

iii Sessional Dates	23 Academic Regulations
1 History of the University	24 Grading System
5 The Faculty of Education	26 Code of Conduct
5 Duncan McArthur Hall	27 Courses of Study
7 Administrative Staff	27 Course Weights
8 Faculty	27 Foundational Studies
11 Education Programs	27 Educational Psychology
11 Primary-Junior Program	28 History and Philosophy of Education
11 Junior-Intermediate Program	30 Educational Contexts
11 Intermediate-Senior Program	32 Curriculum
11 Technological Studies Program	32 Primary-Junior Program
11 Alternative Programs	33 Junior-Intermediate Program
11 Artist in Community	38 Intermediate-Senior Program
12 Cooperative Program in Outdoor and Experiential Education	43 Technological Studies Program
13 Early Primary Education	43 Professional Skills
14 Application for Admission - Consecutive Programs	43 Practicum
14 English Language Requirement	45 Special Studies
15 Admission Requirements - Consecutive Programs	52 Continuing Education
15 Special Admission	56 The Master of Education Program
16 Specific Requirements	57 Scholarships, Bursaries and Financial Assistance
17 The Program Components	57 Fees
18 Technical Proficiency Examinations	57 Financial Assistance, Scholarships and Prizes
19 Primary-Junior Program Components	62 Bursaries
19 Junior-Intermediate Program Components	66 Academic Facilities and Student Services
20 Intermediate-Senior Program Components	71 Associate Boards 1990-91
20 Technological Studies Program Components	72 Ontario Teachers' Federation Affiliate Representatives for Kingston
21 Concurrent Teacher Education	73 1990 Advisory Committee
22 Certification	74 Campus Map
23 Further Qualification	

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

<b>September 1990</b>
2 Orientation Week begins for Concurrent, Year 1 candidates
5 Fall terms 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
6 Registration for Concurrent Year 1 candidates
7 (10am-3pm) Registration in the Jock Hartly Arena, Division Street entrance for B.Ed. and Dip.In Tech.Ed. candidates and for Concurrent final year candidates
6,7,10 Authorization of Arts and Science programs for Concurrent Year 2 and Year 3 candidates
14 Registration for Concurrent Year 2 and Year 3 candidates
<b>October</b>
1 Last date for adding a full year course or Fall term course without approval of the Associate Dean
8 Thanksgiving Day (no classes)
10 Federation Day
15-31 Student Teaching
27 Fall Convocation
<b>November</b>
1-2 Student Teaching
9 Last date for dropping a Fall term course
Remembrance Day Service (classes cancelled from 10:30 am to 11:30 am)
<b>December</b>
3-14 Student Teaching
14 Fall term ends
<b>January 1991</b>
7 Winter term classes begin
11 Last date for adding a Winter term course without approval of the Associate Dean
25 Last date for dropping a full year course or a Winter term course
<b>February</b>
18 Heritage Day holiday (no classes)
25-28 Student Teaching
<b>March</b>
1-8 Student Teaching
11-15 Winter Break

1841-1991



Faculty of Education  
1990-91

18-28 Student Teaching
29 Good Friday
<b>April</b>
21-26 Closure Activities
26 Winter term ends
<b>May</b>
31 Convocation - B.Ed., Dip.in Tech.Ed., and Concurrent final year
<b>July</b>
2 Summer term classes begin

1990

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
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1991

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<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
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<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
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History of the University 1

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 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 falling of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were aided over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment. In 1877, Principal Snodgrass was succeeded by the Reverend G.M. Grant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessors. Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of students. In 1887, as the result of an effort in commemoration of Queen Victoria's Golden Jubilee, \$250,000 was raised, resulting in further extension and in the establishment of new professorships. Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D.M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J.C. 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 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship. In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A. Corry, who since 1936 had

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Kingston, Ontario K7L 3N6  
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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, Gordon-Brockington Hall, Queen's University. Married students should contact the Housing and Property Management Office, Queen's University, Kingston, Ontario. Accepted students are sent application forms.

