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QUEEN'S



Queen's University
at Kingston

Faculty of Education

1987-88

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Sessional Dates iii

August 1987
31 International Student Orientation Week begins
September
9 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 Orientation Week begins for Concurrent, Year 1 candidates
10 (11 am-4 pm) Registration in the Jock Harty Arena, Division Street entrance for B.Ed. and Dip.in Tech. Ed. candidates and for Concurrent Final Year candidates
10 Registration for M.Ed. candidates
11 Registration for Concurrent Year 1 candidates
14,15 Authorization of programs for Concurrent Year 2 candidates and for the Arts and Science courses for Concurrent Year 3 candidates
14 Fall Term classes begin - M.Ed.
14 Fall Term classes begin - Arts and Science courses for Concurrent candidates
16-18 Registration for Concurrent Year 2 and Year 3 candidates
25 Last date for adding a full year course or Fall Term course without approval of the Program Director
October
7 Federation Day
12 Thanksgiving Day
14 Last date for course changes - M.Ed., without Division II approval
19-30 Student Teaching
30 Last date for dropping a Fall Term course - all candidates except M.Ed.
31 Fall Convocation
November
11 Remembrance Day Service (classes cancelled from 10:30 am to 11:30 am)
23-30 Student Teaching
December
19 Fall Term ends
January 1988
11 Winter Term classes begin
15 Last date for adding a Winter Term course without approval of the Program Director
16 International Student Orientation for winter-term admissions
29 Last date for dropping a full year course or a Winter Term course - all candidates except M.Ed.

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

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

Duncan McArthur



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

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

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The various teaching areas are linked by closed circuit television. A production studio and several micro-teaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Associated with the library is an excellent media resource 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

- February
- 4 Last date for course changes - M.Ed., without Division II approval
- 15-20 Student Teaching
- 17-21 Reading Week - M.Ed.
- March
- 1-11 Student Teaching
- 14-18 Winter Break
- April
- 2 Winter Term Classes end - M.Ed.
- 15 Good Friday
- 25-29 Student Teaching
- 29 Winter Term ends
- June
- 3 Convocation - B.Ed., Dip.in Tech.Ed., M.Ed., and Concurrent Final Year
- July
- 4 Summer Term classes begin

1987

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

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

1988

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

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

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 University. 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 unwearying 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, \$113,000 was added to the endowment.

In 1877, Principal Snodgrass was succeeded by the Reverend G.M. Grant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessors.

Under him the University gained rapid 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 Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R.C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September, 1936, 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

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 Sir John A. Macdonald Boulevard, a short distance from Duncan McArthur Hall.

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

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 - 1987-88

- Park, P.B., B.A. (Western), M.Ed. (Toronto)
- Dean of the Faculty of Education
- Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Syracuse)
- Associate Dean, Coordinator of Media Services
- Munby, A.H., B.Sc. (St. Andrews), M.A., Ph.D. (Toronto)
- Director of Graduate Studies
- Russell, T.L., A.B. (Cornell), M.A.T. (Harvard), Ph.D. (Toronto)
- Director of Concurrent Teacher Education Programs
- Munro, I.R.M., B.A. (McMaster), M.Ed. (Queen's)
- Director of Concursive Teacher Education Programs
- White, W.G., B.Sc., M.Ed., Ph.D. (Ontario)
- 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
- Sedgewick, K.H., B.A. (McMaster), M.Ed. (Ontario)
- Chairperson - Arts
- Thompson, L., B.A. (Toronto), M.A. (Rochester)
- Chairperson - Communications and Social Sciences
- Rees, R., B.A., M.A. (York), M.Ed., Ph.D. (Toronto)
- Chairperson - Educational Contexts
- Wilson, R.J., B.Ed. (British Columbia), M.Ed., Ph.D. (Washington)
- Chairperson - Curriculum Studies
- Schirall, M.G., B.A. (Queen's College, New York), M.A., Ph.D. (Illinois)
- Chairperson - Psychology and Philosophy
- Talesnick, L., B.A., M.A. (Toronto)
- Chairperson - Science, Mathematics and Technical Education
- Fisher, R.
- Administrative Assistant - Technological Studies
- Gargaro, B.A.
- Administrative Assistant - Graduate Studies, Research and Development
- Laporte, G.B.
- Administrative Assistant - Office of the Registrar
- Murdock, M.
- Administrative Assistant - Finances
- Travers, A., B.A., M.Ed. (Queen's)
- Administrative Assistant - Hiring and Placement
- Walker, T.
- Supervisor, Support Services

had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J.J. Deutsch who had had a distinguished career in Economic Research, in Government Service, in University teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from 1963 to September 1967. On his retirement in 1974, Dr. Deutsch 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 reorganized in 1866 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1891 the original status was resumed.

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

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

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

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

The School of Mining was founded in 1893 under an Ontario charter and was amalgamated with the University, and now constitutes the Faculty of Applied Science.

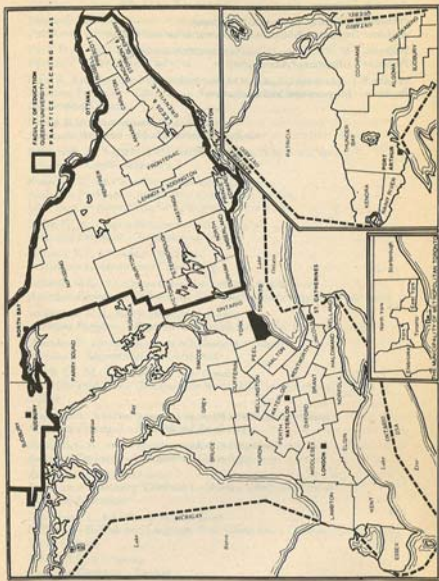
In 1907 the Ontario Government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary school in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal 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 1934 until his death in 1943. The Faculty of Education opened in 1968 offering programs to university graduates leading to the B.Ed. degree and to teaching certificates valid in the secondary and elementary schools of Ontario, and such other courses leading to Qualification of teachers as may be determined jointly by the Minister of Education and the University.

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

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

Queen's has a long history of extension work in Arts and Science; correspondence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, inter-session programs during May and June were instituted in 1972. More recently the University has been developing in the field of continuing edu-

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



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

Primary-Junior Program

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

Junior-Intermediate Program

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

Technological Studies Program

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

Alternative Programs

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

Artist in 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 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 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.

Program Format

Candidates in Artist in 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 468 - Affective and Aesthetic Development and FOUN 448 - Philosophy - Aesthetic Education. Candidates register for SPEC 225 - Arts Management designed specifically for Artist in 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 in an educational office in an Ontario gallery or theatre c) preparing an Arts program for implementation in the Faculty and local schools, or d) serving as an animator in a community-based theatre company.

Certification

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

Cooperative Program in Outdoor and Experiential Education

The Cooperative Program in Outdoor and Experiential Education is intended to facilitate integration of conventional teacher education and preparation for professional work in alternative settings. The program is based on experiential education theory with emphasis on methodology

appropriate to a variety of environmental contexts and to all teaching subjects. Also considered are the development, organization, operation and evaluation of experience-based educational programs. These include community education, adventure programs, rehabilitation for special populations, environmental education and outdoor education.

Admission

Applicants must meet the regular admission requirements for all B.Ed. candidates applying to Primary-Junior, Junior-Intermediate or Intermediate-Senior Programs. Concurrent Program students also may be included within the Cooperative Program if they meet the admission criteria for the program and can arrange appropriate concurrent internship placements in the Kingston area.

Applicants should have education and work experience that would enable them to profit from the program. A strong academic discipline is an advantage. Their career interests should have a service orientation. They should be able to teach and learn effectively in settings whose values draw on humanistic foundations. The readiness of applicants will be assessed by a resume and a personal interview.

Candidates are required to have a current certificate in Cardio-Pulmonary Resuscitation and Standard First Aid before graduation. It is an advantage to have these certificates on admission.

Program Format

PHASE I

- A ten-day residential interdisciplinary study period (May 1 to May 10). See Special Studies course SPEC 217.
- Two six-week supervised internships at selected outdoor or other experiential education centres. See Alternate Practicum PRAC 158.
- A five-day residential course (5 days prior to the beginning of the Fall Term) to consolidate practicum learning and to prepare for the Fall Term. See Special Studies course SPEC 217.

