

The course listings and academic programs described in this Calendar represent Senate and Faculty approved requirements and electives for completion of degree requirements. Circumstances beyond the control of the University, such as severe budget shortfalls, may result in restrictions in the number and range of course and program choices available to students as compared with those listed herein or in other University publications. The University reserves the right to limit access to courses or programs and, at its discretion, to withdraw particular programs, options or courses altogether. In such circumstances, the University undertakes to the best of its ability to enable students registered in affected programs to complete their degree requirements.

The Senate and the Board of Trustees of Queen's University reserve the right to make changes in courses, programs and regulations described in this Calendar, in either its printed or electronic forms, at any time without prior notice.

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QUEEN'S

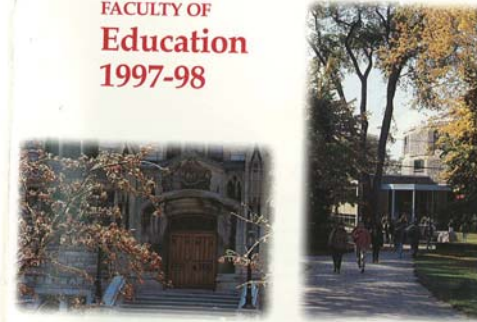
FACULTY OF Education 1997-98

Queen's

Faculty of Education 1997-98



Downtown Kingston at sunset



Sessional Dates 1997-1998

1997			
January	February	March	April
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1	1 2 3 4 5
5 6 7 8 9 10 11	2 3 4 5 6 7 8	2 3 4 5 6 7 8	6 7 8 9 10 11 12
12 13 14 15 16 17 18	9 10 11 12 13 14 15	9 10 11 12 13 14 15	13 14 15 16 17 18 19
19 20 21 22 23 24 25	16 17 18 19 20 21 22	16 17 18 19 20 21 22	16 17 18 19 20 21 22 23
26 27 28 29 30 31	23 24 25 26 27 28	23 24 25 26 27 28 29	27 28 29 30
	30 31		
May	June	July	August
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5	1 2
4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9
11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23
25 26 27 28 29 30 31	29 30	27 28 29 30 31	24 25 26 27 28 29 30
		31	
September	October	November	December
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3 4	1	1 2 3 4 5 6
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
		30	
1998			
January	February	March	April
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12 13 14	9 10 11 12 13 14 15
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30	29 30 31	26 27 28 29 30
May	June	July	August
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2	1 2 3 4 5 6	1 2 3 4	1
3 4 5 6 7 8 9	7 8 9 10 11 12 13	6 7 8 9 10 11 12 13	2 3 4 5 6 7 8
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
24 25 26 27 28 29 30 31	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29 30
		30 31	
September	October	November	December
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30

August 1997		January 1998	
22	Fall term begins	5	Winter term begins
22-29	Opening Week for all B.Ed., Dip.Ed. and Concurrent final year candidates	5-9	Consolidation Week
		16	Last date to add a Winter term course
September		February	
1	Labour Day	6	Last date to drop a Winter term course
2	Fall term practicum begins for Consecutive and final year Concurrent candidates	16	Heritage Day (no classes)
5	Last date to add or drop a Fall/Winter course	23-27	Practicum
29	First On-Campus Session begins	March	
		2-13	Practicum
		16-20	Winter break
October		April	
9	First On-Campus Session ends	10	Good Friday (no classes)
13	Thanksgiving Day	20-24	April Conference
14	Second On-Campus Session begins	27-30	Practicum
24	Second On-Campus Session ends	May	
27	Third On-Campus Session begins	1-22	Practicum
31	Fall Convocation	22	Winter term ends
		28	Convocation - B.Ed., Dip.Ed. and Concurrent final year candidates
November		June	
7	Third On-Campus Session ends	1-26	Spring term Continuing Education classes
10	Fourth On-Campus Session begins	15	Technological Education Summer Internship program begins
21	Fourth On-Campus Session ends	July	
		6-31	Summer term Continuing Education classes
December		31	Technological Education Summer Internship program ends
6	Commemoration Day		
19	Fall term practicum ends		
	Fall term ends		

Faculty of Education Calendar 1997-98

Each morning, the campus of Queen's University comes to life. The sun warms the campus' landmark limestone "old stones", such as the Douglas Library; newly renovated home of the engineering and science library. By mid-morning, the campus is filled with students hurrying to classes. They're headed in a multitude of directions - to a fine arts studio session, or to learn the intricacies of commerce, or (like the students pictured above right) to physics class, where they unlock the secrets of the universe. What they all share is a quest to discover, learn, question, and prepare for their future. At the Faculty of Education (front cover, below), situated a few blocks west of the main campus, students learn the skills that will allow them to take what they've learned and impart it to the next generation. As the day draws to a close, the lively bustle continues, spilling over into the streets of Kingston (back cover), a beautiful lakeside town steeped in history - and in learning.

photos: Front cover: Bernard Clark (left), Bob Weisagel (right), Angela Solar (bottom)
 photos: Back cover: Bernard Clark
 photos: Queen's Graphic Design Unit

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Queen's University
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 Kingston, Ontario K7L 3N6

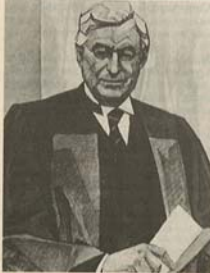
Duncan McArthur Hall

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 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 with full Internet access and a 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 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 thus left their stamp 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, lounge, tuck 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.



Duncan McArthur

Administrative Staff 1997-98

- Uptis, R.B.
B.A., LL.B., M.Ed. (Queen's), Ed.D. (Harvard)
Dean, Faculty of Education
- Whitehead, L.E.
B.Ed., Ed.Dip., M.A., Ph.D. (Calgary)
Associate Dean,
Faculty of Education
- Berrill, D.
B.A. (Northwestern), M.A. (Toronto),
Ph.D. (East Anglia)
Director - Queen's/Trent
Concurrent Program
- TBA
Director - Aboriginal Teacher
Education
- Hill, A.M.
B.Ed., Dip. Ed. (McGill), Ph.D. (Ohio State)
Coordinator of Technological
Education
- Kirby, J.R.
B.A. (McGill), Ph.D. (Alberta)
Coordinator of Graduate Studies and
Research
- Higginson, W.C.
B.A. (Queen's), Certificate in
Education (Cambridge), M.A. (Exeter),
Ph.D. (Alberta)
Coordinator of Mathematics, Science
and Technology Education Group
- McAndrews, B.
B.A. (Windsor), M.Ed. (Queen's)
Coordinator of Practicum
- Miller, L.A.
B.A. (Thiel College), M.A. (Duquesne),
Ph.D. (Alberta)
Coordinator of Continuing Teacher
Education
- Casey, S.S.
B.A. (Michigan State), M.Ed.,
M.P.A. (Queen's), B.S., Ed.D. (Toronto)
Education Librarian
- Reed, B.
B.A., B.Ed., M.A., M.L.S. (Western)
Education Curriculum and
Reference Services Librarian
- 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 Faculty Registrar
- Perkins, B.
Dip. Tech. Ed. (Queen's)
Administrative Supervisory
Assistant - Technological Education
- Poole, L.C.
B.A. (Queen's)
Faculty Registrar
- Teavena, A.
B.A., M.Ed. (Queen's)
Placement Coordinator
- Mandell, A.L.
B.A., LL.B. (Queen's), Barrister and Solicitor
of the Bar of Ontario
Associate Professor - Law and Phi-
losophy of Education
- Mansfield, T.D.
B.A. (Hons.), M.Ed. (Queen's)
Adjunct Professor - Geography
- McAndrews, B.
B.A. (Windsor), M.Ed. (Queen's)
Second Professor - Science
Coordinator of Practicum
- McDuff, J.E.
B.A. (Manitoba)
Adjunct Professor - Elementary
Mathematics
- Miller, L.A.
B.A. (Thiel College), M.A. (Duquesne),
Ph.D. (Alberta)
Associate Professor - Reading and
Language Arts
- Munby, A.H.
B.Sc. (St. Andrews), M.A., Ph.D. (Toronto)
Professor - Curriculum
- Munro, I.R.M.
B.A. (McMaster), M.Ed. (Queen's)
Associate Professor - Comparative
Education, Social Studies Education
- Myers, M.J.
B.Sc. (Hons.), Doctorat de 3e cycle (Strasbourg)
Associate Professor - French
Language Teaching
- O'Farrell, L.
B.A. (Queen's), M.A. (Arizona State), Gradu-
ate of National Theatre School of Canada
Professor - Dramatic Arts
- Raffan, J.
B.Sc., B.Ed., M.Ed., Ph.D. (Queen's), B.C.G.S.
Associate Professor - Outdoor and
Experiential Education
- Rees, R.
B.A., M.A. (York), M.Ed., Ph.D. (Toronto)
Associate Professor - Educational
Administration
- Roulet, R.G.
B.Sc., M.Math. (Waterloo), B.Ed. (Queen's),
M.Ed. (Toronto)
Associate Professor - Mathematics
- Russell, T.L.
A.B. (Cornell), 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
- Shulha, L.M.
BPhEd (Master's), Dip. Ed. (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
- Smithryn, K.L.
Mus. Bch., Art. Dip. (Toronto), B.Ed. (Queen's)
Ph.D. (Eastman)
Assistant Professor - Music
- Stairs, A.
B.Sc. (McGill), M.A. (Goddard College),
Ph.D. (Carleton)
Associate Professor - Psychology of
Education
- Tennant, B.
B.A., B.Ed., M.Ed. (Queen's)
Adjunct Professor - Queen's/Trent
Concurrent Program
- Uptis, R.B.
B.A., LL.B., M.Ed. (Queen's), Ed.D. (Harvard)
Professor - Arts and Mathematics
Dean, Faculty of Education

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 strained circumstances, the progress was steady and financial difficulties were tidied over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

In 1877, Principal Snodgrass was succeeded by the Reverend G.M. Grant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessors. Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of students. In 1887, as the result of an effort in commemoration of Queen Victoria's Golden Jubilee, \$250,000 was raised, resulting in further extension and in the establishment of new professorships.

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D.M. Gordon. In 1916, because of ill-health, Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J.C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R.C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September, 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor.

Faculty 1997-98

- Archibald, V.A.
B.A., B.PHE., B.Ed. (Queen's)
Adjunct Professor - Elementary
Physical Education
- Berrill, D.
B.A. (Northwestern), M.A. (Toronto),
Ph.D. (East Anglia)
Associate Professor
Director - Queen's/Trent
Concurrent Program
- Campbell, D.S.
B.A. (Washington and Lee),
M.A. (North Carolina), Ed.D. (Indiana)
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
- Deix, E.M.
B.A. (Toronto), B.Ed. (Queen's)
Adjunct Professor - Elementary
Social Studies
- Eastbrook, J.H.G.
B.A., M.A. (Western), Ph.D. (Toronto)
Associate Professor - Educational
Contacts
- Egnatoff, W.J.
B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto)
Assistant Professor - Computers in
Education
- Elliott, S.R.
B.A., B.Ed., M.Ed. (Queen's)
Assistant Professor - Visual Arts
- Fieiding, J.
B.A. (Western)
Second Professor - History
- Higginson, W.C.
B.A. (Queen's), Certificate in
Education (Cambridge), M.A. (Exeter),
Ph.D. (Alberta)
Coordinator of Mathematics, Science
and Technology Education Group
- Hill, A.M.
B.Ed., Dip. Ed. (McGill), Ph.D. (Ohio State)
Assistant Professor - Technological
Education
Coordinator of Technological
Education
- Hills, G.L.C.
B.Ed., M.Ed., Ph.D. (Alberta)
Associate Professor - Philosophy
- Hutchinson, N.L.
B.A. (Trent), Dip. Ed., M.A. (McGill), Ph.D. (Sim
on Fraser)
Associate Professor - Psychology of
Language Arts
- Kirby, J.R.
B.A. (McGill), Ph.D. (Alberta)
Professor - Psychology of Education
Coordinator of Graduate Studies
and Research
- Krugly-Smolnska, E.T.
B.Sc., B.Ed., M.A., Ph.D. (Toronto)
Associate Professor - Science
(Biology)
- Lawrence, D.M.
B.Sc. (Hons.) (McMaster), B.Ed. (Western),
M.Ed. (Queen's)
Adjunct Professor - Elementary
Science
- Lewis, M.A.
B.A. (Waterloo), M.A., Ph.D. (Toronto)
Associate Professor - Educational
Contacts
- Lloyd, S.
Cen. Ed. (Cambridge)
Dip. Ed., M.A. (London)
Adjunct Professor - Elementary
Language

- Mandell, A.L.
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Professor - Arts and Mathematics
Dean, Faculty of Education

He was succeeded as Principal by Vice-Principal J.A. Corry, who since 1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J.J. Deutsch who had a distinguished career in economic research, in government service, in university teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Lampman Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974. In 1984, Dr. Watts was succeeded as Principal by distinguished economist David Chadwick Smith. A renowned scholar, teacher and government adviser on public policy, Dr. Smith joined the Department of Economics at Queen's in 1960 and served as Department Head from 1968 to 1981. 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. 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 by the Faculty of Education, 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. 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 Cupertino 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. A similar program with the University of Waterloo was instituted in 1989.

