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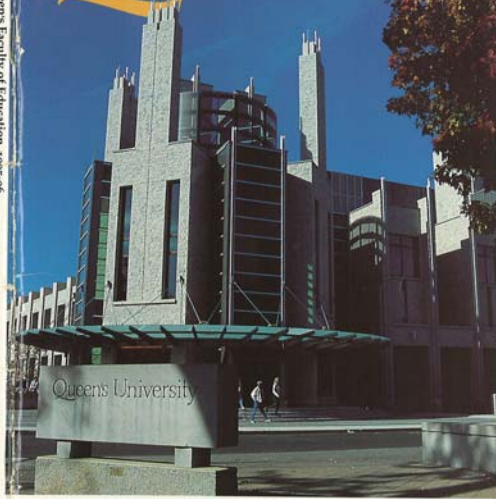
This Calendar is published some months before the opening of the session. Courses, programs and regulations will probably be as announced, but the University reserves the right to make changes without prior notice.

Queen's University at Kingston



QUEEN'S

Queen's Faculty of Education 1995-96



FACULTY OF Education 1995-96

iv Sessional Dates 1995-1996

<b>September 1995</b>	<b>January 1996</b>
4 Labour Day	3 Winter term begins
6 Fall term begins	8 Internship begins for Concurrent final year students
All B.Ed., Dip.Ed. and Concurrent final year candidates meet in the Auditorium of Duncan McArthur Hall at 9:30 am	12 Last date for adding a Winter term course
Registration in the Jock Hartly Arena for B.Ed., Dip.Ed. and Concurrent final year students	26 Last date for dropping a Winter or Fall/Winter course
29 Last date to add a Fall or Fall/Winter course	<b>February</b>
<b>October</b>	5-23 Student teaching
9 Thanksgiving Day (no classes)	19 Heritage Day
16 University Day	<b>March</b>
20 Last date to drop a Fall term course	11-15 Winter break
23-31 Student teaching	18-29 Student teaching
27 Fall Convocation	<b>April</b>
<b>November</b>	1-4 Student teaching
1-10 Student teaching	5 Good Friday
6 Commemoration Day (no classes)	30 Winter term ends
15 Fall term ends	<b>May</b>
<b>December</b>	1 1996-97 Outdoor and Experiential Education program begins
Spring term Continuing Education classes begin	20 Victoria Day (no classes)
31 Convocation - B.Ed., Dip.Ed. and Concurrent Final Year	17 Technological Education Summer Internship program begins
<b>June</b>	2 Summer term Continuing Education classes begin

History of the University 1

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned 'to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod.' This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were tided over by the unvaried 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,

Faculty of Education Calendar 1995-96

Queen's 'library of the 21st century'

The centrepiece of the university's Central Library Complex, the new \$42-million Joseph S. Stauffer Library represents the merging of the best of traditional libraries with the latest in technology. The six-storey, 230,000-square-foot building contains a third of the university's collection, which now totals more than 4.3 million items, and the electronic infrastructure to support the latest developments in computer-assisted research: almost 100 microcomputers are available to library users, and nearly 500 connection points have been installed for users wishing to access the university's mainframe system with their own laptop computers. The building is designed with growth in mind, and will be able to accommodate future storage and information retrieval needs well into the next century.

FRONT COVER PHOTO: John Rankay  
BACK COVER PHOTO: Bob Weisnagel  
DESIGN: Queens Graphic Design Unit

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



Administrative Staff - 1995-96

Upitis, R.B. B.A., M.Ed. (Queen's), M.A. (Harvard) Dean, Faculty of Education
Rees, R. B.A., M.A. (York), M.Ed. (Toronto) Associate Dean, Faculty of Education
Berrill, D. B.A. (Northwestern), M.A. (Toronto), Ph.D. (East Anglia) Director - Queen's/Trent Concurrent Program
King, C. B.Ed., M.Ed. (Saskatchewan), Ph.D. (Calgary) Director - Aboriginal Teacher Education
Danby, M. B.A. (Acadia), B.Ed., M.Ed. (Queen's) Coordinator of Student Teaching
Hill, A.M. B.A., Ph.D. (McGill), Ph.D. (Ohio State) Coordinator of Technological Education
Kirby, J.R. B.A., M.A. (Gill), Ph.D. (Alberta) Coordinator of Graduate Studies and Research
Olson, J.K. B.A., B.Sc. (Queen's), M.Ed. (Toronto), Ph.D. (Brock), Ph.D. (Birmingham) Coordinator of Mathematics, Science and Technology Education Group
Whitehead, L.E. B.Ed., M.Ed., M.A., Ph.D. (Calgary) Coordinator of Continuing Education
Eastbrook, J.H.C. B.A., M.A. (Western), Ph.D. (Toronto) Chair - Educational Contexts and Administration
Krugly-Smolka, E.T. B.Sc., B.Ed., M.A., Ph.D. (Toronto) Chair - Secondary Curriculum and Instruction Area

O'Farrell, L. B.A. (Queen's), M.A. (Arizona State), Graduate of National Teachers School of Canada Chair - Elementary Curriculum and Instruction Area
Schirall, M.G. B.A. (Queen's), College, New York, M.A., Ph.D. (Illinois) Chair - Psychology, Philosophy and History of Education Area
TBA Chair - Curriculum Studies and Professional Skills Area
Casey, S.S. B.A. (McGill), M.A., M.Ed., M.P.A. (Queen's), B.S., Ed.D. (Toronto) Associate Professor - Educational Technology and Psychology
Lynch, D. B.A., B.Ed. (Queen's), M.L.S. (Toronto) Education Curriculum and Reference Services Librarian
Jones, M.D. Assistant to the Dean
Niemann, J.U. Assistant to the Registrar (Education)
Perkins, B. Ph.D. (York), Queen's Administrative Supervisory Assistant - Technological Education
Poole, L.C. B.A. (Queen's) Registrar, Faculty of Education
Travers, A. B.A., B.Ed. (Queen's), M.L.S. (Toronto) Placement Coordinator
Sharples, A.H. B.Sc. (Birmingham), M.A., Ph.D. (Toronto) Professor - Educational Administration
Munn, I.H.M. B.A. (McMaster), M.Ed. (Queen's) Associate Professor - Comparative Education, Social Studies Education
Myers, M.J. B.A., M.A. (Université de Québec) Associate Professor - French Language Teaching
O'Farrell, L. B.A. (Queen's), M.A. (Arizona State), Graduate of National Teachers School of Canada Chair - Elementary Curriculum and Instruction Area
Olson, J.K. B.A., B.Sc. (Queen's), M.Ed. (Toronto), Ph.D. (Birmingham), Ph.D. (Birmingham) Professor - Science
Whitehead, L.E. B.Ed., M.Ed., M.A., Ph.D. (Calgary) Coordinator - Mathematics, Science and Technology Education Group
Frat, D. B.A., M.A. (Western), M.A., Ph.D. (Toronto) Professor - Curriculum Planning
Rafan, J. B.Sc., B.Ed., M.Ed., Ph.D. (Queen's), F.R.C.G.S. Associate Professor - Outdoor and Experiential Education
Rees, R. B.A., M.A. (York), M.Ed. (Toronto) Associate Professor - Educational Administration
Roulet, R.C. B.Sc., M.A. (Waterloo), B.Ed. (Queen's), M.Ed. (Toronto) Assistant Professor - Mathematics
Russell, T.L. B.A. (Conestoga), M.A.T. (Harvard), Ph.D. (Toronto) Professor - Science and Curriculum Studies
Schirall, M.G. B.A. (Queen's), College, New York, M.A., Ph.D. (Illinois) Associate Professor - Philosophy
Chair - Psychology, Philosophy and History of Education Area