PHASE II

Candidates then enter the regular Fall and Winter Faculty of Education year in their chosen divisional program. Cooperative Program students are required to take Special Studies course SPEC 242 during the fall and winter and Special Studies course SPEC 243 as a residential during the last week of April. It is recommended that the Foundational Studies course FOUN 454 Philosophy: Teachers and the Law be chosen as one of the Foundational Studies requirements.

An additional tuition fee is required for Phase I. The three Special Studies courses require fees for food and transportation.

Note: Studies in Outdoor and Experiential Education are also available within the regular consecutive and concurrent B.Ed. programs for students not enrolled in the Cooperative Program.

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,

Faculty 1987-88

- 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. (Syracuse)
Assistant Professor - Human Dimensions in Teaching and Learning,
Associate Dean, Coordinator of Media Services
- Andersen, C.F., B.A. (Laurentian)
Instructor - Technical Studies
- Bailey, J.C., B.A. (Queen's), M.A. (Syracuse)
Professor - Language Arts
- Balanuchuk, M.L., B.A. (Queen's), M.Ed. (Toronto)
Professor - Guidance and Counselling
- Berrill, D., B.A., M.A. (Toronto)
Lecturer - Queen's-Trent Program
- Brickett, G., B.A. (Queen's), M.Ed. (Ontario)
Assistant Professor - Language Arts
- Bull, D., B.A. (Queen's)
Assistant Professor - Art
- Campbell, D.S., B.A. (Washington and Lee), M.A. (North Carolina), Ed.D. (Indiana)
Associate Professor - Educational Technology and Psychology
- 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. (Syracuse)
Professor - Mathematics and Curriculum
- Danby, M., B.A. (Acadia), B.Ed., M.Ed. (Queen's)
Assistant Professor - Drama in Education
- Downes, W.E., B.A. (Queen's), M.Ed. (Toronto), Ph.D. (Ontario)
Associate Professor - Queen's-Trent Program
- Eastbrook, J.H.G., B.A., M.A. (Western), Ph.D. (Toronto)
Associate Professor - Sociology
- Egnatoff, W.J., B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto)
Assistant Professor - Computers in Education
- 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. (Massachusetts), M.Ed. (Toronto), Ph.D. (Oregon)
Professor - Geography, Computers in Education

- Higginson, W.C., B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Exeter), Ph.D. (Alberta)
Associate Professor - Mathematics
- Hill, R.J., B.A. (New Brunswick), M.Ed. (Toronto)
Assistant Professor - Language Arts
- Hills, G.L.C., B.Ed., M.Ed., Ph.D. (Alberta)
Associate Professor - Philosophy
- Holomego, H., B.A., B.P.H.E. (Queen's), M.A. (Western)
Professor - Physical and Health Education, Special Education
- Horwood, R.H., B.A., M.Sc. (Queen's)
Professor - Outdoor and Experiential Education
- Johnston, C.F., B.A., B.Ed. (Toronto), M.A. (Syracuse)
Associate Professor - Educational Technology
- Kellway, J., Dip. Ed. B.A. (Ipswich)
Part-time Lecturer - English, English as a Second Language
- Kemp, D.E., B.A. (Queen's), M.Ed. (Bath), L.U.T.D. (London), L.U.D.D.A. (Central School of Speech and Drama), L.T.C., F.T.C.L. (Trinity College, London), F.R.S.A.
Professor - Sociology
- King, A.J.C., B.P.E. (British Columbia), M.Sc. (U.C.L.A.), Ed.D. (Toronto)
Professor - Sociology
- Loken, J.O., B.Ed. (Alberta), M.Ed. (Calgary), Ph.D. (Alberta)
Assistant Professor - Sociology
- MacLachlan, J., Jordanhill College of Education, Graduate course
Associate Professor - Psychology
- Mandell, A.L., B.A., LL.B. (Queen's), Barrister and Solicitor of the Bar of Ontario
Associate Professor - Latin and Philosophy
- Massey, D.A., M.A. (Cambridge), M.A.T. (Yale), Ph.D. (Queen's)
Professor - French and German
- 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. Andrews), M.A., Ph.D. (Toronto)
Professor - Curriculum, Director of Graduate Studies
- Munro, I.R.M., B.A. (McMaster), M.Ed. (Queen's)
Associate Professor - Comparative Education, Social Studies Education, Director of Consecutive Teacher Education Programs
- O'Driscoll, D.C., B.A. (London), B.Ed., M.Ed. (Alberta), Ph.D. (Michigan)
Associate Professor - Comparative Education and History of Education
- O'Farrell, L., B.A. (Queen's), M.A. (Arizona State), Graduate of National Theatre School of Canada
Associate Professor - Dramatic Arts

- Olson, J.K., B.A., B.Sc. (Queen's), M.Ed. (Toronto), Dip. Ed. (Bristol), Ph.D. (Birmingham)
Professor - Science
- Osset, H., B.A. (Queen's), Ph.D. (Cornell)
Professor - Psychology
- Perunak, W.S., B.A. (Queen's), M.Ed. (Toronto), Ph.D. (International College, Los Angeles)
Professor - Educational Contexts
- Pratt, D., B.A., M.A. (Oxford), M.A., Ph.D. (Toronto)
Professor - Curriculum Planning
- Rees, R., B.A., M.A. (York), M.Ed., Ph.D. (Toronto)
Assistant Professor - Educational Administration, Chairman - Educational Contexts
- 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
- Russell, T.L., A.B. (Cornell), M.A.T. (Harvard), Ph.D. (Toronto)
Associate Professor - Science and Curriculum Studies,
Director, Concurrent Teacher Education Program
- Salter, H., B.A. (York), M.Ed. (Queen's), Ph.D. (Syracuse)
Associate Professor - Technological Studies
- Samuda, R.J., B.A., M.Ed., Ph.D. (Ontario)
Professor - Guidance and Counselling
- Schiralli, M.G., B.A. (Queen's College, New York), M.A., Ph.D. (Illinois)
Associate Professor - Philosophy, Chairman - Psychology and Philosophy
- Sedgewick, C.H., B.A. (McMaster), M.Ed. (Ontario)
Assistant Professor - Physical and Health Education, Chairman - Arts
- Sharples, B., B.Sc. (Birmingham), M.Ed. (Calgary), Ph.D. (Alberta)
Professor - Educational Administration
- 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 - Educational Psychology
- Southall, G.A., B.A., M.Div. (Queen's), M.A., Ph.D. (Syracuse)
Assistant Professor - Educational Technology
- Talensnick, I., B.A., M.A. (Toronto)
Professor - Chemistry, Chairman - Science, Mathematics and Technical Education
- 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

- Watson, P.H., B.A. (Toronto), M.A. (Acadia)
Professor - History, Economics and Political Studies
- White, W.C., B.Sc., M.Ed., Ph.D. (Ontario)
Associate Professor - Psychology, Director of Field Studies
- Whitehead, L.E., B.Ed., Dip. M.A., Ph.D. (Calgary)
Assistant Professor - Educational Administration and Policy
- Williams, T.R., B.Sc., Teaching Diploma, M.A. (McGill), Ph.D. (Michigan)
Wilson, R.J., Educational Administration
- Wilson, R.J., B.Ed. (British Columbia), M.Ed., Ph.D. (Washington)
Professor - Measurement and Evaluation

Professional Skills

Candidates must complete one half-course in Professional Skills. The course offerings are SKIL 146 and SKIL 147, 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 299). 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.

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

Note The above represents the usual policy. Exceptions may be made by the Program Director where circumstances warrant.

Primary-Junior Program Components

See also the section entitled The Program Components.

Foundational Studies Courses numbered from FOUN 414 to FOUN 496.	1.5 course credit
Curriculum CURR 371 Reading and Language Arts, P-J (0.5) CURR 372 Mathematics, P-J (0.5) CURR 373 Social and Environmental Studies, P-J (0.5) CURR 374 The Arts, P-J (0.5)	2.0 course credit
Professional Skills Course SKIL 146	0.5 course credit
Practicum PRAC 160 Student Teaching PRAC 170 Community Service Practicum PRAC 180 School Law and Policy	0.5 course credit
Special Studies Courses numbered from SPEC 201 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM	5.0 course credit

Junior-Intermediate Program Components

See also the section entitled The Program Components.

