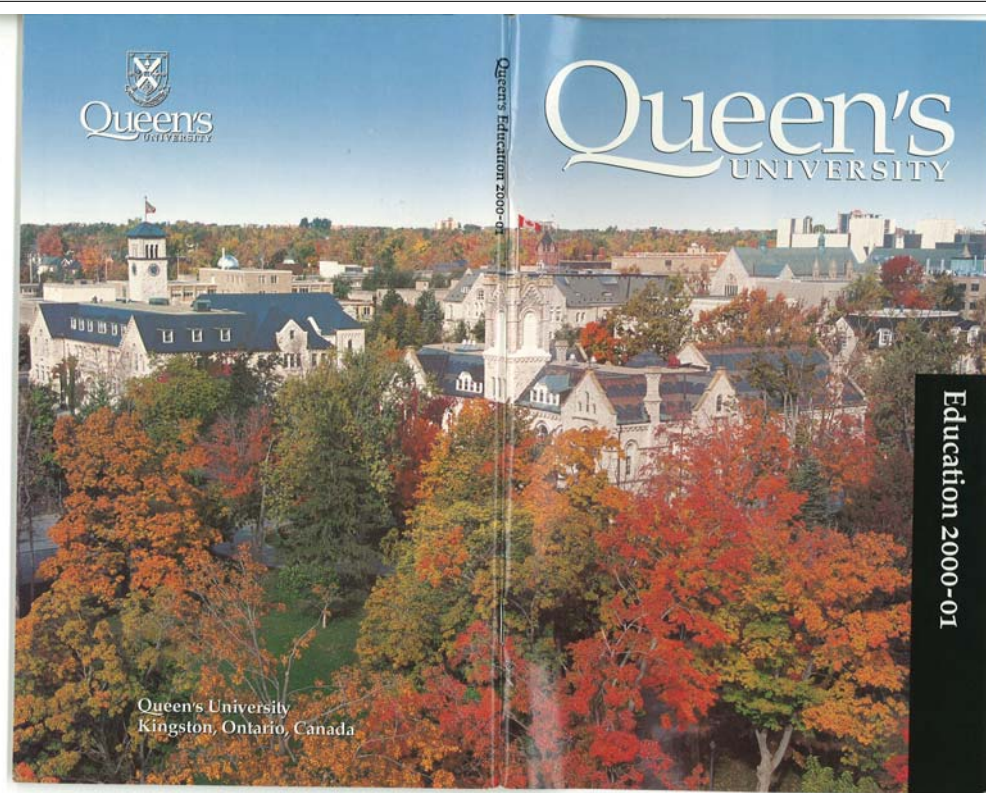


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Queen's University  
Kingston, Ontario, Canada

Education 2000-01

Sessional Dates 2000-01

Sessional Dates

Teacher candidates are strongly encouraged to contact or visit their associate schools prior to Labour Day

<b>September 2000</b>	<b>February</b>
4 Labour Day	1-16 Classes
5 Fall term begins; registration for all Consecutive and final year Concurrent B.Ed./Dip.Ed. students	19-28 Alternate practicum for all students
6-28 Classes	19 Heritage Day Holiday (University closed)
22 Last date to add or drop a Fall/Winter course	<b>March</b>
29 IS classes; PJ travelling day	1-9 Alternate practicum for all students
<b>October</b>	12-16 Winter break
2-12 IS classes; PJ practicum	19-30 Classes
9 Thanksgiving Day (no classes)	<b>April</b>
13 IS travelling day; PJ practicum	2-6 Conference Week
16-31 Practicum for all students	9-27 Practicum for all students
26 Fall Convocation	13 Good Friday
<b>November</b>	27 Winter term ends
1-10 Practicum for all students	<b>May</b>
13-24 PJ on campus; IS practicum	31 Convocation - B.Ed., Dip.Ed. and Concurrent final year teacher candidates
27-30 Practicum for all students	<b>June</b>
<b>December</b>	11 Technological Education Summer Internship program begins
1-22 Practicum for all students	<b>July</b>
6 Commemoration Day	3-27 Summer term Continuing Teacher Education classes
22 Fall term ends	27 Technological Education Summer Internship program ends
<b>January 2001</b>	<b>August</b>
8 Winter term begins	7-24 Principals' Qualifications Program
8-12 Professional Issues Week	
15-31 Classes	
19 Last date to add or drop a Winter term course	

**Note**

The Faculty of Education has made every effort to predict the effects on students' school placements which may occur because of work disruptions in the schools. The Faculty is also ready to make further changes if unforeseen situations develop - e.g., switching the April practicum and the alternate practicum in February, or arranging placements in May, so that candidates may complete the required number of practicum days. Such decisions will be made and announced by the Faculty as situations develop. However, the Faculty cannot be held responsible for events which are beyond its control. Students should be prepared to be flexible if necessary.

*About the cover*

As you look northwest across campus from the rooftop of Bottersell Hall, Queen's University Arboretum unfolds in all its Autumn majesty. The arboretum is home to many rare and unusual trees - despite extensive damage from the ice storm of 1998. More than 35 diverse species are represented, some native to Canada and others which have been introduced from Europe, Asia, and the United States. With a unique microclimate influenced by the proximity of Lake Ontario, the arboretum contains such exotic specimens as: the Turkish Hazel, the Kentucky Coffeetree, the Amur Corktree, and the Ginkgo, often planted in Chinese temple gardens. The trees range in age from present day to more than a century old. In fact, the area in which many are located was once the site of Canada's first botanical garden, begun in 1861. On the horizon (top right), high-rise buildings from Kingston's skyline frame the view, underlining the symbiotic relationship between the Queen's and Kingston communities.

DESIGN: Queen's Graphic Design Services  
COVER: Bernard Clark

This entire publication is printed on recycled paper.

Faculty of Education  
Calendar 2000-01

Education 2000-01

Address Faculty of Education  
Duncan McArthur Hall  
Union Street at  
Sir John A. Macdonald Blvd  
Queen's University  
Kingston, Ontario  
Canada K7L 3N6

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

## The Faculty of Education

### Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Associated with the library is an excellent media resource and service area together with a well-equipped microcomputer lab with full internet access and a classroom where students may learn to use and to make supporting media materials. An acoustically superb theatre with a turntable provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasium for teaching as well as for recreation, for both day and resident students. Modern labs, an arts playground, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities.

Adjacent to and physically connected to Duncan McArthur Hall is Jean Royce Hall, a co-educational residence with accommodation for 576 students. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Jean Royce Hall has twelve 'houses' each named after Queen's men and women whose distinguished careers have thus left their stamp on the lives of young Queen's people.

Seven of the 'houses' nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, lock up, 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.



4 Faculty of Education

JUNE 2000

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 2000-01

Bruno-Jofré, Rosa Licenciada en Historia, Profesora en Historia (U. Nacional del Sur, Argentina), Ph.D. (Calgary) Dean, Faculty of Education	Lloyd, Susan Cert.Ed.(Cambridge), Dip.Ed., M.A. (London) Coordinator of Continuing Teacher Education
TBA Associate Dean (Concurrent Education and Graduate Studies and Research)	Casey, Sandra S. B.A. (Michigan State), M.Ed., M.P.A. (Queen's), B.L.S., Ed.D. (Toronto) Education Librarian
Whitehead, LeRoy E. B.Ed., Dip.Ed., M.A., Ph.D. (Calgary) Associate Dean (Consecutive Education and Continuing Teacher Education)	Roxell, Brenda B.A., B.Ed., M.A., M.L.S. (Western) Public Services Librarian
Moore Daigle, Jacqueline B.A. (Laurentian), M.Ed. (OISE) Coordinator of Aboriginal Teacher Education	Lynch, Donna B.A., B.Ed. (Queen's), M.L.S. (Toronto) Coordinator of Teacher Resource Centre
Danby, Mark B.A. (Acadia), B.Ed., M.Ed. (Queen's) Coordinator of Queen's/Trent Concurrent Education Program	Barclay, Lynda B.A. (Laurentian), M.Ed. (OISE) Administrative Assistant to the Dean
TBA Coordinator of Technological Education	Barwise, Annette Faculty Resource Manager
Krugly-Smolka, Eva T. B.Sc., B.Ed., M.A., Ph.D. (Toronto) Coordinator of Graduate Studies and Research	Perkins, Brian Dip. Tech. Ed. (Queen's) Administrative Supervisory Assistant - Technological Education
TBA Coordinator of Mathematics, Science and Technology Education Group	Peters, Cindy Acting Assistant to the Faculty Registrar
McAndrews, Brian B.A. (Windsor), M.Ed. (Queen's) Coordinator of Practicum	Poole, Lynne C. Faculty Registrar
	Travers, Alan B.A., M.Ed. (Queen's) Placement Coordinator

JUNE 2000

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### Faculty 2000-01

Archibald, Valerie A. B.A., B.P.H.E., B.Ed. (Queen's) Adjunct Lecturer - Elementary Physical Education	Chin, Peter M.K. B.Sc. (Alberta), B.Ed., M.Sc. (Calgary), Ph.D. (British Columbia) Assistant Professor - Science
Babbitt, Susan E. B.A., M.A. (Ottawa), M.A., Ph.D. (Cornell) Cross-Appointment with Faculty of Arts and Science Assistant Professor - Philosophy	Christie, Catherine B.Sc., M.Sc., B.Ed., Ph.D. (Queen's) Adjunct Assistant Professor - Science
Berrill, Deborah B.A. (Northwestern), M.A. (Toronto), Ph.D. (East Anglia) Associate Professor - Language Education	Colgan, Lynda B.Sc., B.Ed. (Toronto), M.Ed. (OISE), Ph.D. (Toronto) Assistant Professor - Elementary Mathematics
Bond, Sheryl B.Sc. (Lewis & Clark), M.Sc., Ed.D. (Indiana), Ph.D. (DC) Assistant Professor - Higher Education, Leadership and Cultural Studies	Danby, Mark B.A. (Acadia), B.Ed., M.Ed. (Queen's) Coordinator, Queen's/Trent Concurrent Education Program Assistant Professor - Drama in Education
Bruno-Jofré, Rosa Licenciada en Historia, Profesora en Historia (U. Nacional del Sur, Argentina), Ph.D. (Calgary) Dean, Faculty of Education Professor - Comparative Education	Deti, Elspeth M. B.A. (Toronto), B.Ed., M.Ed. (Queen's) Adjunct Lecturer - Elementary Social Studies
Boyce, William B.A., M.Sc. (McMaster), B.Sc. (Queen's), Ph.D. (Toronto) Director of Social Program Evaluation Group Joint Appointment with Faculty of Health Sciences Associate Professor	Donald, Merlin W. B.A. (Loyola), M.A. (Ottawa), Ph.D. (McGill) Cross-Appointment with Faculty of Arts and Science Professor - Psychology
Burney, Sheila B.A. (Omanita), Ed.L., B.Ed. (Brandon), M.A. (Macintosh), M.Ed. (OISE), Ph.D. (Toronto) Assistant Professor - Cultural Studies	Duffin, Jacalyn M.Ed. (Toronto), F.R.C.P.C. (Dact. Ibc. (Sordonia)) Cross-Appointment Professor - History of Medicine
Butler, Brian B.A. (New Brunswick), M.A., Ph.D. (Windsor) Cross-Appointment with Faculty of Arts and Science Associate Professor - Psychology	Eastbrook, J.H. Glenn B.A., M.A. (Western), Ph.D. (Toronto) Associate Professor - Educational Contexts
Campbell, Donald S. B.A. (Washington and Lee), M.A. (North Carolina), Ed.D. (Indiana) Associate Professor - Educational Psychology and Curriculum	Egnatoff, William J. B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto) Assistant Professor - Computers in Education
	Elliott, Stephen R. B.A., B.Ed., M.Ed. (Queen's), Ph.D. (Concordia) Associate Professor - Visual Arts

