses in the two specialty subjects are required with at least six full courses in each. In all cases the average of the courses in each specialty subject must be second class. The

FOUN 484/0.5 Sociology of Recreation and Leisure Activities (P 115)
The course is for two types of students (1) those who have had little or no experience in sociology as a "discipline" particularly as it might apply to teaching in areas related to recreation (e.g., outdoor/experiential education, environmental science, senior citizens, community education, P.H.E., Artist in the Community), (2) those who wish an applied focus as opposed to a purely theoretical or conceptual examination in the study of educational phenomena.

Our course will begin with a general exploration of various social activities, in the context of present trends in work, and leisure patterns. The more detailed exploration may be restricted to essentially school-related issues, e.g., life skills education, pupil freedom in curriculum selection or pupil choice in topic development (project work), or may involve more societal or community related areas, e.g., three-day work week, "forced" retirement, or under-employment, depending upon class member interests. At least a third possibility exists - that of investigating the implications of these changing work-play patterns for the school and its personnel.

FOUN 485/0.5 Sociology of Deviant Behaviour in the Schools (P 115)
An outline of the theories of deviant behaviour will be accompanied by an examination of different types of behaviour labelled as deviant. Various forms of social deviance, such as drug taking, sexual non-conformity, student activism, alienation, and delinquency that particularly affect teaching and learning will be given special attention. The major emphasis will be on possible types of accommodation that are made and can be made by students, teachers, and school administrators. The role of deviant subcultures which affect the ongoing process of education will also be considered.

FOUN 486/0.5 Sociology - Multiculturalism in Canada (P 115)
Educational and Social Implications

This course examines the concepts and strategies for implementation of the policies of multiculturalism in the schools. It explains the history and philosophy of those policies, and examines attitudes, assessment procedures and counselling issues in a multicultural society.

FOUN 487/0.5 Sociology - Education and Society (P 115)

This course will explore the role of the teacher in social change. The primary question will be whether the school simply reflects and ensures the survival of the present social structure, or whether it can have an independent impact on the shape of the future. The class will look at social inequality, ethnic differences, sex role stereotyping and youth cultures and examine their impact on the school, and the school's impact on them. The possibilities of change through alternative school structures, free schools, community schools, non-schools will also be examined.

FOUN 490/0.5 Sociology - Seminar in Social Class and Gender Stereotyping in Education (P 115)

A student's achievement in school is better predicted by his/her social class and sex than it is by any teacher behaviour, curriculum change or school organization. In this course we will try to understand why this

is, and what, if anything, can and should be done about it. We will focus on three questions:

1. How are children of different sexes and social classes brought up differently? Are there biological differences, intellectual differences, differences in self esteem, in achievement drive, in response to authority figures etc?
2. How do schools respond to these real or imagined differences? The attitudes and expectations of teachers, the images in textbooks, the use of testing, the structure of the school environment will be examined to see how children are treated by the school;
3. What are the prospects for change? Do we want to eliminate social class and sexual differences in achievement useful for the society? Students will be expected to conduct interviews with students and teachers and parents, as well as to do library work. Classes will be run as seminar discussions or task groups.

FOUN 491/0.5 Sociology of Education for Secondary School Teachers (S)

The major emphasis in this course will be given to the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity and other social forces influencing education will also be studied within this context. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario educational system.

FOUN 494/0.5 Sociology - Explorations in Learning Environments in the Elementary School (P 115)

Those taking the course will share in exploring various learning environments provided for children at our elementary school levels. We will attempt to conduct our explorations from primarily three points of view, the teachers, the parents, and most importantly the students. Accordingly, a major part of our energies will be spent observing and participating both in various of the schools or schools' programs and in those non-school activities e.g., home, community affecting learning/not learning and assessing our experiences. It is expected that curriculum and field study requirements can be coordinated with the activities of this course. Some time will be spent in examining innovative programs currently being attempted in Ontario Schools.

My own bias at the present time is that schools are not doing the educational job which must be done. My concern in the course is to find out why a number of children learn less than they might and how the school environment(s) might become more consistent/compatible with the children's world.

FOUN 495/0.5 Professionalization of Teachers (P 115)

The course rests on the belief that teachers should not only know something about children and youth and how they learn but also something about the nature of the teaching profession and its place in society. Teachers can more effectively serve their pupils by facing such questions as the nature of the education bureaucracy, the purpose

cognitive and physical development, intelligence, motivation, creativity and problem-solving.

FOUN 465/0.5 Psychology - Learning and Development in Adolescence (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.

FOUN 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.

FOUN 467/0.5 Psychological Processes of Reading and Writing (P 115)

This course is designed to develop an understanding of reading and writing processes. There will be an emphasis on how pedagogical and curriculum decisions are affected by theoretical views of these processes. A prime focus of the course is to demonstrate the developmental nature of language.

FOUN 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.

FOUN 470/0.5 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.

FOUN 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.

and activity of the teacher unions, the teacher-parent balance of power, and, not least, the efficacy of the school as a place of learning for citizenship in a democracy. In summary, the course is intended to launch the student teacher on a search for the meaning of professionalism in the public system of education.

Curriculum

PRIMARY - JUNIOR PROGRAM

CURR 371/0.5 Reading and Language Arts (Primary-Junior)

This course is designed to prepare prospective Primary-Junior teachers in the development of an effective language arts program for children in the Primary-Junior Division. Emphasis will be placed on developing:

1. knowledge and understanding of Ontario Ministry of Education guidelines and support documents on reading and writing;
2. knowledge and understanding of the reading and writing processes;
3. knowledge and skill in using materials and strategies to promote pupil improvement in reading and writing;
4. knowledge of children's literature and its role in an effective language arts program;
5. knowledge and understanding of integration in the language arts.

CURR 372/0.5 Mathematics (Primary-Junior)

The purpose of this course is to familiarize candidates with the content of the mathematics curricula in the Primary and Junior Divisions, and with a variety of methods for effectively teaching fundamental mathematical concepts. A large portion of class time will be given to the use and analysis of a wide range of resources, particularly concrete materials, for mathematics instruction.

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

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

CURR 373/0.5 Social and Environmental Studies (Primary-Junior)

The world with which the child is familiar is used as a starting point for the development of values, attitudes, concepts and skills. The focus is on aspects of the total environment: the social, biological and physical relationships of the child's world in time and space. This course has two components:

Social Studies This component is designed to assist candidates to explore ways of establishing an effective social studies program. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry guidelines. Resource material will be examined and students will develop learning materials suitable for classroom implementation. A variety of evaluation strategies will be examined.

Environmental Studies This course emphasizes the process approach, through a series of workshop sessions stressing the problem-solving and a level of learning which is applied to specimen study, physical science, natural phenomena, the outdoor setting, and the integrated learning experience.

The course includes work in sample units and group practice in curriculum adaptation and development. Starting points for curriculum considerations are used in a range of problem contexts, including that of environmental issues. The latter are explored as a vehicle for promoting wise decision-making in the future.

CURR 374/0.5 The Arts (Primary-Junior)

Children's growth and development are fostered through his imagination, personal explorations, reaction to the environment through all the senses and through the security gained from achievement and proficiency. It is through the Arts that children first express themselves and communicate. The continued development of this personal and creative expression is a major aim of the Arts.

Although there are four distinct components (Visual Arts, Drama, Physical Education and Music), each provides for this development in its own unique way.

Note: Three of the following four Arts components are required for credit in this course:

Visual Arts This component explores the needs of children from kindergarten to Grade 6 in Art Education, through investigation of resource materials and studio sessions. It is intended to sharpen the focus on the levels of creative and mental growth and children's experiences when planning curriculum, selecting media and developing a Visual Arts program designed to enhance children's visual awareness, sensitivity and appreciation.

Drama This component 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.

Music This is an introduction to teaching music in the elementary school. It focuses on the integrative aspects of music in the curriculum and introduces suitable strategies and materials. There will be an emphasis in which experiential learning, self-confidence and musical skills can be developed.

Physical Education This activity-based component is designed to provide the student teacher with sufficient knowledge and skills to develop a program which provides meaningful experiences for the children in the gymnasium. A rationale along with the related activities will be developed, dealing with the nature and development of motor skills in young children. This component will examine curriculum concerns and familiarize the candidate with the activities and gymnasium organization for children at these levels. In addition to motor skills, activities covered will be cooperative and traditional games, gymnastics (movement education) and rhythmic.