Foundational Studies Courses numbered from FOUN 414 to FOUN 496.	1.5 course credit
Curriculum CURR 375 Communications, J-I, (0.5) CURR 376 Social and Environmental Studies, J-I, (0.5) CURR 377 The Arts, J-I (0.5) <i>plus one</i> Intermediate Teaching Subject selected from even-numbered courses from CURR 312 to CURR 380.	2.0 course credit
Professional Skills Course SKIL 147	0.5 course credit
Practicum PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy	0.5 course credit
Special Studies Courses numbered from SPEC 201 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM	5.0 course credit

Ontario K7L 3N6. First offers of admission are made in the middle of March so application must reach the Application Centre before the second Friday in January to be considered for first offers of admission. To be considered for the first round of offers, applicants must submit all necessary documentation to reach the Registrar, Faculty of Education before February 14.

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 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 or Permanent Residents, i.e. Landed Immigrants.

All accepted candidates must provide the Registrar's office Faculty of Education with 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 or within one year prior to registration.

Specific Requirements**Primary-Junior**

Primary-Junior Candidates must have at least one full course in each of 1) psychology, 2) language or linguistics, 3) mathematics or grade 12 advanced level mathematics 4) arts (visual arts, performing arts, or music) or equivalent (equivalency may be granted for conservatory qualifications in music, extensive production experience in drama, etc.), 5) social studies (history, geography, political science, sociology, or anthropology).

Junior-Intermediate

Junior-Intermediate Candidates must have at least one full course in each of 1) psychology, 2) language or linguistics, and 3) mathematics or grade 12 advanced level mathematics along with computer science or quantitative science. Five full courses in the specific subject are required for the selection of French, Music, and Physical and Health Education. At least three full courses in the subject are required for the selection of all other subjects. A course in Canadian History is needed for the selection of History as a Teaching Subject.

Intermediate-Senior

Intermediate-Senior Candidates must have at least one full course in psychology. Five full courses are required for the selection of French, Music, and Physical and Health Education. For other subjects, at least five full courses are required for the selection of one Teaching Subject and at least three full courses are required for the selection of another. A course in Canadian History is needed for the selection of History as a Teaching Subject.

Technical Studies

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

In addition to meeting the academic requirements for admission to the Technological 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 Technological Studies program.

Artist in Community Education

In addition to meeting the academic requirements for admission to the Intermediate-Senior program, applicants for admission to the Artist in Community Education program will be required to be interviewed.

Cooperative Program in Outdoor and Experiential Education

In addition to meeting the academic requirements for admission to the specific divisional program, applicants for admission to the Cooperative Program in Outdoor and Experiential Education program will be required to be interviewed.

Intermediate-Senior Program Components

See also the section entitled The Program Components.

Foundational Studies Courses numbered from FOUN 414 to FOUN 496.	1.5 course credit
Curriculum Two Teaching Subjects selected from odd numbered courses from CURR 303 to CURR 379.	2.0 course credit
Professional Skills Course SKIL 148	0.5 course credit
Practicum PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy	0.5 course credit
Special Studies Courses numbered from SPEC 201 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE INTERMEDIATE-SENIOR PROGRAM	5.0 course credit

Technological Studies Program Components

See also the section entitled The Program Components.

Foundational Studies Courses numbered from FOUN 414 to FOUN 496.	1.5 course credit
Curriculum CURR 367 Teaching Technological Subjects (1.0) CURR 368 Curriculum Development in Technological Studies (1.0)	2.0 course credit
Professional Skills Course SKIL 148	0.5 course credit
Practicum PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy	0.5 course credit
Special Studies Courses numbered from SPEC 201 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM	5.0 course credit

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. Requirements are normally the same for both programs with the exception that Concurrent Education applicants must have credit in Senior Level Mathematics 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

The Concurrent B.Ed. degree requires the successful completion of five courses in Education: two courses in Curriculum, 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.

In Year 1, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: the half-course SPEC 236, Introduction to Schools and Teaching and PRAC 170, Community Service.

In Year 2, candidates normally enrol in five full courses in Arts and Science, in PRAC 167 which requires ten days of practice teaching, and in SKIL 146, or SKIL 147. Part of this half-course in Pro-

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.

Selection of Candidates

Preference is given to applicants who list Queen's as their first choice. 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).

Admission to the Bachelor of Education program requires the candidate to have completed the requirements for an acceptable bachelor's degree prior to the commencement of the program. They must have achieved an average grade of second class on their ten best undergraduate courses or must have completed the requirements for an honours degree, or the equivalent. If this requirement is not met at the time of application but it appears that the applicant may meet the requirement before being registered, a conditional offer of admission may be made.

Candidates must be able to communicate effectively in oral and written English. Applicants may be required to provide evidence of competency in oral and written English sufficient to pursue their professional studies successfully.

Applicants will be asked to submit a description of their experiences, skills, and achievements relevant to their intention to enter the teaching profession.

Note Applicants may select one only from Music-Instrumental and Music-Vocal. Applicants may select one only from Economics or History. Applicants for Biology must have courses designated Biology (not Anatomy, Physiology, etc.) and at least one must have a major laboratory component.

Some places in each of the above programs will be reserved each year for applicants who have exceptional qualities but do not meet the academic requirements.

Technical Proficiency Examinations**THE SCHEDULE**

Examinations are regularly scheduled as follows:

THEORY during the first week of July

during the first week of January

PERFORMANCE during the Fall term, as arranged by Queen's.

Fees for Regularly Scheduled Examinations

Winter and Internship Candidates

Additional Qualification Course Candidates
(Regular and Individualized)

Basic Level

Advanced Level

Proposed

\$145

\$ 75

\$100

External and Rewrite Candidates

	<i>Proposed</i>
Basic Level Theory	50
Performance	125
Advanced Level Theory	100
Performance	170
Special Arrangement Surcharge	
Special arrangements must be requested in writing and must be accompanied by payment of exam fee.	
Basic Level Theory	25
Performance	50
Advanced Level Theory	25
Performance	75

Notes

1 Recommendation to the Ministry of Education of certification will not be made until fees are paid.
2 The above represents the normal requirements. Exceptions may be made where circumstances warrant.

The Program Components

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

Foundational Studies

Candidates must complete the equivalent of one and one-half courses from the three areas of Foundational Studies. Credit must be earned in each area unless permission is given by the chairperson of the appropriate area in which case the candidate will select a replacement from one of the other areas. The three areas are Educational Psychology, History and Philosophy of Education, and Educational Contexts and the courses are numbered between FOUN 414 and FOUN 496.

Curriculum

Candidates must complete the equivalent of two full courses in curriculum. The courses are numbered between CURR 303 and CURR 396. See the requirements under specific program components. Candidates will have an introduction to computers as part of their studies in Curriculum.

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 233 (2) and 235 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:

- 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 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 program prepares students not only for teaching careers but also for many educationally related positions. A substantial number of graduates of the Bachelor of Education program annually find employment in such educationally related fields. Students are urged to consider the variety of teaching situations available and the diversity of related fields offering employment to B.Ed. graduates. The placement service maintains a current list of such possibilities and is committed to the constant pursuit of other employment opportunities for our graduates.

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

Professional Skills is completed in Year 2 and the remaining components are completed in Year 3 and Final Year. Candidates will also have the option of enrolling in a half-course in Foundations.

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 normally 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 entering the final year of the program must meet the requirements for consecutive candidates as listed on pages 16 and 17.

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

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

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

30 Courses of Study

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 Chairmen either Psychology, Philosophy and History of Education or Educational Contexts that they have prior competence in one of the areas may be allowed to substitute a course from one of the remaining areas to fulfill the Foundational Studies requirement.

