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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 Jock Harty 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



Queen's University at Kingston

Four 21 sections  
- 3/4  
3/8 sections  
40  
720

This entire publication was printed on recycled paper.

QUEEN'S Faculty of Education 1991-92



<b>April</b>
1-3 Student Teaching
17 Good Friday (no classes)
24 Winter term ends
<b>May</b>
1 1992-93 Outdoor & Experiential Education program begins
29 Convocation - B.Ed., Dip.in Tech.Ed., and Concurrent final year
<b>July</b>
2 Summer term classes begin

1991

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

1992

<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>
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5 6 7 8 9 10 11	2 3 4 5 6 7 8	8 9 10 11 12 13 14	5 6 7 8 9 10 11
12 13 14 15 16 17 18	9 10 11 12 13 14 15	15 16 17 18 19 20 21	12 13 14 15 16 17 18
19 20 21 22 23 24 25	16 17 18 19 20 21 22	22 23 24 25 26 27 28	19 20 21 22 23 24 25
26 27 28 29 30 31	23 24 25 26 27 28	29 30 31	26 27 28 29 30

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

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
1 2 3 4 5	1 2 3	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

History of the University

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned 'to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod.' This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were tide over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$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

Faculty of Education Calendar 1991-92

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



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, Gordon-Brookington 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 - 1991-92

- Park, P.B., B.A.(Wentworth), M.Ed.(Toronto)
Dean, Faculty of Education
Rees, R., B.A., M.A., Ph.D.(U. of Toronto)
Associate Dean, Program
White, W.G., B.Sc., M.Ed., Ph.D.(Toronto)
Associate Dean, Field Relations
Berrill, D., B.A.(Northwestern), M.A.(Toronto), Ph.D.(East Anglia)
Director - Queen's/Trent Concurrent Program
Kirby, J.R., B.A.(McGill), Ph.D.(Oxford)
Coordinator of Graduate Studies and Research
TBA
Chair - Elementary Curriculum and Instruction Arts
Allen, H.A.J., B.Sc., M.A., Ph.D.(Toronto), Ph.D.(Simon Fraser)
Chair - Secondary Curriculum and Instruction Arts
Whitehead, L.E., B.Ed., Ed.Dip., M.A., Ph.D.(Calgary)
Chair - Educational Contexts and Administration Arts
TBA
Chair - Curriculum and Professional Skills Area
Hutchinson, N.L., B.A.(Toronto), Dip.Ed., M.A., M. Ed., Ph.D.(Simon Fraser)
Chair - Psychology, Philosophy and History of Education Arts
Howwood, R.H., B.A., M.Sc.(Queen's)
Chair - Interdisciplinary Area
Casey, S.S., B.A.(Michigan State), B.L.S.(Toronto), M.Ed., M.P.A.(Queen's)
Education Librarian
Fraser, J.A., B.A., M.L.S.(Rutgers)
Assistant Education Librarian
Jones, M.D.
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)
Placement Coordinator
Walker, T.
Supervisor, Support Services

succeeded as Principal by Vice-Principal J.A. Corry, who since 1936 had been the Handy 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 1964, 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 1961 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 agreed 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 1843, 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 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

Faculty 1990-91

- Allen, H.A.J., B.Sc., M.A., Ph.D.(Toronto), Ph.D.(Wentworth)
Associate Professor - Mathematics
Chair - Secondary Curriculum and Instruction Area
Ambury, G.G., B.A., M.Ed.(Queen's), M.A., S.P.S.(York), Ed.D.(Toronto)
Associate Professor - Adult and Community Education
Bailey, J.C., B.A., Queen's M.A., S.P.S.(York)
Professor - Language Arts
Berrill, D., B.A.(Northwestern), M.A.(Toronto), Ph.D.(East Anglia)
Assistant Professor, Director - Queen's/Trent Concurrent Program
Bloom, J.W., B.S.(Catholic College), M.Ed., Ed.D.(Wentworth)
Assistant Professor - Science
Brickett, C., B.A.(Queen's), M.Ed.(Toronto)
Assistant Professor - Language Arts
Campbell, D.S., B.A.(Washington and Lee), M.A.(North Carolina), Ed.D.(Duke)
Associate Professor - Educational Technology and Psychology
Chair - Curriculum Studies and Professional Skills
Danby, M., B.A.(Wentworth), B.Ed., M.Ed.(Queen's)
Assistant Professor - Drama in Education
Eastbrook, J.H.G., B.A., M.A.(Toronto), Ph.D.(Toronto)
Professor - Educational Contexts
Egnatoff, W.J., B.A.(Goshawk), M.Sc., Ph.D.(Toronto)
Assistant Professor - Computers in Education
Freeman, R.M., B.A.(Queen's), M.A.(Minnesota), M.Ed.(Pittsburgh), Ph.D.(Harvard)
Professor - Human Dimensions - Psychology of Education - Teaching and Learning
Higginson, W.C., B.A., Queen's, Certificate in Education (Cambridge), M.A.(Oxford), Ph.D.(Alberta)
Associate Professor - Mathematics
Hill, A.M., B.Ed., Dip.Ed., Ed.D.(Osgoode)
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)
Assistant Professor - Philosophy
Howwood, R.H., B.A., M.Sc.(Queen's)
Professor - Outdoor and Experiential Education
Chair - Interdisciplinary Area
Hutchinson, N.L., B.A.(Toronto), Dip.Ed., M.A., M. Ed., Ph.D.(Simon Fraser)
Assistant Professor - Psychology of Education
Johnston, C.F., B.A., B.Ed.(Toronto), M.A., S.P.S.(York)
Associate Professor - Educational Technology
Kemp, D.E., B.A.(Queen's), M.Ed.(Bath), L.L.D.(London), L.L.D.D.A. Central School of Speech and Drama, L.T.C., L.T.C.L. (Italy College), London, F.R.S.A.
Professor - Dramatic Arts, Cross-Appointment Arts and Science (Drama)
King, A.J.C., B.A., Ph.D.(Cambridge), M.A., U.C.L.A., Ed.D.(Toronto)
Professor - Educational Contexts
Kirby, J.R., B.A.(McGill), Ph.D.(Oxford)
Associate Professor - Psychology of Education, Coordinator of Graduate Studies and Research
Lewis, M.A., B.A.(Wentworth), 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., Jeddah College of Education, Graduate Course
Associate Professor - Psychology of Education
Mandell, A.L., B.A., B.Ed.(Queen's), Barrister and Solicitor of the Bar of Ontario
Associate Professor - Law 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., Oxf., Ph.D.(Queen's)
Professor - French
Miller, L.A., B.A.(Trinity College), M.A.(Dartmouth), 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.(McGill)
Associate Professor - Comparative Education and History of Education
O'Farrell, L., B.A.(Queen's), M.A. (Indiana 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.(Toronto), Ph.D.(Birmingham)
Professor - Science, Coordinator - Mathematics, Science and Technology Education Group
Ossiet, H., B.A.(Queen's), Ph.D.(Cornell)
Professor - Psychology of Education
Park, B.H., B.A.(Wentworth), M.Ed.(Toronto)
Assistant Professor - Language Arts
Park, P.B., B.A.(Wentworth), M.Ed.(Toronto)
Professor - Science, Dean - Faculty of Education
Perumak, W.S., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(International College, Los Angeles)
Professor - Educational Contexts
Pratt, D., B.A., M.A.(McMaster), Ph.D.(Toronto)
Professor - Curriculum Planning
Raffan, J., B.Sc., B.Ed., M.Ed.(Queen's), M.F.C.G.S.
Assistant Professor - Outdoor and Experiential Education
Rees, R., B.A., M.A.(Osgoode), M.Ed., Ph.D.(Toronto)
Assistant Professor - Educational Administration
Robertson, A., B.A., B.P.H.(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)
Professor - Science and Curriculum Studies
Schirral, M.G., B.A.(Queen's), M.A.(New York), M.A., Ph.D.(Illinois)
Associate Professor - Philosophy
Seidgwick, R.H., B.A.(McMaster), M.Ed.(Toronto)
Assistant Professor - Physical and Health Education
Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta)
Professor - Educational Administration
Smith, D.C.M., A.B.C.T., Mus. Bac., M.M.(Toronto)
Associate Professor - Music, Cross-Appointment Arts and Science (Music)

School was formally established in 1910. In addition, intercession programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 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.