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JUNE 2000

Freeman, John B.A., B.Ed., M.Ed. (Queen's), B.Math. (Waterloo), Ph.D. (Michigan) Assistant Professor - Cognitive Studies	Lewis, Magda A. B.A. (Windsor), M.A., Ph.D. (Toronto) Associate Professor - Educational Contexts
Higginson, William C. B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Toronto), Ph.D. (Alberta) Associate Professor - Mathematics	Lloyd, Susan Cert.Ed.(Cambridge), Dip.Ed., M.A. (London) Coordinator of Continuing Teacher Education Adjunct Lecturer - Elementary Language
Hill, Ann Marie B.Ed., Dip. Ed. (McGill), Ph.D. (Ohio State) Associate Professor - Technological Education	Luce-Kapler, Rebecca B.Ed., M.Ed., Ph.D. (Alberta) Assistant Professor - Language and Literacy
Hills, George L.C. B.Ed., M.Ed., Ph.D. (Alberta) Associate Professor - Philosophy	Manfield, T. Dickson B.A. (Hons.), M.Ed. (Queen's) Adjunct Lecturer - Geography
Hutchinson, Nancy L. B.A. (Trent), Dip. Ed., M.A. (McGill), Ph.D. (Simon Fraser) Professor - Psychology of Education	Martin, Andrea B.A. (Hons.) (Smith College), M.A. (Bassett), M.Sc. (LSE), B.Ed., M.Ed. (Queen's) Adjunct Lecturer - Elementary Language
Kirby, John R. B.A. (McGill), Ph.D. (Alberta) Professor - Psychology of Education	McAndrews, Brian B.A. (Windsor), M.Ed. (Queen's) Coordinator of Practicum Second Lecturer - English
Knapper, Christopher B.A. (Suffield), Ph.D. (Saskatchewan) Cross-Appointment with Faculty of Instructional Development Centre Professor - Psychology	McDuff, Joan E. B.A. (Macintosh), M.Ed. (Queen's) Adjunct Lecturer - Elementary Mathematics
Knapper, Christopher B.A. (Suffield), Ph.D. (Saskatchewan) Cross-Appointment with Faculty of Instructional Development Centre Professor - Psychology	Miller, Larry A. B.A. (Thiel College), M.A. (Daquesnois), Ph.D. (Alberta) Professor - Reading and Language Arts
Knapper, Christopher B.A. (Suffield), Ph.D. (Saskatchewan) Cross-Appointment with Faculty of Instructional Development Centre Professor - Psychology	Moore, Barbara B.A. (Ottawa) Assistant Professor - Computers in Education
Knapper, Christopher B.A. (Suffield), Ph.D. (Saskatchewan) Cross-Appointment with Faculty of Instructional Development Centre Professor - Psychology	Moore Daigle, Jacqueline B.A. (Laurentian), M.Ed. (OISE) M.Ed. (Queen's) Coordinator of Aboriginal Teacher Education Assistant Professor - Aboriginal Teacher Education

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Faculty of Education 7

## 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 professorships, for the education and training of young men for the ministry in connection with the Synod.' This and other representations falling of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and strained circumstances, the progress was steady and financial difficulties were tidied over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor MacKerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

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

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D.M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J.C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Pyle, Headmaster of Christ's Hospital, England, and formerly Fellow of Marton 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.

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A. Corry, who since 1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr. H.J. Deutch who had a distinguished career in economic research, in government service, in university teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutch was succeeded by Dr. Ronald Lampman Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974. In 1984, Dr. Watts was succeeded as Principal by distinguished economist David Chadwick Smith. A renowned scholar, teacher and government adviser on public policy, Dr. Smith joined the Department of Economics at Queen's in 1960 and served as Department Head from 1968 to 1981. He completed two five-year terms as Principal in August 1994 and was succeeded by Dr. William C. Leggett. Dr. Leggett, one of the world's most distinguished population biologists, began his term in September 1994 after serving as Dean of Science and then Vice-Principal (Academic) at McGill University.

Graduate work at Queen's University was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master's program was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work.

In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Graduate Studies was established. In 1969, the School of Graduate Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Regional Planning; in 1971, a program leading to a Master's Degree in Education; and, in 1974, a program leading to a degree of Master of Art Conservation was implemented.

In 1907 the Ontario government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary schools in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a professional school known as McArthur College of Education. The first teacher candidates were enrolled for the 1968-69 academic year. To sym-

### 2000

January	February	March	April
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
1	1	1	1
2 3 4 5 6 7 8	6 7 8 9 10 11 12	5 6 7 8 9 10 11	2 3 4 5 6 7 8
9 10 11 12 13 14 15	13 14 15 16 17 18 19	12 13 14 15 16 17 18	9 10 11 12 13 14 15
16 17 18 19 20 21 22	20 21 22 23 24 25 26	19 20 21 22 23 24 25	16 17 18 19 20 21 22
23 24 25 26 27 28 29	27 28 29	26 27 28 29 30 31	23 24 25 26 27 28 29
30 31			30

May	June	July	August
1 2 3 4 5 6	1 2 3	1	1 2 3 4 5
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30 31

September	October	November	December
1 2	1 2 3 4 5 6 7	1 2 3 4	1 2
8 9 10 11 12 13 14	8 9 10 11 12 13 14	5 6 7 8 9 10 11	4 5 6 7 8 9
15 16 17 18 19 20 21	15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
22 23 24 25 26 27 28	22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
29 30 31	29 30 31	26 27 28 29 30	24 25 26 27 28 29 30

### 2001

January	February	March	April
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
1 2 3 4 5 6	1 2 3	1 2 3	1 2 3 4 5 6 7
7 8 9 10 11 12 13	4 5 6 7 8 9 10	4 5 6 7 8 9 10	8 9 10 11 12 13 14
14 15 16 17 18 19 20	11 12 13 14 15 16 17	11 12 13 14 15 16 17	15 16 17 18 19 20 21
21 22 23 24 25 26 27	18 19 20 21 22 23 24	18 19 20 21 22 23 24	18 19 20 21 22 23 24
28 29 30 31	25 26 27 28	25 26 27 28 29 30 31	28 29 30 31

May	June	July	August
1 2 3 4 5	1 2	1 2 3 4 5 6 7	1 2 3 4
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25
27 28 29 30 31	24 25 26 27 28 29 30	24 25 26 27 28 29 30	26 27 28 29 30 31

September	October	November	December
1	1 2 3 4 5 6	1 2 3	1
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29
30			30 31

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JUNE 2000

History 1

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History 3

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

**Format**  
Candidates in the Technological Education option complete all components as required. A mandatory Program Focus course, FOCI 213, *Broad-Based Technological Education*, is taken. The proof of competence required by the Ontario College of Teachers is completed as part of this course.

In the Fall term, candidates do an extended school practicum in a technological education classroom, as well as beginning Curriculum and other courses in the periods of attendance at the Faculty of Education. In the Winter term, candidates continue with courses at the Faculty and complete their technology skills profiles in FOCI 213 in order to demonstrate technological competence and acquire further technological skills. There is a three-week practicum in an alternate setting and a further three-week school practicum in April.

#### Program Tracks

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

#### Aboriginal Teacher Education

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

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

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

#### Admission

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

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

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

#### Format

Candidates in ATE complete all components of their selected program option: Primary-Junior or Intermediate-Senior. They take FOCI 201, *Aboriginal Teacher Education*, and are placed in a dedicated section of FROF 190/191, *Theory and Professional Practice*. Community-based courses are adapted to include Aboriginal content. Both community and campus-based candidates will be placed in Aboriginal schools for a portion of the teaching practicum. Candidates in the community-based program will normally be expected to complete the program within two years; candidates in the campus-based program will complete the program in one year.

#### Artist in Community Education

The Artist in Community Education track is intended to integrate a conventional teacher education program with preparation for employment as an arts educator within the traditional school environment or within the broader context of community arts education. Arts centres, artists' studios, clubs, and writers-in-residence, and community-based theatre companies are only a few of the opportunities for full or part-time teaching of the artist in this broadened context. There is a demand for competent arts educators in both public and private adult education programs and a continuing need for educational officers in art galleries and recreational facilities.

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

#### Admission

Applicants for Artist in Community Education apply through the Ontario Universities' Application Centre. The requirements for admission are the same as for admission to the Primary-Junior and Intermediate-Senior options. For Intermediate-Senior, the first of the two teaching subjects selected must be Dramatic Arts, English (Creative Writing), Music or Visual Arts.

Mueller, Andra  
B.Ed. (Ontario), B.Ed. (Toronto), M.A.  
(Victoria), Ph.D. (British Columbia)  
Assistant Professor - Elementary  
Science

Munby, A. Hugh  
B.Sc. (Ed.), B.Ed. (Queen's), Ph.D. (Toronto)  
Professor - Curriculum

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., Doc. III (Strasbourg)  
Associate Professor - Applied  
Linguistics/Language and  
Communication

O'Farrell, Lawrence  
B.A. (Queen's), M.A. (Arizona State), Graduate  
of National Theatre School of Canada  
Professor - Dramatic Arts

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

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

Roulet, R. Geoffrey  
B.Sc. (McMaster), B.Ed. (Queen's),  
M.Ed. (Toronto), Ph.D. (OISE)  
Associate Professor - Mathematics

Russell, Tom  
A.B. (Cornell), M.A.T. (Harvard), Ph.D.  
(Toronto)  
Professor - Science Education and  
Teacher Development

Singh, Martin G.  
B.A. (Queen's College, New York), M.A.,  
Ph.D. (Illinois)  
Associate Professor - Philosophy

Shulha, Lyn M.  
B.F.E. (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),  
M.A., Ph.D. (Toronto)  
Associate Professor - Educational  
Psychology

Smith, Katharine L.  
Mus. Bachel. Art Dip. (Toronto), B.Ed. (Queen's),  
Ph.D. (Birmingham)  
Associate Professor - Music

Solar, Angela  
B.F.A., B.Ed. (Queen's)  
Adjunct Lecturer - Elementary  
Visual Arts

Stairs, Arlene  
B.Sc. (McGill), M.A. (Coddard College),  
Ph.D. (Carleton)  
Associate Professor - Psychology of  
Education

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

Uppitt, Ron B.  
B.A., LL.B. M.Ed. (Queen's), Ed.D. (Harvard)  
Professor - Arts Education

Wide-Woolley, Lesley  
B.A. (Tennessee), M.A. (McGill),  
Ph.D. (Toronto)  
Assistant Professor - Cognitive  
Studies

Weisberg, Mark  
B.A. (Yale), D.D. (Harvard)  
Cross-Appointment with  
Faculty of Law  
Professor

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

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

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

Wilcox, Susan  
B.A. Sc. (Guelph), M.Ed. (Brock), Ph.D. (Toronto)  
Cross-Appointment with Instructional  
Development Centre  
Associate Professor

Williams, Tom R.  
B.Sc. (McGill), Ph.D. (McGill)  
Cross-Appointment with School of  
Policy Studies  
Professor - Educational Leadership  
and Policy

#### Professors Emeriti

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

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

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

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

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

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

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

Holomegy, H.  
B.A., Ph.D. (Queen's), M.A. (Western)

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

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

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

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

Massey, D.A.  
M.A. (Cambridge), M.A.T. (Yale),  
Ph.D. (Queen's)

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

Mellor, W.J.  
B.A., Ph.D. (Queen's), M.S. (Oregon)

Olsen, J.K.  
B.A., B.Sc. (Queen's), M.A. (Syracuse),  
B.Ed. (Bristol), Ph.D. (Birmingham)

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

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

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

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

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

Robertson, A.  
B.A., Ph.D. (Queen's), M.A. (University of  
the Pacific)

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

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

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

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

#### Format

Candidates in Artist in Community Education complete all the components as required for the Primary-Junior or Intermediate-Senior option. 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 artist's field such as a) artist-in-residence in local schools, b) working as an apprentice in an educational office in an Ontario gallery or theatre c) preparing an Arts program for implementation in the Faculty and local schools, or d) serving as an animator in a community-based theatre company.

#### Early Primary Education

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

- a) An extended practicum in an early Primary classroom takes place during the fall term;
- b) Opportunities to share ideas and resources with teacher candidates who have extensive knowledge and experience of teaching and learning in the early Primary grades;
- c) The program takes an integrated approach to learning, and course work reflects this.

#### Admission

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

#### Outdoor and Experiential Education

The Outdoor and Experiential Education Program Track is intended to facilitate integration of conventional teacher education and preparation for leading dynamic school and community-based outdoor education activities. Courses are based on experiential education theory with emphasis on methodologies appropriate to a variety of environmental contexts and to all teaching subjects. Also considered are the development, organization, operation and evaluation of experiential education programs. These include community education, adventure programming, integrated learning, rehabilitation for special populations, expeditionary learning, and environmental education.

#### Admission

Applicants must meet the regular admission requirements for all B.Ed. candidates applying to the Primary-Junior or Intermediate-Senior options. Concurrent candidates also may be included within the OEE program track if they meet the admission criteria. Applicants should have education

and work experience that would enable them both to contribute and profit from OEE. A strong academic discipline is an advantage. Career interests with a service orientation and readiness to teach in settings whose values draw on humanistic foundations are seen as desirable. In addition to grades and completion of a Personal Statement of Experience, the readiness of applicants will be assessed by a résumé, letters of reference and other documentation. In some instances, personal interviews may be arranged. Candidates are required to have current certificates in cardiopulmonary resuscitation, standard first aid and life saving (or equivalent) before graduation. It is an advantage to have these certificates on admission.