Note: Courses in Foundational Studies are intended primarily for Specific candidates in terms of their divisional programs. If a course is intended mainly for students in the Primary Division, then (P) will appear to the right of the course number and name. If (P 11 S) appears to the right of the course number and name, then this course is appropriate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

EDUCATIONAL PSYCHOLOGY

Courses in this area are concerned with the traditional topics of cognitive, affective, moral, and social development, but also represent current approaches to understanding better how teaching and learning take place in educational settings.

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

An overview of learning and development in childhood with emphasis on classroom applications from infancy to grade 6. Special attention is paid to the interface between teacher and student characteristics within the social matrix of modern schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social context on children's behavior.

FOUN 465/0.5 Psychology - Learning and Development in Adolescence (1 S)

An overview of learning and development in adolescence with emphasis on classroom applications in grades 7-13. Special attention is paid to the interface between teacher and student characteristics within the social matrix of modern schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social context on adolescent behavior.

FOUN 466/0.5 Psychology - The Development of School Knowledge (P 11 S)

This course will be concerned with the nature of school knowledge and the strategies students develop to accommodate to it. Other topics

include: a) the analysis of the conceptual content of lessons, textbooks and other curriculum materials; b) the examination of the language and social dynamics of the classroom; and c) 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 1)

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 11 S)

This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, appreciation and judgement.

FOUN 472/0.5 Psychology - Human Problem Solving (P 11 S)

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 11 S)

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.

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 11 S)

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.

order to register in another course, the registration will be considered as a new registration. Students wishing to change teaching division or subject must apply in writing to the Registrar. Approval will be given if the student meets the academic admission requirements and if any openings are available.

Course Requirements

Instructors will provide students with a written description of course requirements and the means of evaluation at the beginning of each course.

Academic Dishonesty

All forms of academic dishonesty, including misrepresentation in assigned work, are considered serious offences within the University community and a student who commits such an offence runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University.

Supply Teaching

Students may be released from regular classes for supply teaching according to the following guidelines:

No student will be able to do supply teaching where a regular supply teacher is available. The school agent must demonstrate that he has exhausted these possibilities.

The Faculty will maintain a registry of graduates available for supply teaching; graduates will be given precedence over currently enrolled B.Ed. students.

A student who does some or all of two weeks of supply teaching during a practice teaching round may be expected to make up the time in regular practice teaching in the April round.

The Registrar's office will be asked to administer the policy and initiate any and all approval arrangements with instructors necessary to release students from their regular programs.

No student will be excused for supply teaching during the First Term. Two weeks will be the maximum for any supply teaching assignment.

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

- H - honours
- PA - pass
- F - fail

(There are no numerical equivalents.)

Except in those instances when an instructor elects not to use the

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.

Further Qualification

Holders of the Ontario Teacher's Certificate may earn additional qualifications and these will be entered on a 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 Special Education, Part 1). These courses are offered through the Office of Continuing Education during the summer or they may be fall/winter terms.

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 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 Regulations

Student Responsibility

Students are responsible for ensuring that their course registrations are accurate and complete. This responsibility includes making available to the Registrar's Office any necessary documentation.

Change of Registration

Students wishing to make changes in course registration (with exception noted below) must do so on or before the appropriate deadline to avoid any penalties. Information regarding such deadlines may be obtained from the Registrar's office. If a student wishes to drop a course in

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 records are:

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

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 judgment 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 seasonal 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.

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, to 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 itself 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 (I)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)I

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 496/0.5 Professionalization of Teachers (P)IS

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 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.

ing 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.

FOUN 415/0.5 Comparative Education - Canadian Education in Comparative Perspective (P)IS

Current issues in Canadian education are identified within their immediate settings and then discussed in terms of a range of relevant international and historical comparisons. These issues typically involve interaction between schooling and various social, economic, political and personal factors, and have important implications for the organization, content and process of education. The comparative approach of the course is designed to promote sophisticated awareness of the global and local expressions of this interaction, and of its varying effects on the role of the teacher as social agent and as personal model.

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

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)IS

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 ideas, goals and procedures in these provincial 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 440/0.5 Philosophy - Understanding Teaching (P)I

This course is intended as an introduction to the philosophy of teaching young children. Topics will include the nature and aims of education, the activities of teaching and learning and the structure of the curriculum.

FOUN 441/0.5 Philosophy - Issues in Assessment Theory (P)IS

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, Alternative 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 Moral (P)IS

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 (I)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 senior divisions 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)IS

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)IS

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)IS

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.

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

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)IS

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 appreciation 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.

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 experience 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 negative 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.

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, at-

titudes 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 6 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. Students will be required to demonstrate to the satisfaction of the instructor competence in the Mathematics content that they could reasonably be expected to teach.

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 candi-

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

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)IS

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 "regulated" 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.

FOUN 454/0.5 Philosophy - Teachers and the Law (P)IS

Through the study of cases brought against school boards and teachers, this course will review the jurisprudence and analyze the standard of professional responsibility that the law requires. Cases will be studied which involve injury to pupils in the gymnasium, shop and laboratory, on school grounds and premises as well as on field trips and in outdoor education settings. Special attention will be paid to legal problems that arise out of the teacher's role as disciplinarian and to legal responsibilities imposed on all teachers by child welfare legislation.

EDUCATIONAL CONTEXTS

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)IS

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 to 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 Royce, Carl Rogers, Martin Buber, Victor Frankl, Jean Vanier, Paul Reire, 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.

FOUN 484/0.5 Sociology of Recreation and Leisure Activities (P)IS

This 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 the "free" classroom or the "tyranny" of the "regulated" (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 (P)IS

A review of sociological theory which explains the causes of deviant behaviour is followed by a discussion of the teaching strategies and methods which are used to change these behaviours. Parents and educators who may have contributions and important insights may be invited to the class. At least one case study will be presented. Other events may include videos, films and exposure to programs that attempt to make a positive impact on deviant students.

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

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)IS

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)IS

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:

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 three 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 309/1.0 Computer Science (Intermediate-Senior)

This course is designed for those students who wish both to teach Computer Studies courses and to prepare themselves for leadership in integrating computers into the secondary school curriculum. The course will prepare students to teach courses in Computer Studies, Computer Science and Technology, and Computer Science, not in Data Processing or Computer Technology.

In preparation for teaching, students will study the curriculum guidelines and Ministry regulations, develop course outlines and learning activities, study the teaching of programming, and learn how to organize computing facilities. As background to teaching, students will learn to use microcomputers and software common in the schools and to screen and evaluate software. Students will be introduced to data bases, telecommunications facilities, and software development.

Students will have an opportunity to learn: through coaching peers, students and teachers; through reflecting and reporting on personal learning experiences; through analyzing the work of teachers and their students; through designing learning activities related both to the courses which they expect to be teaching and to other courses; and through formulating and justifying an approach to computers in secondary education.

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 Masialas 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 and Economics 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 and Economics 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 for this course are expected to possess a high degree of ability in spoken and written French.

The course prepares prospective teachers of French as a second language in the Intermediate-Senior course program. Emphasis is placed on developing the knowledge and skills required for teaching French in the schools of English-speaking communities of Ontario and other parts of Canada. Candidates will:

- 1 examine the guidelines for the French core program published by the Ministries of Education of Ontario and of other provinces;
- 2 understand the major theories of second language learning and teaching;
- 3 develop appropriate teaching materials and techniques to develop and improve learner's communicative skills in French;
- 4 analyze and adapt effectively the textbooks and materials used in Canadian schools to teach French as a second language;
- 5 prepare materials and activities to develop and maintain the learners' motivation and positive attitudes in a sequential program from Grades 7 to 13 that includes the study in depth of grammar, oral and written communication, and selected literary works;
- 6 prepare tests to measure learners' progress and achievement in all the communicative skills taught in the core French program.

This course leads to eligibility for admission to Part 2 of the Ontario Ministry of Education's 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 315/1.0 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 Masialas and Lee on Inquiry methods and Oliver, Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice, instructional planning in the areas of defining objectives, lesson planning, and test design.

Candidates should note that:

- 1 History and Economics 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 and Economics can be selected as a teaching subject;
- 3 it is required that candidates selecting History have at least one full course in Canadian History.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Vocals 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)

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

The analysis of teaching behaviour as it relates to the teaching of physical activities will be a major focus of this course. Alternative styles of teaching will be presented and analysed in detail. Students will have the opportunity to practice a number of these styles during video-taped micro-teaching lab sessions.