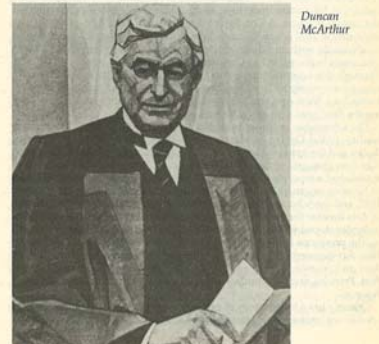
Queen's University, though founded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the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

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.

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 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 a 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



Duncan McArthur



d. Carefully selected classrooms with appropriate associate teachers are used for the practicum. There is a close liaison among students, faculty and associates.

e. A 3-hour weekly seminar, SPEC 238, for the purpose of ongoing discussion, workshops, lectures, and monitoring of the practicum experience is a required course selection. An Additional Qualification course, *Childhood Education*, leading to recommendation to the Ministry of Education is available to candidates in the Early Primary Education section during Intercession (May). The additional fee for Ministry of Education courses applies here for those who select this course.

#### Admission

Applications for the Early Primary program option must first meet the regular admission requirements for B.Ed. candidates applying to the Primary-Junior program. Applicants will be selected from those showing evidence of a strong commitment to working with children in the early years of school by completing a questionnaire and submitting a written statement describing previous academic courses and experiences of the candidate which have an Early Childhood orientation. A personal interview may be requested.

#### Application for Admission - Consecutive Programs

Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centre at Queen's. Application materials may be obtained at any of the Ontario universities or by writing to the Registrar, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6. Offers of admission are made in April, and applications must reach the Application Centre by the second Friday in December. Applicants must submit all necessary documentation to reach the Registrar, Faculty of Education by the deadline date for application.

Each applicant to this Faculty of Education must submit official university 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. 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: 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.

Normally examinations and assignments are to be submitted in English, except where the Faculty Board has approved an alternative practice or

where a special agreement has been entered into between an instructor and a student, with the approval of the chair, for submission of work in a language other than English.

#### Admission Requirements - Consecutive Programs

To be eligible for admission to the Bachelor of Education program, applicants must have completed the requirements for an acceptable bachelor's degree by the end of April preceding proposed enrolment in the B.Ed. program. Candidates offering a three-year degree must have a 'B' standing on all passed undergraduate courses (the average is calculated as of the application deadline date). Preference will be given to those candidates who will have completed the requirements for an honours degree or twenty full-year university credits by the end of April. Further preference will be given to candidates who will have completed the requirements for a graduate degree by the end of April.

To be eligible for admission to the Diploma in Technical Education program, applicants must have completed the requirements for the Ontario Secondary School Diploma or the equivalent by the end of April preceding proposed Education enrolment.

Applicants to all programs 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.

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).

#### Specific Requirements

Note: The onus is on applicants to ensure that they understand and fulfill all prerequisite and subject preparation requirements by the end of June prior to proposed enrolment in the B.Ed. program.

#### Primary-Junior

Primary-Junior candidates must have at least one full-year university course (or two half-year courses) in each of 1) psychology, 2) language or linguistics, 3) arts (visual arts, performing arts, or music) or equivalent (equivalency may be granted for conservatory qualifications in music, extensive production experience in drama, etc.), 4) social studies (history, geography, political science, sociology, or anthropology). In addition, candidates must have completed Grade 12 advanced level or Grade 13 mathematics, or a university half credit or semester course in mathematics.

#### Junior-Intermediate

Junior-Intermediate candidates must have at least one full-year university course (or two half-year courses) in each of 1) psychology, 2) language or linguistics, and 3) mathematics (this requirement may also be satisfied by Grade 12 advanced level or Grade 13 mathematics and a full-year university course in a quantitative science such as physics or chemistry). One teaching subject must be chosen from Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Education or Visual Arts. Five full-year courses in the specific subject are required for the selection of French,

Smith, H.A., B.Sc. (New Brunswick), Ed. Dip. (McGill), M.A., Ph.D. (Toronto)  
Associate Professor - Educational Psychology

Stairs, A., B.Sc. (McGill), M.A. (Columbia College), Ph.D. (Columbia)  
Assistant Professor - Psychology of Education

Talensick, L., B.A., M.A. (Toronto)  
Professor - Chemistry

Thompson, L., B.A. (Toronto), M.A. (Brock)  
Professor - English and Language Arts

Turner, R.B., B.A. (Toronto)  
Associate Professor - English

Uphill, R.B., B.A., L.L.B., M.Ed. (Queen), M.Ed. (Harvard)  
Assistant Professor - Arts

White, W.C., B.Sc. (McGill), Ph.D. (Toronto)  
Associate Professor - Psychology

Associate Dean, Field Relations

Whitehead, L.E., B.Ed. (Dip.), M.A., Ph.D. (Calgary)  
Assistant Professor - Educational Administration and Policy, Chair - Educational Contexts Area

Williams, T.R., B.Sc. (Toronto), Diploma, M.A. (McGill), Ph.D. (Michigan)  
Professor - Educational Administration

Vice-Principal (Operations and Institutional Relations)

Wilson, R.J., B.Ed. (Ontario), Cultural M.Ed. (Ph.D. Washington)  
Professor - Measurement and Evaluation

## 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 where by 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 11 to O.A.C. 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

The Artist in Community Education program is intended to integrate a conventional teacher education program with preparation for full or part-

Music, or Physical and Health Education. At least three full-year courses in the subject are required for the selection of all other subjects. A full-year 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-year university course (or two half-year courses) in psychology. Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, Physics or Visual Arts. Five full-year courses are required for the selection of French, Music, or Physical and Health Education. For other subjects, at least five full-year courses are required for the selection of one teaching subject and at least three full-year courses are required for the selection of another. A course in Canadian history is needed for the selection of History as a teaching subject.

#### Note

- 1 A course in Canadian history is needed for the selection of History as a teaching subject.
- 2 Applicants may not select both Music-Instrumental and Music-Vocal as teaching subjects.
- 3 Applicants for Biology must offer in their preparation at least one full-year course with a major laboratory component from a university biology department. The laboratory component must be designated as biology, should include both plant and animal (invertebrate and vertebrate) biology.
- 4 Applicants selecting Chemistry as the second teaching subject should offer a full-year course equivalent in introductory chemistry and two full-year science equivalents taken from organic, analytical and physical chemistry.

#### Technological 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 invited 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 invited to be interviewed.

#### Early Primary Education

In addition to meeting the academic requirements for admission to the Primary-Junior program, completion of a questionnaire is required, and an interview may be requested.

#### 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 exemption is given by the chair 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.

#### 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.

#### Professional Skills

Candidates must complete one half course in Professional Skills. The course offerings are SKIL 146, SKIL 147 and SKIL 148.

#### Practicum

Two components must be completed in the practicum. Candidates must pass PRAC 160, Student Teaching. This course comprises at least eight weeks of supervised student teaching in selected schools. Candidates should note that they will be required to provide for the costs of travel and accommodation. Candidates will also complete PRAC 170, Service Learning.

#### Special Studies

Candidates must complete one half course in Special Studies. These offer the candidates the opportunity to be involved in courses of special interest.

Note: Program components may be subject to change without notice.

time employment as arts educators. Community arts centres, artists', musicians', and writers-in-residence, and 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 teacher training candidates who are graduates in the arts and who wish to develop an additional set of skills related to their interests in the arts which could be used to secure or create part-time commitments to the community.

#### 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 selected, the first of which is Dramatic Arts, English, Music or 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. The creative writers (i.e. the first subject English candidates) will register in two Special Studies courses - SPEC 215 and 225, please note that this requirement represents an additional half course fee.