FOUN 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.

FOUN 442/0.5 Philosophy - Ethics and Education (P 115)

This course will consider some of the moral problems which teachers and society as a whole face with regard to education. We will examine the concepts of education, human rights to education, equality, freedom and authority.

FOUN 443/0.5 Philosophy - Literary Theory (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 in the intermediate and anecdotal reporting the course will also be of value to any candidate interested in literature education.

FOUN 444/0.5 Philosophy of Education for Teachers of Mathematics and Science (P 115)

This course will examine a number of contemporary accounts of nature and structure of knowledge in mathematics and in the physical and biological sciences. The insights derived from this study will prove particularly relevant to the instructional concerns of teachers in these subject areas. Arrangements will be made to accommodate students enrolled in each of the programs.

FOUN 445/0.5 Philosophy - Planning Teaching Strategy (P 115)

Part of a child's education should be learning to think critically. In this course we will investigate the fundamental principles of critical thinking and strategies for teaching them.

FOUN 446/0.5 Philosophy - Principles of Scientific Inquiry (P 115)

There are two influential and competing accounts of the nature of science. This course will examine and analyze the hypothesis-confirmation theory, and the conjecture-refutation theory, and will explore implications of these theories for teaching physical and biological sciences. Topics will include the following: the connection between scientific investigation and scientific explanation, the relation of scientific to non-scientific explanation, the nature and role of concepts, theories, principles, laws, and models in scientific explanation. The significance of these matters for formulating educational objectives and selecting classroom procedures will be probed.

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.

FOUN 414/0.5 Contemporary Education Abroad (P 115)

The international orientation of this course is intended to promote a more expansive view of education among candidates in general, and also to accommodate those who may be interested in teaching abroad at some time. Four major models of education - those of the United States, Britain, France and the Soviet Union - are considered in terms of their characteristic approaches and of their significance, positive or otherwise, for education in the Third World.

FOUN 432/0.5 The Separate Schools of Ontario (P 115)

This course is designed to familiarize students with the particular aims, rationale, history and current problems of the large and growing separate school sector within Ontario public education, and to acquaint them with some comparable systems in other Canadian provinces and abroad. The course caters to students who may wish to teach in Catholic schools at home and elsewhere, and to those with an interest in church-state relations as these affect denominational schools in general.

FOUN 433/0.5 History of Education in Ontario and Quebec (P 115)

To promote a better understanding between two important elements of the Canadian community and to provide an explanatory bridge between different value-systems reflected in education, this course undertakes a parallel study of educational development in Ontario and Quebec. It compares the educational ideals, goals and procedures in these provinces and the responses of the different systems to changing ideological and social pressures. Current issues and problems are also examined and compared, to facilitate the analysis of educational policy and its determinants in contemporary society.

FOUN 434/0.5 Education in Canada Today (P 115)

To orientate students to the professional area in which most will conduct their careers, this course presents a panorama of Canadian education in terms of its setting, arrangements, problems and issues. The emphasis is on present concerns at the national, provincial and local levels, but reference is also made to education abroad and to historical antecedents in order to promote a fuller understanding of the contemporary Canadian scene.

FOUN 440/0.5 Philosophy - Understanding Teaching (P 115)

This course is intended as an introduction to the philosophy of teaching. Topics will include the nature and evaluation of educational activities, the logic of instructional methodology, the concept of human learning, and the professional responsibilities of teachers. ~~1994-85 enrolment will be restricted to First and Second year Concurrent students in the Fall and Winter Terms respectively.~~

FOUN 447/0.5 Philosophy - Problems in History and Social Science (P 115)

This course will deal with the theoretical foundations, the objectives and the methods of History and the Social Sciences. Alternative and competing theories will be examined and their practical implications will be considered from the point of view of the teacher of History or Social Science.

FOUN 448/0.5 Philosophy - Aesthetic Education (P 115)

This course will examine a number of problems that are of particular concern to teachers of the arts. The principal thrust of the course will be to try to discover the sources of our appropriation of works of art so that we may be in a better position to bring others - most notably our students - to share in that appreciation.

FOUN 450/0.5 Philosophy - Language Theory (P 115)

This course will treat a number of important topics in the theory of language in a philosophical way. Particular emphasis will be placed upon the Language Arts curriculum in elementary schools.

FOUN 451/0.5 Philosophy - Discipline and Classroom Control (P 115)

This course will consider the alternatives open to teachers in establishing the patterns of authority within their classrooms and will consider the moral, institutional and prudential reasons which are used to defend particular patterns of authority. Examples ranging from the "anarchy" of the "free" classroom to the "tyranny" of the "regimented" classroom will be studied. Students will be helped to establish their aims and objectives, to choose the patterns of organization most appropriate to those objectives and to decide upon the most efficient and appropriate discipline and control techniques for successful teaching.

EDUCATIONAL CONTEXTS 899 - 454

While specific courses in this area are based upon an examination of educational problems from a political, legal, social or economic perspective, the shared focus of the courses in this area is to assess the impact of the setting of educational institutions upon educational activities.

FOUN 422/0.5 Human Dimensions in Teaching and Learning (P 115)

This course fosters the personal development of the candidate so that he/she can better assist students in their personal development. A major emphasis is placed on interpersonal aspects of education as related to self-esteem, motivation, and personal meaning as well as classroom management and evaluation. Through study of four basic human dimensions, candidates are invited to develop deeper self-awareness and a capacity to relate more positively and vitally to their students.

The course has developed over a dozen years under the influence of colleagues, both faculty members and graduates of the course. Others influencing the course include Rolfe May, Carl Rogers, Martin Buber, Victor Frankl, Jean Vanier, Paulo Freire, Erik Erikson, Marilyn Ferguson and Stanislaw Grof.

The course calls for self-directed learning and mutual exchange through reading, plenary sessions and small groups meeting weekly as schedules permit.

CURR 348/0.5 Physical and Health Education - Men (Intermediate)

CURR 350/0.5 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.

CURR 366/0.5 Music - Instrumental (Intermediate)

Music at this level is most effectively taught by teachers with considerable music background and previous experience with band or orchestral instruments.

There will be little discussion of the fundamentals of music. The emphasis will be on developing and improving competence in teaching music and developing student aesthetic and creative capacities in a musical environment using materials and approaches relevant to the intermediate level. Classes are taken in conjunction with a portion of the Intermediate Senior program.

This course leads to eligibility for admission to Part 2 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.

CURR 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 to cover transportation costs. Field trips to the Art Gallery of Ontario, Toronto and the National Gallery, Ottawa are planned.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Visual Arts. Graduates of an Honours program in Art normally meet the academic qualifications for admission to the one session Honour Specialist qualification.

INTERMEDIATE-SENIOR PROGRAM

See Admission Requirements.

CURR 303/1.0 Science - Biology (Intermediate-Senior)**CURR 305/1.0 Science - Chemistry (Intermediate-Senior)**

CURR 351/1.0 Science - Physics (Intermediate-Senior)
Students electing any one of the four credits in Science Education (Biology, Chemistry, Physics) may be sectioned so that each of the Science Education classes consists of a mixture of candidates in each of the disciplines. The course will examine basic methods of instruction common to all sciences. The exercise of options provides students opportunities to practise special interests in one specific science as well as the opportunity to expand their abilities to teach proficiently in the other sciences.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory managements 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.

CURR 305/1.0 Science - Chemistry

See description under CURR 303 above.

CURR 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 personal resources in dramatic expression through improvisation and group project work. They will develop an understanding of the nature of 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.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Dramatic Arts. Graduates of an Honours program in Dramatic Arts normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CURR 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, including that of Massialas and Lee on Inquiry methods and Oliver, 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:

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.

CURR 317/1.0 English (Intermediate-Senior)

The 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.

CURR 321/1.0 French (Intermediate-Senior)

Candidates to this course are expected to possess a high degree of competence in the French language (spoken and written).