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, interest-free programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in September 1974. It functions as a resource centre the purpose of which is to encourage people of 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.

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

- candidates 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
Candidates in ATE complete all components of their selected program option, Primary-Junior or Intermediate-Senior. They take FOCI 201, *Aboriginal Teacher Education*, and are placed in a dedicated section of PROF 100, *Critical Issues and Policies*. Community-based courses are adapted to include Aboriginal content. Both community and campus-based candidates will be placed in Aboriginal schools for a portion of the teaching practicum. Candidates in the community-based program will normally be expected to complete the program within two years; candidates in the campus-based program will complete the program in one year.

Artist in Community Education

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 Education is designed to provide the needed emphasis in skills to prepare the artist to work with the community. It is intended for teaching-in-residence candidates who are graduates in the arts and who wish to develop an additional set of skills related to their interests in the arts which could be used to secure or create part-time commitments to the community.

Admission

Applicants for Artist in Community Education 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, Music or Visual Arts.

Format

Candidates in Artist in Community Education complete all the components as required for the Intermediate-Senior option. The Fall term is spent in regular secondary school settings. In the Winter term, the 3-week February practicum is spent in a situation related to the artist's field (such as a) artist-in-residence in local schools; b) working as an apprentice in an educational office in an Ontario gallery or theatre; c) preparing an Arts program for implementation in the Faculty and local schools, or d) serving as an animator in a community-based theatre company.

Early Primary Education

The Early Primary Education program track is intended for candidates 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 candidates to focus upon learning in the early Primary grades:

- An extended practicum in an early Primary classroom takes place during the fall term;
- Carefully selected classrooms with appropriate associate teachers are used for the practicum. There is a close liaison among teacher candidates, faculty and associates;
- Opportunities to share ideas and resources with teacher candidates who have extensive knowledge and experience of teaching and learning in the early Primary grades;
- The program takes an integrated approach to learning, and course work reflects this.

Admission

Applicants for Early Primary Education must meet the regular admission requirements for all candidates applying to the Primary-Junior program option. In addition, EFE applicants are required to complete a questionnaire and to submit an essay describing previous academic courses and experiences which have an early childhood orientation.

Outdoor and Experiential Education

The Outdoor and Experiential Education Program Track replaces the Co-operative Program in Outdoor and Experiential Education, and its predecessor, is intended to facilitate integration of conventional teacher education and preparation for leading dynamic school and community-based outdoor education activities. 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 experiential education programs. These include community education, adventure programming, integrated learning, rehabilitation for special populations, expeditionary learning, and environmental education.

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Adjunct Professor - Educational
Studies

Professors Emeritus

Applegate, M.W.
B.A. (McMaster), M.A. (Toronto)

Bailey, J.C.
B.A. (Queen's), M.A. (Syracuse)

Balanчук, M.L.
B.A. (Queen's), M.Ed. (Toronto)

Crawford, D.H.
B.Sc., M.A., M.Ed. (Glasgow), Ph.D. (Syracuse)

Freeman, R.M.
B.A. (Queen's), M.A. (Minnesota),
M.Div. (Princeton), Ph.D. (Harvard)

Grime, A.R.
B.A. (Manchester), M.Ed. (Toronto),
Ed.D. (Oxford), M.A., Ph.D. (Toronto)

Hennessy, P.H.
B.A. (Queen's)

Holmberg, H.
B.A., B.P.H.E. (Queen's), M.A. (Western)

Horwood, R.H.
B.A., M.Sc. (Queen's)

King, A.J.C.
B.P.E. (British Columbia), M.Sc. (U.C.L.A.),
Ed.D. (Toronto)

King, C.
B.Ed., M.Ed. (Saskatchewan), Ph.D. (Calgary)

Loney, D.E.
B.Sc. (Queen's)

Massey, D.A.
M.A. (Cambridge), M.A.T. (Yale),
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Mellor, W.J.
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Olson, J.K.
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Dip. Ed. (Bristol), Ph.D. (Birmingham)

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

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Peruniak, W.S.
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Ph.D. (International College, Los Angeles)

Pratt, D.
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Ready, V.S.
B.A., L.L.D. (Queen's)

Robertson, A.
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Samuda, R.J.
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Sharples, B.
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Ph.D. (Alberta)

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

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

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

Program Options Leading to Bachelor of Education Degree or the 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, concurrent teacher education programs are offered at Queen's and in co-operation with Trent University and the University of Waterloo, 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).

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 12/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 and 12/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. Qualification is normally granted on one broad-based technology at both the basic and advanced 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.

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.

Admission

Applicants must meet the regular admission requirements for all B.Ed. candidates applying to the Primary-Junior or Intermediate-Senior options. Concurrent candidates also may be included within the OEE Program Focus if they meet the admission criteria. Applicants should have education and work experience that would enable them both to contribute and profit from the program. A strong academic discipline is an advantage. Career interests with a service orientation and readiness to teach in settings whose values draw on humanistic foundations are seen as desirable. In addition to grades and completion of a Personal Statement of Experience, the readiness of applicants will be assessed by a résumé, letters of reference and other documentation. In some instances, personal interviews may be arranged. Candidates are required to have current certificates in cardiopulmonary resuscitation, standard first aid and life saving before graduation. It is an advantage to have these certificates on admission.

Format

Outdoor Education candidates are required to take FOCI 260, EDST 417 and 442, which with other required courses makes a total program weight of 5.5 credits. In addition, the three Outdoor Education courses have additional studies for food and transportation.

NOTE: Educational Studies courses in Outdoor and Experiential Education are also available within the regular Consecutive and Concurrent programs for candidates not enrolled in the OEE track.

Application for Admission - Consecutive Program

Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centre at Guelph. Application materials may be obtained at any Ontario university or by writing to the Faculty 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 first 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 Faculty 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 Faculty Registrar.

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, ethno-cultural, 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 Associate Dean, 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-years university credits by mid-May. Further preference will be given to candidates who will have completed the requirements for a graduate degree or a community college diploma 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 equivalent by the middle of May, preceding proposed Education enrollment.

All applicants are 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/recommended courses and subject preparation requirements by the middle of May prior to proposed enrollment in the Education program.

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 Office, 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:

- a 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;
 - 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 available at Queen's are Communications Technology, Construction Technology, Hospitality Services Technology, Manufacturing Technology, Personal Services Technology, Technological Design, 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);
- a letter from the school of employment confirming the candidate's teaching experience;
- a completed Principal's Evaluation Form (a Queen's University document);
- 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 components as required for the Intermediate-Senior option. A required Program Focus course, FOCI 213, *Broad-Based Technological Education*, is taken. 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 do an extended school practicum in a technological education classroom, as well as beginning Curriculum and other courses in the periods of attendance at the Faculty of Education. In the Winter term, candidates continue with courses at the Faculty and complete their individual technology projects in FOCI 213 in order to demonstrate technological competence and acquire further technological skills. There is a 3-week practicum in an alternate setting and a 4-week school practicum in May.

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

The Aboriginal Teacher Education (ATE) program track is constituted as both community-based part-time and campus-based full-time. Community-based courses are adapted to local contexts and needs, and include Aboriginal perspectives, balancing Aboriginal-specific and student-centred learning with knowledge of the teaching/learning process and research on Aboriginal education. Campus and community-based components include a course specific to Aboriginal education (FOCI 201) 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.

Concurrent Teacher Education

In co-operation with the Faculties of Arts and Science at Queen's University and at 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-centred orientation of the Education components, the Concurrent program has the advantages of clarifying vocational interest, sharpening awareness of issues inherent in teaching and learning, and achieving better integration of academic and professional studies. From the initial year candidates are provided with in-school experiences which form the basis of theoretical studies. The Education portion of the program is developmental in nature, culminating in twenty-one weeks of teaching practicum 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 the equal consideration of academic and teaching-related background of all candidates.

Program Components and Format

The Concurrent B.Ed. degree requires the successful completion of 7.0 credits in Education: 2.0 credits in Curriculum, 1.0 credit in Educational Studies, 0.5 credit in Program Focus, 1.0 credit in Professional Studies, and 2.5 credits in Practicum. The practicum includes at least seven weeks of school placement in the first three years, and twenty-one weeks of school-based and alternative practicum in the final year.

In Year 1, candidates normally enrol in five courses in Arts and Science and in the Education courses EDST 436, *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 includes both two weeks of school placement and professional development workshops.

In Year 3, candidates normally enrol in five courses in Arts and Science and in the Education course PRAC 168, which includes four weeks of practice teaching and an introduction to the program focus component of the program.

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 last week in August, candidates enrol and take intensive sessions in Curriculum (2.0 credits), Program Focus (0.5 credit), and Professional Studies (1.0 credit). In addition, candidates register in the final year Practicum (1.0 credit), and an Educational Studies course (0.5 credit) which will take place in the Winter term. The full Fall term is spent in practice teaching in a school, except for two weeks during October or November when the candidate returns to the Faculty of Education for intensive study. The Winter term consists primarily of classes, but includes a three-week alternative Pro-

gram Focus-linked placement in February and a four-week school placement in May. The August and May periods are mandatory and candidates should ensure that employment or other activities do not interfere with their attendance.

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 Handbook*, and must be completed by the end of July preceding final year enrolment.

Approved teaching subjects in the Intermediate-Senior option are Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, 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 their Arts and Science courses and to suspend their work in Education until removed from probation. Continuation into the final year in the Bachelor of Education program requires an overall B average on all passed Arts and Science courses for those candidates who have completed a three-year degree. Candidates who have completed an honours degree or a three-year degree plus five additional courses for a total of twenty credits are not required to meet the B minimum. Concurrent candidates are expected to complete both Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

Mathematics and Science (MAS) Late-Entry Concurrent Program

A special Concurrent Teacher Education program, focussed on Mathematics and Science, is offered in co-operation with the Faculties of Applied Science, and Arts and Science. This special program leads to the B.Sc.(Hons.) or B.Sc.(Eng.) and B.Ed. degrees. The intent of the program is to prepare candidates for secondary school mathematics and/or science teaching in the Intermediate and Senior divisions, in both mathematics and general science at the Intermediate level, and in two sciences (biology, chemistry, computer science, and physics) or one science and mathematics at the Senior level. The program has been designed to combine an early introduction to the teaching profession with undergraduate mathematics and science courses. This program is specifically directed at Honours Science and Applied Science students at Queen's University who wish to become secondary school teachers.

Admission

For candidates in the Faculty of Arts and Science, application to the MAS Concurrent Teacher Education program will be made during the second year of an Honours Science program with a major in one of, or medial concentrations in two of, biology, chemistry, computing and information science, life sciences, mathematics and statistics, or physics.

Primary-Junior

Primary-Junior candidates must have at least one half-year or semester-length university course in psychology, sociology or anthropology.

Preference will be given to applicants who have an Ontario Academic Course or equivalent or a fall-year (or two half-year) university course in each or any of the following areas: 1) language or linguistics, 2) mathematics, 3) physical or natural science, 4) visual or performing arts. (Equivalence may be granted for demonstrable and extensive experience in any of the above areas.)

Intermediate-Senior

Intermediate-Senior candidates must have at least one half-year or semester-length university course in psychology, sociology or anthropology.

Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Vocal or Instrumental), Native Studies, Physical and Health Education, Physics or Visual Arts. Five full-year 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. No more than one course in human biology will be counted.
- 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 Technological Education requires the candidate to have completed at least 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 required 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.

Early Primary Education

In addition to meeting the academic requirements for admission to the Primary-Junior option, completion of a questionnaire and written statement is required, and candidates 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 applicants for Outdoor and Experiential Education may be invited for an interview.

Conservative 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, Curriculum, Educational Studies, Program Focus, Professional Studies, and Practicum.

Curriculum

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

Educational Studies

Candidates must complete at least one half credit from the Educational Studies area.

Professional Studies

Candidates must complete one credit in Professional Studies, comprised of two required half credit courses, PROF 100, *Critical Issues and Policies*, and PROF 190, *Professional Practice*.

Practicum

All candidates take PRAC 190, which consists of an 14-week school placement in the Fall term, a 3-week alternate placement in the Winter term, and a 4-week school placement in May.

NOTE: Program components are subject to change without notice.

