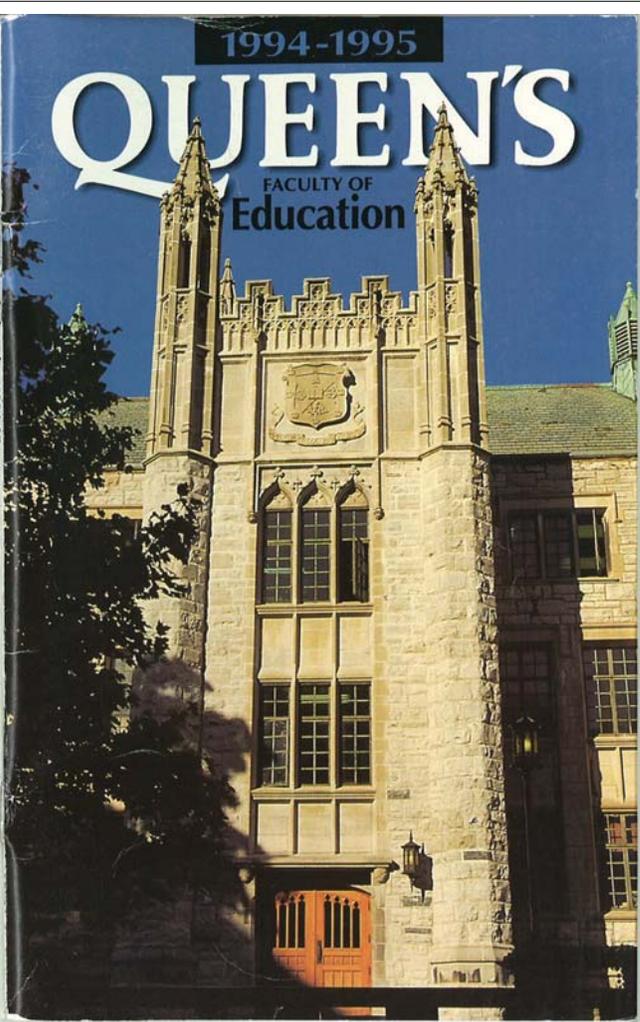




Queen's Faculty of Education 1994-95



1994-1995  
**QUEEN'S**  
FACULTY OF  
Education

## Faculty of Education Calendar 1994-95

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### Libraries for the 20th and 21st century

FRONT COVER: The Douglas Library - completed 1923  
BACK COVER: The Joseph S. Stauffer Library - opening 1994

COVER PHOTOS: Bob Weinsagel  
DESIGN: Queen's Graphic Design Unit

 This entire publication has been printed on recycled paper.

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.

<p><b>September 1994</b></p> <p>7 Fall term begins All B.Ed., Dip.Ed. and Concurrent Final Year candidates meet in the Auditorium of Duncan McArthur Hall at 9:30 am Registration in the Jock Harty Arena, Division Street entrance for B.Ed., Dip.Ed. and Concurrent Final year candidates from 12 noon to 3 pm</p> <p>23 Last date to add a Fall term course</p> <p><b>October</b></p> <p>10 Thanksgiving Day (no classes)</p> <p>16 University Day</p> <p>21 Last date to drop a Fall term course</p> <p>24-31 Student teaching</p> <p>28 Installation of Principal and Fall Convocation</p> <p><b>November</b></p> <p>1-11 Student teaching</p> <p><b>December</b></p> <p>6 Commemoration Day (no classes)</p> <p>16 Fall term ends</p>	<p><b>January 1995</b></p> <p>3 Winter term begins</p> <p>6 Last date to add a Winter term course</p> <p>9 Internship begins for Concurrent Final Year students</p> <p>27 Last date to drop a Fall/Winter course or a Winter term course</p> <p><b>February</b></p> <p>6-24 Student teaching</p> <p>20 Heritage Day</p> <p><b>March</b></p> <p>13-17 Winter break</p> <p>20-31 Student teaching</p> <p><b>April</b></p> <p>3-7 Student teaching</p> <p>14 Good Friday (no classes)</p> <p>29 Winter term ends</p> <p><b>June</b></p> <p>2 Convocation - B.Ed., Dip.Ed. and Concurrent Final Year</p> <p><b>July</b></p> <p>4 Summer term Continuing Education classes begin</p>
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Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned 'to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod.' This and other representations falling of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were 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 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-Prin-

cipal 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 School was formally established in 1910. In addition, inter-session programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; 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

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.

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- ~~White, W.G.~~ **TBA** ✓ Schiralli, M.G.  
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✓ J. KIRBY  
✓ EASTABROOK  
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## Professors Emeritus

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**Horwood, R.H.**  
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**Loney, D.E.**  
B.Sc. (Queen's)

**Massey, D.A.**  
M.A. (Cambridge), M.A.T. (Iale)

**Mellor, W.J.**  
B.A., B.P.H.E. (Queen's), M.S. (Oregon)

**Osser, H.**  
B.A. (Queen's), Ph.D. (Cornell)

**Park, P.B.**  
B.A. (Western), M.Ed. (Toronto)

**Peruniak, W.S.**  
B.A. (Queen's), M.Ed. (Toronto), Ph.D. (International  
College, Los Angeles)

**Pieh, R.J.**  
B.Sc. (Wisconsin), M.Sc. (California)

**Ready, V.S.**  
B.A. (Queen's)

**Robertson, A.**  
B.A., B.P.H.E. (Queen's), M.A. (University of the  
Pacific)

**Samuda, R.J.**  
B.A., M.Ed., Ph.D. (Ottawa)

**Talesnick, I.**  
B.A., M.A. (Toronto)

**Thompson, L.**  
B.A. (Toronto), M.A. (Rochester)

**Watson, P.H.**  
B.A. (Toronto), M.A. (Acadia)

Program Options Leading to  
Bachelor of Education or  
Diploma in Education

A one year consecutive program is available in the Faculty of Education leading to the Bachelor of Education or the Diploma in Education. In most cases the program leads to recommendation to the Ontario Ministry of Education and Training 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, a concurrent teacher education program is 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

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, Junior Kindergarten to grade 3 and the Junior division, grade 4 to grade 6.

## Junior-Intermediate

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

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 subjects.

## Technological Education

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 Education.

## Alternative Program Tracks

The following special program tracks are available in the Faculty of Education leading to the Bachelor of Education degree or the Diploma in Education.

## Aboriginal Teacher Education

This unique program track provides an opportunity for students to specialize in Aboriginal education, and is particularly suited to Aboriginal candidates.

Upon completion, candidates holding a previous university degree receive the Bachelor of Education degree and the Ontario Teacher's Certificate, qualifying them to teach in the Primary and Junior, Junior and Intermediate, or Intermediate and Senior divisions, depending upon their program option. Candidates of Aboriginal ancestry who hold an Ontario Secondary School Diploma (OSSD) or equivalent are eligible to receive the Diploma in Education and the Ontario Teacher's Certificate, qualifying them to teach in the Primary and Junior divisions.

The Aboriginal Teacher Education (ATE) program track is constituted as both community-based part-time and campus-based full-time. Community-based courses are adapted to local contexts and needs, and include Aboriginal perspectives, balancing Aboriginal-specific and student-centred learning with knowledge of the teaching/learning process and research on Aboriginal education. Campus and community-based components include a course specific to Aboriginal education (SPEC 230), and practicum placements in First Nations schools.

#### Admission

Application for full-time campus-based study in Aboriginal Teacher Education is made through the Ontario Universities' Application Centre; application for part-time community-based study is made through the Aboriginal Teacher Education Office, Faculty of Education, Queen's University.

ATE has an admission policy which incorporates the following special features:

- students may complete some prerequisites to admission as exit requirements rather than entrance requirements;
- applicants of Aboriginal ancestry who hold the OSSD or equivalent are eligible for admission to the Primary-Junior program option leading to the Diploma in Education;
- ATE candidates may be granted prerequisite equivalencies for skills such as fluency or functionality in an Aboriginal language;
- affirmative action is employed in the provision that candidates for the Dip.Ed. must be of Aboriginal ancestry, and candidates for the B.Ed. will ordinarily be of Aboriginal ancestry;
- Aboriginal community representatives are participants in the application screening process in recommending candidates to the program through letters of community support.

#### Format

Students in ATE complete all components of their selected program option – Primary-Junior, Junior-Intermediate or Intermediate-Senior. They are required to take SPEC 230, Advanced Seminar in Curriculum, as the Special Studies component. FOUN 463, Culture and Education, and FOUN 482, Human Dimensions in Teaching and Learning, are recommended as two of the three Foundational Studies course requirements. Community-based courses are adapted to include Aboriginal content. Both community and campus-based students will be placed in Aboriginal schools for a portion of the student teaching practicum. Students in the community-based program will normally be expected to complete the program within two years; students in the campus-based program will complete the program in one year.

#### Artist in Community

The Artist in Community Education track is intended to integrate a conventional teacher education program with preparation for full or part-time employment as an arts educator. 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.

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 Artist in Community apply through the Ontario Universities' Application Centre. The requirements for admission are the same as for admission to the Intermediate-Senior option. Two Intermediate-Senior teaching subjects are selected, the first of which is Dramatic Arts, English, Music or Visual Arts.

#### Format

Candidates in Artist in Community complete all the components as required for the Intermediate-Senior option. 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 222 – The Artist in Education designed specifically for Artist in Community.

In the Fall term, three weeks of student teaching are completed in one of the two teaching subjects in regular secondary school settings. In the Winter term, the first practicum is spent in the other teaching subject while the second 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.