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

#### Early Primary Education

The Early Primary Education option is organized to allow a small number of candidates within the Primary-Junior Consecutive B.Ed. program to be selected to concentrate their studies at the Early Primary level - Kindergarten and Grades 1/2, during the fall term. Five features differentiate this concentration from the regular Primary-Junior program.

- a Curriculum, Skills and Foundations courses are designed to facilitate this specialization;
- b The program takes an integrated approach and many of the student assignments reflect this;
- c An extended seven week practicum in one setting instead of the regular four week pattern is scheduled for the fall term;



In the final year, candidates complete the requirements for the B.Ed. degree in the Faculty of Education. In the fall term, candidates enrol in two full courses in Curriculum in the chosen divisions (Primary-Junior, Junior-Intermediate, Intermediate-Senior), one half course in Professional Skills (SKIL 146, 147 or 148), and any remaining Foundations requirement; a total of 15 Foundation courses are needed to graduate. As well, there is PRAC 169, which consists of one or two two-week practice teaching rounds (depending on the chosen divisions) in the fall, and an Internship consisting of a 10 to 14-week school assignment in the winter.

#### Division Prerequisites

Candidates entering the final year of the program must meet the prerequisite requirements in effect at the time of their admission to the Concurrent program.

**Note:** Approved teaching subjects in the Junior-Intermediate Program are: Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Vocal or Instrumental), and Visual Arts. Approved teaching subjects in the Intermediate-Senior divisions are: Computer Science, Dramatic Arts, Biology, Chemistry, History, English, French, Geography, Mathematics, Physics, and Visual Arts.

As these approved subjects 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 by the Faculty of Arts and Science 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 all passed Arts and Science courses (or over ten Arts and Science credits for those enrolled before September 1988).

#### 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.

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 Qualifica-

tions 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 fall/winter terms. For further information, please refer 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 may do so on or before the appropriate deadline (see Sessional Dates) by completing an academic change form available in the Registrar's Office. After the deadline date for adding or dropping courses, any course registration changes must be authorized by the Associate Dean (Program).

##### Course Requirements

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

##### Religious Observance

A student discovering an exam scheduled at the same hour as a religious observance should report the conflict to the Registrar's Office as soon as possible. Individual arrangements are made for each student.

##### 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 confirm in writing that these possibilities have been exhausted.

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 in the April round. The Registrar's Office will 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.

#### Technical Proficiency Examinations for

##### Technological Studies Candidates

##### SERVICE CHARGES

Examinations are regularly scheduled as follows:

THEORY during the first week of July

PERFORMANCE during the first week of January

Service Charges for Regularly Scheduled Examinations

Winter and Internship Candidates \$ 160

##### Additional Qualification Course Candidates

(Regular and Individualized)

Basic Level 100

Advanced Level 160

##### External and Rewrite Candidates

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 service charge.

Basic Level Theory 25

Performance 50

Advanced Level Theory 25

Performance 75

#### Primary-Junior Program Components

See also the section entitled *The Program Components*

**Foundational Studies** 1.5 credit

Courses numbered from FOUN 414 to FOUN 496

**Curriculum** 2.0 credit

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)

**Professional Skills** 0.5 credit

Course SKIL 146

**Practicum** 0.5 credit

PRAC 160 Student Teaching

PRAC 170 Service Learning Practicum

**Special Studies** 0.5 credit

Courses numbered from SPEC 201 to SPEC 299

**TOTAL REQUIREMENT FOR THE PRIMARY/JUNIOR PROGRAM** 5.0 credit

#### Junior-Intermediate Program Components

See also the section entitled *The Program Components*

**Foundational Studies** 1.5 credit

Courses number from FOUN 414 to FOUN 496

**Curriculum** 2.0 credit

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)

plus one Intermediate Teaching Subject selected from even-numbered courses from CURR 312 to CURR 380

**Professional Skills** 0.5 credit

Course SKIL 147

**Practicum** 0.5 credit

PRAC 160 Student Teaching

PRAC 170 Service Learning

**Special Studies** 0.5 credit

Courses numbered from SPEC 201 to SPEC 299

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

#### 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, each assignment will contribute to the final grade.

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

H - honours

PA - pass

F - fail

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

PN - pass, no honours available in this course

There are no numerical equivalents.

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

3.3 Additional academic record entries are:

IN - incomplete AU - Audit only

AG - aegrotat grade CR - credit

NW - course not taken

3.4 When a course is made up of two or more components, students must pass all components in order to pass the course.

3.5 When a student has failed a course or a component of a course in the B.Ed. Degree program, in the Outdoor and Experiential Education program, in the Artist in the Community program, in the Diploma in Technical Education or in Continuing Education, and wishes to undertake an alternative course or component in substitution for the course or component that has been failed, the Faculty's administration shall not approve or make available any alternative course or component without prior consultation with the appropriate area or discipline group in the Faculty to determine the suitability of the proposed alternative required.

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

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

The Programs 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 Commit-

tee shall report all such exceptions to the Registrar and any Faculty members involved.

6 The Aegrotat (AG) may be granted by an instructor in cases where the student because of serious illness, has been prevented from completing a course or component and where the instructor feels that the student would have completed the course or component successfully had not illness intervened.

7 No grade may be changed by administrative fiat.

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

8.4 An enrolled student who wishes to question academic or faculty procedures should contact the Associate Dean (Program). The Associate Dean will advise the student concerning faculty review and appeal procedures.

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, IN, AG, or CR in all the minimum required courses or components of the program.

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

#### Intermediate-Senior Program Components

See also the section entitled *The Program Components*

**Foundational Studies** 1.5 credit

Courses numbered from FOUN 414 to FOUN 496

**Curriculum** 2.0 credit

Two Teaching Subjects selected from odd numbered courses from CURR 303 to CURR 379.

**Professional Skills** 0.5 credit

Course SKIL 148

**Practicum** 0.5 credit

PRAC 160 Student Teaching

PRAC 170 Service Learning

**Special Studies** 0.5 credit

Courses numbered from SPEC 201 to SPEC 299

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

#### Technological Studies Program Components

See also the section entitled *The Program Components*

**Foundational Studies** 1.5 credit

Courses numbered from FOUN 414 to FOUN 496

**Curriculum** 2.0 credit

CURR 367 Teaching Technological Studies (1.0)

CURR 368 Curriculum Development in Technological Studies (1.0)

**Professional Skills** 0.5 credit

Course SKIL 148

**Practicum** 0.5 credit

PRAC 160 Student Teaching

PRAC 170 Service Learning

**Special Studies** 0.5 credit

SPEC 213

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

*Note:* Program components may be subject to change without notice.

#### Concurrent Teacher Education

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

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

**Admission**  
Candidates for the initial year of the Concurrent programs apply through the Ontario Universities' Application Centre for Queen's University or for Trent University. Application to the Concurrent education program is made at the same time as application to Arts and Science.

**Admission 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 the Assistant Registrar (Admissions), Queen's University or the Teacher Education Office, Trent University, Peterborough. Candidates who wish to transfer into Year 2 of the Concurrent program must complete a supplementary information form. The number of transfer spaces available will vary from year to year depending on enrolment levels in the Concurrent program.

**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 Service Learning, at least three ten-day rounds of practice teaching and the internship.

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, Service Learning.

In Year 2, candidates normally enrol in five full courses in Arts and Science and in the following course in Education: PRAC 167, which requires fifteen hours of classes on teaching skills and ten days of practice teaching. As well, students will take 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: PRAC 168, which requires ten days of practice teaching, and one or two half courses in Foundations.

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



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 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 (P 1.5) in Childhood and Adolescence (Concurrent Trent only)**  
This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, appreciation and judgement.

**FOUN 476/0.5 Psychology - Exceptional Children (P 1.5)**  
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 1.5)**  
The international orientation of this course is intended to promote a more expansive view of education among candidates in general, and 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 (P 1.5) in Comparative Perspective**  
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 1.5)**  
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 1.5)**  
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 1.5)**  
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 (1 S)**  
This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of poetry.