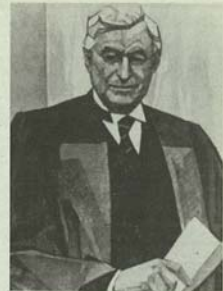
Faculty 1995-96

Ambury, G.G. B.A. (New Brunswick), M.A. (Sydney), B.Ed. (Toronto) Assistant Professor - Language Arts
Hills, G.L.C. B.A. (Alberta) Associate Professor - Philosophy
Hutchinson, N.L. B.A. (New Brunswick), M.A. (Toronto), Ph.D. (East Anglia) Associate Professor
Brown, A.N. B.Sc., B.Ed. (Queen's), M.Sc. (McMaster), M.Sc. (Calcutta) Assistant Professor - Computer Science
Campbell, D.S. B.A. (Washington and Lee), M.A. (North Carolina), B.Ed. (Illinois) Associate Professor - Educational Technology and Psychology
Chin, P.M.K. B.Sc. (Alberta), B.Ed., M.Sc. (Calgary) Assistant Professor - Science
Danby, M. B.A. (Acadia), B.Ed., M.Ed. (Queen's) Assistant Professor - Drama in Education
Eastbrook, J.H.C. B.A., M.A. (Western), Ph.D. (Toronto) Associate Professor - Educational Contexts and Instruction Area
Lewin, M.A. B.A. (Ottawa), M.A., Ph.D. (Toronto) Associate Professor - Educational Contexts
Egnatoff, W.J. B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto) Assistant Professor - Computers in Education
Elliott, S.R. B.F.A., B.Ed., M.A. (Queen's) Assistant Professor - Visual Arts
Higginson, W.C. B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Queen's), Ph.D. (Alberta) Associate Professor - Mathematics
Hill, A.M. B.Ed., Dip. Ed. (McGill), Ph.D. (Ohio State) Assistant Professor - Reading and Language Arts

Hill, R.J. B.A. (New Brunswick), M.A. (Toronto) Assistant Professor - Language Arts
Hills, G.L.C. B.A. (Alberta) Associate Professor - Philosophy
Hutchinson, N.L. B.A. (New Brunswick), M.A. (Toronto), Ph.D. (East Anglia) Associate Professor
Kemp, D.E. B.A. (Queen's), M.Ed. (Bath), U.T.D. (London), L.U.D.D.A. (Central School of Speech and Drama), L.T.C.L. (City College, London), F.R.S.A. Joint Appointment Arts and Science (Drama)
King, C. B.Ed., M.Ed. (Saskatchewan), Ph.D. (Calgary) Professor - Aboriginal Teacher Education
Kirby, J.R. B.A. (McGill), Ph.D. (Alberta) Professor - Psychology of Education
Danby, M. B.A. (Acadia), B.Ed., M.Ed. (Queen's) Assistant Professor - Drama in Education
Krugly-Smolka, E.T. B.Sc., B.Ed., M.A., Ph.D. (Toronto) Assistant Professor - Science (Biology)
Lewin, M.A. B.A. (Ottawa), M.A., Ph.D. (Toronto) Associate Professor - Educational Contexts
Loken, J.O. B.Ed. (Alberta), M.Ed. (Calgary), Ph.D. (Alberta) Assistant Professor - Educational Contexts
Mandell, A.L. B.A., L.L.B. (Queen's), Barrister and Solicitor of the Bar of Ontario Associate Professor - Law and Philosophy of Education
Hill, A.M. B.Ed., Dip. Ed. (McGill), Ph.D. (Ohio State) Assistant Professor - Reading and Language Arts

The Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Cory was named Vice-Chancellor and Principal. Principal Cory 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. He completed two five-year terms as Principal in August 1994 and was succeeded by Dr. William C. Leggett. Dr. Leggett, one of the world's most distinguished population biologists, began his term in September 1994 after serving as Dean of Science and then Vice-Principal (Academic) at McGill University. 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. 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 building 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. 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 Rich 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

Munby, A.H. B.Sc. (Birmingham), M.A., Ph.D. (Toronto) Professor - Curriculum
Munn, I.H.M. B.A. (McMaster), M.Ed. (Queen's) Associate Professor - Comparative Education, Social Studies Education
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Schirall, M.G. B.A. (Queen's), College, New York, M.A., Ph.D. (Illinois) Associate Professor - Philosophy
Chair - Psychology, Philosophy and History of Education Area

Sharples, A.H. B.Sc. (Birmingham), M.A., Ph.D. (Toronto) Professor - Educational Administration
Shulka, L.M. B.F.W.S. (Western), M.Ed. (Queen's), Ph.D. (Virginia) Assistant Professor - Curriculum Design and Evaluation
Smith, H.A. B.Sc. (New Brunswick), Ed. Dip. (McGill), M.A., Ph.D. (Toronto) Associate Professor - Educational Psychology
Smith, H.A. B.Sc. (New Brunswick), Ed. Dip. (McGill), M.A., Ph.D. (Toronto) Associate Professor - Educational Psychology
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Smith, H.A. B.Sc. (New Brunswick), Ed. Dip. (McGill), M.A., Ph.D. (Toronto) Associate Professor - Educational Psychology

Professors Emeritus

Applegate, M.W. B.A. (McMaster), M.A. (Toronto)
Bailey, J.C. B.A. (Queen's), M.A. (Sydney)
Balanchuk, M.I. B.A. (Queen's), M.Ed. (Toronto)
Crawford, D.H. B.Sc., M.A., M.Ed. (Glasgow), Ph.D. (Sydney)
Grime, A.R. B.A. (Manchester), M.Ed. (Toronto)
Holmberg, H. B.A., B.Phil. (Queen's), M.A. (Western)
Horwood, P.H. B.A., M.Sc. (Queen's)
King, A.J.C. B.F.P. (British Columbia), M.Sc. (U.C.L.A.), B.D. (Toronto)
Loney, D.E. B.Sc. (Queen's)
Massey, D.A. M.A. (Cambridge), M.A.T. (Yale), Ph.D. (Queen's)
Mellow, W.J. B.A., B.Phil. (Queen's), M.S. (Oxford)
Oser, H. B.A. (Queen's), Ph.D. (Toronto)
Park, P.B. B.A. (Queen's), M.Ed. (Toronto)
Perunak, W.S. B.A. (Queen's), M.Ed. (Toronto), Ph.D. (International College, Los Angeles)
Ready, V.S. B.A., L.L.B. (Queen's)
Robertson, A. B.A., B.Phil. (Queen's), M.A. (University of the Pacific)
Samuda, R.J. B.A., M.Ed. (Ph.D. Ontario)
Talenick, I. B.A., M.A. (Toronto)
Thompson, L. B.A. (Toronto), M.A. (Ottawa)
Watson, P.H. B.A. (Toronto), M.A. (Acadia)

4 The Faculty of Education

The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a professional school 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 academic complex housing the Faculty, 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 revived 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, tack shop, facilities for television viewing, and a music room. This has 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. Family accommodation is available in An Clachan, located on Sir John A. Macdonald Boulevard, a short distance from Duncan McArthur Hall. Information concerning University residences as well as application forms can be obtained from Residence Admissions, Victoria Hall, Queen's University. Students with families may contact the Apartment and Housing Office, Queen's University, Kingston, Ontario. Accepted students are sent residence 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.



**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. Educational Studies requirements are normally selected for the Fall term. A recommended Educational Studies course is LEARN 448, Aesthetic Education. Candidates register for SOCS 222, The Artist in Education, which is 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 is not 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. Educational 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 may be arranged. 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 ten-day residential interdisciplinary study period (1-10 May). See course SOCS 217.
- Two six-week supervised internships at selected outdoor or other experiential education centres. See PRAC 158.
- A five-day residential course (5 days prior to the beginning of the Fall Term) to consolidate practicum learning and to prepare for the Fall Term. See course SOCS 217.