The course is designed to enable prospective teachers of French as a second language in the core program of the Intermediate-Senior Division to:

1. become acquainted with recent and current theories of language learning and to analyse and discuss pedagogical problems related to French instruction;
2. plan and design teaching techniques and exercises to develop and improve students' linguistic skills in French;
3. experiment with skills using classroom activities leading to the development of communicative competence;
4. examine and use effectively programs, textbooks, and materials published for the teaching of French;
5. introduce second language culture and civilisation in the classroom;
6. design curriculum units for specified linguistic objectives at all levels of French instruction including adult education projects in alternate settings;
7. write discrete-point and integrative language test items and tests to measure student progress in linguistic and communicative skills;
8. analyse the Ontario Ministry of Education Guideline (1980) for the various Divisions of the core French program.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in French as a Second Language. Graduates of an Honours program in French normally meet the academic qualifications for admission to the one session Honour Specialist qualification in French.

CURR 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
2. peer-group teaching
3. regular assignments.

CURR 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, 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:

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;

CURR 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.

JUNIOR - INTERMEDIATE PROGRAM

CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

CURR 375/0.5 Communication

Communication has both expressive and receptive components, involving all the ways in which children receive and interpret the ideas, attitudes and feelings of others. Communication also allows children to record what they wish to express and allows them to represent their experiences and their thinking through language and mathematics.

This course has two distinct components:

Reading & Language Arts (Junior and Grades 7 and 8) This component is designed to prepare prospective teachers to develop and implement an effective Reading and Language Arts Program in the Junior and Intermediate grades of an elementary school. Emphasis will be given to the development of basic pupil skills in reading, writing, speaking and listening. Consideration will be given to the concept of Language and Reading across the Curriculum.

Mathematics (Junior and Grades 7 and 8) This component is designed to familiarize candidates with the content of the mathematics curricula in the Junior and Intermediate Divisions and with a variety of methods for effectively teaching fundamental mathematical concepts. Candidates will use and analyse a wide range of resources.

It will also provide an opportunity to examine Ministry of Education guidelines relating to the teaching of mathematics in the Junior and Intermediate grades 7 and 8.

The acquisition of a positive attitude toward mathematics and its teaching is seen as a high priority.

CURR 376/0.5 Social and Environmental Studies

The world with which the child is familiar is used as a starting point for the development of values, attitudes, concepts and skills. The focus is on aspects of the total environment: the social, biological, and physical relationships of the child's world in time and space. This course is comprised of two distinct components.

Social Studies (Junior and Grades 7 and 8) This component is designed to assist candidates to explore ways of establishing an effective studies program. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource materials will be examined and students will develop learning materials suitable for classroom implementation. A variety of evaluation strategies will be examined.

Science (Junior and Grades 7 and 8) This component views science activities in the elementary school as a basis for developing social and communication skills. Candidates will prepare 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-door, project work and activity centres.

CURR 377/0.5 The Arts

The Arts are ways of learning, knowing, creating and expressing. As such, they have a crucial role to play in the education of pupils in the Junior and Intermediate divisions. This course will prepare candidates to implement the Arts in the classroom. Candidates will also be enabled to enhance their personal development and appreciation of the arts.

In addition to an overview of the role of all the Arts in education, Junior and Intermediate candidates select any two of the following course components:

Visual Arts (Junior and Grades 7 and 8) Investigation of resource materials and studio sessions are used to explore the needs of the Junior and Intermediate pupil in Art Education. Attention is given to the child's development and in the design of a Visual Arts program to meet this end.

Drama (Junior and Grades 7 and 8) This component 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.

Music (Junior and Grades 7 and 8) This is an introductory component of the teaching of music in the Junior-Intermediate years. This component focuses on the integrative aspects of music in the curriculum and introduces strategies and materials suitable for sequential teaching of music. Experiential learning will be emphasized.

Physical and Health Education (Junior and Grades 7 and 8) The Health Education section 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 section 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 related to specific team games
4. the development of methods, organization considerations, and skills related to educational and formal gymnastics.

INTERMEDIATE TEACHING SUBJECTS

See Admission Requirements.

CURR 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 personal resources in dramatic expression through improvisation and group project work. They will develop an understanding of the nature of 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.

The aim is to prepare candidates to teach a first course in Dramatic Arts in the Intermediate Division, and to serve as a resource-teacher who can assist in the use of drama as a learning method.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Dramatic Arts. Graduates of an Honours program in Drama normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CURR 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 method 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.

CURR 322/0.5 French (Intermediate)

Candidates to this course are expected to possess a high degree of competence in the French language (spoken and written).

The course is designed to enable prospective teachers of French as a second language in the core program of the intermediate grades to:

1. develop and improve techniques and procedures for teaching French as a second language;
2. analyse the psycholinguistic aims and rationale of the methodology and published materials used in schools;
3. prepare materials and activities to meet pupils' language needs and to develop their communicative skills in French;
4. analyse available tests and prepare sample tests to measure pupils' level of performance and competence.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in French as a Second Language. Graduates of an Honours program in French normally meet the academic qualifications for admission to the one session Honour Specialist qualification in French.

CURR 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
3. peer group teaching.

CURR 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.

CURR 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.

CURR 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.

CURR 346/1.0 Music - Vocal (Intermediate)

Music at this level is most effectively taught by teachers with considerable music background and previous experience in choirs and vocal ensembles.

There will be little discussion of the fundamentals of music. The emphasis will be on developing and improving competence in teaching music and developing student aesthetic and creative capacities in a musical environment using materials and approaches relevant to the intermediate level. Classes are taken in conjunction with a portion of the Intermediate Senior program.

This course leads to eligibility for admission to Part 2 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.

program in Outdoor and Experiential Education. The first internship will take place in an outdoor school or school of natural science operated by a Board of Education (mid May to end of June). The second will take place in non-school board settings during July and August. The internship will include supervision and completion of some practicum-related assignments. (Not offered 1982)

PRAC 157/0.3 Alternate Practicum (2)

This practicum is part of the alternative B.E. program in Outdoor and Experiential Education and is available only to students registered in that program. The practicum consists of a five-week internship in a setting selected to balance the candidate's prior experience, needs and preferences.

PRAC 170/0.00 Service-Learning Practicum in Alternate Settings

The aim of this practicum component of our program is to provide all students with a service-learning opportunity which will: (1) complement in-class learning, (2) provide a broadened base of practical experience, and (3) stimulate the development of individual professional responsibility. Learning outcomes are largely determined by the individual's objectives and degree of commitment. Personal rewards are often cited as benefits of this course. Communicating with a deaf person, using C.P.R. to save a life, hearing a handicapped child's first words are all examples. Community service experience has also opened up new employment possibilities for some; whereas, for others, the experience has provided an enriched base for school teaching. Certainly the rewards are many and varied, depending on the individuals, their learning projects and the setting.

Students are expected to provide their service voluntarily in a professionally responsible manner and in co-operation with a hosting professional (such as a volunteer co-ordinator, a teacher or an agency director). The selection, planning and conduct of the service-learning project are carried out primarily by the student. Evaluation is a shared responsibility.

PRAC 180/0.00 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, the teacher's contract of employment and related job security procedures, and the purposes, structure and practices of the teacher associations in Ontario.

Special Studies

SPCC 201/0.5 Values Education

This course assists candidates to understand the moral development of children and youth so that as teachers they will be better prepared to integrate values education within the curriculum. Several known ap-

proaches to values education are critiqued and new approaches are explored in search of better ways to foster the moral development of students both as individuals and as members of the information society.

SPCC 203/0.5 The Integrated Day

This course focuses upon a particular approach to schooling. Through the course students will acquire a knowledge of and skill in planning educational programs that cut across the traditional subject boundaries in elementary school classrooms. The course requirements will be met through a combination of plenary, small group, and laboratory sessions as well as field-based experiences.

SPCC 204/0.5 The Arts of Adolescence

Although the typical adolescent is a voracious consumer of popular music and art, school appreciation programs often presume the student to be an empty vessel much in need of an aesthetic transfusion. This course will encourage prospective teachers in the arts to explore the aesthetic value of the arts of adolescence and to become more familiar with the nature and extent of the young person's sensibility and critical judgement. Particular emphasis will be placed on strategies for using the existing aesthetic appetites of young adults as bridges to more complex experiences of fine art.

SPCC 205/0.5 Internship Research Project

This course is reserved for students in the final year of the concurrent education program. It directs students during their internship to the classroom as a setting in which to observe, to derive hypotheses about the teaching and learning process, and to carry out systematic inquiry as a means of exploring these hypotheses. The project will be carried out as independent study under the direction of the faculty internship supervisor with the assistance of the associate teacher.