Candidates in the Faculty of Applied Science will also apply during their second year, and should ensure that their engineering program allows for sufficient preparation in two eligible teaching subjects. Selection will be in accordance with Faculty of Education admission policy - i.e. equal weighting of academic grades and teaching-related experience. An interview may be required. Admission will also depend on balancing enrolment according to teaching subject.

The MAS program is administered and coordinated by the Faculty of Education in cooperation with the Faculties of Arts and Science, and Applied Science. Information and advice concerning admission are available from the Faculty of Education.

Program Format

In Year 3, the first year of the combined B.Sc. (Hons.) and B.Ed. program, candidates normally enrol in a full course load in Arts and Science or Applied Science, and in the Education course EDST 436/0.5, *Introduction to Schools and Teaching*. In addition there is a two-week teaching practicum (PRAC 163/0.5) following the April exams.

In Year 4, candidates normally enrol in a full course load in Arts and Science or Applied Science, and in the Education course PRAC 164/0.5.

In the fifth and final year, candidates take Education courses to complete the requirements of the B.Ed. degree in the Faculty of Education. The final year of the program is extended, beginning the third week of August and ending the third week in May. The August and May periods are mandatory and candidates should ensure that employment or other activities do not interfere with their attendance. A school placement is arranged for the entire fall term of the final year, except for a two-week period when candidates will return to campus for courses.

Program Requirements

All candidates are required to include one of the following philosophy courses as an elective in their undergraduate program: PHIL 154, PHIL 203, PHIL 258, PHIL 261 (only for those with Mathematics as a teaching subject), PHIL 301 (only for those with Biology as a subject), or PHIL 381 (highly recommended). The Honours Science or Applied Science degree program must also allow preparation in two teaching subjects taken from Biology, Chemistry, Computing Science, Mathematics or Physics, as well as at least one half course in psychology, anthropology, or sociology.

The requirements for the Honours Science and Applied Science degrees are as given in the Calendars of the Faculties of Arts and Science and Applied Science. In order to proceed to the final year of the B.Ed. program, candidates must have completed their undergraduate degree and the Education program components PRAC 163, PRAC 164, and EDST 436, as well as the half course in psychology, sociology or anthropology and the courses required for two teaching subjects.

The B.Ed. program must be completed within six years of the initial entry into Year 1 in the Faculty of Arts and Science or Applied Science.

Waterloo Concurrent Program

Queen's University and the University of Waterloo have created a joint program to prepare selected Waterloo students as secondary mathematics and science teachers. The program combines Waterloo's Honours Co-Op Mathematics and Science programs with the Queen's Bachelor of Education 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) are listed. Candidates in the Technological Education option will have the subject and level shown.

Additional Qualifications

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 Additional Qualifications (such as Special Education, Part I)). 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 accessing their student record on computer through QCard. After the deadline date for adding or dropping courses, any course registration changes must be authorized by the Faculty Registrar's Office.

Course Requirements

Instructors will provide candidates with a written description of course requirements and the means of evaluation at the beginning of each course. Candidates are expected to fulfill requirements as described in course outlines in order to be successful in their courses.

Primary-Junior Components

Curriculum	2.0 credits
CURR 355 (0.5) Language	
CURR 356 (0.5) Mathematics, Science and Technology	
CURR 357 (0.5) Personal and Social Studies	
CURR 358 (0.5) The Arts	
Educational Studies	0.5 credit
Program Focus	0.5 credit
Professional Studies	1.0 credit
PROF 100 (0.5) Critical Issues and Policies	
PROF 190 (0.5) Professional Practice	
Practicum	1.0 credit
PRAC 190 Final Year Concurrent and Consecutive Practicum	
TOTAL REQUIREMENT FOR PRIMARY-JUNIOR	5.0 credits

Junior-Intermediate Components

Curriculum	2.0 credits
CURR 375 (0.5) Communication	
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 318 to 366	
Educational Studies	0.5 credit
Program Focus	0.5 credit
Professional Studies	1.0 credit
PROF 100 (0.5) Critical Issues and Policies	
PROF 190 (0.5) Professional Practice	
Practicum	1.0 credit
PRAC 190 Final Year Concurrent and Consecutive Practicum	
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 379.	
Educational Studies	0.5 credit
Program Focus	0.5 credit
Professional Studies	1.0 credit
PROF 100 (0.5) Critical Issues and Policies	
PROF 190 (0.5) Professional Practice	
Practicum	1.0 credit
PRAC 190 Final Year Concurrent and Consecutive Practicum	
TOTAL REQUIREMENT FOR INTERMEDIATE-SENIOR	5.0 credits

Technological Education Components

Curriculum	2.0 credits
CURR 367 (1.0) Teaching Technological Education	
CURR 368 (1.0) Curriculum Development in Technological Education	
Educational Studies	0.5 credit
Program Focus	0.5 credit
FOCI 213 (0.5) Broad-Based Technological Education	
Professional Studies	1.0 credit
PROF 100 (0.5) Critical Issues and Policies	
PROF 190 (0.5) Professional Practice	
Practicum	1.0 credit
PRAC 190 Final Year Concurrent and Consecutive Practicum	
TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION	5.0 credits

Note: Program components are subject to change without notice.

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

In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the regulations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University's system of non-academic discipline should not be regarded as a substitute for the civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. The following conduct is unacceptable and constitutes an offence within the university community:

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

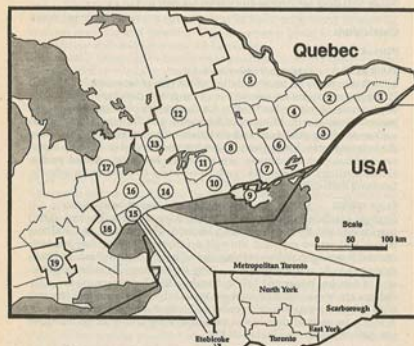
NOTE: Any reprisal or express or implied threat of reprisal for making and pursuing a complaint under any procedure authorized by the University is deemed to be an offence against the University Code of Conduct.

Essential Values

At Queen's, the following essential values will govern our actions: *Intellectual Integrity*. Rigorous standards of intellectual integrity must be upheld in all teaching, learning, and research activities.

Freedom of Inquiry and Exchange of Ideas. The University commits itself to remain open to free enquiry and the free expression of ideas, both of which are basic to the University's central purpose. Any restrictions proposed on free expression must be openly stated and subjected to careful public scrutiny and evaluation.

Equal Dignity of All Persons. Queen's cherishes the diversity of human experience and background, and supports the freedom of individuals to study, teach, work and carry out research without fear of harassment, intimidation or discrimination.



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

Students with Disabilities

Queen's University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the administration, faculty, staff and students at Queen's are expected to provide reasonable accommodation to students with disabilities. Reasonable accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic standards.

This policy acknowledges that fundamental to the academic and personal success of students is their responsibility both to demonstrate self-reliance and to identify needs requiring accommodation.

Religious Observance

A student discovering an exam scheduled at the same hour as a religious observance should report the conflict to the Faculty 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, 8 December 1987).

3. Essays and Assignments

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

Preparing an essay or assignment for submission by another student.

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

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

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

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

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

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

Candidates may be released from regular classes for supply teaching according to the following policy:

1. No candidate 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 candidates.

3. A candidate who does some or all of two weeks of supply teaching during a practice teaching round may be expected to make up the time in regular practice after the term ends.

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

Course Weight and Numbering

Weights are assigned as full or half credits. The course weight follows the course number preceded by an oblique. For example, CURR 303/1.0 is a full course; EDST 454/0.5 is a half course. The course number (e.g. 303 or 454) does not denote any particular year level.

Curriculum

PRIMARY - JUNIOR

CURR 355/0.5 Language (Primary-Junior)

Intended to foster an understanding of the role of language in learning. Participants acquire an awareness of language development and the implications of this understanding for curriculum planning. Candidates become familiar with Ministry of Education and Training guidelines as well as teaching strategies and materials reflecting current practice in the language arts. Teacher candidates are encouraged to develop a personal philosophy of language arts education based on selected professional readings, coursework, and observation of children in schools. Learning materials \$6.

CURR 356/0.5 Mathematics, Science and Technology (Primary-Junior)

Engages candidates in the mathematics, science and technology (MST) curriculum and the corresponding Ministry of Education and Training policy. MST issues explored through a variety of approaches: student-centred learning, problem solving, use of hands-on activities, and both subject-specific and integrated learning experiences. Provides opportunity to develop integrated MST curriculum for elementary grades. Candidates are encouraged to combine knowledge of educational research with classroom experience in order to become more effective teachers. A major focus is to develop in candidates the ability to be reflective practitioners. Learning materials \$20.

CURR 357/0.5 Personal and Social Studies (Primary-Junior)

Provides teacher candidates with the opportunity to develop understandings, skills and attitudes to effectively teach social studies and personal studies, including physical and health education. Candidates learn about implementing a variety of teaching strategies appropriate to student needs and Ministry of Education and Training guidelines. Learning materials \$6.

CURR 358/0.5 The Arts (Primary-Junior)

The arts present unique and powerful ways of learning, knowing, creating and expressing. As such, they have a critical role to play in education. This course prepares teacher candidates to include drama, music and visual art in the curriculum. Candidates have the opportunity to enhance their appreciation of the arts.

JUNIOR - INTERMEDIATE

CURR 375/0.5 Communication (Junior-Intermediate)

Communication has both expressive and receptive components, involving all the ways in which children receive and interpret the ideas, atti-

tudes 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. Designed to prepare prospective teachers to develop and implement an effective reading and language arts program in the Junior and Intermediate grades (4 to 8) of an elementary school. Emphasis is given to the development of basic pupil skills in reading, writing, speaking and listening. Consideration is given to the concepts of language and reading across the curriculum.

Mathematics. Designed to familiarize candidates with the content of the mathematics curricula in grades 4 to 8, and with a variety of methods for effectively teaching fundamental mathematical concepts. Candidates use a wide range of resources. Also provides an opportunity to examine the Ministry of Education and Training guidelines and policies relating to the teaching of mathematics in grades 4 through 8. Present trends in mathematics education in Ontario and other jurisdictions are examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority.

CURR 376/0.5 Social and Environmental Studies (Junior-Intermediate)

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

Science. Views science activities in the elementary school as a basis for developing social and communication skills. Candidates prepare teaching materials aimed at stimulating enquiry into natural phenomena and associated value issues. Varied teaching methods are explored to achieve an enquiry orientation. These included using the out-of-doors, project work, and activity centres. Lab materials \$5.

CURR 377/0.5 The Arts (Junior-Intermediate)

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. Course prepares candidates to implement the arts in the classroom. Candidates are also 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

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

Grading System

1. At the beginning of each session each Faculty member and each B.Ed. candidate 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 candidates 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. Students' progress in courses and practica will be monitored under the Procedures for Monitoring and Reporting on Teacher Candidate Progress.

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:

AC - Aegrotat grade

CR - Credit

NW - Course not taken

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

3.5 A candidate who has received a grade of Fail (F) in a course, and who wishes to retake the failed course, or to undertake an alternative course in substitution for the one that has been failed, must appeal in writing to the Associate Dean for permission to do so. The letter of appeal should cite any extenuating circumstances affecting performance in the failed course (with supporting documentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean after consultation with relevant members and/or officers of the Faculty.

3.6 When a candidate has failed a course or a component of a course in the B.Ed. or Dip.Ed. program, or in Continuing Education, and has been given permission 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 candidate 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 candidate, the Faculty Registrar and the Associate Dean. Incomplete (IN) is automatically converted to Fail (F) if the candidate 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 candidate has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.

6. The Aegrotat (AG) may be granted by an instructor in cases where the candidate because of serious illness, has been prevented from completing a course or component and where the instructor feels that the candidate 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 to the Faculty Registrar's Office within ten working days of the last day of the term or session. The only exceptions to this shall be those courses determined as such by the Faculty Board. Within two weeks of that date, candidates shall be advised by the University Registrar's Office of their grades.

8.2 An enrolled candidate who wishes to question academic or faculty procedures should contact the Associate Dean. The Associate Dean will advise the candidate 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 candidate must have grades of H, PA, PN, AG, or CR in all the minimum required courses or components of the program.

9.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of that Office to ensure that all candidates for the B.Ed. degree, the Dip. Ed., and the Ontario Teacher's Certificate conform satisfactorily with the general professional and ethical requirements of teachers as described in Section 233 (2) and 235 of the Education Act.