#### Outdoor and Experiential Education

**Note** The Cooperative Program Track in Outdoor and Experiential Education will not be offered during 1995-96, but will resume in 1996-97. Application to Outdoor and Experiential Education for the 1996-97 session may be made in October 1995. Special Studies courses in Outdoor Education will continue to be available to Education students during 1995-96.

The Cooperative Program Track in Outdoor and Experiential Education is intended to facilitate integration of conventional teacher education and preparation for professional work in alternative settings. Courses are 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 options. Concurrent students also may be included within the Cooperative program track if they meet the admission criteria and can arrange appropriate 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 résumé 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.

#### Format

##### PHASE I

- a A ten-day residential interdisciplinary study period (May 1 to May 10). See course SPEC 217.
- b Two six-week supervised internships at selected outdoor or other experiential education centres. See 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 course SPEC 217.

##### PHASE II

Candidates then enter the regular Fall and Winter session in their chosen divisional program option. Cooperative 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 track.

#### Early Primary Education

The Early Primary Education program track is intended for students wishing to qualify to teach in the Primary and Junior divisions, who have a special interest in teaching at the early Primary level (Kindergarten and Grades 1/2). Candidates in Early Primary Education complete all the components required for Primary-Junior certification. In addition, the following features allow students to focus upon learning in the early Primary grades:

- 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 practicum in an early Primary classroom takes place in the Winter term, in addition to a three-week Junior placement in the Fall term;

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.

#### Admission

Applicants for Early Primary Education must meet the regular admission requirements for all candidates applying to the Primary Junior program option. In addition, EPE applicants are required to complete a questionnaire and to submit a written statement describing previous academic courses and experiences which have an early childhood orientation. A personal interview may be requested.

#### Application for Admission – Consecutive Program

Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centre at Guelph. Application materials may be obtained at any of the Ontario universities or by writing to the Registrar, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6. 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 must submit official university transcripts showing work completed to the time of application. Accepted applicants must submit 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.

#### Equity Admission

For a designated number of places in the Bachelor of Education/Diploma in Education program, preference will be shown to members of Aboriginal/ First Nations People, racial, ethnocultural, differently-abled groups, and other groups currently underrepresented in the teaching profession; the number will be determined each year by the Admissions Committee.

#### 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 area chair, for submission of work in a language other than English.

#### Admission Requirements – Consecutive Program

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' average 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 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.

All applicants 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 option 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 middle of May 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 OAC mathematics, or a university half credit or semester course in mathematics.

##### Note

- Effective for Fall 1997 admission, an Ontario Academic Course or a full-year (or equivalent) university course in mathematics offered in a university mathematics department or faculty will be required for admission to the Primary-Junior program option. This will replace the above mathematics prerequisite.
- Also effective for Fall 1997, an Ontario Academic Course or a full-year (or equivalent) university course in a science will be required in addition to the above prerequisites to the Primary-Junior program option.

#### 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. One teaching subject must be chosen from Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Instrumental or Vocal), Native Studies, Physical and Health Education, or Visual Arts. Five full-year courses in the specific subject are required for the selection of French, Music or Physical and Health Education. At least three full-year courses in the subject are required for the selection of all other subjects.

##### Note

- A full-year course in Canadian history is needed for the selection of History as a teaching subject.
- Candidates for French as a teaching subject should note that they will be required to pass a test of oral and written French in order to be considered for admission.
- Applicants selecting Visual Arts as a teaching subject must include in their preparation one full-year (or equivalent) university course in comprehensive studio practice (including drawing, painting, plus printmaking and/or three-dimensional design), and one full-year (or equivalent) survey course in art history.
- Effective for Fall 1997 admission, a full-year (or equivalent) university course in a science will be required in addition to the above prerequisites to the Junior-Intermediate program option.

#### 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), Native Studies, 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 four full-year courses are required for the selection of another.

##### Note

- A full-year course in Canadian history is needed for the selection of History as a teaching subject.
- Applicants may not select both Music-Instrumental and Music-Vocal as teaching subjects.
- Applicants for Biology must offer in their preparation at least one full-year course with a major laboratory component from a university biology department. Other courses, though not necessarily designated biology, should include both plant and animal (invertebrate and vertebrate) biology.
- Applicants selecting Chemistry as the second teaching subject should offer a full-year course equivalent in introductory chemistry and three full-year course equivalents taken from organic, analytical and physical chemistry.
- Applicants selecting Visual Arts as a teaching subject must include in their preparation one full-year (or equivalent) university course in comprehensive studio practice (including drawing, painting, plus

printmaking and/or three-dimensional design), and one full-year (or equivalent) survey course in art history.

- Candidates for French as a teaching subject should note that they will be required to pass a test of oral and written French in order to be considered for admission.

#### Technological Education

Admission to the Diploma in Education option in Technological Education requires the candidate to have completed the requirements for the Ontario Secondary School Diploma, or equivalent, by the middle of May prior to the commencement of the program. In addition to meeting the academic requirements for admission to Technological Education, applicants must present evidence of five years of related work experience or a combination of work experience and post-secondary education totalling five years.

An interview may be arranged for Technological Education applicants.

#### Artist in Community Education

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

#### Outdoor and Experiential Education

The Cooperative Program Track in Outdoor and Experiential Education will not be offered during 1995-96, but will résumé in 1996-97. Application to Outdoor and Experiential Education for the 1996-97 session may be made in October 1995.

#### Early Primary Education

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

#### Consecutive Program Components

To qualify for a Bachelor of Education or Diploma in Education all candidates must complete a program having the equivalent of five credits 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 credits from the three areas of Foundational Studies. A half 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 credits in Curriculum. The courses are numbered between CURR 303 and 396. See the require-

ments 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 credit in Professional Skills. The course offerings are SKIL 146, SKIL 147 and SKIL 148.

#### 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.

#### Special Studies

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

**Note** Program components are subject to change without notice.

#### Technical Proficiency Examinations for Technological Education Candidates

##### SERVICE CHARGES

Examinations are regularly scheduled as follows:

THEORY during the first week of July  
during the first week of January  
PERFORMANCE during the Fall term, as arranged by Queen's.

##### 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

**Note** These charges are under review and may change.

**Primary-Junior Components**See also the section entitled *The Program Components*

<b>Foundational Studies</b> Courses numbered from FOUN 414 to FOUN 496	1.5 credit
<b>Curriculum</b> CURR 371 Reading and Language Arts, P-J (0.5) CURR 372 Mathematics, P-J (0.5) CURR 373 Social and Environmental Studies, P-J (0.5) CURR 374 The Arts, P-J (0.5)	2.0 credit
<b>Professional Skills</b> Course SKIL 146	0.5 credit
<b>Practicum</b> PRAC 160 Student Teaching	0.5 credit
<b>Special Studies</b> Courses numbered from SPEC 201 to SPEC 299	0.5 credit
<b>TOTAL REQUIREMENT FOR PRIMARY-JUNIOR</b>	<b>5.0 credit</b>

**Junior-Intermediate Components**See also the section entitled *The Program Components*

<b>Foundational Studies</b> Courses numbered from FOUN 414 to FOUN 496	1.5 credit
<b>Curriculum</b> CURR 375 Communications, J-I (0.5) CURR 376 Social and Environmental Studies, J-I (0.5) CURR 377 The Arts, J-I (0.5)  <i>plus one</i> Intermediate teaching subject selected from even-numbered courses from CURR 312 to CURR 380	2.0 credit
<b>Professional Skills</b> SKIL 147	0.5 credit
<b>Practicum</b> PRAC 160 Student Teaching	0.5 credit
<b>Special Studies</b> Courses numbered from SPEC 201 to SPEC 299	0.5 credit
<b>TOTAL REQUIREMENT FOR JUNIOR-INTERMEDIATE</b>	<b>5.0 credit</b>

TOTAL REQUIREMENT FOR JUNIOR-INTERMEDIATE 5.0 credit

**Intermediate-Senior Components**See also the section entitled *The Program Components*

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

**Technological Education Components**See also the section entitled *The Program Components*

<b>Foundational Studies</b> Courses numbered from FOUN 414 to FOUN 496	1.5 credit
<b>Curriculum</b> CURR 367 Teaching Technological Studies (1.0) CURR 368 Curriculum Development in Technological Studies (1.0)	2.0 credit
<b>Professional Skills</b> SKIL 148	0.5 credit
<b>Practicum</b> PRAC 160 Student Teaching	0.5 credit
<b>Special Studies</b> SPEC 213	0.5 credit
<b>TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION</b>	<b>5.0 credit</b>

**Concurrent Teacher Education**

In cooperation with the Faculties of Arts and Science of Queen's 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 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 program 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 166.

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 two or three-week practice teaching round (depending on the chosen divisions) in the fall, and an internship consisting of a 14-week school assignment in the winter.

(depending on the chosen divisions) in the fall, and an internship consisting of a 14-week school assignment in the winter.

**Prerequisites to Final Year**

Candidates entering the final year of the program must meet certain prerequisites according to the program option they select. These prerequisites are detailed in the *Concurrent Teacher Education Handbook*.

**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 *Education Calendar* or the *Concurrent Handbook*.

**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 and Training 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 and Training issues the Ontario Teacher's Qualifications Record Card which includes the degree held and the program option 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 Education program will have this qualification recorded along with the subject and level undertaken.