#### Format

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

#### Note

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

#### Application for Admission - Consecutive Program

Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centre at Guelph. Application materials may be obtained at any Ontario university or by writing to the Faculty Registrar, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6. Applications must reach the Application Centre by the 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 documentation to reach the Faculty Registrar, Faculty of Education by the deadline date for application.

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

Applicants may submit amendments to their applications through the Ontario Universities' Application Centre. Applicants who have been offered admission and who have accepted the offer of admission may request changes only through the Faculty Registrar.

#### Note

All documents and statements submitted in support of an application for admission become the property of Queen's University and are neither returned nor made available for photocopying.

## 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 Bachelor of Education degree or the Diploma in Education. The program also leads to recommendation to the Ontario College of Teachers for the awarding of the Certificate of Qualification as a teacher, which qualifies the holder to teach in the publicly supported schools of Ontario.

Additionally, concurrent teacher education programs are offered at Queen's and in co-operation with Trent University, whereby candidates may take Education courses concurrently with Arts and Science courses. There is also a joint program with the University of Waterloo.

#### Primary-Junior

This program option is designed for candidates who intend to begin their teaching careers in elementary schools. Candidates are prepared to teach all subjects in the Primary division (Junior Kindergarten to Grade 3) and the Junior division (Grade 4 to Grade 6).

#### Intermediate-Senior

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

#### Technological Education

The Technological Education program option prepares candidates to be technology educators in the Intermediate division (Grades 9 and 10) and the Senior division (Grade 11 and 12/OAC). There is a demand for competent technological education teachers in public and private secondary schools, business and industry, adult and continuing education, and correctional services.

The Technological Education option is designed to provide emphasis on broad-based technologies, rather than specific skilled technologies. Qualification is normally granted in one broad-based technology at both the basic and advanced level. Upon completion of the program, candidates who hold a university degree will receive a Bachelor of Education degree and the Certificate of Qualification. Candidates who hold an Ontario Secondary School Diploma (OSSD) or a College of Applied Arts and Technology (CAAT) diploma or equivalent will receive a Diploma in Education, as well as the Certificate of Qualification.

The Technological Education option is offered through two routes, each route aimed at a designated audience. One route is the full-time Fall/Winter program. The other route is the Summer Internship. The Internship route is designed for teachers who are employed by Boards of Education

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

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

#### Admission

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

The following admission requirements are generic to both Technological Education routes and are based on the Teacher's Qualifications Regulation under the Ontario College of Teachers Act, Regulation 184:

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

The means of technological studies available at Queen's are Communications Technology, Construction Technology, Hospitality Services Technology, Manufacturing Technology, Personal Services Technology, Technological Design, and Transportation Technology. The Internship route has several additional entrance requirements as follows:

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

**Note**

Program components are subject to change without notice.

**Concurrent Teacher Education**

In co-operation with the Faculties of Arts and Science at Queen's University and at Trent University in Peterborough, a concurrent teacher education program is offered whereby candidates complete Education courses concurrently with their Arts and Science courses. Concurrent degrees normally are B.A./B.Ed., B.A.(Honours)/B.Ed., B.Sc./B.Ed., and B.Sc.(Honours)/B.Ed.

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

**Admission**

Candidates in the final secondary school year or equivalent, apply through the Ontario Universities' Application Centre for Queen's University or for Trent University. Application to the Concurrent Education program is made at the same time as application to Arts and Science. Admission is based on the equal consideration of academic and teaching-related background of all candidates.

**Program Components and Format**

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

In Year 1, candidates normally enrol in five courses in Arts and Science and in the Education courses EDST 436, Introduction to Schools and Teaching, and PRAC 166, Practicum.

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

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

Candidates who elect an honours degree in Arts and Science will normally devote the entire fourth year to the completion of that degree.

In the final year, candidates complete the requirements for the B.Ed. degree in the Faculty of Education. In 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 returns to the Faculty of Education for reflection and study. The Winter term consists primarily of classes, but includes a three-week alternative Program Focus-linked placement in February and a three-week school placement in April.

**Prerequisites to Final Year**

Candidates entering the final year of the program must meet certain prerequisites according to the program option they select. These prerequisites are detailed in the Queen's Concurrent Teacher Education Handbook or the Trent-Queen's Concurrent Teacher Education Handbook, and must be completed by the end of July preceding the final year.

Approved teaching subjects in the Intermediate-Senior option are Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Instrumental or Vocal), Native Studies, Physics, and Visual Arts. As these approved subjects may change, candidates are advised to consult annually the *Education Calendar*, the *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 Trent or Queen's will be required to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until removed from probation. Continuation into the final year in the Bachelor of Education program requires an overall B average on all passed Arts and Science courses for those candidates who have completed a three-year degree. Candidates who have completed an honours degree or a three-year degree plus five additional courses (a total of twenty credits are not required to meet the B minimum. Concurrent candidates are expected to complete both Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

**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 third-year entry Concurrent Bachelor 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 B.Sc.(Hons.) or B.Sc.(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 mathematics and science courses, and is specifically directed at Honours Science

**Equity Admission**

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

**English Language Requirement**

Candidates must be competent to communicate effectively in both oral and written English. Applicants may be required to provide evidence of competence in oral and written English to satisfy the Admissions Committee that their knowledge of the English language is adequate for them to pursue their professional studies successfully.

Normally examinations and assignments are to be submitted in English, except where the Faculty Board has approved an alternative practice or where a special agreement has been entered into between an instructor and a student, with the approval of the Associate Dean, for submission of work in a language other than English.

**Admission Requirements - Consecutive Program**

To be eligible for admission to the Bachelor of Education program, applicants must have completed the requirements for an acceptable bachelor's degree by the middle of May preceding proposed enrolment in the B.Ed. program. Candidates offering a three-year degree must have a B average on all passed undergraduate courses (the average is calculated as of the application deadline date). Preference will be given to those candidates who will have completed the requirements for an honours degree or twenty full-year university credits by mid-May. Further preference may be given to candidates who will have completed the requirements for a graduate degree or a community college diploma by mid-May.

To be eligible for admission to the Diploma in Education program, applicants must have completed the requirements for the Ontario Secondary School Diploma or equivalent by the middle of May preceding proposed Education enrolment.

All applicants are asked to submit a complete statement of previous experience relevant, in the broadest sense, to teaching. The statement must be well expressed and type-written or computer-generated.

Selection is based on a) the number of places available in the option/teaching subject requested, b) the personal statement, and c) academic status. Equal weight is attached to b) and c).

**Specific Requirements****Primary-Junior**

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

Preference will be given to applicants who have an Ontario Academic Course or equivalent or a full-year (or two half-year) university course in each or any of the following areas: 1) language or linguistics, 2) mathemat-

ics, 3) physical or natural science, 4) visual or performing arts. (Equivalence may be granted for demonstrable and extensive experience in any of the above areas.)

**Intermediate-Senior**

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

Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Vocal or Instrumental), Native Studies, Physical and Health Education, Physics or Visual Arts. Five full-year or equivalent courses are required for the selection of French, Music, or Physical and Health Education. For other subjects, at least five full-year courses are required for the selection of one teaching subject and at least four full-year courses are required for the selection of the other.

**Note**

- 1 A full-year course in Canadian history is needed for the selection of History as a teaching subject.
- 2 Applicants may not select both Music-Instrumental and Music-Vocal as teaching subjects.
- 3 Applicants for Biology must offer in their preparation at least one full-year course with a major laboratory component from a university biology department. Other courses, though not necessarily designated Biology, should include topics in both plant and animal (invertebrate and vertebrate) Biology. No more than one course in human biology or biochemistry will be counted.
- 4 Applicants selecting Chemistry as a teaching subject should offer a full-year course equivalent in introductory chemistry, and other courses which include organic, analytical and physical chemistry. One full-course equivalent in biochemistry is acceptable.
- 5 Applicants selecting Visual Arts as a teaching subject must include in their preparation one full-year or equivalent university course in comprehensive studio practice (including drawing, painting, plus printmaking and/or three-dimensional design), and one full-year or equivalent survey course in art history.
- 6 Candidates for French as a teaching subject should note that they will be required to pass a test of oral and written French in order to be considered for admission.
- 7 Applicants selecting Dramatic Arts as a teaching subject must include in their preparation one full-year or two half-year practical studio courses (acting or directing) and at least one half or semester-length course in theatre history.

**Technological Education**

Admission to Technological Education requires the candidate to have completed at least the requirements for the Ontario Secondary School Diploma, or equivalent, by the middle of May prior to the commencement of the program. In addition to meeting the academic requirements for admission to Technological Education, applicants must present evidence of five years

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 admission 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 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.

**Program Format**

The MAS Concurrent B.Ed. degree is a 6.5-credit program consisting of Curriculum, 2.0 credits; Educational Studies, 1.0 credit; Critical Issues and Policies, 0.5 credit; Theory and Professional Practice, 0.5 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. (Eng.)/B.Ed. program, candidates normally enrol in a full course load in Arts and Science or Applied Science, and in the Education course EDST 436/0.5, Introduction to Schools and Teaching. In addition there is a two-week teaching practicum, PRAC 163/0.5, normally completed in May.

In year 4, candidates normally enrol in a full course load in Arts and Science or Applied Science (completing the Honours Science degree), and in the Education course PRAC 164/0.5. It is emphasized that degree and teaching subject preparation requirements must be completed at the latest by the end of July preceding the final year of enrolment in the Education 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 course (0.5 credit) which will take place in the Winter term. The Fall term includes extended practice teaching in a school, and periods of time on-campus in courses. The Winter term consists primarily of classes, but includes a three-week alternative Program Focus-linked placement in February and an additional three-week school placement.

**Program Requirements 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-courses 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 indicates acceptable preparation for these teaching subjects.

**Biology** any BIOL or MICR course; no more than one course taken from BCHM or human biology (e.g., anatomy, physiology); courses should include botany, vertebrate, and invertebrate biology.

**Chemistry** any CHEM course; should include physical, analytical, and organic; one BCHM course is acceptable.

**Computer Science** any CISC course; up to one full credit may be included from the following: BIOL 343, COMM 363, GPHY 345, MATH 272, 337, 401, 475, 476, MISC 393, PHYS 333, PSYC 310, SOCY 422, and STAT 462.

**Mathematics** any 100-level and above MATH or STAT course; may include IDS 303, CISC 202.

**Physics** any 100-level and above PHYS course.

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.

The B.Sc. (Hons.)/B.Sc. (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 courses 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 notice.

of related work experience or a combination of work experience and post-secondary education totalling five years. An interview may be required for Technological Education applicants.

**Artist in Community Education**

In addition to meeting the academic requirements for admission to the Primary-Junior or Intermediate-Senior option, applicants for admission to Artist in Community Education program may be invited for an interview.

**Early Primary Education**

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

**Outdoor and Experiential Education**

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

**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.

**Consecutive Program Components**

To qualify for a Bachelor of Education or Diploma in Education candidates must complete a program having the equivalent of five credits made up of courses in Curriculum, Educational Studies, Program Focus, Professional Studies, and Practicum.

**Curriculum**

Candidates must complete the equivalent of two credits in Curriculum. The courses are numbered between CURR 303 and 379.

**Educational Studies**

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

**Professional Studies**

Candidates must complete one credit in Professional Studies, comprised of two required half credit courses, PROF 100, *Critical Issues and Policies*, and PROF 190/191, *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**

<b>Curriculum</b>		<b>2.0 credits</b>
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		
<b>Educational Studies</b>		<b>0.5 credit</b>
<b>Program Focus</b>		<b>0.5 credit</b>
<b>Professional Studies</b>		<b>1.0 credit</b>
PROF 100 (0.5) Critical Issues and Policies		
PROF 190 (0.5) Professional Practice		
<b>Practicum</b>		<b>1.0 credit</b>
PRAC 190 Final Year Concurrent and Consecutive Practicum		
<b>TOTAL REQUIREMENT FOR PRIMARY-JUNIOR</b>		<b>5.0 credits</b>

**Intermediate-Senior Components**

<b>Curriculum</b>		<b>2.0 credits</b>
Two teaching subjects selected from odd numbered courses from CURR 303 to 379.		
<b>Educational Studies</b>		<b>0.5 credit</b>
<b>Program Focus</b>		<b>0.5 credit</b>
<b>Professional Studies</b>		<b>1.0 credit</b>
PROF 100 (0.5) Critical Issues and Policies		
PROF 190 (0.5) Professional Practice		
<b>Practicum</b>		<b>1.0 credit</b>
PRAC 190 Final Year Concurrent and Consecutive Practicum		
<b>TOTAL REQUIREMENT FOR INTERMEDIATE-SENIOR</b>		<b>5.0 credits</b>

**Technological Education Components**

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

7. No grade may be changed by administrative fiat.
- 8.1 It is the responsibility of each course instructor to report final grades to the Faculty Registrar's Office within ten working days of the last day of the term or session. The only exceptions to this shall be those courses determined as such by the Faculty Board. Within two weeks of that date, candidates shall be advised by the University Registrar's Office of their grades.
- 8.2 An enrolled candidate who wishes to question academic or faculty procedures should contact the Associate Dean. The Associate Dean will advise the candidate concerning faculty review and appeal procedures.
- 9.1 To be eligible for the B.Ed. degree, the Dip.Ed., and the Certificate of Qualification as a teacher, a candidate must have grades of H, PA, FN, AG, or CR in all the minimum required courses or components of the program.
- 9.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of the Dean's Office to ensure that all candidates for the Bachelor of Education degree, the Diploma in Education 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.queensu.ca/secretariat/senate/policies/codes.html>

Users are ultimately responsible for any and all use of their computing accounts. Consequently, users should...