Code of Conduct

All students are required to adhere to the University's Code of Conduct. They should also bear in mind that compliance with this code implies non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally maintaining the reputation of the University. Infringement for the enforcement of the Code rests with the Alma Mater Society, and the Graduate Student Society on behalf of the Sen-

9) as well as "The Specialization Years" (Gr. 10-12/OAC). Includes a component dealing with the integration of subject areas within the Transition Years. A strong emphasis on the co-operative development and sharing of curriculum ideas and resources by candidates. Includes a lab component to provide hands-on experience in the use and application of computers and G.I.S. software packages appropriate for grades 7-10/OAC. Candidates with extensive prior experience in this area will be encouraged to develop classroom applications using the G.I.S. software. Lab fee \$30; learning materials \$10.

CURR 335/1.0 History (Intermediate-Senior)

Intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates become familiar with a wide range of teaching strategies, such as audio-visual aids, simulations, and small-group work. Close attention is paid to recent work on teaching history/social science, including that of Massialas and Lee on inquiry methods and Oliver, Franckel, Kohlberg, and Simon on value clarification. Candidates 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)

For candidates planning to teach Native Studies at the Intermediate and Senior levels. 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. Reviews and evaluates Native Studies curriculum development for non-Aboriginal and integrated schools and Native Studies curricula developed under Aboriginal control. Provides the candidate 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. Allows both Aboriginal and non-Aboriginal candidates to learn about materials and other resources that are available, and also familiarizes candidates with a variety of approaches for teaching Native Studies in the Intermediate and Senior divisions.

CURR 343/1.0 Mathematics (Intermediate-Senior)

Intended to prepare candidates to teach mathematics in the Transition and Specialization Years. Candidates become familiar with the content of the mathematics in the Transition and Specialization Years through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. Consists of lectures, discussions, student presentations, activity approaches and a component related to achieving integration of subjects within the Transition Years. Also provides 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 mathe-

matics education in Ontario and other jurisdictions are examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Candidates may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably be expected to teach. Learning materials \$10.

CURR 345/1.0 Music - Vocal (Intermediate-Senior)

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. 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.

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

Consists of twenty classes of health education and theory and twenty classes of physical education. 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 are skill-oriented and practical. Some of the health topics in the Ontario Curriculum Guidelines are discussed. Compulsory and important health topics are fully developed and demonstrated. The impact of current health issues in the classroom is also reviewed. The physical education portion includes 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 demonstrate lesson sequences, class organization, use of materials and visual aids, safety considerations, and use of a variety of teaching styles. Included are methods of evaluation of students and programs, extensive lesson planning, curriculum development and a balanced program of curricular, inter-school and intramural activities. Learning materials \$15.

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 and Specialization Years, with special attention to lesson planning, demonstrations and laboratory activities, and assessment of student work across a range of units in science and physics. Later emphases include the analysis of classroom events and taking charge of one's own professional development as a teacher of physics. The nature of science and technology and their interaction with social issues is a continuing theme. Computer skills are essential. Learning and lab materials \$20.

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

Designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background,

grams. Concurrent Queen's and Trent candidates must take EDST 436 and one other EDST course.

EDST 406/0.5 Open Country Explorations (P/HS)

An activity-based introduction to outdoor education, this course involves a progressive sequence of challenges in a variety of all-weather or outdoor settings. Activities adjusted to suit all readiness levels, but occur in various outdoor locations in the Kingston area. Shows how educational experiences in the outdoors can integrate learning, increase environmental sensitivity, and enhance relationships between teachers and students. Candidates may organize a weekend outing. Food and transportation \$10.

EDST 407/0.5 Outdoor and Experiential Education, Practice and Theory (P/HS)

For candidates with professional interests in outdoor and experiential education. Involves a series of adventure, environmental and personal growth experiences blended into a study of the practice and theory of experience-based education. Applicable to the teaching of all subjects where it is desirable to extend classroom boundaries. Some sessions may be extended in time to accommodate the exigencies of outdoor activities and travel time. Food and transportation \$10.

EDST 417/0.5 Educational Uses of the Environment (P/HS)

(Outdoor Education Program Track candidates only)
This two-part course is available only to teacher candidates registered in the Outdoor and Experiential Education Program Track. Part 1 is a four-day residential component orienting candidates to methods and principles of adventure activities, environmental education and skill acquisition. Part 2 is a four-day residential component in which problems identified in the practice experiences are analyzed, theoretical considerations deepened, and the various educational uses of the environment integrated. Solos in wilderness settings may be included in the second part. Both components are located in outdoor settings. Food and transportation \$20.

EDST 429/0.5 Teaching English as a Second Language (P/HS)

Teacher candidates become familiar with the outcomes as described in the common curriculum for ESL. Includes forms and purposes, process, features and conventions at all skill levels - listening and speaking, reading, writing, as well as viewing and representing. The approaches for Senior levels of ESL are explored. Language benchmarks for ESL in programs for adults are examined.

EDST 435/0.5 Introduction to Philosophies of Education (P/HS)

Anyone entering the teaching profession necessarily has a philosophy of education, either explicitly or implicitly. This course provides an opportunity to examine, enrich, and possibly revise one's personal philosophy of education by examining the views of several key philosophers whose works have had a major impact on education in the twentieth century - e.g. the works of Rousseau, Pestalozzi, Froebel, Dewey, Freire, and the London School. Connections are made between these works and current issues and practices.

Intermediate pupil in art education. Attention given to the child's development and in the design of a Visual Arts program to meet this end. Learning materials \$7.

Drama (Junior and Grades 7 and 8) Offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions 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. Focuses on the integrative aspects of music in the curriculum and introduces strategies and materials suitable for sequential teaching of music. Experiential learning is emphasized.

Physical and Health Education (Junior and Grades 7 and 8) The health education section focuses 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 focuses 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 SUBJECTS

CURR 318/0.5 English (Intermediate)

Designed for prospective teachers of Intermediate grades, who have university background in the subject of English. Stresses careful explanation and imaginative presentations of literature with the primary aim of helping students to see with feeling. The methods of instruction display a variety of approaches to the teaching of both literature and composition. Includes micro-teaching, team-teaching, guest speakers, films, workshops and seminars. Learning materials \$5.

CURR 324/0.5 Geography (Intermediate)

Designed to prepare candidates to teach geography at the Intermediate level (Gr. 7-10). Using a geography context the program provides instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluation as well as essential classroom management. Participants have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who provide input and strategies related to specialized areas of the geography program. Familiarizes candidates with the current Ontario Ministry of Education and Training guidelines in geography and provides specific preparation for implementing Ministry curriculum initiatives in "The Transition Years" (Gr. 7-9). A strong emphasis placed on the co-operative development and sharing of curriculum ideas and resources by candidates. Includes a lab component to provide hands-on experience in the use and application of computers and G.I.S.

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. Emphasis 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.

INTERMEDIATE-SENIOR

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

Familiarizes candidates with science subject matter taught at the Intermediate/Senior levels in science and biology. Provides candidates with theoretical and practical aspects of implementing current curriculum guidelines, including exploration of a variety of teaching strategies along with laboratory-based learning. Candidates are expected to exhibit a degree of self-directed learning. Learning and lab materials \$20.

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

Provides an introduction from a chemistry focus 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, course includes an examination of science content, teaching strategies (including laboratory work and demonstrations), and ways of enhancing students' understanding. In addition, emphasis is placed upon lesson planning, meta-cognition, evaluation, and the interrelationships between science, technology, and society. Learning and lab materials \$20.

CURR 309/1.0 Computer Science (Intermediate-Senior)

Designed for candidates who wish both to teach Computer Studies courses and to prepare themselves for leadership in integrating computers into the secondary school curriculum. Prepares candidates to teach courses in Computer Studies, Computer Science and Technology, and Computer Science, not in Data Processing or Computer Technology. In preparation for teaching, candidates 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, candidates learn to use microcomputers and software common in the schools and to screen and evaluate software. Candidates are introduced to databases, telecommunications facilities, and software development. Candidates have an opportunity to learn through coaching peers, students, and teachers; through reflecting and reporting on personal learning experiences; through analyzing the work of teachers and their students; through designing learning activities related both to the courses which they expect to be teaching and to other courses; and through formulating and justifying an approach to computers in secondary education.

software packages appropriate for grades 7-10/OAC. Candidates with extensive prior experience in this area are encouraged to develop classroom applications using the G.I.S. software. Lab fee \$15; learning materials \$10.

CURR 328/0.5 Science - General (Intermediate)

Examines the basic methods of instruction for the Intermediate division sciences. Special attention to implementation of the Intermediate Science Guideline of the Ontario Ministry of Education and Training. Teaching resources and materials are reviewed 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 is discussed and practised. Attention to the role of science teaching in socially relevant issues. Lab materials \$5.

CURR 336/0.5 History (Intermediate)

Designed to assist candidates to explore ways of establishing effective history programs, grades 7-10. Candidates learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material is examined and candidates develop a unit suitable for classroom implementation. Evaluation strategies are explored. Considerable time is 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)

Intended to prepare candidates to teach mathematics in the Transition Years and the first year of the Specialization Years. Candidates 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. Consists of lectures, discussions, student presentations, and activity approaches. Also provides 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 examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Candidates 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. Emphasis 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.

ability and performance experience. 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.

CURR 367/1.0 Teaching Techniques for Education

Effective teachers are able to promote learning with the entire range of students in classrooms, which are increasingly complex environments. Readings, discussion and activities afford the candidate an opportunity to combine knowledge of educational research with past experience in order to understand and practise effective classroom management. Topics for study include lesson planning (with particular emphasis on the demonstration lesson), classroom organization, models of teaching, questioning techniques, and responding to student misbehavior. Attention is paid to the candidate's role as an active, reflective learner. The nature of technological education is a continuing theme. Learning materials \$10.

CURR 368/1.0 Curriculum Development in Technological Education

The ability to teach effectively depends to a large extent on the philosophy of the teacher and the way that the teacher organizes the subject content. A philosophy of technological education is developed by each candidate and used as the foundation for curriculum development in the broad-based technology of concern. Historical events of Canadian technological and vocational education provide further development to philosophical perspectives. Basic concepts and principles of learning theory and adolescent development are an examination of the role of technology in our society, community involvement in schools, and project planning and making are used as bases to develop curriculum and assessment packages. Learning materials \$10.

CURR 379/1.0 Visual Arts (Intermediate-Senior)

Concerned with the theory and practice of art in education. Candidates 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. Candidates 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 are addressed. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice. 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.

Educational Studies

Courses in this area are concerned with sociological, psychological, historical, legal, philosophical, aesthetic, political, and institutional aspects of education and schooling. At least one Educational Studies half-credit course is required in the Waterloo and Consecutive B.Ed./Dip.Ed pro-

CURR 311/1.0 Dramatic Arts (Intermediate-Senior)

Concerned with the theory and practice of drama in education. Candidates explore the use of personal resources in dramatic expression and develop an understanding of the nature of dramatic experience and its place in education. Consideration 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. Aimed at preparing candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowledge strengths.

CURR 317/1.0 English (Intermediate-Senior)

Designed to prepare prospective teachers for the teaching of English in the high school. Stresses careful explanation and imaginative presentation of literature with the primary aim of helping students to see feelingly. The methods of instruction used in the course display a variety of approaches to the teaching of both literature and composition. Includes 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 aux niveaux intermédiaire et terminal. On vise à faire un tour d'horizon complet des connaissances et des applications traitées 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. 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, 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 de l'Éducation des spécialistes de français. Les étudiants devront contribuer \$5 pour couvrir les frais de photocopies.

CURR 323/1.0 Geography (Intermediate-Senior)

Designed to prepare candidates to teach geography at the Intermediate-Senior level (grades 7-OAC). Using a geography context the program provides instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluation as well as essential classroom management. Participants have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who provide input and strategies related to specialized areas of the geography program. Familiarizes candidates with the current Ontario Ministry of Education and Training guidelines in geography and provides specific preparation for implementing Ministry of Education curriculum initiatives in "The Transition Years" (Gr. 7-

FOCI 238/0.5 Early Primary Education (PI)
 Early Primary Education Program
 Track candidates only
 Building on their prior knowledge and understandings, teacher candidates study the learning of early primary students (junior kindergarten to grade one) who are making the transition from pre-school to early primary classes. Professional readings and workshops are related to practicum experiences in a primary classroom (Fall term) and in a school or an alternative setting (Winter term).

FOCI 240/0.5 Environmental Education (PIIS)
 Focuses on enabling teacher candidates to understand and appreciate their natural environment as a classroom, to increase their knowledge of ecological issues and problems, and to teach ways to approach environmental studies in schools and in non-traditional teaching settings. Objectives will emphasize hands-on investigations in the outdoors, such as wetland and woodland studies, and will include exploration of environmental programs and resources.