**PHASE II**

Candidates then enter the regular Fall and Winter session in their chosen divisional program option. Cooperative students are required to take LERN 242 during the fall and winter and SOCS 243 as a residential course during the last week of April. An additional tuition fee is required for Phase I. The three required courses have additional charges for food and transportation.

**Note:** Students in Outdoor and Experiential Education are also available within the regular Consecutive and Concurrent 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:

- Curriculum, Skills and Educational Studies courses are designed to facilitate this specialization;
- The program takes an integrated approach and many of the student assignments reflect this;
- 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;
- Carefully selected classrooms with appropriate associate teachers are used for the practicum. There is a close liaison among students, faculty and associates;
- A 3 hour weekly seminar, LERN 238, for the purpose of ongoing discussion, workshops, lectures, and monitoring of the practicum experience is a required course.

**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. Candidates may be invited for a personal interview.

**Application for Admission - Consecutive Program**

Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centres. Application materials may be obtained at any Ontario university or by writing to the Registrar, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6. Offers of admission are made in late March or early April, and applications must reach the Application Centre by the second Friday in December at the latest. Application dates for alternative program tracks, such as Outdoor Education, may be earlier. 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:** All documents and statements 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 given to members of Aboriginal/First Nations People, racial, ethnocultural, and differently-abled 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 competence 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 middle of May preceding proposed enrollment 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 mid-May. Further preference will be given to candidates who will have completed the requirements for a graduate degree by mid-May.

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 middle of May preceding proposed Education enrollment.

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 or computer-generated.

Selection is based on a) the number of places available in the option/teaching subject 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 fulfill all prerequisite and subject preparation requirements by the middle of May prior to proposed enrolment in the Education 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 from a mathematics department.

**Note**

- Effective for Fall 1997 admission, an Ontario Academic Course or a full-year (or equivalent) university course in mathematics offered by a mathematics department 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 physical or natural 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 (from a university mathematics department). 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 or equivalent 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.

**Program Options Leading to Bachelor of Education or Diploma in Education**

The Faculty of Education offers a one-year post-degree consecutive program leading to the Bachelor of Education degree or the Diploma in Education. The program also 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.

Additionally, a concurrent teacher education program is offered both at Queen's and in cooperation with Trent University in Peterborough whereby candidates may take Education courses concurrently with their Arts and Science courses.

**Primary-Junior**

This program option 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 option 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 Intermediate division teaching subject.

**Intermediate-Senior**

This program option prepares candidates to teach in the Intermediate division (Grade 7 to Grade 10) and the Senior division (Grade 11 to OAC). In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

**Technological Education**

The Technological Education program option prepares candidates to be technology educators in the Intermediate division (Grades 9 and 10) and the Senior division (Grade 11 to OAC). There is a demand for competent technology teachers in public and private secondary schools, business and industry, adult and continuing education, and correctional services.

The Technological Education option is designed to provide emphasis on broad-based technologies, rather than specific skilled technologies. Qualifications can be sought in one broad-based technology at the Advanced level, or in two broad-based technologies at the Basic level.

Upon completion of the program, candidates who hold a university degree will receive a Bachelor of Education degree and the Ontario Teacher's Certificate. Candidates who hold an Ontario Secondary School Diploma (OSSD) or a College of Applied Arts and Technology (CAAT) diploma or equivalent will receive a Diploma in Education.

e a letter from the school of employment confirming the candidate's teaching experience;

f a completed Principal's Evaluation Form (a Queen's University document);

g a letter from the school of employment providing proof of a teaching position for the internship during the intervening year.

Both Technological Education programs follow the same admission procedures. First applicants complete the appropriate application form and submit all required documents by the due dates. Following receipt of all documents, Queen's University faculty and an admissions committee will review all applications. A selected number of applicants may be invited to an interview.

**Format**

Candidates in the Technological Education option complete all the components as required for the Intermediate-Senior option. One required Educational Studies course, SOCS 213, Organization and Management in Technological Education, is taken in the Winter term. The proof of competence required by the Ministry of Education and Training is a technology project completed as part of this course.

In the Fall term, candidates attend courses, design and make a group project in the technology labs, and complete three weeks of student teaching. The pedagogical foundation for the program is based on the designing and making of group technology projects. In the Winter term, candidates continue with courses, complete their individual technology projects with SOCS 213 to show technical competence and acquire further technical skills, and complete six weeks of student teaching.

**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

The Technological Education option is offered through two routes, each route aimed at a designated audience. One route is the full-time Fall/Winter program. The other route is the Internship program. The Internship program is designed for teachers who are employed by Boards of Education and are teaching on a Letter of Permission, but are not qualified teachers. This program is offered over two full summers and candidates teach in schools during the intervening year.

Queen's University is the only Ontario university with a technology lab and a technology computer lab. The pedagogical foundation for the program is the designing and making of technology projects using these facilities.

**Admission**

Application for the full-time Fall/Winter program is made through the Ontario Universities' Application Centre. Application forms are available at any Ontario university in early October. Applications for the Internship program are available from the Technological Education Department, Faculty of Education, Queen's University in mid-January.

The following admission requirements are generic to both Technological Education programs and are based on the Ontario Teacher's Qualifications Regulation under the Education Act, Regulation 297:

- the holding of an Ontario Secondary School Diploma or the successful completion of courses that are considered by the Minister to be the equivalent of such a diploma;
- proof of competence in the area or areas of technological studies selected as options in the program of professional education;
- one of the following:
  - five years of wage-earning business or industrial experience in the area or areas of technological studies selected as options in the program of professional education;
  - a combination of education related to the area or areas of technological studies selected as options in the program of professional education beyond that referred to in clause a, and business or industrial experience in the area or areas of technological studies selected as options in the program of professional education that totals five years, including at least two years of wage-earning experience, no less than sixteen months of which is continuous employment;

3) at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program acceptable to the Minister that includes at least twenty-four months of academic studies, if the wage-earning experience and the educational program are related to the area or areas of technological studies selected as options in the program of professional education.

The areas of technological studies that are options at Queen's are: Communications Technology, Construction Technology, Manufacturing Technology, Services Technology (which unofficially breaks down into Hospitality Services and Personal Services), and Transportation Technology.

The Internship program has several additional entrance requirements as follows:

- a copy of the candidate's Letter of Permission (a Ministry of Education and Training document);

components include a course specific to Aboriginal education (LERN 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 Ontario Secondary School Diploma 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 LERN 230, Advanced Seminar in Curriculum, and SOCS 463, Culture and Education. LERN 482, Human Dimensions in Teaching and Learning, is recommended. 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.



**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., B.A.(Honours)/B.Ed., B.Sc./B.Ed., and B.Sc.(Honours)/B.Ed.

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

**Admission**  
Candidates for the initial year of the Concurrent 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 teaching-related background of all candidates.

**Program Components and Format**  
The Concurrent B.Ed. degree requires the successful completion of five credits in Education: 2.0 credits in Curriculum, 1.5 credits in Educational Studies, 0.5 credit in Professional Skills, and Practicum, which receives the weight of 1.0 credit. The practicum includes service learning, at least three ten-day rounds of practice teaching and the internship.

Students must complete the equivalent of 1.5 credits from the two areas of Educational Studies - Learning and Development in Education (LERN) and Social and Contextual Studies in Education (SOCs). At least one half credit must be taken from each of the two areas. LERN 236, taken in the first year of the Concurrent program, is counted as a 0.5 credit toward the Education Studies requirement.

In Year 1, candidates normally enrol in five courses in Arts and Science and in the Education courses LERN 236, Introduction to Schools and Teaching, and PRAC 166.

In Year 2, candidates normally enrol in five courses in Arts and Science and in the Education course PRAC 167, which requires fifteen hours of classes on teaching skills and ten days of practice teaching. As well, students may take a half course in Educational Studies.

