





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 belowed Principal, George Grant, this landmark limestone structure has provided a focal point and a time-check for generations since. The university's cont of arms (bottom right), carved in stone on several campus buildings, presents a mare formal face. Registered with the Heralds' College in England, it is now part of the University's official logo.

and the most important fact 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 with a residence roommate: they reflect the essence of life at Queen's.

musics: Onecess Graphic Design Service covers: Joseph Chan, Bernard Clark,

Gerald Locklin

The course listings and academic programs described in this Calendar represent Senate- and Facultyapproved 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 eserves 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 Queens University reserve the right to make changes in courses, programs and regulations described in this Calendar, in either its printed or electronic forms, at any time without prior notice.

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Faculty of Education

Calendar 2001-02

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

The Faculty of Education

Duncan McArthur Hall

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one root. 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 theatreauditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own symnasia for teaching as well as for recreation, for both day and resident students. Modern labs, a visual arts studio, 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' neste around a social centre which includes coffee alops, a dining room, recreation rooms, lounges, facilities for television viewing, and a music room. This has become the social heart of the west



Faculty of Education

campus where students and staff meet informally, for the social interaction

campus where students and staff meet informally, for the social interaction which is one of the characteristic features of this faculty.

Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey light-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 Regatas, 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 combine living and learning.

Administrative Staff 2001-02

Bruno-Jofré, Rosa Licenciada en Historia, Profesora en Historia (U.Nacional del Suz. Angentina).

Ph.D.(Calgary) Dean, Faculty of Education Whitehead, LeRoy E. B.Ed., Dip. Ed., M.A., Ph. D. (Calgary) Associate Dean

Moore Daigle, Jacqueline B.A.(Laurentian), M.Ed.(OISE) Coordinator of Aboriginal Teacher

McAndrews, Brian B.A.(Windsor), M.Ed. (Queen's) Acting Coordinator of Queen's/Trent Concurrent Education Program Coordinator of Practicum

Hill, Ann Marie B.Ed., Dip.Ed.(McGill), Ph.D.(Ohio State) Coordinator of Technological Education

Krugly-Smolska, Eva T. BSc.BEd.M.A.Ph.D.(Toronto) Coordinator of Graduate Studies and Research

Roulet, R Geoffrey B.Sc., M.Math(Waterloo), B.Ed.(Queen's), M.Ed. (Teronto), Ph.D.(OSE) Coordinator of Mathematics, Science and Technology Education Group

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

Casey, Sandra S. B.A. (Michigan State), M.Ed., M.P.A. (Queen's), B.L.S., Ed.D. (Torceto) Education Librarian

Reed, Brenda B.A.B.Ed.M.A.M.L.S.(Western Public Services Librarian

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

Barclay, Lynda Administrative Assistant to the Dean Barwise, Annette

Faculty Resource Manager Perkins, Brian Dip.Tech.Ed.(Queen's) Administrative Supervisory Assistant

– Technological Education

Peters, Cindy Interim Assistant to the Faculty Registrar Poole, Lynne C.

Faculty Registrar Travers, Alan B.A.M.Ed.(Queen's) Placement Coordinator

Faculty of Education

2001

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June 2001

The History of the University

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned to endow without delay an institution, or professorables, for the education and training of young men for the ministry in connection with the Synod.' omy. As early as 1852 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 prepresentations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by 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 Kingston and Charter of the Statistics of

History III

History 3

Faculty 2001-02

Archibald, Valerie A. B.A.B.P.H.E.B.Ed.(Queen Adjunct Lecturer - Elementary Physical Education

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

Berrill, Deborah
B.A.(Northwestern),M.A.(Torcesto),
Ph.D.(East Anglia)
Associate Professor – Language

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

Bruno-Jofré, Rosa Licenciada en Historia, Profesora en Historia (U.Nacional del Sur, Argentina), Ph.D./Calvaryi Dian, Faculty of Education narative Education

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 Burney, Shehla B.A. (Osmania), Ed.I., B.Ed. (Brandon), M.A. (Manitoba), M.Ed. (OISE), Ph.D. (Toronto) Assistant Professor – Cultural

Butler, Brian B.A.(New Brunwrick),M.A.,Ph.D.(Wat Cross-Appointment with Faculty of Arts and Science Associate Professor - Psychology

Cheng, Liying Cheng, Liying
B.A.(Xian Jisotong),M.A.(Reading),
Ph.D.(Hong Kong)
Assistant Professor – Teaching
English as a Second/Foreign Chin, Peter M.K. B.Sc.(Alberta), B.Ed., M.Sc.(Calgary), Ph.D.(British Columbia) Associate Professor - Science Christie, Catherine BSc.,M.Sc.,B.Ed.,Ph.D.(Queen's) Adjunct Assistant Professor

Colgan, Lynda B.Sc., B.Ed. (Toronto), M.Ed. (OISE), Ph.D. (Tirronto) Ph.D.(Toronto)
Assistant Professor – Elementary
Mathematics

Danby, Mark B.A.(Acadia), B.Ed., M.Ed.(Queen's) Assistant Professor - Drama in

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

Donald, Merlin W. 3.A.(Loyola),M.A.(Ottawa),Ph.D.(McGill) Cross-Appointment with Faculty of Arts and Science Professor – Psychology

Duffin, Jacalyn M.D.(Toronto), F.R.C.P.(C), Doct.IIPc.

Cross-Appointment Professor – History of Medicine Eastabrook, J.H. Glenn B.A.,M.A.(Western), Ph.D.(Ton B.A.,M.A.(Western),Ph.D.(Toronto)
Associate Professor – Educational

Egnatoff, William J. B.A.(Saskatchewan), M.Sc., Jh.D. (Toconto) Assistant Professor – Computers in Education

Elliott, Stephen R. B.F.A.,B.Ed.,M.Ed. (Queen's), Associate Professor - Visual Arts

Freeman, John B.A.B.Ed.M.Ed.(Queen's), B.Math. (Waterloo), Ph.D.(Michigan) Assistant Professor - Cognitive Higginson, William C. B.A.(Queen's), Certificate in Education(Cambridge), M.A. (Exeter), Ph.D. (Alberts Associate Professor – Mathematics

Hill, Ann Marie B.Ed.,Dip.Ed.(McGill),Ph.D.(Ohio State) Coordinator of Technological Associate Professor - Technological

Hills, George L.C. B.Ed, M.Ed, J. D. (Alberta) Associate Professor – Philosophy

Hutchinson, Nancy L.
B.A. (Trent), Dip. Ed., M.A. (McGill),
Ph.D. (Simon Fraser)
Professor – Psychology of Education Kirby, John R. B.A.(McGill), Ph.D.(Alberta)

Professor - Psychology of Education Knapper, Christopher B.A. (Sheffield), Ph.D. (Saskate Cross-Appointment with

Instructional Development Centre Professor – Psychology Krugly-Smolska, Eva T. BSc. B.Ed. M.A. Ph.D. (Toronto) Coordinator of Graduate Studies and Research Associate Professor - Science

(Biology) Lamb, Roberta
B.Mus.Ed.,M.Mus.Ed.(Portland),
Ed.D.(Columbia)
Cross-Appointment with Faculty of
Arts and Science

Associate Professor - Music Lawrence, Diane M. B.Sc.(Hons.)(McMaster), B.Ed.(Western) M.Ed.(Ousen's) Adjunct Lecturer - Elementary Science

Lewis, Magda A. B.A.(Waterloo),M.A.,Ph.D.(Toronto) Associate Professor – Educational Contexts Lloyd, Susan Cert.Ed.(Cambridge), Dip.Ed., M.A.(London)

Adjunct Lecturer - Elementary

Literacy Mansfield, T.Dickson

Adjunct Lecturer - Geography

Martin, Andrea B.A.(Hons.)(Smith College), M.A.(Sussex), M.S.c.(LSE), B.Ed., M.Ed.(Queen's) Adjunct Lecturer – Elementary

McAndrews, Brian B.A.(Windsor),M.Ed.(Queen's) Coordinator of Practicum Seconded Lecturer – English

McDuff, Joan E. B.A.(Manitoba), M.Ed.(Que Adjunct Lecturer - Elementary Mathematics

Moore, Barbara B.A.(Hoes.)(London) Adjunct Lecturer – Computers in Education

Moore Daigle, Jacqueline B.A.(Laurentian), M.Ed.(OISE) Coordinator of Aboriginal Teacher Education Assistant Professor – Aboriginal Teacher Education

Mueller, Andréa 8.PE.(Ottawa).B.Ed.(Toronto), M.A.(Victoria).Ph.D.(British Columbia) Assistant Professor – Elementary Science

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

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

Myers, Marie J. B.A.M.A., Doct.III'c. (Strasbourg Associate Professor - Applied Linguistics/Language and 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 succeeded in September 1968 by Dr. J.J. Deutsch who had a distinguished career in economic research, in government service, in university teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's in September 1996 to September 1963, and as Chairman of Queen's from September 1999 to September 1963, and as Chairman of Queen's from September 1999 to September 1963, and as Chairman of Queen's from September 1999 to September 1963, and as Chairman of Queen's from September 1999 to September 1963, and as Chairman of Chairman o

the introduction of a new system of undergraduate studies in 1919, how-ever, 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

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Of independent work.

In 1941, the Facility of Arts organized a formal Comunities 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, Associated Studies and School of Graduate Studies instituted 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 1997 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 Covernment 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 Get after from an

for Teachers. The origins of the present Faculty of Education date from an agreement in 1965 both where the University and the Province, establishing a professional solution, establishing a professional solution and the professional solution of the 1968 of Education. The first teacher candidates were enrolled for the 1968-99 academic year. To symbolize the full integration of the College into the University structure, if

was soon decided to alter the nomenclature; in the spring of 1971, the College was formally designated as the Faculty of Education, Queen's University. The building occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University. The building occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1990 until his death in 1935. In 1971 a garduster program leading to the M.Ed. degree was introduced. Also in 1972 andial Education and qualification to teach in the technical departments of secondary schools. In 1973, with the closing of the Peterborough Teacher's College and the transfer of the faculty to Queen's through an agreement with the Ministry of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.A./B.Ed. and B.S./B.Ed. program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with an Education degree. An earlier agreement with Tient University with respect to Concurrent Education was approved in 1974. Through this inter-university program, students pursue academic and education courses at Tient for three or four years and complete requirements for a Tient Arts and Science degree cand a Queen's B.Ed. degree during the final year. A joint program with the University of Waterlow was instituted in 1989.

