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Sessional Dates 2001-02

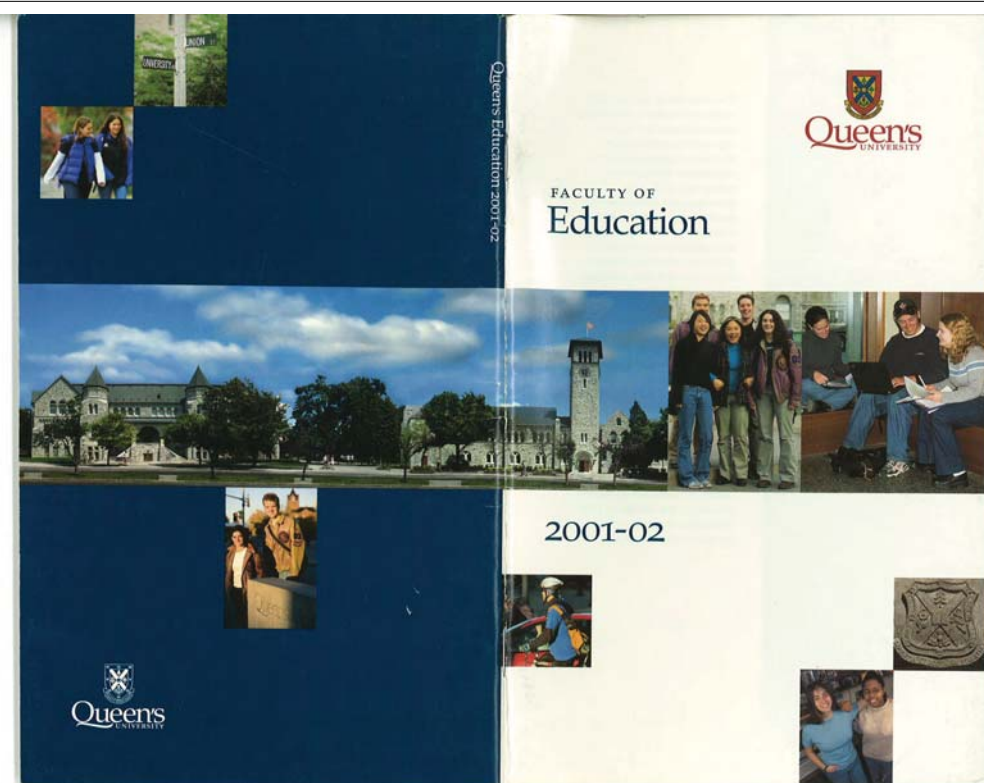
September 2001	February
3 Labour Day (University closed)	1-15 Classes
4 Fall term begins registration for consecutive and final year concurrent students	18-28 Holiday (University closed)
5-27 Classes	18-28 Alternate practicum for all students
21 Last date to add or drop a Fall/Winter course	March
October	1-8 Alternate practicum for all students
1-26 School practicum for all students	11-15 Winter break for all students
8 Thanksgiving Day (University closed)	18-28 School practicum for all students
26 Fall Convocation	29 Good Friday (University closed)
29-31 PJ practicum, IS classes	April
November	1 Easter Monday
1-9 PJ practicum, IS classes	2-5 School practicum for all students
8 Remembrance Day service (classes cancelled 10:30-11:30 a.m.)	9-26 Classes
12-23 IS practicum, PJ classes	26 Winter term ends
26-30 School practicum for all students	May
December	30 Convocation
3-21 School practicum for all students	10 Technological Education Summer Internship program begins
6 Commemoration Day	July
21 Fall term ends	2-26 Summer term Continuing Teacher Education classes
January 2002	26 Technological Education Summer Internship program ends
7 Winter term begins	29 Principals' Qualifications Program begins
7-31 Classes	August
18 Last date to add or drop a Winter term course	16 Principals' Qualifications Program ends

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. Such decisions will be made and announced by the Faculty as events evolve. However, the Faculty cannot be held responsible for situations which are beyond its control. Students should be prepared to be flexible if necessary.

June 2001

Sessional Dates 12



Queens
UNIVERSITY

About the cover

Queen's has many faces – and one of the best known is on the clock-tower of historic Grant Hall (top left). Originally built in 1905 with funds raised by students in honour of their beloved Principal, George Grant, this landmark limestone structure has provided a focal point and a time-check for generations since. The university's coat of arms (bottom right), carved in stone on several campus buildings, presents a more formal face. Registered with the Heraldry's College in England, it is now part of the University's official logo.

But the most important faces at Queen's belong to our students, as they explore and expand their academic and personal horizons. On the way to class, comparing notes in the library, or just sharing a smile while a residence roommate: they reflect the essence of life at Queen's.