Gymnasium laboratory sessions will be held in basketball, dance, gymnastics, wrestling, volleyball, and leisure time sports activities. These lab sessions will demonstrate lesson sequences, class organization, use of materials, and visual aids, safety considerations, and the use of alternative teaching styles.

ates 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 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 339/1.0 Classical Studies - Latin

The course is designed to prepare prospective teachers for the teaching of Latin and Classical Civilizations in the Intermediate and Senior Divisions. Candidates will have opportunities to review the rationale for studying Latin and Classical Civilizations, to analyse programs and courses, to explore different types of lessons and to practise skills in using these teaching methods, to examine the purpose and methods of students evaluation, to appreciate the value of extra-curricular activities in Latin and Classical Civilizations courses and to consider ways of organizing them.

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 seen as a high priority. Students will be required to demonstrate to the satisfaction of the instructor competence in the Mathematics content that they could reasonably be expected to teach.

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 choral and vocal ensembles.

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 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 322/0.5 French (Intermediate)

Candidates for this course are expected to possess a high degree of ability in spoken and written French.

This course prepares prospective teachers of French as a second language in the Junior and Intermediate core programs. Emphasis is placed on developing the knowledge and skills required for teaching French in the schools of English-speaking communities in Ontario and other parts of Canada.

Candidates will:

- 1 examine the guidelines for French core programs published by the Ministries of Education of Ontario and other provinces;
- 2 develop techniques and procedures for teaching French as a second language in the Intermediate grades;
- 3 understand the psycholinguistic aims and rationale of the methodology advocated by the authors of textbooks and materials used in schools;
- 4 prepare materials and activities to develop learners' French communicative skills in a sequential program from Grades 4 to 10;
- 5 examine available tests and prepare sample tests to measure learner's level of competence and performance in French.

This course leads to eligibility for admission to Part 2 of the Ontario Ministry of Education 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.

This course will be 60 hours in duration to include both the core and the concentration in this subject.

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.

- 1 examine the guidelines for the French core program published by the Ministries of Education of Ontario and of other provinces;
- 2 understand the major theories of second language learning and teaching;
- 3 develop appropriate teaching materials and techniques to develop and improve learner's communicative skills in French;
- 4 analyze and adapt effectively the textbooks and materials used in Canadian schools to teach French as a second language;
- 5 prepare materials and activities to develop and maintain the learners' motivation and positive attitudes in a sequential program from Grades 7 to 13 that includes the study in depth of grammar, oral and written communication, and selected literary works;
- 6 prepare tests to measure learners' progress and achievement in all the communicative skills taught in the core French program.

This course leads to eligibility for admission to Part 2 of the Ontario Ministry of Education's 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 315/1.0 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 Masialas and Lee on Inquiry methods and Oliver, Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice, instructional planning in the areas of defining objectives, lesson planning, and test design.

Candidates should note that:

- 1 History and Economics candidates will take the same instructional

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 Vocals 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 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 seventy-five \$75 to

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.

SPEC 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 use 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.

SPEC 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 compelling 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 am to Sunday, 5 pm) 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.

SPEC 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 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.

SPEC 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 SPEC 207/0.5 and a similar food and transportation fee. Completion of SPEC 207/0.5 is prerequisite for entry into SPEC 208/0.5.

SPEC 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.

SPEC 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 significant 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.

SPEC 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 enroll. 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.

SPEC 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.

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 225/0.5 Arts Management

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

- It is expected that having completed this course the participants will:
- 1 Be able to implement basic administrative principles in specific community arts organizations.
 - 2 Be familiar with the organizational and structural hierarchy within the Arts.
 - 3 Through the application of administrative principles, be able to ameliorate organizational problems in community arts programs.
 - 4 Be able to define and apply principles of financial management in community arts programs.
 - 5 Be in a position to evaluate and implement marketing policies in arts management.
 - 6 Be familiar with the principles of small business as applied to the individual artist.

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 theories and 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 230/0.5 Advanced Seminar in Curriculum

This course is intended as an enrichment experience in the area of curriculum planning for those expecting to teach at the elementary school level. Some of the topics explored in the course are: human needs as the basis for curriculum; public, personal, and interpersonal meaning in curriculum; developing intrinsic and extrinsic motivation; instrumental and experiential approaches; strategies for cybernetic feedback; aspects of curriculum logistics. The course does not duplicate, but does build on content covered in SKIL 144. The course is open to all students in the Primary-Junior Program.

SPEC 231/0.5 Survey Course in Children's Literature

This course is designed to introduce students to the wide range of literature written for children from Kindergarten to Grade 6. Several

The Intermediate-Senior Ministry of Education curriculum documents will be studied, and the details of sound curricular planning will be outlined. Included in this study will be organizing core programs, detailed lesson planning, evaluation of students and programs, and maintaining a balanced program of curricular, inter-school, and intramural activities. Adaptations of program for basic, general, advanced, and special education students will be discussed.

Health Education is an integral part of this course, and consists of approximately twenty-two 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.

Note: It is highly recommended that students in this option enroll in FOUN 454 Philosophy - Teachers and the Law during the Fall term.

CURR 351/1.0 Science - Physics

See description under CURR 303 above.

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.

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 seven-hundred-fifty dollars (\$750) 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.

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 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 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 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 Alternate Practicum

This practicum which is divided into two six-week internships is available only to those students who are registered in the Cooperative 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 the end of June). The second will take place in non-school based settings during July and August. The internship will include supervision and completion of practicum-related assignments. An additional tuition fee is required for this course and for SPEC 217 which together form PHASE I of the Cooperative Program.

PRAC 170 Service-Learning Practicum in Schools or Alternate Settings

In order to qualify for the degree or diploma, all students must successfully complete PRAC-170 during the academic year. This course complements the prescribed practice teaching rounds with a self-selected practicum of 30 hours. The goals of this program are: a) to increase the variety or depth of experience that students take with them to the job market, b) to have students integrate academic learning on a continuing basis and c) to stimulate reflection on the nature of personal and professional development. PRAC-170 is based on an adult learning model, and with assistance from the Service-Learning Office students will take responsibility for determining their own placement and negotiating their own learning expectation. The learning outcomes from this Practicum are determined by the individual's objectives and degree of involvement.

As with student teaching, students are expected to learn and contribute their services in a professionally responsible manner. Guidance

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 inschool 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 146/0.5 Professional Skills for the Primary-Junior Division

SKIL 147/0.5 Professional Skills for the Junior-Intermediate Division

SKIL 148/0.5 Professional Skills for the Intermediate-Senior Division

These courses provide an introduction to basic and generic skills for application in the Primary-Junior, Junior-Intermediate, Intermediate-Senior divisions. Each course provides instruction in skill areas such as: 1) general orientation to teaching skills, 2) curriculum and evaluation, and 3) educational media. Students will be enrolled in the course offered for their divisional program. Students in the Diploma in Technical Education Program will be enrolled in SKIL 148/0.5 Professional Skills for the Intermediate-Senior Divisions.

Practicum 160, 170, 180/0.5 (Consecutive Program)

PRAC 160 Student Teaching

In order to qualify for the B.Ed. degree and an Ontario Teaching Certificate, each consecutive candidate must successfully complete a minimum of three 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 (the April Round) 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

SPEC 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 writing might become more involved in community education. The workshop format will encourage group discussion of students' and guests' work-in-progress.

SPEC 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.

SPEC 217/0.5 Educational Uses of the Environment

This two-part course is available only to students registered in the Cooperative Program in Outdoor and Experiential Education. Part 1 is a ten-day residential component orienting students to methods and principles of adventure activities, environmental education and skill acquisition. Part 2 is a five-day residential component in which the practica experiences are analyzed, theoretical connections deepened, problems identified and the various educational uses of the environment integrated. Solos in wilderness setting may be included in the second part. Both components will be located in outdoor settings. A food and transportation fee will be charged for this course. An additional tuition fee is required for this course and for PRAC 158 which together form PHASE I of the Cooperative Program.