**FOUN 444/0.5 Philosophy of Education for Teachers of Mathematics and Science (P 1.5)**  
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 (1 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.

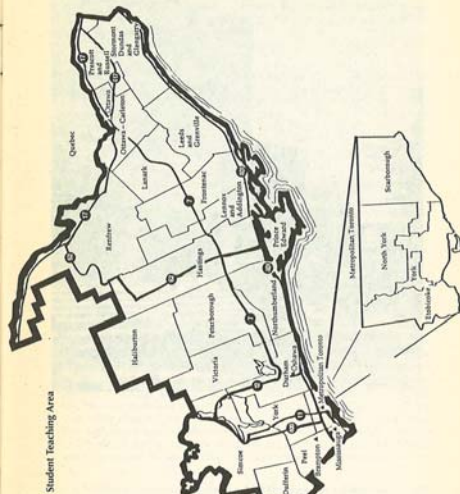
**FOUN 454/0.5 Philosophy - Teachers and the Law (P 1.5)**  
Through the study of cases brought against school boards and teachers, this course will review the jurisprudence and analyze the standard of professional responsibility that the law requires. Cases will be studied that

tions 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\*, racial harassment, theft, or other forms of intimidation, vandalism, and willful or negligent damage to the property of Queen's or of a member of the University community or of the AMS, CSS, or of 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.



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 482/0.5 Human Dimensions in Teaching and Learning (P 1.5)**  
This course fosters the personal and interpersonal thriving of the candidate so that he/she can better assist students in their 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, Fritzof Capra, Riane Eisler, Erik Erikson, Marilyn Ferguson, Paulo Freire, Elizabeth DeLeon Gray, Stanislaw Grof, Harriet Goldhor Lerner, Rollo May, 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 1.5)**  
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 1.5)**  
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 1.5)**  
The 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 1.5)**  
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 course 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 (1 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.



**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 fulfil 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 (P1S) 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 1.5)**  
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 (1 S)**  
An overview of learning and development in adolescence with emphasis on classroom applications in grades 7-OAC. Special attention is paid to the interface between teacher and student characteristics within the social



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 122/0.5 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 learners' 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 Honours Specialist qualification in French.

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

#### CURR 124/0.5 Geography (Intermediate)

This course will provide instruction in planning and presenting different types of lessons used in the teaching of geography. The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the Intermediate level. Throughout the course, efforts will be made to strengthen those personal qualities that enhance the teaching process and to eliminate those that do not. Evaluation will be based on the following areas of performance:

1. classroom participation
2. regular assignments
3. peer group teaching.

#### CURR 128/0.5 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 136/0.5 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 144/0.5 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 146/0.5 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.

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

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

#### CURR 148/0.5 Physical and Health Education - Men (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.

**FOUN 496/0.5 Professionalization of Teachers (P115)**  
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 teaching unions, the teacher-parent balance of power, and, not least, the efficacy of the school as a place of learning for citizenship in a democracy. In summary, the course is intended to launch the student teacher on a search for the meaning of professionalism in the public system of education.

#### Curriculum

##### PRIMARY - JUNIOR PROGRAM

#### CURR 171/0.5 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 172/0.5 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 173/0.5 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.

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 166/0.5 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 Honours Specialist qualification.

#### CURR 180/0.5 Visual Arts (Intermediate)

A course concerned with the practical needs of the teacher of Art working in the Intermediate school setting. The program will include 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.

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 Honours 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 proficiency 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 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 analysing 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 Honours Specialist qualification.

#### CURR 313/1.0 Economics (Intermediate-Senior) (Concurrent only)

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 Maslalias and Lee on Inquiry methods and Oliver, Fraenkel, Köhler, 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.

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

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

#### CURR 374/0.5 The Arts (Primary-Junior)

Children's growth and development are fostered through his imagination, personal explorations, reaction to the environment through all the senses and through the security gained from achievement and proficiency. It is through the Arts that children first express themselves and communicate. The continued development of this personal and creative expression is a major aim of the Arts. Although there are four distinct components (Visual Arts, Drama, Physical Education and Music), each provides for this development in its own unique way.

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

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

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

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

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

#### JUNIOR - INTERMEDIATE PROGRAM

##### CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

#### CURR 375/0.5 Communication

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

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

**Mathematics (Junior and Grades 7 and 8)** This component is designed to familiarize candidates with the content of the mathematics curricula in the Junior and Intermediate Divisions and with a variety of methods for effectively teaching fundamental mathematical concepts. Candidates will use and analyse a wide range of resources. It will also provide an opportunity to examine Ministry of Education guidelines relating to the teaching of mathematics in the Junior and Intermediate grades 7 and 8. The acquisition of a positive attitude toward mathematics and its teaching is seen as a high priority. 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 candidates to implement the Arts in the classroom. Candidates will also be enabled to enhance their personal development and appreciation of the arts. In addition to an overview of the role of all the Arts in education, Junior and Intermediate candidates will 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 Honours Specialist qualification.

#### CURR 318/0.5 English (Intermediate)

This course is designed for prospective teachers of Intermediate grades,



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 (Concurrent)**  
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 (Concurrent)**  
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 (Concurrent)**  
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 end of June). The second will take place in a non-school board 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 expectations. 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 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 a 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 1 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.

#### 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 partnering as contrasted with dominating relationships.

**SPEC 203/0.5 The Integrated Day (P) Extended Practicum only**  
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 personal, small group, and laboratory sessions as well as field-based experiences.

**SPEC 205/0.5 Internship Research Project (Concurrent only)**  
This course is reserved for students in the final year of the Concurrent 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 an independent study under the direction of the faculty internship supervisor with the assistance of the associate teacher.

**SPEC 206/0.5 Open Country Explorations**  
An adventure oriented introduction to outdoor education, this course involves a progressive sequence of challenges in a variety of all-weather outdoor settings. The challenges are adjusted to suit all readiness levels, but do occur in places where the natural consequences of decisions are inescapable. The course shows how powerful experiences outdoors integrate learning, increase environmental sensitivity, and enhance relationships between teachers and students. Students may organize a weekend outing. The course normally consists of 8 five-hour outdoor activities including a communal meal. A fee (\$85) is charged to defray the costs of food and transportation.

**SPEC 207/0.5 Outdoor and Experiential Education, Practice and Theory**  
This course is designed for students with professional interests in outdoor and experiential education. It involves a series of adventure, environmental and personal growth experiences which are blended into a study of the practice and theory of experience-based education. The course is applicable to the teaching of all subjects where it is desirable to extend classroom boundaries. The course normally meets for 5 hours, including a communal supper, for 8 sessions. As normally as 3 sessions may be extended in time to accommodate the exigencies of outdoor activities and travel time. A fee (\$85) is charged to defray the costs of food and transportation. Please note that this course is normally offered in the fall term, and forms a possible two-course concentration with SPEC 208 in outdoor and experiential education.

**SPEC 208/0.5 Outdoor and Experiential Education, Schools and Programs**  
This course is designed for students with professional interests in outdoor and experiential education. It studies the implementation of outdoor and experiential education in schools and special programs through a series of experiences with adventure activities, simulations, visits and guests. The course is applicable to teachers in all subjects at all grade levels. It normally meets for 5 hours, including a communal supper, for 8 sessions in the winter term. Some scheduling adjustments may be made to meet special circumstances. A fee (\$85) is charged to defray the costs of food and transportation. The course is closely related to SPEC 207, but may be taken separately. Students with strong interests in outdoor and experiential education are encouraged to choose both courses.

**SPEC 213/0.5 Organization and Management of Technological Studies**  
This course is designed primarily for Technological Studies students, although students in other programs who have a technical education background or work experience may also enrol. The safe and efficient management of secondary school laboratory facilities will be examined. Included will be topics such as safety, budgeting, efficient organization of equipment and floor plans, equipment maintenance, day-to-day laboratory management routines for both individual and group situations, inventory, and mark records. Different computer software packages will be used to apply the above topics. In addition, each candidate will undertake an individualized program to update in their subject skills or acquire additional related skills. This is a core course for Technological Studies students. Special permission must be obtained from the instructor to take another Special Studies course.