Queen's University though founded by a church, was addicated to the additional to the final to 1980.

nation. As its constituency expanded, its constitution was gradually broad-ened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of denomi

June 2001

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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. Brist applicants complete the appropriate application form and submit all required documents by the due dates Following receipt of all documents, and 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, POC 133, Bread-Bosed 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

courses in the periods or attendance at the Faculty of Education, in the Winter term, candidates continue with courses at the Faculty and complete their technology skills profiles in FXCITI3 in order to demonstrate technological collegence and acquire further technological skills. There is a three-week spracticum 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

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 and Jusion or Intermediate and Senior divisions, depending upon their program option. Candidates of Aboriginal ancestry who hold an Ontario Secondary School Diploma (SSEO) or equivalent are eligible to receive the Diploma in Education (Candidates) and Candidates of Aboriginal ancestry who hold and John of Primary and Jusion (SSEO) and Candidates of Landidates of Landidat

Primary and Junior divisions.

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

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ATE has an admission policy which incorporates the following special

reatures:

a candidates may complete some prerequisites to admission as exit

a candidates may complete some prerequisites to admission as exit requirements rather than entrance requirements; bapplicants of Aboriginal ancestry who hold the Ontario Secondary School Diploma or equivalent are eligible for admission to the Primary-Junior program option leading to the Diploma in Education; e ATC 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 POCI 201, Abordiginal Teacher Education, and are placed in a dedicated section of PROF 190/191, Theory and Professional Practice. Community-based courses are adapted to include Aborgiginal contents. Both community and campus-based candidates are placed in Abortiginal schools for a portion of the based candidates are placed in Aboriginal Science by Potan relations 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
The 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, musiclares, 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 edu-

artist in this broadened context. There is a demand for competent arts edu-cators in both public and private adult education programs and a continu-ing 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 candi-dates 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.

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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
elected must be Dramatic Arts, Music or Visual Arts. In addition, applicants for admission to the Artist in Community Education program may he invited for an interview

Education Programs 13

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

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

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

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

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

Education

Schiralli, Martin G.
B.A. Queen's College, New York), M.A.,
Ph.D. (Illinois)

Associate Professor — Philosophy

Shulha, Lyn M. Shuma, Lyn M.
BPE(McMaster), Di.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

Smithrim, Katharine L. Mus Bach, Art Dip (Foronto), B.Ed. (Queen's), Ph.D. (Eastman) Associate Professor – Music Solar, Angela BJA, BEd (Queen's) Adjunct Lecturer – Elementary Visual Arts

Stairs, Arlene B.Sc.(McGill), M.A. (Goddard College), Ph.D. (Carleton)

Associate Professor - Psychology of

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

Upitis, Rena B. B.A.,LLB,M.Ed.(Queen's),Ed.D.(Harvard)

Wade-Woolley, Lesly B.A.(Tennessee),M.A.(McGill) Ph.D.(Toronto) Freeman, R.M.

Weisberg, Mark B.A.(Yale), 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 Associate Professor — Educational Administration and Policy

Wilcox, Susan B.A.Sc.(Guelph),M.Ed.(Beock), Ph.D.(foronto) 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 I. B.Ed.(British Columbia), M.Ed., Ph.D (Washington) Professor – Measurement and **Professors Emeriti**

Applegate, M.W. B.A.(McMaster), M.A.(Toronto) Bailey, J.C. B.A./Oueen'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)

Osser, H. B.A.(Queen's

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. (Oueen'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)

en's),Ph.D.(Comell) Park, P.B. tern),M.Ed.(Toronto Peruniak, W.S. B.A.(Queen's), M.Ed. (Toronto), Ph.D. (International College, Los Angeles Pratt, D. B.A.,M.A.(Oxford),M.A.,Ph.D.(Toronto) Robertson, A.
B.A., B.P.H.E. (Queen's), M.A. (University of Samuda, R.J. B.A.M.Ed., Ph.D. (Ottawa) Talesnick, I B.A.M.A.(Toron Thompson, L.
B.A. (Toronto), M.A. (Rochester) Watson, P.H. B.A.(Toronto),M.A.(Acadia)

Faculty of Education 9

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

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

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

B Faculty of Education June 2001

Candidates in Artist in Community Education complete all the compo-Candidates in Artist in Community Education complete all the compo-nents 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 artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or theative, preparing an Arts program for implementation in the Faculty and the properties of the program of th

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 wishing to quality to teach in the Trimmay and jurnor 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 dur-

ing the fall term;

b Opportunities to share ideas and resources with teacher candidates who have extensive knowledge and experience of teaching and learning in

the early Primary grades;
c The program takes an integrated approach to learning, and course work reflects this.

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

experiences which have an early cultural mod orientation.

Outdoor and Experiential Education Program Track is intended to facilitate integration of conventional teacher education and preparation for leading dynamic school and community-based outdoor education 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.

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 ⊖EE program track Concurrent candidates also may be included within the the 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 applican'ts will be assessed by a résumé, letters of reference and other documen-tation. In the second s

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 or 6.0 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 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 admis-sion are made in late March or early April. Applicants must submit all nec-sessary 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 sub-mit official transcripts confirming completion of all academic requirements

nor 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.

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 For a designated number of places in the societion to Education/Opposition in Education program, preference will be given to members of Aborigi-nal/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.

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 Ortatrio College of Teachers for the awarding of the Certificate of Qualification as a teacher, which qualifies the holder to teach in the publicly supported schools of

Which quanties are income.

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 (Grades 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, Oaudification 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 Behelor of Education degree and the Certificate of Qualification. Candidates who hold an Ontario Secondary School Diploma (OSSO) or a College of Applied Arts and Technology (CAA) diploma or equivalent with 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 Ottario Collega of Teachers Are Jewal to Teachers (A. Pewal total 184).

atto moder 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 equiva-

b proof of competence in the area or areas of technological studies selected as options in the program of professional education;

 cone of the following:
 five years of wage-earning business or industrial experience in the area or areas of technological studies selected as options in the program of professional education;
2 a combination of education related to the area or areas of technological

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 sixteem months of which is communicated to the control of the

ing 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 Communi-cations Technology, Construction Technology, Hospitality Services Tech-nology, Manufacturing Technology, Personal Services Technology, Technological Design, and Transportation Technology. The Internship route has several additional entrance requirements as

a copy of the candidate's Letter of Permission (a Ministry of Education and Training document);

and Training document);

b a letter from the school of employment confirming the candidate's

teaching experience;
c a completed Principal's Evaluation Form (a Queen's University docu-

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Technological Education Components

The state of the s				
Curriculum CURR 367	(1.0)	Teaching Technological Education	577	credits
CURR 368	(1.0)	Curriculum Development in Technological	Edi	ication
Elective One course	to be s	elected from EDST or FOUN	0.5	credit
Foundations			0,5	credit
Program Focu FOCI 213		Broad-Based Technological Education	0.5	credit
	(0.25)	Critical Issues and Policies Professional Practice	0.5	credit
			170	35.73

PRAC 190 Final Year Concurrent and Consecutive Practicum
TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION 5

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)/

With the strong field-centred orientation of the Education components. the Concurrent program has the advantages of clarifying vocational inter-est, sharpening awareness of issues inherent in teaching and learning, and est, surpetung avacariesso i soues numeror in conting and actively getter 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 fundamic 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 BEA degree requires the successful completion of 7.0 credtis in Education. 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.

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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.

ing, and PRAL 106, 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 profes-

ment, 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 PFAC 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 normally
devote the entire fourthy eart of the completion of that degree.

In the fifth and final year, candidates complete the requirements for the
Education of the Science of the Science of the Science of the
Education in September, Primary-Junior cantive chosen from Educational Studies, Foundations or Program Focus (0.5
redit), and Professional Studies (0.5 redit); the termediate-Septic candicredit), and Professional Studies (0.5 credit); Intermediate-Senior candidates enrol in Curriculum (2.0 credits), Program Focus (0.5 credit), Foundations (0.5 credit), an elective chosen from Educational Studies or dations (0.5 credit), an elective chosen from Educational Studies of Foundations (0.5 credit), and Professional Studies (0.5 credit). 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 athernative Program Focusinked placement in February and a three-week school placement in Meta-b Aveil March/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 Queen's Trent Concurrent Teacher Education Program Handbook, and must be

Queen's/ferbut Gouerad of Booker Education Program Handlook, and must be completed by the end of Buok Pickocian final year enrolment.

Approved teaching subjects in the Intermediate-Senior gone are Biology, Chemistry, Computer Science, Dramatic Arts, English, Piench, Geography, History, Mathematics, Music (Instrumental or Vocal), Nation Studies, Physics, and Visual Arts. As these approved subjects may change, candidates are advised to consult annually the Education Calendar Acquesis Concurrent Handlook, or the Queen's Concurrent Handlook, or the Queen's Concurrent Handlook.

Continuation in the Concurrent Program
Academic proposes will be reviewed at the conclusion of each year in Arts
and Science Andidates placed on academic probation by the Faculty of
Arts and Science at Them O 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 cation until removed from probation. Continuation into the final year in the Bischelor of Education program requires an overall B a-verage on all passed Arts and Science courses for those candidates who have completed a three-year degree plus five additional courses for a total of twenty credits are not required to meet the B minimum. Concurrent candidate are

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

Admission Requirements - Consecutive Program

Admission requirements – Consecutive Program

To be eligible for admission to the Bachelor of Education program, applicants must have completed the requirements for an acceptable bachelor's degree by the middle of May preceding proposed enrolment in the B.Ed. program. Candidates officing a three-year degree must have a "B'-average. and Ipassed 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 a formation of the program of the prog

To be eligible for admission to the Diploma in Education in Technological 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 at personal statement of 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-lunoir
Preference will be given to applicants who have a half-year or semester-length course in psychology, sociology or anthropology.
Preference will also be given to applicants who have an Ontario Academic Course or equivalent or a full-year for two half-year) university course in each or any of the following areas: 1) language or linguistics, 2) mathematics, 3) physical or natural setence, 3) visual or performing arts. (Equivalence may be granted for demonstrable and extensive experience in any

Intermediate-Senior

Preference will be given to candidates who have a half-year or semesterlength 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 Vecko of Instrumental), Native Studies, Physicia and Health
Education, Physics or Visual Arts. At least five full-year courses are
control for the selection of one suchiae suchiae of as least those fullrequired for the selection of one teaching subject and at least three full-year courses are required for the selection of the other. Preference will be given to applicants having four or five courses in the second subject.

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Technological Education
Admission to Technological Education requires the candidate to have completed at the requirements for the Ontario Secondary School Diploma, or equivalent, by the insidile of May prior to the commencement of the program. In addition to meeting the academic requirements for admission to Technological Education, applicants must present evidence of five years of related works experience or a combination of work experience and post-secondary education training they experience and post-secondary education training they experience and post-secondary education training they experience are post-secondary education training they experience and post-secondary education training they experience and post-secondary education training they experience are recombinated to the complex post-secondary education training they experience and post-secondary education training they experience and post-secondary education training they experience and post-secondary education applicants. At interview may be required for Technological Education applicants.

