### 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 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?

That is why this is a Faculty of Education, not a Faculty of Schooling in



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 horops without critical analysis or reflection. But teacher education, which takes place at a Faculty of Education implies that you are professionals, professionals who take design of the convention of the school of the schoo

act, it lakes 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 environment 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 more than the consumer and Co

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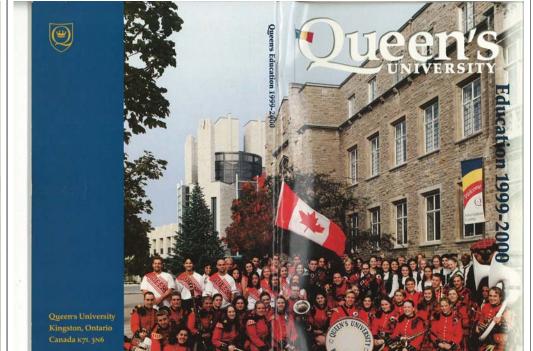
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# Sessional Dates 1999-2000

August 1999 Teacher candidates strongly encouraged to visit their associate schools Teacher candidates strongly encouraged to visit their

associate schools
Fall term begins; registration for all Consecutive and final year Concurrent B.Ed./Dip.Ed. candidates

Last date to add or drop a

4-29 Practicum 11 Thanksgiving Day 28 Fall Convocation

1-12 PJ On-Campus Weeks; IS practicum continues Remembrance Day (classes cancelled 10:30-11:30 am)

15-26 IS On-Campus Weeks; PJ practicum resumes

30 Practicum

17 Fall term ends

Commemoration Day Practicum ends

January 2000 10 Winter term begins 10-14 Consolidation Week/ 14-31 Last date to add or drop a

1-19 Classes 21 Heritage Day Holiday

(University closed) Alternate practicum March 1-10 Practicum Winter break

April Classes/Conference Week Practicum Good Friday

28 Winter term ends June
1 Convocation – B.Ed.,
Dip.Ed. and Concurrent
final year candidates
14 Technological Education
Summer Internship

program begins 4-28 Summer term Continuing Teacher Education classes 28 Technological Education Summer Internship The History of the University

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned 'to endow without delay an institution, or professorables, for the education and training of young men for the ministry in connection with the Synod. This and other prepresentations failing of their object, steps were taken by the standard of the conduction of the conduction of the standard of the conduction of the conduction of the standard of the conduction of the conduc National Universities. On 16 October, 1931, 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 Rev-eened Dr. Liddella sel 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 recessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were tided over by the 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 Mack-erras. 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 foun-

with the a quarter or a century built with oriniant success upon the noise dations laid by his predecessors. Let a the size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of stu-dents. In 1887, as the result of an effort in commemoration of Queen Vision it as 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 Cotober, when W. Hamilton Pyle, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Pyle 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.

nassus: Queers Graphic Design Unit

This entire publication is printed on recycled paper.

present, and future meet in the world of ideas in action that is world of ideas in action that is Quear's University at Kingston. Here, the best and brightest of students and scholars stand on the shoulders of generations to build the vanguard of leaders and citizens for the global society of the 21st century. The famous Quear's Bands (cover) began close to 100 wors non with a close to 100 years ago with a handful of students wanting to "help things along at football games." Now, the more than 120 pipers, brass players, highland dancers, and cheerleaders who form today's four Bands have offices in the John Deutsch University Centre (right cover). Built in 1929 to honour student: and graduates who served in World War I, destroyed by fire in 1947 and rebuilt, and later expanded and renamed, the centro - known affectionately as the J-DUC - is the heart of the wide range of students' extracurricular activities for which Queen's is renowned. On the horizon (centre background), just steps from the J-DUC and in a new/old view typical of the Queen's campus stands the futuristic Joseph S. leading university libraries – a heart of learning for the new age

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 short falls, 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 under-takes 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.

Queen's University disclaims any liability whatsoever for disruptions to operations on the campus or connected thereto and disclaims any and all damages, howsoeve or 'year 2000' disruption.

> Duncan McArthur Hall Union Street at Sir John A. Macdonald Blvd **Oueen's University** Kingston, Ontario Canada K7L 3N6

Address Faculty of Education

**Faculty of Education** 

Calendar 1999-2000

Tel 613 533-6205 Fax 613 533-6203 Web http://educ.queensu.ca ucation

ly Sessional Dates

TUNE 1999

JUNE 1999

#### Faculty 1999-2000

Archibald, Valerie A. BA, BPHE, BEd (Queen's Adjunct Professor - Elementary Physical Education Babbitt, Susan E.

B.A.M.A.,(Ottawa),M.A.,Ph.D.(Cornell) Cross-Appointment with Faculty of Arts and Science Assistant Professor - Philosophy

Berrill, Deborah B.A./Northwestern),M.A.(Toronto), Ph.D.(East Anglia)
Associate Professor- Language Education

Bond, Shervl B.Sc (Lewis & Clark), M.Sc., Ed.D. (Indiana). Ph.D.(BC) Associate Professor – Higher Education, Leadership and Cultural

Studies Boyce, William B.A.,M.Sc.(McMaster),B.Sc.(Queen's),Ph.D. Director of Social Program Evaluation Cross-Appointment with Faculty of Health Sciences Associate Professor

Burney, Shehla B.A.(Osmania), Ed.1, B.Ed.(Brandon), M.A. (Manitoba), M.Ed.(OISE), Ph.D.(Torceto) Assistant Professor - Cultural Studies Butler, Brian

B.A.(New Brunswick), M.A., Ph.D.(Waterloo) Cross-Appointment with Faculty of Arts and Science Associate Professor - Psychology Campbell, Donald S.

B.A.(Washington and Lee), M.A.(North Carolina), Ed. D.(Indiana) Associate Dean (Concurrent Education and Graduate Studies and Research) Associate Professor - Psychology and

Chin, Peter M.K. B.Sc.(Alberta), B.Ed., M.Sc.(Calgary) Assistant Professor - Science Colgan, Lynda

B.Sc. B.Ed. (Toronto), M.Ed. (OISE) Assistant Professor – Elementary Mathematics

Danby, Mark B.A.(Acadia),B.Ed.,M.Ed.(Queen's) Coordinator, Queen's/Trent Concurrent Education Program Assistant Professor - Drama in Education

Deir, Elspeth M. B.A.(Toronto),B.Ed.(Queen's) Adjunct Professor – Elementary Social Studies

Donald, Merlin W. B.A.(Loyola), M.A.(Ottawa), Ph.D.(McGill) Cross-Appointment with Faculty of Arts and Science Professor - Psychology Duffin, Jacalyn

M.D.(Toronto), F.R.C.P.(C), Doct.III<sup>e</sup>c Cross-Appointment Professor – History of Medicina Eastabrook, J.H.Glenn

B.A.,M.A.(Western),Ph.D.(Toronto) Associate Professor – Educational Contexts

B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto) Assistant Professor - Computers in

B.F.A. B.Ed. M.Ed. (Oueen's).Ph.D. Associate Professor - Visual Arts

B.A.,B.Ed.,M.Ed.(Queen's),B.Math. (Waterloo), Ph.D.(Michigan) Assistant Professor - Cognitive

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Egnatoff, William J.

Elliott, Stephen R.

Freeman, John

JUNE 1999

Higginson, William C. Lewis, Magda A. B.A.(Queen's), Certificate in Education B.A.(Waterloo), M.A., Ph.D.(Toronto) (Cambridge), M.A.(Exeter), Ph.D.(Alberta) Coordinator of Mathematics, Science Associate Professor - Educational and Technology Education Group Associate Professor – Mathematics Lloyd, Susan

Cert.Ed.(Cambridge), Dip.Ed.M.A.(London) Adjunct Professor – Elementary Hill, Ann Marie B.Ed., Dip.Ed. (McGill), Ph.D. (Obio State) Language Luce-Kapler Rebecca B.Ed.,M.Ed.,Ph.D.(Alberta)

Coordinator of Technological Associate Professor - Technological

Hills, George L.C. B.Ed., M.Ed., Ph.D.(Alberta) Associate Professor - Philosophy Hutchinson, Nancy L.

B.A. (Trent) Din Ed. M.A. (McGill) Ph.D. (Simon Fraser) Professor – Psychology of Education Kirby, John R.

B.A.(McGill),Ph.D.(Alberta) Professor – Psychology of Education Knapper, Christopher B.A.(Sheffield), Ph.D.(Suskato Cross-Appointment with Instructional Development Centre

Krugly-Smolska, Eva T. BSc\_BEd\_M.A .Ph.D.(Toronto) Coordinator of Graduate Studies and Research Associate Professor - Science (Biology)

Lamb, Roberta B.Mus.Ed., M.Mus.Ed.(Portland), Ed.D. Cross-Appointment with Faculty of Arts and Science Associate Professor – Music

Lawrence, Diane M. B.Sc.(Hons.)(McMaster), B.Ed.(Western), M.Ed.(Queen's) Adjunct Professor - Elementary

Faculty of Education 7

Assistant Professor - Language and Literacy Mansfield, T.Dickson B.A.(Hons.),M.Ed.(Queen's) Adjunct Professor – Geography McAndrews, Brian B.A. (Windsor) M.Ed. (Oueen's Coordinator of Practicum Seconded Professor – English

McDuff, Joan E. Adjunct Professor - Elementary

Miller, Larry A. B.A.(Thiel College), M.A.(Duquesne) Ph.D.(Alberta) Associate Professor - Reading and Language Arts Moore, Barbara

Adjunct Professor - Computers in

Moore Daigle, Jacqueline B.A.(Laurenti an),M.Ed.(OISE) Coordinator of Aboriginal Teacher Assistant Professor - Aborigina Teacher Education

Mueller, Andrea B.P.E.(Ottawa), B.Ed.(Toronto), M.A.(Victoria) Ph.D.(British Columbia) Assistant Professor – Elementary Science

Munby, A.Hugh B.Sc.(St. Andrews), M.A., Ph.D. (Toronto) Professor - Curriculum

Williams, Tom R.

Wilson, Robert J.

Mellor, W.L.

Olson, J.K.

Osser, H.

Park, P.B.

Peatt D

Ready, V.S.

Samuda, R.I.

Talesnick, L

B.A.M.A.(Toronto

Thompson, L.

Watson, P.H.

B.A.M.Ed.Ph.D.(Ottawa)

B.A. (Toronto), M.A. (Acadia)

B.A.,LL.D.(Queen's)

Peruniak, W.S.

B.Sc.,M.A.(McGill),Ph.D.(Mid Cross-Appointment with School of Policy Studies

B.Ed.(British Columbia), M.Ed., Ph.D

Professor - Measurement and

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

B.A.(Oueen's).Ph.D.(Cornell)

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

B.A.(Queen's),M.Ed.(Toronto),Ph.D.

(International College,Los Angeles)

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

B.A. B.P.H.E.(Oueen's).M.A.(University of the

to),M.A.(Rochester

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B.A. R.Sc (Osseen's) M.Ed (Toronto) Din Ed

cipal of the University. In 1965 on the retirement of Dr. Mackintosh, Princi pal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. J.J. Deutsch who had a distinguished succeeded in Deptember 1986 by 10-1, Deutsch who had a distinguishest 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 1997 bot 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 succeed-ed as Principal by distinguished economist David Chadwick Smith. A ed as l'rincipal dy dissinguistea concomist David Canaulk's simili-renowned schola, 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 1988 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

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A. Corry, who since 1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Prin-

Graduate work at Queen's University was established infranty in Lord 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 acada dance with the old Sottler 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.

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
is. 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

Aladmins to all Mater's Degree in Education; and, in 1994, a program leading to a degree of Mater at 7 Art Conservation was implemented.