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

Administrative Staff - 1990-91

- Park, P.B., B.A. (Western), M.Ed. (Toronto)
Dean, Faculty of Education
Smith, H.A., B.Sc. (New Brunswick), Ed. Dip. (McGill), M.A., Ph.D. (Toronto)
Associate Dean, Program
White, W.G., B.Sc. (McGill), Ph.D. (Queen's)
Associate Dean, Field Relations
Hills, G.L.C., B.Ed., M.Ed., Ph.D. (Alberta)
Coordinator of Graduate Studies and Research
Sedgewick, K.H., B.A. (McMaster), M.Ed. (Queen's)
Chair - Elementary Curriculum and Instruction Area
Smith, D.C.M., A.R.C.T., Mus. Bac. (Toronto)
Chair - Secondary Curriculum and Instruction Area
Whitehead, L.E., B.Ed., Ed. Dip., M.A., Ph.D. (Calgary)
Chair - Educational Contexts and Administration Area
Campbell, D.S., B.A. (Washington and Lee), M.A. (North Carolina), Ed.D. (Indiana)
Chair - Curriculum and Professional Skills Area
Kirby, J.R., B.A. (McGill), Ph.D. (Alberta)
Chair - Psychology, Philosophy and History of Education Area
Horwood, R.H., B.A., M.Sc. (Queen's)
Chair - Interdisciplinary Area
Cassidy, S.S., B.A. (Michigan State), B.L.S. (Toronto), M.Ed., M.P.A. (Queen's)
Educational Services
Fraser, J.A., B.A., M.L.S. (Ryerson)
Assistant Education Librarian
Jones, M.,
Administrative Assistant to the Dean
Niemann, J.U.,
Administrative Assistant - Office of the Registrar (Education)
Perkins, B., Dip. Tech. Ed. (Queen's)
Administrative Supervisory Assistant - Technological Studies
Poole, L.C., B.A. (Queen's)
Registrar, Faculty of Education
Travers, A., B.A., M.Ed. (Queen's)
Administrative Assistant - Hiring and Placement
Walker, T.,
Supervisor, Support Services

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 a distinguished career in economic research, in government service, in university teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald 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 1984, Dr. Watts was succeeded as Principal by distinguished economist David Chadwick Smith. A renowned scholar, teacher and government adviser on public policy, Dr. Smith joined the Department of Economics at Queen's in 1960 and served as Department Head from 1968 to 1981.

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

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

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

The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1916 when it was

amalgamated with the University, and now constitutes the Faculty of Applied Science.

In 1907 the Ontario government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary schools in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. In 1965, by agreement with the Department of Education, it was decided to establish a Faculty of Education at Queen's University. The new building now occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 until his death in 1943. The Faculty of Education opened in 1968 offering programs to university graduates leading to the B.Ed. degree and to teaching certificates valid in the secondary and elementary schools of Ontario, and such other courses leading to qualification of teachers as may be determined jointly by the Minister of Education and the University. In 1971 a graduate program leading to the M.Ed. degree was introduced. Also in 1971 candidates were admitted to a program leading to the Diploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1973, with the closing of the Peterborough Teacher's College and the transfer of the faculty to Queen's through an agreement with the Ministry of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.A./B.Ed. and B.Sc./B.Ed. program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with an Education degree. An earlier agreement with Trent University with respect to Concurrent Education was approved in 1974. Through this inter-university cooperation students pursue academic 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 education; sev-