In Year 3, candidates normally enrol in five courses in Arts and Science and in the Education course PRAC 168, which requires ten days of practice teaching. An Educational Studies course may be taken, if desired.

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 2.0 credits in Curriculum in the chosen option (Primary-Junior, Junior-

Intermediate, or Intermediate-Senior), 0.5 credit in Professional Skills (SKIL 146, 147 or 148), and any remaining Educational Studies requirement (a total of 1.5 Educational Studies credits 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 program option) 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 *Queen's Concurrent Teacher Education Handbook* or the *Trent-Queen's Concurrent Teacher Education Program Student Handbook*.

**Note** Approved teaching subjects in the Junior-Intermediate option are: Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Instrumental or Vocal), Native Studies, and Visual Arts. Approved teaching subjects in the Intermediate-Senior option are: Computer Science, Dramatic Arts, Biology, Chemistry, History, English, French, Geography, Mathematics, Music (Instrumental or Vocal), Native Studies, 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 required to concentrate their efforts on the 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. Concurrent students are expected to complete both Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

**Note** Concurrent program components are subject to change without notice.

**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 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 recommendation.

To accompany the Ontario Teacher's Certificate, the Ontario Ministry of Education and Training issues the Ontario Teacher's Qualifications Record Card, which shows 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)

**Note**

1. A full-year course in Canadian history is needed for the selection of History as a teaching subject.
2. 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.
3. 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.
4. Effective for Fall 1997 admission, a full-year or equivalent university course in a physical or natural 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, Geography, 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 or equivalent 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 the other.

**Note**

1. A full-year course in Canadian history is needed for the selection of History as a teaching subject.
2. Applicants may not select both Music-Instrumental and Music-Vocal as teaching subjects.
3. Applicants for Biology must offer in their preparation at least one full-year course with a major laboratory component from a university biology department. Other courses, though not necessarily designated Biology, should include topics in both plant and animal (invertebrate and vertebrate) biology.
4. Applicants selecting Chemistry as a teaching subject should offer a full-year course equivalent in introductory chemistry, and other courses which include organic, analytical and physical chemistry. One full-course equivalent in biochemistry is acceptable.
5. 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.
6. 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 may be invited for an interview.

**Outdoor and Experiential Education**

In addition to meeting the academic requirements for admission to the specific divisional program option, eligible candidates for admission to Outdoor and Experiential Education may be invited for an interview.

**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 candidates may be invited for an interview.

**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 Educational Studies, Curriculum, and Professional Skills and Practice.

**Educational Studies**

Candidates must complete the equivalent of 1.5 credits from the two areas of Educational Studies - Learning and Development in Education (LERN), and Social and Contextual Studies in Education (SOCs). At least one half credit must be taken from each of the two areas.

**Curriculum**

Candidates must complete the equivalent of two credits in Curriculum. The courses are numbered between CURR 303 and 380.

**Professional Skills and Practice**

Candidates must complete one half credit in Professional Skills. The course offerings are SKIL 146, 147 and 148. Candidates must also pass PRAC 160, Student Teaching, which 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.

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

are listed. Candidates in the Technological Education option 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 Additional Qualifications (such as Special Education, Part 1). These courses are offered during the Summer or Fall/Winter terms at Queen's and other faculties of education. 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 acknowledgement 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, 9 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.

**Primary-Junior Components**

**Curriculum** 2.0 credits  
CURR 371 (0.5) Reading and Language Arts  
CURR 372 (0.5) Mathematics  
CURR 373 (0.5) Social and Environmental Studies  
CURR 374 (0.5) The Arts

**Educational Studies** 1.5 credits  
Learning and Development in Education (LERN)  
Social and Contextual Studies in Education (SOCs)  
(Must include at least 0.5 credits from each area)

**Professional Skills and Practice** 1.5 credits  
PRAC 160 (1.0) Student Teaching  
SKIL 146 (0.5) Professional Skills PJ

TOTAL REQUIREMENT FOR PRIMARY-JUNIOR 5.0 credits

**Junior-Intermediate Components**

**Curriculum** 2.0 credits  
CURR 375 (0.5) Communications  
CURR 376 (0.5) Social and Environmental Studies  
CURR 377 (0.5) The Arts  
CURR 3xx (0.5) Intermediate teaching subject selected from even-numbered courses CURR 312 to 380

**Educational Studies** 1.5 credits  
Learning and Development in Education (LERN)  
Social and Contextual Studies in Education (SOCs)  
(Must include at least 0.5 credit from each area)

**Professional Skills and Practice** 1.5 credits  
PRAC 160 (1.0) Student Teaching  
SKIL 147 (0.5) Professional Skills JI

TOTAL REQUIREMENT FOR JUNIOR-INTERMEDIATE 5.0 credits

**Intermediate-Senior Components**

**Curriculum** 2.0 credits  
Two teaching subjects selected from odd numbered courses from CURR 303 to CURR 379.

**Educational Studies** 1.5 credits  
Learning and Development in Education (LERN)  
Social and Contextual Studies in Education (SOCs)  
(Must include at least 0.5 credit from each area)

**Professional Skills and Practice** 1.5 credits  
PRAC 160 (1.0) Student Teaching  
SKIL 148 (0.5) Professional Skills IS

TOTAL REQUIREMENT FOR INTERMEDIATE-SENIOR 5.0 credits

**Technological Education Components**

**Curriculum** 2.0 credits  
CURR 367 (1.0) Teaching Technological Studies  
CURR 368 (1.0) Curriculum Development in Technological Studies

**Educational Studies** 1.5 credits  
SOCs 213 (0.5) Organization and Management of Technological Education (includes technology project)  
Learning and Development in Education (LERN)  
Social and Contextual Studies in Education (SOCs)  
(Must include at least 0.5 credit from LERN area)

**Professional Skills and Practice** 1.5 credits  
PRAC 160 (1.0) Student Teaching  
SKIL 148 (0.5) Professional Skills IS

TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION 5.0 credits

**Note** Components are subject to change without notice.



**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; SOCS 462/0.5 is a half course.

**Educational Studies**

The two areas of Educational Studies are Learning and Development in Education (LERN) and Social and Contextual Studies in Education (SOCS). Candidates are required to complete a total of 1.5 credits, including at least one half credit from each area.

Note: Some courses in Educational Studies are intended primarily for specific candidates in terms of their divisional options. If a course is intended mainly for students in the Primary-Junior option, then (PJ) will appear to the right of the course number and name. If (PFIS) appears to the right of the course number and name, then this course is appropriate for candidates in any program option.

**LEARNING AND DEVELOPMENT IN EDUCATION**

Courses in this area are concerned with sociological, psychological, historical, philosophical, aesthetic, political, and institutional studies in education with a focus on the individual learner.

**LERN 205/0.5 Internship Research Project (Concurrent only) (PFIS)**  
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.

**LERN 207/0.5 Outdoor and Experiential Education, Practice and Theory (PFIS)**

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 SOCS 208 in outdoor and experiential education.

**LERN 229/0.5 Introduction to Teaching English as a Second Language (PFIS)**  
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 three-part specialist course in Teaching English as a Second Language.

**LERN 230/0.5 Advanced Seminar in Curriculum (PFIS)**  
(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 curricular logistics.

**LERN 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.

**LERN 238/0.5 Special Topics in Early Childhood Education (PF)**  
(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.

**LERN 243/0.5 Computers, Software and Teaching (PFIS)**

Designed primarily for those with little or no computing experience, this course explores the integration of computing 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 word processors, 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.

**LERN 246/0.5 Introduction to Computer Programming for Education (PFIS)**

This course is intended for students with or without previous programming experience. The general aim is to provide an introduction to problem solving as expressed through computer programming. Students will investigate the i) process of programming ii) major P (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).

**LERN 289/0.5 Teaching for Self-Directed Learning (PFIS)**

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.