- o maintain secure passwords for all accounts assigned to them
- o take precautions against others obtaining unauthorized access to their computing resources. This obligation applies particularly to users who are responsible for confidential information
- o not willingly divulge passwords and other access control information for their personal accounts to any other person.

#### Users must...

- o not use or attempt to use computing facilities or accounts to which they have not been granted explicit access by an appropriate system administrator
- o use computing facilities and services only for the purposes for which they were authorized
- o respect all copyrights and licenses associated with university computing facilities
- o not attempt to interfere with the normal operation of a shared system
- o not attempt to encroach on others' use of computing facilities or to deprive others of resources
- o not attempt to subvert the restrictions associated with their computing accounts
- o not use computing facilities to send obscene, vulgar or harassing messages
- o not attempt unauthorized access to computing installations outside of Queen's using Queen's computers or communications facilities.

All legal 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

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

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

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

#### 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.

#### Certification

Successful candidates are recommended to the Ontario College of Teachers to be awarded the Certificate of Qualification as a teacher and to become members of the College. Upon 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 membership is a criminal record check, obtainable from a police department.

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

#### Additional Qualifications

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

#### Academic Regulations

##### Student Names

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

##### Student Responsibility

Students are responsible for ensuring that their course registrations are accurate and complete. This responsibility includes making available to the Registrar's Office any necessary documentation.

##### Change of Registration

Students wishing to make changes in course registration may do so on or before the appropriate deadline (see Sessional Dates) by accessing their student record on computer through QCard. After the deadline date for adding or dropping courses, any course registration changes must be authorized by the Faculty Registrar's Office.

##### Course Requirements

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

#### Students with Disabilities

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

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

#### Religious Observance

A student discovering an exam scheduled at the same hour as a religious observance should report the conflict to the Faculty Registrar's Office as soon as possible. Individual arrangements are made for each student.

#### Student Debts

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

#### Academic Dishonesty

All forms of academic dishonesty are considered serious offences within the University community and a student who commits such an offence runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University. Academic dishonesty includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. Dishonest practices include fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own.

Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results either collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by footnoting. The following are some examples of academic dishonesty: As it is not possible to cover every circumstance of academic dishonesty or plagiarism, this list should be considered as a guide only.

1. **Exam and Tests**  
Impersonating someone in an examination or test.  
Copying from another student, or making information available to another student.  
Submitting a take-home examination written, in whole or in part, by someone else.  
Failing to obey or comply with exam regulations or instructions of a proctor.

#### Essential Values

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

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

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

## Courses

#### Course Weight and Numbering

Weights are assigned as full or half credits. The course weight follows the course number preceded by an oblique. For example, CURR 303/1.0 is a full course; EDST 465/0.5 is a half course. The course number (e.g. 303 or 465) does not denote any particular year level.

#### Curriculum

##### PRIMARY - JUNIOR

##### Note

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

**CURR 355/0.5 Language and Literacy: Development and Practice (Primary-Junior)**

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

**CURR 356/0.5 Mathematics, Science and Technology (Primary-Junior)**  
Engages candidates in the mathematics, science and technology (MST) curriculum and the corresponding Ministry of Education and Training policy. MST issues explored through a variety of approaches: student-centred learning, problem solving, use of hands-on activities, and both subject-specific and integrated learning experiences. Provides opportunity to develop integrated MST curriculum for elementary grades. Candidates are encouraged to combine knowledge of educational research with classroom experience in order to become more effective teachers. A major focus is to develop in candidates the ability to be reflective practitioners.

**CURR 357/0.5 Personal and Social Studies (Primary-Junior)**  
Provides teacher candidates with the opportunity to develop understandings, skills and attitudes to effectively teach social studies and personal studies, including physical and health education. Candidates learn about implementing a variety of teaching strategies appropriate to student needs and Ministry of Education and Training guidelines.

**CURR 358/0.5 The Arts (Primary-Junior)**  
The arts present unique and powerful ways of learning, knowing, creating and expressing. As such, they have a critical role to play in education. This course prepares teacher candidates to include drama, music and visual art in the curriculum. Candidates have the opportunity to enhance their appreciation of the arts.

2. **Laboratories, Field Work and Research Projects**  
Copying a laboratory or field report, or allowing someone else to copy one's report.

Using another student's data unless specifically allowed by the instructor and the author.  
Allowing someone else to do the laboratory or field work without the knowledge and approval of the instructor.

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

3. **Essays and Assignments**  
Submitting an essay written in whole or in part by someone else as one's own.

Preparing an essay or assignment for submission by another student.  
Copying an essay or assignment, or knowingly allowing one's essay or assignment to be copied by someone else for the purposes of plagiarism.  
Using direct quotations or large sections of paraphrased material without acknowledgement.

Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.  
Submitting the same piece of work in more than one course without the permission of the instructor(s).

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

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

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

#### Grading System

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

2. At the beginning of each course, the instructor of that course will notify in writing the candidates taking it of the basis on which the final grade will be assigned, the term work expected and the weight. If any such assignment will contribute to the final grade. Students' progress in courses and practica will be monitored under the Procedures for Monitoring and Reporting on Teacher Candidate Progress.

3.1 The grades for all courses or components of the B.Ed. program and the Dip. Ed. program are:  
H Honours  
PA Pass  
F Fail

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

PN Pass, no Honours available in this course  
There are no numerical equivalents.

3.2 Additional academic record entries are:  
AG - Agrotat grade  
AU - Audit  
CR - Credit  
IN - 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 substitution for the one that has been failed, must appeal in writing to the Associate Dean for permission to do so. The letter of appeal should cite any extenuating circumstances affecting performance in the failed course (with supporting documentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean after consultation with relevant members and/or officers of the Faculty.

3.5 When a candidate has failed a course or a component of a course in the B.Ed. or Dip.Ed. program, or in Continuing Teacher Education, and has been given permission to undertake an alternative course or component in substitution for the course or component that has been failed, the Faculty's administration shall not approve or make available any alternative course or component without prior consultation with the appropriate area or discipline group in the Faculty to determine the suitability of the proposed alternative required.

4. The Credit (CR) shall be recorded only for those courses or components which the Faculty Board has determined are not to be graded.

5. The Incomplete (IN) is a temporary designation which is used when, in the judgement of the instructor, a candidate merits an extension of time for the completion of a course. At the end of the course the instructor will draft a statement indicating work to be completed and the due date with copies provided to the candidate, the Faculty Registrar and the Associate Dean. Incomplete (IN) is automatically converted to Fail (F) if the candidate has not successfully completed the course by the time specified or, in any event, no later than twelve calendar months from the original completion date of the course. The Program Committee has the authority to make exceptions to these rules where, because of extenuating circumstances, a candidate has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.

6. The Agrotat (AG) may be granted by an instructor in cases where the candidate because of serious illness, has been prevented from completing a course or component and where the instructor feels that the candidate would have completed the course or component successfully had not illness intervened.

behaviour. Emphasis on candidate's role as an active, reflective learner, with the nature of technological education as a continuing theme. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials \$10.

**CURR 361/0.5 Teaching Technological Education, Part 2 (Technological Education Internship students only)**  
Effective teachers understand and use a range of teaching methods to shape instruction so that it helps students who learn in a variety of ways. Through readings, discussions and activities, candidate engages in further study of the following topics: lesson planning, cooperative learning, classroom and workshop organization, models of teaching, questioning techniques, motivation, responses to student behaviour, learning theory, and learning styles. The course requires teacher candidates to reflect on their practice and experiences. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers.

**PREREQUISITE:** CURR 360

**CURR 365/1.0 Music – Instrumental (Intermediate-Senior)**  
Designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience. Reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education and Training guidelines for music.

**CURR 367/1.0 Teaching Technological Education**  
Effective teachers are able to encourage students' learning by using teaching methods and activities that inspire interest and facilitate intellectual growth. Readings, discussions and activities provide opportunity to combine knowledge of educational research with experience in order to understand and practise effective classroom teaching. An introduction to lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, responses to student behaviour and cooperative learning. Emphasis on candidate's role as active, reflective learner, with the nature of technological education as a continuing theme. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials \$10.

**CURR 368/1.0 Curriculum Development in Technological Education**  
The ability to teach effectively depends to a large extent on a teacher's ability to organize a course with regard to long and short term planning. A teacher's philosophy of education influences the way he or she organizes a course around subject content, cultural and societal needs, or learner needs, to name a few possibilities. A philosophy of technological education is developed and used as the foundation for curriculum development in the candidate's subject area. Historical events in Canadian technological and vocational education are examined to further develop a philosophical perspective. Learning theories; an examination of the role of technology in society.

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ety; preferred curriculum and teaching approaches. Issues of project management, planning, completion, and reporting through the completion of student-centred projects. Development of project reports, Grade 9 and 10 projects and project reports. Grade 11 or 12 community-based project, report, part of a course profile, and an assessment package. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials \$10.

**CURR 379/1.0 Visual Arts (Intermediate-Senior)**  
Concerned with the theory and practice of art in education. Candidates explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and leadership in the visual arts. Candidates have the opportunity to acquire professional skills needed to teach art in traditional schools as well as alternate educational settings. Program planning and delivery requirements of the Transition Years and Specialization Years are addressed. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice. Leads to eligibility for admission to Part 2 of the three part Specialist qualification in Visual Arts. Graduates of an honours program in art normally meet the academic requirement for admission to the one session Honours Specialist qualification. Learning materials \$15.

**CURR 398/0.5 Curriculum Development in Technological Education, Part 1 (Technological Education Internship students only)**  
The ability to teach effectively depends to a large extent on a teacher's ability to organize a course with regard to long and short term planning. A teacher's philosophy of education influences the way he or she organizes a course around subject content, cultural and societal needs, or learner needs, to name a few possibilities. A philosophy of technological education is developed and used as the foundation for curriculum development in the candidate's subject area. Historical events in Canadian technological and vocational education are examined to further develop a philosophical perspective. Learning theories; an examination of the role of technology in society; preferred curriculum and teaching approaches. Issues of project management, planning, completion, and reporting through the completion of student-centred projects. Development of project reports, Grade 9 and 10 projects and project reports. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials \$10.

**CURR 399/0.5 Curriculum Development in Technological Education, Part 2 (Technological Education Internship students only)**  
Teacher candidates extend their experiences from Part 1 to link the community to school technological education programs. Grade 11 or 12 community-based project, project reports, part of a course profile, and an assessment package. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers.

**PREREQUISITE:** CURR 398

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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 theoretical and practical aspects of implementing current curriculum guidelines, including exploration of a variety of teaching strategies along with laboratory-based learning. Candidates are expected to exhibit a degree of self-directed learning. Learning and lab materials \$20.

**CURR 305/1.0 Science – Chemistry (Intermediate-Senior)**  
Provides an introduction from a chemistry focus to the theoretical concepts and practical skills necessary for successful and effective teaching of intermediate-senior science. Utilizing a curriculum framework to explore the nature of science, science teaching, and learning, course includes an examination of science content, teaching strategies (including laboratory work and demonstrations), and ways of enhancing students' understanding. In addition, emphasis is placed upon lesson planning, meta-cognition, evaluation, and the interrelationships between science, technology, and society. Learning and lab materials \$20.