This course is open only to candidates enrolled in CURR 321 French (Intermediate-Senior), and CURR 322 French (Intermediate) and who have passed a French language proficiency test administered by the Faculty early in the Fall term.

The course involves a one-week practicum to be completed in April. Candidates will examine the curricula as well as the teaching materials and procedures used in the French immersion programs of schools of Ontario and other provinces. They will also compare the major findings of the various research studies and evaluations of immersion programs in Ontario and elsewhere in Canada.

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

will be provided during the practicum by a hosting professional such as a volunteer coordinator, a teacher, or an agency representative. Student evaluation in this course is shared by the student, the Faculty of Education and the Host Professional.

A wide variety of experiences are available to those registered in the one-year program, and consecutive students are encouraged to consider placement outside the traditional school setting. Service-Learning placements in alternative settings have opened up new employment opportunities for some; for others the experience has provided a rich base for classroom teaching.

All year-one concurrent students will select a Service-Learning placement in a classroom setting within the regular school system, at any level from Kindergarten to Grade 10. This placement serves to introduce students to the professional teaching environment. It also provides the experiential basis for reflection and discussion for the course SPEC-236 Introduction to Schools and Teaching.

Details regarding the course are available from the Service-Learning Office, A106, Faculty of Education.

PRAC 180 School Law and Policy

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, will provide an overview of the legal aspects of teaching in Ontario. Attention will be focused on the Education Act 1974 and the Teaching Profession Act, R.S.O. 1970 and selected regulations supporting these statutes. Candidates will receive basic information about the legal duties of educators, 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

SPEC 201/0.5 Values Education

This course examines the contribution of the teacher to the values education of students. Attention is given to how personal qualities of the teacher are a major factor in this ongoing contribution, both through their direct influence and also through their manifestation in classroom management practices and in evaluation procedures. Special attention is given to values linked with interpersonal relating.

SPEC 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.

SPEC 204/0.5 The Arts and 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

Technological Studies

- 1 hold an Ontario Teacher's Qualifications Record Card indicating initial qualifications in Technological Studies or
- 2 for applicants whose Ontario Teacher's Qualifications Record Card does not indicate Technological Studies, evidence of at least sixty months of wage-earning experience related to the subject for which qualification is sought which must be submitted and approved by the Department of Technological Studies.

Note: In the case of some courses, additional admission requirements have been established by the Faculty. Students should check with the Registrar's Office about such requirements.

B THREE-SESSION COURSES (PART 1, 2 AND SPECIALIST)

Part 1

Hold an Ontario Teacher's Qualifications Record Card.

Note: In the case(s) Primary Education, Junior Education and Intermediate Education the Ontario Teacher's Qualifications Record Card must have an entry for the area of concentration for the corresponding division.

Part 2

- 1 hold an Ontario Teacher's Qualifications Record Card indicating successful completion of Part 1, and
- 2 evidence of at least one year successful teaching experience in Ontario certified by the appropriate supervisory officer or one year successful teaching experience outside Ontario certified by the appropriate supervisory officer.

Specialist

- 1 hold an Ontario Teacher's Qualifications Record Card indicating successful completion of Part 2, and
- 2 evidence of at least two years of successful teaching experience in Ontario of which at least one year includes experience in such subject, as certified by appropriate supervisory officer. (See statement on application form.)

Additional Admission Requirements for the Following Three-Session Courses:

- 1 French as a Second Language, Part 1. Applicants must have completed two full credit university courses in French and pass a French proficiency test.
- 2 Music (Intermediate/Senior Vocal and Instrumental) Specialist, Grade 10 Diploma of the Royal Conservatory of Music, Toronto or, five full university level Music courses plus a minimum of Grade 6 Diploma of the Royal Conservatory of Music, Toronto or equivalent. Candidates not having this diploma will be required to demonstrate performance ability at this level.

C HONOUR SPECIALIST

- 1 hold or be deemed to hold an Ontario Teacher's Certificate
- 2 a degree of Bachelor of Arts, or Bachelor of Science from an Ontario university in a program:
 - a that requires four years of university study, or the equivalent

thereof, to a total of at least sixty university credits (20 full courses) and,

- b in which the candidate has obtained at least second class or equivalent standing (B average) in at least twenty-seven credits (9 full courses) in the subject for which the candidate seeks qualification or,
- c holds qualifications the Minister considers equivalent to the qualifications referred to in (2 a, b) and;
- 3 provide evidence of at least two years of successful teaching experience in Ontario, certified by the appropriate supervisory officer, at least one year of which is in the subject in which the Honour Specialist qualification is sought. (See statement on application form.)

D HONOUR TECHNOLOGICAL STUDIES SPECIALIST

- 1 Successful completion of the equivalent of one year's full-time post-secondary study and,
- 2 Provide evidence of at least two years of successful teaching experience in technological studies in Ontario, certified by the appropriate supervisory officer. (See statement on application form.) and,
- 3 Provide an Ontario Teacher's Qualifications Record Card, indicating qualifications in at least three of the subjects listed in Schedule C including at least one at both the basic and the advanced level or, have four basic level entries and a three-part Specialist qualification.

Note: The above represent the normal requirements. Exceptions may be made where circumstances warrant.

Application Procedures

- 1 The registration form must be completed, signed and returned along with the Personal Data Form, information sheet, and appropriate documentation for admission. Candidates for Part 2 and Specialist courses must have the teaching Experience Statement on the reverse side of the information sheet, completed and signed by the appropriate supervisory official. If the completed teaching Experience Statement and other necessary documents are not received in the Registrar's Office after the first three sessions of the course, then the student may be asked to withdraw.

Confirmation of receipt of application will be forwarded as soon as it is received, however, official acceptance into a course will not be confirmed until final decisions regarding course offerings are made.

If a student registers and is accepted officially into a course then finds it necessary to withdraw, the student is required to notify the Registrar's Office immediately in writing. A withdrawal form must then be completed in order to cancel the registration fees.

Enrolment in each course is limited and in some cases demands may exceed the limitations placed on enrolment.

The university reserves the right to withdraw any course offering if there is insufficient enrolment or staff is not available.

Technical Proficiency Examinations

Students taking Technical Education courses for which a Technical Proficiency Examination is required will have to pay an examination fee. Information regarding the actual fee may be obtained from the Registrar's Office.

genres will be examined in order to develop criteria essential for selection and utilization of literature in the classroom. Practical applications will be an ongoing part of the course.

SPEC 235/0.5 Teaching in a Multicultural Society

This course is designed to familiarize beginning teachers with the special teaching methods, materials and programs associated with multicultural education. The course content also includes the professional roles, curriculum planning strategies, and evaluation guidelines for developing and integrating race relations and ethnic studies in the classroom.

SPEC 236/0.5 Introduction to Schools and Teaching

To introduce concurrent students in their first year of university to the study of educational issues and experiences, this course provides background information on school curriculum and organization as well as activities for studying classroom teaching and learning. The course also provides opportunities for systematic discussion of personal views of education and initial practicum experiences in schools.

SPEC 237/0.5 Advanced Media Production

This course provides students with the opportunity to become involved with advanced media production techniques. Emphasis in the course will be on three types of mediated programs: the slide/tape, the super 8 motion picture and television. Students will be introduced to the process of planning and scripting a program appropriate to one of the three media and, working in production teams, will produce a program in one of the three media modes. Students are responsible for the cost of consumable supplies used in the course.

SPEC 238/0.5 Special Topics in Early Childhood Education (Visual and Language Arts)

The early years (to age 5) are vital for learning because it is during this period that children become aware and begin to react to the environment. In this course students learn about various strategies, based on selected aspects of visual and language arts, that can be used to support children's aesthetic creative and linguistic development.

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 analyse 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 "free", residential and community schools operated by school boards and private groups, other social agencies (Corrections, Community Social Services, Health, Employment/Manpower/Labour).

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 242/0.5 Principles and Programs in Experiential Education

Available only to students registered in the Cooperative Program in Outdoor and Experiential Education, the course is a study of the theories of experience-based education as derived from the literature and tested analyses of experiential practices and programs. The class sessions are distributed over the Fall and Winter terms to provide three-season access to outdoor settings. Sessions vary in length to provide for a mix of activities within the normal duration of a half-credit course. There will be a fee for food and transportation.