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

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

Faculty of Education Calendar 2001-02

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

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

Formal
Candidates in the Technological Education option complete all components as required. A mandatory Program Focus course, FOCI 213, *Broaf-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 placement in March/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 intended for 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/Junior or Intermediate and Senior divisions, depending upon their program option. Candidates of Aboriginal ancestry who hold an Ontario Secondary School Diploma (OSSD) or equivalent are eligible to receive the Diploma in Education and the Certificate of Qualification, allowing them to teach in the Primary and Junior divisions.

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

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.

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

Artist in Community Education

The Artist in Community Education track is designed to integrate a conventional teacher education program with preparation for employment as an arts educator within the traditional school environment or within the broader context of community arts education. Arts centres, artists, musicians, and writers-in-residence, and community-based theatre companies are only a few of the opportunities for full or part-time employment of the artist in this broadened context. There is a demand for competent arts educators in both public and private adult education programs and a continuing need for educational officers in art galleries and recreational facilities. Artist in Community Education is designed to provide the needed exposure to a professional arts education environment to prepare the artist to work with the community. It is intended for teacher education candidates who are graduates in the arts and who wish to develop an additional set of skills related to their interests in the arts which could be used to secure or create part-time commitments to the community.

Admission
Applicants for Artist in Community Education apply through the Ontario Universities' Application Centre. The requirements for admission are the same as for admission to the Primary-Junior and Intermediate-Senior options. For Intermediate-Senior, the first of the two teaching subjects selected must be Dramatic Arts, Music or Visual Arts. In addition, applicants for admission to the Artist in Community Education program may be invited for an interview.

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.

Formal
Outdoor Education candidates are required to take FOCI 260, EDST 417 and 442, which with other required courses makes a total program weight of 55 or 60 credits. In addition, the three Outdoor Education courses have charges for food and transportation.

Application for Admission - Consecutive Program

Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centre (OUAC) at Guelph. Application materials may be obtained from OUAC or candidates may apply on-line through the Application Centre's website. Applications must reach the Application Centre by the deadline date in December, and offers of admission are made in late March or early April. 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 but who have not accepted the offer of admission may request changes only through the Faculty Registrar.

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

Equity Admission

For a designated number of places in the Bachelor of Education/Diploma in Education program, preference will be given to members of Aboriginal/First Nations People, racial, ethnic-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.

O'Farrell, Lawrence
B.A.(Queen's), M.A.(Arizona State),
Graduate of National Theatre School of
Canada
*Coordinator of Continuing Teacher
Education*
Professor - Dramatic Arts
Pantaleo, Sylvia
B.A.(Queens), B.Ed.(Queen's),
M.A.(Calgary), Ph.D.(Alberta)
Assistant Professor - Language Arts
Rees, Ruth
B.A.(Queen's), 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*
Schrall, Martin G.
B.A.(Queen's College, New York), M.A.,
Ph.D.(Illinois)
Associate Professor - Philosophy
Shulha, Lyn M.
Ph.D.(McMaster), Dip. Ed. (Western),
B.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.Bach, Art. Dip. (Toronto),
B.Ed.(Queen's), Ph.D. (Eastman)
Associate Professor - Music
Solar, Angela
B.A., B.Ed. (Queen's)
*Adjunct Lecturer - Elementary
Visual Arts*
Stairs, Arlene
B.Sc.(McGill), M.A.(Goddard College),
Ph.D. (Carleton)
*Associate Professor - Psychology of
Education*

Faculty of Education

Taylor, Peter D.
B.Sc. (Queen's), Ph.D. (Harvard)
*Cross-Appointment with the Faculty
of Arts and Science*
Professor - Mathematics
Uphitt, Rena B.
B.A., L.L.B., Ed. (Queen's), Ed.D. (Harvard)
Professor - Arts Education
Wade-Woolley, Lesly
B.A. (Queen's), M.A. (McGill)
*Assistant Professor - Cognitive
Studies*
Weisberg, Mark
B.A. (Yale), D. Ed. (Harvard)
*Cross-Appointment with Faculty of
Law*
Professor
Wich, 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
*Associate Professor - Educational
Administration and Policy*
Wilcox, Susan
B.A. (Queen's), M.Ed. (Rock),
Ph.D. (Toronto)
*Cross-Appointment with
Instructional Development Centre*
Associate Professor
Williams, Tom R.
B.Sc. M.A. (McGill), Ph.D. (Michigan)
*Cross-Appointment with School of
Policy Studies*
Professor - Educational Leadership
and Policy
Wilson, Robert J.
B.Ed. (British Columbia), M.Ed.,
Ph.D. (Washington)
*Professor - Measurement and
Evaluation*