**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.

**SPEC 215/0.5 Education and the Writer (Consecutive students only)**  
Intended for writers enrolled in the Artist in the Community Education

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

**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**  
(Outdoor Education students only)  
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 practice experiences are analyzed, theoretical connections deepened, problems identified and the various educational uses of the environment integrated. SOS in wilderness setting may be included in the second part. Both components will be located in outdoor settings. A food and transportation charge will be required 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.

**SPEC 220/0.5 Initiation to Teaching in a French Immersion Program**  
This course is open only to candidates enrolled in CURR 321 French (Intermediate-Senior), and CURR 322 French (Intermediate). 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 administrative 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, 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.

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 fluency in spoken and written French.

The course prepares prospective teachers of French as a second language in the Intermediate-Senior core 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. analyse 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, an 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 335/1.0 History (Intermediate-Senior)**  
This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small-group work. Close attention will be paid to recent work on teaching history/social science, including that of Massialas and Lee on Inquiry methods and Oliver, Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice, instructional planning in the areas of defining objectives, lesson planning, and test design.

**CURR 343/1.0 Mathematics (Intermediate-Senior)**  
The purpose of this course is to prepare candidates to teach mathematics at the Intermediate and Senior levels. Candidates will become familiar with the content of the Intermediate and Senior level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, and activity approaches.

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Intermediate and Senior Divisions. The acquisition of a positive attitude toward mathematics and its teaching is 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 345/1.0 Music - Vocal (Intermediate-Senior)**  
A course designed to prepare candidates to teach vocal music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience.

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

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

**CURR 347/1.0 Physical and Health Education - Men (Intermediate-Senior)**

**CURR 349/1.0 Physical and Health Education - Women (Intermediate-Senior)**  
The analysis of teaching behaviour as it relates to the teaching of physical

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

**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**  
(Outdoor Education students only)  
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 practice experiences are analyzed, theoretical connections deepened, problems identified and the various educational uses of the environment integrated. SOS in wilderness setting may be included in the second part. Both components will be located in outdoor settings. A food and transportation charge will be required 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.

**SPEC 220/0.5 Initiation to Teaching in a French Immersion Program**  
This course is open only to candidates enrolled in CURR 321 French (Intermediate-Senior), and CURR 322 French (Intermediate). 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 administrative 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, 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.

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 microteaching lab sessions.

Gymnasium laboratory sessions will be held in basketball, dance, gymnastics, 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.

The Intermediate-Senior Ministry of Education curriculum documents will be studied, and the details of source 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 enrol in FOUN 454 Philosophy - Teachers and the Law during the Fall term.

**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 making the candidate available to work with professional arts educators, practicing 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 enrichment and to acquire new knowledge and skills in studio practice in a variety of media and crafts.

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

#### TECHNOLOGICAL STUDIES PROGRAM

**CURR 367/1.0 Teaching Technological Subjects**  
This course is designed to help technical teacher candidates develop a personal style of teaching which is consistent with basic concepts and principles of the teaching/learning process. Techniques, strategies and skills in relation to lesson preparation, questioning, evaluation, inter-personal relationships and motivation are examined in detail, particularly in relation to the applicability to in-school situations.

**CURR 368/1.0 Curriculum Development in Technological Subjects**  
The ability to teach effectively depends to a large extent on the philosophy of the teacher and the way that the teacher plans and organizes the subject content. A philosophy of technical education is developed by each student and used as a basis for a systematic approach to curriculum development in the subject of concern. The basic concepts and principles of learning theory and adolescent development, and a total view of the role of technology in our society are used as a base from which curriculum development proceeds.

#### Professional Skills

**SKIL 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 design and evaluation; 3) educational media; and 4) computers in the classroom. 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

**PRAC 160 Student Teaching (Consecutive)**  
In order to qualify for the B.Ed. degree and an Ontario Teaching Certificate, each consecutive candidate must successfully complete a minimum of eight weeks of practice teaching. This practice is done in the classrooms of selected Associate Teachers in the elementary and secondary schools including separate schools of our teaching area.

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

In addition to the basic eight weeks of practice teaching, a required final week (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 miles from Kingston and they should be prepared for additional expenditures in



3. Senior Division Environmental Science. For registrants whose Ontario Teacher's Qualifications Record Card does not indicate "Senior" as an initial area of concentration, five full university courses in Science are required, one of which must be Ecology. For registrants whose Ontario Teacher's Qualifications Record Card does indicate "Senior" as an initial area of concentration, two full university courses in Science are required, one of which must be Ecology.

#### 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 six 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.

##### Note

Additional admission requirements are in effect for some three-session courses. For further information, please consult the *Continuing Teacher Education Calendar* available in the Registrar's Office, Faculty of Education.

#### 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 (2a, 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.

#### 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 Examinations

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.

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

(Native Education students only)

This course is intended as an enrichment experience in the area of curriculum planning. 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.

#### 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)

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 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 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 role 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 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 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 or without previous programming experience. The general aim is to provide an introduction to problem solving as expressed through computer programming. Students will investigate the (i) process of programming, (ii) major programming paradigms (imperative, declarative, and object-oriented), (iii) importance of programming environment features, (iv) fundamental concepts of good software design. The first half of the course will be devoted to a brief guided overview of programming languages and paradigms: Turing, LISP, Prolog, and Smalltalk. The remainder of the course is dedicated to individual student work in the design, implementation, debugging, and presentation of a programming project. The student may choose to undertake this project in a programming language (such as those studied or others), an authoring system (such as Hypercard), or an application program (such as a spreadsheet or database management system).

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

##### Honour Specialist Qualification

Biology  
Chemistry  
Dramatic Arts  
English  
French  
Geography  
Mathematics  
Music  
Physics  
Physical & Health Education  
Technological Studies

##### Additional Basic Qualification

Primary  
Junior  
Intermediate  
Senior  
Technological Studies (specific subjects see below)

##### One Session Additional Qualification

Adult Education  
Childhood Education  
Integrated Arts  
Teaching Writing

##### Three Session Additional Qualification

Business Education – Data Processing  
Cooperative Education  
Computers in the Classroom  
Computer Studies – Computer Science  
Dramatic Arts  
English as a Second Language  
French as a Second Language  
Guidance  
Industrial Arts  
Intermediate Education  
Junior Education  
Librarianship  
Mathematics in Primary Junior Education  
Media  
Music-Instrumental  
Music-Vocal  
Physical & Health Education, Primary/Junior & Intermediate-Senior

##### 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)

## The Master of Education Program 55

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 minimum time period for completion of the ten half-course equivalent degrees is 12 months of full-time study or 24 months of part-time study (evening and/or summers). Normally, full-time students can anticipate needing at least eighteen months in order to complete the degree requirements. Most full-time students will find it possible to complete all course-work within the three terms of their full-time year, and to have begun work on the thesis or project. Thesis or project work can be completed in additional terms either on-campus or off-campus. All students are required to complete the degree requirements within five years of initial registration.

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

1. Professional experience, a B.Ed. degree or its equivalent, and a minimum of a B-average in a Bachelor's degree or its equivalent  
OR
2. Two years professional or industrial experience, and a minimum of a B-average in a Bachelor's degree or its equivalent  
OR
3. A B.Ed. degree, and a minimum of a mid-B average in a Bachelor's degree or its equivalent.

#### Special Admission Requirements

Each year, up to five full-time students will be admitted who have demonstrated exceptional ability to undertake research. These applicants need not have professional teaching experience, nor a B.Ed. degree, but must possess a record of high academic achievement in an Honours degree or its equivalent, and must present courses that constitute preparation for research in education. Prior to admission, applicants in this category must develop a program of study, in Pattern 1 (thesis route), with a member of Graduate Faculty. The program of study may require more than the normal ten half-courses, and may include courses from other programs of the Faculty of Education. The program of study must be approved by the Graduate Studies and Research Committee of the Faculty of Education before the application can be approved.