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

Submitting the same piece of 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 policy:

- 1 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.
- 2 The Faculty will maintain a registry of graduates available for supply teaching; graduates will be given precedence over currently enrolled students.
- 3 A student who does some or all of two weeks of supply teaching during a practicum teaching round may be expected to make up the time in regular practice after the term ends.
- 4 No student will be excused for supply teaching during the first term. Two weeks will be the maximum for any supply teaching assignment.

The Registrar's Office will administer the policy and initiate appropriate arrangements with instructors necessary to release students from classes.

**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:

- AG – Aegrotat grade
- AU – Audit
- CR – Credit
- IN – Incomplete
- 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. or Dip.Ed. program, 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 due to, 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 Ontario Teacher's Certificate, a student must have grades of H, PA, AC, 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 that Office to ensure that all candi-

dates 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.

**LERN 299/0.5 Private Studies (PFIS)**  
Private studies may be undertaken by a student 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 grading to the Registrar before a student may be registered for Private Studies.

**LERN 441/0.5 Issues in Grading and Evaluation Theory (PFIS)**  
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.

**LERN 448/0.5 Aesthetic Education (IS)**

This course will examine a number of problems that are of particular concern to teachers of the arts. The principal thrust of the course will be to try to discover the sources of our appreciation of works of art so that we may be in a better position to bring others – most notably our students – to share in that appreciation.

**LERN 461/0.5 The At Risk Adolescent, Part 1 (IS)**

This course addresses at risk adolescents at the intermediate level (I1 and IS) – those students who exhibit behavioural and communications exceptionalities that place them at risk for school failure, early leaving and delinquency. The aim of the course is to use psychological and sociological perspectives to understand the adolescent context, to explore conditions that appear to put some adolescents at risk, and to examine and assess community and school-based programs intended to help them. This course pursues the objectives through the research literature and provides opportunities to learn from experts in the field who work with at risk youth in schools and community agencies. This course is a prerequisite for SOCS 462.

**LERN 465/0.5 Learning and Development in Adolescence (IS)**

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.

**LERN 467/0.5 Psychological Processes of Reading and Writing (PF)**

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.

**LERN 470/0.5 The Development of Symbol Systems (PF)**

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.

**LERN 476/0.5 Exceptional Children (PFIS)**

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.

**LERN 482/0.5 Human Dimensions in Teaching and Learning (PFIS)**

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 relating to self-esteem, motivation, and personal teaching 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.

**SOCIAL AND CONTEXTUAL STUDIES IN EDUCATION**

Courses in this area are concerned with sociological, psychological, historical, philosophical, aesthetic, political, and institutional studies in education with a focus on the broader contextual aspects of education and schooling.

**SOCS 206/0.5 Open Country Explorations (PFIS)**

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.

dates 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.

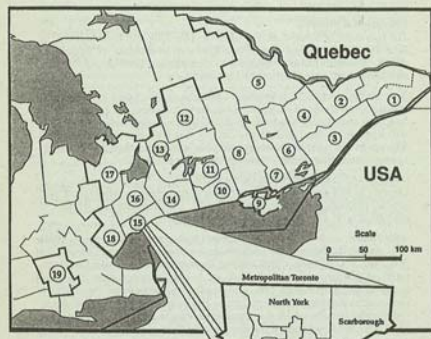
**Code of Conduct**

All students are required to adhere to the University's Code of Conduct. They should also be aware 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 willful or negligent damage to the property of Queen's or of a member of the University community, of the AMS, GSS or of any other University organization;
- 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;
- g any reprisal or express or implied threat of reprisal for making and pursuing a complaint under any procedure authorized by the University.

**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 Halliburton	18 Peel
		19 Waterloo



and leisure, in their peer groups and in the school? 2) How do schools respond to these real or imagined differences? How do 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.

**SOC5 491/0.5 Sociology of Education for Secondary School Teachers (IS)**  
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.

**SOC5 492/0.5 Current Issues in Education (PIS)**  
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 in education and to be able to discuss them in a knowledgeable manner.

**SOC5 494/0.5 Explorations in Learning Environments (PJI)**  
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 school's programs and in those non-school activities e.g., home, community affecting learning and 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 this 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

**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 divisions. Emphasis will be placed on developing:

1. knowledge and understanding of Ontario Ministry of Education and Training guidelines and support documents on reading and writing;
2. knowledge and understanding of 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 and Training guidelines and policies relating to the teaching of mathematics in the Early and Formative Years. Present trends in mathematics education 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

studies which the child is familiar is used as a starting point for the development of basic pupil skills in reading, writing, speaking and listening. Consideration will be given to the concepts 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 analyze 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.

**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 \$7.

**SOC5 208/0.5 Outdoor and Experiential Education, (PIS)**  
**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 LERN 207, but may be taken separately.

**SOC5 213/0.5 Organization and Management of Technological Education**

This course is designed primarily for Technological Education students, although students in other programs who have a technology background may also enrol. The safe and efficient management of secondary school laboratory facilities used to design and make technology projects will be examined. Included will be topics such as safety, budgeting, floor plans, equipment maintenance, inventory, purchasing and ordering, day-to-day laboratory management routines for both individual and group situations, and mark records. Different computer software programs will be applied to the above topics. In addition, each candidate, through the Technology Project, will undertake an individualized program to update subject skills and to acquire additional related skills. The Technology Project fulfills the proof of technological competence required by the Ministry of Education and Training for teacher certification. This is a core course for Technological Education students. There is a Technology Project service charge of \$160 for this course.

**SOC5 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.

**SOC5 250/0.5 Introduction to Aboriginal Education (PIS)**  
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; pub-

lic, 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.

**SOC5 253/0.5 Technology in Society: An Elementary School Perspective (PJI)**  
This course is designed to introduce the study of technology into the Early/Formative and Transition Years (JK to Grade 9) curriculum. Open-ended problem solving through the use of design processes, designing and making of projects, activity-based curriculum development, and student-centred learning are pedagogical approaches that will be investigated. As well, human and environmental aspects of technological developments, and technological concepts, skills and knowledge will be learned. Resources - books, supplies, materials, equipment and tools - will be examined. Another component to this course will be to examine ways of integrating technology with mathematics, science and other subject areas in keeping with the holistic approach to elementary education and *The Common Curriculum*. Project materials \$20.

**SOC5 286/0.5 A Study of the Religious Education Program (PIS)**  
**in the Roman Catholic Schools of Ontario**

This course is an introduction to the current concepts which make up the Religious Education curriculum centrally 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.

**SOC5 287/0.5 The Family, the Teacher and the School (PIS)**  
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.

**SOC5 415/0.5 Canadian Education in Comparative Perspective (PIS)**  
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.

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 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 \$7.

**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 within an integrated curriculum.

**Music** This is an introduction to musical activity in the elementary classroom. It focuses on the integrative aspects of music in the curriculum and introduces suitable strategies and materials. Through experiential learning, students will develop their own self-confidence and musical skills.

**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 organized 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**

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 Inter-

mediate 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 concepts 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 analyze 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.

**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 \$7.

**SOC5 440/0.5 Understanding Teaching (PIS)**  
This course is intended as an introduction to the philosophy of teaching. Topics will include the nature and aims of education, the activities of testing 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.

**SOC5 442/0.5 Ethics and Education (PIS)**  
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 of graduates are believed to need in finding employment will be evaluated with respect to educational values.

**SOC5 444/0.5 Philosophy of Education for Teachers of Mathematics and Science (PIS)**

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.

