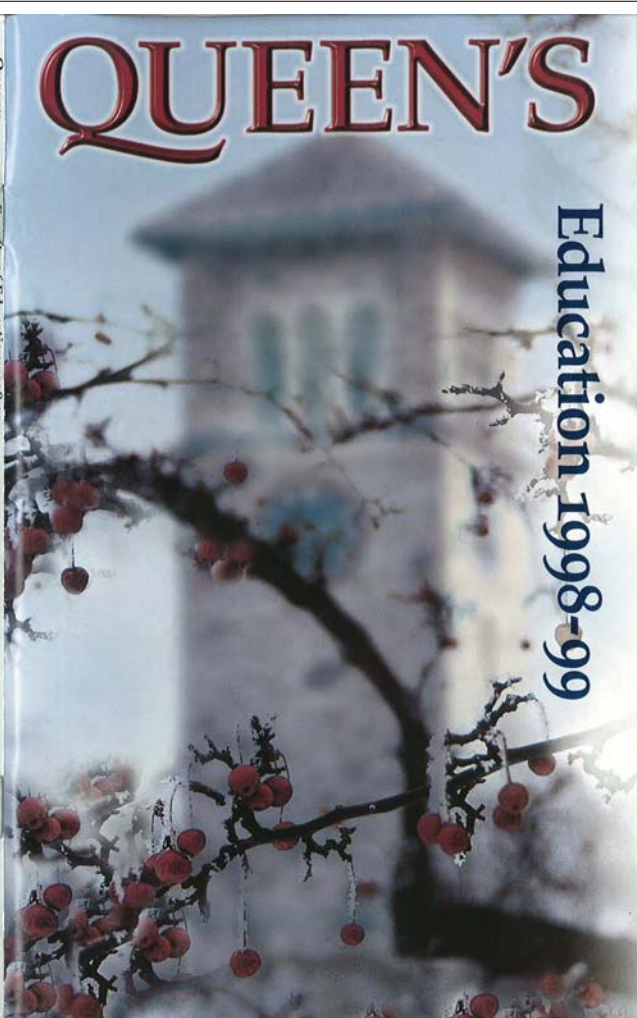




Queen's
Faculty of Education 1998-99

QUEEN'S

Education 1998-99



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.

About the cover

With the confidence born of more than a century and a half of partnership in the political and social life of Canada, Queen's University is moving forward, true to values and traditions that made it great, keen to play an equally vital and creative role in the new world of the 2000s. Grant Hall (front cover) was built to honour George Munro Grant, the first Principal to lead the University through a century's turn – from the 19th to the 20th. Now, on the eve of the 21st century, Queen's is preparing leaders for tomorrow's world. Key to that world will be such new developments as Queen's new Engineering and Science Library and the \$52.5 million Biosciences Complex (back cover), both of which were officially opened in late 1997. Bringing an echo of the past to the interior exhibit space of the high-tech Biosciences Complex is the City of Kingston's Town Crier (insets from opening ceremony, back cover).

PHOTOS: Front cover: Bob Weisnagel
Back cover: Bernard Clark
DESIGN: Queen's Graphic Design Unit

This entire publication is printed on recycled paper.

Faculty of Education Calendar 1998-99

Education 1998-99

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Message from the Dean

The design of the B.Ed./Dip.Ed. program at Queen's reflects our view that education is not synonymous with schooling. Let me ask you a question: Think, for a moment, about something you do well, something you would call a passion or a hobby, something you might prefer to be doing right now. Did you learn about that thing at school, or did you identify a passion that was in some way linked to the arts, sports or the natural world? Most people identify something they learned out of school. How can we make school learning relate better to out of school learning, to the learning that is important to people throughout their lives?



Rena Upitis

That is why this is a Faculty of Education, not a Faculty of Schooling in Ontario. As teachers and researchers, we concern ourselves not only with school and school curricula, but with the other aspects of learning in the society which we help define. This is one of the reasons I dislike the term "teacher training". Teacher training implies that you are here to learn standard procedures, leaping through hoops without critical analysis or reflection. But teacher education, which takes place at a Faculty of Education, implies that you are professionals, professionals who take charge of their own learning. Schools and our professional identities are socially constructed; you are the builders in that process. And such building takes care, time, reflection, dedication and love. Teaching is a moral and a political act; it takes courage to be a teacher.

You have chosen to enter what is surely the most important profession of the next millennium. Teaching has always been important, but never has it been more so than during these times of unprecedented and frightening economic upheaval, civil strife, and staggering environmental changes that threaten the existence of our planet. I have done many things in my life - played on concert stages, conducted legal research for Consumer and Corporate Affairs, worked in sweltering hot steel foundries in Alberta, built a timberframe cabin, designed computer games for math - but nothing has been as difficult nor as satisfying as teaching. Your work as an educator and as a learner will be rewarding, difficult, frustrating, joyous, confusing, and...perhaps...even liberating.

Rena Upitis

Rena Upitis
Dean, Faculty of Education

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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
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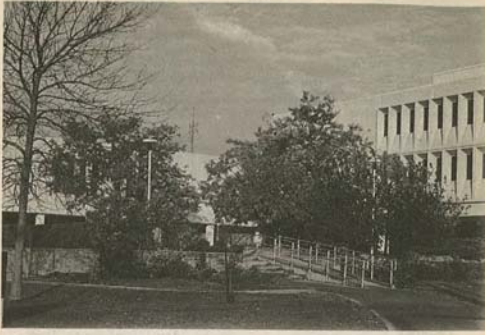
1999

January	February	March	April
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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
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26 27 28 29 30	24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31
31			

Sessional Dates 1998-1999

Sessional Dates

August 1998	January 1999
26 Fall term begins	11 Winter term begins
26-31 Opening Week for all B.Ed., Dip.Ed. and Concurrent final year candidates	11-15 Consolidation Week
September	22 Last date to add or drop a Winter term course
1-2 Opening Week for all B.Ed., Dip.Ed. and Concurrent final year candidates	February
7 Labour Day	22 Heritage Day (University closed)
8 Fall term practicum begins for Consecutive and final year Concurrent candidates	22-26 Practicum
11 Last date to add or drop a Fall/Winter course	March
October	1-12 Practicum
12 Thanksgiving Day (no classes)	15-19 Winter break (no classes)
13 First On-Campus Session begins	April
23 First On-Campus Session ends	2 Good Friday (no classes)
26 Second On-Campus Session begins	26-30 April Conference Week
29 Fall Convocation	May
November	3-28 Practicum
6 Second On-Campus Session ends	28 Winter term ends
9 Third On-Campus Session begins	31 Spring term Continuing Teacher Education courses begin
11 Remembrance Day (no classes 10-11:30 a.m.)	June
19 Third On-Campus Session ends	3 Convocation - B.Ed., Dip.Ed. and Concurrent final year candidates
December	25 Spring term Continuing Teacher Education classes end
6 Commemoration Day	14 Technological Education Summer Internship program begins
18 Fall term practicum ends	July
Fall term ends	5-30 Summer term Continuing Teacher Education classes
	29 Technological Education Summer Internship program ends



Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned 'to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod.' This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were 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. 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 as 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 program, 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 University, though founded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of denominational control.