SPCC 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 may 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. The course runs on 3 weekends (Saturday, 8:30 a.m. to Sunday, 5 p.m.) with at least one overnight required. One of the weekends will be in winter. There will also be brief preparatory and follow-up meetings for each outing. A fee for food and transportation will be charged.

CURR 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 2 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.

CURR 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 "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.

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.

CURR 349/1.0 Physical and Health Education - Women (Intermediate-Senior)

Physical Education Planning the curricular program; planning the extra-curricular 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.

CURR 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 dollars (\$25) will be levied to cover expenses of planned field trips to the Art Gallery of Ontario, Toronto and the National Gallery, Ottawa.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Visual Arts. Graduates of an Honours program in Art normally meet the academic qualifications for admission to the one session Honour Specialist qualification.

TECHNOLOGICAL STUDIES PROGRAM

CURR 367/1.0 Teaching Technological Subjects

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 skills in relation to lesson preparation, questioning, evaluation, inter-personal relationships and motivation are examined in detail, particularly in relation to their applicability to in-school situations.

CURR 368/1.0 Curriculum Development in Technological Subjects

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 subject 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.

Professional Skills

SKIL 144/0.5 Professional Skills for Elementary School Teaching

This course aims to develop in participants a high level of professionalism in the planning of curriculum, the development of instruction, the development and use of media and materials, and the guiding of pupil use of these materials. Related topics included in the course are classroom management and planning for individual differences.

SKIL 144/0.5
144
145

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.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Physical and Health Education (Intermediate-Senior). Graduates of an Honours program in Physical and Health Education normally meet the academic requirements for admission to the one session Honour Specialist qualification.

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

CURR 351/1.0 Science - Physics

See description under CURR 303 above

CURR 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 Mansalal and Lee on inquiry methods and Oliver, Frankel, 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:

- 1 History, Economics and Political Science candidates will take the case 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.

CURR 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 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 2 of the three part Specialist qualification in Instrumental Music (Intermediate-Senior). Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualification.

SPCC 207/0.5 Outdoor and Experiential Education, Part 1

This is the first course in a possible two-course sequence designed for those persons who are interested in teaching and other helping professions which are attempting to improve 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.

The course involves a series of integrated adventure, environmental, and personal growth experiences which are blended into a review of resources for outdoor and experiential education program planning, process development, underlying rationales, integration possibilities evaluation feedback procedures, and equipment and facility needs and care. A series of program models will be examined.

This course normally meets for five hours, including a communal supper for eight sessions. As many as three of the sessions may be extended in time to accommodate the exigencies of outdoor activities and travel time. A fee for food and transportation is required.

SPCC 208/0.5 Outdoor and Experiential Education, Part 2

Preparation, practice, and instructional review in seasonally appropriate outdoor skills and inter-related environmental, and personal growth aspects will continue. Extensive attention will be given to planning, program design, safety awareness, counselling skills, group problem solving, staff development, and personal growth of participants. Career development networks will be established. This course has the same time requirements as for SPCC 207/0.5 and a similar food and transportation fee. Completion of SPCC 207/0.5 is prerequisite for entry into SPCC 208/0.5.

SPCC 210/0.5 Seminar in Community Education

This course places students with practitioners in the field, to provide them with a solid core of experience in Community Education. Students will examine theories and concepts that are held by educators in the community, compare methodologies associated with current practice, and develop and apply new approaches. Registration in this full year course will be limited to 20 persons. Students are advised to postpone selection of a Community Service project until after they have consulted with the instructor.

SPCC 211/0.5 Adaptive Instruction

Teachers at both elementary and secondary levels must address a wide range of characteristics among their students. This course examines aspects of mainstreaming, individualized instruction, mastery learning, computer aided learning and other adaptive approaches which give signifi-

ficant consideration to individual differences. Objectives include an examination of the variables associated with individual differences, differentiated instructional objectives and adaptive teaching methods. Students will apply this understanding of these variables to the development of adaptive units of instruction.

SPCC 213/0.5 Organization and Management of Technological Studies

This course is designed primarily for Technological Studies candidates, although those who have technical training or related work experience may also enrol. A thorough study of safe and efficient management of a secondary school shop will be undertaken. Included will be topics such as safety, budgeting, efficient organization of equipment, maintenance, and day-to-day management routines. In addition, each candidate will undertake an individualized program in subject skills or additional related skills.

SPCC 214/0.5 Human Resources and Organizational Processes

This course will introduce students to human resource issues utilizing the discipline of organizational theory. The course will include topics such as motivation, goal setting, leadership, decision-making, planning, organizational climate and ethics, change processes, and problem-solving. The presentation will be focused on the special needs of beginning teachers and potential administrators.

SPCC 215/0.5 Education and the Writer

Intended for writers enrolled in the Artist in the Community Education Program, this course will permit students and guest writers to explore the writer's relationship to society, the nature of his or her educational "mission," and the ways in which writers might become more involved in community education. The workshop format will encourage group discussion of students' and guests' work-in-progress.

SPCC 216/0.5 Group Process

Optimal learning environments are characterized by trusting relationships; trust is the critical variable. This course allows candidates to experiment with processes that build trust and promote learning. The experiential non-didactic approach will appeal to individuals who prefer to learn by doing and discovering. Formal classes are minimal in number; the course consists essentially of one weekend, organized as an outdoor adventure away from campus. There is a small charge for travel and food.

SPCC 217/0.5 Educational Uses of the Environment: An Introduction

This course is available only to candidates registered in the Cooperative Outdoor and Experiential Education program. The course is divided into two parts. The first is a ten-day intensive residential component involving needs assessments, orientation to adventure and environmental education methods and principles, and skill acquisition. The second is a five day intensive residential component in which the field experience from the practica are analyzed, the theoretical connections are deepened, problems are identified and the various educational uses of the environment are integrated. Solos in a wilderness setting may be included in the second part. Both components will be located in outdoor

SKIL 145/0.5 Professional Skills for Secondary School Teaching

This course aims to develop in participants a high level of professionalism in the planning of curriculum, the development of instruction, and the assessment of learning. Related topics included in the course are classroom management, development and use of media and materials, and planning for individual differences.

Practicum

PRAC 160/0.50 Student Teaching
In order to qualify for the B.E. degree and an Ontario Teaching Certificate, each consecutive candidate 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.

In preparation for the regular practicum, various instructors may 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, a required final week at the end of the program is arranged by each successful candidate in an education setting of his/her choice.

Candidates must be prepared to be assigned to schools 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 additional expenditures in order to cover the cost of both travel and accommodation.

Since placement in Kingston and area schools cannot be guaranteed, students are invited to identify communities in the Queen's designated area wherein they would like to do their practice.

PRAC 167/0.00 Practicum

Candidates in the second year of the Concurrent Program must complete two weeks of supervised Student Teaching in an approved elementary or secondary school. This may take place during the candidate's Winter break and/or immediately following the Winter term in April or May.

PRAC 168/0.00 Practicum

Candidates in the third year of the Concurrent Program must complete two weeks of supervised Student Teaching in an approved elementary or secondary school. This may take place during the candidate's Winter break and/or immediately following the Winter term in April or May.

PRAC 169/0.50 Internship

Candidates in the final year of the Concurrent Program must complete a four month internship from January to April. This is done in selected Associate Schools normally in the Kingston area or in the Peterborough area.

PRAC 158/0.7 Alternate Practicum (1)

This practicum, which is divided into two six week internships is available only to those students who are registered in the alternate B.E.