**SOC5 454/0.5 Teachers and the Law (PIS)**

Through the study of legal actions brought against school boards and teachers, this course will examine the standard of professional responsibility that the law requires. The teacher's responsibility to ensure the safety of students and the teacher's legal liability when a student is injured will be examined through the study of cases involving injury to pupils in a variety of settings such as classrooms, gymnasiums, shops, laboratories, playgrounds, playing fields, field trips and outdoor education settings. Special attention will be paid to legal problems that can arise when a teacher is confronted by defiant or violent behaviour and the legal dimension of the teacher's role as disciplinarian. Insurance and other protection available to teachers through their school boards and federations will be discussed. All teachers have a legal duty to report child abuse and this course will examine when and how that reporting duty must be fulfilled as well as the legal and professional consequences that may result from failure to fulfill it. All teachers must comply with regulations on professional ethics made under the Teaching Profession Act and this course will consider specific duties created by those regulations as well as the professional discipline that may result from a teacher's failure to fulfill those duties.

**Note:**  
Instructors in the Co-operative Program Track in Outdoor and Experiential Education recommend that students in that program enrol in SOCS 454.

**2** Instructors in CURR 347, Physical and Health Education (Intermediate-Senior), recommend that their students enrol in SOCS 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 SOCS 454.

**4** Instructors in Early Childhood Education recommend that their students enrol in SOCS 454.

**SOC5 462/0.5 The At Risk Adolescent, Part 2 (IS)**

This course builds on LERN 461 and pursues the same aim through short-term community placements with local schools and agencies, and through independent study under the supervision of the instructor. Prerequisite: LERN 461.

**SOC5 463/0.5 Culture, Language and Education (PIS)**

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.

**SOC5 485/0.5 Sociology of Deviant Behaviour (PIS)**

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.

**SOC5 486/0.5 Antiracist, and Aboriginal, Racial and Ethnocultural (PIS)**

This course examines the contemporary issues relating to antiracist, and Aboriginal, racial and ethnocultural equity education in school curricula and other school practice. By September 1995 each Ontario school board is required to have "policies and implementation strategies" toward antiracist, and Aboriginal, ethnocultural equity education. One set of issues relates to the questions: "Why did the transition from 'multiculturalism' to antiracist, and Aboriginal and ethnocultural equity studies occur?" "How is the informing of the new practices occurring?" Perhaps more critically, "How is 'equity' reflected in the 'day-to-day' classroom experiences of Ontario students and teachers?". There will be opportunities for students to critique and develop curricular/ pedagogical practices germane to their own teaching specializations and levels.

**SOC5 490/0.5 Seminar in Social Class, Gender and Race in Education (PIS)**

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



**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 its 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 databases for data management and to word processing 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 to both 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.

**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 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 \$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 tout élève à appliquer micro-teaching, 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

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 within an integrated curriculum.

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 and Training 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 documents;
2. the development of motor skills and related activities;
3. the development of methods, organizational considerations, and skills related to specific team games;
4. the development of methods, organization considerations, and skills related to educational and formal gymnastics.

**INTERMEDIATE TEACHING STUDIES****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 and Training guidelines in geography and provide specific preparation for implementing Ministry 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)**

A course which 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 and Training. 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 practiced. 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

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 Massey and the Inquiry Methods and Oliver, Franke, 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 course development. 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 will 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 and Training guidelines for music. 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 347/1.0 Physical and Health Education (Intermediate-Senior)**

This course will consist of twenty classes of health education and theory and twenty classes of physical education. It is intended to explore health content, philosophy and methodologies from Grade 7 to OAC. The major method of delivery is participatory - lecture, demonstrations, student presentations, and projects which will be skill-oriented and practical. Some of the health topics in the Ontario Curriculum Guidelines will be discussed. Compulsory and important health topics will be fully developed and demonstrated. The impact of current health issues in the classroom will also be reviewed. The physical education portion of the course will include laboratory sessions in many sports including basketball, dance, volleyball, soccer, fitness, games of low organization, outdoor recreation and leisure time sports activities. These lab sessions will demonstrate lesson sequences, class organization, use of materials and visual aids, safety considerations, and use of a variety of teaching styles. Included in this course will be methods of evaluation of students and programs, extensive lesson planning, curriculum development, and maintaining a balanced program of curricular, inter-school and intramural activities. Learning materials \$15.

**CURR 365/1.0 Music - Instrumental (Intermediate-Senior)**

A course designed to prepare candidates for teaching 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 and Training 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 367/1.0 Teaching Technological Education**

This course is designed to help technological education teacher candidates develop a personal style of teaching which is consistent with concepts and principles of the teaching/learning process. Techniques, strategies and skills in relation to lesson preparation, teaching and facilitating, evaluation, project planning and making are examined in detail. Inter-personal relationships and motivation are also examined in relation to their application to in-school situations.

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

The ability to teach effectively depends to a large extent on the phloso-

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 and Training 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 (Intermediate)**

This Intermediate level course will consist of approximately ten lessons of health education and Theory and approximately ten lessons of activity, focusing on the topic stipulated by the Ontario Ministry of Education and Training guidelines and supporting documents for the Intermediate division. The health education component is intended to explore much of the content, materials, resources, philosophy and methodologies for the topics specified. The compulsory and important health topics will be fully developed and demonstrated. The major method of delivery is participatory - lecture, student presentations, and projects which will be skill-oriented and practical. The physical education component will include a program overview, both curricular and co-curricular. Teaching materials and safety will be offered for the wide range of activities taught at this level. Other topics will include various methods of student and program evaluation and creating a partnership with parents/guardians and the community. Learning materials \$15.

**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 work in the Intermediate/Senior level. 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 requirements for admission to the one session Honour Specialist qualification. Learning materials \$10.

**INTERMEDIATE-SENIOR**

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 will be required to be purchased or 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 framework to explore the nature of science, science teaching, and learning, this course leads to eligibility for admission to the one session Specialist qualification in chemistry. Other topics will include various 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.



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 hold 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);
- 3 provides 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;
- 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;
- 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**

- Honour Specialist Qualification**
- Biology
  - Chemistry
  - Dramatic Arts
  - English
  - Environmental Science
  - Family Studies
  - French
  - Geography
  - History
  - Integrated Arts
  - Mathematics
  - Music
  - Physics
  - Physical and Health Education
  - Science
  - Technological Studies
  - Visual Arts

**Additional Basic Qualification**

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

**One Session Additional Qualification**

- Adult Education
- Childhood Education
- Integrated Arts
- Teaching Writing
- Education
- Special Education
- Visual Arts
- Technological Studies Additional
- Basic Qualification
- Communications
- Construction
- Manufacturing
- Services
- Transportation

- Three Session Additional Qualification
- Three Session Additional Qualification
- Business Education - Data Processing
- Cooperative Education
- Computers in the Classroom
- Computer Studies - Computer Science
- Dance
- Design and Technology
- Dramatic Arts
- English as a Second Language
- Environmental Science
- Family Studies
- French as a Second Language
- Guidance
- Intermediate Education
- Junior Education
- Librarianship
- Mathematics in Primary Junior Education
- Media
- Music-Instrumental
- Music-Vocal
- Physical and Health Education
- Primary-Junior and Intermediate-Senior
- Primary Education
- Reading
- Religious Education
- Science in Primary-Junior Education
- Special Education
- Visual Arts

56 **The Master of Education Program**

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 an Honours 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.

57 **Scholarships, Bursaries and Financial Assistance**

**Fees**

Fees are due and payable 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 1995-96 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 appli-

phy of the teacher and the way that the teacher organizes the subject content. A philosophy of technological education is developed by each broad-based technology of concern. Historical events of Canadian technical and vocational education provide further development to philosophical perspectives. Basic concepts and principles of learning theory in our society, community involvement in schools, and project planning and making are used as bases to develop curriculum and assessment packages.

**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.

**Professional Skills and Practice**

**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 variety of teaching/learning contexts found in Ontario schools and to the essential generic skills curriculum planning in the classroom. These include areas such as: 1) required of teachers in the classrooms, 2) student assessment and reporting, 3) computing in the classroom, 4) resource-based learning, and 5) classroom management. Each component stresses the use of self-directed learning strategies. Students will be enrolled in the course offered for their divisional program option. Learning materials \$50.