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

#### SPEC 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 partnering attitudes and skills to contribute to interpersonal, societal and environmental well-being.

#### 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

The concept of self-directed students who contribute to what and how they learn has replaced the image of learners as mere recipients of information. Teachers must turn to strategies which inspire thinking, individuality, and creativity. Emphasis will be given to the design of resource-based learning programs, learning centres, and independent study.

#### 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.

## Continuing Education 51

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

1. Intermediate or Senior Division French, Music and Physical Education. Students registering for these courses require five full university courses in that subject.
2. Intermediate Division Environmental Science. Three full university courses in Science are required, one of which must be Ecology.



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 Prizes 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, Gaspe-est, Gaspe-ouest and lies 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.

#### The Walter Thumam Memorial Scholarship in Physics

Established by his family and friends in memory of Walter Thumam, Professor at Queen's until his death in 1977. By his understanding and 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 \$1050.

#### The Barbara Paul Memorial Award

Established in memory of Effie Barbara Paul (Paihoukski), B.A. '74 (Carleton) by her son N. Joseph Paihoukski, B.A. '79, B.Sc. (Eng.) '80, and awarded to a student 25 years or older, nearing the completion of studies who is combining family and/or employment responsibilities with academic studies. Preference will be given to a woman. Applications must be made in writing to the Director and the Board of the Ban Righ Foundation for Continuing University Education.

#### 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 Gordon A. Snider Prize in the History of Technology

Established by colleagues and family of Gordon Snider, B.A. '74, respected teacher and ardent student of the history of technology and engineering in Canada. Awarded annually to an undergraduate student in any faculty or school for the best essay on the historical development of one aspect of technology. This essay must exhibit thorough research and originality and

illustrate the impact of technology on the community. Preference will be given to a Canadian topic. Selection will be made by an inter-faculty committee chaired by an appointee of the Dean of the Faculty of Applied Science. Applications should be submitted to the Assistant Registrar (Student Awards) by 15 March; value: \$190.

#### Bursaries

In addition to the following specific bursaries, Queen's University has a limited amount of general bursary funds available to students. 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. Funds will be distributed at the beginning of the Winter Term. All students are encouraged to attend a 20-minute information session at the Student Awards Office prior to submitting a bursary application. A schedule of these sessions is available at the Student Awards Office. In the case of an extreme emergency where immediate assistance is required, students should contact the Student Awards Office.

#### The Atkinson Charitable Foundation Bursaries

Established by the Atkinson Charitable Foundation. Awarded annually to Ontario students in any undergraduate faculty or year who are in need of financial assistance; value variable.

#### H. Graham Bertram Foundation Bursaries

The will of the late H. Graham Bertram of Dundas provides for bursary assistance for deserving students at Queen's University who have received the greater part of their public and secondary school education in schools of the town of Dundas or the surrounding area, exclusive of the city of Hamilton; value variable depending on need.

#### The Robert Bruce Bursaries

The will of the late Robert Bruce of Quebec provided for an annual sum to be given in bursaries "to students of promising ability but straitened circumstances". Money from this fund is disbursed annually to one or more students in the third or later years in any faculty.

#### The Senator Frank Carrel Bursaries

Several bursaries are awarded annually on the basis of deemed need to students enrolled in any year in any program. Applications should be submitted to the Assistant Registrar (Student Awards), Queen's University, prior to 1 December of the year of application. Restricted to students domiciled in Quebec prior to enrolment at Queen's University; value variable.

#### The Canadian Officers Training Corps (C.O.T.C.) Bursaries

Awarded on the basis of need to upper-year undergraduate students. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### The Alice Kingdon Bursaries

Established by Mrs. Alice Kingdon of Brantford, Ontario. Awarded to students in any undergraduate faculty or school who are in need of financial assistance; value variable.

#### The Dr. James Brown MacDougall Bursaries

Awarded on the basis of need to upper-year undergraduate students. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### The A.E. MacRae Bursaries

Established in memory of the late A.E. MacRae of Ottawa. Awarded to students in any undergraduate faculty or school on the basis of need. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### The MacRae Bursaries

Established by Isabella MacRae of Saginaw, Michigan. Awarded on the basis of merit and need to male undergraduate students in any faculty or school; value variable.

#### The Wilhelmina McArthur-Humphries Bursaries

Established by Wilhelmina McArthur-Humphries, B.A. 1918. Four bursaries are awarded on the basis of merit and need to candidates for admission to an undergraduate program whose permanent place of residence is in Wellington or Lanark County. Two bursaries are offered to students from Wellington County and two bursaries are offered to students from Lanark County. The bursaries may be renewed for up to four years provided a 65% average is maintained and may be held in any undergraduate Faculty of School. If in any year there are not sufficient entrance candidates to use up the income, the award may be given to an eligible upper-year candidate from Wellington or Lanark Counties. Application forms may be obtained from the Assistant Registrar (Student Awards) and must be returned prior to 1 May; value: \$700 each.

#### The Helen Talcott Medhurst Award

To be awarded to a female student, preferably from Prince Edward County, Ontario, who gives evidence of outstanding academic achievement and leadership, and is in need of financial assistance. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 December; value: up to \$1,000.

#### The Alexander Morton Robertson Awards

Established in memory of Alexander Morton Robertson, M.A. 1896. Awarded annually on the basis of merit and need to a student enrolling in a program in the Faculty of Education leading to a teaching certificate in the sciences; value variable.

#### The Queen's University Staff Association Bursary

Awarded on the basis of merit and need to an upper-year student at Queen's University who is a dependent of a member of Queen's University Staff Association in good standing. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December.

#### The Pauline Schubert Bursary

## Scholarships, Bursaries and Financial Assistance

#### Fees

Fees are due and payable at or prior to registration. To be allowed to register, a student must have paid at least a first instalment of fees. Details regarding fees for the 1991-92 Fall-Winter session may be found in the *Fee Information Sheet* which is issued to all new and continuing students or may be obtained by writing the Registrar, Richardson Hall, Queen's University, Kingston, Ontario K7L 3N6. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, circumstances so warrant.

#### Fee Adjustments

The deadlines for dropping and adding courses without financial penalty are contained in the *Fee Information Sheet*. These deadlines are not listed in the Calendar and do not necessarily correspond with the academic deadlines listed in *Sessional Dates*. Students are advised to familiarize themselves with this information in order to avoid financial penalty resulting from a change of registration.

#### Financial Assistance, Scholarships and Prizes

The Student Awards section of the Registrar's Office is located at 131 Union Street. It administers the Ontario Student Assistance Program for Ontario residents attending Queen's University, the University's own student loan funds, as well as its bursary and undergraduate scholarship programs. The staff will be glad to discuss financial aid problems with any student of the University or other interested persons. Telephone 545-2216.

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

#### Government Sponsored Financial Assistance Programs

Supplemental 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 students and their 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 students have used their grant eligibility periods, loan assistance to meet educational 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 students and their 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. In the case of the Ontario Student Loan, part-time registration also qualifies the

as the bank rate the University is able to obtain for itself, and the interest is compounded monthly. Students will be advised of the interest rate in effect at the time application is made. Interest rates will be set on 30 September each year and the new rate will apply to all outstanding loans.

Repayment of long-term loans must be normally made by the 30 September that follows the date on which the loan was granted. Another loan for the next year may be granted if the student applies and justifies the need.

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. All students are encouraged to attend a twenty minute information session at the Student Awards Office prior to submitting a loan application.

Application for a university loan should be made at the office of the Assistant Registrar (Student Awards), 131 Union Street, Queen's University, Kingston, Ontario K7L 3N6. Telephone: 613-545-2216.

#### The Alorne Cassidy Award

Established by the Rideout 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: \$310.

#### L.W. Cogg 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 teacher; value: \$135.

#### 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; value: \$115.

#### 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 primary/junior candidate 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.