The Faculty of Education

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, lounges, 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 1998-99

Uptis, R.B.

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Dean, Faculty of Education

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B.A. (Washington and Lee), M.A. (North Carolina), Ed.D. (Indiana)

Acting Associate Dean, Faculty of Education

TBA

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

O'Farrell, L.

B.A. (Queen's), M.A. (Arizona State), Graduate of National Theatre School of Canada
Coordinator of Continuing Teacher Education

Casey, S.S.

B.A. (Michigan State), M.Ed., M.P.A. (Queen's), B.L.S., Ed.D. (Toronto)
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B.A., B.Ed., M.A., M.L.S. (Western)
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Barwise, A.

Faculty Resource Manager

Niemann, J.U.

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Perkins, B.

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B.A. (Queen's)
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Simpson, L.

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Placement Coordinator

Faculty 1998-99

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Fielding, J.

B.A. (Western)
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Freeman, J.

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Higginson, W.C.

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Coordinator of Mathematics, Science and Technology Education Group

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Coordinator of Technological Education

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Kirby, J.R.

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Coordinator of Graduate Studies and Research

Krugly-Smolka, E.T.

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Adjunct Professor - Geography

McAndrews, B.

B.A. (Windsor), M.Ed. (Queen's)
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Coordinator of Practicum

McDuff, J.E.

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Miller, L.A.

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Smithrim, K.L.

Mus. Bach., 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*

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B.A.,LL.B.,M.Ed.(Queen's),Ed.D.(Harvard)
*Professor - Arts and Mathematics
Dean, Faculty of Education*

Welch, M.W.
Teacher's Certificate(London),
B.A.(Concordia),M.Ed.,Ph.D.(McGill)
*Assistant Professor - Technological
Education*

Professors Emeritus

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

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

Balanchuk, 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.(Oregon)

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

Holomego, 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),
Ph.D.(Queen's)

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

Wilson, R.J.
B.Ed.(British Columbia),
M.Ed.,Ph.D.(Washington)
*Professor - Measurement and
Evaluation*

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

Olson, J.K.
B.A.,B.Sc.(Queen's),M.Ed.(Toronto),
Dip.Ed.(Bristol),Ph.D.(Birmingham)

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

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

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

Pratt, D.
B.A.,M.A.(Oxford),M.A.,Ph.D.(Toronto)

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

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

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

Sharples, B.
B.Sc.(Birmingham),M.Ed.(Calgary),
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

Program Options

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 College of Teachers for the awarding of the Certificate of Qualification as a teacher, 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 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 technological education 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 in 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 Certificate of Qualification. 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, as well as the Certificate of Qualification.

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 Summer Internship. The Internship route is designed for teachers who are employed by Boards of Education

and are teaching on a Letter of Permission, but are not qualified teachers. The Internship is offered over two full summers and candidates teach in schools during the intervening year.

Queen's University is the only Ontario university with a technology lab and a technology computer lab.

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 routes and are based on the Teacher's Qualifications Regulation under the Ontario College of Teachers Act, Regulation 184:

- a the holding of an Ontario Secondary School Diploma or the successful completion of courses that are considered by the College to be the equivalent of such a diploma;
- b proof of competence in the area or areas of technological studies selected as options in the program of professional education;
- c one of the following:
 - 1 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;
 - 2 a combination of education related to the area or areas of technological studies selected as options in the program of professional education beyond that referred to in clause a, and business or industrial experience in the area or areas of technological studies selected as options in the program of professional education that totals five years, including at least two years of wage-earning experience, no less than sixteen months of which is continuous employment;
 - 3 at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program acceptable to the College 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 route has several additional entrance requirements as follows:

- a a copy of the candidate's Letter of Permission (a Ministry of Education and Training document);
- b a letter from the school of employment confirming the candidate's teaching experience;
- c a completed Principal's Evaluation Form (a Queen's University document);
- d a letter from the school of employment providing proof of a teaching position for the internship during the intervening year.

Both Technological Education routes 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. A mandatory Program Focus course, FOCI 213, Broad-Based Technological Education, is taken. The proof of competence required by the Ontario College of Teachers is 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 technology skills profiles 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.

Program Tracks

The following 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 Certificate of Qualification as a teacher, allowing 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 Certificate of Qualification, allowing 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.

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

- a candidates may complete some prerequisites to admission as exit requirements rather than entrance requirements;
- b 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;
- c ATE candidates may be granted prerequisite equivalencies for skills such as fluency or functionality in an Aboriginal language;
- d 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;
- e 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 employment as an arts educator within the traditional school environment or within the broader context of community arts education. 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 in this broadened context. 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 exposure to a professional arts education environment to prepare the artist to work with the community. It is intended for teacher education 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 Primary-Junior and Intermediate-Senior options. For Intermediate-Senior, the first of the two teaching subjects selected must be Dramatic Arts, Music or Visual Arts.

Format

Candidates in Artist in Community Education complete all the components as required for the Primary-Junior or Intermediate-Senior option. The Fall term is spent in regular 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:

- a An extended practicum in an early Primary classroom takes place during the fall term;
- b Opportunities to share ideas and resources with teacher candidates who have extensive knowledge and experience of teaching and learning in the early Primary grades;
- c 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, EPE 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 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.