**Further Qualification**

Holders of the Ontario Teacher's Certificate may earn additional qualifications and these will be entered on a revised Ontario Teacher's Qualifications Record Card. These may be Additional Basic Qualifications (such as Primary or Junior-Intermediate is listed under Basic Qualifications) or other Additional Qualifications (such as Special Education, Part 1). These courses are offered during the Summer or Fall/Winter terms. For further

information, please refer to the section on Continuing Education.

### Academic Regulations

#### Student Names

As the University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data forms required for registration their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition must be accompanied by appropriate supporting documentation.

#### 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.

#### 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.

#### Student Debts

Any student with an overdue debt with the University will not be permitted to register or to receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made by the department(s) concerned. In no case will a diploma be released to a student with an outstanding debt with the University.

#### Academic Dishonesty

All forms of academic dishonesty 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. *Academic dishonesty* includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. Dishonest practices include fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. *Plagiarism* means presenting work done (in whole or in part) by someone else as if it were one's own.

Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results either collectively or separately. This is not a problem so long as it is clearly understood whose

work is being presented, for example, by way of formal acknowledgment or by footnoting. The following are some examples of academic dishonesty. As it is not possible to cover every circumstance of academic dishonesty or plagiarism, this list should be considered as a guide only.

#### 1 Exams and Tests

Impersonating someone in an examination or test.

Copying from another student, or making information available to another student.

Submitting a take-home examination written, in whole or in part, by someone else.

Failing to obey or comply with exam regulations or instructions of a proctor.

#### 2 Laboratories, Field Work and Research Reports

Copying a laboratory or field report, or allowing someone else to copy one's report.

Using another student's data unless specifically allowed by the instructor and the author.

Allowing someone else to do the laboratory or field work without the knowledge and approval of the instructor.

Using direct quotations or large sections of paraphrased material in laboratory or field report, research report, thesis, or publication without acknowledgement. (For additional information refer to the Code of Research Ethics, *Queen's Gazette*, Vol. 19, 8 December 1987).

Fabricating or falsifying laboratory or research data.

#### 3 Essays and Assignments

Submitting an essay written in whole or in part by someone else as one's own.

Preparing an essay or assignment for submission by another student.

Copying an essay or assignment, or knowingly allowing one's essay or assignment to be copied by someone else for the purposes of plagiarism.

Using direct quotations or large sections of paraphrased material without acknowledgement.

Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.

Submitting the same piece or work in more than one course without the permission of the instructor(s).

Unauthorized removal from the library, or deliberate concealment, of library materials.

#### 4 Official Documents

Altering transcripts or other official documents relating to student records.

Misrepresenting one's credentials.

Creating or altering letters of reference.

Individual instructors or academic units will normally point out areas of specific concern not covered above. Students are encouraged to consult instructors regarding procedures and use of materials if in doubt about how they may relate to academic dishonesty.

#### 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 principal 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 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 after the term ends. The Registrar's Office will administer the policy and initiate approval arrangements with instructors necessary to release students from classes.

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

#### Grading System

1 At the beginning of each session each Faculty member and each B.Ed. student will be supplied at registration with a list of all courses to be offered in that session.

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. 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  
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. program, in the Outdoor and Experiential Education program, in the Artist in the Community program, in the Diploma in 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 course 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 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 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. Within two weeks of that date, students shall be advised by the University Registrar's Office of their grades.

8.2 An enrolled student who wishes to question academic or faculty procedures should contact the Associate Dean. 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. Ed., and the 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. 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.

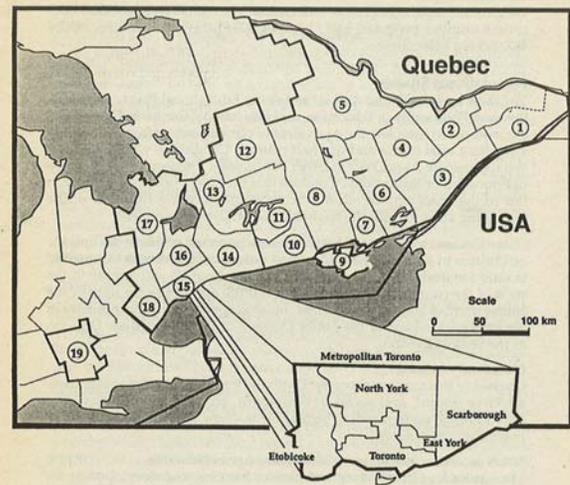
In general terms, acceptable conduct does not infringe the rights of



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 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 theft, vandalism, and wilful 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;
- d i assault of any nature;  
ii discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation;
- e all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of University documents;
- f a violation of the rights of any member of the University community.

## Student Teaching Area



1 Stormont, Dundas, Glengarry	7 Lennox & Addington	13 Victoria
2 Ottawa Carleton	8 Hastings	14 Durham
3 Leeds Grenville	9 Prince Edward	15 Metropolitan Toronto
4 Lanark	10 Northumberland	16 York Region
5 Renfrew	11 Peterborough	17 Simcoe
6 Frontenac	12 Haliburton	18 Peel
		19 Waterloo

## 30 Courses of Study

## 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 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 (PJIS) 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, Language and Education (P JIS)

The situated, cultural aspects of human learning and development are explored in relation to formal education. Learning contexts are studied at ecological, social, and psychological levels. Language processes are emphasized, including bi/multilingualism issues. Through exposure to a diversity of cultural learning models, with a focus on indigenous cultures, students are encouraged to expand their teaching repertoires.

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

An overview of learning and development from infancy to pre-adolescence. Topics such as cognitive processes, individual differences, motivation, classroom learning, and socio-cultural contexts will be considered in relation to modern schooling.

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

An overview of learning and development in adolescence with emphasis on classroom applications from Grade 7 to OAC. Topics such as communication, management, student motivation, and instructional strategies are presented in the context of modern schooling.

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

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 470/0.5 Psychology - The Development of Symbol Systems (P J)

This course in educational psychology involves the investigation of symbol systems in several domains (e.g. music, language, and mathematics). Topics include an examination of how children develop an understanding of and the ability to use symbol systems, ways that teachers can foster symbol development, and comparisons of symbol systems across domains and cultures.

## FOUN 476/0.5 Psychology - Exceptional Children (P JIS)

This course focuses on exceptional children and adolescents in the regular classroom, identifying them, including them, and teaching them. We will consider how students learn and how teachers can help exceptional students to learn. A range of exceptionalities will be considered including students with giftedness, mental handicaps, learning disabilities, and behaviour problems.

## 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 JIS)

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

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

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 JIS)

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 115)**  
This course is intended as an introduction to the philosophy of teaching. Topics will include the nature and aims of education, the activities of teaching and learning, and the structure of the curriculum. Special attention will be paid to the recent education for employability movement, especially to the role educational values should play in evaluating skills-based curricular models.

**FOUN 441/0.5 Philosophy – Issues in Grading and Evaluation Theory (P 115)**  
This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification of criteria, testing and judging the 'object' to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value Grading and Anecdotal Reporting will be examined. The relation between systems of grading and various instruments of evaluation including tests of academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and learning.

**FOUN 442/0.5 Philosophy – Ethics and Education (P 115)**  
This course will consider some of the moral problems faced by teachers and by society as a whole with regard to education. Concepts such as human rights, equality, freedom, authority, and responsibility will be examined critically as they pertain to teaching and to educational programs. Recent proposals for a greater emphasis on developing the skills graduates are believed to need in finding employment will be evaluated with respect to educational values.

**FOUN 443/0.5 Philosophy – Poetic Theory (I 5)**  
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 115)**  
This course will examine a number of contemporary accounts of nature and structure of knowledge in mathematics and in the physical and biological sciences. The insights derived from this study will prove particularly relevant to the instructional concerns of teachers in these subject areas. Two sections of this course will be offered, one with an elementary focus, and one with a secondary focus.

**FOUN 448/0.5 Philosophy – Aesthetic Education (I 5)**  
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 115)**  
Through the study of cases brought against school boards and teachers,

this course will review the jurisprudence and analyze the standard of professional responsibility that the law requires. Cases will be studied that involve injury to pupils in the gymnasium, shop and laboratory, on school grounds and premises as well as on field trips and in 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.

#### Note

- 1 Instructors in the Co-operative Program in Outdoor and Experiential Education recommend that students in that program enrol in FOUN 454.
- 2 Instructors in CURR 347, Physical and Health Education – Men (Intermediate-Senior) and CURR 349, Physical and Health Education – Women (Intermediate-Senior), recommend that students in those options enrol in FOUN 454 in the Fall term.
- 3 Instructors in CURR 367, Teaching Technological Subjects, and CURR 368, Curriculum Development in Technological Subjects, recommend that students in these courses enrol in FOUN 454.

#### 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 115)**  
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 to classroom practice. Candidates are invited to develop deeper self-awareness and a capacity to relate more positively and vitally to their students.

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 115)**  
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 115)**

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

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

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 (I 5)**  
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 492/0.5 Current Issues in Education (P 115)**  
The purpose of this course is to make prospective teachers more knowledgeable about policy issues, educational trends, and administrative practices which may have significant effects on education in general and the classroom in particular. Current newspaper, magazine or journal articles, case studies and class discussions may be used to provide students with an opportunity to critique emerging educational policies and administrative practices in order to formulate their own views on these matters. The focus of the course is to develop a thoughtful approach to the implications of developing trends and policies in education and to be able to discuss them in a knowledgeable manner.

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

Those taking the course will share in exploring various learning environments provided for children at our elementary school levels. We will

attempt to conduct our explorations from primarily three points of view: the teachers', the parents' and most importantly the students'.