Faculty 1990-91

- Allen, H.A.J., B.Sc. (M.A. Toronto), Ph.D. (Waterloo)
Associate Professor - Mathematics
Ambury, G.G., B.A., M.Ed. (Queen's), M.A. (Sydney), Ed.D. (Toronto)
Professor - Adult and Community Education
Bailey, J.C., B.A. (Queen's), M.A. (Sydney)
Professor - Language Arts
Balanchuk, M.L., B.A. (Queen's), M.Ed. (Toronto)
Professor - Guidance and Service Learning
Berrill, D., B.A., M.A. (Toronto)
Assistant Professor, Director - Queen's Trent Concurrent Program
Bloom, J.W., B.S. (Guelph College), M.Ed., Ed.D. (Sussex)
Assistant Professor - Science
Brickett, C., B.A. (Queen's), M.Ed. (Toronto)
Professor - Language Arts
Campbell, D.S., B.A. (Washington and Lee), M.A. (North Carolina), Ed.D. (Indiana)
Associate Professor - Educational Technology and Psychology
Chair - Curriculum Studies and Professional Skills
Crawford, D.H., B.Sc., M.A., M.Ed. (King's), Ph.D. (Sydney)
Professor - Mathematics and Curriculum
Danby, M., B.A. (Academy), B.Ed., M.Ed. (Queen's)
Assistant Professor - Drama in Education
Eastbrook, J.H.G., B.A., M.A. (Owen Sound), Ph.D. (Toronto)
Associate Professor - Educational Contexts
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. (McMaster), M.Div. (Princeton), Ph.D. (Harvard)
Professor - Human Dimensions in Teaching and Learning
Higginson, W.C., B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Berkeley), Ph.D. (Alberta)
Associate Professor - Mathematics
Hill, A.M., B.Ed., Dip. Ed. (McGill)
Assistant Professor - Technological Studies
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, Co-ordinator of Graduate Studies and Research
Horwood, R.H., B.A., M.Sc. (Queen's)
Professor - Outdoor and Experiential Education
Chair - Interdisciplinary Area
Hutchinson, N.L., B.A. (Trinity), Dip. Ed., M.A. (McGill), Ph.D. (Simon Fraser)
Assistant Professor - Psychology of Education
Johnston, C.F., B.A., B.Ed. (Toronto), M.A. (Sydney)
Associate Professor - Educational Technology
Kemp, D.E., B.A. (Queen's), M.Ed. (Berkeley), L.T.D. (London), L.U.D.A. (Central School of Speech and Drama), T.C.L. (Trinity College), London, B.S.A.
Professor - Dramatic Arts, Cross-appointments in Science and Drama)
King, A.J.C., B.F.E. (British Columbia), M.Sc. (U.C.L.A.), Ed.D. (Toronto)
Professor - Educational Contexts

- Kirby, J.R., B.A. (McGill), Ph.D. (Alberta)
Associate Professor - Psychology of Education, Chair - Psychology, History and Philosophy of Education Area
Lewis, M.A., B.A. (McMaster), M.A., Ph.D. (Toronto)
Assistant Professor - Educational Contexts
Loken, J.O., B.Ed. (Alberta), M.Ed. (Calgary), Ph.D. (Alberta)
Assistant Professor - Educational Contexts
MacLachlan, J., Jurisdoctor, College of Education, Graduate Course
Associate Professor - Psychology of Education
Mandell, A.L., B.A., LL.B. (Queen's), Barrister and Solicitor of the Bar of Ontario
Associate Professor - Latin and Philosophy of Education
Mansfield, B., B.A., M.Ed. (Queen's), M.A., Ph.D. (Toronto)
Assistant Professor - Social Studies
Massey, D.A., B.A., M.A. (Cambridge), M.A.T. (Yale), Ph.D. (Queen's)
Professor - French
Miller, L.A., B.A. (Trinity College), M.A. (Dunelm), Ph.D. (Alberta)
Associate Professor - Reading and Language Arts
Munby, A.H., B.Sc. (St. Andrew's), M.A., Ph.D. (Toronto)
Professor - Curriculum
Munro, I.R.M., B.A. (McMaster), M.Ed. (Queen's)
Associate Professor - Comparative Education, Social Studies Education
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
Osner, H., B.A. (Queen's), Ph.D. (Cornell)
Professor - Psychology of Education
Park, B.H., B.A. (Western), M.Ed. (Toronto)
Assistant Professor - Language Arts
Park, P.B., B.A. (Western), M.Ed. (Toronto)
Professor - Science, Dean - Faculty of Education
Peruznik, 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
Raffan, J., B.Sc., B.Ed., M.Ed. (Queen's), F.R.C.G.S.
Assistant Professor - Outdoor and Experiential Education
Rees, R., B.A., M.A. (York), M.Ed., Ph.D. (Toronto)
Assistant Professor - Educational Administration
Robertson, A., B.A., B.F.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
Salter, H., B.A. (York), M.Ed. (Queen's), Ph.D. (Sydney)
Associate Professor - Technological Studies
Schrall, M.C., B.A. (Queen's College, New York), M.A., Ph.D. (Illinois)
Associate Professor - Philosophy