In 1907 the Ordario government established at Queen's a Faculty of Education for the purpose of providing professional training for teaching in the secondary shools in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the was discollinated by the control of the control of

bolize the full integration of the College into the University structure, it botize the full integration of the College into the University structure, 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 MEA degree was introduced. Also in 1971 a graduate program leading to the MEA degree was introduced. Also in 1971 candidates were admitted to a program leading to the Diploma in Technical delucation 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 strough 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.E.d. and B.S.// B.E.d. program was instituted in 1973 whereby candidates pursue an Arts and Science degree concurrently with an Education degree. An cardier agreement with Trent University with respect to tion degree. An earnet 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 denomi-

2 History

**IUNE 1999** 

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3 History

Munro, Iain R.M. B.A.(McMaster),M.Ed.(Queen's) Associate Professor – Comparative and International Education, History and Citizenship Education

Myers, Marie J. B.A.M.A.,Doct.III<sup>e</sup>c (Strasbourg) Associate Professor – Applied Linguistics/Language and

O'Farrell, Lawrence B.A.(Oueen's),M.A.(Arizona State),C of National Theatre School of Canada Professor – Dramatic Arts Coordinator of Continuing Teacher

Pantaleo, Sylvia B.A.(Guelph), B.Ed.(Queen's), M.A.(Calgary), Ph.D.(Alberta)
Assistant Professor – Language Arts

Raffan, James B.Sc.,B.Ed.,M.Ed.,Ph.D.(Queen's) Associate Professor – Outdoor and Experiential Education

Rees, Ruth B.A.,M.A. (York),M.Ed.,Ph.D. (Torosto) Associate Professor – Educational Administration

Roulet, R.Geoffrey B.Sc.,M.Math(Waterloo),B.Ed.(Queen's), M.Ed.(Torento),Ph.D.(OISE) Associate Professor – Mathematics

Russell, Tom A.B.(Cornell), M.A.T.(Harvard), Ph.D.

Professor - Science Education and Teacher Development Schiralli, Martin G. B.A.(Queen's College, New York), M.A., Ph.D.(Illinois)
Associate Professor — Philosophy

Shulha, Lyn M. BPE(McMaster,),Dip.Ed.(Western), M.Ed.(Queen's), Ph.D. (Virginia) Associate Professor – Curriculum Design and Evaluation Smith, Howard A. B.Sc.(New Brunswick), Ed. Dip.(McGill), Associate Professor - Educational Psychology Smithrim, Katharine L.

Mus Bach., Art. Dip. (Toronto), B.Ed. (Queen's), Ph.D.(Eastman) Associate Professor – Music

Adjunct Professor - Elementary Visual Arts Stairs, Arlene

Ph.D.(Carleton) Associate Professor – Psychology of Education

Taylor, Peter D. B.Sc.,M.Sc.(Quoen's),Ph.D.(Harvard) Cross-Appointment with the Faculty of Arts and Science Professor – Mathematics

Unitis, Rena B. B.A.J.L.B.M.Ed.(Queen's), Ed.D. Dean, Faculty of Education een's) Ed D.(Harcard) Professor - Arts Education

Wade-Woolley, Lesly B.A.(Tennessee), M.A.(McGill). Ph.D.(Toronto) ssistant Professor - Cognitive

Weisberg, Mark B.A.(Yale),J.D.(Harvard)

Welch, Malcolm W.

Solar, Angela B.F.A.,B.Ed.(Queen's

B.Sc (McGill), M.A. (Goddard College).

Studies

Cross-Appointment with Faculty of

Teacher's Certificate(London), B.A. (Concordis), M.Ed., Ph.D.(McGill) Assistant Professor – Technological

Whitehead, LeRoy E.

B.Ed.,Ed.Dip.,M.A.,Ph.D.(Calgary)

Associate Dean (Consecutive

Administration and Policy

B.A.Sc.(Guelph), M.Ed.(Brock),

Cross-Appointment with

Professors Emeriti

Bailey, J.C.

Balanchuk, M.L.

Crawford, D.H.

Freeman, R.M.

Grime, A.R.

Ed.D.(Oregon)

Hennessy, P.H.

Holomego, H.

Horwood R.H.

B.A.,M.Sc.(Queen's)

King, A.I.C.

Loney, D.E.

Massey, D.A.

M.A.(Cambridge),M.A.T.(Yale),

King, C.

B.P.E. (British Colu Ed.D. (Toeonto)

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

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

B.A.(Queen's),M.A.(Minnesota

M.Div.(Princeton), Ph.D.(Harvard)

B A (Manchester) M Ed (Tometo

B.A. BPHE (Ousen's) M.A. (Western)

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

mbia),M.Sc.(U.C.L.A.),

Wilcox, Susan

Education and Continuing Teacher

Assistant Professor - Educational

Instructional Development Centre

sen's) M. A. (Suracuse)

# 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 Exprovides the abundant intermediate the supporting services, and the administration of the supporting services, and the supporting services are supported by the supporting services and the supporting services are supported by the supporting services and the supporting services are supported by the supporting services and the supporting services are supported by the supporting services and the supporting services are supported by the supporting services and the supporting services and the supporting services and the supporting services are supported by the supporting services and the supporting services are supported by the supporting services and the supporting services are supported by the supported b 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 gymnasia for teaching as well as for recreation, for both day and resident students. Modern labs, an arts advancement deforms studies between the confidence of the complex includes its own gymnasia 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 stu-Royce Hall, a co-educational residence with accommodation for 20's stu-dents. 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 distin-guished careers have thus left their stamp on the lives of young Queen's

Seven of the 'houses' nestle around a social centre which includes coffee executor the mouses mestre around a social centre which includes corrections, a clining 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 annually of CORK (Canadian Olympics Regatta, Kingston). 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.

#### Administrative Staff 1999-2000

Upitis, Rena B. B.A.LLB, M.Ed.(Queen's), Ed.D.(Harvard) Dean, Faculty of Education Campbell, Donald S. B.A.(Washington and Lee),M.A.(North Carolina),Ed.D.(Indiana) Associate Dean (Concurrent Education and Graduate Studies and

Whitehead, LeRoy E. B.Ed. Dip.Ed.M.A. Ph.D.(Caleary Associate Dean (Consecutive Education and Continuing Teacher Education)

Moore Daigle, Jacqueline B.A.(Laurentian),M.Ed.(OISE)

Coordinator of Aboriginal Teacher

Danby, Mark B.A.(Acadia),B.Ed.,M.Ed.(Queen's) Coordinator of Queen's/Trent Concurrent Education Program

Hill, Ann Marie B.Ed., Dip.Ed. (McGill), Ph.D. (Obio State) Coordinator of Technological Education Krugly-Smolska, Eva T.

B.Sc., B.Ed., M.A., Ph.D.(Toro

Coordinator of Graduate Studies and Research Higginson, William C. B.A.(Queen's), Certificate in Education(Cambridge), M.A.(Exeter), Ph.D.(Alberts)

Coordinator of Mathematics, Science and Technology Education Group McAndrews, Brian B.A.(Windsor), M.Ed.(Queen's) Coordinator of Practicum O'Farrell, Larry B.A.(Oueen's).M.A.(Arizona State). Graduate of National Theatre School of Coordinator of Continuing Teacher Casey, Sandra S.

B.A.(Michigan State), M.Ed., M.P.A.(Queen's), B.L.S., Ed.D.(Toronto) Education Librarian Reed, Brenda B.A.,B.Ed.,M.A.,M.L.S.(Wester Public Services Librarian

Lynch, Donna B.A.B.Ed. (Queen's), M.L.S. (Toronto) Coordinator of Teacher Resource Centre

Barwise, Annette Faculty Resource Manager Niemann, IoAnn U Assistant to the Faculty Registrar Perkins, Brian

Dip.Tech.Ed.(Queen's) Administrative Supervisory Assistant - Technological Education Poole, Lynne C. B.A.(Queen's) Faculty Registrar

Simpson, Lyn Assistant to the Dean Travers, Alan B.A.M.Ed.(Oueen') Placement Coordinato

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JUNE 1999

Ph.D.(Queen's) **IUNE 1999** 

4 Faculty of Education

**JUNE 1999** 

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The Fall term practicum is spent in regular school settings. In the Winter term, the three-week February/March practicum is spent in a situation related to the arist'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 heatre c) perparing 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
gives to focus upon learning in the early Primary
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An extended practicum in an early Primary classroom takes place dur-

ing 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;

• The program takes an integrated approach to learning, and course work reflects this.

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.

experiences winch naive an early cananoco orientation. 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, rebabilitation 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 advork experience that would reatable them both to contribute and profit from OEE. A strong cacdemic discipline is an advantage. Cerer interests with a service orientation and readiness to teach in settings whose vapides and on humanistic foundation are seen as defined. In addition, and admission are seen as defined, in a grades and completion of a Petanonal Statement of Experience, the readiness of appli-

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cants 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.

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 addi-

tional 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 for Admission – Consecutive Frogram
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 ass may be obtained at any Ontano university or by writing to the Faculty Registrar, Faculty of Education, Queen's University, Kingston, Ontanio KT. 3No. Applications must reach the Application Centre by the deadline date in December, 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 docu-mentation to reach the Faculty Registrar, Faculty of Education by the dead-line date for application.

mentation to reach the reacuty Registrar, accurity of Education by the dead-line date for application.

Each applicant must submit official university transcripts showing work completed to the time of application. Accepted applicants must sub-mit official transcripts confirming completion of all academic requirements

tor aumission.

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 applica-tion for admission become the property of Queen's University and are nei-ther 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.

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### Program Options Leading to the Bachelor of Education Degree or the Diploma in Education

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

Which qualities the industrial control of the Control of Control of Control of Control of Control of Courses and in co-operation with Trent University and the University of Waterloo, whereby candidates may take Education courses concurrently with Arts and Science courses.

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

Intermediate-Senior
This program option prepares candidates to teach in the Intermediate division (Grade 7 to Grade 10) and the Senior division (Grade 11 and 12). In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

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.

rectional 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 he 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/Win-ter program. The other route is the Summer Internship. The Internship route is designed for teachers who are employed by Boards of Education

dures. 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, POCI 213, Bread-Beadel 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 program of the program of

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 source profiles of the Paculty and complete their technological solikis. There is a three-week practicum in an alternate setting and a further three-week school practicum in April.

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. Cardidates 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

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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 mild-january.

The following admission requirements are generic to both Technologi-cal Education routes and are based on the Teacher's Qualifications Regu-lation under the Ontario College of Teachers Art. 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 equiva-lent 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 pro-fessional education;

ressional 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

gram of professional education that totals five years, including at least two years of wage-arring experience, no less than sixteen months to which is continuous employment of wage-earning experience and successful completion of a telestation of the sixteen professional completion of the sixteen professional completion of the sixteen professional continuous employment professional includes a least-exceeding experience and sixteen professional content of academic studies, if the wage-earning texture of the content of the sixteen professional of technological studies selected as options in the program of professional of technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the program of professional or technological studies selected as options in the professional or technological studies selected as options in the professional o

The areas of technological studies available at Queen's are Communi-cations Technology, Construction Technology, Hospitality Services Tech-nology, Manufacturing Technology, Personal Services Technology, Techno-

logical Design, and Transportation Technology.

The Internship route has several additional entrance requirements as fol-

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 docu-

menty;
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 proce-

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Normally examinations and assignments are to be submitted in Eng-lish, 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 June 1997.

Admission Requirements - Consecutive Program

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 preeding 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 honous degree or twenty full-year university credits by mid-May. Further preference will be given

y run-year unaversity cleatus by man-suly-ruture presence was as 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 Onlario Secondary School Diploma or equivalent by the middle of May preceding ondary 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

experience reversal, in the orosaces asses, of teating, it is statement and 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

Primary-Junior
Primary-Junior candidates must have at least one half-year or semester-

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) mathemati-cis, 3) physical or natural science, 4) visual or performing arts. (Equiva-lence may be granted for demonstrable and extensive experience in any of the above areass.)

Intermediate-Senior
Intermediate-Senior candidates must have at least one half-year or semes-

International Sensor Landanders make a related command year of sensor the relength university course in psychology, sociology or anthropology.

Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Oramatic Arts, English, Prench, 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. required for the selection of referring, Music, or Tryskal and Telahi Journal tion. 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.

1 A full-year course in Canadian history is needed for the selection of

1. A trui-year course ir Lanaoian nisory is needed for the selection of listory 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, solid little to note in both obeaund national dispussions. should include topics in both plant and animal (invertebrate and vertebrate) biology. No more than one course in human biology or blochem-

istry 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

year course equivaient 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 consid-

Technological Education
Admission to Technological Education requires the candidate to have completed at least the requirements for the Ontario Secondarry School Diplome 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 the 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

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.