Accordingly, a major part of our energies will be spent observing and participating both in various of the 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.

#### Curriculum

##### PRIMARY – JUNIOR PROGRAM

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

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

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

**CURR 372/0.5 Mathematics (Primary-Junior)**

The purpose of this course is to familiarize candidates with the content of the mathematics curricula in the Early and Formative Years, 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 those Ministry of Education guidelines and policies relating to the teaching of mathematics in the Early and Formative Years. Present trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Learning materials \$10.

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

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

**Social Studies** This component is designed to assist candidates to explore ways of establishing an effective social studies program. Candidates will

learn how to implement a variety of teaching strategies appropriate to student needs and Ministry guidelines. Resource material will be examined and students will develop learning materials suitable for classroom implementation. A variety of evaluation strategies will be examined.

**Environmental Studies** The purpose of this course is to familiarize candidates with science curricula and methods for its effective teaching in the formative years. Participants will have an opportunity to explore science through a variety of approaches which focus on problem solving, hands-on activities and integrated learning experiences. Ministry of Education and Training guidelines will be examined as they apply to science teaching in the early years. This course includes work in sample units and group activities, and current issues such as environmental concerns will be explored as starting points for curriculum consideration and development of decision-making skills. Learning materials \$10.

**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.

**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. Learning materials \$5.

**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 be 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 and 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 (Formative and Transition Years)** This component is designed to familiarize candidates with the content of the mathematics curricula in the Formative and Transition Years, and with a variety of methods for effectively teaching fundamental mathematical concepts. Candidates will use and analyse a wide range of resources. The course will also provide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in grades 4 through 8. Present trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course.

**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 in exploring ways of developing, implementing and evaluating an effective social studies (gr. 4-5-6) as well as a geography (gr. 7-8) and history (gr. 7-8) program. Emphasis will be on utilizing a variety of teaching and evaluation strategies appropriate to student needs and Ministry philosophy. A wide range of resource materials will be examined with a goal of assisting students in developing practical and effective learning materials suitable for classroom implementation. A strong emphasis is placed on cooperative development and sharing of curriculum ideas and resources. Whenever possible, the integrative links between the social studies, science, geography and history components will be emphasized.

**Science (Junior and Grades 7 and 8)** This component views science activities in the elementary school as a basis for developing social and communication skills. Candidates will prepare teaching materials aimed at stimulating inquiry into natural phenomena and associated value issues. Varied teaching methods will be explored to achieve an inquiry orientation. These include using the out-of-door, project work and activity centres.

**CURR 377/0.5 The Arts**

The arts are ways of learning, knowing, creating and expressing. As such, they have a crucial role to play in the education of pupils in the Junior and Intermediate divisions. This course will prepare candidates to implement the arts in the classroom. Candidates will also be enabled to enhance their personal development and appreciation of the arts. In addition to an overview of the role of all the arts in education, Junior and Intermediate candidates select any two of the following course components:

**Visual Arts (Junior and Grades 7 and 8)** Investigation of resource materials and studio sessions are used to explore the needs of the Junior and Intermediate pupil in art education. Attention is given to the child's development and in the design of a Visual Arts program to meet this end. Learning materials \$5.

**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**

**CURR 312/0.5 Dramatic Arts (Intermediate)**

A course concerned with the theory and practice of drama in education. Students will explore the use of resources in dramatic expression. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context.

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

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

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

This course is designed for prospective teachers of Intermediate grades, who have university background in the subject of English. The program stresses careful explication and imaginative presentations of literature with the primary aim of helping students to see with feeling. The 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. Learning materials \$5.

**CURR 322/0.5 Français langue seconde (Intermédiaire)**

Dans ce cours on se penche sur les notions pédagogiques en mettant l'accent sur l'enseignement au niveau intermédiaire. On vise à faire un tour d'horizon complet des connaissances et des applications pratiques dans le but d'amener tous les apprenants à développer leur style d'enseignement propre en adéquation avec la situation actuelle dans le domaine des langues. Une connaissance supérieure du français est nécessaire. Toutefois il y a lieu de parfaire ses connaissances durant l'année pour des corrections d'ordre minimal. Comme mesure préventive la possibilité de passer un test de placement est offerte. Un séjour immersif d'une durée de six mois est recommandé. Les sujets abordés se rapportent aux approches, aux démarches, aux directives du ministère (immersion, approche communicative..., restructuration, intégration, interdisciplinaire...), à la gestion du temps (objectifs, progression, planification, les savoirs, la culture et la littérature, le contrôle des connaissances), à la psychopédagogie (rôles, groupements, procédés et moyens, collaboration), et à la psycholinguistique. De nombreuses applications pratiques individuelles et en groupes sont intégrées au programme. Ce cours donne l'équivalence au niveau 1 des trois niveaux exigés par le Ministère pour être spécialiste de français. Les étudiants devront contribuer \$5 pour couvrir les frais de photocopies.

**CURR 324/0.5 Geography (Intermediate)**

This course is designed to prepare candidates to teach geography at the Intermediate level (gr. 7-10). Using a geography context the program will provide instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluation as well as essential classroom management. Participants will have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who will provide input and strategies related to specialized areas of the geography program. This program will familiarize candidates with the current Ontario Ministry of Education guidelines in geography and provide specific preparation for implementing Ministry of Education curriculum initiatives in 'The Transition Years' (gr. 7-10). Throughout the course a strong emphasis is placed on the cooperative development and sharing of curriculum ideas and resources by candidates. Learning materials \$10.

**CURR 328/0.5 Science - General (Intermediate)**

This course will examine the basic methods of instruction for the Intermediate Division Sciences. Special attention will be given to implementation of the Intermediate Science Guideline of the Ontario Ministry of Education.

Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

**CURR 336/0.5 History (Intermediate)**

This course is designed to assist candidates to explore ways of establishing effective history programs, grades 7-10. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material will be examined and candidates will develop a unit suitable for classroom implementation. Evaluation strategies will be explored. Considerable time will be devoted to helping candidates improve their knowledge and understanding of the forces and individuals who have helped to develop Canada. Learning materials \$5.

**CURR 344/0.5 Mathematics (Intermediate)**

The purpose of this course is to prepare candidates to teach mathematics in the Transition Years and the first year of the Specialization Years. 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, discussions, student presentations, and activity approaches. The course will also provide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in the Transition Years and the Specialization Years. Present trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Students may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably be expected to teach. Learning materials \$5.

**CURR 346/0.5 Music - Vocal (Intermediate)**

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

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

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

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

**CURR 350/0.5 Physical and Health Education - Women (Intermediate)**  
The health education section of the course will focus on the methods, materials, and resources for those topics stipulated by the Ontario Ministry of Education guidelines for the Intermediate Division. The physical education course will focus on the following areas:

framework to explore the nature of science, science teaching, and learning, this course will include an examination of science content, teaching strategies (including laboratory work and demonstrations), and ways of enhancing students' understanding. In addition, emphasis will be placed upon lesson planning, meta-cognition, evaluation, and the interrelationships between science, technology, and society. Learning materials \$10.

**CURR 351/1.0 Science - Physics (Intermediate-Senior)**

The Intermediate-Senior Physics course gives particular attention to materials and strategies for the teaching of physics in Grade 12 and at the OAC level. A second focus is the teaching of science in the Transition Years, and the course includes a component dealing with the integration of subject areas within the Transition Years. The course begins with special attention to lesson planning, demonstrations and laboratory activities, and assessment of student work across a range of units in science and physics. Later emphases include the analysis of classroom events and taking charge of one's own professional development as a teacher of physics. The nature of science and technology and their interaction with social issues is a continuing theme. Computer skills are essential. Learning materials \$10.

**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 use of personal resources in dramatic expression. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. This course aims at preparing candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowledge strengths.

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

- 1 A program overview, both curricular and co-curricular for the Intermediate Division as stipulated in Ontario Ministry of Education documents.
- 2 The use of appropriate teaching strategies for this division. Class organization and materials will be offered for the wide range of activities to be taught in the Intermediate division.
- 3 Identification of those factors that will provide a safe learning environment.
- 4 Various methods of evaluating students and reporting results to parents. Learning materials \$10.

**CURR 366/0.5 Music - Instrumental (Intermediate)**

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

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

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

**CURR 380/0.5 Visual Arts (Intermediate)**

A course concerned with the practical needs of the teacher of art working in the Intermediate school setting. The program will stress teaching strategies, program planning, classroom management and budget planning. In the studio sessions the candidate will be able to acquire new and additional knowledge and skills in studio practice.

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. Learning materials \$10.

**INTERMEDIATE-SENIOR PROGRAM**

In addition to the course descriptions below, all Intermediate-Senior students will be expected to participate in integrated curriculum development.

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

The course will familiarize students with science subject matter taught at the intermediate/senior levels in science and biology. It will provide students with theoretical and practical aspects of implementing current curriculum guidelines. This will include exploration of a variety of teaching strategies including laboratory-based learning. Students will be expected to exhibit a degree of self-directed learning.

Course materials: Students will be required to either purchase a text for the course or pay a fee for photocopied materials.