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 of Biology must offer in their preparation at least one fullyear course with a major laboratory component from a university biology
department. Other courses, though not necessarily designated Biology,
should include topic in both plant and animal (invertebar and vertebrate) biology. No more than one course in human biology or biochem-

brate) biology. No more than one course in human biology or biochem: stry 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 topics in organic, analytical and physical chemistry. One full-course equivalent in biochemistry is acceptable.

5. Applicants selecting Visual Arts as a teaching subject must long the highest production one full-year or equivalent university course in comprehensive studio practice (including drawing, painting) plus printimaking productions of the production of the produc

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. In addition, it is suggested that applicants have one strong overall grammar review course at a minimum second year level,

one comprehensive literature course, and one oral communication course.

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 the-atre history.

as teaching subjects

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, Foundations, Professional Studies, Program Focus, and Practicum.

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expected to complete both Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

Queen's Concurrent Teacher Education in Mathematics and Science (MAS)

In addition to the regular Concurrent Education program, which admits final-year secondary school students, a special third-year entry Concurfinal-year secondary school students, a special third-year entry Concurrent Sachelor of Education program, focused on secondary mathematics and science teaching, is offered by the Faculty of Education in cooperation with the Faculty of Arts and Science and the Faculty of Education in cooperation with the Faculty of Arts and Science and the Faculty of Arts and Science and University of Arts and Science and the Faculty of Applied Science at Queen's. 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 II and 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 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 one of, or nection concentrations in rovol to possing, remembry, computing and information science, environmental science, life sciences, mathematics/satistics, or physica. 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 condidates is in secondance with Faculty of Education admissional conditions and the selection of condidates is in secondance with Faculty of Education admission. sion policy (i.e., equal weighting of academic grades and teaching-related sion policy (i.e., equal weighting of academic grades and teaching-related experience). Applicants must have a cumulative average of a least 65 per cent in order to be considered for admission. An interview may be required. Admission will also depend on belancing 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 in savalable from the Faculty of Education, tele-concerning admission is available from the Faculty of Education, telephone 533-6205.

Program Format

Program Format

The MAS Concurrent B.Ed. degree is a 6.5-credit program.

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 courseload in Arts and Science or Applied Science, and in the Education course EEFI 436/05, Introduction to School and Thaching. In addition there is a two-week teaching practicum, PSAc 163/03, normally completed in May.

In year 4, candidates normally errol in a full courseload in Arts and Science and the Company of the Compa

In the fifth and final year, candidates complete the requirements for the B.Ed. degree in the Faculty of Education. In September, candidates enrol in Curriculum (2.0 credits), Program Focus (0.5 credit), Foundations (0.5 in Curriculum (2.0 credits), Program Focus (0.5 credit), Foundations (0.5 credit), an elective chosen from Educational Studies or Foundations (0.5 credit), and Professional Studies (0.5 credit), an addition, candidates register in the final year Practicum (1.0 credit). 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 placement in February and an additional three-week school placement in February and an additional three-week school placement in February. placement in March/April.

placement in March/ April.

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: PHII. 154, PHII. 261, or PHII. 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. Candidates should refer to the Queen's Concurrent Education Handbook regarding teaching subject preparation.

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Applied Science applicants should consult with the Education Registrar's Office (533-6205) if they are in doubt about equivalencies.

The requirements for admission to and completion of Honours Science

and Applied Science degrees are agiven in the Cliendars of the Faculties of Arts and Science and Applied Science. In order to proceed to the final year of the B&A program, candidates must have completed their applica-ble four-year B&c. degree requirements, the Education program compo-nents FRAC 163, PIAC 164, and BEST 436, and teaching subject preparation,

nents FRAC 163, PRAC 164, and ERST 436, and teaching subject preparation, as well as the half course in psychology, sociology or anthropology. Candidates should ensure that their B.S.; (Hons) or B.S.; (Eng.) course selection allows for the appropriate teaching subject preparation.

The B.S.; (Hons) /B.S.; (Eng.) and B.E.d. degrees must be completed within six years of the initial entry into Year I 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 ourses and to suspend their work in Education until the penalty is lifted.

Joint Queen's/Waterloo 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 Educa-tion program. Waterloo students may obtain information about teaching option programs at their Waterloo faculty offices.

Concurrent program components are subject to change without notice.

Candidates must complete the equivalent of 2.5 (Primary-Junior) or 2.0 (Intermediate-Senior) credits in Curriculum.

Primary-Junior candidates must complete at least one half credit elective from the Educational Studies, Foundations, or Program Focus area. Inter-mediate-Senior candidates complete two half-course electives – one from the Program Focus area and one from the Educational Studies or Founda-

Foundations
Candidates must complete a half credit course in Foundations.

Professional Studies Candidates must complete one half credit in Professional Studies, com-

prised of two required quarter 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 place-ment in the Fall term, a three-week alternate placement in the Winter term, and a further three-week school placement in March/April.

Program components are subject to change without notice.

Primary-Junior Components

Curriculum	2.5	credit
CURR 355 (0.5) Language		
CURR 358 (0.5) The Arts		
CURR 383 (0.5) Mathematics		
CURR 385 (0.25) Social Studies		
CURR 387 (0.5) Science and Technology		
CURR 395 (0.25) Physical and Health Education		
Elective	0.5	credit
One course to be selected from EDST, FOCI, or FOUN		
Foundations	0.5	credit
Professional Studies	0.5	credit
PROF 100 (0.25) Critical Issues and Policies		
PROF 190 (0.25) Professional Practice		
Practicum	1.0	credit
PRAC 190 Final Year Concurrent and Consecutive Practicum	1	
TOTAL REQUIREMENT FOR PRIMARY-JUNIOR	5.0	credit

Program components are subject to change without notice,

Intermediate-Senior Components

Curriculum Two teaching subject courses	2.0	credits
Elective One course to be selected from EDST or FOUN	0.5	credit
Foundations -	0.5	credit
Program Focus	0,5	credit
Professional Studies PROF 100 (0.25) Critical Issues and Policies PROF 191 (0.25) Professional Practice	0.5	credit
Practicum PRAC 190 Final Year Concurrent and Consecutive Prac		credit
TOTAL REQUIREMENT FOR INTERMEDIATE-SENIOR	5.0	credits

Program components are subject to change without notice.

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would have completed the course or component successfully had not ill-

No grade may be changed by administrative fiat.

No grade may see that soften a few and the state of the s

candidates shall be advised by the University Registrar's Office or 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.E.d degree, the Dig.E.d, and the Certificate of Qualification as a teacher, a candidate must have grades of H.Ph., PN., AG. or C.R 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/secretarial/senate/policies/codes.html

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

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

for their personal accounts to any other person

Users must

- not use or attempt to use computing facilities or accounts to which they have not been granted explicit access by an appropriate system administrator use computing facilities and services only for the purposes for which
- respect all copyrights and licenses associated with university comput-

- Prespect all copyrights and increase associated with university computing facilities

 not attempt to interfere with the normal operation of a shared system
 not attempt to encroach on others' use of computing facilities or to
 deprive others of resources
 not attempt to subvert the restrictions associated with their computing
- not use computing facilities to send obscene, vulgar or harassing mes-

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not attempt unauthorized access to computing installations outside of Queen's using Queen's computers or communications facilities. Alleged violations of the Code shall be dealt with as outlined in the document Procedures for Cases of Computer Abuse. Individuals or groups who feel that there has been a violation of the Code are directed to the document Procedures for Lodging a Complaint of Computer Abuse.

Code of Conduct

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 forparticipation in disturbances such as street parties which have been tor-mally 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 Grad-tate 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 Sen-

ommendations 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 the complexity of the complexity

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;

i assault of any nature;
ii discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation; e all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of University docu-

f a violation of the rights of any member of the University community

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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.

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Certification

Graduates are recommended to the Ontario College of Teachers to be warded the Certificate of Qualification as a teacher and to become mem-bers of the College. Upon application to the College, candidates must sub-mit a negative tuberculin test result or a normal chest x-ray administered mut a negative tunercum 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.

Teacher Testing

The Ontario Ministry of Education has announced that it plans to begin testing all newly-graduated teachers in the spring of 2002. As of the publication date of this Calendar, the Faculty of Education has no information concerning the content of the test or how it will be administered. Accordingly, the Faculty must disclaim any responsibility for its graduates' success or failure in this test.

Additional Qualifications

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

Academic Regulations

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

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

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 CCard. After the deadline date for adding or dropping courses, any course registration changes must be authorized by the Faculty Registra's Office.

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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 adminis-tration, faculty, staff and students at Queen's are expected to provide rea-sonable 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 per-

sonal 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.

Any student with an overdue debt with the University will not be permit Any student with an overduse deet with the University will not be permit-ted to register or to receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is smade by the depart-ment(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 All forms of academic dishonesty are considered serious offences within the University community and a student who commiss 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

separately: This is not protected so due as to seem, understood writers of works 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 Earnis and Tests

Impersonating someone in an examination or test

Copying from another student, or making information available to another

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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, intimida-

Courses

Course Weight and Numbering

Weights are assigned as full, half, or quarter credits. The course weight follows the course number preceded by an oblique. For example, CURR 303/1.0 is a full course; POUN 465/0.5 is a half course; PROF 19/0.25 is a quarter course. The course number (e.g. 303 or 465) does not denote any particular year level.

Curriculum

PRIMARY - IUNIOR



There is an overall \$60 learning materials charge for Primary-Junior Cur-

CURR 355/05. 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 eaching 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 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.

CURR 383/0.5 Elementary Mathematics (Primary-Junior)
Designed to help beginning teachers to i) examine how children learn Designed to help beginning teachers to 1) examine how children learn mathematics; ii) develop a positive attitude toward and an interest in mathematics; iii) keach mathematics with problem solving as the primary focus; iv) understand the elements of planning and assessing a comprehensive mathematics curriculum; and v) establish a classroom environment that supports children's learning of mathematics. Models experiences that help teacher candidates to construct personal knowledge of mathematical technique. niques, skills and processes through meaningful opportunities to learn (including the application of information technology).

CURR 385/0.25 Social Studies (Primary-Junior)

Provides teacher candidates with the opportunity to enhance skills, atti-tudes and understandings to enable them to teach, learn and function as

Submitting a take-home examination written, in whole or in part, by some-

one else.

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

2. Laboratories, Field Work and Research Reports

Copying a laboratory or field report, or allowing someone else to copy

one's report.
Using another student's data unless specifically allowed by the instructor

and the author.

Allowing someone else to do the laboratory or field work without the

Anowing someone ease to do the aboratory or held work without the knowledge and approval of the instructor.

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

Fabricating or falsifying laboratory or research data.

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

Own.