FOCI 245/0.5 French Methodology at the Elementary Level (PII)
 At the elementary level a variety of programs is offered along the language-learning continuum. French language teaching is examined in the light of social context, educational context, pupils' needs and teachers' expertise. Teaching immersion, bilingual, or core programs requires different approaches to tasks and to collaboration. These are the focus in a self-directed teaching process. Assessment is based on designing a series of evaluation tasks to show the understanding of tasks for language use, including the evaluation of motivation.

FOCI 250/0.5 Integrating Technology, Science and Mathematics (PIIS)
 An examination of how both elementary and secondary schools are linking technology, science, and mathematics, with exploration and development of activities that integrate these subjects while retaining the strengths of the individual disciplines. Practicum placements provide opportunities to put into practice ideas developed in the course.

FOCI 255/0.5 International and Development Education (PIIS)
 An overview of international and development education in which candidates pursue interest in a chosen issue or area, such as international development, ESL, and teaching in international schools. Development of specific expertise may occur through action research or academic inquiry, resource development, and experience in an international setting.

FOCI 260/0.5 Outdoor and Experiential Education (PIIS)
 (Outdoor Education Program Track candidates only)
 Prepares candidates for leading dynamic school and community based outdoor education as found in a variety of environmental contexts in all teaching subjects. Also considered are alternative experiential settings including museums, adventure programming, integrated learning, rehabilitation for special populations, expeditionary learning, and environmental education.

FOCI 265/0.5 Out-of-Classroom Experiences (PIIS)
 Teacher candidates share interests in learning outside the classroom. Emphasizes field experiences and the exploration of programs developed by various institutions (galleries, museums, fire departments, and many others) for school use. Focuses on the human-made or built environment and institutions, rather than on the natural environment. Explores ways of using out-of-classroom experiences to enhance classroom learning from Primary to Senior grades; establishes principles of effective field experiences; and discovers potential opportunities for non-school employment as, for example, curriculum developers and implementers in such settings as museums or galleries.

FOCI 270/0.5 Resource-Based Teaching and Learning (PIIS)
 Resource-based teaching and learning involve students actively in the meaningful use of appropriate print, non-print, electronic, and human resources. Resource-based programs provide students with alternative learning activities and resources; the selection of these, the presentation format, and the expectations for a particular student depend on the objectives established for the student and on the learning needs and style of the student. Resource-based programs are equally applicable in classrooms or in other educational settings, such as museums, art galleries, conservation centres, science centres, and school and public libraries.

FOCI 275/0.5 School Leadership (PIIS)
 Intended for candidates interested in working toward positions of added responsibility, such as team leader, department head, assistant principal, principal, consultant, coordinator and supervisory officer. Candidates build awareness of their own leadership skills and styles and explore the ways in which leadership and organizational concepts apply to schools.

FOCI 280/0.5 Schools, Learning and Telecommunication (PIIS)
 in Teacher Education
 For teacher candidates interested in the use and study of telecommunications to support the professional development of teachers. Candidates work with teachers, leaders at school boards, and faculty members to develop expertise with Internet-based telecommunications tools used by boards, the Ministry, and teachers' federations. Linked to an ongoing program of research and development. No special expertise or experience is required to participate in this course.

FOCI 290/0.5 Teaching At-Risk Adolescents and Young Adults (IS)
 Examination of various categories of at-risk students and assessment of strategies for working with them, both in schools and in community agencies. Learning is primarily through on-site observation and experience, complemented by readings in relevant psychology and sociology literature. Self-directed collaborative groups pursue shared interests and means for disseminating their work with the education community.

FOCI 295/0.5 Teaching Exceptional Children (IS)
 Addresses exceptional children, including children who are gifted, children with learning disabilities, chronic health conditions, development-

EDST 436/0.5 Introduction to Schools and Teaching (Concurrent Year 1 only)
 Introduces Concurrent teacher candidates to the study of educational issues and experiences. Focuses on school curriculum and organization as well as activities for understanding teaching and learning in the classroom. Candidates engage in discussion of their views of education. (For candidates in Year 3 of the Mathematics and Science (MAS) Late Entry Concurrent program, this course focuses on the teaching and learning of mathematics and science.) Learning materials \$7.50.
 COREQUISITE: PRAC 166; for Late Entry MAS, PRAC 163

EDST 441/0.5 Issues in Grading and Evaluation (PIIS)
 Policies and practices associated with grading and evaluation play a very important but highly controversial and problematic role in today's schools. Candidates are encouraged to examine and critically assess a variety of contemporary policies and practices as well as proposals for reform, including the purposes and functions of grading and evaluation, the nature and role of standards, subjectivity in evaluation, alternative systems of assessment, portfolio assessments, and other approaches to documenting student accomplishment, as well as report cards and parent teacher conferences. Insights from the literature and candidates' practicum experiences are applied to problems facing classroom teachers. Candidates are encouraged to develop applications relevant to their own concerns with teaching and learning.

EDST 442/0.5 Principles and Programs in Experiential Education (PIIS)
 (Outdoor Education Program Track candidates only)
 A study of the theories of experiential education as derived from the literature and tested analyses of experiential practices and programs. Sessions vary in length to provide for a mix of activities within the normal duration of a half course. Food and transportation \$100.

EDST 445/0.5 Computers, Software, and Teaching (PIIS)
 The use of computers in teaching and learning. Candidates work with painting and drawing programs, spreadsheets, databases, desk-top publishing, e-mail, the World Wide Web, computer conference systems, videodisks, CD-ROM-based resources, and computer simulation.

EDST 453/0.5 Technology in Society: An Elementary School Perspective (PII)
 Introduction to the study of technology in the JK to Grade 9 curriculum that addresses designing and making of projects, activity-based curriculum development, student-centred learning and other pedagogical approaches, human and environmental aspects of technological developments, and technological concepts and knowledge. 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.

EDST 454/0.5 Teachers and the Law (PIIS)
 Teachers' legal rights and responsibilities are examined by studying actual cases in which teachers have been sued, charged with crimes, disciplined, or dismissed. Issues considered may include school discipline and responding to defiant or violent behaviour; teachers accused of assault or sexual crimes against students; the duty to report child

abuse; negligence actions against teachers and their responsibility for the safety of students in various settings; confidential records and information; religion and schools; students with disabilities; professional ethics; and racism and discrimination in schools.

EDST 456/0.5 A Study of the Religious Education Program (PIIS)
 in the Roman Catholic Schools of Ontario
 Introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic Schools of Ontario. Candidates 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 Catechetical. 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.

EDST 461/0.5 The At-Risk Adolescent (IS)
 Addresses the education of at-risk adolescents and young adults – persons who exhibit behaviours that place them at risk for school failure, early leaving, unemployment, and delinquency. Psychological and sociological perspectives are explored to understand their characteristics and contexts, and to evaluate programs in schools and in the community intended to help them. This aim is pursued through the research literature and opportunities to learn from professionals in the field who work with at-risk youth in schools and community agencies.

EDST 463/0.5 Culture, Language and Education (PIIS)
 The situated, cultural aspects of human learning and development in education form the focus. Learning contexts are studied at ecological, social, and psychological levels. Language processes are emphasized, including bi/multilingual issues. Through exposure to a diversity of cultural learning models, with a focus on indigenous cultures, candidates are encouraged to expand their teaching repertoires.

EDST 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, development, learning, and exceptionalities are presented in the context of modern schooling.

EDST 476/0.5 Exceptional Children and Adolescents (PIIS)
 An overview of exceptional children and adolescents in the regular classroom, including their identification, inclusion and teaching. Candidates consider how students learn, how teachers can help exceptional students to learn in the classroom, and how teachers can collaborate with parents and other professionals to enhance learning. A range of exceptionalities are considered including students with giftedness, mental handicaps, learning disabilities, and behaviour exceptionalities. Learning materials \$15.

EDST 482/0.5 Human Dimensions in Teaching and Learning (PIIS)
 Intended to foster the personal and interpersonal thriving of candidates so that they can better assist students in their development. Emphasis is

tal delays, and behaviour and emotional difficulties. Opportunities to learn from experience, workshops, reading, peers and mentor, as well as opportunities to develop competence and confidence in teaching exceptional children and to provide leadership in this area. The organization is highly experiential, self-directed and collaborative, within a group who share an interest in working with exceptional children. Learning materials \$15.

FOCI 296/0.5 Teaching for Social Justice: Alternative Strategies (PIIS)
 Toward Equitable Practices
 Focuses on social justice and inclusionary education in schooling contexts of global, learning outcomes and preparation for participation in the global economy. Candidates do their practice teaching in Kingston area schools, drawing on the understandings of practising teachers who have developed the mutual trust and confidence that allow a questioning of schooling/ teaching practices and agendas, and of the larger issues that configure social relations (e.g. racism, sexism, homophobia, ableism, classism, ethnocentrism, ageism and intellectualism). At the centre is the concrete link between theory and practice – what we do and what we think are not separate. Candidates selecting this course will be placed in a dedicated section of PROF 100.

NOTE: This course is open only to those candidates who have received a Kingston practicum placement.

FOCI 297/0.5 Teaching in the Primary Grades (PI)
 An introduction to such issues as curriculum and child development, classroom management and family, cultural and community influences as they relate to the learning and teaching of students in the primary grades (junior kindergarten to grade three). Emphasis on observations made during an extended practicum in a primary class in the Fall term and a three-week primary age practicum in school or an alternative setting in the Winter term. Related professional readings and research are presented and shared at workshops and seminars.

FOCI 298/0.5 Teaching: The Making of Culture and Self (PIIS)
 Teaching and learning are in fact becoming who you are in the course of entering and creating your multiple communities. Each candidate explores this cultural interpretation of education in a familiar school setting and through practicum research in an unfamiliar context, e.g. a work, artistic, recreational, religious, ethnic or other community. Outcomes include understanding school as a community of learners and seeing teachers and students as mutually engaged in the making of meaning systems, themselves, and other cultural artifacts. Presentations of focus track work honour diverse modes of expression.

FOCI 299/0.5 Teaching the Gifted (PIIS)
 A consideration of the concept of giftedness and the personal, social and individual issues which are related to it. The various ways in which individuals, organizations and institutions are attempting to respond to these issues. Candidates are encouraged to work with gifted learners and to use this experience as the basis for further reflection and research.

Practicum

PRAC 163/0.5 Year 3 Mathematics and Science Late-Entry (PIIS)
 Concurrent Practicum

All Year 3 Mathematics and Science Late-Entry Concurrent candidates complete a two-week full-time practicum in a secondary school placement.

PRAC 164/0.5 Year 4 Mathematics and Science Late-Entry (PIIS)
 Concurrent Practicum

All Year 4 Mathematics and Science Late-Entry Concurrent candidates complete either a two-week full-time practicum in a secondary placement, or the equivalent of two weeks in an approved alternate education or community placement.

PRAC 166/0.5 Year 1 Concurrent Practicum (PIIS)
 All Year 1 Concurrent teacher candidates complete a 40 hour practicum in an elementary classroom. This placement provides experience for reflection and discussion in the course EDST 436.

PRAC 167/0.5 Year 2 Concurrent Practicum/Professional Development (PIIS)
 All Year 2 Concurrent teacher candidates complete a two-week practicum, normally in a secondary school placement, and attend required professional development sessions. The practicum consists of either ten continuous full-time days, or five continuous full-time days preceded by the equivalent of five full days. Topics for professional development sessions may include assessment, planning for teaching, classroom management, and adapting curriculum to meet student needs.

PRAC 168/0.5 Year 3 Concurrent Practicum/Program Focus (PIIS)
 Teacher candidates complete four weeks of supervised teaching in a school placement, or two weeks in a school setting and the equivalent of two weeks in an alternative setting. They attend sessions in a number of program focus areas.

PRAC 190/1.0 Concurrent Final Year and Consecutive Practicum (PIIS)
 After an intensive orientation period at the Faculty of Education, Consecutive and final year Concurrent teacher candidates complete an extended teaching placement from September to December in selected associate schools. These schools are selected from a number of geographic areas including Kingston, Peterborough, Toronto, Waterloo and Ottawa. (Candidates should be aware that they may be assigned to associate schools outside their preferred area.) During the extended practicum, candidates work closely with associate teachers and faculty members, and have a two-week rotation at the Faculty of Education. Additional practicum experience takes place in the Winter term and during May.

placed on how the candidate can facilitate invitational education in schools and classrooms and in interactions with students, parents and other educators.

EDST 487/0.5 The Family, the Teacher and the School (PIIS)
 Explores the structure and function of different types of family units and focuses on the attitudes and skills that help teachers relate to children from varied family backgrounds. Special emphasis placed on the development of the teacher's use of language and non-verbal behaviour. Activities designed to increase the teacher's sensitivity to the impact that family experiences have on teaching and learning.

