

April

- 1-2 Student Teaching
- 9 Good Friday (no classes)
- 30 Winter term ends

May

- 1 1993-94 Outdoor and Experiential Education program begins

June

- 4 Convocation - B.Ed., Dip.in Tech.Ed., Consecutive and Concurrent final year

July

- 2 Summer term classes begin

1992

September	October	November	December
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	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 31	27 28 29 30 31

1993

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

May

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

September

October	November	December
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2 3 4 5 6	1 2 3 4
5 6 7 8 9 10 11	7 8 9 10 11 12 13	5 6 7 8 9 10 11
12 13 14 15 16 17 18	14 15 16 17 18 19 20	12 13 14 15 16 17 18
19 20 21 22 23 24 25	21 22 23 24 25 26 27	19 20 21 22 23 24 25
26 27 28 29 30	28 29 30	26 27 28 29 30 31
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 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 unwearying efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

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

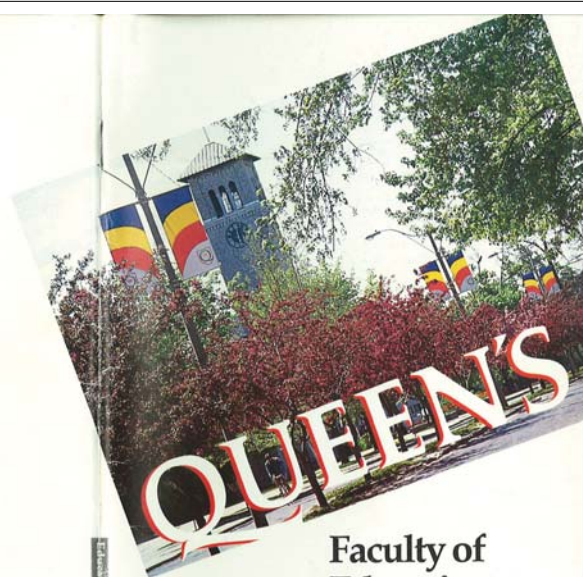
Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of students. In 1887, as the result of an effort in commemoration of Queen Victoria's Golden Jubilee, \$250,000 was raised, resulting in further extension and in the 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



Queen's University at Kingston



**Faculty of Education
1992-93**

Queens Graphic Design Unit / Cover Photograph: Bob Weinsagel

succeeded as Principal by Vice-Principal J.A. Corry, who since 1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J.J. Deutsch who had a distinguished career in economic research, in government service, in university teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Lampman Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974. In 1984, Dr. Watts was succeeded as Principal by distinguished economist David Chadwick Smith. A renowned scholar, teacher and government adviser on public policy, Dr. Smith joined the Department of Economics at Queen's in 1960 and served as Department Head from 1968 to 1981.

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

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

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

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

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

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

In 1907 the Ontario government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary 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 of Education
Calendar 1992-93**