In addition to meeting the academic requirements for admission to the Pri-mary-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.

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. The Aboriginal Teacher Education (ATE) program track is constituted as both community-based part-time and carpus-based full-time. Community-based outsets are adapted to local contexts and needs, and include Aboriginal perspectives, balancing Aboriginal-specific and student-contred learning with knowledge of the teaching/fearning process and research on Aboriginal education. Campus and community-based components include a course include as ourse include as ourse include as ourse present on Aboriginal education (FOCI 201), and practicum placements in First Mations schools.

Admission
Application for full-time campus-based study in Aboriginal Teacher Edu-cation is made through the Ontario Universities' Application Centre, appli-cation for part-time, community-based study is made through the Aborig-inal Teacher Education Office, Faculty of Education, Queen's University.
ATE bas an admission policy which incorporate the following special fea-

a candidates may complete some prerequisites to admission as exit requirements rather than entrance requirements; bapplicants 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.

a candidates may complete some prerequisites to admission as exit

Format

Candidates in ATE complete all components of their selected program
option, Primary-Junior or Intermediate-Senior. They take POCI 201, Aboriginal Teacher Education, and are placed in a dedicated section of PROF
190, 191, Theory and Professional Practice. Community-based courses are
adapted to include Aboriginal content. Both community and campusbased 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 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 orient mitters in the arts which could be used to secure or additional set of skills related to orient mitters in the arts which could be used to secure or create part-time commitments to the community

Amission 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. English (Creative Writting), Music or Visu-

Format
Candidates in Artist in Community Education complete all the components as required for the Primary-Junior or Intermediate-Senior option.

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**Program Tracks** 

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Program Format
The MAS Concurrent B.Ed. degree is a 6.5-credit program consisting of
Curriculum, 20 credits; Education Studies, 1.0 credit; Critical Issues and
Policies, 0.5 credit; Theory and Professional Profescio, 20 credit;
Program
Focus, 0.5 credit; and Practicum, 2.0 credits.
In year 3, the first year of the combined B.Sc. (Hons.)/B.Ed. or B.Sc.

In year 3, the first year of the combined B.Sc. (Hons.)/B.Ed. or B.Sc. (Elga.)/B.Ed. program, candidates normally enrol in a full courselsad in Arts and Science or Applied Science, and in the Education course EDS 456/0.5, Introduction to Science and Tractings, in addition there is a two-week teaching practicum, PEAC 163/0.5, normally completed in May. In year 4, candidates normally enrol in a full courseload in Arts and Science or Applied Science (completing the Honours Science degree), and calculate the Arts of the

tion program.

In the fifth and final year, candidates complete the requirements for the B.Ed. degree in the Faculty of Education. In September, 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 ter in the final year Fracticum (1,0 creent), and an Equicational Studies course (0.5 creedil) which will take place in the Winter term. The Fall term includes extended practice teaching in a school, and periods of times campus in courses. The Winter term consists primarily of classes, but includes a time-week alternative Program Focus-linked placement in Feb-ruary and an additional three-week school placement.

Program Roquirements and Recommendations
Candidates must complete at least one half course in either psychology,
sociology or anthropology (a full course is also acceptable). In addition, it
is strongly recommended that one of the following philosophy half-course
se be included as an elective in the candidates' Honours Science or
Applied Science program PHIL 154, PHIL 261, or PHIL 381. At least five
credits in one teaching subject and four credits in another are required, both subjects to be taken from the following list: Biology, Chemistry, Computer Science, Mathematics, and Physics. The following descriptions indicate acceptable preparation for these teaching subjects:

any BIOL or MICR course; no more than one Biology course taken from BCHM or human biology (e.g., anatomy, physiology); courses should include botany, verterbrate, and invertebrate biology. any CHEM course; should include physical, ana-Chemistry

lytic, and organic; one BCHM course is acceptable.

any CISC course; up to one full credit may be included from the following: BIOL 343, COMM 363, 364, GPHY 345, MUSC 393, 493, PHYS 333, PSYC 310, SOCY 422, and STAT 462 Computer Science

any 100-level and above MATH or STAT course; may include IDIS 303, CISC 202

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Physics any 100-level and above PHYS course

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Applied Science applicants should consult with the Education Registrar's Office (533-6205) if they are in doubt about equivalencies. The requirements for admission to and completion of 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 applicable four-year B.Sc. degree requirements and the Education program components PRAC 163, PRAC 164, and EDST 436, as well as the half course in psychology, sociology or anthropology. Candidates should ensure that their B.Sc. (Hons.) or B.Sc. (Eng.) course selection allows for the appropriate teaching subject preparation.

their ISS. (Hons.) or B.S. (Eng.) course selection another so a use appropriate teaching subject preparation.

The B.S. (Hons.) (B.S.: (Eng.) and B.Ed. degrees must be completed within six years of the initial entry into Year 1 in the Faculty of Arts and Science or Applied Science. Academic progress will be reviewed at the conclusion of each year. Candidates given an academic penalty by the Faculty of Arts and Science or Applied Science will be required to concentrate their efforts on their Arts and Science or Applied Science sources and to suspend their work in Education until the penalty is lifted.

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

Certification

Successful candidates are recommended to the Ontario College of Teachers to be awarded the Certificate of Qualification as a teacher and to become to be awarded the Celligate (or Quantication as a teacher and to economies the Celligate, and application to the College, candidates must submit a negative tuberculin test result or a normal chest x-ray administered during the program year or within one year prior to application to the College. Another document required for certification and College. Another document required for certification and College departments of the College and the co

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 qualifica-Proteers of the Certificate on Quantization may earn adammonar quantizations and these will be entered on a revised Certificate. These may be Additional State Qualifications (such as Primary) or Additional Qualifications (such as Special Education, Part 1). These courses are offered during the Superior of the Certification (such as Poperior State Order of the Certification) and the Certification (such as Theorem 1) and the Certification (such as Theorem 2) and the Certification (such as ing Teacher Education.

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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** 

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 190/191, Theory and Professional Practice.

Practicum
All candidates take PRAC 190, which consists of an nine-week school placement in the Fall term, a three-week alternate placement in the Winter term, and a further three-week school placement in April.

NOTE Program components are subject to change without notice.

**Primary-Junior Components** 

Curriculum 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 PROF 100 (0.5) Critical Issues and Policies 1.0 credit PROF 190 (0.5) Professional Practice

1.0 credit PRAC 190 Final Year Concurrent and Consecutive Practicu

TOTAL REQUIREMENT FOR PRIMARY-JUNIOR 5.0 credits

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### Intermediate-Senior Components

Curriculum
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

1.0 credit PPAC 100 Final Year Concurrent and Consecutive Practi TOTAL RECUIREMENT FOR INTERMEDIATE SENSOR 5.0 credits

**Technological Education Components** 

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 FOCI 213 (0.5) Broad-Based Technological Education 0.5 credit

Professional Studies PROF 100 (0.5) Critical Issues and Policies PROF 190 (0.5) Professional Practice 1.0 credit

1.0 credit PRAC 190 Final Year Concurrent and Consecutive Practi TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION 5.0 credits

Note Program components are subject to change without notice.

Concurrent Teacher Education

Concurrent teacher Education in co-operation with the Faculties of Arts and Science at Queen's Universi-ty and at Trent University in Peterborough, a concurrent teacher educa-tion 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.(Hon-

With the strong field-centred orientation of the Education components, With the strong field-centred orientation of the Education components, the Concurrent program has the advantages of caliritying vocational inter-est, 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 while form the basic often dependent of the program of the program is developmental in nature, culminating in fifteen weeks of teaching practicum in the final year.

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### Academic Regulations

Mathematic

As the University is committed to the integrity of its student records, each 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 docu-

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 with classomes into le conversity for community. Write an students which satisfy the essential requirements for courses and programs, the administration, faculty, staff and students at class the stabilities. 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 discounting the control of the contr

abilities 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

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

Amy student with an overdue debt with the University will not be permit-ted 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 depart-ment(s) concerned. In no case will a diploma be released to a student with an outstanding debt with the University.

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.

whole or in party of someone uses as in twee one is one. Plagaiarism 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, I have been a support of the control of the collectively or separately. This is not a problem so long as it is clearly unalestood whose work is being Tree strength of example, by way of formal acknowledgement or in the control of the control o as being presenter, for example, by way of to find action registering 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.

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

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

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.

and the author.

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

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

3 Essays and Assignments

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

Preparing an essay or assignment for submission by another student. Copying an essay or assignment or 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 plaglarism.

Using direct quotations or large sections of paraphrased material without

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.

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 consider ground of all candidates. tion of academic and teaching-related back

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 fifteen weeks of school-based
and alternative practicum in the final year.
In Year 1, candidates normally error in five courses in Arts and checked
and in the Education courses EDST 436, Introduction to Schools and Feach-

ing, 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 Develop-ment, which includes two weeks of school placement as well as profes-

ment, which includes two weeks of standar periods and development workshops.

In Year 3, candidates normally enroll in five courses in Arts and Science and in the Education course PAC 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 nor-

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 September, candidates enrol and attend classes in Curriculum (2.0 credits), Program Focus (0.5 credit), Practicum (1.0 credit), and Professional Studies (1.0 credit), in Addition, candidates register in an Educational Studies course (0.5 credit) which will take place in the Winter term. In the fall, there are nine weeks of practice teaching in a school from October to December, except for two weeks during November when the candidate return to the proposition of the professional Studies of the Complex of ruary and a three-week school placement in April.

ruary and a three-week school placement in April.

Perreguisites to Final Year
Candidates entering the final year of the program must meet certain prereguisites 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, Gogpathy, History, Mathematics, Music (Instrumental or Vecal), Native Studies, Physics, and Visual Arts. As these approved subjects may change,
candidates are advised to consult annually the Education Calendar, the
Queen's 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 at Tient or Queen's will be required to concentrate their
efforts on their Arts and Science courses and to suspend their work in Eduefforts on their Arts and Science courses and to suspend their work in Edu-cation 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. 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 candidate are expected to complete both Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

six years of their first enrolment in the Concurrent program.

Concurrent Teacher Education in Mathematics and Science (MAS)
In addition to the regular Concurrent Education program, which is directed at final-year secondary school students, a special bird-year entry Concurrent Enderior of Education program, focused on mathematics and science teaching, is offered by the Faculty of Education in cooperation with the Faculty of Arts and Science and the Faculty of Applied Science. This special program leads to the BSc(Hons) or BSc(Eng.) and B.Ed. degrees. The intent of the program is to prepare candidates for mathematics and/or science teaching in the Intermediate and Senior divisions of Ontario schools in both mathematics and/or general science at the Intermediate level (Grades 7 to 10), and in two sciences (biology, chemistry, computer science, physics), or one science and mathematics, at the Senior level (Grades 11 to OAC/12). The program has been designed to combine an early introduction to the teaching profession with undergraduate mathematy and the science and mathematics. early introduction to the teaching profession with undergraduate mathematics and science courses, and 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, environmental science, life sciences, mathematics/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 of candidates is in accordance with Faculty of Education admissionables of a constructive content of the construction sion policy (i.e., equal weighting of academic grades and teaching-related experience). Applicants must have a cumulative average of at least 65 per cent in order to be considered for admission. An interview may be cent in order to be considered for admission. An interview may be required. Admission will also depend on balancing student enrolment according to teaching subject. The MAS program is administered and coordinated by the Faculty of Education in cooperation with the Faculty of Arts and Science and the Faculty of Applied Science. Information and advice concerning admission is available from the Faculty of Education, telephone 533-6205.

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**IUNE 1000** 

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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 - IUNIOR

Note There is an overall \$50 learning materials charge for Primary-Junior

CURR 355/05 Language (Primary-Junior)
Intended to foster an understanding of the role of language in learning.
Participants eaguive 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 continuous experiments of the continuous procession of the continuous procession of the continuous processional readings, course work, 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
earning, problem solving, use of hands-on activities, and both subject-speescription process solving, use or nanos-on reciving, and non subject-specific cliff and integrated learning esperiences. Proving opportunity to develop integrated MST curriculum for elementary grades. Candidates are encouraged as paged to combine knowledge of educational research with classroom experience in contraction of the contra

CURR 337/0.5 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-Iunior)
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.