SPEC 243/0.5 Outdoor and Experiential Education: A Synthesis

Available only to students registered in the Cooperative Program in Outdoor and Experiential Education. This five-day residential course is an intensive concluding analysis of the year-long cooperative program focusing specifically on group dynamics, risk management and the role that outdoor and experiential education takes in the existing educational scene. Emphasis is placed on synthesizing comprehensive models for outdoor and experiential career development, student and program evaluation. A food and transportation fee is required.

SPEC 244/0.5 The Integrated Day: Arts-Based Education

This course will focus on using music, visual arts, movement and drama to cut across traditional curriculum boundaries. A radically different view of elementary schools as we now know them will be presented, where an arts-based learning environment becomes a place to learn not only about the arts, but also about the "more traditional" subjects (mathematics, science, language, social sciences) as well. Students will study two examples of elementary arts-based environments, and carry out a small-scale arts project with a small group of children. *No prior training in music, visual arts, movement, or drama is required to enroll in this course.* Offered in fall 1987 only.

SPEC 245/0.5 Computer Assisted Instruction

This course is intended for students interested in becoming familiar with recent advances in the use of computers to assist in the instructional process. A major component of the course will be devoted to the "hands on" exploration of software chosen from diverse subject areas and a number of different levels of education. No previous experience with computers is assumed.

SPEC 246/0.5 Introduction to Computer Programming for Education

This course is intended for students with no previous programming experience. The general goal is to provide an introduction to programming for educational purposes. The student will select a computer language (e.g. BASIC, Pascal, APL, Logo) and through a program of self-study acquire a basic level of expertise.

The Master of Education Program 63

Ministry of Education Courses offered by the Office of Continuing Education

Honour Specialist Qualification	Three Session Additional Qualification
Biology	Cooperative Education
Chemistry	Computers in the Classroom
Dramatic Arts	Dramatic Arts
Economics	English as a Second Language
English	French as a Second Language
French	Guidance
Geography	Industrial Arts
Mathematics	Intermediate Education
Music	Junior Education
Physics	Musio-Instrumental
Physical & Health Education	Music-Vocal
Political Studies	Primary-Junior
Technological Studies	& Intermediate-Senior
Additional Basic Qualification	Physical & Health Education,
Primary Education	Junior-Junior &
Junior Education	Intermediate-Senior
Computer Science (Senior)	Primary Education
Technological Studies	Reading
(specific subjects see below)	Visual Arts
One Session Additional Qualification	Technological Studies
Adult Education	Additional Basic Qualification
Childhood Education in	Individual Study (A), (B)
Great Britain	Automotive (B)
	Drafting (B)
	Electricity (B)
	Electronic Computers (A)
	Machine Shop (B)
	Project Design (B)
	Small Engines (B)
	Welding (B)
	Woodwork (B)
	Special Education
	Behavioural Except. (Basic)
	Behavioural Except. (Advanced)
	etc.

The program leading to a Master of Education degree is for those teachers and educational administrators who wish to further their professional study. Two specializations are available: Curriculum and Instruction, and Administration and Policy. The ten half-credit degree may be completed through one year of full-time study or a minimum of two years of part-time study (evening and/or summers); a combination of full-time/part-time study is also possible. A candidate, with the assistance of a program supervisor, may tailor a program, which culminates in either a project or thesis, to the individual's interests and needs.

To be considered for admission an applicant must possess evidence of the following:

- 1 an undergraduate degree with second class standing or its equivalent.
- 2 a B.Ed. degree, or its equivalent equivalence may consist of professional teacher certification or related employment experience;
- 3 successful teaching experience (four years with General B.A., two years with Honours B.A.).

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.

Continuing Education 59

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.

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 286/0.5 A Study of the Religious Education Program in the Roman Catholic Elementary Schools of Ontario

This course is an introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic Schools of Ontario.

Any teachers who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological and pedagogical principles underlying contemporary Catechetical teaching.

This course is conducted by the Religious Education Consultants of the local Separate School Boards.

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.

The Office of Continuing Education has as one of its major responsibilities the offering of Ministry of Education additional qualification courses for Ontario elementary and secondary teachers. A selection of the courses listed on page 62 is offered either in the Fall/Winter terms or during Summer School. In some cases, courses are offered at several off-campus course locations.

The academic regulations governing these courses are the same as for the B.Ed. program and are found in other sections of this calendar. It is expected that any student registering in these courses will be familiar with both the Ministry of Education regulations and those of this Faculty.

Admission Requirements

Students requiring recommendation to the Ministry of Education, when an additional qualification course has been completed successfully, must meet the minimum qualifications for admission to these courses as contained in Regulation 269 of the Ontario Ministry of Education and any additional requirements established by the Faculty. A summary of the current requirements is presented below:

A ADDITIONAL BASIC COURSES

- Primary Division**
- 1 hold or be deemed to hold an Ontario Teacher's Certificate
 - 2 hold an acceptable university degree

Junior Division

- 1 hold or be deemed to hold an Ontario Teacher's Certificate
- 2 hold an acceptable university degree

Intermediate Division

- 1 hold or be deemed to hold an Ontario Teacher's Certificate
- 2 hold an acceptable university degree and
- 3 have three full university courses in the subject for which qualification is sought.

Senior Division

- 1 hold or be deemed to hold an Ontario Teacher's Certificate
- 2 hold an acceptable university degree and
- 3a for applicants whose Ontario Teacher's Qualifications Record Card does not indicate "Senior" as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought or
- 3b for applicants whose Ontario Teacher's Qualifications Record Card does indicate "Senior" as an initial area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought.

Note: Students applying for admission to the Intermediate or Senior Division French, Music and Physical Education courses must have a minimum of five full university courses in that subject.

enjoyment of physics, by his writing, and by his own example, he inspired countless students and teachers of physics. Awarded on the recommendation of the Department of Physics to an outstanding student beyond the second year who has a concentration in physics and who has indicated his/her intention of teaching physics, preferably at the high school level. Applications should be made prior to 1 April to the Assistant Registrar (Student Awards). Value \$800.

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).

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.

Bursary funds are intended to assist primarily in emergency situations. They are also a final resource available when the student's own financial contribution to the cost of his or her education; parental assistance, government aid and Queen's loans still leave the student with insufficient funds to complete the academic year. Need is the primary consideration in the award of a bursary.

Normally, applications for bursaries must be submitted to the Assistant Registrar (Student Awards) prior to 1 December of the year of application. Funds will be disbursed at the beginning of second term. In emergency situations, students may contact the Awards Office at any time during the school year. Applications are available at the Student Awards Office, 131 Union Street.

LWCopp 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.

Academic Facilities and Student Services

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 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. All academic computing is carried out on an IBM 3081 model G, running VM/CMS. The principal languages are APL, FORTRAN, PASCAL and BASIC. Mass storage is provided in magnetic disk, and tape devices are also available to all users. All facilities are provided in a time-sharing environment. This environment does provide the capacity for an on-line preparation and submission of batch jobs.

Administrative computing is provided on an IBM 4341 model group 2 running VM/S.

All services are provided in the sites in Jeffery Hall and MacIntosh-Corby Hall, where advising offices are located. There are 10 semi-public sites throughout campus, totalling 240 terminals.

The Faculty of Education maintains 20 Apple computers, 4 Commodores, 3 ICOns, 2 Tis, and 1 TRS80, divided between the computer lab (B118) and B307. Basic, Logo, and Pascal are available, as well as several educational series and utilities. For further information, see Dr. W. Egnatoff, room A212, Duncan McArthur Hall.

Academic Facilities and Student Services

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 pinball 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 styler.

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, arena, 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 personal use at the Senate Office and the Administrative Office - Athletics and Physical Education in the Physical Education Centre.

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.

Financial Assistance

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.

The values shown for the awards in this section were those in effect at the time of publication.

Scholarships, Bursaries and Financial Assistance

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 or her 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 negotiated loans.