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 track if they meet the admission criteria. Applicants should have education and work experience that would enable them both to contribute and profit from OEE. 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 (or equivalent) 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 charges 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. Applications must reach the Application Centre by the first Friday in December at the latest and offers of admission are made in late March or early April. 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 enrolment in the B.Ed. program. Candidates offering a three-year degree must have a 'B' average on all passed undergraduate courses (the average is calculated as of the application deadline date). Preference will be given to those candidates who will have completed the requirements for an honours degree or twenty full-year university credits by 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 enrolment.

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 enrolment in the Education program.

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 full-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.

NOTES

- 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 or biochemistry 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 Primary-Junior or 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.

Consecutive Program Components

To qualify for a Bachelor of Education or Diploma in Education 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 379.

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, Theory and 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.

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

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.

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 normally 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 in the final secondary school year or equivalent, 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, Practicum.

In Year 2, candidates normally enrol in five courses in Arts and Science and in the Education course PRAC 167, Practicum/Professional Development, which includes two weeks of school placement as well as professional development workshops.

In Year 3, candidates normally enrol in five courses in Arts and Science and in the Education course PRAC 168, Practicum/Program Focus, 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 Program 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*, the *Concurrent Handbook*, or the *Trent Student Handbook*.

Continuation in the Concurrent Program

Academic progress will be reviewed at the conclusion of each year in Arts and Science. 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, focused on teaching mathematics and science, is offered in co-operation with the Queen's Faculties of Applied Science and Arts and Science. This 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

Application to the MAS Concurrent Teacher Education program is 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. Candidates in the Faculty of Applied Science also apply during the 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

The MAS program requires the successful completion of 6.5 Education credits.

In Year 3, the first year of the combined B.Sc. (Hons.) and B.Ed. programs, 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. Waterloo students may obtain information about teaching option programs at their Waterloo faculty offices.

NOTE: Concurrent program components are subject to change without notice.

Certification

Successful candidates are recommended to the Ontario College of Teachers to be awarded the Certificate of Qualification as a teacher. 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.

The Certificate of Qualification shows teachers' previous academic degrees as well as the divisions in which they are qualified. The Intermediate-Senior and Technological Education teaching subjects are also listed.

Additional Qualifications

Holders of the Certificate of Qualification may earn additional qualifications and these will be entered on a revised Certificate. These may be Additional Basic Qualifications (such as Primary) or Additional Qualifications (such as Special Education, Part 1). These courses are offered during the Summer or Fall/Winter terms at Queen's and other faculties of education. For further information, please refer to the section on Continuing Teacher 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.

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).

Fabricating or falsifying laboratory or research data.

3 Essays and Assignments

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

Preparing an essay or assignment for submission by another student.

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

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

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

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

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



4 Official Documents

Altering transcripts or other official documents relating to student records.
Misrepresenting one's credentials.

Creating or altering letters of reference.

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

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.

3.4.3 Additional academic record entries are:

AG - Aegrotat grade AU - Audit
CR - Credit IN - Incomplete
NW - Course not taken

3.4 When a course is made up of two or more components, 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 Teacher 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 Certificate of Qualification as a teacher, 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 the Dean's Office to ensure that all candidates for the B.Ed. degree, the Dip. Ed. and the Certificate of Qualification conform satisfactorily with the general professional and ethical requirements of teachers.

Code of Conduct

All students are required to adhere to the University's Code of Conduct. They should also bear in mind that compliance with this code implies non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally maintaining the reputation of the University. Initial responsibility for the enforcement of the Code rests with the Alma Mater Society, and the Graduate Student Society on behalf of the Senate. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the regulations of the University and its subordinate jurisdictions and to the law of

the land. Hence it must be emphasized that the University's system of non-academic discipline should not be regarded as a substitute for the civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. The following conduct is unacceptable and constitutes an offence within the university community:

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

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.

Courses

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

NOTE There is an overall \$50 learning materials charge for Primary-Junior Curriculum courses.

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.

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.

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.

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.

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.

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.

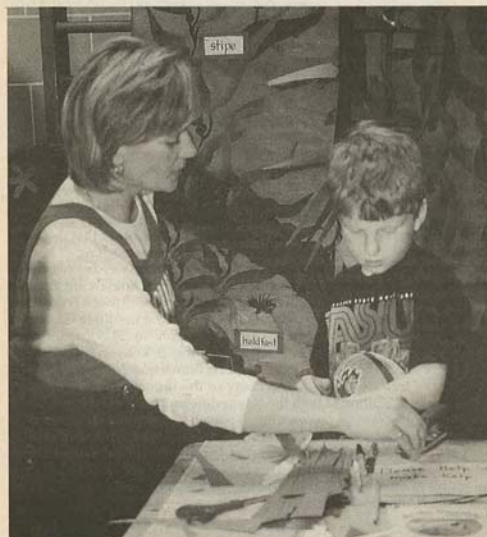
CURR 317/1.0 English (Intermediate-Senior)

Designed to prepare prospective teachers for the teaching of English in the high school. Stresses careful explication 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 pratiques dans le but d'amener tous les apprenants à développer leur style d'enseignement propre en adéquation avec la situation actuelle dans le domaine des langues. Une connaissance supérieure du français est nécessaire. Toutefois il y a lieu de parfaire ses connaissances durant l'année pour des corrections d'ordre minimal. 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



FOCI 245/0.5 French Methodology at the Elementary Level (PJ)
 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.
PREREQUISITE Fluency in the French language

FOCI 250/0.5 Integrating Technology, Science and Mathematics (PJS)
 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 (PJS)
 This program focus introduces candidates to the complexities of professional practice in cross-cultural and multi-cultural settings. Candidates are asked to identify an interest in one of four areas: development education, teaching English in non English speaking countries, teaching abroad in English speaking countries, or teaching in international schools. Development of new expertise in one of these areas can occur through a combination of action research, academic inquiry, resource development and experience in international settings. It should be noted that international practicum placements are not a required part of the program, but that support and resources are available for students who wish to pursue this form of learning as part of their program focus.

FOCI 260/0.5 Outdoor and Experiential Education (PJS)
 (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 Learning (PJS)
 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 (PJS)
 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 (PJS)
 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 in Education (PJS)
 The creative and effective use of telecommunications, multi-media tools, and other software to support learning and teaching in schools and other educational settings. No special expertise or experience is required.

FOCI 285/0.5 Teaching in Business and Industry (IS)
 Intended for candidates interested in exploring career possibilities in workplace training of employees in business, industry, government, the armed forces, and non-profit organizations. Such careers might include offering workplace training courses, managing and evaluating training programs, and training trainers. Includes a training placement and consultation with potential employers.