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#### 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 theorem. Gauss' section avects in Science and nonlogy. Province candidates with meo-retical and practical aspects of implementing current curriculum guide-lines, 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

CURR 3957.10 Science - Chemistry (Intermediate-Semior) Provides an introduction from a chemistry focus to the theoretical concepts and practical skills necessary for successful and effective teaching of Inter-mediate-Senior science. Utilizing a curriculum framework to explore the nature of science, science teaching, and learning, course includes an exam-ination 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, evalu-ation, and the intervaluationships 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 es 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 common in the schools and to screen and evaluate software. Landiates 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 usaffixing an amount to comprome the secondary of the courses. mulating and justifying an approach to computers in secondary educa-

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 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 taccher 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

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A Official Documents
 Altering transcripts or other official documents relating to student records. Misrepresenting one's credentials.
 Creating or altering letters of reference.

Creaming or interrupt general or networks.

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

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.

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:

Honours

PA

except in those instances when an instructor elects not to use the Honours category, in which case the students' transcripts will reflect that decision

PN Pass, no Honours available in this course

There are no numerical equivalents.

3.2 Additional academic record entries are:

AG Aegrotat grade AU Audit

CR Credit IN Income

Incomplete

NW Course not taken

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

3.4 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 wasies to teake use railed course, or to undertake an internative course, 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

permission is granted. Permission is at the discretion of the Associate Jean after consultation with relevant members and/or officers of the Faculty.

3.5 When a candidate has failed a course or a component of a course in the B.B.d. or Dip.B.d. program, or in Continuing Teacher Education, and has been given permission to undertake an alternative course or components.

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nent in substitution for the course or component that has been falled, 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

area or discipline group in the recurry 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 (RN) 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 be the complete to design and the course of the state of the course 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 circum-stances, a candidate has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions

example, serious iliness. The Committee shall report all saken 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 scarces for the course or component scarces for the course or component successfully had

not illness intervened.

7 No grade may be changed by administrative fiat

In the three years may be considered to the fact that the fact to the Faculty Registrar's Office within the 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 candidates shall be advised by the University Registrar's Office of their

grades.
A 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 E.B.d. degree, the Dip.E.d., and the Certificate of Qualification as teacher, a candidate must have grades of H.P.A.PN, AC,

or CR in all the minimum required courses or components of the program.

9.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of the Dean's Office to ensure that all candidates for the Bachelor of Education degree, the Diploma in Educa-tion and the Certificate of Qualification conform satisfactorily with the general professional and ethical requirements of teachers.

### Computer Code of Ethics

The information below is an extract of the Senate's policy on use of computers. Students are responsible for making themselves fully aware of the complete policy, which is available at the following web address: http://www.aueensu.ca/secretariat/senate/policies/codes.html

Users are ultimately responsible for any and all use of their computing accounts.

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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, generated students, such as the contract of th

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

CURR 321/1.0 Français langue seconde intermédialre et supériur)
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
afiare un teur 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 dure de six
mois est recommandé. Les sujets abordés se rapportent aux approches, aux
démarches, aux directives du ministère (immersion, approche commudémarches, aux directives du ministère (immersion, approche commu-nicative..., restructuration, intégration, interdisciplinaire...), à la gestion du temps (objectifs, progression, planification, les savoirs, la culture et la littemps toojectins) progression; planincation(n) ies savolts, a clutinet et al referature, le contrôle des connaissances), à la psychopédagogie (rôles, groupements, procédés et moyens, collaboration), et à la psycholinguistique. De nombreuses applications prafiques individuelles et ne groupes sont integrés au programme. Ce cours donne l'équivalence au riveau 1 des trois niveaux exigés par le Ministère pour être specialiste de français. Les étudiants devront contribuer \$5 pour couvrir les frais de photocopies.

CURR 323/1.0 Geography (Intermediate-Senior)

CURE 323/1.0 Geography theirmediate-Senior)
Designed to prepare candidates to teach geography at the IntermediateSenior level (grades 7-OAC). Using a geography context the program provides instruction in basic lesson planning, questioning techniques, field
work methods, unit and course planning, evaluation as well as essential
classroom management. Participants have an opportunity to develop and
utilize a wide range of instructional materials plus interact with resource
people who provide input and strategies related to specialized areas of the
geography program. Familiarizes candidates with the current Ontario
Ministry of Education and Training guidelines in geography, Includes a
component dealing with the integration of subject areas. A strong emphasis on the co-operative development and sharing of curriculum ideas and
resources by candidates. Includes a lab component to provide hands-on
experience in the use and application of computers and G.I.S. software
packages appropriate for grades 7-OAC. Candidates with extensive prior
experience in this area will be encouraged to develop classroom applications using the G.I.S. software. Lab fee \$30; learning materials \$10.

CURR 335/1.0 History (Intermediate-Senior)
Intended to prepare candidates to teach history and social science prointended to prepare candidates to teach history and social science pro-grams in Orlanto schools. Candidates design, develop and implement his-tory curricula and related integrated programs at both the Intermediate and Senior levels, in keeping with current Orlanto guidelines for these lev-els. In addition to the acquisition of the necessary pedagogical skills and strategies, this course is founded on the belief that the development of a sense of history is a necessary ingredient in the pursuit of a happy and

productive human life. It is the history program in any school that is central to the acquisition of a deeper understanding of, and commitment to, the uniquely Canadian experiment in dynamic plural democracy and egalitarianism. This also includes the development of the skills and attitudes of starianism. This also includes the development of the skills and attitudes of critical thinking, in knowing who we are and where we came from, in an understanding of human nature, in the appreciation of the infinite richness and unity of the human spirit, and in the empathetic recognition of both the astounding and appalling variations in the human condition on our own small planet. This course is collaborative and both respects and draws from the life experience of each candidate. Candidates in this program deepen their commitment to the study of history as an essential pre-requisite to helping young people appreciate and understand the tragedies, triumphs and syneny of human experience. Although history can never replicate itself, if remains an essential source of wisdom for the collective stewardship of our present and future worlds. Learning materi-als 515.

CURR 341/1.0 Native Studies (Intermediate-Senior)
For candidates planning to teach Native Studies at the Intermediate and Senior levels. Integrated with the Ontario Ministry of Education and Training document, "People of Native Ancestry: Curriculum Guideline for the Senior Division", and the sections of the Native Studies Intermediate Curriculum Guideline 1991 focusing specifically on the Ministry credit courses for Grades 9 and 10, "Native Peoples of Canada: Present Realtiles and Future Directions", and "Native Perspectives on the Changing Global Community". Theories pertaining to curriculum development are examined in conjunction with curriculum models developed and implemented in Aboriginal schools. Serviews and evaluates Audive Studies curriculum ined in conjunction with curriculum models developed and implemented in Aboriginal schools. Reviews and evaluates Native Studies curriculum development for non-Aboriginal and integrated schools and Native Studies curriculum development for non-Aboriginal and integrated schools and Native Studies curriculum development and Aboriginal control. Provides the candidate with skills to evaluate theories of curriculum development and to design teaching units based on those theories of curriculum development and to design teaching units based on those theories and interest that are available, and additional to the control of the control

CURR 343/1.0 Mathematics (Intermediate-Senior)

Intended to prepare candidates to teach mathematics in the Intermediate and Senior divisions. Candidates become familiar with the content of the and Senior divisions. Candidates become familiar with the content of the mathematics taught in these divisions through an examination of a variety of teaching philosophies and instructional techniques appropriate to materialists. Consists of lectures, discussions, student presentations, activity approaches and a component related to achieving integration of subjects within the Intermediated division. Also provides an opportunity to examine those Ministry guidement of the property of the property of the matter at the intermediate and policies relating to the teaching of mathematics at the intermediate and selective five the property trends in mathematic education in Ohatrio and other jurisdictions are examined. The acquisi-tion of a positive attitude towards mathematics and its teaching is a high-ton of the positive attitude towards mathematics and its teaching is a high-ton of the positive and the property of priority of the course. Candidates may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably be expected to teach. Learning materials \$10.

maintain secure passwords for all accounts assigned to them

in manuman secure passwords or air ad-ecounts assigned to them
take precautions against others obtaining unauthorized access to their
computing resources. This obligation applies particularly to users who
are responsible for confidential information
in the willingly divide passwords and other access control information
for their personal accounts to any other person.

not use or attempt to use computing facilities or accounts to which they have not been granted explicit access by an appropriate system admin-

use computing facilities and services only for the purposes for which they were authorized

respect all copyrights and licenses associated with university comput-

ing facilities
not attempt to interfere with the normal operation of a shared system
not attempt to encroach on others' use of computing facilities or to

deprive others of resources

not attempt to subvert the restrictions associated with their computing

not use computing facilities to send obscene, vulgar or harassing mes-

not attempt unauthorized access to computing installations outside of Queen's using Queen's computers or communications facilities.

Alleged violations of the Code shall be dealt with as outlined in the document Procedures for Cases of Computer Abuse. Individuals or groups who feel that there has been a violation of the Code are directed to the document Procedures for Lodging a Complaint of Computer Abuse

Code of Conduct

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 nonparticipation 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 CSS Judical Committees, Jurisdiction at cases involving non-scadenic discipline I early or School. Any
ecommendations for expulsion or suspension must be forwarded to the recommendations for expulsion or suspension must be forwarded to the enate for approval.

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-academ-

ic discipline should not be regarded as a substitute for the civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. The following conduct is unacceptable and constitutes an offence within the university community:
a a violation of published rules and regulations of the University or of

any authorized rule-making body within the University;

b failure to comply with the directions of officials of the University acting

within the scope of their authority;
c theft, vandalism, and willful or negligent damage to the property of
Queen's or of a member of the University community, of the AMS, GSS or

of any other University organization; d i assault of any nature; ii discrimination or harassment, based, among other grounds, on race,

religion, gender, handicap, ethnicity, national origin or sexual orientation; e all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of University docu-

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

Essential Values
At Queen's, the following essential values will govern our actions:
At Queen's, the following essential values will govern our actions:
At Queen's, the following essential values of intellectual integrity Rigorous standards of intellectual integrity must be uphel and in Eschinge, it is a form of the property of the standard of the

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, intimida-

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force, heat and light) in the historical development of scientific thinking and in children's learning of science, the relationship between scientific and non-scientific explanations of natural phenomena, and the role of observation and theory in scientific inquiry. Candidates are encouraged to develop and adapt investigative activities and materials for the classroom using the insights drawn from this course. Lab materials \$5.

EDST 448/0.5 Aesthetic Education (IS) Examines a number of problems that are of particular concern to teachers of the arts. Tries to discover the sources of our appreciation of works of art so that we may be in a better position to bring others – most notably our students – to share in that appreciation.

EDST 450/0.5 Introduction to Aboriginal Education (PJIS)
Introductory course for candidates wishing to develop a basic understanding and appreciation of Aboriginal education, which is a unique and evolving field of study bringing together different disciplines and perspectives of knowledge grounded in the world view of North American Aboriginal cultures. Acknowledges the legitimacy of Aboriginal perspectives and fosters a aerasitivity to raditional values of Aboriginal peoples. Emphasis on understanding the historical development of Aboriginal popular of the property Emphasis on understanding the historical development of Aboriginal peoples as they see it, learning the nature of Aboriginal cultures from their teachings, and linking anthropological and sociological frames of reference for teachers choosing to further Aboriginal education. Provides an introduction to issues in Aboriginal education and an enrichment experience in the area of curriculum planning. Some topics are human needs as the basis for curriculum public, personal and inter-personal meaning in curriculum for the context of Aboriginal education; examples of instrumental and experiential approaches to teaching and learning; aspects of curriculum logistics as applied to northern classroom, and material appropriate for use in teaching about Aboriginal peoples.

EDST 453/0.5 Technology in Society: An Elementary School Perspective (PJI)
Introduction to the study of technology in the JK to Grade 9 curriculum
that addresses technology projects and design processes, activity-based
curriculum development, student-centred learning and other pedagogical approaches, human and environmental aspects of technology, and the development of technological concepts, skills and knowledge. Ways of integrating technology with science and other subject areas, in keeping with the holistic approach of elementary education and recent Ministry curriculum documents. Identification of resources – books, supplies, mate-rials, equipment and tools. Project materials \$20.