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

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

permission of the instructor(s). Unauthorized removal from the library, or deliberate concealment of,

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 caedemic 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.

1. At the beginning of each session each Faculty member and each BEA 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 firmal grade will be assignment will contribute to the final grade. Students' progress in courses assignment will contribute to the final grade. Students' progress in courses Reporting on Teacher Candidate Progress.
3.1 The grades for all courses or components of the BEd: program and the Dies Ed: program are

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 Aegrotat 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

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. When a candidate has falled 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 (Rs) 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 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 (No is automatically converted to Fail Fr) if the candidate has not successfully completed the course by the time specified or, in any event, no later than twelve calendar months from the original completion date of the course. The Programs Committee has the authority to make exceptions to these rules where, because of extenuting circums stances, a candidate has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.

6 The Aegrotat (AG) may be granted by an instructor in cases where the candidate beause of serious littless, has been prevented from completing a course or component and where the instructor feels that the candidate

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an introduction to lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student behaviour. Emphasis on candidate's role as an active, reflective learner, 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.

described by the Ontario College of Teachers. Learning materials \$10.

CURR 361/0.5 Teaching Technological Iducation, Part 2

(Technological Iducation 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 the 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 cooperative student behaviour, learning theory, and learning styles. The cooperative student behaviour learning theory and learning styles. The cooperative content of the properties of the standards of Practice for the teaching profession described by the Ontario College of Teachers. Teachers.
PREREQUISITE CURR 360

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

Designed to prepare candidates to teach instrumental music in the Inter-mediate and Senior grades. Music at this level is most effectively taught by specialist teaches 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 guidelines.

CURR 367/1.0 Teaching Technological Education

CURB 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 practice 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 intention of technological adducation as a continuing fleens. Course expects tions 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 orga-nizes 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.

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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 10 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 Ontanio College of Teachers. Learning matternials \$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 used. as well as alternate educational settings. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice. Learning materials \$15.

CURR 398/0.5 Curriculum Development in Technological Education, Part 1
[(Icchnological Education Internship students only)
The ability to teach effectively depends to a large extent on a teacher's ability to organize a course with segard 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 course around super-content, cuttural and societata needs, or nearne-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 perspective. Learning meories; 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 (Bechnological Education Internally 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 protession described by the Oniario College of Teachers. PRISEQUENT CURR 398

Educational Studies

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EDST 408/0.5 Classroom Assessment Practices – Elementary Guides candidates in exploring teacher roles that are shaped by asse counter continuates in exporting teacter routes take and superports. Develops expertise in planning and constructing assessments inherent in at least one of these roles and challenges candidates to integrate newer learner-centred and growth-oriented approaches to assessment into their thinking

Courses

informed citizens in a culturally diverse society and world. Candidates explore ways to study communities, heritage, history, and geography, using the Ontario curriculum documents and a variety of strategies and

CURR 387/0.5 Science and Technology (Primary-Junior)
Learning to teach elementary science and technology is explored through a
variety of approaches including student-centred learning, problem-based
learning, use of handson activities, and integrated learning experiences.
Teacher candidates become familiar with the science and technology curriculum mandated by the Ministry of Education. Candidates are encouraged to combine knowledge of educational research with classroom experiences in order to become effective teachers. A major focus is for teacher candidates to develop the ability to become reflective practitioners.

CURR 395/0.25 Physical and Health Education (Primary-Junior)

Cons. 39:00.2 mysical and results flacation (Frinary-Junior). Provides teacher candidates with the opportunity to develop understand-ings, skills and attitudes to effectively teach physical and health and to help children develop an active, healthy lifestyle. Candidates and to help children develop an active, healthy lifestyle. Candidates become familiar with Ministry of Education curriculum documents and a variety of teaching /learning strategies and resources.

INTERMEDIATE-SENIOR

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

Familiarizes candidates with science subject matter taught at the Interme diate/Senior levels in science and biology. Provides candidates with theo diale pemor leves in science and biology. Province canidates with meo-retical 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 mediane-Senior science. Utilizing a curriculum framework to explore the nature of science, science teaching, and learning, course incubase an exam-ination of science content, teaching strategies (including laboratory work and demonstrations), and ways of enhancing students' understanding. In addition, emphasis is placed upon lesson planning, meta-cognition, evalu-ation, and the interrelationships between science, technology, and society. Learning and lab materials \$20.

CURR 309/1.0 Computer Science (intermediate-Senior)
Preparse candidates to obtain a Computer Science qualification and to teach courses in computer and information science and computer engineering technology. Topics: Ministry expectations; College of Teachers standards of practice; philosophy of teaching computer studies; teaching strategies; designing and developing course outlines, units, lessons, assessment strategies, and teaching and learning resources; teaching problem-solving and procrammine: prociet work: openazine computing facilities: solving and programming; project work; organizing computing facilities; ongoing professional development.

CURR 311/1.0 Dramatic Arts (Intermediate-Senior)
Concerned with the theory and practice of drama in education. Candidater

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explore the use of personal resources in dramatic expression and develop an understanding of the nature of dramatic experience and its place in education. Consideration given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. Aimed at preparing candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowledge strengths.

CURR 317/1.0 English (Intermediate-Senior)
Provides an opportunity for teacher candidates to explore current trends and issues in English education and to extend their knowledge of theory and practice in teaching English at the secondary level. Intended to move between experiencing various learning events in English as a students to interpreting those events from the perspective of a teacher. A fee of \$10 may be charged for learning materials.

may be charged for learning materials.

CURR 221/10. Trançals lange seconde (Intermédiaire et supérieur)

Dans oe cours on se penche sur les notions pédagogiques en metant l'accent sur l'enseignement aux niveaux intermédiaire et terminal. On vise à faire un tour d'horizon complet des connaissances et des applications pra-faire un tour d'horizon complet des connaissances et des applications pratiques dans le but d'annener 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 niccessaire. Teotrefols il y a lieu et parfaire ses connaissances une durant l'année pour saire. Teotrefols il y a lieu et parfaire ses connaissances une dure durée de six mois est recommand l'accent de l' ces outrescensos o drute muninai. On sopor immersia o une quiere de amporches, aux mois est recommandé. Les sujes abordes se rapportent aux approches, aux démarches, aux directives du ministère (mimersion, approche commi-nicative... restructuration, intégration, interdisciplinaire...), à la gestion du temps (objectifs, progression, planification, les savoirs, la culture et la lit-térature, le contrôle des connaissances). À la psychopédagogie (folles, constitut, re Commor des Cumanssantics), a la psycnopenagogie (rotes, groupements, procédés et moyens, collaboration), et à la psycholinguis-tique. De nombreuses applications pratiques individuelles et en groupes sont integrées au programme. Ce cours donne l'équivalence au riveau 1 des truis niveaux edigés par le Ministère pour être specialiste de français. Les étudis niveaux edigés par le Ministère pour être specialiste de français. Les étudis niveaux edigés par le Ministère pour être specialiste de français.

Les étudiants devront contribuer \$5 pour couvrir les frais de photocopies. CURR 323/1.0 Geography (intermediate-Senior)

Designed to prepare candidates to teach geography at the Intermediate-Senior level (grades 7-12). 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 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 Gis Software packages appropriate for grades 7-12. Candidates with extensive prior experience in this area will be encouraged to develop classroom applications using the GiS area will be encouraged to develop classroom applications using the GIS software. Lab fee \$30; learning materials \$10.

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and practice. Specifically, attention is paid to the use of observations, discussions, portfolios, journals, tables of specifications, teacher-made tests, standardized tests, Ministry rubrics, and growth-oriented rubrics, as well as peer assessment, self assessment, and student-led conferencing.

EDST 409/0.5 Classroom Assessment Practices – Secondary (IS Guides candidates in exploring teacher roles that are shaped by assess Guides caricidates in exploring teacher roles that are aspect by assenting ment activities: teacher as mentor, guide, accountant and reporter. Devel-ops expertise in planning and constructing assessments inherent in at least one of these roles and challenges candidates to integrate newer learnerone of these roles and challenges candidates to megarate never semi-centred and growth-oriented approaches to assessment into their thinking and practice. Specifically, attention is paid to the use of observations, dis-cussions, portfolios, journals, tolable of specifications, teacher-made tests, standardized tests, Ministry rubrics, and growth-oriented rubrics, as well as pere assessment, self assessment, and student-led conferencial.

EDS 417(0.5) Educational Uses of the Environment (Option Education Program Track candidates only)

This two-part course is available only to teacher candidates registered in the OBE Program Track. Part 1 is a four-day field trip orienting candidates on methods and principles of adventure activities, environmental education and skill acquisition. Solos in wilderness settings may be included in tion and skill acquisition. Solds in vinitarities serings may be included in Part 1. Part 2 is a fluxe-week Practitioner's Workshop (two-week experi-ential internship and one-week intensive follow-up) that replaces the win-ter practicum for OEE candidates. Parts of both components occur in outdoor and off-campus settings. Food and transportation \$100.

EDST 429/0.5 Teaching English as a Second Language EDST 425%.5 Teaching English as a Second Language (1715)
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 pro-

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 Introduces Concurrent teacher candidates to the study of educational issues and experiences. Focuses on school curriculum and organizations as well as activities for understanding teaching and learning in the classroom. Candidates ingage in discussion of their views of education. (For candidates in Year 3 of the Mathematics and Science (MAS) Third-Year Entry Concurrent program, this course focuses on the teaching and learning of mathematics and science, Jearning matterials \$7.50. CORQUISTE for Year 1 students, PRAC 166 for MAS students, PRAC 163

EDST 441/0.5 Issues in Grading and Evaluation Policies and practices associated with grading and evaluation play a very important but highly controversial and problematic role in today's schools. Candidates are encouraged to examine and critically assess a variety of contemporary policies and practices as well as proposals for reform, including the purposes and functions of grading and evaluation, the nature and role of standards, subjectivity in evaluation, alternative systems of assessment, portfolio assessments, and other approaches to documenting student accomplishment, as well as report cards and parent

teacher conferences. Insights from the literature and candidates' practicum experiences are applied to problems facing classroom teachers. Candidates are encouraged to develop applications relevant to their own concerns with teaching and learning

EDST 442/0.5

Principles and Programs in Experiential Education (PJIS)

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 \$100.

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

EDST 446/0.5 Science and Teaching as Investigative Arts EDST 446/0.5 Science and Teaching as Investigative Arts 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, handson, investigative approach to the nature and role of such basic scientific concepts as energy, force, heat, and light and colour, living, from-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 classroad using the insights wawn from the course and practicum experiences. Lab-

EDST 448/0.5 Aesthetic Education

(B)

Examines a number of problems that are of particular concern to teachers
of the arts. Tries to discover the sources of our appreciation of works of art
so that we may be in a better position to bring others – most notably our students - to share in that appreciation.

students—to share in that appreciation.