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 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 (PJ)
 Addresses exceptional children, including children who are gifted, children with learning disabilities, chronic health conditions, developmental 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 Toward Equitable Practices (PJS)

Focuses on social justice and inclusionary education in schooling contexts of excellence, 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, able-ism, 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 (PJ)
 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 299/0.5 Teaching the Gifted (PJS)
 A consideration of the concept of giftedness and the personal, social and educational 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 Concurrent Practicum

All Year 3 Mathematics and Science Late-Entry Concurrent candidates complete a two-week full-time practicum in a secondary school placement.
COREQUISITE EDST 436

PRAC 164/0.5 Year 4 Mathematics and Science Late-Entry 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.
PREREQUISITE PRAC 163 and EDST 436

PRAC 166/0.5 Year 1 Concurrent Practicum

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.
COREQUISITE EDST 436

PRAC 167/0.5 Year 2 Concurrent Practicum/Professional Development

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.

PREREQUISITE EDST 436 and PRAC 166

PRAC 168/0.5 Year 3 Concurrent Practicum/Program Focus

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.

PREREQUISITE PRAC 167

PRAC 190/1.0 Concurrent Final Year and Consecutive Practicum

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.

PRAC 194/1.0 Technological Education Internship Practicum

After an intensive on-campus period at the Faculty of Education from mid-June until the end of July, and the successful completion of the first summer (Part 1) of the Technological Education Internship, teacher candidates complete an extended teaching placement in their sponsoring/hiring school. Traditionally, the minimum amount of required teaching in this internship period has been full-time for one semester (September to December or January to June), or part-time for two semesters from September to June. During the extended practicum, candidates work closely with associate teachers, school principals and faculty members, and must complete two full days of observation of other teachers' methods and organizational techniques. Candidates are placed in paid positions and are granted a Certificate of Qualification (Limited) by the Ontario College of Teachers.

PRAC 195/1.0 Practicum

(Aboriginal Teacher Education Community-Based Candidates Only)

A nine-week (minimum) practicum for candidates in the Aboriginal Teacher Education part-time, community-based program track. Candidates are placed in First Nations Federal or Provincial schools which follow Ontario curriculum guidelines.

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 begin 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 190/191/0.5 Theory and 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.

Continuing Teacher Education

The Faculty of Education has as one of its major responsibilities the offering of Ontario College of Teachers additional qualification courses for Ontario elementary and secondary teachers. A selection of courses is offered in the Fall/Winter session and during Summer term. 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 College regulations and those of this Faculty.

Requirements

Candidates requiring recommendation to the Ontario College of Teachers, when an additional qualification course has been completed successfully must meet the minimum qualifications for registration in these courses as contained in Regulation 184 of the Ontario College of Teachers Act and any additional requirements established by the Faculty. A summary of the current requirements is presented below:

A ADDITIONAL BASIC QUALIFICATIONS (ABQ)

Primary Division

- 1 hold or be deemed to hold a Certificate of Qualification;
- 2 hold an acceptable university degree.

Junior Division

- 1 hold or be deemed to hold a Certificate of Qualification;
- 2 hold an acceptable university degree.

Intermediate Division

- 1 hold or be deemed to hold a Certificate of Qualification;
- 2 hold an acceptable university degree;
- 3a for candidates whose Certificate 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 Certificate 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 a Certificate of Qualification;
- 2 hold an acceptable university degree;
- 3a for candidates whose Certificate 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 Certificate does indicate "Senior" as an initial area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought.

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 Certificate 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 Certificate indicates "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 a Certificate of Qualification indicating initial qualifications in Technological Studies, or
- 2 for candidate whose Certificate 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) (AQ)

Part 1

- 1 hold a Certificate of Qualification.

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 Certificate 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 Certificate must have an entry for the area of concentration for the corresponding division.

Part 2

- 1 hold a Certificate of Qualification 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.

Specialist

- 1 hold a Certificate of Qualification 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 a Certificate of Qualification;
- 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 College 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 a Certificate of Qualification, 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 reserves the right to cancel any course if there is insufficient enrolment or if teaching staff is not available. Course offerings are subject to Faculty approval pending discussions with the Ontario College of Teachers.

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.

Graduate Programs in Education

Master of Education

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.

Doctoral Program

The program of study leading to the Ph.D. in Education is designed to educate researchers and professionals to address critical educational issues in curriculum, culture, and learning, within and beyond the traditional formal school systems; to educate these researchers and professionals regarding the fields of curriculum, cultural, and cognitive studies, from an integrated and interdisciplinary perspective, through participation in ongoing research programs; and to provide these researchers and professionals with the scholarly, methodological, and critical knowledge and skills to conduct original research in these fields.

Admission Requirements

Admission to the Doctor of Philosophy in Education program is based upon completion of a Master's degree in Education or related discipline with first class standing at a recognized university. Professional experience in education, or a related field is an asset.

Applicants are required to submit a brief research proposal (one to two pages maximum).

Applicants whose native languages do not include English must obtain a score of 580 or more on the Test of English as a Foreign Language.

Fields of Study

Three fields are central to this program: curriculum studies, cultural studies, and cognitive studies. These fields are strongly interrelated: curriculum studies concerns the nature of the material to be learned and the teaching methods employed, cognitive studies examines the mental processes of the individual learner, and cultural studies concerns the social or cultural context within which learning takes place.

Application Deadline

Applications for both Master's and Ph.D. programs must be submitted by 29 January 1999 to begin studies in the Summer 1999, Fall 1999, or Winter 2000 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 1998-99 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 University 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 University 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 may obtain OSAP application forms and further information from the Associate University 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 Associate University 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 Associate University 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 59% 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 OSBP 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.

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 Associate University 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 Technological Education, the Faculty of Education has established entrance scholarships. These scholarships will be awarded on the basis of academic excellence and the recommendation of the MSTE Executive Committee. Candidates entering at least one of Intermediate-Senior Biology, Chemistry, Computer Science, Mathematics, or Physics are eligible. Candidates entering Technological Education are also eligible; value variable.

The A.Lorne Cassidy Award

Established by the Rideau Chapter #523, Council for Exceptional Children, in memory of A.Lorne Cassidy, B.A. (Queen's), B.Ed., M.Ed. (Toronto). Awarded to the graduating student in the Faculty of Education Program leading to 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 \$400.