Application should be made to the Registrar, Faculty of Education, prior to March. Letters of recommendation may be requested from each of the candidate's instructors and associate teachers. Final selection from a short-list of up to six candidates will be made following interviews of the finalists by a committee of five faculty members from relevant areas. Value \$315.

student for interest-free status. Interest charges during this period are paid by the federal and provincial governments, which also guarantee repayment of the loan. After the interest-free period, interest charges, which are fixed annually by the government, begin to accrue on the unpaid balance of all previously consolidated loans.

Ontario residents who may qualify for OSAP may obtain application forms and further information from the Assistant Registrar (Student Awards), Queen's University or the Ministry of Colleges and Universities, Student Support Branch, 260 Park Avenue, Thunder Bay, Ontario, P7B 5L4. Completed application forms should be forwarded to the Assistant Registrar (Student Awards), Queen's University, Kingston, Ontario, K7L 3N6. 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 aid under the Canada Student Loans Plan in addition to any provincial aid that may be available.

#### 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.

#### Ontario Special Bursary Program

For part-time students. The program is intended to help students who have a low family income and must study part-time at the undergraduate level for specific reasons. They may take up to 60% of a full course load at an Ontario university or college of applied arts and technology. The bursary covers tuition, books and equipment, local transportation, and child care costs of up to \$3.00 per class hour. Application forms are available from the Assistant Registrar (Student Awards), Queen's University.

#### 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 means tested academic merit, and general integrity. An applicant for a University loan must have had satisfactory standing in the Session immediately prior to application.

Short term loans of ninety days or less 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. A service charge of 2% of the principal amount (minimum \$5) is charged at the time the loan is obtained. No other interest or service charges accrue so long as the loan is not allowed to become overdue.

General or long-term loans can be available for students who require assistance for more than ninety days. Before financial assistance is given, the loan committee must be satisfied that the applicant has applied to all other eligible sources of aid. The interest rate on general loans is the same

#### The D.E. Loney Prize

Established in honour of Professor D.E. Loney, an untiring contributor to the development of technological education in the province of Ontario, through the generosity of many teachers and supporters of Technological Studies education from across the province. Awarded on the recommendation of the Faculty Board of the Faculty of Education to a student in an initial teacher education program of technical teacher education who has shown the most outstanding qualities of character and scholarship and demonstrated potential as a teacher. Value: \$140.

#### 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 contribution to Federation lay in his ability to discover the basic issues in the many difficulties which arose in teacher-board relationships during his term of office and in his having a sense of humour in periods of crisis. The OSSTF will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the Intermediate-Senior Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarships, teaching ability and character; value: \$250.

#### The John R.M. Carthy Scholarship

Established in 1987 by John R.M. Carthy, B.A. '43, LL.D. '67, former Deputy Minister of University Affairs and Deputy Minister of Education for the Province of Ontario. Awarded to a student graduating with at least second-class standing from either a three-year or four-year degree program in the Faculty of Arts and Science who is normally domiciled in Ontario and will be enrolling in the Faculty of Education at Queen's University in the fall session immediately following graduation. The student selected will have displayed leadership in student government and student affairs, made a personal contribution to the life of the University, shown a fondness and aptitude for sports and displayed leadership and sense of fair play in athletic endeavours.

Application by letter should be submitted to the Dean of Education by 1 May. The applicant should list two persons who will be asked to submit confidential letters of reference. The award will be made in the Fall upon registration in the Faculty of Education; Value \$950.

#### 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 in the fall to upper-year students to recognize outstanding academic achievement and demonstrated qualities of courage, team loyalty and fair play on an intercollegiate level. 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

#### The Disabled Students' Bursaries

Established by the Alma Mater Society and Arts and Science '82 to assist disabled students attending Queen's University. Awarded on the basis of need. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### A. Vibert Douglas Bursaries

Established by friends and colleagues of A. Vibert Douglas, LL.D., Dean of Women from 1929-1929 and a pioneer in the teaching of astrophysics. Awarded on the basis of need to students in any faculty or school, with preference given to women students. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December. Value: variable.

#### The David A. Gillies and Jessie Hercher Gillies Bursaries

Awarded on the basis of academic proficiency and financial need with preference given to upper-year students; value variable.

#### Lio Good Bursary

Established by colleagues and friends of Lio Good on the occasion of her retirement from Queen's University where she served as a librarian from 1959 to 1986 in a number of positions, including those of Associate Librarian and Acting Chief Librarian. Awarded to students in any faculty or school who are in need of financial assistance. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### The John Miles Hamilton Memorial Bursary

Established by the family of the late John Miles Hamilton. (Comm. '41, Queen's, M.B.A., Harvard). Awarded to students in any undergraduate faculty or school who are in need of financial assistance; value variable.

#### The Celeste Hibbert Hunter Bursary

Awarded on the basis of need to a resident of the United States registered in an undergraduate degree program; value variable.

#### The Inuit Bursary

Awarded to an Inuit student in financial need. Applications to be made to the Assistant Registrar (Student Awards) by 1 December. Value: \$200.

#### The James Boyd Keddie Memorial Bursaries

Established in accordance with the wishes of the late James Luke Keddie. Awarded on the basis of financial need with preference given to students from the City of Oshawa and surrounding area who intend to enter the teaching profession. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### The Khaki University and Y.M.C.A. Memorial Fund

This fund is part of a sum left from the Khaki University after the First World War, which was divided among the Canadian universities. The interest is used to award one or more bursaries to undergraduate students in any faculty. In awarding these bursaries, preference is given to returned men, or sons or daughters of soldiers of the World Wars. Applications are received by the Assistant Registrar (Student Awards) up to 1 December.



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. Telephone 545-2500.

#### Student Services

The University has established the following services to help students deal with a variety of concerns and needs.

**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 Student Affairs Centre** 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 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 promote 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 CUSO 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**, 32 Queen's Crescent (545-2893), offers confidential personal counselling as well as educational and career counselling for students, staff and faculty.

Special services include: personal problem solving, study skills development, career exploration, communication skills, public speaking, stress reduction, relaxation training, support for students with learning disabilities, as well as interest testing and ability assessment. These services involve both individual counselling and group programs.

**The Office of the Co-ordinator of Services for Persons with a Disability** is located in Brockington House. 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 545-6467.

**Queen's Day Care Centre** provides day care for approximately 90 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. As a co-op day care, parents are actively involved and contribute one hour per week. The Day Care facilities are located at 96 Queen's Crescent and at 169 Union Street, telephone 546-6955.

Parents wishing day care in Kingston should contact child care centres several months in advance of the date needed. Information may be obtained from the Child Care Resource Centre, 380 Bagot Street, Kingston, Ontario, K7K 3B9, (613) 542-4915.

**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 545-2533.

**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 169 University Avenue, telephone 545-2502.

**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 545-2153 for further details. The Writing Centre also houses books, handouts, tapes, and computer programs on writing and related issues.

A bursary given by the Faculty Women's Club of Queen's University in memory of the late Pauline Schubert, a former President of the Faculty Women's Club, to assist a female student. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### The George and Lilian Coleman Taylor Bursary Fund

A fund established by George Taylor and Lilian Coleman Taylor provides bursaries for competent but needy students from Leeds County registered in any faculty of the University.

#### The Eric Todd Bursary

Established by the Todd Family in memory of Miss Eric Todd, a sister of the late Royal M. Todd, to be presented at mid-year to the winner of the Royal Todd Memorial Trophy which is awarded annually to the "Rookie of the Year" (top freshman player) on the Gaelic football team. The bursary is to be credited against tuition fees; value \$325.

#### The Elizabeth Wallace Bursary

A bursary given by the Faculty Women's Club of Queen's University to Wallace, the widow of a former Principal, Dr. R.C. Wallace. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### The George R. Webb Bursary Fund

A trust created by the late George R. Webb of Gananoque provides for bursaries for the assistance of students from Leeds County in good academic standing in any year in any faculty or school of Queen's University. In awarding the bursaries, the Scholarship Committee takes into account the moral character and intellectual promise of the candidate as well as the financial need. Preference is given to students already registered with the University but candidates for admission are also considered for awards. Students applying on Grade 13 standing must have at least 66 percent on the papers in the credits required for admission and written in the year of the award; students already registered with the University must have maintained second class standing on the work of the previous year. Application must be made by 1 December on forms which may be obtained from the Assistant Registrar (Student Awards) of the University. Bursaries to individual candidates are limited to \$1,000 in any year.