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

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

Duncan McArthur



The Faculty of Education 5

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 Duncan McArthur College of Education. The first teaching 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 together with a well-equipped microcomputer lab and classroom 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, an arts playground, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities.

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

Seven of the 'houses' nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, tuck shop, facilities for television viewing, and a music room. This has already become the social heart of the west campus where students and staff meet informally for the





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 behaviour.

**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 curricular decisions are affected by theoretical views of these processes. A prime focus of the course is to demonstrate the developmental nature of language.

**FOUN 476/0.5 Psychology - Exceptional Children (P 1)**  
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 1)**  
The international orientation of this course is intended to promote a more expansive view of education among candidates in general, and also to accommodate those who may be interested in teaching abroad at some time. Four major models of education - those of the United States, Britain, France and the Soviet Union - are considered in terms of their characteristic approaches and of their significance, positive or otherwise, for education in the Third World.

**FOUN 415/0.5 Comparative Education - Canadian Education in Comparative Perspective (P 1)**

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 a 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 1)**  
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 440/0.5 Philosophy - Understanding Teaching (P 1)**  
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 Grading and Evaluation Theory (P 1)**  
This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification of criteria, testing and judging the 'object' to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value Grading and Anecdotal Reporting will be examined. The relation between systems of grading and various instruments of evaluation including tests of academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and learning.

**FOUN 443/0.5 Philosophy - Poetic Theory (S)**  
This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of poetry.

**FOUN 444/0.5 Philosophy of Education for Teachers of Mathematics and Science (P 1)**

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 448/0.5 Philosophy - Aesthetic Education (S)**  
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.

**FOUN 454/0.5 Philosophy - Teachers and the Law (P 1)**  
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 that involve injury to pupils in the gymnasium, shop and laboratory, on school grounds and premises as well as on field trips and in out-of-school educational 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.

### 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 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. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

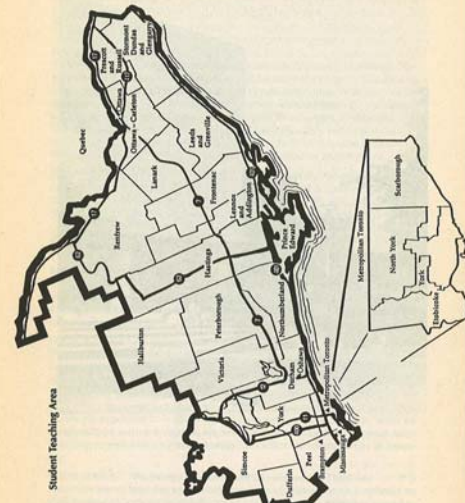
In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the regulations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University's system of non-academic discipline 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 violation of published rules and regulations of the University or of any authorized rule-making body within the University;
- failure to comply with the directions of officials of the University acting within the scope of their authority;
- 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;
- all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of university documents;
- 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.



### 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 482/0.5 Human Dimensions in Teaching and Learning (P 1)**  
This course fosters the personal development of the candidate so that he/she can better assist students in their personal development. A major emphasis is placed on interpersonal aspects of education as related to self-esteem, motivation, and personal meaning as well as classroom management and evaluation. Through study of four basic human dimensions, candidates are invited to develop deeper self-awareness and a capacity to relate more positively and vitally to their students.

The course has developed with the assistance of colleagues, both faculty and students, and is influenced by the writings of James Luther Adams, Martin Buber, Riane Eisler, Erik Erikson, Marilyn Ferguson, Fritjof Capra, Paulo Freire, Elizabeth Dodson Gray, Stanislaw Ferguson, Rollo May, Jean Baker Miller, Jean Vanier, and Daniel Day Williams.