L.W.Copp Award

Granted to a graduating Bachelor of Education student in the Primary-Junior program option and based upon high overall achievement and demonstration of those personal qualities esteemed by teachers; value \$145.

The Frank J.Fowler Award

Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J.Fowler, a distinguished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education Primary-Junior curriculum instructors to the Primary-Junior candidate who best demonstrates the qualities of an exemplary primary educator. The award will be made on the basis of high academic standing in curriculum, outstanding performance in student teaching, and contribution to student life in the Faculty of Education. Application should be made to the Registrar, Faculty of Education, prior to 10 March. Letters of recommendation may be requested from each of the candidate's instructors and associate teachers. Final selection from a short list of up to six candidates will be made following interviews of the finalists by a committee of five faculty members from relevant areas; value \$400.

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 \$125.

The F.D.Sawyer Memorial Award

The Sawyer Memorial Award was established in the memory of Frank D.Sawyer who was a member of the Provincial Executive during some of its most stirring years from 1952 to 1959 and President of OSSTF in 1954. At the time of his death in 1960 he was principal of Petrolia District High School. Mr. Sawyer's great contribution to the Federation lay in his ability to discover the basic issues in the many difficulties which arose in teacher-board relationships during his term of office and in his having a sense of humour in periods of crisis. The OSSTF will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the Intermediate-Senior program option who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarships, teaching ability and character; value \$350.

John Watson Award

Granted to a graduating Bachelor of Education student in the Primary-Junior option and based upon excellence in student teaching; value \$120.

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 Faculty of Education Registrar by 1 October of the candidate's Education year. The applicant should ask two persons to submit confidential letters of reference. Value \$1250.

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

The Senator Frank Carrel Scholarships

The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gulf Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940. Candidates for Carrel Scholarships must 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 enjoyment of physics, by his writing, and by his own example, he inspired countless students and teachers of physics. Awarded on the recommendation of the Department of Physics to an outstanding student beyond the second year who has a concentration in physics and who has indicated

his/her intention of teaching physics, preferably at the high school level. Applications should be made prior to 1 April to the Associate University Registrar (Student Awards); value \$1500.

The Barbara Paul Memorial Award

Established in memory of Effie Barbara Paul (Paithouski), B.A.'74(Carleton), by her son N. Joseph Paithouski, B.A.'79, B.Sc.(Eng.)'80, and awarded to a student 25 years or older. 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 (Paithouski), B.A.'74(Carleton), by her son, N. Joseph Paithouski, 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 Associate University Registrar (Student Awards) by 15 March; value \$225.

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 Associate University 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 Associate University 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 Associate University Registrar (Student Awards). Applications may be submitted to the Special Needs Office or the Student Awards Office; value variable.

The Anna Jean Baker and Ross 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 received the greater part of their public and secondary school education in schools of the town of Dundas or the surrounding area, exclusive of the city of Hamilton; value variable depending on need.

The Robert Bruce Bursaries

The will of the late Robert Bruce of Quebec provided for an annual sum to be given in bursaries "to students of promising ability but strained 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 A. Ephraim Diamond Awards

Established by Mr. A. Ephraim Diamond, B.Sc.(Eng.) 1943 and awarded annually to full-time undergraduate students on the basis of financial need, satisfactory academic performance, leadership qualities, and involvement in extra-curricular activities.

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 Charles Martyn Elliott and Kathleen Mead Elliott Award for Travel Fellowships in Education

Established in memory of Charles Martyn Elliott (Arts '44, and the first Superintendent of schools in the City of Oshawa) and Kathleen Mead Elliott (Arts '42, and a member of the executive of the Queen's Summer School Association) by a bequest from the estate of Kathleen Mead Elliott. Elliott Travel Fellowships may be awarded to Queen's Education students, including concurrent and consecutive B.Ed. and Dip.Ed. students, Continuing Teacher Education students, and graduate students in Education, for study outside Canada in the field of teacher education, pedagogy, or a related field. To be eligible for this award, applicants must demonstrate financial need in accordance with Queen's policies on student assistance. Recipients of Elliott Travel Fellowships are expected to return to Canada and to produce a report or paper outlining the results of their studies abroad. In addition to travel expenses and an allowance for living expenses, these fellowships may cover academic fees payable to Queen's University and to other academic institutions in connection with the studies undertaken. At this time, the areas of Culture, Cognition and Curriculum are to receive preference in awarding Elliott Travel Fellowships. Applications for Elliott Travel fellowships must be submitted to Professor Arthur Mandell, Chair of the Elliott Travel Fellowship Advisory Committee, Faculty of Education. Student applicants must also submit Financial Information forms to the Queen's Student Awards Office. The application deadline for awards to be made in the Winter and Spring terms in 1999 is November 16, 1998. Application forms and Financial Information forms are available in Room A101, McArthur Hall; 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 Herchmer Gillies Bursaries

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

Lin Good Bursary

Established by colleagues and friends of Lin Good on the occasion of her retirement from Queen's University where she served as a librarian from 1959 to 1986 in a number of positions, including those of Associate Librarian and Acting Chief Librarian. Awarded to students in any faculty or school who are in need of financial assistance; 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 Monsignor J.G. Hanley Memorial Bursary

Established by the Kingston Newman Alumni in memory of Monsignor J.G. Hanley and awarded to an upper year undergraduate student in financial need.

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 Donald deFrayne Macintosh Bursary

Established in memory of Dr. Donald deFrayne Macintosh, Director of the School of Physical and Health Education from 1965 to 1984 and professor until his death in 1994. Awarded to a third or fourth year student on the basis of financial need and contribution to leadership in student government, athletics/recreation, or as a volunteer in the community.

The J.Gordon MacKay Bursary

Established by John G.MacKay in memory of his father, J.Gordon MacKay, and awarded to a student in faculty or school on the basis of financial need.

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 Reverend Dr. Alexander Dawson Matheson Award

Established by John Matheson in memory of the Reverend Dr. Alexander Dawson Matheson, B.D., M.A. (Queen's), D.D. (McGill), and awarded to an undergraduate student in any faculty or school on the basis of financial need.

The Wilhelmina McArthur-Humphries Bursaries

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

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

The Queen's University Staff Association Bursary

Awarded on the basis of merit and need to an upper-year student at Queen's University who is a dependent of a member of Queen's University Staff Association in good standing.