#### Marian Webb Bursary Fund

The capital is to be held in trust by Queen's University and the income earned thereon to be used for bursary assistance to women students over the age of 25 years. Preference is to be given to a woman who is either a landed immigrant in Canada or is the daughter of a landed immigrant. Applications for the Marian Webb bursaries shall be made in writing to the Marian Webb Bursary Committee in care of the Board of the Ban Rich Foundation for Continuing University Education.

#### Education Library

The Education Library serves the students and faculty of the Faculty of Education and is a resource for area teachers. The collection consists of approximately 110,000 volumes and 500 journal subscriptions which include the major publications in the field. An important research resource is the collection of nearly 1,000,000 microfiche which include the *Educational Resources Information Center* (ERIC), the *William S. Gray Research Collection in Reading*, the *ETS Collection of Tests Microfiche*, the *Canadian Curriculum Guideline*, and the *Ontario collection of research reports*. Two major data bases on CD-ROM are found in the Education Library, ERIC and Psych-LIT. Searches on these data bases are free and individual instruction and workshops are given in searching techniques. The Teaching Aids area of the Education Library houses 7500 kits, games, videos, and so forth which are of use in the classroom. There is an extensive collection of computer software which may be borrowed for use with the Faculty of Education.

The Education Library is one of three Faculty Libraries (with Law and Health Sciences) and one of 18 libraries in the Queen's University Library System. Altogether the libraries in the system hold nearly 5 million items.

#### Educational Computing Resources

The Faculty of Education is well equipped with computers and educational software currently available in Ontario schools. The two main computing areas, the Instructional Computing Room (B307) and the Computing Room (B118) are in the library complex; additional computers are in Media, Technological Studies, the Arts playground, and the math and science classrooms. Included in these sites are a network of ICONs, a network of Macintosh computers, a class set of Apple II computers plus individual Apple II, Macintosh, Commodore 64, and Acorn computers. A variety of peripherals are available including graphics tablets, a scanner, laser printer, and synthesizer. Access to the mainframe is available through two semi-public sites provided by the Queen's Computing Centre. All computing rooms are used for courses, individual study, the preparation of teaching materials and completing assignments. The hours of operation vary but the Instructional Computing Room and the Computing room are open during the regular library hours. Educational software may be borrowed from the library for three hour periods. Additional resource materials are available in these computer rooms to assist students in developing curriculum units. The Computer Coordinator, and the Liaison Officer for Computers in Education are responsible for overseeing the computer rooms during the day and student computer monitors are available during the evening and at weekends.

#### Placement Office

The Faculty of Education is committed to providing all possible assistance to graduates in their efforts to find employment. This commitment is demonstrated by the existence of a full-time placement office within the Faculty for the exclusive use of education students. The benefits of this assistance are reflected in the high proportion of Queen's graduates able to secure teaching positions in recent years and in the interesting variety of placements reported.

## 70 Associate Boards 1991-92

#### Associate Boards of Education and Practicum Liaison Officers

Carleton Board Mr.K.Murray	Peterborough County Board Mr.K.Drope
Carleton R.C.S.S. Board Mr.P.Rocco	Peterborough Victoria Northumberland & Newcastle Board Mr.D.Quinlan
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## Ontario Teacher's Federation Affiliate Representatives for Kingston

Association des enseignants franco-ontariens (A.E.F.O.)  
Marie-Rivier  
130 Russell  
Kingston K7K 2E9  
545-1902

Federation of Women Teachers' Associations of Ontario (F.W.T.A.O.)  
Suzanne Faulkner, President  
Frontenac County Women Teachers' Association  
153 Van Order Drive  
Kingston K7M 1B9  
546-7072

Ontario English Catholic Teachers' Association (O.E.C.T.A.)  
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786 Bath Road  
Kingston K7L 4Y2  
372-2251

Ontario Public School Teachers' Federation (O.P.S.T.F.)  
Ray Charron, President  
153 Van Order Drive  
Kingston K7M 1B9  
549-5823

Ontario Secondary School Teachers' Federation (O.S.S.T.F.)  
Joe Eardley, District 20 Office  
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153 Van Order Drive  
Kingston K7M 1B9  
546-6985

While most of the placements are in southern Ontario, some graduates prefer to teach in the north or in other provinces or overseas. For those interested in international opportunities, Queen's Faculty of Education, is unique in its contacts and resources. Each year a substantial number of graduates accept teaching positions overseas. Many graduates also choose employment in related fields.

The placement service operates year round to facilitate contacts between hiring officials and graduates. Staff are available to respond to students' questions and concerns of all kinds. This may include advice on hiring procedures, help with preparation of applications and resumes, and practical skills necessary for an effective job search. All advice offered is based upon up-to-date placement statistics and an informed view of future educational trends.

#### Performing Arts Office

The Performing Arts Office was established to bring to Queen's a variety of professional events in music, theatre and dance. International artists, as well as Canadian stars, are presented each season, and there are often special productions, including concerts by Queen's VAGHY STRING QUARTET. The President and Vice-President of the Student Performing Arts Club sit on the Senate Performing Arts Subcommittee which plans each season. Club membership is open to all students interested in promoting the performing arts, learning about arts management, or having an opportunity to participate in these performances and meeting the artists. The INTERNATIONAL ARTISTS SERIES is planned to be an introduction to some of the best artists touring the world today. The CANADIAN ARTISTS SERIES brings the best in Canadian talent in the more informal setting of Dunning Hall. The DANCE SERIES brings major Canadian and international companies performing ballet and modern dance. Students receive a substantial discount of up to 50% on their series subscription, which assures them of excellent seats, first choice of reduced price tickets to Special Events, and some planning to their social calendar. There are also special prices for Queen's students only, to all three series performances. Information about the Club, tickets, and coming events is available from the Performing Arts Office, John Deutsch University Centre. The Queen's Box Office is open Monday - Friday, 11 am 4:30 pm.

#### 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 Eberington Art Centre

The Agnes Eberington 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) was founded in 1922; CFRC-FM (91.9 megahertz) began broadcasting in 1953. The stations, located in Carruthers Hall, are owned by Queen's University with programming provided year-round by volunteer broadcasters from the university community under the direction of a full-time station manager. The non-commercial stations' format includes all types of music, sports and spoken word programming.

#### The John Deutsch University Centre

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 four 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 A.M.S. (Alma Mater Society - The Student Government), the student newspaper, yearbook, clubs and societies and the Performing Arts Office.

#### Athletics and Recreation

The Physical Education Centre (PEEC) 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 gymsnasiums, 12 tennis racquet courts, swimming pool, hockey arena with juggling 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-based 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 faculty users to receive expert instruction in a wide variety of physical activities which are attractive as lifetime leisure endeavors. For those seeking unstructured activities the Centre provides the opportunity to participate on an individual basis by the daily



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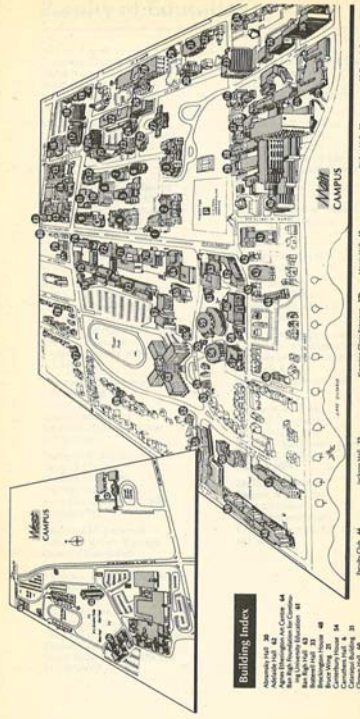
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