EDST 490/0.5 Seminar in Social Class, Gender and Race in Education (PIIS)
 The goal is to 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 questions: How is school experience affected by the cultural context of children's lives? How do schools respond to real or imagined differences among students? And how does the culture of the school, the attitudes and expectations of teachers, the concepts conveyed by the "hidden" curriculum contribute to the way children experience school? A critical perspective is developed which teachers might use to better respond to the diversity of student needs.

Program Focus
 Program Focus courses offer an alternative format for candidates and faculty to explore areas of mutual interest. The focus experience is grounded in practice and is closely tied to experiences in schools and other settings. One Program Focus course is required in the B.Ed./D.Ed program.

FOCI 201/0.5 Aboriginal Teacher Education (PIIS)
 (Aboriginal Teacher Education Program Track candidates only)

Prepares Aboriginal Teacher Education candidates to include Aboriginal curriculum as part of their classroom teaching. Explores Aboriginal community-based curriculum development; a review of current Aboriginal curriculum packages and other resources; curriculum planning and evaluation. An experiential learning approach with aspects of the course applied during the candidates' practice teaching rounds. Practicum experiences are explored during class sessions with such reflections providing the basis for further learning in the areas of curriculum planning and evaluation.

FOCI 205/0.5 Alternative Schools in Canada (PIIS)
 Explores the philosophies and practices of schools alternative to mainstream public schools, including Montessori, Waldorf, Home Schools, Independent Schools offering specialized programs (e.g. International Baccalaureate), and alternatives within the public system such as Charter Schools and schools with unique programs. Candidates are required

to spend at least one practicum placement in an approved alternative school environment.

FOCI 213/0.5 Broad-Based Technological Education (Tech)
 (Technological Education candidates only)

The Ministry of Education and Training requires that teachers gaining certification in technological education demonstrate "proof of...competence in the area...of technological studies selected as options in the program of professional education". Competence to teach a broad-based technology is demonstrated by completing a series of technology projects, which involve both designing and making. An individualized program permits candidates to broaden and deepen the range of knowledge and skills that constitute their competence. A technology profile is used to track both the range and level of skills. Materials \$180.

FOCI 215/0.5 Arts-Based Education in the Elementary School (PI)
 Designed to present a view of elementary schools where arts-based activities and environments form the focus for learning not only in the arts, but in other academic subjects as well. Topics include arts and cognition; how math, science, technology, personal and social studies, and language can be authentically incorporated in arts-based learning; how arts programs can induce change in schools; and the role of social learning and community knowledge.

FOCI 222/0.5 Artist in Community Education (IS)
 (Artist in Community Education Program Track candidates only)

Candidates explore the intimate connection between the artist and education. Issues associated with professional practice and the world of education in visual art, drama and music are addressed. Investigations will be sufficiently flexible to meet the needs and interests of students in each of their specific disciplines.

FOCI 225/0.5 Co-op Education and Workplace Learning (IS)
 Secondary school programs give their students opportunities to gain credits for working and learning in workplace settings. Teacher candidates in this focus will develop expertise in this important component of secondary education, and will develop an understanding of varieties of workplace learning. During the February practicum, candidates are in workplace settings to gain firsthand experience of co-op education. The links between careers and co-op education placements are explored.

FOCI 230/0.5 Drama in Education (PIIS)
 Exploration of the exciting possibilities for incorporating dramatic experiences into the school curriculum, including the teaching of drama as an art form, the integration of drama into other aspects of the curriculum, and the performing of original works of theatre for young audiences. The February practicum placement may be in a regular classroom, a specialized drama education program, or an alternative setting such as museum or theatre outreach program. It is also possible for several members of this focus to work together during the February practicum, presenting workshops or performances in schools.

reserves the right to cancel any course if there is insufficient enrolment or if teaching staff is not available.

Technical Proficiency Examinations

Candidates 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 Faculty Registrar's Office.

The program leading to a Master of Education degree is for those teachers and educational administrators who wish to further their professional study. One specialization is available: Curriculum and Instruction. Within this specialization, students may follow a general program or one of the following three concentrations: Cultural Studies, Educational Psychology or Mathematics, Science and Technology Education (MSTE). 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.

Application Deadline

Applications must be submitted by January 30, 1998 to begin studies in the Summer 1998, Fall 1998, or Winter 1999 terms.

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 1997-98 Fall/Winter session may be found in the Blue Book, 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 Blue Book. 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. After the interest free period, interest charges begin to accrue on the unpaid balance of all consolidated loans.

Ontario residents can obtain OSAP application forms and further information from the Assistant Registrar (Student Awards), Queen's

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

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

Work Study Program

This program aims to assist students who find that their award from the various government assistance plans is inadequate or non-existent. Applicants who establish need under the program are given access to part-time jobs in campus departments. The costs of the program are shared by the campus departments and the Ministry of Education and Training. The program is open to full-time students from all provinces, and to visa students. Application may be made in the Student Awards Office from August until the last day of registration in September.

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 must be taking less than 60% of a full course load at an Ontario university or college of applied arts and technology. The bursary covers tuition, books and equipment to a maximum of \$2500 per year. Some assistance is available for local transportation and child care costs. Application forms are available from the Assistant Registrar (Student Awards), Queen's University.

Special Opportunity Grants and Loans

Students who are unable to study full-time and who have low income may be eligible for this assistance. Students who qualify are assessed grant assistance first; the remaining assessed need is issued as a loan. Students must be Canadian citizens or permanent residents who live in a province or territory that participates in the Canada Student Loans Program. Students must be qualified to enrol in a program leading to a degree, diploma or certificate. Students must enrol in between 20% and 50% of a full-time course load. Students must begin to make interest payments on the loan 30 days after it is cashed. Interest relief may be available in some cases. Applications are available at the Student Awards Office.

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 or who qualify for OSAP assistance may be eligible to receive non-repayable, provincial and federal assistance to purchase educationally-related equipment and/or supplies. 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.

NOTE: The Ontario Special Bursary Program and the Special Needs Bursary are under review by the Provincial government. Contact the Student Awards Office for changes to these programs.

Professional Studies

PROF 100/0.5 Critical Issues and Policies

This course is an introduction to issues and policies that are critical for beginning and experienced teachers. It invites candidates to build on their experiences in classrooms and associate schools, to begin to learn about their legal rights and responsibilities as teachers, to learn about adapting instruction for exceptional learners, and to begin to learn about equity issues they will face in schools. Learning materials \$15.

PROF 190/0.5 Professional Practice

This course begins the process of constructing and documenting professional knowledge acquired by experience. With an emphasis on classroom activities and teaching strategies, the course provides opportunities to interpret and modify practices from one's own perspective and that of experienced teachers, fellow teacher candidates, and relevant educational literature.

two full university courses in the teaching subject for which qualification is sought.

NOTES

- 1 Intermediate or Senior Division French, Music and Physical Education. Candidates 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 for candidate whose Ontario Teacher's Qualifications Record Card does not indicate Technological Studies, evidence of at least sixty months of wage-earning experience related to the subject for which qualification is sought which must be submitted and approved by the Technological Education Office.

NOTE: In the case of some courses, additional requirements have been established by the Faculty. Candidates should check with the Faculty 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.

NOTES

- 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 1.
- 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.

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 courses is offered in the Fall/Winter session and during Summer term, as well as during the month of June for graduating candidates. Courses are also offered at several off-campus locations. Information about course offerings may be obtained from the Faculty Registrar's Office, Faculty of Education.

The academic regulations governing these courses are the same as for courses in the B.Ed./Dip.Ed. program and are found in other sections of this Calendar. It is expected that any candidate registering in these courses will be familiar with both the Ministry regulations and those of this Faculty.

Requirements

Candidates 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;
- 3a for candidates whose Ontario Teacher's Qualifications Record Card does not indicate "Intermediate" as an initial area of concentration, a minimum of three full courses in the teaching subject for which qualification is sought; or
- 3b for candidates whose Ontario Teacher's Qualifications Record Card does indicate "Intermediate" as an initial area of concentration, a minimum of two full courses in the teaching 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 for candidates whose Ontario Teacher's Qualifications Record Card does not indicate "Senior" as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought; or
- 3b for candidates whose Ontario Teacher's Qualifications Record Card does indicate "Senior" as an initial area of concentration, a minimum of

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. For further information, please consult the *Additional Qualifications Handbook* available in the Faculty Registrar's Office.

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 provide evidence of at least two years of successful teaching experience including at least one year in Ontario in the subject in which the Honour Specialist qualification is sought, certified by the appropriate supervisory officer.

D HONOUR TECHNOLOGICAL STUDIES SPECIALIST

- 1 Successful completion of the equivalent of one year's full-time post-secondary study;
- 2 Provide evidence of at least two years of successful teaching experience including at least one year in Ontario in technological education, 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 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.

Candidates are required to notify the Faculty 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

Bursaries

In addition to the following specific bursaries, Queen's University has a limited amount of general bursary funds available to students. Bursary funds are intended to assist primarily in emergency situations. They are also a final resource available when the student's own financial contribution to the cost of his or her education, parental assistance, government aid and Queen's loans still leave the student with insufficient funds to complete the academic year. NEED is the primary consideration in the award of a bursary.

Unless otherwise stated, 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.

The ACC Bursary

Established from the partial proceeds of the Queen's ACC long distance discount program. Awarded on the basis of financial need to a student in any faculty or school at Queen's University. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

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. Value variable.

ATF Bursaries for the Disabled

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

H. Graham Bertram Foundation Bursaries

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

The Robert Bruce Bursaries

The will of the late Robert Bruce of Quebec provided for an annual sum to be given in bursaries "to students of promising ability but straitened

circumstances". Money from this fund is disbursed annually to one or more students in the third or later years in any faculty.

The Campbell Memorial Bursaries

Established by the children of Milton Neil Campbell and Hazel May Campbell (Dixon). Awarded on the basis of financial need with preference given to student(s) from Saskatchewan. 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. 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. Value variable.

The Disabled Students' Bursaries

Established by the Alma Mater Society and Arts and Science '82 to assist disabled students attending Queen's University. Awarded on the basis of need; value variable.

A. Vibert Douglas Bursaries

Established by friends and colleagues of A. Vibert Douglas, LL.D., Dean of Women from 1939 to 1959 and a pioneer in the teaching of astrophysics. Awarded on the basis of need to students in any Faculty or School, with preference given to women students. 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. Value variable.

The David A. Gillies and Jessie Herchermer 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; 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; value variable.

The John Miles Hamilton Memorial Bursary

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

The Celesta Hibbert Hunter Bursary

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

The Inuit Bursary

Awarded to an Inuit student in financial need; value \$200.

The James Boyd Keddie Memorial Bursaries

Established in accordance with the wishes of the late James Luke Keddie. Awarded on the basis of financial need with preference given to students from the City of Oshawa and surrounding area who intend to enter the teaching profession; 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 awarding these bursaries, preference is given to returned men, or sons or daughters of soldiers of the World Wars.

The Alice Kingdon Bursaries

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

The Dr. James Brown MacDougall Bursaries

Awarded on the basis of need to upper-year undergraduate students; 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; value variable.

The MacRae Bursaries

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

The Wilhelmina McArthur-Humphries Bursaries

Established by Wilhelmina McArthur-Humphries, B.A. 1918. Four bursaries are awarded on the basis of merit and need to candidates for admission to an undergraduate program whose permanent place of residence is in Wellington or Lanark County. Two bursaries are offered to students from Wellington County and two bursaries are offered to students from Lanark County. The bursaries may be renewed for up to four years provided a 65% average is maintained and may be held in any undergraduate Faculty of School. If in any year there are not sufficient entrance candidates to use up the income, the award may be given to an eligible upper-year candidate from Wellington or Lanark County. 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; 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; 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; value variable.

The Rehab Therapy Society Sesquicentennial Bursary

Established by the Rehab Therapy Society in 1990, in celebration of Queen's Sesquicentennial. The bursary is awarded on the basis of financial need to undergraduate and/or graduate students in any faculty who are challenged with a physical disability; value variable.

The Alexander Morton Robertson Award

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

The Queen's International Student's Society Bursary

Established in 1993 by the Queen's International Student's Society and awarded on the basis of financial need. Preference will be given to an international student; 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.

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; value variable.

The Sutton Bursaries

Established by Gerald D. Sutton, B.Comm.'48, M.Comm.'49, and Margaret (Scally) Sutton, B.A.'48, to be awarded to students in need of financial assistance; value variable.

The Irwin Talemski Science Education Bursary

Established by the organizing committee of ChemEd '89, in recognition of the contribution made by Professor Irwin Talemski 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,

Queen's University Student Loan Funds

Queen's University, its graduates and friends have established a number of loan funds for the assistance of undergraduate and graduate students. Loans are made on the basis of financial need, academic merit, and general integrity. An applicant for a University loan must have had satisfactory standing in the session immediately prior to application.