Dramatic Arts Courses

- CONT 577/1.00 Dramatic Arts, Part 1
- CONT 578/1.00 Dramatic Arts, Part 2
- CONT 579/1.00 Dramatic Arts, Specialist

English as a Second Language Qualification

- CONT 539/1.00 English as a Second Language, Part 1
- CONT 540/1.00 English as a Second Language, Part 2
- CONT 541/1.00 English as a Second Language, Specialist

Environmental Science Qualification

- CONT 562/1.00 Environmental Science, Part 1

French as a Second Language

- CONT 536/1.00 French as a Second Language, Part 1
- CONT 537/1.00 French as a Second Language, Part 2
- CONT 538/1.00 French as a Second Language, Specialist

Guidance Courses

- CONT 611/1.00 Guidance, Part 1
- CONT 612/1.00 Guidance, Part 2
- CONT 613/1.00 Guidance, Specialist

Industrial Arts Qualification

- CONT 527/1.00 Industrial Arts, Part 1
- CONT 528/1.00 Industrial Arts, Part 2
- CONT 529/1.00 Industrial Arts, Specialist

Junior Education Qualification

- CONT 507/1.00 Junior Education, Part 1
- CONT 508/1.00 Junior Education, Part 2
- CONT 509/1.00 Junior Education, Specialist

Media Qualification

- CONT 580/1.00 Media, Part 1

Music Qualification

- CONT 583/1.00 Music-Instrumental, Part 1
- CONT 584/1.00 Music-Instrumental, Part 2
- CONT 585/1.00 Music-Instrumental, Specialist
- CONT 615/1.00 Music-Vocal (Primary-Junior), Part 1
- CONT 616/1.00 Music-Vocal (Primary-Junior), Part 2
- CONT 617/1.00 Music-Vocal (Primary-Junior), Specialist
- CONT 618/1.00 Music-Vocal (Intermediate-Senior), Part 1
- CONT 619/1.00 Music-Vocal (Intermediate-Senior), Part 2
- CONT 620/1.00 Music-Vocal (Intermediate-Senior), Specialist

Physical and Health Education Qualification

- CONT 510/1.00 P.H.E. Primary-Junior, Part 1
- CONT 511/1.00 P.H.E. Primary-Junior, Part 2
- CONT 512/1.00 P.H.E. Primary-Junior, Specialist
- CONT 515/1.00 P.H.E. Intermediate-Senior, Part 1
- CONT 516/1.00 P.H.E. Intermediate-Senior, Part 2
- CONT 517/1.00 P.H.E. Intermediate-Senior, Specialist

Primary Education Qualification

- CONT 501/1.00 Primary Education, Part 1
- CONT 502/1.00 Primary Education, Part 2
- CONT 503/1.00 Primary Education, Specialist

Reading Qualification

- CONT 533/1.00 Reading, Part 1
- CONT 534/1.00 Reading, Part 2
- CONT 534/1.00 Reading, Specialist

Special Education Qualification

- CONT 504/1.00 Special Education, Part 1
- CONT 505/1.00 Special Education, Part 2
- CONT 506/1.00 Special Education, Specialist

Visual Arts Courses

- CONT 621/1.00 Visual Arts, Part 1
- CONT 622/1.00 Visual Arts, Part 2
- CONT 623/1.00 Visual Arts, Specialist

Technological Studies - Additional Basic Qualification

- CONT 518/1.00 Woodwork(B)
- CONT 519/1.00 Drafting(B)
- CONT 520/1.00 Project Design(B)
- CONT 521/1.00 Machine Shop (B)
- CONT 522/1.00 Automotive (B)
- CONT 523/1.00 Electricity (B)

One Session Qualification Courses

- CONT 699/1.00 Associate Teacher Qualification

settings. A food and transportation fee will be charged for this course.

SPEC 218/0.5 Educational uses of the Environment: A Comparative Study

This course is part of the alternative B.Ed. program in Outdoor and Experiential Education and is available only to candidates registered in that program. The course is divided into two parts. The first is a two-week mobile study of selected outdoor education centres. Participants will visit, critically examine and compare a diversity of programs in a diversity of settings. The second part is an intensive five-day residential component in which analysis of the total program will occur. Emphasis will also be placed on synthesizing comprehensive models for outdoor and experiential career development, and candidate and program evaluation. A food and transportation fee is required.

SPEC 220/0.5 Initiation to Teaching in a French Immersion Program This course is designed for candidates in CURR 321 French (Intermediate-Senior), and CURR 322 French (Intermediate). Admission is based on the successful passing of a special French language proficiency test. The course involves observation visits to schools and a one-week practicum. The candidate will become acquainted with current immersion programs in several Boards of Ontario and other provinces (where available), textbooks, and materials, instructional procedures for teaching subject-matter content through the medium of French, and recent findings of Ministry of Education research projects and other studies.

SPEC 223/0.5 Effective Writing This course examines and relates the lexicon, idiom, descriptive grammar and syntax of the English language to the writing process. It will emphasize, for students in all subject areas, methods and means to foster language development across the curriculum.

SPEC 224/0.5 Drama Skills Sharing Workshop This is an opportunity for students skilled in areas of Drama in Education to share those skills with other students who wish to learn more about the practice of drama in schools. The course will be supervised by a faculty member who will assign relevant topics such as advanced improvisation, actor preparation, directing, design, script interpretation, and theatre history.

SPEC 229/0.5 Introduction to Teaching English as a Second Language This course provides students with a fundamental background in linguistic skills - phonology, morphology, syntax and grammar - and in methodologies for second language acquisition. Students will be prepared for later participation in the Ministry of Education's Three-Part-Specialist Course in Teaching English as a Second Language.

SPEC 232/0.5 Communicating with Motion Pictures This course is designed for teachers in all subject areas who wish to use film, and have students use film, as a medium for communication. During the course students will:

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- 1 view films as models for production;
- 2 become familiar with film sources;
- 3 learn how to relate-motion pictures to instructional objectives and strategies;
- 4 acquire the knowledge and skill involved with scripting, shooting and editing;
- 5 design and produce a short film in the 8 mm format.

Students will be required to purchase supplies for this course. SPEC 233/0.5 The Teacher as TV Producer The purpose of the course is to familiarize students with the potential of television in the classroom setting. During the course students will: 1 become familiar with various educational television systems; 2 learn how to utilize television in an instructional setting; 3 acquire the knowledge and skills involved with scripting, directing, preparing television graphics, and operating equipment; 4 produce a short television program.

SPEC 234/0.5 Producing a Slide-Tape Program A slide-tape program may serve many different purposes and take a variety of forms. It may be designed to communicate precise information to realize informational objectives, or it may vary considerably: from a series of slides with a "live" commentary, to a synchronized slide-tape presentation using single or multiple images. Within the course students will be required to select an appropriate format to produce a program on a subject of his/her own choosing. Students will be required to purchase supplies for the course.

SPEC 239/0.5 An Introduction to Alternative Learning Settings We will use the course to examine the historical, political, sociological, and philosophical antecedents underlying contemporary alternative learning-teaching forms. We also will analyze exemplary alternative forms noting who "uses" them and "user" expectations re: learner-teacher relationships and learner outcomes, and the societal and individual implications of particular "schools". Among the exemplars will be those labelled "special", "free", residential and community schools will be explored and strategies for overcoming impediments to learning will be developed. In addition, career opportunities in the field of gerontology and of education and Senior Adults will be investigated.

SPEC 241/0.5 Education and Senior Adults This course will introduce students to the field of gerontology by exploring the political, physiological, biological, and psychosocial aspects of aging in North America. Settings for senior adult learning will be explored and strategies for overcoming impediments to learning will be developed. In addition, career opportunities in the field of gerontology and of education and Senior Adults will be investigated.

SPEC 263/0.5 Teaching International Development This course provides a forum for questions and issues about global development in education. Students will consider a variety of teaching methodologies and skills which develop critical consciousness and awareness of global concerns. Experiential learning techniques and audio visual aids will be used.

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60 Continuing Education Program

The office of Continuing Education, working in close co-operation with the B.Ed. and Continuing Education Committee of the Faculty Board, has as one of its most important functions, the promotion and presentation of Continuing Teacher Education programs outside the area of concern of the Graduate Studies. Since its inception in the autumn of 1969, this office has performed its major role in the offering of both basic and advanced Ministry of Education Qualification Programs designed for Ontario Elementary and Secondary School teachers. These programs include such important fields of study as the Honour Specialist Courses and the one or three session additional qualification courses: Associate Teacher, Business Education, Cooperative Education, Dramatic Arts, English as a Second Language, Environmental Science, French as a Second Language, Guidance, Industrial Arts, Junior Education, Music (Vocal) Primary-Junior, Music (Vocal), Intermediate-Senior, Music (Instrumental) Intermediate-Senior, Physical and Health Education Primary-Junior, Physical and Health Education Intermediate-Senior, Primary Education, Reading, Special Education, Technological Studies, and Visual Arts. (See courses CONT 501 to CONT 603. Some of these courses are offered in Fall/Winter terms as well as in the summer. In some cases off-campus locations such as Belleville, Brockville, and Peterborough are the sites for course offerings.