**CURR 309/1.0 Computer Science (Intermediate-Senior)**  
Designed for candidates who wish both to teach Computer Studies courses and to prepare themselves for leadership in integrating computers into the secondary school curriculum. Prepares candidates to teach courses in Computer Studies, Computer Science and Technology, and Computer Science, not in Data Processing or Computer Technology. In preparation for teaching, candidates study the curriculum guidelines and Ministry regulations, develop course outlines and learning activities, study the teaching of programming, and learn how to organize computing facilities. As background to teaching, candidates learn to use microcomputers and software common in the schools and to screen and evaluate software. Candidates are introduced to databases, telecommunications facilities, and software development. Candidates have an opportunity to learn through coaching peers, students, and teachers; through reflecting and reporting on personal learning experiences through analyzing the work of teachers and their students; through designing learning activities related both to the courses which they expect to be teaching and to other courses; and through formulating and justifying an approach to computers in secondary education.

**CURR 311/1.0 Dramatic Arts (Intermediate-Senior)**  
Concerned with the theory and practice of drama in education. Candidates explore the use of personal resources in dramatic expression and develop an understanding of the nature of dramatic experience and its place in education. Consideration given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. Aimed at preparing candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowledge strengths.

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**CURR 317/1.0 English (Intermediate-Senior)**  
Designed to prepare prospective teachers for the teaching of English in the high school. Stress is placed on explicit and imaginative presentation of literature with the primary aim of helping students to see feeling. The methods of instruction used in the course display a variety of approaches to the teaching of both literature and composition. Includes micro-teaching, team-teaching, guest speakers, films, workshops and seminars. Learning materials \$10.

**CURR 321/1.0 Français langue seconde (Intermédiaire et supérieur)**  
Dans ce cours on se penche sur les notions pédagogiques en mettant l'accent sur l'enseignement aux niveaux intermédiaire et terminal. On vise à faire un tour d'horizon complet des connaissances et des applications pratiques dans le but d'amener tous les apprenants à développer leur style d'enseignement propre en adéquation avec la situation actuelle dans le domaine des langues. Une connaissance supérieure du français est nécessaire. Toutefois il y a lieu de parfaire ses connaissances durant l'année pour des corrections d'ordre minimal. Un séjour immersif d'une durée de six mois est recommandé. Les sujets abordés se rapportent aux approches, aux démarches, aux directives du ministère (immersion, approche communicative..., restructuration, intégration, interdisciplinaire...) à la gestion du temps (objectifs, progression, planification, les savoirs, la culture et la littérature, le contrôle des connaissances), à la psychopédagogie (rôles, groupements, procédés et moyens, collaboration), et à la psycholinguistique. De nombreuses applications pratiques individuelles et en groupes sont intégrées au programme. Ce cours donne l'équivalence au niveau 1 des trois niveaux exigés par le Ministère pour être spécialiste de français. Les étudiants devront contribuer \$5 pour couvrir les frais de photocopies.

**CURR 323/1.0 Geography (Intermediate-Senior)**  
Designed to prepare candidates to teach geography at the Intermediate-Senior level (grades 7-OAC). Using a geography context the program provides instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluation as well as essential classroom management. Participants have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who provide input and strategies related to specialized areas of the geography program. Familiarizes candidates with the current Ontario Ministry of Education and Training guidelines in geography. 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 programs in Ontario schools. Candidates design, develop and implement history curricula and related integrated programs at both the Intermediate

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#### 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 field credit course is required in the Waterloo and Consecutive B.Ed./Dip.Ed programs. Concurrent Queen's and Trent candidates must take EDST 436 and one other EDST course.

**EDST 406/0.5 Open Country Explorations (P/IS)**  
An activity-based introduction to outdoor education, this course involves a progressive sequence of challenges in a variety of all-weather outdoor settings. Activities adjusted to suit all readiness levels, but occur in various outdoor locations in the Kingston area. Shows how educational experiences in the outdoors 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, Practice and Theory (P/IS)**  
For candidates with professional interests in outdoor and experiential education. Involves a series of adventure, environmental and personal growth experiences blended into a study of the practice and theory of experience-based education. Applicable to the teaching of all subjects where it is desirable to extend classroom boundaries. Some sessions may be extended in time to accommodate the exigencies of outdoor activities and travel time. Food and transportation \$100.

**EDST 411/0.5 Equity – About Differences and Choices (P/IS)**  
This course is rooted in the conviction that as educators and community members each of us must demonstrate our participation and its reflection in the continuous process of working towards the fundamental, systemic changes required to invite and support each currently excluded/marginalized individual to participate in schools as respected and accepted members.

**EDST 412/0.5 Using Toys to Play with the Big Ideas of Science (P/IS)**  
Through the use of everyday toys, Primary-Junior candidates are given opportunities to better understand principles of science and scientific inquiry. Participants investigate 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 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 (P/IS)**  
(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 education and skill acquisition. Solos in wilderness settings may be included in Part 1. Part 2 is a three-week Practitioner's Workshop (two-week experiential internship and one-week intensive follow-up) that replaces the winter practicum for OEE candidates. Parts of both components occur in outdoor and off-campus settings. Food and transportation \$100.

**EDST 427/0.5 Learning with Literature in the Elementary School (P/IS)**  
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 genres of literature, awareness of issues involved in selecting literature, and exploration of how literature can be used in all curricular areas. Also, opportunities to develop an understanding of 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 (P/IS)**  
Teacher candidates become familiar with the outcomes as described in the common curriculum for K to 9, including forms and purposes, process, features and conventions at all skill levels – listening and speaking, reading, writing, as well as viewing and representing. The approaches for Senior levels of ESL are explored. Language benchmarks for ESL in programs for adults are examined.

**EDST 433/0.5 Introduction to Philosophies of Education (P/IS)**  
Anyone entering the teaching profession necessarily has a philosophy of education, either explicitly or implicitly. This course provides an opportunity to examine, enrich, and possibly revise one's personal philosophy of education by examining the views of several key philosophers whose works have had a major impact on education in the twentieth century – e.g., the works of Rousseau, Pestalozzi, Froebel, Dewey, Freire, and the London School. Connections will be made between these works and current issues and practices. Two sections of this course are offered, one of which includes a discussion of the concept of religious education. If you are interested in this section, please indicate that on your course selection form.

**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 organizational 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 2 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.  
**CORREQUISITE:** PRAC 166; for MAS students, PRAC 163

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and Senior levels, in keeping with current Ontario guidelines for these levels. In addition to the necessary pedagogical skills and content knowledge 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 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 prerequisite to helping young people appreciate and understand the tragedies, triumphs and synergy of human experience. Although history can never replicate itself, it remains an essential source of wisdom for the collective stewardship of our present and future worlds. Learning materials \$15.

**CURR 341/1.0 Native Studies (Intermediate-Senior)**  
For candidates planning to teach Native Studies at the Intermediate and Senior levels. Integrated with the Ontario Ministry of Education and Training document, "People of Native Ancestry: Curriculum Guideline for the Senior Division", and the sections of the Native Studies Intermediate Curriculum Guideline 1991 focusing specifically on the Ministry credit courses for Grades 9 and 10, "Native Peoples of Canada: Present Realities and Future Directions", and "Native Perspectives on the Changing Global Community". Theories pertaining to curriculum development are examined in conjunction with curriculum models developed and implemented in Aboriginal schools. Reviews and evaluates Native Studies curriculum development for non-Aboriginal and integrated schools and Native Studies curricula developed under Aboriginal control. Provides the candidate with skills to evaluate teaching materials and assess curriculum models, to evaluate theories of curriculum development and to design teaching units based on those theories. Allows both Aboriginal and non-Aboriginal candidates to learn about materials and other resources that are available, and also familiarizes candidates with a variety of approaches for teaching Native Studies in the Intermediate and Senior divisions.

**CURR 343/1.0 Mathematics (Intermediate-Senior)**  
Intended to prepare candidates to teach mathematics in the Intermediate 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 mathematics. Consists of lectures, discussions, student presentations, activity approaches and a component related to achieving integration of subject matter within the Intermediate division. Also provides an opportunity to examine those Ministry guidelines and policies relating to the teaching of mathematics at the Intermediate and Senior levels. Present trends in mathematics

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

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

**CURR 347/1.0 Physical and Health Education (Intermediate-Senior)**  
Intended to explore health content, philosophy and methodologies from Grade 7 to OAC. The major method of delivery is participatory – lecture, demonstrations, student presentations, and projects which are skill-oriented and practical. Some of the health topics in the Ontario Curriculum Guidelines are discussed. Compulsory and important health topics are fully developed and demonstrated. The impact of current health issues in the classroom is also reviewed. The physical education portion includes laboratory sessions in many sports including basketball, dance, volleyball, soccer, fitness, games of low organization, outdoor recreation and leisure time sports activities. These lab sessions demonstrate lesson sequences, class organization, use of materials and visual aids, safety considerations, and use of a variety of teaching styles. Includes 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. Begins with special attention to lesson planning, demonstrations and laboratory activities, and assessment of student work across a range of units in science and physics. Later emphases include the analysis of classroom events and taking charge of one's own professional development as a teacher of physics. The nature of science and technology and their inter-relationships with social issues is a continuing theme. Computer skills are essential. Learning and lab materials \$20.

**CURR 360/0.5 Teaching Technological Education, Part 1 (Technological Education Internship students only)**  
Effective teachers are able to encourage students' learning by using teaching methods and activities that inspire interest and facilitate intellectual growth. Readings, discussions and activities give the candidate an opportunity to combine knowledge of educational research with experience in order to understand and practise effective classroom teaching. Provides an introduction to lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student

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**FOCI 239/0.5 Elementary Mathematics Leadership (PI)**  
This course provides opportunities for teacher candidates to explore the changing face of mathematics in schools and prepares them to provide leadership to their colleagues and others with an interest in mathematics education. Teacher candidates are required to spend the winter practicum placement in an approved mathematics-focused environment.

**FOCI 240/0.5 Nature-Based Environmental Education (PIIS)**  
Focuses on enhancing candidate's understanding and appreciation of the natural environment. Aim is to increase candidate's knowledge of natural history, and examine ways to incorporate the natural world in teaching, both in and outside the classroom. Themes may include habitat investigations, conservation, schoolyard naturalization. Exploration of existing environmental programs and resources using hands-on approaches.

**FOCI 241/0.5 Issues-Based Environmental Education (PIIS)**  
Investigates ecological, political and social issues and problems as they relate to the environment and the way these issues can be taught, both in schools and non-traditional teaching settings. Themes may include recycling, resource depletion, environmental action. Emphasis on hands-on investigations and exploration of environmental programs and resources.

**FOCI 245/0.5 French Methodology at the Elementary Level (PI)**  
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' ferent approaches to tasks and to collaboration. Themes are the focus in self-directed teaching process. Assessment is based on designing a series of classroom tasks to show the understanding of tasks for language use, including the evaluation of motivation.

**FOCI 250/0.5 Integrating Technology, Science and Mathematics (PIIS)**  
An examination of how Junior and Intermediate Division (Grades 4-10) programs are linking technology, science and mathematics, and development of exploration activities that integrate these subjects while retaining the strengths of the individual disciplines. Practicum placements provide opportunities to put into practice ideas developed in the course.

**FOCI 255/0.5 International and Development Education (PIIS)**  
This program focus introduces candidates to the complexities of professional practice in cross-cultural and multi-cultural settings. Candidates are asked to identify an interest in one of four areas: development education, teaching English in non English speaking countries, teaching abroad in English speaking countries, or teaching in international schools. Development of action research, academic inquiry, resource development and experience in international settings. It should be noted that international practicum placements are not a required part of the program, but that support and resources are available for students who wish to pursue this form of learning as part of their program focus.

**FOCI 260/0.5 Outdoor and Experiential Education (PIIS)**  
(Outdoor Education Program Track candidates only)  
Prepares candidates for leading dynamic school and community based outdoor education as found in a variety of environmental contexts in all including museums, adventure programming, integrated learning, re-habituation for special populations, expeditionary learning, and environmental education.

**FOCI 265/0.5 Out-of-Classroom Learning (PIIS)**  
Teacher candidates share interests in learning outside the classroom. Emphasizes field experiences and the exploration of programs developed by various institutions (galleries, museums, fire departments, and many others) for school use. Focuses on the human-made or built environment 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 museums or galleries.

**FOCI 270/0.5 Resource-Based Teaching and Learning (PIIS)**  
Resource-based teaching and learning involve students actively in the meaningful use of appropriate print, non-print, electronic, and human resources 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 how 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 educational settings such as museums, art galleries, conservation and science centres, and zoos.

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

**FOCI 280/0.5 Schools, Learning and Telecommunication in Education (PIIS)**  
The creative and effective use of telecommunications, multi-media tools, and other software to support learning and teaching in schools and other educational settings. No special expertise or experience is required.