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

From a chemistry focus, this course provides an introduction to the theoretical concepts and practical skills necessary for successful and effective teaching of Intermediate-Senior science. Utilizing a curriculum

**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. Learning materials \$10.

**CURR 321/1.0 Français langue seconde (Intermédiaire et supérieur)**

Dans ce cours on se penche sur les notions pédagogiques en mettant l'accent sur l'enseignement au niveau intermédiaire et terminal. On vise à faire un tour d'horizon complet des connaissances et des applications pratiques dans le but d'amener tous les apprenants à développer leur style d'enseignement propre en adéquation avec la situation actuelle dans le domaine des langues. Une connaissance supérieure du français est nécessaire. Toutefois il y a lieu de parfaire ses connaissances durant l'année pour des corrections d'ordre minimal. Comme mesure préventive la possibilité de passer un test de placement est offerte. Un séjour immersif d'une durée de six mois est recommandé. Les sujets abordés se rapportent aux approches, aux démarches, aux directives du ministère (immersion, approche communicative..., restructuration, intégration, interdisciplinaire...), à la gestion du temps (objectifs, progression, planification, les savoirs, la culture et la littérature, le contrôle des connaissances), à la psychopédagogie (rôles, groupements, procédés et moyens, collaboration), et à la psycholinguistique. De nombreuses applications pratiques individuelles et en groupes sont intégrées au programme. Ce cours donne l'équivalence au niveau 1 des trois niveaux exigés par le Ministère pour être spécialiste de français. Les étudiants devront contribuer \$5 pour couvrir les frais de photocopies.

**CURR 323/1.0 Geography (Intermediate-Senior)**

This course is designed to prepare candidates to teach geography at the Intermediate-Senior level (grades 7-OAC). Using a geography context the program will provide instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluation as well as essential classroom management. Participants will have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who will provide input and strategies related to specialized areas of the geography program. This program will familiarize candidates with the current Ontario Ministry of Education guidelines in geography and provide specific preparation for implementing Ministry of Education curriculum initiatives in 'The Transition Years' (gr. 7-10) as well as 'The Specialization Years' (gr. 11-12, OAC). The course will include a component dealing with the integration of subject areas within the Transition Years. Throughout the course a strong emphasis is placed on the cooperative development and sharing of curriculum ideas and resources by candidates. Learning materials \$10.

**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. Learning materials \$10.

**CURR 341/1.0 Native Studies (Intermediate-Senior)**

This is a course for students planning to teach Native Studies at the Intermediate and Senior levels. The course is integrated with the Ontario Ministry of Education and Training document, "People of Native Ancestry: Curriculum Guideline for the Senior Division", and the sections of the Native Studies Intermediate Curriculum Guideline 1991 focusing specifically on the Ministry credit courses for Grades 9 and 10, "Native Peoples of Canada: Present Realities and Future Directions", and "Native Perspectives on the Changing Global Community". Theories pertaining to curriculum development are examined in conjunction with curriculum models developed and implemented in Aboriginal schools. The course reviews and evaluates Native Studies curriculum development for non-Aboriginal and integrated schools and Native Studies curricula developed under Aboriginal control. The course provides the student with skills to evaluate teaching materials and assess curriculum models, to evaluate theories of curriculum development and to design teaching units based on those theories. The course allows both Aboriginal and non-Aboriginal students to learn about materials and other resources that are available, and also familiarizes students with a variety of approaches for teaching Native Studies in the Intermediate and Senior divisions.

**CURR 343/1.0 Mathematics (Intermediate-Senior)**

The purpose of this course is to prepare candidates to teach mathematics in the Transition and Specialization Years. Candidates will become familiar with the content of the mathematics taught in the Transition and Specialization Years through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, activity approaches and a component related to achieving integration of subjects within the Transition Years. The course will also provide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in the Transition and Specialization Years. Present trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Students may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably be expected to teach. Learning materials \$10.

**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 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, wrestling, volleyball, and leisure time sports activities. These lab sessions will demonstrate lesson sequences, class organization, use of materials, and visual aids, safety considerations, and the use of alternative teaching styles.

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

Health Education is an integral part of this course, and consists of approximately twenty-two hours of class work, labs, seminars, and workshops. A heavy emphasis will be placed on methods and materials particularly in the area of audiovisual aids.

*Note* It is highly recommended that students in this option enrol in FOUN 454 Philosophy - Teachers and the Law during the Fall term. Learning materials \$10.

**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. The students will explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and leadership in the visual arts. Program candidates will have the opportunity to acquire professional skills needed to teach art in traditional schools as well as alternate educational settings. Program planning and delivery requirements of the Transition Years and Specialization Years will be addressed during the

course. Practical work sessions, in a variety of media, will allow the candidates to further experiment with skills methods and materials involved 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 requirement for admission to the one session Honour Specialist qualification. Learning materials \$15

**TECHNOLOGICAL EDUCATION PROGRAM**

**CURR 367/1.0 Teaching Technological Subjects**

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

**CURR 368/1.0 Curriculum Development in Technological Subjects**

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

**Professional Skills**

- SKIL 146/0.5 Professional Skills for the Primary-Junior Divisions**  
**SKIL 147/0.5 Professional Skills for the Junior-Intermediate Divisions**  
**SKIL 148/0.5 Professional Skills for the Intermediate-Senior Divisions**

These courses provide an introduction to the curriculum context of Ontario and to the essential generic skills required of teachers in the classroom. Learning, with division specific emphasis, will be promoted in such skill areas as: 1) curriculum planning, 2) student assessment, 3) instructional media development, 4) computing in the classroom, 5) resource based learning, and 6) classroom management. Each course stresses the development of self-directed learning strategies as well as the acquisition of organizational skills that can enhance professional practice. Students will be enrolled in the course offered for their divisional program option.

**Practicum**

**PRAC 158 Alternate Practicum**

This practicum which is divided into two six-week internships is available only to those students who are registered in the Cooperative Program in Outdoor and Experiential Education. The first internship will take place in an outdoor school or school of natural science operated by a Board of Education (mid May to the end of June). The second will take place in non-school 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 160 Student Teaching (Consecutive)**

In order to qualify for the Education degree or diploma 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.

Candidates must be prepared to be assigned to schools within our designated area. This will mean that they may have to travel up to 325 km. from Kingston and they should be prepared for additional expenditures in order to cover the cost of both travel and accommodation. Since placement in Kingston and area schools cannot be guaranteed, students are invited to identify communities in the Queen's designated area wherein they would like to do their practice.

**PRAC 166 Practicum (Concurrent)**

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*.

**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. Learning materials \$5.

**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.

**Special Studies**

**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 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 (\$90) 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 many as 3 sessions may be extended in time to accommodate the exigencies of outdoor activities and travel time. A fee (\$90) 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, space permitting, 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 (\$90) is charged to defray the costs of food and transportation. The course is closely related to SPEC 207, but may be taken separately.

**SPEC 213/0.5 Organization and Management of Technological Studies**

This course is designed primarily for Technological Education 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 Education 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 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 practica experiences are analyzed, theoretical connections deepened, problems identified and the various educational uses of the environment integrated. Solos in wilderness setting may be included in the second part. Both components will be located in outdoor settings. An additional tuition fee is required for this course and for FRAC 158 which together form PHASE 1 of the Cooperative Program. Food and transportation \$190.

**SPEC 222/0.5 The Artist in Education (Artist in Community students only)**

Students will form liaisons with local arts educators and will work with them in providing arts experiences for students in schools, colleges or universities or for the general public; in order to allow for integration across the arts; and to allow students in this course to experience in a practical way arts, other than those of their own major study.

**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**

(Aboriginal Teacher 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 236/0.5 Introduction to Schools and Teaching (Concurrent Year 1 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. Learning materials \$7.

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

The early years (to age 5) are vital for learning because it is during this period that children become aware of, and begin to react to, the 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. Food and transportation \$90.

**SPEC 243/0.5 Outdoor and Experiential Education: A Synthesis  
(Outdoor Education students only)**

Available only to students registered in the Cooperative Program in Outdoor and Experiential Education. This five-day residential course is an intensive concluding analysis of the year-long cooperative program focussing specifically on group dynamics, risk management and the role that outdoor and experiential education takes in the existing educational scene. Emphasis is placed on synthesizing the Cooperative program by student planning, operation and evaluation of this course. Food and transportation charge \$100.

**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 enrol in this course.

**SPEC 245/0.5 Computers, Software and Teaching**

Designed primarily for those with little or no computing experience, this course explores the integration of computer software in teaching. A hands-on approach is used to introduce students to various commercial packages including simulations and to familiarize students with instructional applications of 'tool' software such as wordprocessors, databases, and spreadsheets. Videodisks and CD-ROM's are also introduced. The 'Computers in the Classroom' component of Professional Skills may be completed in conjunction with this course.

**SPEC 246/0.5 Introduction to Computer Programming for Education**

This course is intended for students with or without previous program-

ming 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, LOGO, 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)

**SPEC 250/0.5 Introduction to Aboriginal Education**

This is an introductory course for students who elect to develop a basic understanding in and appreciation of Aboriginal education. Aboriginal education is a unique and evolving field of study which brings together different disciplines and perspectives of knowledge grounded in the world view of North American Aboriginal cultures. The course acknowledges the legitimacy of Aboriginal perspectives and fosters a sensitivity to traditional values of Aboriginal peoples. Emphasis of the course is on understanding the historical development of Aboriginal peoples as they see it, learning the nature of Aboriginal cultures from their teachings and linking anthropological and sociological frames of reference for teachers choosing to further Aboriginal education. The course provides an introduction to issues in Aboriginal education and an enrichment experience in the area of curriculum planning. Some of the topics explored are: human needs as the basis for curriculum; public, personal and inter personal meaning in curriculum in the context of Aboriginal education; examples of instrumental and experiential approaches to teaching and learning; aspects of curriculum logistics as applied to the northern classroom; and material appropriate for use in teaching about Aboriginal peoples.