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

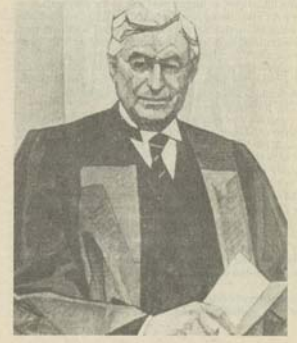
Faculty 1992-93

- Allen, H.A.J.
B.Sc. M.A. (Toronto), Ph.D. (Waterloo)
Associate Professor - Mathematics
Chair - Secondary Curriculum and Instruction Area
- Ambury, G.G.
B.A. M. Div. Queen's M.A. (Sydney), Ed.D. (Toronto)
Associate Professor - Adult and Community Education
- 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. (Goddard College), M.Ed. Ed.D. (Iowa State)
Assistant Professor - Science
- Brown, A.N.
B.Sc. B.Ed. (Queen's), M.Sc. (McMaster), M.Sc. (Carleton)
Assistant Professor - Computer Science
- Campbell, D.S.
B.A. (Washington and Lee), M.A. (North Carolina), Ed.D. (Indiana)
Associate Professor - Educational Technology and Psychology
Chair - Curriculum Studies and Professional Skills Area
- Danby, M.
B.A. (Acadia), B.Ed., M.Ed. (Queen's)
Assistant Professor - Drama in Education
Coordinator of Student Teaching
- Eastbrook, J.H.G.
B.A. M.A. (Western), Ph.D. (Toronto)
Associate Professor - Educational Contexts
- Egnatoff, W.J.
B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto)
Assistant Professor - Computers in Education
- Freeman, R.M.
B.A. (Queen's), M.A. (McMaster), M.Div. (Princeton), Ph.D. (Harvard)
Professor - Human Dimensions in Teaching and Learning
Assistant Professor - Science (Biology)
- Higginson, W.C.
B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Queen's), Ph.D. (Alberta)
Associate Professor - Mathematics
Chair - Interdisciplinary Area
- Hill, A.M.
B.Ed. Dip. Ed. (McGill)
Assistant Professor - Technological Studies
- Hill, R.J.
B.A. (New Brunswick), M.Ed. (Toronto)
Assistant Professor - Language Arts
Chair - Elementary Area
- Hills, G.L.C.
B.Ed. M.Ed. Ph.D. (Alberta)
Associate Professor - Philosophy
- Hutchinson, N.L.
B.A. (Trent), Dip. Ed. M.A. (McGill), Ph.D. (Simon Fraser)
Psychology of Education
Chair - Psychology, Philosophy and History of Education Area
- Johnston, C.F.
B.A. B.Ed. (Toronto), M.A. (Sydney)
Associate Professor - Educational Technology
- Kemp, D.E.
B.A. (Queen's), M.Ed. (Bath), L.L.U. D. (London), L.L.D. (Dalhousie), Central School of Speech and Drama), L.T.C.I., F.T.C.L. (Trinity College, London), F.R.S.A.
Professor - Dramatic Arts, Cross-Appointment Arts and Science (Drama)
- King, A.I.C.
B.P.E. (British Columbia), M.Sc. (U.C.L.A.), Ed.D. (Toronto)
Professor - Educational Contexts
- King, C.
B.Ed., M.Ed. (Saskatchewan), Ph.D. (Calgary)
Associate Professor - Native Teacher Education
Director, Native Teacher Education Program
- Kirby, J.R.
B.A. (McGill), Ph.D. (Alberta)
Associate Professor - Psychology of Education
Coordinator of Graduate Studies and Research
- Krugly-Smoliska, E.T.
B.Sc., B.Ed., M.A., Ph.D. (Toronto)
Assistant Professor - Science (Biology)
- Lewis, M.A.
B.A. (Western), 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.
Institute College of Education, Graduate Course
Associate Professor - Psychology of Education
- Mandell, A.L.
B.A., LL.B. (Queen's), Barrister and Solicitor of the Bar of Ontario
Associate Professor - Law and Philosophy of Education
- Mansfield, B.
B.A. M.Ed. (Queen's), M.A., Ph.D. (Toronto)
Assistant Professor - Social Studies
- Miller, L.A.
B.A. (The College), M.A. (Queen's), Ph.D. (Alberta)
Assistant Professor - Reading and Language Arts
- Munby, A.H.
B.Sc. (St. Andrew's), M.A., Ph.D. (Toronto)
Professor - Curriculum
- Muir, I.R.M.
B.A. (McMaster), M.Ed. (Queen's)
Associate Professor - Comparative Education, Social Studies Education
- O'Driscoll, D.C.
B.A. (London), B.Ed., M.Ed. (Alberta), Ph.D. (Michigan)
Associate Professor - Comparative Education and History of Education
- O'Farrell, L.
B.A. (Queen's), M.A. (Arizona State), Graduate of National Theatre School of Canada
Associate Professor - Dramatic Arts
- Olson, J.K.
B.A., B.Sc. (Queen's), M.Ed. (Toronto), Dip. Ed. (Bristol), Ph.D. (Birmingham)
Professor - Science
Coordinator - Mathematics, Science and Technology Education Group
- Oser, H.
B.A. (Queen's), Ph.D. (Cornell)
Professor - Psychology of Education
- Park, B.H.
B.A. (Western), M.Ed. (Toronto)
Assistant Professor - Language Arts
- Park, P.B.
B.A. (Western), M.Ed. (Toronto)
Professor - Science, Dean - Faculty of Education
- Peruniak, W.S.
B.A. (Queen's), M.Ed. (Toronto), Ph.D. (International College, Los Angeles)
Professor - Educational Contexts
- Pratt, D.
B.A., M.A. (Oxford), M.A., Ph.D. (Toronto)
Professor - Curriculum Planning
- Rafan, J.
B.Sc., B.Ed., M.Ed., Ph.D. (Queen's), F.R.C.G.S.
Assistant Professor - Outdoor and Experiential Education
- Rees, R.
B.A., M.A. (York), M.Ed., Ph.D. (Toronto)
Associate Professor - Educational Administration
Associate Dean (Program)
- Robertson, A.
B.A., B.F.H.E. (Queen's), M.A. (University of the Pacific, California)
Professor - Health Education
- Russell, T.L.
A.B. (Cornell), M.T. (Harvard), Ph.D. (Toronto)
Professor - Science and Curriculum Studies
- Schiralli, M.G.
B.A. (Queen's College, New York), M.A., Ph.D. (Illinois)
Associate Professor - Philosophy
- Sodgewick, K.H.
B.A. (McMaster), M.Ed. (Ottawa)
Assistant Professor - Physical and Health Education
- Sharples, B.
B.Sc. (Birmingham), M.Ed. (Calgary), Ph.D. (Alberta)
Professor - Educational Administration
- Smith, D.C.M.
B.A., B.C.T. (McGill), M.A. (Toronto)
Associate Professor - Music, Cross-Appointment Arts and Science (Music)