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

**EDST 442/0.5 Principles and Programs in Experiential Education (PIIS)**  
(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. Sessions vary in length to provide for a mix of activities within the normal duration of a half course. Food and transportation \$10.

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

**EDST 446/0.5 Science and Teaching as Investigative Arts (PIIS)**  
Intended for those (specialists and non-specialists) who have strong interests in mathematics and science, and pursue these activities for enjoyment. Also designed for those with math or science "anxiety." A playful, hands-on, investigative approach to the nature and role of such basic scientific concepts as energy, force, heat, and light and colour, living/non-living. Historical development of these ideas and their impact on scientific thinking as well as on students' learning. Scientific method, the relationship between scientific and non-scientific explanations of natural phenomena, and the role of observation and theory in scientific inquiry. Development and adaptation of investigative activities and materials for the classroom using the insights drawn from the course and practicum experiences. Laboratory materials \$5.

**EDST 448/0.5 Aesthetic Education (IS)**  
Examines a number of problems that are of particular concern to teachers and artists. 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. This course is recommended for Artists in the Community candidates.

**EDST 450/0.5 Introduction to Aboriginal Education (PIIS)**  
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 sensitivity to traditional values of Aboriginal peoples. 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 curricula; public, personal and inter-personal meaning in curriculum in the context of Aboriginal education; examples of instrumental and experiential approaches to teaching and learning; aspects of curriculum logistics as applied to northern classroom; and material appropriate for use in teaching about Aboriginal peoples.

**EDST 453/0.5 Technology in Society: An Elementary School Perspective (PI)**  
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, materials, equipment and tools. Project materials \$20.

**EDST 456/0.5 A Study of the Religious Education Program (PIIS)**  
In the Roman Catholic Schools of Ontario  
Introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic Schools of Ontario. Candidates who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological content and pedagogical principles in contemporary 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 recommended by others.

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

**EDST 463/0.5 Culture, Language and Education (PIIS)**  
The situated, cultural aspects of human learning and development in relation to formal education. Learning contexts are studied at ecological, social, and psychological levels. Language processes are emphasized, including bi/multicultural 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 (PI)**  
An overview of learning and development from infancy to pre-adolescence. Topics such as cognitive processes, individual differences, motivation, classroom learning, and socio-cultural contexts 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.

**FOCI 286/0.5 Teachers Writing Lives (PIIS)**  
Offered as a "writing workshop". Teacher candidates take up writing as a way 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 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 290/0.5 Teaching At-Risk Adolescents and Young Adults (IS)**  
Examination of various categories of at-risk students and assessment of strategies for working with them, both in schools and community agencies. Learning is primarily through on-site observation and experience, complemented by readings in relevant psychology and sociology literature. Self-directed collaborative groups share interests and means for disseminating their work with the education community.

**FOCI 295/0.5 Teaching Exceptional Children (PI)**  
Addresses exceptional children, including children who are gifted, children with learning disabilities, chronic health conditions, developmental delays, and behaviour and emotional difficulties. Opportunities to learn from experience, workshops, reading, peers and mentor, as well as opportunities to develop competence and confidence in teaching exceptional children and to provide leadership in this area. The organization is highly experiential, self-paced and collaborative, within a group who share an interest in working with exceptional children. Learning materials \$15.

**FOCI 296/0.5 Teaching for Social Justice: Alternative Strategies Toward Equitable Practices (PIIS)**  
Focuses on social justice and inclusionary education in schooling contexts of excellence, learning outcomes and preparation for participation in the global economy. Candidates draw on the understandings of practising teachers who have developed the alternative strategies that allow a questioning of schooling/teaching practices and agendas, and of the larger issues that configure social relations (e.g. racism, sexism, homophobia, ableism, classism, ethnocentrism, ageism and intellectualism). At the centre is the concrete link between theory and practice - what we do and what we think are not separate.

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

**FOCI 299/0.5 Teaching the Gifted (PIIS)**  
A consideration of the concept of giftedness and the personal, social and

educational issues which are related to it. The various ways in which individuals, organizations and institutions are attempting to respond to these issues. Candidates are encouraged to work with gifted learners and to use this experience as the basis for further reflection and research.

**Practicum**

**PRAC 163/0.5 Year 3 Mathematics and Science 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.  
CORQUISITE: 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.  
CORQUISITE: EDST 436

**PRAC 167/0.5 Year 2 Concurrent Practicum/Professional Development**  
All Year 2 Concurrent teacher candidates complete a two-week practicum, normally in a secondary school placement, and attend required professional development sessions. The practicum consists of either ten continuous full-time days, or five continuous full-time days preceded by the equivalent of five full days. Topics for professional development sessions may include assessment, planning for teaching, classroom management, and adapting curriculum to meet student needs.  
PREREQUISITE: EDST 436 and PRAC 166

**PRAC 168/0.5 Year 3 Concurrent Practicum/Program Focus**  
Teacher candidates complete four weeks of supervised teaching in a school placement, or two weeks in a school setting and the equivalent of two weeks in an alternative setting. They attend sessions in a number of program focus areas.  
PREREQUISITE: PRAC 167

**PRAC 190/1.0 Concurrent Final Year and Consecutive Practicum**  
After an intensive orientation period at the Faculty of Education, Consecutive and final year Concurrent teacher candidates complete an extended teaching placement from October to December in selected associate schools. These schools are selected from a number of geographic areas including Kingston, Peterborough, Toronto, Waterloo and Ottawa. Candidates should be aware that they may be assigned to associate schools

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

**EDST 469/0.5 Psychology of Learning Problems (PIIS)**  
Aspects of psychology relevant to the education of children, adolescents and adults with learning problems or learning disabilities in the areas of remediation. Recommended for candidates with a background in psychology such as human learning, cognitive processes and individual differences.

**EDST 474/0.5 Exceptional Children and Adolescents (PIIS)**  
An overview of exceptional children and adolescents in the regular classroom, including their identification, inclusion and teaching. Candidates consider how students learn, how teachers can help exceptional students to learn in the classroom, and how teachers can collaborate with parents and other professionals to enhance learning. A range of exceptionalities learning disabilities, and behaviour exceptionalities. Learning materials \$15.

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

**EDST 491/0.5 Sociology of Education for Secondary School Teachers (IS)**  
The major emphasis in this course is given to the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods are analyzed. The impact of adolescent subcultures, social class, ethnicity and other social forces influencing education are also studied within this context. Some time is spent on innovative practices in the schools and the essential characteristics of the Ontario educational system.

**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 school or other settings. One Focus course is required in the Ed.Ed/Ed program.

**FOCI 201/0.5 Aboriginal Teacher Education (PIIS)**  
(Aboriginal Teacher Education Program Track candidates only)  
Prepares Aboriginal Teacher Education candidates to include Aboriginal curriculum as part of their classroom teaching. Explores Aboriginal con-

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

**FOCI 213/0.5 Broad-Based Technological Education (Tech)**  
(Technological Education candidates only)  
The Ontario College of Teachers requires that teachers gaining certification in technological education demonstrate "proof of...competence in the professional education". Technological competence is demonstrated by completing 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 222/0.5 Artist in Community Education (PIIS)**  
(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 flexible to meet the needs and interests of students in each of their specific disciplines.

**FOCI 225/0.5 Co-op Education, Career Education, and the Workplace (IS)**  
The new Ontario co-op school curriculum promotes workplace preparation through both co-op education and career education. Co-op education credits are given for working and learning in workplace settings, and career education is a required course in grade ten. Candidates explore these components of secondary education and their relation to teacher advising programs. During the alternate practicum in the winter, candidates firsthand experience of co-op education, career education, and links to the workplace.

**FOCI 230/0.5 Drama in Education (PIIS)**  
Exploration of the exciting possibilities for incorporating dramatic experiences into the school curriculum, including the teaching of drama as an art form, the integration of drama into other aspects of the curriculum, and the performing of original works of theatre for young audiences. The February practicum placement may be in a regular classroom, a specialized drama education program, or an alternate for several members of this shops or performances in schools.

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

#### Prerequisites for Part 1 include:

- 1 An acceptable university undergraduate degree.
  - 2 Five years of successful teaching experience.
  - 3 Qualifications in three teaching divisions, one of which must be the Intermediate division.
  - 4 Two Specialist qualifications; OR a Master's degree or its equivalent; OR one Specialist qualification and one-half of a Master's degree.
- Prerequisites for Part 2 include:
- 1 Proof of a completed practicum.
  - 2 Proof of successful completion of PQP Part 1.

#### Registration Procedures

The registration form must be completed, signed and returned along with the appropriate documentation by the relevant deadline date. Candidates for Part 2 and Specialist courses must have the teaching experience statement completed and signed by the appropriate supervisory official. Registrations not accompanied by the required forms and documents will not be processed. In addition, a cheque or credit card authorization for the tuition fee must be submitted with the registration form.

Candidates are required to notify the Faculty Registrar's Office immediately if they decide to withdraw from a course. Failure to do so may result in financial penalty, or a failure in the course.

Enrolment in each course is limited, and in some cases demands may exceed the limitations placed on enrolment. The University reserves the right to cancel any course if there is insufficient enrolment or if teaching staff is not available. Course offerings are subject to Faculty approval pending discussions with the Ontario College of Teachers.

#### Technical Proficiency Examinations

Candidates taking Technological Education courses for which a Technical Proficiency Examination is required will have to pay an examination service charge. Information regarding the fee for this may be obtained from the Faculty Registrar's Office.

## Graduate Programs in Education

#### Master of Education

The program leading to a Master of Education degree is for teachers and others who wish to further their professional and academic studies. One specialization is available: Curriculum and Instruction. Within this specialization, students may follow a general program or one of the following four concentrations: Cultural Studies, Educational Leadership and Policy, Educational Psychology, or Mathematics, Science and Technology Education (MSTE). The minimum time period for completion of the ten half-course equivalent degree is 12 months of full-time study or 24 months of part-time study (evening and/or summers). Normally, full-time students can anticipate needing at least eighteen months in order to complete the degree requirements. Most full-time students will find it possible to complete all course-work within the three terms of their full-time year, and to have begun work on the thesis or project. Thesis or project work can be completed in additional terms either on-campus or off-campus. All students are required to complete the degree requirements within five years of initial registration.

#### Admission Requirements

To be considered for admission an applicant must possess evidence of the following:

- 1 Professional experience, a B.Ed. degree or its equivalent, and a minimum of a B-average in a Bachelor's degree or its equivalent; OR
- 2 Two years professional or industrial experience, and a minimum of a B-average in an Honours Bachelor's degree or its equivalent; OR
- 3 A B.Ed. degree, and a minimum of a mid-B average in a Bachelor's degree or its equivalent.

#### Special Admission Requirements

Each year, up to five full-time students will be admitted who have demonstrated exceptional ability to undertake research. These applicants need not have professional teaching experience, nor a B.Ed. degree, but must possess a record of high academic achievement in an Honours degree or its equivalent, and must present courses that constitute preparation for research in education. Prior to admission, applicants in this category must develop a program of study, in Pattern I (thesis route), with a member of Graduate Faculty. The program of study may require more than the normal ten half-courses, and may include courses from other programs of the Faculty of Education. The program of study must be approved by the Graduate Studies and Research Committee of the Faculty of Education before the application can be approved.

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.

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. This course consists of a minimum of twelve weeks of in-school practice.

#### PRAC 194/1.0 Technological Education Internship Practicum

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

#### PRAC 195/1.0 Practicum (Aboriginal Teacher Education Community-Based Candidates Only)

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

#### Professional Studies

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

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

##### PROF 190/0.5 Theory and Professional Practice (Primary-Junior)

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

##### PROF 191/0.5 Theory and Professional Practice (Intermediate-Senior)

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

## Continuing Teacher Education

The Faculty of Education has as one of its major responsibilities the offering of Ontario College of Teachers additional qualification courses for Ontario elementary and secondary teachers. A selection of courses is offered in the Fall/Winter session and during Summer term. Courses are also offered at several off-campus locations. Information about course offerings may be obtained from the Faculty Registrar's Office, Faculty of Education.

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

#### Requirements

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

#### A ADDITIONAL BASIC QUALIFICATIONS (ABQ)

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

#### Junior Division

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

#### Intermediate Division

- 1 hold or be deemed to hold a Certificate of Qualification;
- 2 hold an acceptable university degree;
- 3a for candidates whose Certificate does not indicate Intermediate as an initial area of concentration, a minimum of three full courses in the teaching subject for which qualification is sought, or
- 3b for candidates whose Certificate does indicate Intermediate as an initial area of concentration, a minimum of two full courses in the teaching subject for which qualification is sought.