(PI) Californ and Echemology: Linking Hands (PI) On Projects and Theory

Technology in the human-made world around us is learned through the creation of fun, age appropriate projects. Candidates create projects, two of which are graded, in technology areas such as structures, vehicles, flight, forces and energy electricity, hydraulics and pneumatics, levers and linkings, pulleys, and gears that can be used in elementary school classrooms. In this way, the course introduces the study of technology required in Ortario's Science and Technology project such as the development of to 8. It is also applicable to Grade 9 Technological Education. Addresses issues derived from the technology projects such as the development of schoological concepts, skills and knowledge; design processes; activity-based curriculum; student-centred learning and other pedagogical approaches; human and environmental considerations of technology; and ways of integrating technology with science and other subject areas, identification integrating technology with science and other subject areas. Identification of resources – books, supplies, materials, equipment, and tools. Project materials \$20.

CURR 335/1.0 History (Intermediate-Senior)

Intended to prepare candidates to teach history and social science pro grams in Ontario schools. Candidates design, develop and implement his grams in Ontario schools. Candidates design, develop and implement his-tory curricula and related integrated programs at both the Intermediate and Senior levels, in keeping with current Ontario guidelines for these levels. In addition to the acquisition of the necessary pedagogical skills and strategies, this course is founded on the belief that the development of a sense of history is a necessary ingredient in the pursuit of a happy, and productive human life. It is the history program in any school that is correct to the accusifiction of a George underganding of and commitment 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 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

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 Cur-Senior Division*, and the sections of the Native Studies intermediate Lin-riculum Guideline 1991 focusing specifically on the Ministry credit courses for Grades 9 and 10. "Native Peoples of Canada: Present Realities and Fature Directions", and "Native Perspectives on the Changing Global Community". Theories pertaining to curriculum development are exam-nied in conjunction with curriculum models developed and implemented in Aboriginal schools. Reviews and evaluates Native Studies curriculum in Aborgania Schook. Reviews and exhibites Native Studies curriculum development for non-Aborgianal and integrated schools and Native Studies development for non-Aborgianal control. Provides the condidate 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 Aborgianal and non-Aborgianal control in the condition of the control of the con didates 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 subjects approaches and a component related to achieving integration of subjects

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 may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably be expected to teach. Learning materials \$10.

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

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

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

CURB 347/1.0 Physical and Health Education (Intermediate-Senior) Intended to explore health content, philosophy and methodologies from Grade 7 to 12. 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 Ortario 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 baskethall, dance, volleybut, interesports activities. These lab sessions demonstrate lessons sequences, class organization, use of materials and visual aids, safety considerations, and use of a variety of teaching styles. The constitution of variety of sealthing styles. Included are methods of variousand use of a variety of teaching styles. Included are methods of evalua-tion of students and programs, extensive lesson planning, curriculum development, and maintaining a balanced program of curricular, interschool 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 Iland 12. Begins with special attention to lesson planning, demonstrations and laboratory activities, and assessment of student work across a range of units in science activities, and assessment of student work across a range of units in scenes and physics. Later emphases include the analysis of classroom events and taking charge of one's own professional development as a teacher of physics. The nature of science and technology and their interaction with social Issues is a continuing theme. Computer skills are essential. Learning and lab materials \$20.

CURR 360/0.5 Teaching Technological Education, Part 1
(Rechnological 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 order to understand and practice effective dassroom teaching. Provides

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34 Courses

June 2001

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Courses 35

Foundations

FOLIN 402/0.5 Teaching for the Public Good and a Global Perspective: An Interdi

The preparation of citizens to lead a productive and happy life in a healthy democratic community of fellow citizens, both of Canada and the world, is a primary, over-arching goal of education. Designed to prepare students to teach the purposes and the processes of active citizenship, this course examines strategies which lead to the development of honesty in looking examines strategies which lead to the development of nonesty in cooking at the world as well as empatyly, commitment, compassion and determi-nation, while also acquiring the qualities of teamwork, research adminerable. The control of the control inculcation of civic virtues.

FOUN 403/0.5 History of Education in Canada: An International

Opens with an examination of historiographical developments with par-ticular reference to the history of education in Canada. Students are expected to a) become critical readers of historical writings pertaining to espected to a) become critical readers of historical writings pertaining to deducation in Canada, b) identify main interpretative and methodological trends; c) become aware of intellectual relevance of producing concepts adequate to historical explanation; d) examine the role of gender, class, and race issues in the articulation of Western historical thought; e) understand that current educational arrangements in different provinces and territories contain historical components which need to be examined; f) be able to discuss the tensions mediating the discourse about schooling and school practice.

FOUN 416/9.5 Catholic Education (PJIS) Designed to introduce teacher candidates to the Catholic education tradition in Ontario. Topics include the history of Catholic education in Ontario, tion in China Dioptime in the principle in the principle in the philosophic has been described in the philosophic has been described in the china described in the curriculum including development of a curriculum folia described in the curriculum including developments of a curriculum principle in the principle

FOUN 449/0.5 Philosophy of Elementary Education FOUN 449/0.5 Philosophy of Elementary Education
An introduction to the philosophy of education for teachers at the Primary and Junior levels. Topics include: ethics and the nature and aims of education; epistemology and the structure of the elementary school curriculum; the concepts of "learning" and "experience"; and "play" as an educational process.

FOUN 452/0.5 Philosophy of Education for Yeachers of Literature (IS) and the Humanities An introduction to the philosophy of education for teachers of English,

history, and the other humanities, this course also examines recent devel-opments in the methodologies of these subjects and attempts to develop their relevance to teaching and learning in the secondary school. The

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broader educational contexts within which humanities teaching proceeds is also examined in a philosophical way.

FOUN 455/0.5 Philosophy of Professional Practice (PJIS) Keyed to the Standards of Practice of the Ontario College of Teachers, this course provides philosophical perspectives on professional knowledge, teaching practice, leadership, and community. The course aims to develop criteria for critiquine educational activities that can also function as the basis for a genuinely professional approach to ongoing professional learn-ing, and community involvement.

FOUN 463/0.5 Culture, Language and Education (PJIS)
The situated, cultural aspects of human learning and development in relation
to formal education. Learning contexts are studied at ecological, social, and to formal education. Learning contexts are studied at ecological, social, and psychological levels. Language processes are emphasized, including bi/mul-ticultural issues. By considering the mutual making of community and self through ethnic, linguistic, institutional, re-creational, family and other cultures, candidates are encouraged to expand their teaching repertoires

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

FOUN 465/0.5 Learning and Development in Adolescence An overview of learning and development in Adoescence 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.

FOUN 485/0.5 Sociology of Deviant Behaviour IFUN 485/0.5 Sociology of Deviant Behaviour (978). Examines the sociology of deviant behaviour, focusing particularly on children and adolescents. Thes sociological theory to educational practice and considers the context of deviant behaviour using principles of social control and social constructivism. In general, adopts the perspective that deviance cannot be understood in isolation from the society of which it is a part. Therefore, the school system as an agent of social control and social change is considered. Topics include: violence and hullivine. Additionary. change is considered. Topics include: violence and bullying, delinquency and gender differences, cults and gangs, deviant learners, the at-risk pop-ulation, teen pregnancy, and alternate schooling.

ulation, teen pregnancy, and alternate schooling.

FOUN \$900.5 Seminar in Social Class, Gender and Race
The goal is to develop a critical understanding of the implications for children's educational experiences of the effects of social class background, sex/gender differences and racial background by focusing on three questions: How is school experience affected by the cultural context of children's lives? How do schools respond to real or imagined differences among students? How does the culture of the school, the attitudes and expectations of teachers, the concepts conveyed by the "hidden" curricular 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.

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EDST 456/0.5 A Study of the Religious Education Program (PJIS)
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 neckaoscical principles in contemporary Catholics, Conducted tent and pedagogical principles in contemporary Catechetics. Conducted by the Religious Education Consultants of the local Separate School Boards. Candidates intending to teach in Ontario Roman Catholic schools should note that this course is required by some Catholic boards, and rec ommended by others

EDST 476/0.5 Exceptional Children and Adolescents (PJIS)
An overview of exceptional children and adolescents in the regular classroom, including their identification, inclusion and teaching. Candidates including their alternations, including their alternations, including their alternations and teaching. Candidates to learn in the classroom, and how teachers can collaborate with perents to learn in the classroom, and how teachers can collaborate with perents and other professionals to enhance learning, A range of exceptionalities are considered including students with giftedness, mental handicaps, are considered including students with giftedness.

EDST 491/0.5 Sociology of Education for Secondary (IS) School Teachers 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 schools and other settings.

in practice and is closely the to experience in schools and other settings. POCI 2010.5 Aboriginal Teacher Education (PIS)

(Aboriginal Teacher Education Program Track candidates only)

Prepares Aboriginal Teacher Education candidates to include Aboriginal curriculum as part of their classroom teaching. Explores 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 Bread-Based Technological Education (Techn) (Technological Education candidates only)
The Ontario College of Teachers requires that teachers gaining certification in technological education demonstrate "proof of...competence in the area... of technological studies selected as an option in the program of pro-

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fessional 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 (Artist in Community Program Track candidates only)

(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, Materials \$20.

FOCI 230/0.5 Drama in Education FOCL 2003. Data exciting possibilities for incorporating dramatic experiences into the school curriculum, including the teaching of drama as art form, the integration of drama as art form, the integration of trama into other aspects of the curriculum, and the performing of original works of theatre for young audiences. The February practiculum placement may be in a regular classroom, a specialized rusary practiculum. drama education program, or an alternative setting such as museum or theatre outreach program. It is also possible for several members of this focus to work together during the February practicum, presenting workshops or performances in schools.

FOCI 238/0.5 Early Primary Education (Early Primary Education Program Track candidates only)

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

FOCI 240/0.5 Nature-Based Environmental Education (P)15)
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 investigation of the contraction of the tions, conservation, schoolyard naturalization. Exploration of existing environmental programs and resources using hands-on approaches.