**PRAC 160/1.0 Student Teaching (Consecutive)**

In order to qualify for the Education degree or diploma and an Ontario Teacher's 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 designated area. This will mean that they may have to travel up to 325 kilometres 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 where they would like to do their practice.

**PRAC 163/0.0 Practicum (Mathematics and Science Late-Entry Concurrent)**

In the Spring at the end of the third year of their Science program, students will complete a two-week supervised practicum at an approved chosen teaching subjects and may include teaching in the Intermediate division.

**PRAC 164/0.0 Practicum (Mathematics and Science Late-Entry Concurrent)**

During the fourth year of their Science program, students will complete a supervised practicum at an approved elementary or secondary school. The practicum will consist of regular meetings, the equivalent of the MAS coordinator for planning and review. The practicum will be arranged by the students at an approved secondary or elementary school and in consultation with the MAS Coordinator.

**PRAC 166/0.0 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 8. This placement serves to introduce students to the professional teaching environment. It also provides the Introduction to Schools and Teaching.

**PRAC 167/0.0 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, and five weeks of classes in the Winter term. The student teaching may take place during the candidate's winter break and/or immediately following the Winter term in April or May. Learning materials \$5.

**PRAC 168/0.0 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 169/1.0 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.

52 **Continuing Education**

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;
- 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;
- 3a or 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 or 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**

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 in 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 in 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 in ecology.

**Technological Education**

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

**Note** In the case of some courses, additional 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**

- 1 Hold an Ontario Teacher's Qualifications Record Card.

**Note**

- 1 In the case of all qualifications except Computers in the Classroom, Co-operative Education, Guidance, Design and Technology, Media, Multiculturalism in Education, Music - Instrumental, Music - Vocal (Primary, Junior), Music - Vocal (Intermediate, Senior), Special Education, The Blind, The Deaf, The Deaf/Blind, and Visual Arts, the candidate's Record Card must have an entry showing qualifications in the Primary division, the Junior division, the Intermediate division in general studies, or the Senior division in general studies.
- 2 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 2.
- 2 submit evidence of at least one year successful teaching experience in Ontario certified by the appropriate supervisory officer or one year successful teaching experience outside Ontario certified by the appropriate supervisory officer.

**Specialist**

- 1 hold an Ontario Teacher's Qualifications Record Card indicating successful completion of Part 2.
- 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 requirements are in effect for some three-session courses.



her son, N. Joseph Paithouss, B.A./79/B.Sc.(Eng./80). The Prize is a medalion awarded to a graduating student with good academic standing who is completing a degree on a full-time or part-time basis while combining family and/or employment and/or other responsibilities, and who has had barriers to over-writing and directed to the Director of the Ban Righ Foundation by 1 April. Please include personal and academic information and letters of support from family and colleagues from the University and/or the community. The selection of the recipient of the medalion will be made by the Board of the Ban Righ Foundation for Continuing University Education.

#### 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. NEEI 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 Coe, 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.

#### The Anna Jean Baker Bursary

Established from a bequest by Edward Ross Baker in memory of his mother, Anna Jean Baker, and awarded to a student in any faculty or school at Queen's University on the basis of satisfactory academic standing and financial need. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; value \$1300.

#### 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 students of 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 Student's 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 1959 to 1969 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 Hercher 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, Conn./41(Queen's), M.A./Harvard. Awarded to students in any undergraduate faculty or school who are in need of financial assistance; value variable.

#### The Celeste Hibbert Hunter Bursary

Awarded on the basis of need to a resident of the United States residing 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 Ottawa 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 YMCA 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 granting 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 Kingston Bursaries

Established by Mrs. Alice Kingston 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 Williamina McArthur-Humphries Bursaries

Established by Williamina 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 Ottawa Women's Canadian Club Bursary

Established by the Ottawa Women's Canadian Club and awarded to an undergraduate student on the basis of financial need. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; value \$400.

#### 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 Rehab Therapy Society Sequicentennial Bursary

Established by the Rehab Therapy Society in 1990, in celebration of Queen's Sequicentennial. 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

tion 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 Program

This program aims to assist students who find that their part-time 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 Education and Training. The program is open to students from other provinces, and 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. Some assistance is available for local transportation and child care costs. Application forms are available from the Assistant Registrar (Student Awards), Queen's University.

#### The Ontario Child-Care Bursary

The Child-Care Bursary is one of the components of the Ontario Student Assistance Program (OSAP). The Child-Care Bursary is a non-repayable, taxable bursary provided to eligible students who must incur child-care costs in relation to their participation in a post-secondary program. When a student's regular OSAP application has been processed through the Ministry of Education and Training, an application form for the Child-Care Bursary is sent directly to the student if the student's OSAP application shows that the student has custody of at least one child under 12 years of age, and the student has been assessed with at least one dollar of loan need.

#### The Special Needs Bursary

The Special Needs Bursary is one of the components of the Ontario Student Assistance Program (OSAP). Special needs students who demonstrate at least a one dollar need through OSAP may be eligible to receive non-repayable, provincial and federal assistance for their educationally-related expenses. Students must be registered with the Special Needs Office at Queen's University. This bursary is considered taxable income. Application forms are available at the Special Needs Office and Student Awards.

#### Queen's University Student Loan Fund

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.

#### The A.Lorne Cassidy Award

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

#### The Frank 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, EFE instructors, in consultation with the Associate Dean, will review the files of all EFE students to identify the individual who is deemed to be outstanding by the instructors. All available relevant data will be considered, including precicum 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 the 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 scholarship, teaching ability and character; value \$350.

#### John Watson Award

Granted to the graduating Bachelor of Education student in the Primary-Junior option or the Junior-Intermediate option 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

character, 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, and submit an official transcript. 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 be 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, Gaspes, Est, Gaspes and lies de Madeleine. The Senator Frank Carrel Scholarships: Several scholarships are awarded annually on the basis of general competence. 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 \$1100.

#### The Barbara Paul Memorial Award

Established in memory of Effie Barbara Paul (Paithouss), B.A./74(Carleton), by her son N. Joseph Paithouss, B.A./79/B.Sc.(Eng./80), and awarded to a student 25 years or older. The student(s) should be nearing the completion of their academic work, and combining family and/or employment and/or other responsibilities with academic studies. Preference will be given to a woman. Application should be made in writing to the Director and the Board of the Ban Righ Foundation for Continuing University Education. This is a monetary award. Value variable.

#### The Andrus 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 Barbara Paul Prize

Established in memory of Effie Barbara Paul (Paithouss), B.A./74(Carleton), by



**Libraries**

**PHONE 545-2524 FAX 545-6362**  
**CHIEF LIBRARIAN Paul Wiens**  
 The library system at Queen's University is decentralized. The Joseph S. Stauffer Library houses the major holdings in the humanities and social sciences, including the government documents and maps collection, as well as administrative offices and other services. During the renovation of Douglas Library, the reserve service and Special Collections will be in the Stauffer Library. There are three professional faculty libraries: Health Sciences, Law, and Education; and 14 branch libraries including art, music, industrial relations, the natural and applied sciences.

Facilities available include photocopiers, microform readers and printers, online information retrieval, reference and instructional services and interlibrary loan services. A limited number of study carrels are assigned to graduate students as well as visiting scholars in the Stauffer Library. The library system operates an integrated online system, QLINE, which provides users with access to the catalogues of Queen's library holdings and a variety of bibliographic library service information, including hours of opening, and access to the library catalogues of many other universities, and other Internet resources. QLINE can be searched from terminals and computers on campus, and dial-in access is available from off campus.