#### Senior Division

- 1 hold or be deemed to hold a Certificate of Qualification;
- 2 hold an acceptable university degree;
- 3a for candidates whose Certificate does not indicate Senior as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought, or
- 3b for candidates whose Certificate does indicate Senior as an initial area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought.

Further details may be obtained by consulting the Calendar of the School of Graduate Studies and Research, Queen's University, or by writing to: Graduate Studies and Research Office, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6.

#### Doctoral Program

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

#### Admission Requirements

Admission to the Doctor of Philosophy in Education program is based upon completion of a Master's degree in Education or related discipline with first class standing at a recognized university. Professional experience in education, or a related field is an asset. Applicants are required to submit a brief research proposal (one to two pages).

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

#### Fields of Study

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

#### Application Deadline

Applications for both Master's and Ph.D. programs must be submitted by January 31, 2001. Master's students may apply to begin studies in the Summer 2001, Fall 2001, or Winter 2002 term. Doctoral students may apply to commence their program in Fall 2001 only.

## Scholarships, Bursaries and Financial Assistance

#### Fees

Fees are due and payable prior to registration. To be allowed to register, a student must have paid at least a first instalment of fees. Details regarding fees for the 2000-01 Fall/Winter session may be found in the Blue Book, which is issued to all new and continuing students or may be obtained by writing the University Registrar, Richardson Hall, Queen's University, Kingston, Ontario K7L 3N6. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, circumstances so warrant.

#### For Adjustments

The deadlines for dropping and adding courses without financial penalty are contained in the Blue Book. These deadlines are not listed in the Calendar and do not necessarily correspond with the academic deadlines listed in Seasonal Dates. Students are advised to familiarize themselves with this information in order to avoid financial penalty resulting from a change of registration.

#### Financial Assistance, Scholarships and Prizes

The Student Awards section of the University Registrar's Office is located in Richardson Hall. It administers the Ontario Student Assistance Program for Ontario residents attending Queen's University, the University's own student loan funds, as well as its bursary and undergraduate scholarship programs. The staff will be glad to discuss financial aid problems with any student of the University or other interested persons. Telephone 613 533-2216; Website <http://www.queens.ca/registrar/awards>.

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

#### Government Sponsored Financial Assistance Programs

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

The Ontario Student Assistance Program (OSAP) combines assistance available through the Canada Student Loan Plan and the Ontario Student Loan Plan. The amount of loan under the OSAP program, which is determined by the provincial government, takes into consideration the financial resources of the student and parents or spouse. No interest or principal payments are required on the Canada or Ontario Student Loan while the student is in full-time attendance at an approved post-secondary institution. Interest charges during this period are paid by the federal and provincial governments. After the interest free period, interest charges begin to accrue on the unpaid balance of all consolidated loans.

#### Notes

- 1 Intermediate or Senior Division French, Music and Physical Education. Candidates registering for these courses require five full university courses in that subject.
- 2 Intermediate Division Environmental Science. Three full university courses in Science are required, one of which must be in ecology.
- 3 Senior Division Environmental Science. For registrants whose Certificate does not indicate Senior as an initial area of concentration, five full university courses in science are required, one of which must be in ecology. For registrants whose Certificate indicates Senior as an initial area of concentration, two full university courses in science are required, one of which must be in ecology.

#### Technological Education

1 hold a Certificate of Qualification indicating initial qualifications in Technological Studies, or

2 for candidate whose Certificate does not indicate Technological Studies, evidence of at least sixty months of wage-earning experience related to the subject for which qualification is sought which must be submitted and approved by the Technological Education Office.

#### Note

In the case of some courses, additional requirements have been established by the Faculty. Candidates should check with the Faculty Registrar's Office about such requirements.

#### B THREE-SESSION COURSES (PART 1, 2 AND SPECIALIST) (AQ)

- 1 hold a Certificate of Qualification.

#### Notes

- 1 In the case of all qualifications except Computers in the Classroom, Co-operative Education, Guidance, Design and Technology, Media, Multiculturalism in Education, Music - Instrumental, Music - Vocal (Primary, Junior), Music - Vocal (Intermediate, Senior), Special Education, The Blind, The Deaf, The Deaf/Blind, and Visual Arts, the candidate's Certificate must have an entry showing qualifications in the Primary division, the Junior division, the Intermediate division in general studies, or the Senior division in general studies.
- 2 In the case of Primary Education, Junior Education and Intermediate Education, the Certificate must have an entry for the area of concentration for the corresponding division.

#### Part 2

- 1 hold a Certificate of Qualification indicating successful completion of Part 1;

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

#### Specialist

- 1 hold a Certificate of Qualification indicating successful completion of Part 2;
- 2 evidence of at least two years of successful teaching experience including at least one year of experience in Ontario in the subject, as certified by appropriate supervisory officer.

#### Note

Additional requirements are in effect for some three session courses. For further information, please consult the Additional Qualifications Handbook available in the Faculty Registrar's Office.

#### C HONOUR SPECIALIST

- 1 hold or be deemed to hold a Certificate of Qualification;
- 2 hold a degree of Bachelor of Arts, or Bachelor of Science from an Ontario university in a program:
  - a that requires four years of university study, or the equivalent thereof, to a total of at least sixty university credits (20 full courses) and,
  - b in which the candidate has obtained at least second class or equivalent standing (B average) in at least twenty-seven credits (9 full courses) in the subject for which the candidate seeks qualification; or
  - c holds qualifications the College considers equivalent to the qualifications referred to in 2 a,b;
- 3 provide evidence of at least two years of successful teaching experience including at least one year in Ontario in the subject in which the Honour Specialist qualification is sought, certified by the appropriate supervisory officer.

#### D HONOUR TECHNOLOGICAL STUDIES SPECIALIST

- 1 Successful completion of the equivalent of one year's full-time post-secondary study;
- 2 Provide evidence of at least two years of successful teaching experience including at least one year in Ontario in technological education, certified by the appropriate supervisory officer;
- 3 Provide a Certificate of Qualification, indicating qualifications in at least three of the subjects listed in Schedule C including at least one at both the basic and the advanced level, or have four basic level entries and a three-part Specialist qualification.

#### E PRINCIPALS' QUALIFICATION PROGRAM

The Principals' Qualifications Program (PQP) is a two-part program required by those who intend to become vice-principals and principals in Ontario's publicly supported schools. Part 1 is a three-week, 125-hour program centred around the theme of 'principal as leader'. Following the class component, candidates must complete a 40-hour practicum, where they take part in and then document a leadership experience in their school/board. PQP Part 2 is another three-week, 125-hour course. The theme for Part 2 is 'principal as change agent'.



**The Walter Thumm Memorial Scholarship in Physics**

Established by his family and friends in memory of Walter Thumm, Professor at Queen's until his death in 1977. By his understanding and enjoyment of physics, by his writing, and by his own example, he inspired countless students and teachers of physics. Awarded on the recommendation of the Department of Physics to an outstanding student beyond the second year who has a concentration in physics and who has indicated his/her intention of teaching physics, preferably at the high school level. Applications should be made prior to 1 April to the Associate University Registrar (Student Awards); value \$1600.

**The Stewart Langdon Memorial Award**

Established in memory of Stewart Langdon, athletic trainer at Queen's University from 1945-1966, by his friends and associates. Awarded annually upon the recommendation of the University Council on Athletics to a student in any faculty who has completed at least one year at Queen'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 continue study in the field of athletic training; value \$450.

**Charles C. Lorimer Memorial Award**

Established in memory of Dr. Charles C. 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 \$1525.

**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 the individual the practice of effective 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.

**The Barbara Paul Memorial Award**

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

**The Andrina McCulloch Prizes for Public Speaking**

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

**The Barbara Paul Prize**

Established in memory of Effie Barbara Paul (Paihtouski), B.A. '74 (Carleton), by her son, N. Joseph Paihtouski, B.A. '79 (B.Sc. (Eng.) '80). The Prize is a medalion awarded to a graduating student with good academic standing who is completing a degree on a full-time or part-time basis while combining family and/or employment and/or other responsibilities, and who has had barriers to overcome. Preference will be given to a woman. The nomination must be made in writing and directed to the Director of the Ban Righ Foundation by 1 April. Please include personal and academic information and letters of support from faculty and colleagues from the University and/or the community. The selection of the recipient of the medalion will be made by the Board of the Ban Righ Foundation for Continuing University Education.

**The Gordon A. Snider Prize in the History of Technology**

Established by colleagues and family of Gordon Snider, B.A. '74, respected teacher and ardent student of the history of technology and engineering in Canada. Awarded annually to an undergraduate student in any faculty or school for the best essay on the historical development of some aspect of technology. This essay must exhibit thorough research and originality and illustrate the impact of technology on the community. Preference will be given to a Canadian topic. Selection will be made by an inter-faculty committee chaired by an appointee of the Dean of the Faculty of Applied Science. Applications should be submitted to the Associate University Registrar (Student Awards) by 15 March; value \$250.

**Bursaries**

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

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

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

**Work Study Program**

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

**Ontario Special Bursary Program**

For part-time students. The program is intended to help students who have a low family income and must study part-time at the undergraduate level for specific reasons. They must be taking less than 60% of a full course load at an Ontario university or college of applied arts and technology. The bursary covers tuition, books and equipment to a maximum of \$2500 per year. Some assistance is available for local transportation and child care costs. Application forms are available from the Associate University Registrar (Student Awards), Queen's University.

**Special Opportunity Grants and Loans**

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

**The Special Needs Bursary**

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

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

**Queen's University Student Loan Funds**

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

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

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

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

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

Application for a university loan should be made at the office of the Associate University Registrar (Student Awards), Victoria School Building, Queen's University, Kingston, Ontario K7L 3N6. Telephone: 613 533-2216.

**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 Technological Education or at least one of Intermediate-Senior Biology, Chemistry, Computer Science, Mathematics, or Physics are eligible; value variable.

**The A. Lorne Cassidy Award**

Established by the Rideau Chapter #523, Council for Exceptional Children, in memory of A. Lorne Cassidy, B.A. (Queen's), B.Ed., M.Ed. (Toronto). Awarded to the graduating student in the Faculty of Education Program leading to Ontario teacher qualification who, in the opinion of the selection committee, best displays outstanding talents and interests in the education of exceptional children during his or her program of studies at the University; value \$400.

complete the academic year. NEED is the primary consideration in the award of a bursary.

Unless otherwise stated, applications for bursaries must be submitted to the Associate University Registrar (Student Awards) prior to 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 values are variable, unless otherwise stated.

**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.

**AMS Sequential Annual 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.

**ATP Bursaries for the Disabled**

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

**The Anna Jean Baker and Ross Bursary**

Established from a bequest by Edward Ross Baker in memory of his mother, Anna Jean Baker and awarded to a student in any Faculty or School at Queen's University on the basis of satisfactory academic standing and financial need.

**The E. Stanley and Nadine M. Beacock Bursary**

Established by E. Stanley Beacock, Arts 1942, and Nadine M. Beacock and awarded on the basis of financial need to an undergraduate student in any faculty or school.

**The Hugh and Bernice Bedore Bursary**

Established by the family of Hugh and Bernice Bedore, whose family business close to Queen's was of valued service to the Queen's community. Awarded to a student on the basis of financial need. Preference is given to a student who has had experience or involvement in the retail industry.

**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 faculty or school at Queen's University.

**H. Graham Bertram Foundation Bursaries**

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

**The 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 providing for an annual sum to be given in bursaries "to students of promised 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.

**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.

**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 Edwin and Beverley Derbyshire Award**

Established by Edwin and Beverley 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, and involvement in the men's inter-collegiate ice 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 need.

**L.W. Copp Award**

Granted to a graduating Bachelor of Education student in the Primary-Junior program option and based upon high overall achievement and demonstration of those personal qualities esteemed by teachers; value \$175.

**The Frank J. Fowler Award**

Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J. Fowler, a distinguished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education Primary-Junior curriculum instructors to the Primary-Junior candidate who best demonstrates the qualities of an exemplary primary educator. The award will be made on the basis of high academic standing in curriculum, outstanding performance in student teaching, and contribution to student life in the Faculty of Education. Application should be made to the Registrar, Faculty of Education, prior to 10 March. Letters of recommendation may be requested from each of the candidate's instructors and associate teacher. 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 \$415.

**The D.E. Loney Prize**

Established in honour of Professor D.E. Loney, an untiring contributor to the development of technological education in the province of Ontario, through the generosity of many teachers and supporters of technological education from across the province. Awarded on the recommendation of the Faculty Board of the Faculty of Education to a student in an initial teacher qualification program of technological teacher education who has shown the most outstanding qualities of character and scholarship and demonstrated potential as a teacher; value \$180.