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

**FOUN 485/0.5 Sociology of Deviant Behaviour (P 1)**  
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 1)**

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 1)**  
This course will explore the role of the teacher and the school in social transformation. The primary question will be whether the school simply reflects and ensures the survival of the present social structure, or whether it can contribute to the shape of the future. The class will choose current social, economic and political issues and examine their implications for educators and schools.

**FOUN 490/0.5 Sociology - Seminar in Social Class and Gender and Race in Education (P 1)**

A student's achievement in school is better predicted by his/her social class, sex/gender and race than it is by any teacher behaviour, curriculum change or school organization. In this seminar we will examine and develop a critical understanding of the implications for children's educational

experiences of the effects of social class background, sex/gender differences and racial background by focusing on three specific areas:

- 1) How is school experience affected by the cultural context of children's lives as these are lived in their homes, in their places of work and leisure, in their peer groups and in the school? 2) How do schools respond to these real or imagined differences? How does the culture of the school, the attitudes and expectations of teachers, the images in textbooks and the way curriculum content and provision is carried out contribute to the way children experience the school? We will examine the hidden curriculum of the school with particular attention to the way this hidden curriculum speaks differently to children depending on their social class, sex/gender or race background; 3) we will locate school practices as a part of the larger social context within which schools exist. Special attention will be placed on developing the skills for a critical perspective which teachers might use to better respond to the diversity of student needs. The seminar format is highly interactive between students and instructor throughout the course readings and assignments.

**FOUN 491/0.5 Sociology of Education for Secondary School Teachers (S)**  
The major emphasis in this course will be given to the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity and other social forces influencing education will also be studied within this context. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario educational system.

**FOUN 494/0.5 Sociology - Explorations in Learning Environments in the Elementary School (P 1)**

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 school's 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 1)**

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 teach-



## Courses of Study 27

### Course Weights

Weights are assigned as full or half credits. The course weight follows the course number preceded by (/); 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 Chair in 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 (P1) 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 463/0.5 Psychology - Culture and Education (P 1)**

This course explores the collective, cultural aspects of learning and development. Humans do not learn in isolation, but within a particular cultural context of ecological, social, cognitive, and linguistic systems. The 'real life' learning models of majority and minority cultures in Canada (and certain other regions) are studied in relation to formal school learning. Through exposure to a diversity of cultural learning models, with an emphasis on native cultures, students are encouraged to expand their teaching repertoires and to deal with life/school discontinuities in learning.

**FOUN 464/0.5 Psychology - Learning and Development in Childhood (P 1)**

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 behaviour.

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

An overview of learning and development in adolescence with emphasis on classroom applications in grades 7-12. Special attention is paid to the interface between teacher and student characteristics within the social





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 55 is offered either in the Fall/Winter terms or during Summer School. In some cases, courses are offered at several off-campus 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.

**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 of 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 official.

**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 the subject, as certified by appropriate supervisory officer.

**Additional Admission Requirements for the following three-session course**

- 1 French as a Second Language, Part 1. Applicants must have completed five 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;

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 225/0.5 Arts Management (Artist in Community students only)**  
 This course is intended to provide students of the Artist in Community Education Program 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 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 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 236/0.5 Introduction to Schools and Teaching (Concurrent only)**

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 238/0.5 Special Topics in Early Childhood Education**

(Visual and Language Arts) (Early Primary students only)  
 The early years (to age 5) are vital for learning because it is during this period that children become aware of, and begin to react to, the environ-

ment. 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 242/0.5 Principles and Programs in Experiential Education**  
 (Outdoor Education students only)

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**  
 (Outdoor Education students only)

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 focussing 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 the Cooperative program by student planning, operation and evaluation of this course. There will be a food and transportation charge.

**SPEC 244/0.5 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.*

**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. Assignments include peer tutoring, and case study work with school students. 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, but will accommodate experienced programmers. The general goal is to provide an introduction to educational software design. The student will select a computer programming language (e.g. Logo, Pascal, C or an authoring system (e.g. HyperCard, Course of Action, Learning Game Generator) or appropriate tool software (e.g. a spreadsheet or database

- 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.