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 (Sally) Sutton, B.A.'48, to be awarded to students in need of financial assistance; value variable.

The Irwin Talesnick Science Education Bursary

Established by the organizing committee of ChemEd 89, in recognition of the contribution made by Professor Irwin Talesnick to the teaching of science and chemistry. Awarded on the basis of financial need to Consecutive and final year Concurrent B.Ed. students in the Intermediate-Senior program option taking two teaching subjects from Biology, Chemistry or Physics. Students taking one of these sciences as a first teaching subject and Mathematics as a second subject are also eligible. Application is to be made to the Associate University 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 provides bursaries for competent but needy students from Leeds County registered in any faculty of the University.

The Eric Todd Bursary

Established by the Todd Family in memory of Miss Eric Todd, a sister of the late Royal M. Todd, to be presented at mid-year to the winner of the

Royal Todd Memorial Trophy which is awarded annually to the "Rookie of the Year" (top freshman player) on the Gaels football team. The bursary is to be credited against tuition fees; value \$325.

The Elizabeth Wallace Bursary

A bursary given by the Faculty Women's Club of Queen's University to assist a female student, is named in honour of its first President, Elizabeth Wallace, the widow of a former Principal, Dr. R.C. Wallace; value variable.

The George R. Webb Bursary Fund

A trust created by the late George R. Webb of Ganoque provides for bursaries for the assistance of students from Leeds County in good academic standing in any year in any faculty or school of Queen's University. In awarding the bursaries, the Scholarship Committee takes into account the moral character and intellectual promise of the candidate as well as the financial need. Preference is given to students already registered with the University but candidates for admission are also considered for awards. Students applying on Grade 13 standing must have at least 66 percent on the papers in the credits required for admission and written in the year of the award; students already registered with the University must have maintained second class standing on the work of the previous year. 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 Righ Foundation for Continuing University Education.

The Peter N.T. Widdrington Awards

Established by Peter N.T. Widdrington, B.A. (Hon.), Economics, 1953, and awarded annually to full-time undergraduate students on the basis of financial need, academic ability, and leadership qualities.

General Information

Information

Education Library

The Education Library serves the students and faculty of the Faculty of Education and is a resource for area teachers. The collection consists of approximately 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 microfiche which include the Educational Resources Information Centre (ERIC), the ETS Collection of Tests on Microfiche, the Canadian Curriculum Guidelines and the Ontaris collection of research reports. Searchable databases on CD-ROM include ERIC, International ERIC, and Ontaris. 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 classroom. Other collections include computer 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 System. Altogether, the libraries in the system hold nearly 5 million items.

Educational Computing Resources

A variety of computing resources are available to B./Dip.Ed., M.Ed., and Continuing Teacher Education candidates for class presentations, preparation of teaching resources, course assignments, and individual study. The Education Resource Centre contains approximately 50 Macintosh and IBM-compatible computers. Additional computers are located in labs, classrooms, 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 network connections; movable computers and projectors are available for large group displays. Specialized equipment includes laser printers, scanners, digital cameras, synthesizers, and software for multi-media production and Internet publishing. Educational software is catalogued by the library and is installed on the local networks. Documentation and some software may be borrowed from the Education library for local use. Emphasis is placed on software that supports collaboration and on general-purpose tools such as text editors, spreadsheets, database management systems, painting and drawing programs, and telecommunications programs. Hours of operation vary according to location. 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 workshops 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 Education students. The benefits of this assistance are reflected in the high proportion of Queen's graduates able to secure teaching positions in recent years and in the interesting variety of placements reported. While most of the placements are in southern Ontario, some graduates prefer to teach in the north or in other provinces or overseas. For those interested in international opportunities, Queen's Faculty of Education is unique in its contacts and resources. Each year a substantial number of graduates accept teaching positions overseas. Many graduates also choose employment in educa-

tion-related fields. The placement service operates year round to facilitate contacts between hiring officials and graduates. Staff are available to respond to candidates' questions and concerns of all kinds. This may include advice on hiring procedures, help with preparation of applications 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 educational trends.

Academic-Program Support Facilities

Agnes Etherington Art Centre

LOCATION University Ave at Queen's Crescent until March 1998, then at *The Interim Agnes* at 212 Barrie Street
PHONE 545-2190 FAX 545-6765
DIRECTOR Dr David McFavish
CONTACT Michelle Hynes
The Art Centre offers constantly changing exhibitions of contemporary and historical art; lively programs (receptions, 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 10-5, Sat and Sun 1-5. Free admission.

Campus Bookstore

LOCATION Clark Hall
HOURS Weekdays 9am-6pm,
Saturday 10am-8pm
PHONE 545-2955
EMAIL frontdesk@campusbookstore.com
WEB www.campusbookstore.com
MANAGER Mr C. Tabor
The Bookstore has been owned and operated by students since 1909 and stocks all required textbooks, calculators/laboratory/medical supplies, reference material, and study aids for all courses at Queen's. Most text books are

discounted 7%. A full-service website can be used search for course textbook information as it becomes available. The Bookstore also carries popular reading and reference books, as well as licensed University sportswear, giftware and school rings. A full-service website can be used to search for course textbook information as it becomes available.

Health, Counselling and Disability Services

LOCATION St. Lawrence Bldg, (across the street from Victoria Hall)
DIRECTOR Dr Mike Condra

Health Service

LOCATION St. Lawrence Bldg
HOURS Mon 9am-7:30pm
Tues 9am-4:30pm
Wed 10am-7:30pm
Thur & Fri 9am-4:30pm
NOTE hours change during Summer.

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

The Health Service provides medical, psychiatric and nursing care to all students, as well as a range of educational

programs on health issues. Consultations are by appointment; 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 available and a physician is on call at night, on the weekends, from September to May.

Counselling Service

LOCATION St. Lawrence Bldg, Grd flr.
HOURS 9am-4:30pm
PHONE 545-2893

The Counselling Service provides assistance to students in their academic, career and personal development.

PROGRAMS OFFERED

Personal Counselling Confidential and professional counselling.

Crisis Counselling Confidential counselling for students in crisis.

Learning Support Individual and group programs designed to enhance students' ability to be effective learners.

Career Counselling Individual and group programs to help students explore career interests and make good career choices.