**The F.D. Sawyer Memorial Award**

The Sawyer Memorial Award was established in the memory of Frank D. Sawyer who was a member of the Provincial Executive during some of its most stirring years from 1952 to 1959 and President of OSTFTE in 1954. At the time of his death in 1960 he was principal of Petrolia District High School. Mr. Sawyer's great contribution to the Federation lay in his ability to discover the basic issues in the many difficulties which arose in teacher-board relationships during his term of office and in his having a sense of humour in periods of crisis. The OSTFTE 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 scholarship, teaching ability and character; value \$350.

**John Watson Award**

Granted to a graduating Bachelor of Education student in the Primary-Junior option and based upon excellence in student teaching; value \$150.

**The John R. McCarthy Scholarship**

Established in 1987 by John R. McCarthy, B.A. '33 (LL.D. '67), former Deputy Minister of University Affairs and Deputy Minister of Education for the Province of Ontario. Awarded to a student who has graduated with at least second-class standing from either a three-year or four-year degree program in the Faculty of Arts and Science at Queen's University, who is normally domiciled in Ontario and who enrolls in the Faculty of Education at Queen's University in the fall session immediately following graduation. The student selected will have displayed leadership in student government and student affairs, made a personal contribution to the life of the University through a fondness and aptitude for sports and displayed leadership and sense of fair play in athletic endeavours. Application by letter should be submitted to the Faculty of Education Registrar by 1 October of the candidate's Education year. The applicant should ask two persons to submit confidential letters of reference. Value \$1250.

**The Ted Reeve Memorial Award**

Established by friends and associates of Ted Reeve, who was a football coach and a long time friend of Queen's. Awarded in the fall to upper-year students to recognize outstanding academic achievement and demonstrated qualities of courage, team loyalty and fair play on an intercollegiate team. Preference will be given to members of the Queen's Senior Football Team and to students who do not hold awards of equal or greater value. Application by letter should be made prior to 1 March to the Associate University Registrar (Student Awards). The applicant should list two persons who have been asked to submit letters about his or her academic ability and qualification, and submit an official transcript. The recipient will be chosen by a Selection Committee, including representatives of former Queen's football players, the Chairperson of the Senate Committee on Scholarships and Student Aid and an additional member of the Scholarship Committee; value \$1,000.

**The Senator Frank Carrel Scholarships**

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

**The Irwin Talensick Science Education Bursary**

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

**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 Queen's Golden Gael Football team. Selection will be made in consultation with the Director of Athletics, a faculty member of the School of Physical and Health Education and the Head Football Coach.

**The Eric Todd Bursary**

Established by the Todd Family in memory of Miss Eric Todd, a sister of the late Royal M. Todd, to be presented at mid-year to the winner of the Royal Todd Memorial Trophy which is awarded annually to the "Rookie of the Year" (top freshman player) on the Gaels football team. The bursary is to be credited against tuition fees; value \$450.

**The Toronto-Dominion Bank Higher Education Awards**

Established by the Toronto-Dominion Bank and awarded annually to full-time 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 Uplifts International Study Award**

Awarded annually to full-time students in teacher education and graduate programs in the Faculty of Education wishing to broaden their studies in the international environment. Awarded on the basis of financial need, academic achievement and involvement in extra-curricular activities, preferably volunteer work for humanitarian causes. Selection is made in consultation with the Faculty of Education.

**The Elizabeth Wallace Bursary**

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

**The George R. Webb Bursary Fund**

A trust created by the late George R. Webb of Cananogue provides for bursaries for the assistance of students from Leeds County in good academic standing in any year in any faculty or school of Queen's University. In awarding the bursaries, the Scholarship Committee takes into account the moral character and intellectual promise of the candidate as well as the financial need. Preference is given to students already registered with the University but candidates for admission are also considered for awards. Students applying on Grade 13 standing must have at least 66 percent on the papers in the credits required for admission and written in the year of the award; students already registered with the University must have maintained second class standing on the work of the previous year. Value up to \$1,000.

**Marian Webb Bursary Fund**

The capital is to be held in trust by Queen's University and the income earned thereon to be used for bursary assistance to women students over the age of 25 years. Preference is to be given to a woman who is either a landed immigrant in Canada or is the daughter of a landed immigrant. Applications for the Marian Webb bursaries shall be made in writing to the Marian Webb Bursary Committee in care of the Board of the Ban Righ Foundation for Continuing University Education.

**The Peter N.T. Widdrington Awards**

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

**Faculty Services****Centre for Educational Resources**

The Centre for Educational Resources (C.E.R.) is comprised of three major units: Education Computing Services, the Education Library and the Teacher Resource Centre. The Centre provides support for teacher candidates and area educators, from facilities located in several areas within Duncan McArthur Hall. (Web site: <http://educ.queensu.ca/~ecs/ceer.html>)

**Education Computing Services**

A variety of computing resources are available to B.Ed., Dip.Ed., M.Ed., and Continuing Teacher Education candidates for class presentations, preparation of teaching resources, and review of educational software. Two general computing labs contain Macintosh and Windows-based computers. Additional computers are located in labs, classrooms, and work areas throughout the building. All computers are connected to the local education computing networks and to the Internet. Most classrooms and lecture theatres have network connections; movable computers with overhead display projectors are available for large group demonstrations. Specialized peripherals include laser printers, scanners, digital cameras, synthesizers, and specialized software for such things as art, music, multimedia production and internet publishing. (Limited printing resources are available at the Faculty, and teacher candidates are encouraged to bring their own computer and printing equipment when they are on campus.) Educational software is catalogued by the Education Library and is installed on the local networks. Documentation and some software, such as CDs, may be borrowed from the Education Library for local use. Emphasis is placed on curriculum related software, software that supports collaboration, and on general-purpose tools such as spreadsheets, database management systems, painting and drawing programs, and telecommunications programs.

Student advisors provide basic advice and technical assistance for the educational use of computers, 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 encouraged to increase their skill by taking part in workshops before they arrive, or by registering in workshops provided by Queen's Information Technology Services. The Faculty of Education also offers occasional workshops on the educational uses of word processing, databases, spreadsheets, telecommunication, and technology in special education.

The Education Computing Services (E.C.S.) website can be found at <http://educ.queensu.ca/~ecs>

**Education Library**

The Education Library serves the students, faculty, and staff of the Faculty of Education and is a resource for area teachers. The collection 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), educational games, videos, audio recordings, and picture sets and a substantial collection of textbooks

approved for use in Ontario's schools since the 1960s. Other collections include curriculum-related computer 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) collection, the ETS Collection of Tests on Microfiche, the Canadian Curriculum Guidelines, and the Oerlis collection of research reports. The reference desk is staffed four evenings per week and Sundays by librarians. Individual instruction and workshops are given. The Education Library's website can be visited at <http://stauffer.queensu.ca/webedu/>.

**Teacher Resource Centre**

The Teacher Resource Centre is a unique partnership between Queen's University, the Limestone District School Board, and the Algonquin and Lakeshore Catholic District School Board, created to serve the resource needs of local area teachers and teacher candidates working in schools within these boards. The collection consists of over 7000 video cassettes, class sets of novels with teacher support material, kits, hands-on labs, books and audio cassettes for all subject and grade levels. Kindergarten to OAC. Resources are available in English and French. Each local school receives weekly courier service. Evening and weekend hours are provided during the school year. Visit the resource Centre's web site for hours. What's New, and search the online catalogue at <http://stauffer.queensu.ca/webtrc>.

**Placement Office**

The Faculty of Education's commitment to assisting graduates in their efforts to find employment is demonstrated by the existence of a full-time on-site Placement Office for the primary use of Education students. Year-round, Placement Office staff are available to respond to candidates' questions and concerns of all kinds, including advice on hiring procedures, help with preparation of applications and resumes and with preparing for interviews. The advice offered is based on up-to-date placement statistics and an informed view of educational trends, ensuring that graduates have the information necessary for an effective job search. Furthermore, the Placement Office facilitates contacts between hiring officials and graduates through such activities as job fairs, information sessions, on-campus recruiting and a placement service after graduation. This job search assistance is reflected in the high proportion of Queen's graduates able to secure employment, and in the interesting variety of placements reported.

The Placement Office takes a broad view of career opportunities for educators, which includes, but is not limited to, teaching in Ontario's classrooms. While most of the teaching placements are in southern Ontario, some graduates prefer to teach in the north or in other provinces. In addition, because the Faculty of Education has developed and maintained extensive international contacts and resources, each year a substantial number of graduates accept teaching positions overseas. Other graduates also choose employment in education-related fields. The Placement Office, through its network, resources and expertise is in a position to support a wide range of educational career aspirations. Website: <http://educ.queensu.ca/~placement/>

**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.

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

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

**The Faculty of Education Bursaries**

Established from donations made by friends and awarded to students registered in any year in the Faculty of Education on the basis of financial need.

**The John Farnham Memorial Bursary**

Established by the Alma Mater Society of Queen's University from a bequest from John Farnham, B.Sc. '66, M.B.A. '68, contributions from colleagues at Towers Perrin, family and friends. Awarded to a student in financial need who has demonstrated leadership in student government.

**The David A. Gillies and Jessie Herchner Gillies Bursaries**

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

**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.

**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.

**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.

**The Monsignor J.G. Hanley Memorial Bursary**

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

**The Celesta Hibbert Hunter Bursary**

Awarded on the basis of need to a resident of the United States registered as an undergraduate degree program.

**The Inuk Bursary**

Awarded to an Inuk student in financial need; value \$100.

**The James Boyd Keddie Memorial Bursaries**

Established in accordance with the wishes of the late James Luke Keddie. Awarded on the basis of financial need with preference given to students from the City of Oshawa and surrounding area who intend to enter the teaching profession.

**The Khaki University and YMCA Memorial Fund**

This fund is part of a sum left from the Khaki University after the First World War, which was divided among the Canadian universities. The interest is used to award one or more bursaries to undergraduate students in any faculty. In awarding these bursaries, preference is given to returned men, or sons or daughters of soldiers of the World Wars.

**The Alice Kingdon Bursaries**

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

**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/or 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 Queen's track Booster Club; value up to \$1500.

**The Dr. James Brown MacDougl Bursaries**

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

**The Donald deFrayne Macintosh Bursary**

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

**The J. Gordon MacKay Bursary**

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

**The A.E. MacRae Bursaries**

Established in memory of the late A.E. MacRae of Ottawa. Awarded to students in any undergraduate faculty or school on the basis of need.

**The MacRae Bursaries**

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

**The Reverend Dr. Alexander Dawson Matheson Award**

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

**The Wilhelmina McArthur-Humphries Bursaries**

Established by Wilhelmina McArthur-Humphries, B.A. 1918. Four bursaries are awarded on the basis of merit and need to candidates for admission to an undergraduate program whose permanent place of residence is in Wellington or Lanark County. Two bursaries are offered to students from Wellington County and two bursaries are offered to students from Lanark County. The bursaries may be renewed for up to four years provided a 65% average is maintained and may be held in any undergraduate Faculty of School. If in any year there are not sufficient entrance candidates to use up the income, the award may be given to an eligible upper-year candidate from Wellington or Lanark Counties. Application forms may be obtained from the Associate University Registrar (Student Awards) and must be returned prior to 1 May.

**The Helen Talcott Medhurst Award**

To be awarded to a female student, preferably from Prince Edward County, Ontario, who gives evidence of outstanding academic achievement and leadership, and is in need of financial assistance; value up to \$1,000.

**The Metis Awards**

Established by the Metis Nation of Ontario through the Metis Training Initiatives and awarded on the basis of financial need to a Metis student registered in any year in any faculty or school at Queen's University. Application, 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.

**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.

**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 Plumley Family Award for Football**

Established by Kent Plumley, B.Sc. (Chem. Eng.) 1960, L.L.B. 1963, and Sandra (Macdonald) Plumley, B.A. 1966, and awarded on the basis of financial need to a student in any faculty or school who is involved with Varsity Football. Preference is given to a student who plays on the Queen's Golden Gael Football team. Selection is made in consultation with the School of Physical and Health Education.

**The Anne Home Protti Award**

Established by friends and family of Anne Home Protti, Arts 1961, and awarded on the basis of financial need and academic excellence to a student who has already demonstrated a passion for teaching, not necessarily in traditional settings.

**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.

**The Rehab Therapy Society Sesquicentennial Bursary**

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

**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 education.

**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.

**The Sutton Bursaries**

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