EDST 454/0.5 Teachers and the Law

(PJIS)

Teachers' legal rights and responsibilities are examined by studying actual cases in which teachers have been sued, charged with crimes, disciplined, or dismissed. Issues considered may include school discipline and or distinseed, issues consecuted may in made some observed of assault or responding to defaunt or violent behaviour; teachers accused of assault or sexual crimes against students; the duty to report child abuse; regigner, actions against teachers and thirt responsibility for the safety of students in various settings; confidential records and information; religion and schools; students with disabilities; professional ethics; and necisma and disabilities professional experiments. crimination in schools.

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EDST 456/0.5 A Study of the Religious Education Program in the Roman Catholic Schools of Ontario

Introduction to the central concepts which make up the Religious Educa-tion curriculum currently in use in the Catholic Schools of Ontario. Candi-dates who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological con-tent and pedagogical principles in contemporary Catechetics. Conducted by the Religious Education Consultants of the local Separate School Boards. Candidates intending to teach in Ontario Roman Catholic schools should note that this course is required by some Catholic boards, and rec-

(PIIS)

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

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

EDST 464/0.5 Learning and Development in Childhood (Pf) An overview of leaning and development from infancy to pre-adolescence. Topics such as cognitive processes, individual differences, motivation, classroom learning, and socio-cultural contexts are considered in relation to modern schooling.

EDST 465/0.5 Learning and Development in Adolescence (IS) An overview of learning and development in adolescence with emphasis on classroom applications from Grade 7 to 12 Topics such as communication, management, development, learning, and exceptionalities are presented in the context of modern schooling.

EDST 467/0.5 Psychological Processes of Reading and Writing (Pt)
Designed to develop an understanding of reading and writing processes.
Emphasis on how pedagogical and curriculum decisions are affected by
theoretical views of these processes. Prime focus is to demonstrate the developmental nature of language.

EDST 469/0.5 Psychology of Learning Problems Aspects of psychology relevant to the education of children, adolescents and adults with learning problems or learning disabilities in the areas of reading, spelling, writing and mathematics. Issues related to diagnosis and remediation. Recommended for candidates with a background in psychol-

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CURR 345/1.0 Music – Vocal (Intermediate-Senior)
Designed to prepare candidates to teach vocal music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience. Reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education and Training

CURR 1471.0 Physical and Health Education (Intermediate-Senior)
Intended to explore health content, philosophy and methodologies from
Grade 7 to OAC. The major method of delivery is participatory – lecture,
demonstrations, student presentations, and projects which are skill-oriented and practical. Some of the health topics in the Ontario Curriculum
Guidelines are discussed. Compulsory and important health topics are
fully developed and demonstrated. The impact of current health issues in
the abstraction is also methode. The orbical education portion includes the classroom is also reviewed. The physical education portion includes laboratory sessions in many sports including basketball, dance, volleyball, soccer, fitness, games of low organization, outdoor recreation and leisure time sports activities. These lab sessions demonstrate lesson sequences, class organization, use of materials and visual aids, safety considerations, and use of a variety of teaching styles. Included are methods of evaluation of students and programs, extensive lesson planning, curriculum development, and maintaining a balanced program of curricular, inter-school and intramural activities. Learning materials \$15.

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

The Intermediate-Senior Physics course gives particular attention to materials and strategies for the teaching of physics in Grade 12 and at the OAC level. A second focus is the teaching of selence in the Transition Vears, and the course includes a component dealing with the integration of subject areas within the Transition Vears. Begins with special attention to lesson planning, demonstrations and laboratory activities, and assessment of stupering the properties of the prop panuling ucinorestations and incoratory activities, and assessment or state dent work across a range of units in science and physics. Later emphases include the analysis of classroom events and taking charge of one's some professional development as a teacher of physics. The nature of science and technology and their interaction with social issues is a continuity them. Computer skills are essential. Learning and lab materials \$20.

CURR 36571.0 Music – Instrumental Untermediate-Senior)
Designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience. Reflects the concern for balance of performance estills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education and Training guidelines for music.

CURR 367/1.0 Teaching Technological Education

Effective teachers are able to promote learning with the entire range of stu-dents in classrooms, which are increasingly complex environments. Read-ings, discussion and activities afford the candidate an opportunity to com-

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bine knowledge of educational research with past experience in order to understand and practise effective classroom management. Topics for study include lesson planning (with particular emphasis on the demonstration lesson), classroom organization, models of teaching, questioning techniques, and responding to student misbehaviour. Attention is paid to the candidate's role as an active, reflective learner. The nature of technological education is a continuing theme. Learning materials \$10.

CURR 368/1.0 Curriculum Development in Technological Education
The ability to teach effectively depends to a large extent on the philosophy of the teacher and the way that the teacher organizes the subject content. A philosophy of technological education is developed by each candidate and used as the foundation for curriculum development in the technological area of the candidate. Historical events in Canadian techno logical and vocational education are examined to further develop candi-dates' philosophical perspectives. Course content also includes: learning dates philosophical perspectives. Course content also includes: learning theory; adolescent development; an examination of the role of technology in our society; community involvement in school technological education projects; and project management, planning, production and reporting through the completion of a teacher-centred project and a community-based project. Design proprist, a course of study and an assessment package are developed by candidates based on their project experiences. Learning materials 510. ing materials \$10.

CURR 379/1.0 Visual Arts (Intermediate-Senior)
Concerned with the theory and practice of art in education. Candidates explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and leadership in the visual arts. Candidates have the opportuprocesses and leaderdership in the visual rats. Candidates have the opportunity oscus under professional skills needed to teach at in traditional schools as well as alternate educational settings. Program planning and deliver equil means to the Translitting Program planning and relever addressed. Practical works sessions, and a variety of media, allow the condidates for the respective professions, and materials of the conditional professions of the profession of the professio

#### **Educational Studies**

Courses in this area are concerned with sociological, psychological, historical, legal, philosophical, aesthetic, political, and institutional aspects of education and schooling. At least one Educational Studies half-credit course is required in the Waterloo and Consecutive B.Ed/Dip.Ed organus. Concurrent Queen's and Trent candidates must take EDST 436 and one other EDST course.

EDST 406/0.5 Open Country Explorations (PJIS)
An activity-based introduction to outdoor education, this course involves a progressive sequence of challenges in a variety of all-weather outdoor set-

ogy, including at least one course beyond the introductory level, and topics such as human learning, cognitive processes and individual differer

EDST 476/0.5 Exceptional Children and Adolescents Exoptional Children and Adolescents
An overview of exceptional Children and Adolescents in the regular classroom, including their identification, inclusion and teaching. Candidate
consider how students learn, inclusion and teaching. Candidate
to learn in the classroom, and how teachers can collaborate with parents
to learn in the classroom, and how teachers can collaborate with parents
to learn in the classroom, and how teachers can collaborate with parents
to learn in the classroom, and the control of the co

S15.

Seminar in Social Class, Gender and Race in Education (PJIS)
The goal is to develop a critical understanding of the implications for children's educational experiences of the effects of social class background,
sex/gender differences and racial background by focusing on three questions: How is school experience affected by the cultural context of children's lives? How do schools respond to real or imagined differences
among students? And how does the culture of the school; he attitudes and
expectations of teachers, the concepts conveyed by the "hidden" curricuhum contribute to the way children experience school? A critical perspective is developed which teachers might use to better respond to the diverstry of student needs.

Program Focus

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

FOCI 201/0.5 Aboriginal Teacher Education (Aboriginal Teacher Education Program Track candida

Prepares Aboriginal Teacher Education candidates to include Aboriginal repairs Aboriginal Teacher Education candidates to include Aboriginal con-curriculum as part of their classroom teaching. Explores Aboriginal com-munity-based curriculum development; a review of current Aboriginal curriculum packages and other resources; curriculum planning and evalu-ation. An experiential learning approach with aspects of the course applied during the candidates' practice teaching rounds. Fracticum experiences acceptable of during chass sessions with such reflections providing the basis for turbles learning in the across of curriculum planning and evaluation.

FOCI 205/0.5 Alternative Schools in Canada Explores the philosophies and practices of schools alternative to main-stream public schools, including Montessori, Waldorff, Home Schools, steam puorit schoods inferioring monitoring maniferioring monitoring monitori

FOCI 213/0.5 Broad-Based Technological Education (Tech)
(Technological Education candidates only)
The Ontario College of Teachers requires that teachers gaining certification (Technological Education Control of Computing tion in technological education demonstrate "proof of ...competence in the area... of technological studies selected as an option in the program of professional education". Technological competence is demonstrated by com-pleting an individualized program that permits each candidate to broaden and deepen their range of skills. A technology profile is used to track the range and level of skills. Materials \$180.

FOCI 215/0.5 Arts-Based Education in the Elementary School Pool 2230 Annotates calculation in the tementary School. Designed to present a view of elementary schools where arts-based activities and environments form the focus for learning not only in the arts, but in other academic subjects as well. Topics include arts and cognition, how math, science, technology, personal and social studies, and language can be authentically incorporated in arts-based learning; how arts programs can authentically incorporated in arts-based learning; how arts programs can induce change in schools; and the role of social learning and community

FOCI 222/0.5 Artist in Community Education (Artist in Community Program Track candidates only)
Candidates explore the interface between the artist and education. Issues associated with professional practice and the world of education in visual art, drama and music are addressed. Investigations will be sufficiently flee-tible to meet the needs and interests of students in each of their specific dis-

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

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

tings. Activities adjusted to suit all readiness levels, but occur in various ings. Activities augiseed to suit air readiness everes, our occur in various outdoor locations in the Kingston area. Shows how educational experiences in the outdoors integrate learning, increase environmental sensitivity, and enhance relationships between teachers and students. Candidates may organize a weekend outing. Food and transportation \$100.

EDST 407/0.5 Outdoor and Experiential Education,

Cost with 50 Countries are Experience as Countries and Experience and Experience and Experience and Experience and Experience and Experience State and Exper able to extend classroom boundaries. Some sessions may be extended in time to accommodate the exigencies of outdoor activities and travel time. Food and transportation \$100.

EDST 412/0.5 Using Toys to Play with the Big Ideas of Science EDST 412/0.5. Using 1990 to Play with the Big Ideas of Science Proposition of Plantongh the use of everyday toys, Primary-Junior candidates are given opportunities to better understand principles of science and scientific inquiry. Participants investigates ideas regarding the purposes for scientific work, the nature and status of scientific knowledge, and science as part of a social enterprise. What role do scientists play in our society, and what are the scientific practices they participate in? How might educators use toys to play with some principles of science? Participants may have opportunities to interact with individuals in careers that use mathematics, science and tenchology at 8 wall candidates are accessment for this, should ence, and technology. As well, candidates are encouraged to think about mathematics, science, and technology more broadly. Course materials \$7.

EDST 417/0.5 Educational Uses of the Environment (PJIS) (Outdoor Education Program Track candidates only)
This two-part course is available only to teacher candidates registered in the OEE Program Track. Part 1 is a four-day field trip orienting candidates to methods and principles of adventure activities, environmental educato in and skill acquisitions of some states are states as the state of the state of the states are states as the state of the states are states

IDSI 427/0.5 Learning with Literature in the Elementary School
Opportunities to examine reader-response theories and to discuss the
influence of these theories on instructional practices associated with organizing and implementing literature-based programs. Examination and
reading of various generos of literature, wareness of issues involved in
selecting literature, and exploration of how literature can be used in all
selecting literature, and exploration for how literature can be used in all
services to literatures, or construction of the programs o response to literature, to acquire a repertoire of activities to facilitate and encourage oral, written, visual and dramatic responses to literature, and to explore various classroom organizational structures appropriate for literature- and response-based programs.

EDST 429/0.5 Teaching English as a Second Language Teacher candidates become ginaliar with the outcomes as described in the common curriculum for K to 3, including forms and purposes, proceedings relatives and conventions at all skill levels—listening and speaking, reading, writing, as well as viewing and representing. The approaches for Section Fevels of ESL are explored. Language benchmarks for ESL in programs for adults are examined.