A second major concern of the Office of Continuing Education lies in the promotion of a broad program of in-service professional development courses and workshops which have been offered in widely varying areas. There has been a steadily increasing emphasis placed by this Office upon professional development programs in response to needs perceived by teachers and school administrators in general, and by groups such as Associate Teachers, Instructors within the Federal Penitentiary system as well as the staffs of Colleges of Applied Arts and Technology.

A third function of growing importance for this Office is the arrangement of programs which are especially designed to bring the Faculty of Education into a closer communication not only with the other Faculties within the University, but also with the community at large. During the period 1969 to the present, a number of significant conferences and workshops have been instituted on a cooperative basis between this Faculty and other Faculties and Institutions of the University and the community.

Throughout the years since 1969 the Office has continued to provide an important liaison function between the Faculty, the Ministry of Education, the Regional Professional Development Committees of Eastern Ontario, Community Education groups, Federal Penitentiary Staff Colleges, County Boards of Education and Professional Teacher Organizations.

The Master of Education Program 61

Programs leading to a Master of Education degree with specialization in Curriculum and Instruction or Educational Administration are available on a part-time or full-time basis. These programs include course work only, or course work plus a thesis. Each program has a weight of 8 half courses and consists of a core of 4 required half courses, together with 4 electives one of which must be in the area of Educational Foundations. By suitable selection, a candidate may study in additional areas of interest and concern such as: Psychology of Education, Educational Technology, Computers in Education, Sociology of Education, History of Education, Philosophy of Education and Curriculum in Specific Teaching Areas. (Programs of study are individually planned by candidates in consultation with Program Advisors.)

Normal admission requirements to the program are: 1 A Bachelor's degree with second class standing or its equivalent. 2 A B.Ed. degree or its equivalent. Equivalence to the B.Ed. degree may be completion of a certification program for elementary or secondary teachers. Where teacher training is not a requirement for employment, applications may be granted an equivalence on the basis of two years related professional or industrial experience. 3 Successful Teaching Experience: a Two years in the case of applicants possessing an Honours degree. b Four years in the case of applicants possessing an General degree.

Further details may be obtained by consulting the Calendar of the School of Graduate Studies and Research, Queen's University or by writing to: Graduate Studies, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6.

SPEC 271/0.5 Practical Theatre Production This course provides an opportunity for an involvement in a theatre production as director, designer, actor or technician. The course will coincide with the preparation and presentation of a play that will be shown in March. Although the production will be supervised by a faculty member, most artistic decisions will be made by students.

SPEC 299/0.5 Private Studies Private studies may be undertaken by a student to satisfy a particular need or to pursue a particular interest relevant to teaching. The student must submit an outline of the proposed Private Study to the appropriate faculty member for appraisal, approval, and acceptance of the responsibility for monitoring and evaluating the student's study. The faculty member must submit his/her written approval to the Registrar before a student may be registered for Private Studies.

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Continuing Education Qualification Courses

- Honour Specialist Qualification
- CONT 586/1.00 Honour Specialist - Biology
- CONT 587/1.00 Honour Specialist - Chemistry
- CONT 588/1.00 Honour Specialist - Dramatic Arts
- CONT 589/1.00 Honour Specialist - Economics
- CONT 590/1.00 Honour Specialist - English
- CONT 591/1.00 Honour Specialist - French
- CONT 592/1.00 Honour Specialist - Geography
- CONT 593/1.00 Honour Specialist - History
- CONT 594/1.00 Honour Specialist - Mathematics
- CONT 592/1.00 Honour Specialist - Music
- CONT 595/1.00 Honour Specialist - Physics
- CONT 596/1.00 Honour Specialist - Physical & Health Education
- CONT 597/1.00 Honour Specialist - Political Studies
- CONT 598/1.00 Honour Specialist - Technical Studies

- Business Education Courses
- CONT 651/0.25 Typing Methods
- CONT 653/0.25 Business Mathematics and Machine Applications
- CONT 654/0.25 Media and Business Methods
- CONT 655/0.25 Consumer Studies
- CONT 656/0.25 Introduction to Business
- CONT 657/0.25 Law
- CONT 660/0.25 Business Department Management
- CONT 661/0.50 Accounting, Part 1
- CONT 662/0.50 Accounting, Part 2
- CONT 663/0.50 Accounting, Specialist
- CONT 664/1.00 Data Processing, Part 1
- CONT 665/1.00 Data Processing, Part 2
- CONT 666/1.00 Data Processing, Specialist
- CONT 668/0.50 Marketing and Merchandising, Part 1
- CONT 669/0.50 Marketing and Merchandising, Part 2
- CONT 670/0.50 Marketing and Merchandising, Specialist
- CONT 671/0.25 Advertising
- CONT 672/0.50 Secretarial, Part 1
- CONT 673/0.50 Secretarial, Part 2
- CONT 674/0.50 Secretarial, Specialist
- CONT 676/0.25 Curriculum Design

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The University Libraries

The library system at Queen's University consists of a central unit, the Douglas Library, 19 branches and three faculty libraries, of which one is the Education Library. Together these libraries contain over 1,000,000 volumes.

The Douglas Library building as well as housing the major holdings of the humanities and social sciences and the university archives, contains the administrative offices and other related library services. For the purpose of library privileges students of the Faculty of Education are considered to be in the category of graduate students. Facilities which are available to graduate students and other researchers include study carrels, microfilm readers, photocopy equipment and bibliographic training courses. Holdings of other Ontario University Libraries, are made available through the interlibrary loans service.

Education Library

The Faculty of Education and the teaching profession of this area, are served by this library. The collection now consists of approximately 60,000 volumes, and 500 journals which include the major publications in the field. An important research resource is the collection of 120,000 documents on microfiche distributed by the Educational Resources Information Centre (ERIC) of the United States Department of Health, Education and Welfare. This collection grows at the rate of approximately 12,000 microfiche per annum. Computer-assisted reference service (CARS) is also available to library patrons to facilitate specialized research requirements and information retrieval. The Resource Centre in the library houses a growing collection of audio-visual materials relevant to the curricula in the schools and in the Faculty.

The Computing Centre

The Queen's University Computing Centre provides computing services to meet the needs of education, research and administration.

The Express Batch Service offers rapid turnaround and comprehensive diagnostic capabilities for small batch jobs. The languages supported include: BASIC, FORTRAN, PL/C, and S/PK based on the P/LJ language and PASCAL. This service is provided on an IBM system.

The Queen's University Interactive Computing (QUIC) service offers small individual computers for people with jobs which can be done in an interactive mode using display screen terminals. The programming languages available on the QUIC systems include APL, BASIC and FORTRAN. All other academic computing is carried out on a Burroughs B6700 dual processor system. Batch computing is accessible through remote job entry terminals at several locations around the campus. The principal languages provided are ALGOL, BASIC, COBOL, FORTRAN, PASCAL and P/LJ. Specialized languages such as SNOROL and LISP are also available. Mass storage of magnetic disk and tape devices is available to all users. A comprehensive library of application programs is maintained on-line.

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Time-sharing computer is available via key-driven terminals distributed around the campus. Service offered to time-sharing users are APL, a specifically interactive language, and the CANDE system through which time-sharing users can gain access to practically all the facilities of the computer system available to batch users.

An IBM 307/148 system provides administrative computing services for the University. All services are provided at terminal sites supervised by full-time staff members. Great emphasis is placed on convenience of access to the power of the computer.

The Faculty of Education maintains an IBM 5100 desk-top computer in the Education Library. The computer uses BASIC or APL. The Library has a magnetic tape of sample instructional programs for general use. There is also a statistical package for analyzing small-scale data sets. Further details may be obtained from D.Burnett (A-315, Duncan McArthur Hall).

Performing Arts Office

The Performing Arts Office is responsible for programming performing arts events on campus. Four series are presented this season.

Two series are held in Grant Hall: the Masters, and Chamber. They feature international artists in solo and ensemble performances. Symphony orchestras are also featured.