Short term loans of ninety days or less may be granted to students who are temporarily in need of funds and who can produce satisfactory evidence that they will have sufficient money to make repayment on or before the due date. A service charge of 2% of the principal amount (minimum \$5) is charged at the time the loan is obtained. No other interest or service charges accrue so long as the loan is not allowed to become overdue.

General or long-term loans can be available for students who require assistance for more than ninety days. Before financial assistance is given, the loan committee must be satisfied that the applicant has applied to all other eligible sources of aid. The interest rate on general loans is the same as the bank rate the University is able to obtain for itself, and the interest is compounded monthly. Students will be advised of the interest rate in effect at the time application is made. Interest rates will be set on 30 September each year and the new rate will apply to all outstanding loans.

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

Students contemplating an application for university loan assistance should determine their income and expenditures for the session and apply at least two weeks in advance of the actual need.

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

The Paul Park Mathematics, Science and Technology Education Scholarships

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

The A. Lorne Cassidy Award

Established by the Réseau 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 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 \$325.

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 who has graduated 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 \$950.

The Ted Reeve Memorial Award

Established by friends and associates of Ted Reeve, who was a football coach and a long time friend of Queen's. Awarded in the fall to upper-year students to recognize outstanding academic achievement and demonstrated qualities of courage, team loyalty and fair play on an intercollegiate team. Preference will be given to members of the Queen's Senior Football Team and to students who do not hold awards of equal or greater value. 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 \$1,000.

The Senator Frank Carrel Scholarships

The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gulf Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940. Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University or for at least one year prior to 30 April if enrolled in an upper year have been and remain until the expiry of their scholarship domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Gulf Division of the Legislative Council of Quebec as constituted at 30 July 1940, including Rimouski, Bonaventure, Gaspé-est, Gaspé-ouest and Îles de la Madeleine. The Senator Frank Carrel Scholarships: Several scholarships are awarded annually on the basis of general proficiency. All eligible candidates will be considered automatically; value up to \$1,000.

The Walter Thumm Memorial Scholarship in Physics

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

L.W. Copp Award

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

The Frank J. Fowler Award

Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J. Fowler, a distinguished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education Primary-Junior curriculum instructors to the Primary-Junior candidate who best demonstrates the qualities of an exemplary primary educator, who best demonstrates the qualities 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 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 technological teacher education who has shown the most outstanding qualities of character and scholarship and demonstrated potential as a teacher; value \$115.

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 the OSTF 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 relations during his term of office and in his having a sense of humour in periods of crisis. The OSTF 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 option who, in the opinion of the Faculty Board of Education, has shown the most outstanding qualities of scholarship, teaching ability and character; value \$350.

John Watson Award

Granted to a graduating Bachelor of Education student in the Primary-Junior or the Junior-Intermediate option and based upon excellence in student teaching; value \$100.

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 post-graduate level. Applications should be made prior to 1 April to the Assistant Registrar (Student Awards); value \$1200.

The Barbara Paul Memorial Award

Established in memory of Effie Barbara Paul (Paihouksi), B.A. '74 (Carleton), by her son, N. Joseph Paihouksi, 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 Andrina McCulloch Prizes for Public Speaking

These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fields: public speaking/thesis presentation, reading/dramatization, and debating. The categories of the awards and the cash value of the prizes in any year are determined by a committee of the Senate; value variable.

The Barbara Paul Prize

Established in memory of Effie Barbara Paul (Paihouksi), B.A. '74 (Carleton), by her son, N. Joseph Paihouksi, 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 overcome. Preference will be given to a woman. The nomination must be made in 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 faculty 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.

Student Support Facilities

Accommodation Listing Service
LOCATION: 169 University Avenue
HOURS: Monday-Friday 10am-4:30pm,
closed 12 to 1pm
PHONE: 545-6706 FAX: 545-6300
Offers assistance for students interested
in locating off-campus privately
owned accommodation. Copies of ads
are posted in the office (apartments,
houses, rooms, shared units). Pay copy-
er available. Internet address:
<http://www.queensu.ca/dsao/housing/ahlist.htm>

Apartment and Housing
LOCATION: 169 University Avenue
HOURS: Monday-Friday 10am-4:30pm,
closed 12 to 1pm
PHONE: 545-2501 FAX: 545-6300
HOUSING ASSISTANT: Elaine Caird
Manages University-owned rentals in
the Queen's core area and two apart-
ment complexes in West Campus: John
Or Tower and An Clachan. Internet
address: <http://www.queensu.ca/dsao/housing/ah1.htm>

Ban Right Foundation
LOCATION: 32 Queen's Crescent
HOURS: Monday-Friday 9am-3:30pm
PHONE: 545-2977
DIRECTOR: Mary Davis Little
The 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.

Career Services
LOCATION: Gnd Flr, St. Lawrence Bldg
PHONE: 545-2992
DIRECTOR: Jim Kelly
Career Services offers numerous
programs and resources to assist students
in their career planning and job search
activities. These include workshops on

a variety of job searching, career
and job search counselling, and a wide
range of information on graduate/pro-
fessional schools, careers, employers,
and job search practices. Career Ser-
vices also organizes recruiting visits by
industry, business and government,
posts part-time, summer and perma-
nent jobs, runs Career Day, Summer
Job Fair, various information forums,
and an optional internship program.

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. Informa-
tion about child care centres can be
obtained by contacting the Child Care
Resource Centre. The Centre also oper-
ates drop-in programs.

Day Care Centre
LOCATION: 169 Union Street
DIRECTOR: Eileen Besuregard
Queen's Day Care Centre Inc. provides
child care for approximately 85 chil-
dren from families of students, faculty,
staff, and other members of the
Kingston community. As a co-op, par-
ents are actively involved and con-
tribute 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). Fam-
ilies are encouraged to make applica-
tions as early as possible.

Human Rights Office
LOCATION: Old Medical Building
PHONE: 545-6886
DIRECTOR: Ms Irene Bujara
The office reports on administrative
matters to the Secretary of the Univer-
sity and on policy matters to the Sen-
ate. The Human Rights Office has a
primary responsibility to develop
educational programs and recommend
policies on human rights issues for the
University community. A priority of the
office is to help the university develop
and review formal procedures for deal-
ing with complaints of harassment and
discrimination. It also provides fully
confidential support for people with
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discrimination. It also provides fully
confidential support for people with
complaints of discrimination and/or
harassment.

International Centre
LOCATION: John Deutsch Univ. Centre
PHONE: 545-2604
DIRECTOR: Wayne Myles
We welcome all Queen's students, and
support those involved in international
education: international students at
Queen's and students interested in, or
returning from, study abroad.

**Academic/ personal interests of inter-
national students and their families are
served through programs, services such
as health insurance, reception,
orientation, English language support,
and the International Student Advisor.
Study abroad and exchange students
can access the Resources Library and
the Country Representatives Program,
and consult the Education Abroad
Advisor. Our International clubs,
social/cultural events, information ses-
sions 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, staff and
alumni in spirited interactions. Pro-
grams showcase Queen's talent and
stimulate reflection and debate on
campus issues. Interesting spaces
accommodate quiet study, spontane-
aneous conversation and lively meet-
ings. Plus: offices of the Alma Mater
Society, Graduate Student Society and
convenient retail and food services.

Residences
LOCATION: Victoria Hall
PHONE: 545-2950
DIRECTOR: Dr Graham Brown
The University provides residence

Le Centre francophone de Queen's
LOCATION: 195 University Ave.
PHONE: 545-2534
DIRECTOR: Lucie Joubert
Le Centre francophone de Queen's
provides a comfortable setting for
francophiles. The Centre offers various
services such as conversation sessions,
French help service, translations and
activities such as films, lectures and
"French lunch hour".

Physical Education Centre
LOCATION: Union Street
PHONE: 545-2500
FACILITIES AND SERVICES: Bill Sparrow
The 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 Edu-
cation. The Centre includes racquet
courts, swimming pool, arena, three
gymsnasia, weight rooms, dance studio,
indoor track, other activity areas and a
lifestyle fitness centre.

**Queen's Student and Community
Services Group**
LOCATION: The Grey House, 51 Queen's
Crescent
PHONE: 545-2958
The Group (QSCSG) offers a wide vari-
ety of services to members of both the
Queen's and Kingston communities.

The QSCSG consists of Telephone Aid
Line Kingston (TALK) (544-1771), the
Kingston Lesbian Gay Bisexual Associa-
tion (531-8981), the Sexual Health
Resource Centre (545-2959), and the
Women's Centre (545-2963). Run by
volunteers, the group always wel-
come new members. Call 545-2958 for
information on any of these groups.

Residences
LOCATION: Victoria Hall
PHONE: 545-2950
DIRECTOR: Dr Graham Brown
The University provides residence

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 Bursary Fund
A fund established by George Taylor and Lilian Coleman Taylor pro-
vides 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 friend
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, Eliza-
beth Wallace, the widow of a former Principal, Dr. R.C. Wallace; value
variable.

The George R. Webb Bursary Fund
A trust created by the late George R. Webb of Ganoquo provides for
bursaries for the assistance of students from Leeds County in good ac-
ademic standing in any year in any faculty or school of Queen's Univer-
sity. 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 regis-
tered with the University but candidates for admission are also con-
sidered 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. Value up to \$1,000.

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 Right Foundation for Continuing University Education.

Residences
LOCATION: Victoria Hall
PHONE: 545-2950
DIRECTOR: Dr Graham Brown
The University provides residence

Education Library

The Education Library serves the stu-
dents and faculty of the Faculty of
Education and is a resource for area
teachers. The collection consists of
approximately 130,000 volumes and
425 journal subscriptions which
include the major publications in the
field. An important research resource
is the collection of over 1,000,000
microfilm which include the Educa-
tional Resources Information Centre
(ERIC), the ETS Collection of Tests on
Microfilm, the Canadian Curriculum
Guidelines and the Ontario collection
of research reports. Searchable data-
bases on CD-ROM include ERIC, Inter-
national ERIC, and Oerlis. Searches on
these databases are free and individual
instruction and workshops are given
in searching techniques. The Teaching
Aids area of the Education Library
houses 10,000 kits, games videos, and
so forth which are of use in the class-
room. Other collections include com-
puter software and lesson resources.
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 Sys-
tem. Altogether, the libraries in the sys-
tem hold nearly 5 million items.

Educational Computing Resources
A variety of computing resources are
available to B./Dip.Ed., M.Ed., and Con-
tinuing Teacher Education candidates
for class presentations, preparation of
teaching resources, course assign-
ments, and individual study. The Edu-
cation Resource Centre contains
approximately 50 Macintosh and IBM-
compatible computers. Additional
computers are located in labs, class-
rooms, and work areas throughout the
building. All computers are connected
to the local Instructional Computing
networks and to the Internet. Most
classrooms and lecture theatres have
teaching resources, including network
connections; movable computers
and projectors are available for

puters and projectors are available for
large group displays. Specialized
equipment includes laser printers,
scanners, digital cameras, synthesizers,
and software for multi-media produc-
tion and Internet publishing. Educa-
tional software is catalogued by the
library and is installed on the local net-
work. Documentation and some soft-
ware may be borrowed from the Edu-
cation Library for local use. Emphasis
is placed on software that supports col-
laboration and on general-purpose
tools such as text editors, spreadsheets,
database management systems, paint-
ing and drawing programs, and
telecommunications programs. Hours
of operation vary according to loca-
tion. Facilities in the Education
Resource Centre are available during
regular library hours. The Instructional
Computing staff provides advice and
technical assistance for the educational
use of computers. Additional advisors
are employed at peak times of the year
during evenings and on weekends.
Incoming candidates are expected to
have at least minimal skill in computer
use, including fluency with a basic word
processor. Candidates are
encouraged to increase their skill by
taking part in workshops before they
arrive or by registering in workshops
provided by Queen's Information
Technology Services. The Faculty of
Education also offers occasional work-
shops on the educational uses of word
processing, databases, spreadsheets,
telecommunication, and technology in
special education.

Placement Office
The Faculty of Education is committed
to providing all possible assistance to
graduates in their efforts to find
employment. This commitment is
demonstrated by the existence of a
full-time placement office within the
Faculty for the exclusive use of Educa-
tion students. The benefits of this as-
sistance are reflected in the high pro-

accommodation in single and double
rooms for approximately 2,800 under-
graduate students and 300 graduate
students. An information brochure,
application form, and residence fee
schedules are sent to each student who
is offered admission to Queen's. For
more information, contact the Resi-
dence Admissions Office.