School was formally established in 1910. In addition, intersession 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.



Duncan McArthur

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

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

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

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

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

- 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. (Goddard College), Ph.D. (Carleton)
Assistant Professor - Psychology of Education
- Telesnick, I.
B.A., M.A. (Toronto)
Professor - Chemistry
- Thompson, L.
B.A. (Toronto), M.A. (Rochester)
Professor - English and Language Arts
- Turner, R.R.
B.A. (Toronto)
Associate Professor - English
- Uplitis, R.B.
B.A., LL.B. M.Ed. (Queen's), Ed.D. (Harvard)
Assistant Professor - Arts
- White, W.G.
B.Sc., M.Ed., Ph.D. (Ottawa)
Associate Professor - Psychology, Acting Dean, Faculty of Education
- Whitehead, L.E.
B.Ed., Ed. Dip., M.A., Ph.D. (Calgary)
Assistant Professor - Educational Administration and Policy
Chair - Educational Contexts Area
Coordinator of Continuing Education
- Williams, T.R.
B.Sc., Teaching Diploma, M.A. (McGill), Ph.D. (Michigan)
Professor - Educational Administration
Vice-Principal (Operations and Institutional Relations)
- Wilson, R.J.
B.Ed. (British Columbia), 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 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 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-

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

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

- Administrative Staff - 1992-93**
- Park, P.B.
B.A. (Western), M.Ed. (Toronto)
Dean, Faculty of Education
(Study Leave 1992-93)
- White, W.G.
B.Sc., M.Ed., Ph.D. (Ottawa)
Acting Dean, Faculty of Education
(1992-93)
- Rees, R.
B.A., M.A. (York), Ph.D. (Toronto)
Associate Dean, Program
- Berrill, D.
B.A. (Northwestern), M.A. (Toronto), Ph.D. (East Anglia)
Director - Queen's/Trent Concurrent Program
- Danby, M.
B.A. (Acadia), B.Ed., M.Ed. (Queen's)
Coordinator of Student Teaching
- Kirby, J.R.
B.A. (McGill), Ph.D. (Alberta)
Coordinator of Graduate Studies and Research
- Whitehead, L.E.
B.Ed., Ed. Dip., M.A., Ph.D. (Calgary)
Coordinator of Continuing Education,
Chair - Educational Contexts Area
- Hill, R.J.
B.A. (New Brunswick), M.Ed. (Toronto)
Chair - Elementary Curriculum and Instruction Area
- Allen, H.A.J.
B.Sc., M.A. (Toronto), Ph.D. (Waterloo)
Chair - Secondary Curriculum and Instruction Area
- Campbell, D.S.
B.A. (Washington and Lee), M.A. (North Carolina), Ed.D. (Indiana)
Chair - Curriculum Studies and Professional Skills Area
- Hutchinson, N.L.
B.A. (Trent), Dip. Ed., M.A. (McGill), Ph.D. (Simon Fraser)
Chair - Psychology, Philosophy and History of Education Area
- Higginson, W.C.
B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Eastern), Ph.D. (Alberta)
Chair - Interdisciplinary Area
- Casey, S.S.
B.A. (McQueen-Strathairn), B.L.S. (Toronto), M.Ed. (M.F.A. Queen's)
Education Librarian
- Fraser, J.A.
B.A., M.L.S. (Bologna)
Assistant Education Librarian
- Jones, M.D.
Administrative Assistant to the Dean
- Niemann, J.U.
Administrative Assistant - Office of the Registrar (Education)
- Perkins, B.
Dip. (New 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