**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 school and community 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 students who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological content and pedagogical principles in contemporary Catechetics. This course is conducted by the Religious Education Consultants of the local Separate School Boards. Candidates intending to teach in Ontario Roman Catholic schools should note that this course is required by some Catholic boards, and recommended by others.

**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. At the beginning of term, 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.

The Faculty of Education has as one of its major responsibilities the offering of Ministry of Education and Training 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 session or during Summer term. Courses are also 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 regulations and those of this Faculty.

**Requirements**

Students requiring recommendation to the Ministry of Education and Training, when an additional qualification course has been completed successfully, must meet the minimum qualifications for registration in these courses as contained in Regulation 297 of the Ontario Education Act and any additional requirements established by the Faculty. A summary of the current requirements is presented below:

**A ADDITIONAL BASIC QUALIFICATIONS****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.

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 Education**

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

*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 including at least one year of experience in Ontario 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 *Additional Qualifications Handbook* 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 (2 a, b) and;
- 3 provide evidence of at least two years of successful teaching experience including at least one year in Ontario in the subject in which the Honour Specialist qualification is sought, certified by the appropriate supervisory officer.

**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 including at least one year in Ontario in technological studies, certified by the appropriate supervisory officer 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 or credit card authorization 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 Technological Education courses for which a Technical Proficiency Examination is required will have to pay an examination service charge. Information regarding the actual charge may be obtained from the Registrar's Office.

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

<i>Honour Specialist Qualification</i>	<i>Three Session Additional Qualification</i>
Biology	Business Education - Data Processing
Chemistry	Cooperative Education
Dramatic Arts	Computers in the Classroom
English	Computer Studies - Computer Science
Environmental Science	Dance
French	Design and Technology
Geography	Dramatic Arts
Integrated Arts	English as a Second Language
Mathematics	Environmental Science
Music	Family Studies
Physics	French as a Second Language
Physical and Health Education	Guidance
Technological Studies	Intermediate Education
Visual Arts	Junior Education
<i>Additional Basic Qualification</i>	Librarianship
Primary	Mathematics in Primary Junior Education
Junior	Media
Intermediate	Music-Instrumental
Senior	Music-Vocal
Technological Studies (specific subjects see below)	Physical and Health Education, Primary-Junior and Intermediate-Senior
<i>One Session Additional Qualification</i>	Primary Education
Adult Education	Reading
Childhood Education	Religious Education
Integrated Arts	Science in Primary-Junior Education
Teaching Writing	Special Education
	Visual Arts
	<i>Technological Studies Additional Basic Qualification</i>
	Communications
	Construction
	Manufacturing
	Services
	Transportation

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 degree 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 I (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.

58 **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 1993-94 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 in the Victoria School Building. 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**

Each province in Canada has financial assistance available on a need-assessment basis for post-secondary study. These government aid programs are the major source of funds for students who have limited financial resources; however, government aid programs are based on the assumption that it is primarily the responsibility of the students and their parents or spouses to provide for post-secondary education.

The Ontario Student Assistance Program (OSAP) combines assistance available through the Canada Student Loan Plan and the Ontario Student Loan Plan. The amount of loan under the OSAP program, which is determined by the provincial government, takes into consideration the financial resources of the student and 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. 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 federal and provincial governments, begin to accrue on the unpaid balance of all consolidated loans.

Ontario residents can obtain OSAP application forms and further information from the Assistant Registrar (Student Awards), Queen's University, or the Ministry of Education and Training, Student Support Branch, P.O. Box 4500, 189 Red River Road, 4th Floor, Thunder Bay, ON P7B 6G9, after 1 April. Completed application forms should be forwarded to the Assistant Registrar (Student Awards) prior to 1 July.

Students who are not residents of Ontario must apply through their own province for assistance.

**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 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 financial need, 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 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.

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

#### Mathematics, Science and Technology Education Scholarships

To encourage students entering the Faculty of Education to teach in the fields of Mathematics, Science and Technology, the Faculty of Education has established eight entrance scholarships. These scholarships will be awarded on the basis of academic excellence and the recommendation of the MSTE Executive Committee. Seven will be awarded to students entering at least one of the following specialties: Intermediate-Senior Mathematics; Intermediate-Senior Biology, Chemistry or Physics; Intermediate-Senior Computer Science; or Junior-Intermediate with a Mathematics or Science Intermediate teaching subject. One will be awarded to a student entering the Diploma Program in Technology Education; value variable.

#### The A.Lorne Cassidy Award

Established by the Rideau Chapter #523, Council for Exceptional Children, in memory of A.Lorne Cassidy, B.A. (Queen's), 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.Copp Award

Granted to the graduating Bachelor of Education student in the Primary-Junior or the Junior-Intermediate Program and based upon high overall achievement and demonstration of those personal qualities esteemed by teacher; value \$110.

#### 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 10 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.

#### 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 qualification program of technical teacher education who has shown the most outstanding qualities of character and scholarship and demonstrated potential as a teacher; value \$105.

#### Moyer's Early Primary Award

Established by Moyer's to assist a new Early Primary Education teacher to set up his/her classroom. Students currently enrolled in the Early Primary Education program track are eligible. Toward the end of the Winter term, EPE instructors, in consultation with the Associate Dean, will review the files of all EPE students to identify the individual who is deemed to be outstanding by the instructors. All available relevant data will be considered, including practicum reports, Faculty of Education course work and class participation. Selection will be made by 31 March. Value: approximately \$350 in classroom-related materials donated by Moyer's.

#### 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.

#### 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 \$100.

#### The John R.McCarthy Scholarship

Established in 1987 by John R.McCarthy, 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 at Queen's University who is normally domiciled in Ontario and who enrolls 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 October. The applicant should list two persons who have been asked to submit confidential letters of reference. Value \$900.

#### 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 team. Preference will be given to members of the Queen's Senior Football Team.

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

#### The Senator Frank Carrel Scholarships

The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gulf Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940. Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University or for at least one year prior to 30 April if enrolled in an upper year have been and remain until the expiry of their scholarship domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Gulf Division of the Legislative Council of Quebec as constituted at 30 July 1940, including Rimouski Bonaventure, Gaspé-est, Gaspé-ouest and Iles 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 Thumm Memorial Scholarship in Physics

Established by his family and friends in memory of Walter Thumm, Professor at Queen's until his death in 1977. By his understanding and 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 (Paithouski) B.A. '74 (Carleton) by her son N.Joseph Paithouski, 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 some 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 \$200.

#### 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. In the case of an extreme emergency where immediate assistance is required, students should contact the Student Awards Office.

#### AMS Sesquicentennial Bursaries

Established in 1990 by the Alma Mater Society of Queen's University. Awarded to students in any faculty or school with preference given to single parents with day care expenses. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

#### The AMS Bursaries for the Disabled

Through contributions from student activity fees from 1989-1993 the AMS has established bursaries for undergraduate disabled students. To be eligible for this assistance, students must be registered with the Special Needs Office and have completed an application form. The selection committee is made up of the Coordinator of the Special Needs Office, the AMS Vice-President (University Affairs), the Chair of the AMS Accessibility Task Force, and the Assistant Registrar (Student Awards). Applications may be submitted to the Special Needs Office or the Student Awards Office and should be received by 1 December; value variable.

#### 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 Campbell Memorial Bursaries

Established by the children of Milton Neil Campbell and Hazel May Campbell (Dixon). Awarded on the basis of financial need with preference given to student(s) from Saskatchewan. Application should be submitted to the Assistant Registrar (Student Awards) by 1 December; value variable.

#### 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 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 1939 to 1959 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 John Farnham Memorial Bursary

Established by the Alma Mater Society of Queen's University from a bequest from John Farnham, B.Sc. '66, M.B.A. '68, contributions from colleagues at Towers Perrin, family and friends. Awarded to a student in financial need who has demonstrated leadership in student government. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

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

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

#### Lin Good Bursary

Established by colleagues and friends of Lin 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 Adelaide Haggart Bursaries

Established from a bequest by Adelaide E. (Haggart) Robinson and awarded to a student in any faculty or school on the basis of financial need. Application should be made to the Assistant Registrar (Student Awards) by 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 Celesta 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.

#### 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 variable.

#### 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 Rehab Therapy Society Sesquicentennial Bursary

Established by the Rehab Therapy Society in 1990, in celebration of Queen's Sesquicentennial. The bursary is awarded on the basis of financial need to undergraduate and/or graduate students in any faculty who are challenged with a physical disability. Applications to be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

#### 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 International Student's Society Bursary

Established in 1993 by the Queen's International Student's Society and awarded on the basis of financial need. Preference will be given to an international student. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; 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

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 Sutton Bursaries

Established by Gerald D. Sutton, B.Comm. '48, M.Comm. '49, and Margaret (Sally) Sutton, B.A. '48, to be awarded to students in need of financial assistance. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

#### The Irwin Talesnick Science Education Bursary

Established by the organizing committee of ChemEd 89, in recognition of the contribution made by Professor Irwin Talesnick to the teaching of science and chemistry. Awarded on the basis of financial need to Consecutive and final year Concurrent B.Ed. Students in the Intermediate-Senior program option taking two teaching subjects from Biology, Chemistry or Physics. Students taking one of these sciences as a first teaching subject and Mathematics as a second subject are also eligible. Application is to be made to the Assistant Registrar (Student Awards) by 1 September; value variable.