EDST 436/0.5 Introduction to Schools and Teaching (Concurrent Year 1 and MAS Year 3 only)
Introduces Concurrent teacher candidates to the study of educational issues and experiences. Focuses on school curriculum and organizations as well as activities for understanding teaching and learning in the classroom.

Candidates engage in discussion of their views of education. (For candidates in Year 3 of the Mathematics and Science (MAS) Third-Year Entry Concurrent program, this course focuses on the teaching and learning of mathematics and science.) Learning materials \$7.50.

COREQUESTE PRAC 166; for MAS students, PRAC 163

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

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

EDST 445/0.5 Computers, Software, and Teaching EDS1 44370.3 Computers, Software, and Teaching
The use of computers in teaching and learning, Candidates work with
painting and drawing programs, spreadsheets, databases, desk-top publishing, e-mail, the World Wide Web, computer conference systems,
videodisks, CD-ROM-based resources, and computer simulation.

EDST 446/05. Science and Teaching as Investigative Arts (PJIS)
There are a number of accounts of the nature of scientific inquiry. Each
offers a different view of the origins of scientific knowledge and how it
changes over time. Using a hands-on investigative approach, this course
explores these views and their implications for the teaching and learning
of science. Topics include the nature and role of basic concepts (such as

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schools. These schools are selected from a number of geographic areas including Kingston, Peterborough, Toronto, Waterloo and Ottawa, (Cardidates should be aware that they may be assigned to associates 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 April.

PRAC 194/10. Technological Education Internship Practicum
After an intensive on-campus period at the Faculty of Education from midJune 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-litme for one semester (September to internsitip perion has oben fun-time for die semester (septemoer in December of pinnany to Junio, for part-lime for the semesters from Sep-tember to June. During the extended practicum, condidates work closer with associate teachers, school principals and faculty members, and must complete two full days of observation of other teachers' methods and our inzitional 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 fol-

#### Professional Studies

#### PROF 100/0.5 Critical Issues and Policies

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 they prace so constructing and documenting professional analysis of the process of constructing and documenting professional knowledge acquired by experience. With an emphasis on dassroom 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 experienced teachers, fellow teacher candidates, and relevant educational control of the provides of t

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### **Continuing Teacher Education**

The Faculty of Education has as one of its major responsibilities the offerring of Contain Coulomb nase as one of its major responsibilities to entire the relative form of the first many of the countries for other first many of the first many of the

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, candidates requiring recommendator to the Construction of the 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 (ABO)

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

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

### Intermediate Division

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

- hold or be deemed to hold a Certificate of Qualification;
- 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

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Continuing Education 47

Early Primary Education
(Early Primary Education Program Track candidates

Building on their prior knowledge and understandings, teacher candidates study the learning of early primary students (junior kindengarten to grade one), who are making the transition from pre-school to early primary classes. Professional readings, research and workshops are related to practicum experiences in a primary classroom (Fall term) and in a school or an alter-native setting (Winter term).

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

OCI 245/0.5 French Methodology at the Ilementary Level
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 (PJIS)
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 (PJIS)
This program focus introduces candidates to the complexities of professional practice in cross-cultural and multi-cultural settings. Candidates are sional practice in cross-cultural and multi-cultural settings. Candidates are assked 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.

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FOCI 260/0.5 Outdoor and Experiential Education (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, rehabilation for special populations, expeditionary learning, and environ-billation for special populations, expeditionary learning, and environ-

FOCI 265/03. Out-of-Classroom Learning (PJIS)
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 270/05 Resource-Based Teaching and Learning (PJIS)
Resource-based teaching and learning involve students actively in the
meaningful use of appropriate print, non-print, electronic, and human
resources and provide students with learning activities and resources
which suit their interests and learning styles. Emphasis is placed on active
learning, information skills, critical thinking, and "learning hove to learn"
with the intention of creating independent learners capable of life-long
learning. Educational programs based on principles of resource-based teaching and learning are equally relevant in classrooms or other educa-tional settings such as museums, art galleries, conservation and science centres, and zoos.

FOCI 275/0.5 School Leadership Cross team-support 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 (PJIS) 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 286/0.5 Teachers Writing Lives
Offered as a "writing workshop", Teacher candidates take up writing as away of making meaning out of the experiences of living and working in schools. The workshop is a creative and exploratory space that includes the writing of poetry, autobiography and personal narratives, fiction, and "wildmind" writing. Opportunities for the alternate practicum include the

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area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought

 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

course in Science are required, one of which must be in ecologically course in Science are required. Science are required, one of which must be in ecologically a Senior Division first/neon part in the science. For registrants whose Certificate does not indicate "Senior" as an initial area of concentration, five full universe of the science of the science are required, one "Senior" as an initial area of registrants whose Certificate indicates "Senior" as an initial area of the science are required, one "Senior" as an initial area of the science are required. 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

nological 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) (AO)

1 hold a Certificate of Qualification.

NOTISS

I In the case of all qualifications except Computers in the Classroom, Co-operative Education, Guidance, Design and Technology, Media, Multi-culturalism in Education, Music - Vocal (Primary, Junior), Music - Vocal (Intermediate, Senior), Special Education, The Blilly The Deaf, The Deaf, The Deaf, The Deaf Selind, and Visual Arts, the candidate's Certificate must have an entry showing qualifications in the Primary 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.

hold a Certificate of Qualification indicating successful completion of

2 submit evidence of at least one year successful teaching experience in Ontario certified by the appropriate supervisory officer or one year suc-cessful teaching experience outside Ontario certified by the appropriate supervisory officer.

hold a Certificate of Qualification indicating successful completion of

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
- hold or be deemed to hold a Certificate of Qualification; 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 equiva-

lent 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 experi-

ence including at least one year in Ontario in the subject in which the Honour Specialist qualification is sought, certified by the appropriate supervisory officer.

HONOUR TECHNOLOGICAL STUDIES SPECIALIST

Successful completion of the equivalent of one year's full-time post-

2 Provide evidence of at least two years of successful teaching experi-

2 Provide evidence or at reast two years of successful reacting 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 Charledulg at lessed nor both the basic and the advanced level, or have four basic level entries and a three-part Specialist qualification.

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 statefor Part 2 and Specialist courses must have the teaching experience state-ment completed and signed by the appropriate supervisory official. Regis-trations 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 imme-diately 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

possibility of leading writing workshops in schools or working with a teacher to create or develop new curricular possibilities particular to a

given school or classroom

FOCI 28/0-5 Teaching in Business and Industry
[15] 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

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 community agen-cies. Learning is primarily through on-site observation and experience, complemented by readings in relevant psychology and sociology litera-ture. Self-directed collaborative groups pursue shared interests and means for disseminating their work with the education community.

FOCI 295/0.5 Teaching Exceptional Children
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 demays, and penalvoir and emotionary and instructions opportunities to season from experience, workshops, reading peers and mentor, as well as opportunities to develop converted tunities to develop converted to the provide leadershead in the format of the reading exception is highly experiential, self-directed and collaboration with the comparison of the converted to the conve

FOCI 297/0.5 Teaching in the Primary Grades

FOCI 297/0.5 Teaching in the Primary Grades

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 tney relate to me earning and necuning of studenes in the primary goals; (junior kinderparten to grade three). Emphasis on observations made dur-ing an extended practicum in a primary class in the Fall term and a three-week primary age practicum in a foshool or an alternative setting in the Win-ter term. Related professional readings and research are presented and shared at workshops and seminars.

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

FOCI 299/0.5 Teaching the Gifted (PJIS)
A consideration of the concept of giftedness and the personal social 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.

PRAC 163/0.5 Year 3 Mathematics and Science Third-Year Entry Concurrent

Practicum

All Year 3 Mathematics and Science Third-Year 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 Third-Year 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,

All Year 2 Concurrent teacher candidates conclude a two-week practicum, and a tend required professional development, and a tend required professional development sessions. The practicum consists of either ten continuous full-time days, or five continuous full-time days, professional development sessions may include assessment, planning for teaching, classroom management, and adapting curriculum to the result of the professional development sessions. And the professional development sessions are included to the professional development sessions and include the professional development sessions. The professional development sessions are included to the professional development sessions are included to the professional development of the professional develop

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 October to December in selected associate

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tion. Interest charges during this period are paid by the federal and provin-cial governments. After the interest free period, interest charges begin to accrue on the unpaid balance of all consolidated loans. On 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 Dennet, F.O. Box 4300, 198 Red Kiver 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

Students who are not residents of Ontario must apply through their

Work Study Program
This program aims to assist students who find that their award from the In spring a many to a saist students who indig that near advant room the throughout the control of the control

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 have a low family income and must study part-time at the undergranuate level for specific reasons. They must be taking less than 6% 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 assistance first; the remaining assessed need is issued as a toan. Students must be Canadian citizens or permainent residents who live in a province or territory that participates in the Canada Student Loans Program. Students must be qualified to entol 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 Awarth Cofficial Control of the c cations are available at the Student Awards Office.

The Special Needs Bursary

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 for supplies. Students must be registered with the Special Needs Office at Queen's Uni-

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versity. This bursary is considered taxable income. Application forms are available at the Special Needs Office and Student Awards.

Noter 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.

Open's University Student Loan Funds

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

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. As service charge of 2% of the principal amount (minimum 55) is charged at the time the loan is obtained. No other interest or service charges across 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 ald. The interest rate on general loans is the same as the bank rate the University is able to obtain for itself, and the interest as 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.

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.

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: 613 533-2216.

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

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

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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** 

reconcar Pronciency 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.

Master of Education
The program leading to a Master of Education degree is for teachers and
others who wish to further their professional and academic studies. One
specialization is available: Curriculum and Instruction. Within this spespecialization 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 1 months of full-time study or 24 months of part-time study (evening months of Juli-times study or 24 mine students restudy (evening and/or summers). Normally, full-time students can anticipate needing at least eighteen months in order to complete the degree requirements. Metall-time students will find it possible to complete all course-work within the three terms of their full-time students will find it possible to complete all course-work within the three terms of their full-time yand to have begun work on the thin sice project. Thesis or project roll-time 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.

**Graduate Programs in Education** 

To be considered for admission an applicant must possess evidence of the Professional experience, a B.Ed. degree or its equivalent, and a minimum of a B-average in a Bachelor's degree or its equivalent;

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

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 Erd. 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 routle), 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
Faculty of Education. The program of study must be approved by
carduate Studies and Research Committee of the Faculty of Education
before the application can be approved.
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.
Further details may be obtained by consulting the Calendar of the
School of Graduate Studies and Research, Queen's University, or by writ-

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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 ity: value \$400

LWCopp 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

The Frank I Fowler Award

The Frank Jowker Award Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J. Fowler, a distin-guished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education Primaryannually 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, out-standing 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 andidate's instructors and associate teach-ers. 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.L.Loney Pitze
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 \$150.

The F.D.Sawyer Memorial Award

The Eulery elemental Award was established in the memory of Frank D.Sawyer Wemorial Award was established in the memory of Frank D.Sawyer who was a member of the Provincial Executive during some of its most string years from 1952 to 1959 and President of OSETTE in 1954. At the time of his death in 1960 he was principal of Fetrolia District High At the time of his death in 1960 he was principal of Fetrolia District High School. Mc Swwyer'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.

Granted to a graduating Bachelor of Education student in the Primary. Junior option and based upon excellence in student teaching; value \$125.

The John R.McCarthy Scholarshir

The John R.M.Carthy Schalarbip Established in 1987 by John R.M.Carthy, 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 enrols 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 the sense of fair play in athletic endeavours. Application by letter should be submitted to the Faculty of Education Registrar by I 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 Ald 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 University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gall Division in the Legislative Council of the Province of Quebes for many years prior to his death in 1940. Candidates for Carde 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, Caspé-est, Caspé-oust and lles de la Madeleine. The Senator Frank Carrel Scholarships Several scholarships are avared annually on the basis of general proficiency. All eligible candidates will be considered automatically; value up to \$1,000. ing to Graduate Studies, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6.

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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

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.