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 all 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 - segregat 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 Arts 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 Committee shall report all such exceptions to the Registrar and any Faculty members involved.

6 The Segregat (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, PN, AG, or CR in all the minimum required courses or components of the program.

9.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of his Office to ensure that all candidates for the B.Ed. degree, the Dip in Tech.Ed. and the Ontario Teacher's Certificate conform satisfactorily with the general professional and ethical requirements of teachers as described in Section 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 and the Graduate Student Society on behalf of the Senate. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the regulations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University's system of non-academic discipline should not be regarded as a substitute for the

Intermediate-Senior Program Components

See also the section entitled *The Program Components*

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

Technological Studies Program Components

See also the section entitled *The Program Components*

Foundational Studies Courses numbered from FOUN 414 to FOUN 496	1.5 credit
Curriculum CURR 367 Teaching, Technological Studies (1.0) CURR 368 Curricular Development in Technological Studies (1.0)	2.0 credit
Professional Skills Course SKIL 148	0.5 credit
Practicum PRAC 160 Student Teaching	0.5 credit
Special Studies SPEC 213	0.5 credit
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., and B.Sc.(Honours)/B.Ed.

With the strong field-oriented 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 Education 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 is based on equal consideration of the academic and personal background of all candidates.

Program Components and 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.

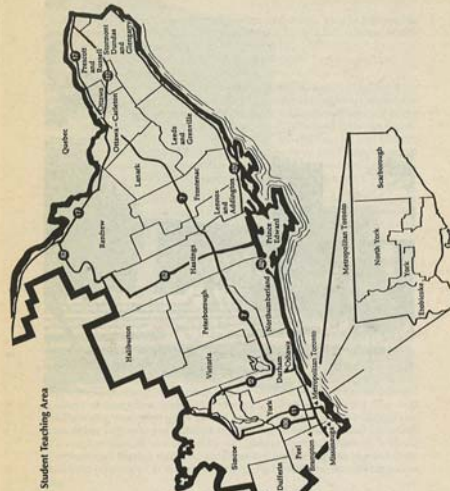
In Year 3, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: PRAC 168, which requires ten days of practice teaching, and one or two half courses in Foundations.

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

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 1.5 Foundation courses are needed to graduate. As well, there is PRAC 169, which consists of a one, two or three-week practice teaching round (depending on the chosen division) in the fall, and an internship consisting of a 10 to 14-week school assignment in the winter.

civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. The following conduct is unacceptable and constitutes an offence within the university community:

- a violation of published rules and regulations of the University or of any authorized rule-making body within the University;
- failure to comply with the directions of officials of the University acting within the scope of their authority;
- theft, vandalism, and willful or negligent damage to the property of Queen's or of a member of the University community, of the AMS, GSS or of any other University organization;
- assault of any nature;
 - discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation;
- all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of University documents;
- a violation of the rights of any member of the University community.



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 Bachelor of Education program requires an overall B average on all passed Arts and Science courses for those candidates who have completed a three-year degree. Candidates who have completed an honours degree or a three-year degree plus five additional courses for a total of twenty credits are not required to meet the B minimum.

Certification

Successful candidates are recommended to the Ontario Ministry of Education to be awarded the Ontario Teacher's Certificate. A 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 Qualifications Record Card. These may be Additional Basic Qualifications (such as Primary if 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 for 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.

Grading System

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

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