Ontario residents who may qualify for OSAP may obtain application forms and further information from the Assistant Registrar, (Student Services), Queen's University or the Ministry of Colleges and Universities, 8th floor, Mowat 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 to their own province for any provincial aid that may be available, though they may apply through OSAP if all they need is Canada Student Loan assistance.

Financial Assistance

The Andrina 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 A. Lorne Cassidy Award

Established by the Rideau Chapter #523, Council for Exceptional Children, in memory of A. Lorne Cassidy, B.A. (Queen's) and B.Ed., M.Ed. (Toronto). Awarded to the graduating student in the Faculty of Education Program leading to the Ontario teacher qualification who, in the opinion of the Selection Committee, best displays outstanding talents and interests in the education of exceptional children during his or her program of studies at the University; value \$300.

The Frank J. Fowler Award

Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J. Fowler, a distinguished teacher and educational leader in primary education.

Awarded annually on the recommendation of the Faculty of Education Primary/Junior curriculum instructors to the student who best demonstrates the qualities of an exemplary primary educator. The award will be made on the basis of high academic standing in curriculum, outstanding performance in student teaching, and contribution to student life in the Faculty of Education.

Applications from primary/junior candidates will be received in the Registrar's Office between 3:10 March of each academic year. Recommendations from each of the primary/junior candidate's B.Ed. instructors and associate teachers will be solicited. By 20 March of each academic year, a short list of six potential recipients will be identified. Final selection will be made following interviews of the finalists by a committee of five faculty members from relevant areas.

The Alexander Morton Robertson Awards

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

The F.D. Sawyer Memorial Award

The Sawyer Memorial Award was established in the memory of Frank D. Sawyer who was a member of the Provincial Executive during some of its most stirring 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 conviction to Federalism 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

AMS/Ontario Work Bursary Program

This program aims to assist students who find that their award from the various government assistance plans is inadequate or non-existent. Applicants who establish need under the program are given access to part-time jobs either in campus departments or in Kingston social-service agencies. The costs of the program are shared by the Alma Mater Society, the campus departments and the Ministry of Colleges and Universities. The program is open to students from other provinces, but not to visa students. Application may be made in the Student Awards Office from late August until February.

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. Telephone 545-2216.

Academic Facilities and Student Services

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 (545-2257) or the Administrative Office.

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 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 stations, was first granted a broadcast license in 1922. CFRC-FM (91.9 megahertz), was granted a broadcast license 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

Financial Assistance

Intermediate-Senior Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarships, teaching ability and character.

The Ted Reeve Memorial Award

Established by friends and associates of Ted Reeve, who was a football coach and a long time friend of Queen's.

Awarded to upper-year students to recognize outstanding academic achievement and demonstrated qualities of courage, team loyalty and fair play on an intercollegiate team. Preference will be given to members of the Queen's Senior Football Team.

Application by letter should be made prior to 1 March to the Assistant Registrar (Student Awards). The applicant should list two persons who have been asked to submit confidential letters about his or her academic ability and qualification. The recipient will be chosen by a Selection Committee, including representatives of former Queen's football players, the Chairperson of the Senate Committee on Scholarships and Student Aid and an additional member of the Scholarship Committee; value at least \$1,000.

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 Rimouski, 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.

The Walter Thumm Memorial Scholarship in Physics

Established by his family and friends in memory of Walter Thumm, Professor at Queen's until his death in 1977. By his understanding and

Minister's Representatives

Mr. R. Sheridan
Teacher Education Branch
Ministry of Education
22nd Floor, Mowat Block
Queen's Park, Toronto M7A 1L2

Mr. R. Goodson
Ministry of Education
1580 Merivale Road
Nepean, Ontario K2G 4B5

University Representatives

Dr. S. Burke
School of Nursing
Catawag Bldg., Room 121
Dr. W. McCready
Associate Dean, Arts and Science
Mackintosh-Corry, Room F313

Prof. R. Uffen
Geology
Miller, Room 230
Prof. R. Kilpatrick
Classics
Watson, Room 502
Prof. D. Holden
Sociology
Mackintosh-Corry, Room D402

Representatives from

Ontario Secondary School
Headmasters' Council
To be named

Ontario Association of
Education Administrative Officials
Mr. W. Anglin
Superintendent of Education
Frontenac County Board of Education
Postal Bag 610
Kingston, Ontario K7L 4X4
Mr. G. Tushingham
Director of Education
Northumberland and
Newcastle Board of Education
834 D'Arcy St. N.,
Coburg, Ontario K9A 4L2

Ontario Catholic Supervisory
Officers' Association Inc.
Mr. F. B. Musca
Director of Education
Lanark, Leeds, Grenville County
Roman Catholic
Separate School Board
Smiths Falls, Ontario K7A 4T4

Ontario Teachers' Federation
Mr. D. Goodridge
Principal
LaSalle Secondary School
R.R. 2, Kingston, Ontario

Mr. J. Eardley
District Officer, O.T.F.
Loyalist CVI
153 Van Order Drive
Kingston, Ontario K7M 1B9

Faculty Board Representatives
(Faculty of Education)

Profs. M. I. Balanchuk and
L. Whitehead
Faculty of Education
Queen's University

Ex-Officio Member
Dr. G. Ambury
Acting Dean
Faculty of Education

Career Planning and Placement, in the St. Lawrence Building, (545-2992) 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 (545-2958), as well as the office of the Denominational Chaplains (545-2962).

The John Deutsch University Centre (545-2794) 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. Two 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 aims to stimulate and support the academic and personal development of students, faculty and staff through a broad range of programs and services which proote a discerning, cross-cultural awareness and sensitivity within the Queen's and Kingston communities. Activities include international student reception, orientation and counselling; international clubs; social and cultural events; development education programs and resources; and information on work, study and travel abroad. The Centre also houses the local CISU office.

The Centre's lounge offers a comfortable setting for relaxation, reading, conversation and meeting people from other countries. Afternoon tea-time, a long-standing tradition at the Centre, is daily at 3:30 pm. (John Deutsch University Centre. Telephone 545-2604.)

The Student Counselling Service (545-2893) 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 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 545-4560.

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 545-4561.

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 545-2506. Appointments with the Psychiatric Division may be made in person or by telephoning 545-2506.

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 545-2502.

Athletics and Recreation The Physical Education Centre (P.E.C.) at Queen's University serves as a recreation facility for students, faculty and staff, as a practice and playing site for men's and women's intercollegiate and intramural teams, and as a teaching facility for the School of Physical and Health Education. The Centre includes three gymnasiums, 12 indoor racquet courts, swimming pool, hockey arena with jogging track, two weight rooms, combative and projectile rooms, dance studio, and a fitness assessment centre. Outdoor facilities include a football stadium, five additional playing fields, a 400 metre all-weather track, and 16 tennis courts.

The Queen's program is committed to a broad base philosophy which provides students with a very wide diversity of opportunity for participating at various skill levels. The 44 teams of the Men's and Women's intercollegiate programs participate in their respective Ontario Associations and as such, students must comply with the playing rules and eligibility by-laws of those Associations. The Men's, Women's and Co-Ed Intramural programs are marked by high student participation in 68 team, individual and tournament activities. The 28 recreation clubs

give students a chance to try sports at a more informal level, while the non-credit, low cost sports skills instruction courses allow facility users to receive expert instruction in a wide variety of physical activities which are attractive as lifetime leisure endeavours. For those seeking unstructured activities the Centre provides the opportunity to participate on an individual basis by the daily reservation of facilities for such recreational purposes as skating, jogging, swimming, squash, badminton, paddleball, racquetball and casual play. Brochures providing further information are available in the Physical Education Centre.

The Writing Centre Located in a pleasant house at 140 Stuart Street, near the foot of University Avenue, the Writing Centre offers a range of free services to all students. Workshops on basic principles of effective writing, and occasionally on more specialized topics, are offered frequently during the fall and winter terms. Students may also meet with tutors on a one-to-one basis for help at each stage of the writing process, from the initial outline onwards. In addition, drop-in consultations are available at the Writing Centre at regular hours during the week; watch for announcements or phone Stella Garland at 545-2153 for further details.

The Writing Centre also houses books, handouts, tapes, and computer programs on writing and related issues.

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