**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.

**Registration Procedures**

The registration form must be completed, signed and returned along with the personal data form/declaration of fee status form, information sheet and appropriate documentation by the relevant deadline date. Candidates for Part 2 and Specialist courses must have the teaching experience statement completed and signed by the appropriate supervisory official. Registrations not accompanied by the required forms and documents will not be processed. In addition, a cheque for the tuition fee must be submitted with the registration form.

Students are required to notify the Registrar's Office immediately if they decide to withdraw from a course. Failure to do so may result in financial penalty, or a failure in the course.

Enrolment in each course is limited, and in some cases demands may exceed the limitations placed on enrolment. The University reserves the right to cancel any course if there is insufficient enrolment or if teaching staff is not available.

**Technical Proficiency Examination**

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

**Ministry of Education Courses offered by the Office of Continuing Education**

- |   |   |
|---|---|
| <b>Honour Specialist Qualification</b>              | <b>Three Session Additional Qualification</b> |
| Biology   | Cooperative Education                         |
| Chemistry   | Computers in the Classroom                    |
| Dramatic Arts                                       | Computer Science                              |
| Economics   | Dramatic Arts                                 |
| English   | English as a Second Language                  |
| French  | French as a Second Language                   |
| Geography   | Guidance                                      |
| Mathematics   | Industrial Arts                               |
| Music   | Intermediate Education                        |
| Physics   | Junior Education                              |
| Physical & Health Education                         | Librarianship                                 |
| Political Studies                                   | Mathematics in Primary Junior Education       |
| Technological Studies                               | Media   |
| <b>Additional Basic Qualification</b>               | Music-Instrumental                            |
| Primary   | Music-Vocal                                   |
| Junior  | Physical & Health Education,                  |
| Intermediate  | Primary/Junior &                              |
| Senior  | Intermediate/Senior                           |
| Technological Studies (specific subjects see below) | Primary Education                             |
| <b>One Session Additional Qualification</b>         | Reading                                       |
| Adult Education                                     | Religious Education                           |
| Integrated Arts                                     | Science in Primary-Junior Education           |
| Teaching/Writing                                    | Special Education                             |
|   | Visual Arts                                   |

**Technological Studies Additional Basic Qualification**

- Individual Study (A), (B)  
 Automotive (B)  
 Drafting (B)  
 Electricity (B)  
 Electronic Computers (A)  
 Machine Shop (B)  
 Project Design (B)  
 Small Engines (B)  
 Welding (B)  
 Woodwork (B)

management system(s) and through a program of self-study acquire a basic level of expertise.

**SPEC 260/0.5 Peace Education**

This course focuses on the human dimensions' aspects of both peace-making and peace-learning. Candidates explore ways in which the classroom teacher can actively promote positive approaches and attitudes within and among students towards the attainment of peace in our society.

**SPEC 263/0.5 Teaching International Development**

This course provides a forum for questions and issues about global development in education. Students will tackle 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 287/0.5 The Family, the Teacher and the School**

This course will explore the structure and function of different types of family units and will focus on the attitudes and skills that help teachers relate to children from varied family backgrounds. Special emphasis will be placed on the development of the teacher's use of language and non-verbal behaviour. Activities are designed to increase the teacher's sensitivity to the impact that family experiences have on teaching and learning.

**SPEC 289/0.5 Teaching for Self-Directed Learning**

One of the most important assets we can offer students is the ability to investigate any subject independently, efficiently and effectively. Teachers need to become experts at finding, analyzing, and applying information in order to help themselves and their students become self-directed learners. Emphasis will be given to resource-based learning programs as described in *Partners in Action*.

**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 written approval to the Registrar before a student may be registered for Private Studies.