Learning Disabilities Specialist Specialized services for students with learning disabilities.

SERVICES INCLUDE Personal counselling, crisis-counselling, psychoeducational assessment, academic support, career exploration and support groups.

Disability Services

LOCATION St. Lawrence Bldg, Rm 261
HOURS 9am-4:30pm

PHONE (Voice) 545-6467,
(TDD/TTY) 545-6566

The Unit provides a range of services to students with disabilities, including: special exam and registration arrangements, note takers, assistance with adaptive technology, learning support, counselling, referral services, library aids for print material, and liaison with faculty and staff. For more

information and an informative brochure, please call the office. All students (new and returning) must register with the Disability Services Office by appointment each 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.

Information Technology Services (ITS)

DIRECTOR Stan Yagi
WEB <http://www.its.queensu.ca>
GENERAL INFORMATION Dupuis Hall G13 (545-2244)

HELP DESKS Stauffer Library I19, Jeffery Hall 162, Mackintosh-Corry Hall B113 (545-6666)

A-V COORDINATOR Fleming Hall - Jemmett Wing 6A (545-2817)

CAMPUS COMPUTER STORE Dupuis Hall G25 (545-2058)

MICROCOMPUTER REPAIR Dupuis Hall G30 (545-2054)

TELECOMMUNICATIONS AND A-V SERVICES Fleming Hall-Jemmett Wing 100 (545-2001)

ITS helps students, faculty and staff connect electronically with people and information across campus and around the world. All Queen's students have access to the Internet, unlimited e-mail, and personal space on the World Wide Web, whether they live in residence (where all 3,100 rooms have high-speed ethernet connections) or off-campus (where they can continue to connect quickly through "Queen's at Home" via cable, or through telephone dial-in). Many professors now post lectures and other course materials on Web pages. In addition, ITS provides central servers for university-supported applications software.

Selected hardware and software products are sold and supported by ITS, and university-licensed software is available through the ITS software distribution program, Packman. Public

access to computers and printing facilities is available at several sites across campus. ITS staff provide training and assistance in use of supported products. (While the majority of the campus is PC-based on the desktop, there is also support for Macintosh and SUN/IBM Unix.) Help is available as well through computing advisors and on-line documentation - see the ITS Web site at: <http://www.its.queensu.ca>

Support for voice mail, video-conferencing, the university's radio station (CFRC-FM) and television facilities, is also provided through ITS Telecommunications and Audiovisual Services.

Libraries

PHONE 545-2524 FAX 545-6362
CHIEF LIBRARIAN Paul Wiens
The library system at Queen's is decentralized. The Joseph S. Stauffer Library houses the major holdings in the humanities and social sciences, including the government documents and maps collection, special collections as well as administrative offices and other services. The Douglas Library houses the Engineering and Science Library. There are three faculty libraries: Health Sciences, Law, and Education, as well as three 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 students, faculty and visiting scholars in the Stauffer Library.

The library system operates an integrated online system, QLINE, which provides users with access to the catalogue 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 Internet resources. Additional specialized electronic resources are distributed throughout the library system. QLINE can be searched from computers on and off campus.

Observatory

LOCATION Ellis Hall, Rm 432

PHONE 545-2711

CONTACT Kathy Perrett
The Observatory is situated on the roof of Ellis Hall on University Ave. The main instrument is a 15-inch Cassegrain reflector which can be used for visual observations or with a CCD camera. An 8-inch portable telescope is also available. These instruments are used for teaching and public demonstrations.

Performing Arts Office

LOCATION John Deutsch Univ. Centre
PHONE 545-2558
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, London, Toronto or Montreal are presented for your recreation with low prices of \$6 and \$8. As well, there is the Performing Arts Club for those who wish to become involved behind the scenes. All are welcome!

Radio - CFRC-FM

LOCATION Carruthers Hall
PHONE 545-2121
STATION MANAGER Maureen Plunkett
Canada's oldest campus/community radio station, CFRC was founded in 1922. Owned by "Radio Queen's University", and based in Carruthers Hall, CFRC-FM is operated year-round by both University and community volunteer broadcasters offering all types of alternative music as well as coverage of sports events and spoken word programs.

Video and Multimedia Presentation Unit (ITS)

LOCATION McArthur Hall, Rm B232
PHONE 545-6570

COORDINATOR Richard Webb 545-2817
The Unit (formerly Queen's Television) provides a full spectrum of video and multimedia production services. We also offer videoconferencing and a television network broadcasting link for the

use of faculty, staff, and students. Camcorders and video playback equipment can be booked and self-serve VHS/SVHS editing facilities are also available. Films and videos from the Queen's collection as well as other sources may be ordered through the Unit. Visit our website for more detail at: <http://www.its.queensu.ca/qtv/>

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 copier available. Internet address: <http://www.queensu.ca/dsao/housing/alist1.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 apartment complexes in West Campus: John Orr Tower and An Clachan. Internet address: <http://www.queensu.ca/dsao/housing/ah1.htm>.

Ban Rich Foundation

"Supporting Women Learning"
LOCATION 32 Queen's Crescent
HOURS Monday-Thursday 9am-3:30pm
Friday 9am-noon
PHONE 545-2977

STAFF Barbara Schlafer, Janet Troughton
A drop-in centre for women continuing formal and informal education - founded in 1974 by women graduates of Queen's. Resources: informal coun-

selling on academic and personal goals, a speakers' program, discussion groups, bursaries, referral, advocacy.

Career Services

LOCATION Grd 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 search topics, career and job search counselling, and a wide range of information on graduate/professional schools, careers, employers, and job search practices. Career Services also organizes recruiting visits by industry, business and government, posts part-time, summer and permanent jobs, runs Careers Day, Summer Job Fair, various information forums, and an optional internship program.

Your education isn't complete without a look at your future. Need career help? We've got it. Use it! See you soon.

Child Care

LOCATION 380 Bagot Street
PHONE 542-4915
Parents wishing child care in Kingston should contact the Child Care Resource Centre. Information about all forms of child care can be obtained by contacting the Child Care Resource Centre. The Centre also operates drop-in programs, and provides a toy library.