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

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

#### The Erie Todd Bursary

Established by the Todd Family in memory of Miss Erie 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 Gaels 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 assist a female student, is named in honour of its first President, Elizabeth 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 Righ 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 on Microfiche*, the *Canadian Curriculum Guideline*, and the *Onteris* collection of research reports. Two major data bases on CD-ROM are found in the Education Library, ERIC and PsychLIT. 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.

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 hir-

ing 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 practice inter-

views. The aim is to insure that graduates have the information and 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.

#### Academic-Program Support Facilities

##### Agnes Etherington Art Centre

LOCATION University at Queen's Crescent  
PHONE 545-2190  
FAX 545-6765

DIRECTOR Dr David McTavish  
CONTACT Betty Clark  
The Art Centre boasts a permanent collection of over 9500 paintings, sculptures, graphics and decorative arts, seven galleries, constantly changing exhibitions of contemporary and historical art, lively programs, art rental and sales service, posters, postcards, catalogues, and a feast for the eyes and mind on every visit. Free to members of the Queen's community on presentation of identification cards.

##### Campus Bookstore

LOCATION Clark Hall  
HOURS Weekdays 9am-5pm  
Sat. 10am-4pm  
PHONE 545-2955

MANAGER Mr J.F. Patterson  
The Campus Bookstore in Clark Hall (operated by Queen's Engineering Society) stocks required textbooks, calculators, lab/medical/drafting supplies, reference material and study aids for all university courses. Most text books are discounted. The Bookstore also carries popular general reading and reference books, as well as licensed university sportswear, giftware and rings. Special ordering services and film processing are available.

##### Performing Arts Office

LOCATION John Deutsch University Centre  
PHONE 545-2557

DIRECTOR Peter Sudbury  
The Performing Arts Office provides the Queen's community with truly world-class entertainment. Many of the best artists seen in New York, London, Toronto or Montreal are presented for your recreation at the low price of only \$6. As well, there is the Performing Arts Club for those who wish to become involved behind the scenes. All are welcome!

##### Radio - CFRM-FM

LOCATION Carruthers Hall  
PHONE 545-2121

DIRECTOR Maureen Plunkett  
Canada's oldest campus radio station, CFRM was founded in 1922. Owned by "Radio Queen's University", and based in Carruthers Hall, CFRM-FM is operated year-round by both University and community volunteer broadcasters offering all types of alternative music as well as sports events and spoken word programs.

##### Television

LOCATION McArthur Hall, Room B229  
PHONE 545-6570

DIRECTOR Richard Webb  
Queen's Television (QTV) provides a full spectrum of video production services from scriptwriting to multiple VHS release copies. Video playback equipment can be booked and training in the use of video/data projectors is available. Films and videos from the Queen's collection as well as other sources may be ordered through QTV.

#### Student Support Facilities

##### Accommodation Listing Service

LOCATION 169 University Avenue  
HOURS Monday-Friday 10am-4:30pm  
PHONE 545-6706  
FAX 545-6300

HOUSING ASSISTANT Elaine Caird  
Offers assistance for students interested in locating off-campus privately owned accommodation. Produces handouts of advertised apartments, houses, rooms, shared units. Listings can also be accessed via the Queen's mainframe computer. Just log on as usual, and type housing the system is menu driven.

##### Apartment and Housing

LOCATION 169 University Avenue  
HOURS Monday-Friday 10am-4:30pm  
PHONE 545-2501

FAX 545-6300  
HOUSING ASSISTANT Elaine Caird  
Manages University-owned rentals in the Queen's core area and two apartment complexes in West Campus: John Orr Tower and An Clachan

##### Ban Righ Foundation

LOCATION 32 Queen's Crescent  
HOURS Monday-Friday 9am-3:30pm  
PHONE 545-2977

DIRECTOR Mary Davis Little  
The Ban Righ Centre - "Supporting Women Learning" - is a drop-in centre for women continuing formal and informal education. Resources: informal counselling on academic and personal goals, a speakers' program, videos, discussion groups, bursaries, referral, advocacy. It was founded in 1974 by women graduates of Queen's University.

##### Child Care

LOCATION 380 Bagot Street  
PHONE 542-4915

Parents wishing child care in Kingston should contact child care several months in advance of the date needed. Information about child care centres can be obtained by contacting the Child Care Resource Centre.

##### Day Care Centre

LOCATION 169 Union Street  
DIRECTOR Kerry Watkin

Queen's Day Care Centre Inc. provides child care for approximately 85 children from families of students, faculty, staff, and other members of the Kingston community. As a co-op, parents are actively involved and contribute two hours per week assisting with various duties. Care is provided for children six months to six years of age and a kindergarten program is provided. The Centre has 2 locations: 169 Union Street (546-6955 or 549-6612) and 96 Queen's Crescent (542-4373). Families are encouraged to make applications as early as possible.

##### Human Rights Office

LOCATION Old Medical Building  
PHONE 545-6886

DIRECTOR Ms Irene Bujara  
The office reports on administrative matters to the Secretary of the University and on policy matters to the Senate. The Human Rights Office has a primary responsibility to develop educational programs and recommend policies on human rights issues for the university community. It also provides fully confidential support for people with complaints of discrimination and/or harassment. A priority of the office is to help the university develop and review formal procedures for dealing with complaints of harassment and discrimination.

##### International Centre

LOCATION John Deutsch University Centre  
PHONE 545-2604

DIRECTOR Wayne Myles  
The Centre welcomes all Queen's students. We support international students' academic and personal development through activities for them and their families-reception, orientation, advising. The Centre's international

clubs, social and cultural events, and information on work/study abroad are open to everyone. Our lounge offers a relaxed setting for meeting people from other countries.

#### John Deutsch University Centre

**LOCATION** Corner of University and Union  
**PHONE** 545-2794  
**DIRECTOR** Jack Sinnott  
Queen's "community building" brings together students, faculty and staff in spirited interactions. Programs showcase Queen's talent and stimulate reflection and debate on campus issues. Interesting spaces accommodate quiet study, spontaneous conversation and lively meetings. Plus: offices of the Alma Mater Society, Graduate Student Society and Rector and convenient retail and food services.

#### Le centre français de Queen's

**LOCATION** 96 Albert Street  
**HOURS** Monday-Thursday 1am-5pm  
**PHONE** 545-2534  
**DIRECTOR** Hermance Pelletier  
Le Centre français de Queen's provides a comfortable setting for francophiles. The Centre offers various services such as a drop-in place, French non-credit courses, translations and activities such as films, French table, trips to Quebec, and much more.

#### Office of the Dean of Women

**LOCATION** Mackintosh-Corry Hall, Room D217  
**PHONE** 545-2533  
**DEAN** Pamela Dickey-Young  
The Office offers a variety of services to the Queen's community and, in particular, to the women on campus. Dean Pamela Dickey Young and her administrative assistant Jerry Roddy, welcome enquiries from students, staff and faculty. Dean Young, acts as a resource, particularly on issues of special concern to women, sponsors special events and programs, and is available as a sounding board for ideas. She offers informal

counselling on academic, personal and financial matters. In addition, the office employs a part-time counsellor who is attuned to the needs of women students and who is available for personal counselling.

#### Physical Education Centre

**LOCATION** Union Street  
**PHONE** 545-2500  
**CHAIR FACILITIES AND SERVICES** John McFarlane  
The Physical Education Centre serves as a recreation facility for students, faculty and staff, as a practice and playing site for women's and men's interuniversity, intramural and recreational clubs, and as a teaching and research facility for the School of Physical and Health education. The Centre includes racquet courts, swimming pool, arena, three gymnasias, weight rooms, dance studio, indoor track, other activity areas and a lifestyle fitness centre.

#### Residences

**LOCATION** Victoria Hall  
**PHONE** 545-2550  
**DIRECTOR** Dr Graham Brown  
The University provides residence accommodation in single and double rooms for approximately 2,800 undergraduate students and 300 graduate students. An information brochure, application form, and residence fee schedule are sent to each student who is offered admission to Queen's. For more information, contact the Residence Admissions Office.

#### Special Needs Office

**LOCATION** 72 Queen's Crescent  
**HOURS** Monday-Thursday 9am-4:30pm  
**PHONE** 545-6467  
**TDD** 545-6566  
**FAX** 545-6279  
**COORDINATOR** Barbara L. Roberts  
The Special Needs Office provides services to students with disabilities, including assessment, special exam and registration arrangements, notetakers, adaptive technology, counselling, refer-

ral services, library aids for print material, and liaison with faculty and staff.

All students (new and returning) must register by appointment every year with the Special Needs Office. Appointments may be booked throughout the summer and fall, but fall term exam arrangements must be completed by 15 November, and final exam arrangements by 15 March.

#### Student Affairs Centre

**LOCATION** 51 Queen's Crescent  
**PHONE** 545-2958  
**COORDINATOR** Student - changes annually  
The Student Affairs Centre, also known as "The Grey House", is home to many Queen's and Kingston community groups. It is a comfortable place to relax between classes, eat lunch, and read quietly. Free space can be booked for potlucks, study groups and small events. Kitchen facilities and TV/VCR available. Call to inquire about reserving space or for information on the groups in the house.

#### Student Counselling Service

**LOCATION** St. Lawrence Building (Ground Floor)  
**HOURS** Monday-Friday 9am-4pm  
**PHONE** 545-2893  
**DIRECTOR** Mike Condra, Ph.D., C.Psych.  
Queen's Counselling Service provides a range of services and programs to assist students in their academic and personal development during their time at University. Our services are free and confidential. We offer individual counselling, learning support and career exploration. We also provide group programs in learning support, stress reduction, public speaking skills, com-

munications skills, and relaxation training. The Counselling Service also provides assessment and counselling for students with learning disabilities.