FOCI 241/0.5 Issues-Based Environmental Education Investigates cological, political and social issues and problems as they relate to the environmental totaction investigates exological, political and social issues and problems as they relate to the environment and the way these issues can be taught, both in eschools 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 250/0.5 Integrating Technology, Science and Mathematics (Grade 4-10) An examination of how Junior and Intermediate Division (Grade 4-10) programs are limking technology, science and mathematics, and development of exploration activities that integrate these subjects while retaining the strengths of the individual disciplines. Practicum placements provide the strengths of the individual disciplines. Practicum placements provide opportunities to put into practice ideas developed in the course

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Practicum

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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

COREQUISITE EDST 436

PRAC 164/0.5 Year 4 Mathematics and Science Third-Year Entry Concurrent Practicum All Year 4 Mathematics and Science Third Year-Entry Concurrent candidates complete either a two-week full-time practicum in a secondary place-ment, or the equivalent of two weeks in an approved alternate education or community placement

PRESECUESTE PRAC 163 and FDST 436

PRAC 166/0.5 Year 1 Concurrent Practicum

All Year 1 Concurrent Facticum
All Year 1 Concurrent Facticum
an elementary classroom. This placement provides experience for reflection and discussion in the course EDST 436. CORBOUISITE EDST 436

PRAC 167/0.5 Year 2 Concurrent Practicum/Professional Developmen

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

PRAC, 1600-3 Tear's Concurrent Practicum/Program rocus
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 utive 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 area including Kingston, Peterborough, Toronto, and Ottawa. Clandidates should be aware that they may be assigned to associate schools outside their preferred area.) During the extended practicum, candidates work closely with associate teachers and faculty members, and have a two-week rotation at the Faculty of Education. Additional practicum experience takes place in the Winter term and during March/April. This course consists of a minimum of twelve weeks of in-school practice. PRAC 194/1.0 Technological Education Internship Practical

PRAC 194/1.9 Technological Iducation Internship Practicum.
After an internsive on-campus period at the Faculty of Education from midJune until the end of July, and the successful completion of the first summer (Part 1) of the Technological Education Internship, techer 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 orgamizational techniques. Candidates are volaced in notal positions and are nizational techniques. Candidates are placed in paid positions and are granted a Certificate of Qualification (Limited) by the Ontario College of

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. Candi-dates are placed in First Nations Federal or Provincial schools which fol-low Ontario curriculum guidelines.

Professional Studies

PROF 100/0.25 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 experiences in classification and associate schools, 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 190.0.25 Theory and Professional Practice (Primary-Junio) PROF 1910.0.25 Theory and Professional Practice (Intermediate-Senior) PROF 1910.0.25 Theory and Professional Practice (Intermediate-Senior) This course begins the professional Practice (Intermediate-Senior) This course begins the professional showledge acquired by experience. With an emphasis on classroom activities to activate the acquired professional provides opportunities to interpret and modelly practices from one's own perspective and that of experienced technique for the professional profe

FOCI 255/0.5 International and Development Education (PJIS)
This program focus introduces candidates to the complexities of professional practice in cross-cultural and multi-cultural settings. Candidates are asked to identify an interest in one of four areas development education, teaching English in non English speaking countries, teaching abroad in English speaking countries, or teaching in international schools. Development of new expertise in one of these areas can occur through a combina tion 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 sup-port 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 (PJIS) (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 outdoor education as found in a variety of environmental contexts in air teaching subjects. Also considered are alternative experiential settings including museums, adventure programming, integrated learning, reha-bilitation for special populations, expeditionary learning, and environ-mental education.

FOCI 265/0.5 Out-of-Classroom Learning
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 bulle rewironment and institutions, rather than on the natural environment. Explores ways for their control of the contro institutions, amount of unity of the control of the

as museums or galierines.

FOOL 200.5 Resource-Based feaching and Learning

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 atyles, Emphasis is placed on active
learning, information skills, critical thinking, and Tearning how to learn's
with the intention of creating independent learners capable of life-long
learning. Educational programs based on principles of life-long
learning. Education and active control of the programs based on principles or the programs based on principles. tional settings such as museums, art galleries, conservation and science

FOCI 275/0.5 School Leadership FOCU 27:80.5 School Leadership Intended for candidates interested in working toward positions of added responsibility, such as team leader, department head, assistant principal, consultant, coordinator and supervisory officer. Candidates build awareness of their own leadership skills and styles and explore ways in which leadership and organizational concepts apply to schools.

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

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

FOCI 286/0.5 Teachers Writing Lives FOCI 2640.5 Teachers Writing Uses

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 reative 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 296/0.5 Teaching At-Risk Adolescents and Young Adults

Examination of various categories of at-risk students and assessment of strategies for working with them, both in schools and community agenstrategies for working with them, both in schools and community agen-cies. Learning is primarily through on-site observation and experience, complemented by readings in relevant psychology and sociology litera-ture. Self-directed collaborative groups pursue shared interests and means for disseminating their work with the education community.

FOCI 25% of Eaching Exceptional Children
FOCI 25% of Eaching Exceptional Children
Addresses exceptional children, including children who are gifted, children with learning disabilities, chronic health conditions, developmental
delays, and behaviour and emotional difficulties. Opportunities to learn
from experience, workshop, reading, peers and memtor, as well as opportunities to develop competence and confidence in teaching exceptional
children and to provide leadership in this area. The organization is highly
experiental, self-dimensional control of the properties of the control of

FOCI 296/0.5 Teaching for Social Justice: Alternative Strategies (PJIS) Toward Equitable Practices 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 mutual trust and confidence that allow a questioning of schooling/teaching practices and agendas, and of the larger issues that configure social relations (e.g. racist, 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

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■ Graduate Programs in Education

Master of 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 (evenings 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 comaggree requirements, wide full-time students with into possione to complete all courses work within the three terms of their full-time year, and to have begun work on the thesis or project. Thesis or project work can be completed in additional terms either on-campus or off-campus. All students are required to complete the degree requirements within five years of initial registration.

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

ional experience, a B.Ed. degree or its equivalent, and a minimum of a B- average in a Bachelor's degree or its equivalent;

Two years professional or industrial experience, and a minimum of a Baverage 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

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 (TOEFL).

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 possess a record of high academic achievement in an Henours degree or the 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 nor-mal 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.

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Further details may be obtained by consulting the Calendar of the School of Graduate Studies and Research, Queen's University, or by writing to the Graduate Studies and Research Office, Faculty of Education, Queen's University, Kingston, Ontario K71.3N6.

Document most study leading to the Ph.D. in Education is designed to edu-cate researchers and professionals to address critical educational issues in curriculum, cuture, and learning, within and beyond the traditional for-mal school systems; to educate these researchers and professionals regard-ing 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 profes-sionals with the scholarly, methodological, and critical knowledge and skills to conduct original research in these fields.

Admission Requirements

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

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

a score of 200 or more on the lest of ringuists as a revergin 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
31 January 2002. Master's students may apply to begin studies in the Summer 2002. Fall 2002, or Winter 2003 term. Doctoral students may apply to
commence their program in Pall 2002 only.

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Graduate Programs 53

Continuing Teacher Education

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

trar's Chrice, reacuty of Education.

The academic regulations governing these courses are in most cases the same as for courses in the BEAL/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 of Teachers regulations

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

A ADDITIONAL BASIC QUALIFICATIONS (ABO)

hold or be deemed to hold a Certificate of Qualification;

2 hold an acceptable university degree.

Junior Division

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

Intermediate Division
I hold or be deemed to hold a Certificate of Qualification;

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

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

hold or be deemed to hold a Certificate of Qualification;

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.

Continuing Teacher Education

1 Intermediate or Senior Division French, Music and Physical Education. Candidates registering for these courses require five full us in that subject.

2 Intermediate Division Environmental Science. Three full university

interinctionate virtue from the transfer of th centration, two full university courses in science are required, one of which

Technological Education
1 hold a Certificate of Qualification indicating initial qualifications in

Technological Studies, or 2 certificate does not indicate Technological Studies, or 2 crandidates whose the studies of the stu

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.

1 in the case of all qualifications except Computers in the Classroom, Co-operative Education, Guidance, Design and Technology, Media, Multicul-turalism 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 man bawa en entry showing qualifications in the Primary division, the division in one of the Computer of the Comput 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.

1 hold a Certificate of Qualification indicating successful completion of

Continuing Teacher Education 49

Scholarships, Bursaries and Financial Assistance

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 2001-02 Fall/Winter session may be found in the Blue Book, tees for the 2001-02 rail/winner session may be round in the block which is issued to all new and continuing students or may be obtained by writing the University Registrar, Richardson Hall, Queen's University, Kingston, Onatio KT, 38th. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, circumstances so warrant.

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

Financial Assistance, Scholarships and Prizes

The Student Awards section of the University Registrar's Office is located The Student Awards section of the University Registrar's Office is located in Richardson Hall Rm. 101.1 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 6.13 533-2216. Website http://www.queensu.ca/negistrar/awards. The values abown for the awards in this section were those in effect at the time of publication.

Governmen's Sponsored Financial Assistance Programs
Each province in Canada has financial assistance available on a needassessment basis for post-secondary study. These government aid programs are the major source of funds for students who have limited
financial resources; however, government aid programs are based on the
assumption that it is primarily the responsibility of the students and their
parents or spouses to provide for post-secondary education.
The Othario Student Assistance Program (CSAP) combines assistance
The Othario Student Assistance Program (CSAP) combines assistance

The Ontario Student Assistance Program (CSAP) combines assistant available through the Canada Student Loan Plan and the Ontario Student Loan Plan. The amount of Ioan under the CSAP program, which is deter-mined 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 institu-

tion. Interest charges during this period are paid by the federal and provin-cial governments. After the interest free period, interest charges begin to accrue on the unpaid balance of all consolidated loans. Ontario residents may obtain OSAP application forms and further infor-mation from the Associate University Registrar (Student Awards), Queen's University, or the Ministry of Education and Training, Student Support Brunch, EO. Box 850, 189 Red Buver Road, 4th Floor, Thunder Bay, ON 1970 609, after 1 April. Completed application forms should be forwarded to the Associate University Registrar (Sdudent Awards) prior to 1 July. The Associate University Registrar (Sdudent Awards) prior to 1 July.

Work Study Program
This program aims to assist students who find that their award from the This program aims to assist students who find that their award from the various government assistance plans is inadequate or non-evistent. 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 Tinning. 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 June 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 in the design of the design of

Special Opportunity Grants and Loans

Special Opportunity Grants and Losss: 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 provious or territory that participates in the Canada Student Lossa Program. Students must be qualified to enrol in a program leading to a degree, diploma or certificate. Students must enrol in between 20% and 59% of a full-time course load. Students must begin to make interest payments on the loan 30 days after it is cashed. Interest relief may be available in some cases. Appli-cations are available at the Student Awards Office.

The Special Needs Burary
The Special Needs Burary
The Special Needs Burary
The Special Needs Burary is one of the components of the Ontario Shudent 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 Queers 1 university.
This bursary is considered taxable income. Application forms are available
at the Special Needs Office and Student Avanuals.

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 the appropriate supervisory officer.

Note

Additional requirements are in effect for some three session courses. Candidates should check with the Faculty Registrar's Office about such

C HONOURSPECIALIST
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

D HONOUR TECHNOLOGICAL STUDIES SPECIALIST
1 Hold an Ontario Secondary School Diploma (OSSD) or have successfully completed the equivalent of one year's full-time study in a program for which an OSSD or its equivalent is required for admission;
2 Provide evidence of at least two years of successful teaching experience including at least one year in Ontario in technological education, certified but the expression supervisions officer.

by the appropriate supervisory officer;

3 Provide a Certificate of Qualification, indicating qualifications in at least three of the subjects listed in Schedule B 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 QUALIFICATIONS PROCRAM
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 'what it means to be a principal.' Following the class component, candidates must complete a 60-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 leader'.