Day Care Centre

LOCATION 169 Union Street
DIRECTOR Eileen Beauregard
Queen's Day Care Centre Inc. provides child care for approximately 85 children from families of students, faculty, staff, and other members of the Kingston community. As a co-op, parents are actively involved. Care is provided for children four months to six years of age and a kindergarten program is provided. The Centre has 2 locations: Preschool and Kindergarten at 169 Union Street and Infants and Toddlers at 96 Queen's Crescent. Families are encouraged to make applications as early as possible. Call 546-6955 to be put on a waiting list.

Human Rights Office

LOCATION Old Medical Building
PHONE 545-6886
DIRECTOR Ms Irene Bujara
The office reports on administrative matters to the Secretary of the University and on policy matters to the Senate. The Human Rights Office has a primary responsibility to develop educational programs and recommend policies on human rights issues for the university community. A priority of the office is to help the university develop and review formal procedures for dealing with complaints of harassment and 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 and Queen's students interested in, or returning from, study abroad. Academic/personal interests of international students and their families are served through programs/services such as health insurance, reception, orientation, English language support, and the International Student Advisor. Educa-

tion Abroad Program activities include: Country Representatives Program, pre-departure/re-entry orientation, and individual advising. Our International clubs, social/cultural events, information sessions, Resource Library 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. Programs showcase Queen's talent and stimulate reflection and debate on campus issues. Interesting spaces accommodate quiet study, spontaneous conversation and lively meetings. Plus: offices of the Alma Mater Society, Graduate Student Society and Rector and convenient retail and food services.

Le Centre 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, exhibitions 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 interuniversity, intramural and recreational clubs, and as a teaching and research facility for the School of Physical and Health Education. The Centre includes racquet courts, swimming pool, arena, three gymnasiums, weight rooms, dance studio, indoor track, other activity areas and a lifestyle fitness centre.

Queen's Student and Community Services Group - The Grey House

LOCATION 51 Queen's Crescent
PHONE 545-2958
The Group (QSCSG) offers a wide variety of services to members of both the Queen's and Kingston communities. The QSCSG consists of Telephone Aid Line Kingston (TALK) (544-1771), the Kingston Lesbian Gay Bisexual Association (531-8981), the Sexual Health Resource Centre (545-2959), and the Women's Centre (545-2963). Run by volunteers, the groups always welcome new members. Call 545-2958 for information on any of these groups.

Residences, Queen's University

LOCATION Victoria Hall
PHONE 545-6790
DIRECTOR Dr Graham Brown
RESIDENCE ADMISSIONS COORDINATOR 2550
The University provides residence

accommodation in single and double rooms for approximately 2,800 undergraduate students and 300 graduate students. An information brochure, application form, and residence fee schedule are sent to each student who is offered admission to Queen's. For more information, contact the Residence Admissions Coordinator.

Writing Centre

LOCATION 140 Stuart Street
DIRECTOR Dr D. Babington
Discuss your current writing assignments during free one-to-one tutorials with a professional tutor - for appointments, 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 Summerhill
WEB PAGE <http://www.queensu.ca>
PHONE 545-2060 (toll-free Canada and U.S. 1 800 267-7837)
All graduates and former students are members of the Alumni Association. The 100,000-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 spring and fall reunion weekends, and mentoring sessions; and offers services such as group insurance, Queen's MasterCard, a travel program, alumni merchandise, Queen's licence plates, and a long distance affinity program. New services being launched in 1998 include the Alumni Directory, mutual fund investment services, and an educational savings plan.

Campus Security

LOCATION Fleming Hall, Jemmett Wing
PHONE 545-6733
EMERGENCIES 545-6111
Security operates 24 hours a day, 365 days a year.
Security offers a variety of programs to enhance personal safety on campus:
• An *escort program* is available for persons who wish to be accompanied from one point on campus to another.
• The *work alone program* is available for persons who wish to be checked by Security while working after hours.
• Security responds to all *Blue light emergency phones and assistance phones*.
• Applications for positions as Student Security Officers are available in February for employment the following September.

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 students from outside Canada are advised to apply for free provincial health insurance (Ontario Health Insurance Plan) while studying in Ontario. International students must enrol in UHIP (University Health Insurance Plan) through the Queen's International Centre before registration can be completed. 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 uninsured medical expenses incurred by a student or their dependents. For further information, contact the International Centre (545-2604).

Parking

LOCATION Rideau Building, 2nd floor,
PHONE 545-6979
MANAGER Howard C. Pearce
The parking of vehicles on all university 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. Students who wish to do so may purchase a West Campus permit (approx. 1 mile from Main Campus). Information about parking, a schedule of parking fees, etc. are available from the Parking Office in the Rideau Building.

Associate Boards 1998-99

Dufferin Peel Catholic District	Peterborough, Victoria, Northumberland and Clarington Catholic District
Durham Catholic District	Peterborough, Northumberland and Clarington District
Durham District	Renfrew County District
Eastern Ontario Catholic District	Toronto District
Frontenac, Lennox & Addington, Hastings, Prince Edward District RCSS	Toronto Catholic District
Hastings and Prince Edward District	Upper Canada District
Limestone District	Victoria, Haliburton and Muskoka District
Ottawa-Carleton District	Waterloo Region District
Ottawa-Carleton Catholic District	York Region District
Peel District	

1998 Faculty of Education Advisory Committee

Ms A. Aish
School of Nursing
Queen's University

Ms L. Bentley
Federation of Women Teachers'
Association of Ontario

Dr. E. Dua
Department of Sociology
Queen's University

Ms K. Freeman, Aboriginal Teacher
Education
Faculty of Education
Queen's University

Mr. G. Gough,
Ontario Public School Teachers'
Federation

Mr. T. Holden
Ontario Secondary School
Teachers' Federation

Mr. I. Munro, Faculty Board Chair
Faculty of Education
Queen's University

Mr. F. Musca, Director
Eastern Ontario Catholic District
School Board

Mr. B. O'Connor, Director
Limestone District School Board

Mr. D. Quinn
Ontario English Catholic
Teachers' Association

Ms E. Shapka
Education Officer, Policy Branch
Ministry of Education and
Training

Dr. M. Stott
Department of Physics
Queen's University

TBA, Faculty Board Vice-Chair
Faculty of Education
Queen's University

Dr. R. Uppitis (ex-officio)
Dean, Faculty of Education
Queen's University

Ms P. Warren-Chaplin
Eastern Ontario Regional Office
Ministry of Education and
Training

Mr. M. Weisberg
Faculty of Law
Queen's University