#### Student Health Service

**LOCATION** St. Lawrence Building  
**HOURS** Monday-Friday 8:30am-4:30pm (Wed-10am)  
**PHONE** 545-2506  
Serving the physical and emotional health needs of all students, the clinic is located in the St. Lawrence Building, opposite the main entrance to Victoria Hall. All consultations, medical or psychiatric, are by appointment only, although requests for urgent or same-day appointments can be accommodated. Appointments may be made either by phone or in person. There is a 24-hour emergency answering service and a physician "on-call" night, weekends and holidays. Psychiatric Appointments,  
Administration 545-2507  
Health Education 545-6712  
Healthline 545-6000 ext. 444

#### Student and Community Services Group

**LOCATION** The Grey House, 51 Queen's Crescent  
**COORDINATOR** Student - changes annually  
The QSCSG offers a wide variety of services to members of both the Queen's and Kingston communities. The QSCSG consists of Telephone Aid Line Kingston (544-1771), the Lesbian and Gay Association - Kingston (545-2960), the Birth Control Centre (545-2959), and Queen's Women's Centre (545-2963). Run by volunteers, the groups always welcome new members. Call 545-2958 for information on any of these groups.

### Other Facilities

#### Alumni Association

**LOCATION** Summerhill  
**PHONE** 545-2060  
All graduates and former students are members of the Alumni Association. The 80,000-strong Association keeps alumni in touch with Queen's and their classmates through the Alumni Review magazine; provides Branch activities around the world; organizes events such as the fall reunion weekend; and offers services such as insurance, the MasterCard, travel, and retirement planning.

#### Medical and Hospital Insurance

**PHONE** 546-3811  
Students are required at registration to produce evidence of hospital and medical insurance effective in Ontario throughout the academic session, or to obtain insurance at registration. The University accepts no responsibility for uninsured medical expenses incurred by a student. For further information contact the Regional Office, Ontario Health Insurance Commission in Kingston.

#### Parking

**LOCATION** Fleming Hall, Room 202  
**PHONE** 545-2552  
**DIRECTOR** Howard C. Pearce  
Parking is restricted to permit holders and the demand for permits exceeds the number of parking spaces available.

Therefore, permits are issued on a priority basis according to geography. All students and staff may apply but permits will be issued in accordance to Section 2.5 of the Parking Regulations i.e., students in residences receive lower priority. Students may purchase a West Campus permit (approx. 1 mile from Main Campus). Information about parking, a schedule of parking fees, etc., are available in the Parking Office.

#### Security

**LOCATION** Fleming Hall  
**PHONE** 545-2552  
**EMERGENCY** 6111  
**DIRECTOR** Howard C. Pearce  
The Security program operates 24 hours a day with at least one security supervisor and one emergency report centre operator on duty at all times and security staff patrol the campus from 6pm. to 6am. The department offers an escort program for persons who wish to be accompanied from one point on campus to another, and a WORK ALONE program for persons who wish to be checked while working after hours in isolated areas.

There are 60-70 students employed as security patrol officers and applications for these positions are received in January-February each year. If interested, contact the Security Department.

## Associate Boards 1994-95 75

### Associate Boards of Education and Practicum Liaison Officers

<b>Carleton</b> Mr. G. Huneault	<b>Leeds and Grenville</b> Mr. M. Beverley	<b>Renfrew County</b> R.C.S.S.
<b>Carleton R.C.S.S.</b> Dr. W. Tomka	<b>Lennox and Addington</b> Mrs. R. Bailey	Mr. L. Keon
<b>Dufferin-Peel R.C.S.S.</b> Mrs. B. Easton	<b>Metropolitan R.C.S.S.</b> Ms M. Liscio	Scarborough Mr. G. Martin
<b>Durham</b> Ms J. Dale	<b>Norfolk</b> Mr. Woodland	<b>Simcoe County</b> Ms L. Scarlett
<b>Durham Region R.C.S.S.</b> Mrs. M. Goddard	<b>North Shore</b> Mr. R. Taylor	<b>Simcoe County R.C.S.S.</b> Mr. P. Larouche
<b>East York</b> Ms E. Benzing	<b>North York</b> Ms S. List	<b>Stormont, Dundas and Glengarry</b> Mr. M. Schaefer
<b>Etobicoke</b> Mr. J. Norman	<b>Northumberland and Clarington</b> Ms G. Hodgson	<b>Stormont, Dundas and Glengarry County R.C.S.S.</b> Mr. B. Warner
<b>Frontenac County</b> tba	<b>Ottawa</b> Ms D. LeBannister	<b>Sudbury</b> Mrs. P. Barber
<b>Frontenac, Lennox &amp; Addington R.C.S.S.</b> Mrs. C. Weir	<b>Ottawa R.C.S.S.</b> Mrs. S. Jantzi	<b>Sudbury R.C.S.S.</b> Mr. R. Richer
<b>Grey County</b> Mr. J. Dobie	<b>Peel</b> No Liaison	<b>Toronto</b> Mr. Choma - Elementary
<b>Haliburton</b> Mr. B. Saunders	<b>Peterborough County</b> Ms C. Carey	Ms Filice - Secondary
<b>Hastings</b> Mrs. P. Cronkright	<b>Peterborough, Victoria, Northumberland &amp; Newcastle R.C.S.S.</b> Mr. D. Foltz	<b>Victoria County</b> Mr. D. Disney
<b>Hastings-Prince Edward R.C.S.S.</b> Mr. R. Deleskie	<b>Prescott and Russell</b> Mr. J. Rahn	<b>Waterloo County</b> Ms P. Davey
<b>Kapuskasing</b> Mr. D. Duchesne	<b>Prescott and Russell R.C.S.S.</b> Mr. M. O'Connor	<b>Waterloo Region R.C.S.S.</b> Mr. B. Annable
<b>Lanark County</b> Mr. G. Slinger	<b>Prince Edward County</b> Mr. L. Langdon	<b>York Region</b> Mrs. E. Godber
<b>Lanark, Leeds, Grenville County R.C.S.S.</b> Mr. F. Musca	<b>Renfrew County</b> Ms J. Pantuso	<b>York Region R.C.S.S.</b> Ms J. Fazzari

# Ontario Teacher's Federation Affiliate Representatives for Kingston

**Association des enseignants franco-ontariens (A.E.F.O.)**  
M. Charron, President  
Ecole Secondaire Catholique Marie-Rivier  
130 Russell  
Kingston K7K 2E9  
546-5270

**Federation of Women Teachers' Associations of Ontario (F.W.T.A.O.)**  
T. Fairley, 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.)**  
H. Murphy, President  
786 Bath Road  
Kingston K7L 4Y2  
384-6893

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

**Ontario Secondary School Teachers' Federation (O.S.S.T.F.)**  
G. Smith, President  
153 Van Order Drive  
Kingston K7M 1B9  
546-6985

# 1994 Advisory Committee – Faculty of Education

Ms J. Murphy Anghelcecu  
Ecole Cathedrale  
301 Johnston Street  
Kingston, Ontario K7L 1Y5  
613 546-7555

Mr. J. Bates, Director  
Frontenac County Board of Education  
Postal Bag 610  
220 Portsmouth Avenue  
Kingston, Ontario K7L 4X4  
613 544-6920

Ms H. Buchan  
Loyalist C.V.I.  
153 Van Order Drive  
Kingston, Ontario K7M 1B9  
613 546-6985

Professor G. Cassidy  
School of Business  
Queen's University  
Kingston, Ontario K7L 3N6  
613 545-2745

Professor R. Crawford  
Associate Dean (Studies)  
Faculty of Arts and Science  
Queen's University  
Kingston, Ontario K7L 3N6  
613 545-2469

Mr. G. Gough  
Cataraqui Public School  
999 Sydenham Road  
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613 546-4995

Professor R. Kilpatrick  
Department of Classics  
Queen's University  
Kingston, Ontario K7L 3N6  
613 545-2745

Professor C. King  
Faculty of Education  
Queen's University  
Kingston, Ontario K7L 3N6  
613 545-6215

Mr. F. Musca  
Director of Education  
Lanark, Leeds & Grenville R.C.S.S.  
Board  
Smiths Falls, Ontario K7A 4T4  
613 283-5007

Mr. M. Perry, Superintendent  
Eastern Ontario Regional Office  
Ministry of Education and Training  
4th Floor, 1580 Merivale Road  
Ottawa, Ontario K2G 2B5  
1-800-267-1067

Ms E. Shapka  
Teacher Education Policy Unit  
Ministry of Education and Training  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1L2  
416 325-4336

Ms M. Smith  
Frontenac County Women Teachers' Assoc.  
505-32 Ontario Street  
Kingston, Ontario K7L 2Y1  
613 542-0633

Professor R. Tinline  
Department of Geography  
Queen's University  
Kingston, Ontario K7L 3N6  
613 545-6039

Professor W.G. White (ex-officio)  
Acting Dean, Faculty of Education  
Queen's University  
Kingston, Ontario K7L 3N6  
613 545-6210

TBA  
Chair, Faculty Board  
Faculty of Education  
Queen's University  
Kingston, Ontario K7L 3N6

TBA  
Vice-Chair, Faculty Board  
Faculty of Education  
Queen's University  
Kingston, Ontario K7L 3N6