The Theatre and Dance series are held in the Grand Theatre presenting the best professional theatre, dance and mime companies touring in Canada.

A number of additional events are presented to satisfy the increasing audience demand for quality performing arts events.

Since these events are an important part of the co-curricular education of the students at Queen's University, both the University and the Richardson Memorial Trust Fund provide subsidies that enable students to buy tickets at greatly reduced prices.

Students wishing to become involved with the presentation of performing arts events can do so by participating in related committee work and in front-of-house management.

For further information contact the Performing Arts Office in the John Deutsch University Centre (547-6194) or the Administrative Office (547-5786).

Public Lectures

Through an endowment set up in honour of Charles A. Dunning, a past chancellor of Queen's University, a series of public lectures emphasizing the supreme importance of the dignity, freedom and responsibility of the individual in human society is presented each year. Distinguished persons from around the world are invited to Queen's to deliver these lectures, which are open to members of the university community and the general public free of charge.

The Agnes Etherington Art Centre

The Agnes Etherington Art Centre offers to students in all faculties a varied program of specially prepared art exhibitions, ranging from the traditional to the contemporary, throughout the year. It also houses the

Fees

The Board of Trustees reserves the right to make changes, without notice, in the published scale of fees, if in their opinion, circumstances so require.

The scale of fees and the regulations which apply are available each spring. This "Fee Information Sheet for Undergraduate Students" and MBA Students is mailed to each candidate who accepts an offer of admission. Please note that it is the responsibility of the student to be aware of this information.

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Student Awards and Financial Aid

Government Financial Aid Programs

Supplementary financial assistance is available for post-secondary study on a need-assessment basis to both undergraduate and graduate students in each province of Canada. These government aid programs are the major source of funds for students who have limited financial resources, however, in each province, government aid programs are based on the assumption that it is primarily the responsibility of the student and his parents or spouse to provide for post secondary education.

In this province, the Ontario Student Assistant Program (OSAP) offers grant funds via the Ontario Study Grant Plan, as well as loan assistance through the Ontario/Canada Student Loan Plan. Students are normally eligible for grant assistance for the first four years of university study. After a student has used his grant eligibility periods, loan assistance to meet education needs is available. The amounts of loan and grant under the OSAP program are determined by the federal and provincial governments, taking into consideration the financial resources of the student and his parents or spouse.

No interest or principal payments are required on the Canada or Ontario Student Loan while the student is in full-time attendance at an approved post-secondary institution and for six months thereafter. Interest charges during this period are paid by the federal and provincial governments, which also guarantee repayment of the loan. After the interest-free period, interest charges, which are fixed annually by the government, begin to accrue on the unpaid balance of all previously consolidated loans.

Ontario residents who may qualify for OSAP may obtain application forms and further information from the Assistant Registrar, (Student Awards), Queen's University or the Ministry of Colleges and Universities, 8th floor, Mount Block, Queen's Park, Toronto, Ontario. Completed application forms should be forwarded to the Assistant Registrar (Student Awards), Queen's University, Kingston, Ontario. It is strongly recommended that such applications reach the Student Awards Office during May or June.

Non-residents of Ontario must apply for their own province aid under the Canada Student Loans Plan in addition to any provincial aid that may be available.

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permanent collection of art of the University, which includes many important gifts. Selections from the collection are on exhibition and provide original source material for students of Art History. Admission to the exhibitions is free.

Supplementing the exhibition program are public lectures on art, film programs, studio workshop sessions, music recitals and other special and experimental events. The Art Centre serves not only the whole University but also the Kingston and region community and is helped by an active Gallery Association. Membership in the Association is open to all and students are specially welcome. A monthly Bulletin of Art Centre events is published and is mailed to members.

Radio

CFRC, (1490 kilohertz), one of Canada's oldest AM radio station, was first granted a broadcast license in 1922. CFRC-FM (91.9 megahertz), was granted a broadcast licence in 1953. The stations are owned by Queen's University which finances their non-commercial operations. Programming is provided year round on a voluntary basis by the CFRC Radio Club under the guidance of the Station Manager. The stations' formats include a wide variety of music, news, sports and public affairs.

A detailed Program Guide is available on request. The stations, are located in the basement of Carruthers Hall and guided tours are available for visitors.

The John Deutsch University Centre

The University Centre conveniently located at the corner of Union Street and University Avenue, is a place for the students, staff and faculty of Queen's to meet, relax and be entertained.

The facilities include four meeting rooms, a reading lounge, games room area with billiard tables, board games, electronic and airball games, a music listening room and the Central Meeting area (the Cellih) where displays and noon hour performances are held. There are three eating facilities, two pubs as well as the following commercial outlets: The Bank of Montreal, Campus Cleaners, Ye Olde Tuck Shoppe, the College Book Merchant, and a campus hair stylist.

Other tenants include the AMS (Student Government), student newspapers and yearbook, an information centre, many student clubs and societies, the Performing Arts Office box office and the Alumni Office. Contiguous to the University Centre are the International Centre and the Graduate Student Residence.

The University Centre is here for your use — hope you enjoy it.

Athletics

Queen's University provides opportunity for students to compete in competitive intramural and intercollegiate sports for men and women, as well as varied recreational activities, including clubs and instructional programs.

The stadium and track, six illuminated fields, the pool, area, three gymnasiums, indoor track, squash and handball courts, and other athletic and recreational facilities afford the interested student many choices of activities revolving around the Physical Education Centre.

Queen's University is a member institution of the Ontario Universities Athletic Association and the Ontario Women's Intercollegiate Athletic Association and, as such, abides by the constitutions of these associations, including their playing regulations and eligibility bylaws. Students who wish to participate in intercollegiate sports are bound by these regulations. Copies are available for perusal in the Senate Office and the Administrative Office — Athletics and Physical Education in the Physical Education.

Student Services

The University has established services in a number of areas to help students deal with a variety of concerns and needs. The activities of the following services are co-ordinated through the office of the Director, Student Services Group: Career Planning and Placement, The Grey House, John Deutsch University Centre, the International Centre and the Student Counselling Service. In addition, services are also provided to students by the Co-ordinator of Services for Disabled Persons, the Day Care Centre Inc., the Dean of Women's Office, the Student Health Service and the University Residence.

Career Planning and Placement, in the St. Lawrence Building, (547-2992) offers a variety of services and information in the areas of part-time, summer and permanent job placement. An extensive collection of company files, industrial, commercial and government directories, and career files is available for student use in job search and career planning.

The Grey House is a comfortable old house located at 51 Queen's Crescent. Open to all members of the university, this home like environment can be used for meetings, as informal study space or simply as a place to meet friends and relax. Sponsored jointly by the University and the Alma Mater Society, the house accommodates the Queen's Student Community Services Group (547-2836, 547-2806), as well as the office of the Denominational Chaplains (547-6995).

The John Deutsch University Centre (547-2931) is conveniently located on the corner of Union Street and University Avenue. The Centre offers a place where staff, faculty and students may meet, relax and dine. The facilities include 4 meeting rooms, reading lounges, games room area, a music listening room and a central meeting area. The eating facilities and two pubs as well as several commercial outlets are housed within the centre. Other facilities include the AMS (Alma Mater Society — the student government), student newspapers, yearbook, clubs and societies, the Performing Arts office and the Alumni office.

The International Centre in the John Deutsch University Centre, (547-2807) exists as a community and campus service designed to help promote international understanding by providing a place where overseas students and Canadians can meet for a variety of activities.

The Student Counselling Service (547-2993) provides free psychological and counselling services, including individual counselling, psychological testing, and group programs for all students, staff and faculty. The Counselling Service is located at 32 Queen's Crescent.

The D.Sawyer Memorial Award

The Sawyer Memorial Award was established in the memory of Frank D. Sawyer who was a member of the Province Executive during some of its important years from 1952 to 1959 and President of OSSTF in 1954. At the time of his death in 1960 he was principal of Petrolia District High School. Mr. Sawyer's great contribution to Federation lay in his ability to discover the basic issues in the many difficulties which arose in teacher-board relationships during his term of office and in his having a sense of humour in periods of crisis.

The value of the award is \$100 annually. The OSSTF will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the Intermediate-Senior Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarship, teaching ability and character.

The Senator Frank Carrel Scholarships

The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gulf Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940.

Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University or for at least one year prior to 30 April if enrolled in an upper year have been and remain until the expiry of their scholarship domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Gulf Division of the Legislative Council of Quebec as constituted at 30 July 1940, including Rimouki Bonaventure, Gaspé, Gaspé-ouest and Îles de la Madeleine. The Senator Frank Carrel Scholarships: Several scholarships are awarded annually on the basis of general proficiency. All eligible candidates will be considered automatically; Value up to \$1,000.

Senator Frank Carrel Bursaries

Established by the late Senator Frank Carrel of the City of Quebec. Several Bursaries are awarded annually on the basis of deemed need to students enrolled in any year of any program who achieved at least a B standing the previous year and who for at least one year prior to their application and until the expiry of their scholarship have been and remain domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Gulf Division of the Legislative Council of Quebec as constituted at 30 July 1940. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 October of the year of application. Value variable.

IBM Canada Bursary Program

IBM Canada Limited makes an annual grant of \$2,000 for bursaries to students registered in a full-time course at the university who have satisfactory standing and who demonstrate financial need. Application may be made through the office of the Assistant Registrar (Student Awards).

Queen's University Student Loan Funds

Queen's University, its graduates and friends have established a number of loan funds for the assistance of undergraduate and graduate students. Loans are made on the basis of financial need, academic merit, and general integrity. An applicant for a University loan must have had at least a passing average in the Session immediately prior to application.

Short term loans of ninety days or fewer may be granted to students who are temporarily in need of funds and who can produce satisfactory evidence that they will have sufficient money to make repayment on or before the due date. There is an administrative charge of 1% on loans of this kind, with a minimum charge of \$2. A short term loan may not exceed the value of a term's tuition fee.

For the most part, long-term loans at an interest rate determined by the bank rate that the University is able to obtain for itself not compounded are made only after the first term. Under ordinary circumstances students are expected to have enough money to carry them through the first half of the year. Those eligible for assistance from the Government sponsored financial aid programs are expected to obtain the maximum assistance possible from this source before applying for a long term University loan. Before a long-term loan is approved, the loan committee must be satisfied that the applicant has exhausted all other sources of assistance. A long-term loan may not exceed the value of a session's tuition fee. The applicant must be a Canadian citizen or a landed immigrant in at least his second year of full-time attendance at Queen's University.

Although long-term loans may be extended for as long as two years after graduation, the due date is usually 30 September immediately following the granting of the loan. The student is expected to repay the loan on this date and may, if the need arises, apply for another loan for the forthcoming year. Only by the prompt repayment of loans is the University able to assist the greater number of students.

Applications for assistance from the University's student loan funds are dealt with in the order that they are received. These funds are limited in size and the University cannot guarantee to meet every application for assistance that is received. Students contemplating an application for University loan assistance should determine their income and expenditures for the session and apply at least two weeks in advance of the actual need. Application for a University loan is made through the Assistant Registrar Student Awards, 131 Union Street.

The Andria McCulloch Prizes for Public Speaking

These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fields: public speaking/thesis presentation, reading/dramatization, and debating. The categories of the awards and the cash value of the prizes in any year are determined by a committee of the Senate; value variable.

The Alexander Morton Robertson Awards

Established in memory of Alexander Morton Robertson, M.A. '96. Awarded annually on the basis of merit and need to a student enrolling in a program in the Faculty of Education leading to a teaching certificate in the Sciences; Value variable.

Bursaries

A limited number of bursaries available to students in several faculties or schools may be found in the Calendar of the Faculty of Arts and Science. Please note that, in most cases, the due date for returning completed application forms to the Student Awards Office is prior to 1-December, and any assistance offered will not be given until the second term. *blackboard (c)*

LW Copp Award

Granted to the graduating Bachelor of Education student in the Primary-Junior or the Junior-Intermediate Program and based upon high overall achievement and demonstration of those personal qualities esteemed by teachers.

John Watson Award

Granted to the graduating Bachelor of Education student in the Primary-Junior Program or the Junior-Intermediate Program and based upon excellence in Student Teaching.

The Office of the Co-ordinator of Services for Disabled Persons is located in Mackintosh-Corry Hall. Problems encountered by disabled students such as accommodation, location of lectures and laboratories, mobility around campus or any other areas should be brought to the attention of the Co-ordinator at 547-2640.

Queen's Day Care Centre provides day care for approximately 82 children from families of students, faculty, staff, and other members of the Kingston community. Full day care is provided for children from six months to five years of age, and a half-day program is available for children who attend kindergarten. Families interested in using the facilities are encouraged to make application as early as possible since there is usually a waiting list for the available spaces. The Day Care facilities are located at 96 Queen's Crescent and at 169 Union Street, telephone 546-6955.

The Dean of Women and her staff are available to students for conversation, as a sounding board for ideas, and to give counsel when personal problems arise. The Dean's administrative responsibilities include the Women's Residences and she works closely with student government and student organizations. Her office is in Victoria Hall and also on a part-time basis at the John Deutsch University centre, Monday and Fridays from 11 am to 2 pm and Wednesday from 10 am to 12 noon; telephone 547-6109.

Student Health Service serves the physical and emotional health needs of all students through the Medical Clinic and Psychiatric Division, located in the St. Lawrence Building on Queen's Crescent. The Service is open Monday through Friday from 9 am to 4.30 pm; telephone 547-6106. Appointments with the Psychiatric Division may be made in person or by telephoning 547-2889.

The University provides residence accommodation in single and double rooms for 1186 undergraduate men, 1383 undergraduate women and approximately 300 graduate students. In addition, 393 student apartments are provided. Information about the University's residences and off-campus accommodations is contained in the publication, *A Residence Brochure*. This brochure, a residence application form and a residence fee schedule are sent to each student who is offered admission to Queen's.

Housing Service, a division of the Office of Apartment and Housing Service, provides assistance for students interested in locating off-campus private accommodation. The Housing Service is located at 86 Queen's Crescent, telephone 547-2890.

Minister's Representatives

Mr. C. Boe
Educational Officer
Supervision Section
Ministry of Education
Eastern Ontario Region
Ottawa, Ontario
Mr. W. F. Boston
Director of Education
Lennox and Addington County
Board of Education
Napanee, Ontario
Mr. G. G. Thomson
Realtor
Kingston, Ontario
Mr. R. Sheridan
Teacher Education Branch
22nd Floor, Mowat Block
Queen's Park, Toronto
Mr. R. Doyle
Director of Education
Frontenac, Lennox &
Addington Roman Catholic
Separate School Board
Kingston, Ontario

University Representatives

Dr. A. H. Jeeves
Associate Dean
Arts and Science
Queen's University
Mrs. Beatrice Bryce
Former Dean of Women
and Member of the
Department of English
Queen's University
Dr. J. K. McSweeney
Department of English
Queen's University
Dr. G. K. Rutherford
Department of Geography
Queen's University
Dr. D. C. Symington
Faculty of Medicine
Queen's University

Representatives from:

Ontario Secondary School
Headmasters' Council
Mr. John G. Linscott
Principal
Loyalist Collegiate and
Vocational Institute
Kingston, Ontario
Ontario Association of
Education Administrative Officials
Mr. D. C. Sifton
Director of Education
Northumberland and Newcastle
Board of Education
Cobourg, Ontario
Mr. R. E. Shadbolt
Director of Education
Frontenac County Board of Education
Kingston, Ontario
Ontario Catholic Supervisory
Officers' Association Inc.
Mr. J. L. Jordan
Director of Education
Lamark, Leeds, Grenville County
Roman Catholic
Separate School Board
Smiths Falls
Ontario Teachers' Federation
Mr. John G. Linscott
Principal
Loyalist Collegiate and
Vocational Institute
Kingston, Ontario
Mr. D. Goodridge
Principal
Sharbot Lake High School
Sharbot Lake, Ontario
Mr. R. Sharpe
Kingston Collegiate and
Vocational Institute
Kingston, Ontario

Faculty Board Representatives
(Faculty of Education)

Mr. C. F. Johnston
Faculty of Education
Queen's University
Miss M. L. Balanchuk
Faculty of Education
Queen's University

Ex-Officio Members

Secretary to Committee
Mr. H. B. Oikle
Registrar
Faculty of Education
Queen's University
Dr. T. R. Williams
Dean
Faculty of Education
Queen's University