Special Needs Service
LOCATION: St. Lawrence Bldg, Rm 261
HOURS: 9am-4:30pm
PHONE: (Voice) 545-6467,
(TDD/TTY) 545-6566
ADVISOR: Barbara L. Roberts
ADMINISTRATIVE ASSISTANT: Carol Cain
The University provides a range of ser-
vices to students with disabilities,
including special exam and registra-
tion arrangements, notetakers, and
assistance with adaptive technology, learn-
ing support, counselling, referral ser-
vices, library aids for print material,
and liaison with faculty and staff. For
more information and an informative
brochure, please call the Administra-
tive Assistant. All students (new and
returning) must register with the Spe-
cial Needs Office by appointment
every year. Appointments may be
booked throughout the summer and
fall; fall term exam arrangements must
be completed by 15 November, and
final exam arrangements by 15 March.

Student Counselling Service
LOCATION: St. Lawrence Bldg, Gnd Flr
HOURS: 9am-4:30pm
PHONE: 545-2893
DIRECTOR: Mike Condra, Ph.D., C.Psych.
The Student Counselling Service pro-
vides assistance to students in their
academic, career and personal devel-
opment during their time at university.
PROGRAMS OFFERED:
Personal Counselling/Confidential and
professional counselling.
Learning Support/Individual and group
programs designed to enhance stu-
dents' ability to be effective learners.
Career Counselling/Individual and
group programs to help students

explore career interests and make good
career choices.
Aboriginal Counselling An aboriginal
counsellor is available for personal
counselling, learning support and tra-
ditional training.
Learning Disabilities Specialist
Services for students with learning
difficulties.
SERVICES INCLUDE: psychoeducational
assessment, personal counselling, acade-
mic support, career exploration and
support groups.

Student Health Service
LOCATION: St. Lawrence Bldg, (across
the street from Victoria Hall)
HOURS: Monday-Friday 8:30am-4:30pm
Wed 10am-4:30pm
PHONE: 545-2506
DIRECTOR: Dr Mike Condra
The Student Health Service provides
medical, psychiatric and nursing care
as well as a range of
educational programs on health issues.
Consultations are by appointment;
requests for same-day appointments
can usually be accommodated.
Appointments for nursing care are not
required. Appointments may be made
by phone or in person. A 24-hour
emergency answering service is avail-
able and a physician is on-call at night,
on the weekends and holidays, from
September to May.

Medical Appointments: 545-2506
Cancellation line: 545-2506
Psychiatric Appointments: 545-2508
Cancellation Line: 545-2508
Nurse Line: 545-2506
Health Education: 545-2506

Writing Centre
LOCATION: 140 Stuart Street
DIRECTOR: Dr D. Babington
Discuss your current writing assign-
ments during free one-to-one tutorials
with a professional tutor. Appoint-
ments: phone 545-6315. For advice
about grammar and usage, phone the
writer's hot line at 545-6294. For details
of talks and workshops (on writing
your first essay, writing examinations
effectively, etc.), phone 545-6315.

Other Facilities

Alumni Association
LOCATION: Sunmer Hall
PHONE: 545-2060
All graduates and former students are
members of the Alumni Association.
The 83,000-strong Association keeps
alumni in touch with Queen's and
their classmates through the *Alumni
Review* magazine, provides Branch
activities around the world, organizes
events such as the fall reunion week-
end; and offers services such as in-
surance, the MasterCard, travel, retire-
ment planning, alumni merchandise,
Queen's license plates and long dis-
tance affinity program.

Medical and Hospital Insurance
Canadian students from other
provinces are advised to inform their
local Ministry of Health that they will
be studying in Ontario. Canadian stu-
dents from outside Canada are advised
to apply for free provincial health
insurance (Ontario Health Insurance
Plan) while studying in Ontario. Inter-
national students must enrol in UHIP
(University Health Insurance Plan)
through the Queen's International
Centre before registration can be com-
pleted. Dependents arriving with
international students, or dependents
who arrive at a later date, must be
enrolled in UHIP within 30 days of
their arrival in Ontario. The University
accepts no responsibility for un-
insured medical expenses incurred by a
student or their dependents. For fur-
ther information, contact the Interna-
tional Centre (545-2604).

Security
LOCATION: Fleming Hall
PHONE: 545-2555
DIRECTOR: Howard C. Pearce
The Security program operates 24
hours a day with security supervisor(s)
and emergency report centre opera-
tion on duty at all times. In addition,
security patrols walk throughout cam-
pus from 6 p.m. to 6 a.m., and offers
an escort program for persons who wish
to be accompanied from one point on
campus to another, and a work alone
program for persons who wish to be
checked while working after hours in
isolated areas. There are 60-70 students
employed as security patrol officers
and application for these positions are
received in January-February for
employment the following September.
If interested, contact the Security
Department.

Parking
LOCATION: Fleming Hall, Rm 202
PHONE: 545-2552
DIRECTOR: Howard C. Pearce
The parking of vehicles on all universi-
ty parking lots is restricted to permit
holders and the demand for permits
exceeds the number of parking spaces
available. Students and staff may
apply for a parking permit but permits
will be issued on a priority basis i.e.,
students in residences will not be
issued Main Campus permits. Stu-
dents who wish to do so may purchase
a West Campus permit (approx. 1 mile
from Main Campus).

Information about parking, a sched-
ule of parking fees, etc., are available
from the Parking Office in Fleming Hall.
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tion 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 employ-
ment in education-related fields. The

Academic-Program Support Facilities

Agnes Etherington Art Centre
LOCATION: University Ave at Queen's
Crescent
PHONE: 545-2190 FAX: 545-6765
DIRECTOR: Dr David McTavish
CONTACT: Michael Hydes

The Art Centre offers constantly chang-
ing exhibitions of contemporary and
historical art; lively programs (recep-
tions, brown bag lunches with artists,
lectures, tours, art classes); art cards,
posters and catalogues. Our permanent
collection includes over 11,000 works of
art. Tues through Fri 10:55 Sat and Sun
1-5. Free admission.

Campus Bookstore
LOCATION: Clark Hall
HOURS: Weekdays 9am-5pm,
Saturday 10am-5pm
PHONE: 545-2955
EMAIL: bookstore@post.queensu.ca
WEB: www.bookstore.queensu.ca
MANAGER: Mr C. Taber
The Bookstore has been owned and
operated by students since 1909 and
stocks all required textbooks, calcula-
tors/laboratory/medical supplies, refer-
ence material, and study aids for all
courses at Queen's. Most text books
are discounted 7%. The Bookstore also

carries popular reading and reference
books, as well as licensed University
sportsware, giftware and school rings.
The Bookstore also offers a full-service
website for those who are on-line.
Information Technology Services
LOCATION: Classifier Library, Dupuis Hall
DIRECTOR: Stan Yagi
WEB: <http://www.ocs.queensu.ca>
GENERAL INFORMATION
Dupuis Hall, NW G13 (545-2244)
ITS helps students, faculty and staff
connect electronically with people
and information across campus and
around the world. All Queen's stu-
dents, whether they live in residence
(where all 3,100 rooms have high-
speed ethernet connections) or off-
campus, have access to the Internet,
unlimited e-mail, and personal space
on the World Wide Web. Many profes-
sors now post lectures and other
course materials on Web pages. Selected
hardware and software products
are sold and supported by ITS, and
public access to computers and print-
ing facilities is available at several
sites across campus. ITS staff provide
training and assistance in use of sup-
ported products. (While the majority

of campus is PC-based on desktop,
there is also support for Macintosh
and SUN/IBM Unix.) Help is available
to respond to candidates' ques-
tions and concerns of all kinds. This
includes advice on hiring proce-
dures, help with preparation of applica-
tions and résumés, and practice
interviews. The aim is to ensure 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 educa-
tional trends.

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search. All advice offered is based
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and an informed view of future educa-
tional trends.

Literaries
PHONE: 545-2524 FAX: 545-6362
CHIEF LIBRARIAN: Paul Wene
The library system at Queen's Univer-
sity is decentralized. The Joseph S.
Stauffer Library houses the major hold-
ings in the humanities and social sci-
ences, including the government docu-
ments and maps collection, as well as
administrative offices and other ser-
vices. In the Summer of 1997, the Dou-
glas Library building will reopen after
renovations and will house the Engi-
neering and Science Library, Special
Collections and general user seating.
There are three professional faculty
libraries: Health Sciences, Law, and
Education, as well as a small number
of branch libraries.

Facilities available include, study
space, access to electronic information
resources, reference and instructional
services, interlibrary loan services,
photocopiers, microform readers and
printers. A limited number of study
carrels are assigned to graduate stu-
dents, faculty and visiting scholars in
the Stauffer Library.

The library system operating an inte-
grated online system, QLINE, which
provides users with access to the cata-
logue of Queen's library holdings and a
variety of bibliographic and statistical
databases; library service information,
including hours of opening; access to
the library catalogues of many other

universities, and a broad range of Inter-
net resources. Additional specialized
electronic resources are distributed
throughout the library system. QLINE
can be searched from computers on
and off campus.

Performing Arts Office
LOCATION: John Deutsch Univ. Centre
PHONE: 545-2527
ACTING DIRECTOR: Dr Boris Castel
The Performing Arts Office provides
the Queen's community with truly
world-class entertainment. Many of
the best artists seen in New York, Lon-
don, Toronto or Montreal are present-
ed for your recreation with low prices
of \$6 and \$8. As well, there is the Per-
forming Arts Club for those who wish
to become involved behind the scenes.
All are welcome!

Radio - CTRC-FM
LOCATION: Carruthers Hall
PHONE: 545-2121
DIRECTOR: Maureen Plunkett
Canada's oldest campus radio station,
CTRC was founded in 1922. Owned by
"Radio Queen's University", and
based in Carruthers Hall, CTRC-FM is
operated year-round by both Univer-
sity and community volunteer broad-
casters offering all types of alternative
music as well as sports events and spo-
ken word programs.

Television
LOCATION: McArthur Hall, Rm B229
PHONE: 545-6570
DIRECTOR: Richard Webb
Queen's Television (QTV) provides a
full spectrum of video production ser-
vices from scriptwriting to multiple
VHS release copies. Video playback
equipment can be booked and self-
serve VHS/VHS editing facilities are
available. Films and videos from the
Queen's collection as well as other
sources may be ordered through QTV.

Associate Boards of Education and Practicum Liaison Officers

Carleton Mr. M. Carlon	Leeds and Grenville Mr. B. Perkins	Renfrew Ms J. Pantuso
Carleton R.C.S.S. Mr. J. Harlan	Lennox and Addington Ms R. Bailey	Renfrew R.C.S.S. Mr. L. Keon
Dufferin-Peel R.C.S.S. Mr. M. Grace	Metropolitan R.C.S.S. Ms M. Liscio	Scarborough Mr. H. Hunkin
Durham Mr. B. Reid	North York Ms S. List	Simcoe Ms L. Bourne
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East York Ms E. Benzing	Ottawa Ms D. LeBannister	Stormont, Dundas and Glengarry Mr. M. Schaeffer
Etobicoke Mr. J. Norman	Ottawa R.C.S.S. Ms S. Jantzi	Stormont, Dundas and Glengarry R.C.S.S. Mr. B. Warner
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Frontenac, Lennox and Addington R.C.S.S. Ms C. Markotich	Peterborough Mr. E. Morrison	Sudbury R.C.S.S. Mr. R. Richer
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Hastings Ms L. Richardson	Prescott and Russell Mr. D. Farrow	Victoria Mr. A. Scott
Hastings-Prince Edward R.C.S.S. Mr. R. Deleskie	Prescott and Russell R.C.S.S. Ms B. MacNeil	Waterloo Ms J. Waugh
Lanark Mr. G. Giannandrea	Prince Edward Mr. L. Langdon	Waterloo Region R.C.S.S. Mr. D. Gruber
Lanark, Leeds, Grenville R.C.S.S. Mr. F. Musca		York Region Ms M. Thibault-Smith
		York Region R.C.S.S. Ms J. Fazzari

Ontario Teacher's Federation Representatives for Kingston Association des enseignants franco-ontariens (AEFO) N. Barrette, President Ecole Secondaire Catholique Marie-Riviere 130 Russell Street Kingston, Ontario K7K 2E9 613 546-5270	Federation of Women Teachers' Associations of Ontario (FWTAO) B. McLeod, President Frontenac County Women Teachers' Association 153 Van Order Drive Kingston, Ontario K7M 1B9 613 546-7072	Ontario Public School Teachers' Federation (OPSTF) H. Fair, President 153 Van Order Drive Kingston, Ontario K7M 1B9 613 549-5823
	Ontario English Catholic Teachers' Association (OECTA) M. Buchanan, President 786 Bath Road Kingston, Ontario K7L 4T2 613 384-6893	Ontario Secondary School Teachers' Federation (OSSTF) T. Holden, President 153 Van Order Drive Kingston, Ontario K7M 1B9 613 546-6985

74 1997 Advisory Committee - Faculty of Education

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