Prerequisites for Part 1 include:

rerequisities for Part 1 include:

An acceptable university undergraduate degree.

Five years of successful teaching experience.

Qualifications in three teaching divisions, one of which must be the

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:

Proof of a completed practicum.
 Proof of successful completion of PQP Part 1.

Registration Procedures

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 and authorization for the tuition
feer must be submitted with the registration form.

Candidates are required to notify the Faculty Registrar's Office imme-

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 demand 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 Otharto-College of Facchers.

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 Registrat's Office.

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50 Continuing Teacher Education

June 2001

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Continuing Teacher Education 51

Awarded annually to an eligible member of the intercollegiate football team entering the final year of any course leading to a degree, who by his leadership, academic record and athletic participation has exemplified the highest ideals of Queen's University. The recipient must be a student-athnugues: uceas or Queen's University. The recipient must be a student-all-het who has been a full-time student for at least two semesters in an acad-emic year at Queen's University and be a student in good standing. Applications from candidates should be submitted to the Associate Uni-versity Registrar (Student Awards) by 15 October. Selection will be made on the recommendation from the University Council on Athletics. Value:

he fol Reve Memorial Award
Established by friends and associates of Ted Reve, 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 Registrat (Student Awards). The applicant should list two
persons who have been asked to submit confidential letters about his or
her academic ability and qualification, and submit an official transcript.
The recipient will be chosen by a Selection Committee, including representatives of former Queen's football players, the Chairperson of the Senate Committee on Scholarships and Student Aid and an additional
member of the Scholarship Committee, value at least \$1,500. nember of the Scholarship Committee; value at least \$1,500.

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

ability and character; value \$350.

The Gordon Asider Prize in the History of Technology

Established by colleagues and family of Gordon Snider, B.A.74, respected
teacher and artent student of the history of technology and engineering in
Canada. Awarded annually to an undergraduate student in any faculty or
school for the best essay on the historical development of some aspect of
technology. This essay must exhibit through research and originally and
illustrate the impact of technology on the community. Frederence will be
given to a Canadian topic. Selection will be made in the control of the property of the control of the property of the control of the property of the property

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tune 2001

The Edward Somppi Awards

Established by Edward Somppi, Commerce '43. Up to six prizes are awarded to members of the Queen's Players or the Queen's Musical Theatre who are full-time undergraduate students. Selection is based on conare wino are full-time undergraduate students. Selection is based on contribution to club activities and preference is given to members who have appeared in public performances. The prizes are awarded by a committee comprising the AMS. Campus Activities Commissioner, the chair of the Senate Committee on Scholarships and Student Aid, the Associate University Registrar (Student Awards), the president of the Queen's Pityares, the president of the Queen's Musical Theatre and one member-al-large from each club. Nominations from any member of the Queen's Players or the Queen's Musical Theatre are to be made in writing to the Associate University Registrar (Student Awards) by 15 January. Value: \$330 each

The Robert W. Southam Memorial Scholarship
Established by his family in memory of Robert W. Southam, B.A. 1936,
H.L.D. 1990, and awarded to a student in any faculty or school on the basis
of a) academic achievement and extracurricular activities, and b) demon-strated proficiency in writing on any relevant Canadian issue (post, present or future). The applicant should submit a resume and a written submission of approximately 500-750 words outlining the above. Application should be made to the Associate University Registrar (Student Awards) by 1 March. Selection will be made by a sub-committee of the Senate Com-tee on Scholarships and Student Aid. Value: \$5,070

The Lilian Coleman Taylor Prize

Awarded annually to the outstanding woman student from Leeds County registered in any faculty of Queen's University. Value: \$840

The Walter Thumm Memorial Scholarship in Physics

The Walter Thumm Memorial Scholarship in Physics Established by his family and friends in memory of Walter Thumm, Pro-fessor at Queen's until his death in 1977. By his understanding and enjoy-ment of physics, by his writing, and by his own example, he inspired countless students and teachers of physics. Awarded on the recommendacountess students and teachers of pursus. Awarded on the recommenda-tion 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 shoel level. Applications should be made prior to 1 April to the Associate University Registrar (Student Awards), value 5120.

John Watson Award

Granted to a graduating Bachelor of Education student in the Primary-Junior or the Junior-Intermediate program and based upon excellence in student teaching; value \$160.

Rursaries

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

Scholarships, Bursaries and Financial Assistance

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.

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 death in 1940. Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University of 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 Guil Division of the Legislative Council of Quebe as constituted at 30 July 1940, including Rimouski Bonaventure, Gaspé-est, Gaspé-ouest and lies de la Mateleine. The Senator Prank Carrel Scholarships Several scholar-ships are awarded annually on the basis of general profices. All eligible candidates will be considered automatically value up to \$1,000.

Queen's University Student Loan Funds Queen's University, its graduates and friends have established a number of Queen's Oniversity, to graduate and mercal nave established and or 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 requir

assistance for more than ninety days. Before financial assistance is given assistance for insert that times of a statisfied 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

active mine applications in material meters and the active 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

aleast 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), Richardson Hall Rm. 101, Queen's University, Kingston, Ontario K7L 3N6. Telephone: 613 533-2216.

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

tion should be made by letter to the Associate University Registrar (Student Awards) by 1 December; value \$1650.

Founded by the late A.E. MacRae of Ottawa. Awarded annually under the following conditions: the object of this prize is to promote on the part of

following conditions: the object of this prize is to promote on the part of the individual the practice of effectively appraising action from the point of view of others concerned. It is based on the idea that social progress requires of education the instilling in individuals the capacity to lead oth-ers 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

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 aelected by a committee, consisting of the presidents of the faculty societies and the Principal of the University or

The John R.McCarthy Scholarship
Established in 1987 by John R.McCarthy, B.A.'43,LL.D.'67, former Deputy

Minister of University Affairs and Deputy Minister of Education for the Province of Ontario. Awarded to a student who has graduated with at least second-class standing from either a three-year or four-year degree pro-

gram in the Faculty of Arts and Science at Queen's University, who is nor-mally domiciled in Ontario and who enrols in the Faculty of Education at

mally domiciled in Ontario and who enrols in the Faculty of Education at Queen's University in the fall session immediately following graduation. The student selected will have displayed leadership in student government and student affairs, made a personal contribution to the life of the University, shown a fondness and aptitude for sports and displayed leadership and 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 \$1375.

The Apprisa McCLasson Writzes for Fullow Spession.

The Apprisa Cause of Writzes for Fullow Spession and encouragement of fields: public speaking in the Student Speaking in the Student Speaking in the Student Speaking of Speaking the Student Speaking of the Student Speaking of Speaking the Speaking t

Established by Dr. Frederick W. Minkler who, in his years in the field of edu-

cation, introduced many innovative measures in the continually expanding system. Awarded annually to the upper year student whose integrity, schol-arship and contribution to Queen's University is outstanding. Application should be made prior to 1 March to the Associate University Registrar (Stu-

dent Awards). Two letters of reference are required. Selection will be made by the Senate Committee on Scholarships and Student Aid. Value: \$1,825

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The A.F. MacRae Award in Creative Leadership

his nominee: value \$500.

The FW Minkler Award

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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 \$430.

Granted to a graduating Bachelor of Education student in the Primary

Junior program or Junior-Intermediate program and based upon high overall achievement and demonstration of those personal qualities

esteemed by teachers; value \$175. He frank J forder hard Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J Forder, a distin-guished teacher and educational leader in primary education. Associated 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, out-standing performance in student teaching, and contribution to student life in the Faculty of Education. Application should be made to the Registrar. Faculty of Education, prior to 10 March. Letters of recommendation may be requested from each of the candidate's instructors and associate teach-res. Final selection from a short list of up to six candidates will be made fol-lowing interviews of the finalists by a committee of five faculty members from relevant areas, value \$4.15.

Established in memory of Stewart Langdon, athletic trainer at Queen's University from 1945-1966, by his friends and associates. Awarded annu-

ally upon the recommendation of the University Council on Athletics to a student in any faculty who has completed at least one year at Queen's wint satisfactory academic standing and who has meet a special contribution to athletic training at Queen's or who has demonstrated specific plans to con-tinue study in the field of athletic training; value §500.

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 \$190.

Charles C. Lorimer Memorial Awarf Established in memory of Dr. Charles C.J. Lorimer, B.Sc., M.D. Awarded to a student in an upper year of science, medicine or another Faculty who, while maintaining good academic standing, has shown an understanding of the partnership of people with the natural world in the preservation and enrichment of the vitability 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, Applica-

The Ontario Hockey Association Scholarship

Awarded to a Queen's student beyond second year on the basis of the candidate's academic qualifications and on the student's rating as a clean and

Ottawa Ladies' College sunsaranja Ottawa Ladies' College was incorporated by Statute of the Province of Ontario in 1869 at the request of the citizens of Ottawa 'for the purpose of establishing and conducting a seminary of learning of a collegiate charac-

estationshing and consucting a seminary of learning of a collegiate charac-ter for the education of female youth. 'Its first president was E.B. Eddy, and secretary, the Reverend William Moore, Its building was expropriated for war purposes in 1942 and It then ceased to function for the specific pur-pose for which it was incorporated. In order that it might use its assets for wider educational purposes its Act of Incorporation was amended in 1948 and it has now transferred its funds in trust to Carleton University, Ottawa, and Ottom?' I bitmostics as Kinna Its Internation and Internation I bitmostics as Kinna Its Internation I bitmostics as Kinna Its Internation I bitmostics as Kinna Its Internation I bitmostics as Kinna I

and Queen's University at Kingston. Five scholarships are awarded each year on the basis of general proficiency to undergraduate lady students from the Ottawa secondary schools, without restriction to year of atten-

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

Established in memory of Effic Barbara Paul (Paithouski), B.A. 74(Carleton), by her son N.Joseph Paithouski, B.A. 79,B.Sc.(Eng.) 80, and awarded to a student 25 years or older. The student(s) should be nearing the completion of their academic work, and combining family and/or employment and/or other responsibilities with academic studies. Preference will be given to a woman. Application should be made in writing to the Director and the

Board of the Ban Righ Foundation for Continuing University Education

The Barbara Paul Prize

Established in memory of Effic Barbara Paul (Paithouski), B.A.74(Carleton), by her son, N.Joseph Paithouski, B.A.798.5c(Eng.)80. The Prize is a medal-lion awarded to a graduating student with good candemic 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 7 April. Please include personal and academic information and letters of support from faculty and colleagues from the University and/or the composition of the recipient of the medialion will be made by the Board of the Ban Righ Foundation.