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., M.Ed. (Glasgow), Ph.D. (Syracuse)
Freeman, R.M.
B.A. (Queen's), M.A. (Minnesota),
M.Div. (Princeton), Ph.D. (Harvard)
Grime, A.R.
B.A. (Manchester), M.Ed. (Toronto),
Ed.D. (Oregon)
Hennessy, P.H.
B.A. (Queen's)
Holomego, H.
B.A., B.P.H.E. (Queen's), M.A. (Western)
Horwood, R.H.
B.A., M.Sc. (Queen's)
King, A.J.C.
B.P.E. (British Columbia), M.Sc. (U.C.L.A.),
Ed.D. (Toronto)
King, C.
B.Ed., M.Ed. (Saskatchewan), Ph.D. (Calgary)
Loney, D.E.
B.Sc. (Queen's)
Massey, D.A.
M.A. (Cambridge), M.A.T. (Yale),
Ph.D. (Queen's)
Molloy, W.J.
B.A., B.P.H.E. (Queen's), M.S. (Oregon)
Olson, J.K.
B.A., B.Sc. (Queen's), M.Ed. (Toronto), Dip. Ed.
(Bristol), Ph.D. (Birmingham)
Ossey, H.
B.A. (Queen's), Ph.D. (Cornell)
Park, F.B.
B.A. (Western), M.Ed. (Toronto)
Perunjak, W.S.
B.A. (Queen's), M.Ed. (Toronto),
Ph.D. (International College, Los Angeles)
Pritt, D.
B.A., M.A. (Oxford), M.A., Ph.D. (Toronto)
Robertson, A.
B.A., B.P.H.E. (Queen's), M.A. (University of
the Pacific)
Samuda, R.J.
B.A., M.Ed. (D.Ph.) (Ottawa)
Talesnick, I.
B.A., M.A. (Toronto)
Thompson, L.
B.A. (Toronto), M.A. (Rochester)
Watson, P.H.
B.A. (Toronto), M.A. (Acadia)

Faculty of Education

Programs 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 Option

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 Option

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 Option

The Technological Education program option prepares candidates to be technology educators in Grades 9 and 10 of the Intermediate division and the Senior division (Grade 11 and 12). 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 certificate-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. 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 Teachers' Qualifications Regulation under the Ontario College of Teachers Act, Regulation 184:

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

The areas of technological studies available at Queen's are Communications Technology, Construction Technology, Hospitality Services Technology, Manufacturing Technology, Personal Services Technology, Technological Design, and Transportation Technology.

The Internship route has several additional entrance requirements as follows:

- a a copy of the candidate's Letter of Permission (a Ministry of Education and Training document);
- b a letter from the school of employment confirming the candidate's teaching experience;
- c a completed Principal's Evaluation Form (a Queen's University document);

Associate Boards 2001-02

Algonquin-Lakeshore Catholic District
 Dufferin Peel Catholic District
 Durham Catholic District
 Durham District
 Catholic District School Board of Eastern Ontario
 Hastings and Prince Edward District
 Kawartha Pineridge District
 Limestone District
 Ottawa-Carleton District
 Ottawa-Carleton Catholic District

Peel District
 Peterborough, Victoria, Northumberland and Clarington Catholic District
 Renfrew County District
 Toronto District
 Toronto Catholic District
 Trillium Lakelands District
 Upper Canada District
 York Catholic District
 York Region District

2001 Faculty of Education Advisory Committee

TBA
 Catholic Principals' Council of Ontario
 Ms L. Barclay
 Faculty of Education
 Queen's University
 Dr. R. Bruno-Jofré (ex officio)
 Dean, Faculty of Education
 Queen's University
 Mr. G. Gough
 Elementary Teachers' Federation of Ontario
 Ms J. Haddad
 Vice-President
 Elementary Teachers' Federation of Ontario
 Ms C. Markotich
 Ontario Catholic Supervisory Officers' Association
 Mr. B.O'Connor (Co-Chair)
 Director, Limestone District School Board
 Mr. D. Quinn (Co-Chair)
 Ontario English Catholic Teachers' Association

Ms E. Shapka
 Education Officer
 Policy Branch
 Ministry of Education and Training
 Ms P. Warren-Chaplin
 Eastern Ontario Regional Office
 Ministry of Education and Training
 Mr. L. Whitehead
 Faculty Board Chair
 Faculty of Education
 Queen's University
 Mr. A. Wilkinson
 Ontario Secondary School Teachers' Federation
 Ms C. Worthy
 Ontario Principals' Council
 TBA
 President, Education Student Society

LEGEND

- Richardson Library 41
- 100 St. George Street 71
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Map showing buildings and streets on the Queen's University campus.