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

Application occasions Applications for both Master's and Ph.D. programs must be submitted by January 31, 2000 to begin studies in Summer 2000, Fall 2000, or Winter 2001

### Scholarships, Bursaries and Financial Assistance

Fees are due and payable prior to registration. To be allowed to register, a rees are take any payable prior to registration. To be anowest to register, a student must have paid at least a first instalment of fees. Details regarding fees for the 1999-2000 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 Divisersity Kingston, Ontario KJ. 3NS. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, circumstances

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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

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 own student loan funds, as well as its bursary and underorniversity's own student toan initials, as went as its obtained and problems with any student of the University or other interested persons. Telephone 613 533-2216; Website http://www.queensu.ca/regis-

trar/awards.

The values shown for the awards in this section were those in effect at the time of publication.

the time of publication.

Guerrumot Sponored Financial Assistance Programs

Each province in Canada has financial assistance available on a needassessment 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 (CSAP) combines assistant
variable through the Canada Student Loan Plan and the Ontario Student
Loan Plan. The amount of loan under the CSAP 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 to awhile the
student is in full-time attendance at an approved post-secondary institu-

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School Association) by a bequest from the estate of Kathleen Meed Elliott. School Association) by a bequest from the estate of Kathbern Meed Elliott. Elliott Travel Fellowships may be awarded to Queen's Education students, including concurrent and consecutive B.Ed. and Dip.Ed. students, Contin-uing 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 expensives, these fellowships may cover academic fees payable to Queen's Univer-sity and to other academic institutions in connection with the studies sity 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 the 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 desalline 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 Boom Ald), McArthur Fiall, value variable. sity and to other academic institutions in connection with the studies

The John Farnham Memorial Bursary

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 col-leagues at Towers Perrin, family and friends. Awarded to a student in financial need who has demonstrated leadership in student government.

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

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

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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 finan-

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 \$100.

The James Boyd Keddle Memorial Bursaries Established in accordance with the wishes of the late James Luke Keddle. 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

The Rolf Lund Award

Established by friends and colleagues and awarded to a full-time upper year student on the basis of financial need and at least a B standing, who has completed a minimum of one full year with the Track and Field and for Cross Country team. A general bursary application, along with two letters of reference, should be submitted to the Student Awards Office by 31 October. Selection will be made in consultation with the Oueen's track Booster Club; value \$1500

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 govern ment, 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

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The Walter Thumm Memorial Scholarship in Physics Established by his family and friends in memory of Walter Thumm, Pro-Essuinaste or y rise ratinity and trends in memory of watter frumin, Persor 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 Stewart Langdon Memorial Award

Established in memory of Stewart Langdon, athletic trainer at Oueen's issaiousies in memory of stewart Langgoon, aimetre trainer at Queen's University from 1945-1966, by his friends and associates. Awarded annu-ally upon the recommendation of the University Council on Athletics to a student in any faculty who has completed at least one year doesn's with satisfactory academic standing and who has made a special contribution to athletic training at Queen's or who has demonstrated specific plans to con-tabletic training at Queen's or who has demonstrated specific plans to continue study in the field of athletic training; value \$400.

Charles C.Lorimer Memorial Award Established in memory of Dr. Charles C.J. Lorimer, B.Sc., M.D. Awarded to a student in an upper year of science, medicine or another Faculty who, while maintaining good academic standing, has shown an understanding of the partnership of people with the natural world in the preservation and enrichment of the vitality and beauty of the earth. The recipient will have demonstrated this participation in wilderness living, travel, hiking, canoeing, by involvement in conservation or by similar activities. Application should be made by letter to the Associate University Registrar (Student Awards) by 1 December; value \$1500.

The A.E. MacRae Award in Creative Leadership

Founded by the late A.E. MacRae of Ottawa. Awarded annually under the following conditions: the object of this prize is to promote on the part of following conditions: the object of this prize is to promote on the part of the individual the practic of effectively appraising action from the point of view of others concerned. It is based on the idea that social progress requires of education the instilling in individuals the capacity to lead others in their actions, which are for the continuing good of all in the long term. It is intended to encourage students at Queen's to strive to evaluate competing interests and to seek out and advocate creative solutions, fairly and wisely balancing those interests. The recipient is required to write a short article on the purpose of the award and give his or her views of the methods by which the intentions of the award may be realized. The award is presented annually to the student in attendance at Queen's University who, prior to the beginning of his or her graduating year, has developed and exhibited the greatest capacity for creative leadership in the sense noted above. The recipient shall be selected by a committee, consisting of the presidents of the faculty societies and the Principal of the University or his nominee, value \$500. his nominee: value \$500.

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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.S. (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 Direc-tor 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.

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 medallion 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. tinuing 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 artent 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 textitudes, it is essent to the feet of motioning research and originating and illustrate the interface of textinology on the community. Preference will be given to a Chip and appoint opic Selection will be made by an interfaculty or mittee chaired by an appoint of the Pean of the Faculty of Applied Science. Applications should be submitted to the Section of the S

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

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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

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

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 admis-sion 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 pro-vided a 65% average is maintained and may be held in any undergraduate vided a 65% average is maintained and may be next in any unsequential.

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.

Established by the Metis Nation of Ontario through the Metis Training In-titatives and awarded on the basis of financial need to a Metis student reg-istered in any year in any faculty or school at Queen's University Applica-tion, along with a Metis verification form, should be submitted to the Associate University Registrar (Student Awards) by 31 October. Selection will be made in consultation with the Metis Nation of Ontario. Established by the Metis Nation of Ontario through the Metis Training Ini-

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 variable.

The Parents' Bursary
Established from donations made by parents of Queen's University students and awarded on the basis of financial need to students in any faculty or school at Queen's.

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.

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 distribition. 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.

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

The Irwin Talesnick Science Education Bursary

The trivin Talesnick Science Education Burnary
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 Septem-

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 Frank Tindall Bursary Established by friends and colleagues of Frank Tindall and awarded on the basis of financial need to student(s) in the first year of any undergraduate program. Preference will be given to students who play on the complete the academic year. NEED is the primary consideration in the

vard of a bursary.
Unless otherwise stated, applications for bursaries must be submitted. to the Associate University Registrar (Student Awards) prior to 31 October or 31 January. Funds will be distributed in early January and late February. 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; 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

ATF Bursaries for the Disabled Through contributions from student activity fees from 1989-1993, the Accessibility Task Force has established bursaries for undergraduate stu-dents with disabilities. To be eligible for this assistance, students must be registered with the Special Needs Office and have completed an applica-tion from. 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 Oueen's University on the basis of satisfactory academic standing and financial need. Value variable.

The Agnes Benidickson Bursary
Established by the Alma Mater Society and named in honour of the Chancellor Emeritus, Agnes Benidickson. Funds have been donated by students through the Student Activity Fees and raised through Project Millennium. Awarded to an undergraduate student in financial need in any year of any faculty or school at Oueen's University.

H. Graham Bertram Foundation Bursaries

H. Graham Bertram Foundabion Bursanes.
The will of the late H. Graham Bertram of Dundas provides for bursary assistance for deserved part of their guidents and gueen's University who have received the sprace for part of their patted and secondary school education in schools of the town of Dundabio and secondary school education in schools of the town of Dundabio deserved and secondary school education in schools of the town of Dundabio and the surrounding area, exclusive of the city of Hamiltony value variable or the surrounding area, exclusive of the city of Hamiltony value variable or the surrounding area.

The Board of Trustees Bursary
Established through donations by the Board of Trustees of Queen's University and awarded on the basis of financial need to a student in any faculty or school at Queen's University.

The Robert Bruce Bursaries

The will of the late Robert Bruce of Quebec provided for an annual sum to be given in bursaries "to students of promising ability but straitened circumstances". Money from this fund is disbursed annually to one or more students in the third or later years in any faculty.

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

The Senator Frank Carrel Bursaries

Several bursaries are awarded annually on the basis of deemed need to students enrolled in any year in any program. Restricted to students domiciled in Quebec prior to enrolment at Queen's University; value variable.

The Canadian Officers Training Corps (C.O.T.C.) Bursaries Awarded on the basis of need to upper-year undergraduate students;

The Olive Zeron David Bursaries
Established by a bequest from Olive Beatrice David, B.A. 1926, and awarded on the basis of financial need to women students.

The Bwin and Beverley Derbyshire Award Established by Elwin Derbyshire, B.Sc. 1965, and Beverley Derbyshire. Awarded to students enrolled full-time in any four-year program on the basis of financial need, academic ability, proven leadership qualities, evid-ence of an entrepreneural spirit, and involvements in the inter-collegiate hockey program.

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

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 variab

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 Meed Elliott (Arts '42, and a member of the executive of the Queen's Summer

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Scholarships, Bursaries and Financial Assistance 61

and university-licensed software is available through the ITS software dis-tribution program, Packman. Public access to computers and printing facili-ties 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 documenion - see the ITS Web site at:

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

PHONE 533-2524 FAX 533-6362 CHIEF LIBRARIAN Paul Wiens The library system at Queen's is decen-tralized. The Joseph S. Stauffer Library houses the major holdings in the humanities and social sciences, includmaps collection, as well as administrative offices and other services. The Dou-glas Library houses the Engineering and Science Library and Special Collections and Music Library. There are three facul-ty libraries: Health Sciences, Law, and Education, as well as the Art Library in

The Library Facilities 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 inte-grated online system, QLINE, which pro-vides users with access to the catalogue of Queen's library holdings and a vari-ety of electronic bibliographic and statistical databases, data and full-text electronic resources including journals; library service information, (including the hours of opening); access to the library catalogues of many other univer-sities, and a broad range of Internet resources. Additional specialized elec-tronic resources are available within the library facilities. QLINE can be searched from computers on and off campus.

Observatory LOCATION Ellis Hall, Rm 432 CONTACT Kathy Perrett (Physics Dept) EMAIL observatory@astro.queens

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. Ar 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 533-2558 FAX 533-6190

DERECTOR 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 \$10 As well, there is the Performing Arts Club for those who wish to become

LOCATION Carruthers Hall PHONE 533-2121 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

Radio - CFRC-FM

and community volunteer broadcasters offering all types of alternative music as well as coverage of sports events and spo ken word programs

Video and Multimedia Presentation Unit

LOCATION McArthur Hall, Rm B232 PHONE 533-6570 COORDINATOR Richard Webb 533-2817 Our Unit (formerly Queen's Television)
provides a full spectrum of video and
multimedia production services. We also

network broadcasting link for the use of faculty, staff, and students. Camcorders and video playback equipment can be booked and self-serve VHS/SVHS edit-ing facilities are also available. Films and videos from the Oueen's collection as well as other sources may be ordered through the Unit. Visit our website for more detail at: http://www.its. queen

offer videoconferencing and a televisio

### **Student Support Facilities**

Accommodation Listing Service LOCATION 169 University Avenue HOURS Monday-Friday 10am-4:30pm, closed 12 to 1pm

PHONE 533-6706 FAX 533-2196 Offers assistance for students inter 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 Aven

HOURS Monday-Friday 10am-4:30pm. closed 12 to 1pm PHONE 533-2501 BAX 533-2196 Manages University-owned rentals in the Queen's core area and two apart-ment complexes in West Campus: John Orr Tower and An Clachan, Internet dsao/housing/ahl.htm.

Ran Righ Foundation Supporting Women Learning\* LOCATION 32 Queen's Crescent

HOURS Monday-Thursday 9am-3:30pm Friday 9am-noon PHONE 533-2977 PAY 533-6904 STAFF Barbara Schlafer, Janet Troughton, Karen Knight A drop-in centre for women continuing formal and informal education – founded in 1974 by women graduates of Queen's. Resources: informal coun-

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selling on academic and personal goals a speakers' program, discussion groups, bursaries, referral, advocacy. Janet Troughton 32977 Barbara Schlafer 533-6000 ext 74391 Karen Knight 32976

Career Services

LOCATION Grd flr, St. Lawrence Bldg PHONE 533-2992 FAX 533-2535 DRECTOR Jim Kelly Career Services offers numerous pro-grams and resources to assist student in their career planning and job search activities. These include a variety of workshops, career and job search coun selling, and a wide range of information on graduate and professional schools, careers, employers and job search practices. Career Services also organizes uiting visits by industry, business and government, posts part-time, sum mer and permanent jobs, runs Carpers Day, Summer Job Fair, various inform tion forums, and an internship progran For the latest information on events and programs point your browser to http://careers.queensu.ca.