The Charles Ambrose Poynton Memorial Award Established by friends in memory of Charles Ambrose Poynton, B.Sc. 1921.

The Paul Park Mathematics, Science and Technology Education Scholarships

Science, Mathematics, or Physics are eligible; value variable

esteemed by teachers: value \$175.

from relevant areas; value \$415.

Charles C.Lorimer Memorial Award

effective hockey player. Value: \$700

The Ottawa Ladies' College Scholarships

dance at Oueen's Value: \$1,000

The Barbara Paul Memorial Award

The Barbara Paul Prize

The D.E.Loney Prize

June 2001

The Stewart Langdon Memorial Award

complete the academic year. NEED is the primary consideration in the

compiete the academic year. NEED is the primary consecutions ward of a bursary.

Unless otherwise stated, applications for bursaries must be submitted to the Associate University Registrar (Student Awards) prior to 31 October. 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

The ACC Bursary

The ALC 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 Sesquicentennial Bursaries
Established in 1990 by the Alma Mater Society of Queen's University.
Awarded to students in any faculty or school with preference given to single parents with day care expenses

ATF Bursaries for the Disabled

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

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

The Hugh and Bernie Bedore Bursary
Established by the family of Hugh and Bernie 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 Biorsary
Established by the Alma Mater Society and named in honour of the Chancellor Emeritus, Agnes Benidickson. Funds have been donated by students
through the Student Activity Fees and raised through Project Millennium.
Awarded to an undergraduate student in financial need in any year of any
faculty or school at 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 Oueen'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 Patricia Bogstad Bursary
Established by colleagues and friends on the occasion of Patricia Bogstad's
retirement from Queen's University to honour her many years of valued
service. Awarded on the basis of financial need to an undergraduale student in any faculty or school.

The Robert Bruce Bursaries

The will of the late Robert Bruce of Quebec provided for an annual sum to be given in bursaries "to students of promising ability but straitened cir-cumstances". 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 Canadian Officers Training Corps (C.O.T.C.) Bursaries Awarded on the basis of need to upper-year undergraduate students.

The Caribbean Student's Association Bursary
Established by The Caribbean Student's Association (CARIBSA) and
awarded on the basis of financial need to a Caribbean student who is registered in at least 3.0 credits. Preference will be given to students who are
members of the Caribbean Student's Association (CARIBSA).

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 domi-ciled in Quebec prior to enrolment at Queen's University.

The Cartwright-Duncan Trust Bursary

Established by a bequest from the estate of Kenneth Abdul Rouff in mem-ory of Lewis Duncan, Q.C. and Henry Cartwright and awarded on the basis of financial need to an aboriginal student in any faculty or school at Oucen's University

The David F. and Sylvia L. Cassillis Award Established from the estate of David Fleming Drummond Kennedy Cassillis and awarded to student(s) in any faculty or school on the basis of financial need, academic standing, and involvement in extra-curricular

The Chaplain's Bursary
Established from funds donated by the Toronto Alumni Branch and friends and awarded on the basis of financial need to an Ontario resident registered in any faculty or school at Queen's University. Application

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The Andrina McCulloch Prizes for Public Speaking

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 n a program in the Faculty of Education leading to a teaching certificate in

The Pauline Schubert Bursary

The Pauline Schulert 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.

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

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

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 established by riferias and colleagues of Frank irroad and awarded of 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 Physics of the Consultation of the School of Physics of the School o ical and Health Education and the Head Football Coach

The Iric fold 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 utilion 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.

Scholarships, Bursaries and Financial Assistance

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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 Upitis International Study Award

The Upits 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 ultation with the Faculty of Education

The Elizabeth Wallace Bursary

The Enzageth 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 Art Levis Created by the late George R. Webb of Gananoque provides for bursaries for the assistance of students from Leeds County in good academic standing in any year in any faculty or school of Queen's University. In awarding the bursaries, the Scholarship Committee takes into account the moral character and intellectual promise of the candidate as well as the financial need. Preference is given to students already registered with the University but candidates for admission are also considered for awards. 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.(Hons.), Economics, 1953, and
awarded annually to full-time undergraduate students on the basis of
financial need, academic ability, and leadership qualities.

should be made to the University Chaplain. Selection will be made in consultation with the Student Awards Office.

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 Elwin and Beverley Derbyshire Award Established by Elwin Derbyshire, B.Sc. 1965, and Beverley Derbyshire. Awarded to students enrolled full-time in any four-year program on the basis of financial need, academic ability, proven leadership qualities, and involvement in the men's inter-collegiate to hockey program.

The ALphraim 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

Bestablished by the Alma Mater Society and Arts and Science '82 to assist disabled students attending Queen's University. Awarded on the basis of

A.Vibert Douglas Bursaries

A viber Louglas Bursanes
Established by friends and colleagues of A Vibert Douglas, LLD, 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 iven to women students

The Charles Martyn Elliott and Kathleen Mead Elliott Award for Travel Fellowships

The Charles Martyn Elliott and Kathleen Mead Elliott Award for Travel Fellowships in Education
Established in memory of Charles Martyn Elliott (Arts '44, and the first Superintendent of schools in the City of Oshawa) and Kathleen Meed Elliott (Arts '42, and a member of the executive of the Queen's Summer School Association) by a bequest from the estate of Kathleen Meed Elliott. Elliott Travel Fellowships may be awarded to Queen's Education students, Including concurrent and consecutive BEA and Dip. Ed. students, Continuing Teacher Education students, and Dip. Ed. students, Continuing Teacher Education students, and Dip. Ed. students, Continuing Teacher Education students, and pradagogy, or a related Canada in the field of teach poplicants must demonstrate the Continuing Teacher School of the Elliott Travel Fellowships and the School of the Elliott Travel Fellowships Advisory Committee, Faculty of Education. Student applicants must also submit Financial Information Forms to the Queen's Student Awards Office. Application forms and Elliott Travel Fellowships and the Continuing Teacher School of the Elliott Travel Fellowships and School of Teacher Medical Information Forms to the Queen's Student Awards Office. Application forms and Elliott Travel Fellowships and School of Teacher Teacher Teacher Medical Information Forms to the Queen's Student Awards Office. Application forms and Elliott Travel Fellowships and School of Teacher Teacher Teacher Teacher Teacher Teach

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Established from donations made by friends and awarded to students reg-istered in any year in the Faculty of Education on the basis of financial

The Faculty of Education Bursaries

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

General Bursary - OSOTF

General Burnary - O-SOTE
Established from donations and awarded on the basis of financial need to
students in any year in any faculty or school at Queen's University.

The David A.Gillies and Jessie Herchmer Gillies Bursaries Awarded on the basis of academic proficiency and financial need with preference given to upper-year students.

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 finan-

The Celesta Hibbert Hunter Bursary
Awarded on the basis of need to a resident of the United States registered in an undergraduate degree program.

The Inuit 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 prof

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

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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.queensuc.2-ecs/erchtml)

Education Computing Services

Education Computing Services

A variety of computing resources are available to B.Ed, Dsp.Ed, M.Ed., Ph.D.,
and Continuing. Teacher Education candidates for class presentations,
preparation of feaching resources, and review of educational software.
Two general computing labs contain Macintoeh 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,
head display projectors are available for large group deniences. Specialized peripherals included
software for such things as art, music, multiprojects are careful to the control of the

synthesizers, and specialized software for such things as art, music, multi-media 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 installed on the local networks. Documentation in library and installed on the local networks. Documentation are for local use. Empha-as CDs, may be be be considered in the local networks and the control of the control

nications 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 ency 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 Teculty 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.gueens.uci/~ces

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 (ERS.) COLLECTION, THE ETS CONTECTION OF TESTS ON PARTCHARES, THE CARBAGEM CUrriculum Guidellines, and the Onterise collection of research reports. The reference desk is staffed four evenings per week and Sundays by librari-ans. Individual instruction and workshops are given. The Education Library's website can be visited at http://staufferqueensu.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 Lakesinore Catholic District School Board, created to server 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 were Visit the resource Centre's web site for hours. during the school year. Visit the resource Centre's web site for hours, What's New, and search the online catalogue at http://stauffer

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. Yearround, Placement Office staff are available to respond to candidates' ques-tions and concerns of all kinds, including advice on hiring procedures, tions 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. Purthermore, 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 placement reported. The Placement Office takes a broad view of career opportunities of coords. 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

tion, 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 su.ca/-placment/

in any faculty. In awarding these bursaries, preference is given to returned men, or sons or daughters of soldiers of the World Wars.

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

The Rolf Lund Award

The Boil 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 MacDougall 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 G.MacKay in memory of his father, J.Gordon MacKay,
and awarded to a student in faculty or school on the basis of financial

The A.F.MacRae Bursaries

Established in memory of the late A.E.MacRae of Ottawa. Awarded to stu-dents 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

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

The Wilhelmina McArthur-Humphries Bursaries
Established by Wilhelmina McArthur-Humphries, B.A. 1918. Four bursaries
are awarded on the basis of merit and need to candidates for admission
to an undergraduate program whose permanent place of residence is in
Wellington or Lanark County. Two bursaries are offered to students from Weilington Or Lanark County, 1wo outsaires are onlered us students from Lanark 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 Fac-ulty 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 Ini-tiatives and awarded on the basis of financial need to a Metis student reg-istered in any year in any faculty or school at Queen's University. Application, along with a Metis verification form, should be submitted to the Associate University Registrar (Student Awards) by 31 October. Selec-tion will be made in consultation with the Metis Nation of Ontario.

The Gladys R. Munnings Bursary in Education
Established by Gladys R. Munnings (B.A. Honours, 1932; LLD, 1976) and awarded on the basis of financial need to student(s) registered in the Fac-

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 Kenr 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 (Chem. 1997). ball. 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 stu-dent 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 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.

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Associate Boards 2001-02

Algonquin-Lakeshore Catholic District

Dufferin Peel Catholic District

Durham Catholic District

Durham District

Catholic District School Board of

Hastings and Prince Edward District

Kawartha Pineridge District Limestone District

Ottawa-Carleton District

Associate Boards

Ottawa-Carleton Catholic District

Peel District

Peterborough, Victoria, Northumberland and Clarington Catholic District

Upper Canada District

York Catholic District

York Region District

Renfrew County District Toronto District

June 2001

Toronto Catholic District Dr. R.Bruno-Jofré (ex officio) Dean, Faculty of Education Queen's University Trillium Lakelands District

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

2001 Faculty of Education Advisory Committee

TBA Catholic Principals' Council of Ontario Ms E.Shapka Education Officer Policy Branch Ministry of Education and Training Ms L.Barclay Faculty of Education Queen's University

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

President, Education Student Society