**Performing Arts Office**

**LOCATION** John Deutsch University Centre  
**PHONE 545-2557**  
**DIRECTOR** Peter Soddbury  
 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 \$7.50. 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** Caruthers Hall  
**PHONE 545-2121**  
**DIRECTOR** Maureen Flunkett  
 Canada's oldest campus radio station, CFRM was founded in 1922. Owned by "Radio Queen's University," and based in Caruthers 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 self serve VHS/SUBS editing facilities are 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 Rich Foundation**

**LOCATION** 32 Queen's Crescent  
**HOURS** Monday - Friday 9am-3:30pm  
**PHONE 545-2977**  
**DIRECTOR** Mary Davis Little  
 The Ban Rich 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 the Child Care Resource Centre 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 University Street  
**DIRECTOR** Ellen Beitzreagard  
 Queen's Day Care Centre 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 month 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 Bajura  
 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** Whydore Myles  
 We welcome all Queen's students, and support those in international education: international students at Queen's and students interested in, or returning from, study abroad. Academic/person-

ally 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 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 Talebnik Science Education Bursary**

Established by the organizing committee of ChemEd 89, in recognition of the contribution made by Professor Irwin Talebnik 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 Lilian Coleman Taylor Fund**

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

**The Eric Todd Bursary**

Established by the Todd Family in memory of Miss Eric Todd, a sister of the late Royal M. Todd, to be presented at mid-year to the winner of the Royal Todd Memorial Trophy which is awarded annually to the "Rookie of the Year" (top freshman player) on the 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 Rich Foundation for Continuing University Education.

al interests of international students and their families are served through programs/services such as health insurance, receipt orientation, English language support, and the International Student Advisor. Study abroad students can access the Resource Library and the County Representatives Program, and consult the Study Abroad Advisor. Our international clubs, social/cultural events, information sessions and lounge are open to everyone.

**John Deutsch University Centre**

**LOCATION** 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 provide 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 convent retail and food services.

**The Centre français de Queen's**

**LOCATION** 96 Albert Street  
**HOURS** Monday - Thursday 12-4pm  
**PHONE 545-2534**  
**DIRECTOR** B. Castel and M. Myers  
 Le Centre français de Queen's provides a comfortable setting for francophiles. The Centre offers various services such as conversation sessions, drop-in class, 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  
**DEAN** Pamela Dickock Young  
 The Office of the Dean of Women acts as a resource, particularly on issues of special concern to women, sponsors special events and programs, and is

available to students as a sounding board for ideas. The office has some emergency financial assistance available for female students and employs a part-time counsellor. Dean Pamela Dickock Young and her administrative assistant Jerry Roddy welcome enquiries from students, staff and faculty.

**Physical Education Centre**

**LOCATION** Union Street  
**PHONE 545-2550**  
**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 intramural, 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 gymnasiums, weight rooms, dance studio, indoor track, other activity areas and a lifestyle fitness centre.

**Residences**

**LOCATION** Victoria Hall  
**PHONE 545-2950**  
**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  
 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 are available. Call 545-2958 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-4:30pm  
**PHONE 545-2893**  
**DIRECTOR** Mike Condra, Ph.D., C.Psych.  
 Queen's Counselling Service provides assistance to students in their academic career and personal development during their time at university.

Professionally trained counsellors provide confidential personal counselling and career exploration, as well as individual and group programs in learning support (for example, how to study effectively). Special programs in the following areas are offered: stress reduction, presentation skills, communications skills, and relaxation training. An Aboriginal Counsellor is available to provide counselling and support for aboriginal students.

In addition, assessment and support is available for students with learning disabilities.

**Student Health Service**

**LOCATION** St. Lawrence Building  
**HOURS** Monday - Friday 8:30am-4:30pm (Wed-10am)  
**PHONE 545-2506**

**DIRECTOR** Dr. Brian Kain  
 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 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.

**Medical Appointments** 545-6029  
**24 hour cancellation line** 545-6711  
**Psychiatric Appointments/cancellations** 545-2506  
**Nurse Line** 545-6554  
**Health Education** 545-6712

**Student and Community Services Group**

**LOCATION** The Grey House, 51 Queen's Crescent  
**PHONE 545-2958**  
**COORDINATOR** Student  
 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 Kingston-Lebanon Gay/Bisexual 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.

**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 Centre (ERIC), the William S. Gray Research Collection in Reading, the ETS Collection of Tests on Microfiche, the Canadian Curriculum Guide, and the Ontario collection of research reports. Two major data bases on CD ROM are found in the Education Library, ERIC and PsycFirst. 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 7900 kits, games, videos, and so forth which are in 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 7.5 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 (ICR) and the Computing Room (ICR) are in the library complex; additional computers are in Media, Technological Education, 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 officer 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, statistics and preparation of applications and resumes, and practice interviews.

**Academic Program Support Facilities**

**Agnes Etherington Art Centre**  
**LOCATION** University at Queen's Cres.  
**PHONE 545-2190 FAX 545-6765**  
**CONTACT** Dr. David McTavish  
**DIRECTOR** Betty Clark

The Art Centre boasts a permanent collection of almost 10,000 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, catalogs, and a feast for the eyes and mind on every visit. Free to members of 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, and as well licensed university sportsware, giftware and rings. Special ordering services and film processing are available.

**Servicing and Communications**

**LOCATION** Stauffer Library  
**PHONE 545-2244**  
**DIRECTOR** John D. Johnston  
**General Information** Dupuis Hall,  
 North Wing G13 (545-2244)

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.

**Advising Offices**

**Advising Offices:** Jeffery Hall 162 (545-2012) and Mackintosh-Corry Hall, North Wing G23 (545-2058)  
**Help Desk:** Stauffer Library 119 (545-6666)  
**Microcomputer Store:** Dupuis Hall, North Wing G23 (545-2058)  
**Microcomputer Hardware Services:** Dupuis Hall, North Wing G30 (545-2054)  
**Audio Visual Computing:** Stauffer Library (545-2817)

Provides computing and data communications services and support for instructional, research, and administrative users for supported computers; sells SUN and IBM (RS/6000) Unix workstations; sells software for supported computers; supports QLINK, the student Internet and e-mail system, and the central IBM mainframe for academic and administrative use.

Provides consulting, training, and documentation for supported products. Public access to computers and printing facilities is provided at several sites across campus.

A campus-wide fiber optic network provides access to networks including QNet, CA\*Net, and the worldwide Internet. Dial-up modem service is available, providing access to QLINK, QLINE (Queen's library system), and the Internet.

Campus audio visual services are coordinated through the Coordinator of Audio Visual Services. A wide range of video services are available through Queen's Television Department as well as TV's and VCR's for viewing videos.



Mr. J. Bates, Director  
Frontenac County Board of Education  
Postal Bag 610  
220 Portsmouth Avenue  
Kingston, Ontario K7L 6X4  
613 544-6920

Ms H. Buchan  
Ontario Secondary School Teachers  
Federation  
Loyalist C.V.I.  
153 Van Order Drive  
Kingston, Ontario K7M 1B9  
613 546-6983

Dr. G. Cassidy  
School of Business  
Room, B304, Mackintosh-Corry Hall  
Queen's University  
Kingston, Ontario K7L 3N6  
613 545-2332

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

Mr. G. Gough  
Catawaqui Public School  
999 Sydenham Road  
Kingston, Ontario K7M 3L8  
613 546-4995

Professor R. Kilpatrick  
Department of Classics  
Room 506, Watson Hall  
Queen's University  
Kingston, Ontario K7L 3N6  
613 545-2745

Professor C. King, Director  
Aboriginal Teacher Education Program  
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  
613 283-8307

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

Mr. Dennis Quinn  
Holy Cross Catholic Separate School  
1085 Woodbine Road  
Kingston, Ontario K7L 4V2  
613 384-1919

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. Thompson  
Frontenac County Women Teachers' Assoc.  
207-115 Barrett Court  
Kingston, Ontario K7L 5H6  
613 542-0633 (Glenburnie PS)

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

Dr. R. Uppitts (ex-officio)  
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

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