Queen's University  
at Kingston

*Four*  
*21* sections  
*3*  
*318* sections  
*40*  
*120*

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# QUEEN'S Faculty of Education 1991-92



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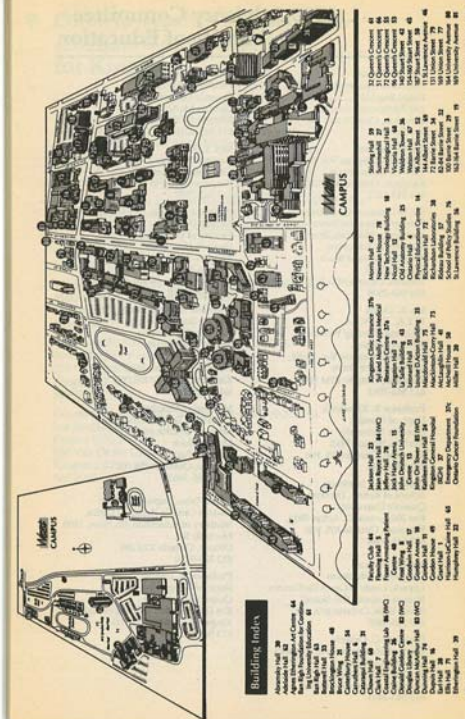
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## Faculty of Education Calendar 1991-92

Queen's University  
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iii Sessional Dates	23 Academic Regulations
1 History of the University	24 Grading System
5 The Faculty of Education	25 Code of Conduct
5 Duncan McArthur Hall	27 Courses of Study
7 Administrative Staff	27 Course Weights
8 Faculty	27 Foundational Studies
11 Education Programs	27 Educational Psychology
11 Primary-Junior Program	28 History and Philosophy of Education
11 Junior-Intermediate Program	30 Educational Contexts
11 Intermediate-Senior Program	32 Curriculum
11 Technological Studies Program	32 Primary-Junior Program
11 Alternative Programs	34 Junior-Intermediate Program
11 Artist in Community	38 Intermediate-Senior Program
12 Cooperative Program in Outdoor and Experiential Education	43 Technological Studies Program
13 Early Primary Education	43 Professional Skills
14 Application for Admission - Consecutive Programs	43 Practicum
14 English Language Requirement	45 Special Studies
15 Admission Requirements - Consecutive Programs	51 Continuing Education
15 Specific Requirements	55 The Master of Education Program
17 The Program Components	56 Scholarships, Bursaries and Financial Assistance
18 Technical Proficiency Examinations	56 Fees
19 Primary-Junior Program Components	56 Financial Assistance, Scholarships and Prizes
19 Junior-Intermediate Program Components	61 Bursaries
20 Intermediate-Senior Program Components	65 Academic Facilities and Student Services
20 Technological Studies Program Components	70 Associate Boards 1991-92
21 Concurrent Teacher Education	71 Ontario Teachers' Federation Affiliate Representatives for Kingston
22 Certification	72 1991 Advisory Committee
22 Further Qualification	Campus Map

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

<b>September 1991</b>
1 Orientation Week begins for Concurrent Year 1 candidates
4 Fall terms 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
(11am-3pm) Registration in the Jack Harry Arena, Division Street entrance for B.Ed. and Dip.in Tech.Ed. candidates and for Concurrent final year candidates
5 Registration for Concurrent Year 1 candidates
5, 6, 9 Authorization of Arts and Science programs for Concurrent Year 2, Year 3 and Honours Year 4 candidates
10, 13 Registration for Concurrent Year 2, Year 3 and Honours Year 4 candidates
<b>October</b>
1 Last date for adding a full year course or Fall term course
14 Thanksgiving Day (no classes)
15-31 Student Teaching
16 Special Sesquicentennial Convocation
<b>November</b>
1 Student Teaching
2 Fall Convocation
8 Last date for dropping a Fall term course
11 Remembrance Day Service (classes cancelled from 10:30 am to 11:30 am)
<b>December</b>
2-13 Student Teaching
13 Fall term ends
<b>January 1992</b>
6 Winter term begins
10 Last date for adding a Winter term course
31 Last date for dropping a full year course or a Winter term course
<b>February</b>
17 Heritage Day holiday (no classes)
<b>March</b>
2-13 Student Teaching
16-20 Winter Break
23-31 Student Teaching