Your education isn't complete with-out a look at your future. Need career help? We've got it. Use it! See you soon

Child Care Resource Centre LOCATION 76 Ordnance St (Artillery Park Building) PHONE 542-4915 FAX 542-9262

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The University provides residence

accommodation in single and double rooms for approximately 2,800 under

sent to each student who is offered

sions Coordinator.

PHONE 533-6315

LOCATION 140 Stuart Street

RECTOR Dr D. Babington

admission to Queen's. For more information, contact the Residence Admis-

Discuss your current writing assign-

ments during free one-to-one tutorials

and workshops (on writing your first

tre also maintains an up-to-the-minute

web page: http://qsilver.queensu.ca/~weentre/

with a professional tutor – for appoint-ments, phone 533-6315. For advice about

graduate students and 300 graduate stu-

dents. An information brochure, applica-tion form, and residence fee schedule an

Queen's Golden Gael Football team. Selection will be made in consulta-tion with the Director of Athletics, a faculty member of the School of Phys-ical and Health Education and the Head Football Coach.

The trie todd Bursary Established by the Todd Family in memory of Miss Erie Todd, a sister of the late Royal M. Todd, to be presented at mid-year to the winner of the Royal Todd Memorial Trophy which is awarded annually to the "Rookie of the Year" (top freshman player) on the Gaels football team. The bursary is to be credited against tuition fees; value \$325.

The Toronto-Dominion Bank Higher Education Awards
Established by the Toronto-Dominion Bank and awarded annually to fulltime or part-time students in any faculty or school on the basis of demonstrated financial need and high academic standing.

University Council Bursary
Established by members of University Council and awarded on the basis
of financial need to students in any faculty or school at Queen's University.

The Eurapein 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 Gananoque provides for bursaries for the assistance of students from Leeds County in good academic standing in any year in any faculty or school of Queen's University. In awarding the bursaries, the Scholarship Committee takes into account the moral character and intellectual promise of the candidate as well as the financial need. Preference is given to students already registered with the University but candidates for admission are also considered for awards. 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.I.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.

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### General Information

areas throughout the building. All computers are connected to the local Education computing net-

Education Library
The Education Library serves the
students, faculty, and staff of the
Faculty of Education and is a resource for area teachers. The col lection consists of approximately 150,000 volumes and nearly 500 journal subscriptions which include the major publications in the field. The Education Library also houses 10,000 kits (mixed media), educa-tional games, videos, audio recordings, and picture sets and a substantial collection of textbooks approved for use in Ontario's schools since the 1960s. Other colcomputer software and lesson resources. An important research resource is the collection of well over one million microfiche which includes the Educational Resources Information Center (ERIC) collec-tion, the ETS Collection of Tests on Microfiche, the Canadian Curricu-lum Guidelines, and the Onteris collection of research reports. The reference desk is staffed four evenings per week and Sundays by librarians. Individual instru and workshops are given. The Edu-cation Library's website can be visited at http://stauffer.queensu.ca/

**Education Computing Resources** 

A variety of computing resources are available to B./Dip.Ed., M.Ed., 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. Two general computing labs contain approximately 50 Macin-tosh and IBM-compatible computers. Additional computers are locat-ed in labs, classrooms, and work

works and to the Internet. Most have network connections: movable computers with overhead display projectors are available for large group displays. Specialized equip-ment includes laser printers, scan-ners, digital cameras, synthesizers, and software for multi-media pro-duction 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 curricu-lum related software, software that supports collaboration, and on gen-eral-purpose tools such as text editors, spreadsheets, database man agement systems, painting and drawing programs, and telecommunications programs. Hours of operation vary according to loca-tion. Student advisors provide basic advice and technical assistance for on a part-time basis. Incoming candidates are expected to have at least minimal skill in computer use, including fluency with a basic word processor. Candidates are encour-aged to increase their skill by taking part in workshops before they arrive or by registering in work-shops provided by Queen's Infor-mation Technology Services. The Faculty of Education also offers occasional workshops on the educational uses of word processing, databases, spreadsheets, telecom-munication, and technology in spe-

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with adaptive technology, learning sup-port, counselling, referral services,

library aids for print material, and liai-son with faculty and staff. For more

appointment each year. Appointments may be booked throughout the summer

and fall; fall term exam arrangements must be completed by 7 November, and final exam arrangements by 7 March.

Information Technology Services (ITS)

GENERAL INFORMATION Dupuis Hall G13

HILPDESKS Stauffer Library 119, Jeffery

Hall 162, Mackintosh-Corry Hall B113

CAMPUS COMPUTER STORE Dupuis Hall

THE ECOMMUNICATIONS AND A V SERVICES

leming Hall-Jemmett Wing 100

GCROCOMPUTER REPAIR Dupuis Hall G30

emmett Wing 6A (533-2817)

DIRECTOR Stan Yagi

(533-2244)

(533-6666) A-V COORDINATOR Fleming Hall -

G25 (533-2058)

(533-2054)

WEB www.its.gueensu.co

information and an informative brochure, please call the office. All stu-dents (new and returning) must register with the Disability Services Office by

should contact the Child Care Resource

Centre. Information about all types of child care and resources is available. The

Centre also operates playgroups and a

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## toy library.

Day Care Centre LOCATION 169 Union Street DRECTOR 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 cor munity. 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 Cres cent. Families are encouraged to make applications as early as possible. Call 533-3009 to be put on a waiting list.

### Human Rights Office

LOCATION Old Medical Building PHONE 533-6886 DURECTOR Ms Irène Bujara Primary responsibilities of the Human Rights Office include: providing confidential support and assistance to individ-uals with the complaints of harassment and/or discrimination, developing and delivering educational programs and recommending/reviewing policies and procedures on human rights issues for the university community. The office reports on administrative matters to the Secretary of the University and on policy matters to

### International Centre LOCATION John Deutsch Univ. Centre PHONE 533-2604

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/work abroad. Academic/personal interests of international stu-dents and their families are served through programs/services such as

tion, English language support, and the International Student Advisor. Education Abroad Program activities include: Country Representatives Program, pre-departure/re-entry ori-entation, and individual advising with the Education Ahroad Advisor Our International clubs, social/cul tural events, information sessions. Resource Library and lounge are open to everyone.

# John Deutsch University Centre

LOCATION University and Union PHONE 533-2534 DRUCTOR Jack Sinnott
Queen's "community building brings together students, faculty staff and alumni in spirited interes-tions. Programs showcase Queen's talent and stimulate reflection and debate on campus issues. Interesting spaces accommodate quiet study, etings. Plus: offices of the Alma Mater Society, Graduate Student Soci ety and Rector and convenient retail

# Le Centre francophone de Queen's LOCATION 195 University Ave.

DESCROR Lucie Joubert Le Centre francophone de Queen's provides a comfortable setting for francophiles. The Centre offers vari ous services such as non credited French courses, french help service, slations and activities such as

### "French lunch hour". Physical Education Centre

LOCATION Union Street PHONE 533,2500 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 mural 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 gymnasia, weight rooms, dance studio indoor track, other activity areas and a

#### **Queen's Student and Community** Services Group - The Grey House LOCATION 51 Queen's Crescent

PHONE 533-2958 The QSCSG offers a wide variety of ser-vices to members of both the Queen's and Kingston communities. The QSCSG consists of the Anorexia Nervosa and Bulimia Association (547-3684), the Kingston Lesbian Gay Bisexual Association (533-2960), the Sexual Health Resource Centre (533-2959), Telephone Aid Line Kingston (TALK) (544-1771), and the Women's Centre (533-2963). Run by volunteers, the groups always welcome new members. Call 533-2958 for information on any of these groups.

# Residences, Queen's University

LOCATION Victoria Hall PHONE 533-6790 DESCRIPTION Dr Graham Brown RESIDENCE ADMISSIONS COORDENATOR

### Other Facilities

### Alumni Association

LOCATION Summerhill WEB PAGE http://www.queensu.ca PHONE 533-2060 (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 pro-

include the Alumni Directory, mutual tional savings plan.

# Campus Security

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 per sons 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.

#### LOCATION Fleming Hall, Jemmett Wing PHONE 533-6733 EMERGENCIES 533-6111

Saturday 10am-8pm
PHONE 533-2955 PAX 533-6419
EMAIL frontdesk@campusbookstore.com
WEB www.campusbookstore.com NAGER Mr C.Tabor The Campus Bookstore stocks all required textbooks, calculators/labora

tial number of graduates accept teaching positions overseas. Many graduates also choose employment in education-related fields. The tance to graduates in their efforts to in education-related fields. The find employment. This commitment placement service operates year is demonstrated by the existence of round to facilitate contacts between a full-time placement office within hiring officials and graduates. Staff the Faculty for the exclusive use of a reavailable to respond to canditate the satisfaction students. The benefits of date's questions and concerns of all this assistance are reflected in the kinds. This may include advice on hiring procedures, help with prepa ration 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. Website: http://educ.queen-

Queen's. The Bookstore has been owned

and discounts most text books by about

mation can always be found on the web

site at www.campusbookstore.com, as can a wealth of additional information

about which books are available at the store. The Bookstore also carries popular reading and reference books,

licensed University sportswear, giftware

and school rings.

and operated by students since 1909

# opportunities, Queen's Faculty of Education is unique in its contacts and resources. Each year a substan-**Academic-Program Support Facilities**

The Faculty of Education is commit-ted to providing all possible assis-tance to graduates in their efforts to

high proportion of Queen's gradu-ates 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

Agnes Etherington Art Centre Street, until the Fall 1999, then at University Ave at Oueen's Crescent. PHONE 533-2190 FAX 533-6765 DUDICTOR Dr David McTavish CONTACT Michelle Hynes The Art Centre offers constantly chang-ing exhibitions of contemporary and historical art; lively programs (recep-tions, brown bag lunches with artists, lectures, tours, art classes); art cards,

posters and catalogues. Our permanent collection includes over 13,000 works of art. Tues through Fri 10-5, Sat and Sun Health, Counselling and Disability Services LOCATION St. Lawrence Bldg DESICTOR Dr Mike Condra Campus Bookstore Health Service LOCATION Clark Hall

LOCATION St. Lawrence Bldg. (across the street from Victoria Hall) marker 533-2506 FAV 533-6740 Tues 9am-4:30pm

10am-7:30pm Thur & Fri 9am-4:30pm NOTE Hours change during Summer. tory/medical supplies, reference material, and study aids for all courses at psychiatric and nursing care to all stu

dents, as well as a range of educational programs on health issues. Consulta-tions are by appointment which can be made by phone or in person. Appoint-ments for nursing care are not require A 24-hour emergency answering service is available and a physician is on call at night, on the weekends, from September

Medical Appointments 533-2506 Medical Appointments 533-2506 Cancellation Line 533-2506 Nurse Line 533-2506 Psychiatric Appointments 533-2508 Health Educator 533-6712

Counselling Service LOCATION St. Lawrence Bldg, Grd flr. PHONE 533-2893 FAX 533-6740 HOURS 9am-4:30pm The Counselling Service provides assis-tance to students in their academic, career and personal development. Personal Counselling Crisis Counselling
Cross-Cultural Counselling
Learning Support Individual and group
programs designed to enhance students'
ability to learn effectively. Career Counselling Individual and group programs to help students explore career interests and make good career

earning Disabilities Specialist Specialized assessment and counselling services for students with learning disabili-

SERVICES INCLUDE Personal counselling, crisis-counselling, cross-cultural counselling, psycho edu-

cational assessment, academic support, eer exploration and support groups. Disability Services LOCATION St. Lawrence Bldg, Rm 261 PHONE (Voice) 533-6467 FAX 533-6740

(TDD/TTY) 533-6566 HOURS 9am-4:30pm The University provides a range of ser-vices to students with disabilities, including: special exam and registration ITS helps students, faculty and staff con-nect 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 3,350 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 se university-supported applications soft-Selected hardware and software

products are sold and supported by ITS.

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HOURS Weekdays 9am-8om.

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