

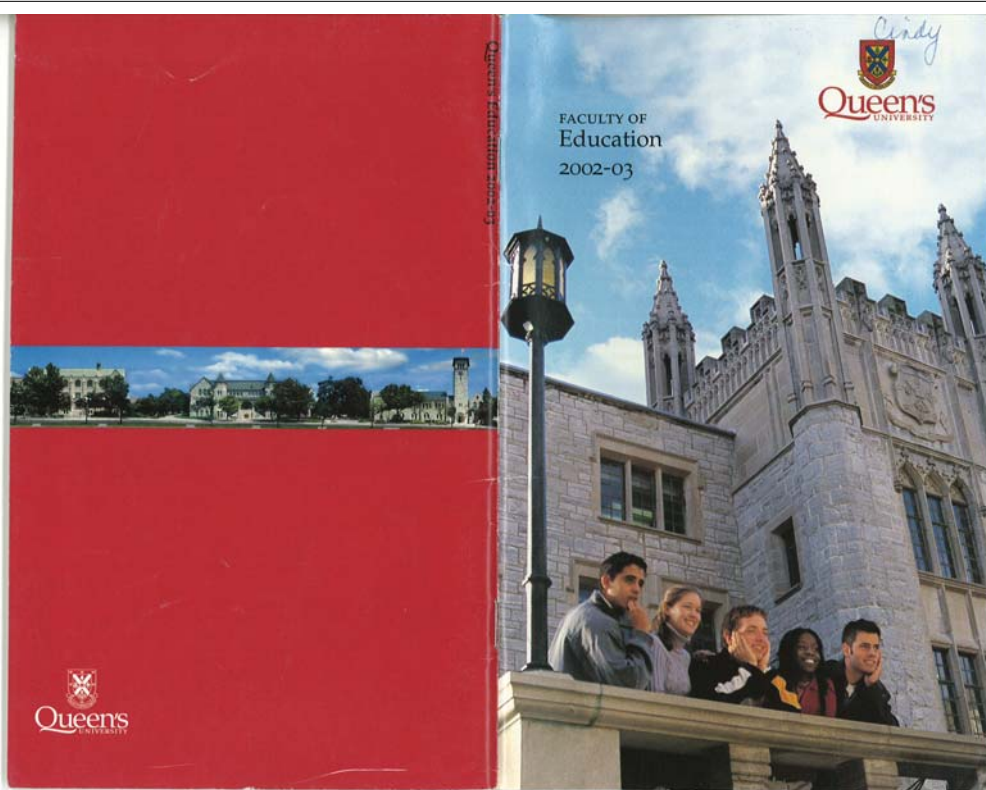
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Sessional Dates 2002-03

| | | | |
|-------|---|-------|--|
| | September 2002 | | January 2003 |
| 2 | Labour Day (University closed) | 6 | Winter term begins |
| 3 | Fall term begins; registration for Consecutive and final year Concurrent students | 6-31 | Classes |
| 4-27 | Classes | 17 | Last date to add or drop a Winter term course |
| 20 | Last date to add or drop a Fall or Fall/Winter course | 1-14 | February |
| 30 | Practicum begins for all students | 17 | Holiday (University closed) |
| | October | 17-28 | Alternate practicum |
| 1-31 | Practicum for all students | | March |
| 14 | Thanksgiving Day (University closed) | 1-6 | Alternate practicum |
| | November | 10-14 | March Break |
| 1 | Fall Convocation | 17-31 | Practicum for all students |
| 1 | Practicum for all students | | April |
| 4-15 | Classes | 1-4 | Practicum for all students |
| 11 | Remembrance Day service (classes cancelled 10:30 - 11:30 a.m.) | 7-25 | Classes |
| 18-29 | Practicum for all students | 18 | Good Friday |
| | December | 21 | Easter Monday |
| 2-20 | Practicum for all students | 25 | Winter term ends |
| 6 | Commemoration Day | | May |
| 20 | Fall term ends | 30 | Convocation (tentative date) |
| | January 2003 | | June |
| | | 16 | Technological Education Summer Internship program begins |
| | | | July |
| | | 31 | Technological Education Summer Internship program ends |

Note: The Faculty of Education has made every effort to predict the effects on students' school placements which may occur because of work disruptions in the schools. The Faculty is also ready to make further changes if unforeseen situations develop. Such decisions will be made and announced by the Faculty as events evolve. However, the Faculty cannot be held responsible for situations which are beyond its control. Students should be prepared to be flexible if necessary.



Pre-Service Teacher Education at Queen's University

Our vision of the graduate at Queen's University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that go beyond immediate pressures of daily practice. This teacher will have a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of children.

Characteristics of the program

Seeing teaching as both an intellectual and a practical activity, and in line with Queen's principles, the program sustains a commitment to academic excellence and to learning how to learn.

The program recognizes that all candidates should possess the literacy and critical skills associated with an educated person.

The program promotes caring as a central value in the profession and inclusivity as a fundamental pedagogical principle.

The program integrates the following domains: school context, curriculum, teaching and learning, assessment, evaluation and reporting, educational ends, purposes and values and their philosophical and historical grounds.

The following themes are embedded in the program: the use of technology in teaching and learning; inclusivity and social justice; collaboration and leadership.

The History of the University

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Government had been petitioned to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod. This and other representations falling of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were tidled over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

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

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D.M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J.C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principalship of the University of Aberdeen. He was succeeded by Principal R.C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1951 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

About the Cover

Excellent students are the cornerstone of a great university. At Queens, the exceptional quality and diversity of our student population - who hail from every province in Canada and more than 80 countries worldwide - help us to maintain our consistently high position in the *Maclean's* annual Canadian university ranking. Pictured here, leaning on the railing behind historic Douglas Library, are five Queens students who won entrance scholarships last year, and were selected to appear on the cover of the 2001 *Maclean's* ranking issue. They are (from left to right): Mansour Shouman, United Arab Emirates, Applied Science; Ashley Dunn, New Glasgow, NS, Commerce; Christopher Jackman, Corner Brook, NF, Arts and Science; Adwoa Manu-Boateng, Lakeville, NB, Arts and Science; and Nick Aldous, Newport, NS, Commerce.

As well as being top scholars, each of these students brings a unique set of skills, extracurricular experiences, and creative energy to campus. Standing beneath the distinctive stained glass windows of Douglas Reading Room and the Queens Coat of Arms - carved into the library's limestone wall - they are living proof of the University's bright future.

Source: Queens Graphic Design Services
Cover: Nancy Dorrance
Gerald Locklin (back cover)

This entire publication is printed on recycled paper.

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

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

Notification of Disclosure to Statistics Canada

Under the federal *Privacy Act*, individuals can request access to their own, individual information held on federal information banks, including those held by Statistics Canada.

The *Federal Statistics Act* provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the *Statistics Act* prevent the information from being released in any way that would identify a student.

Students who do not wish to have their information used are able to ask Statistics Canada to remove their identification and contact information from the national database.

Further information on the use of this information can be obtained from Statistics Canada's web site: <http://www.statcan.ca> or by writing to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R.H. Coats Building, Tunney's Pasture, Ottawa, K1A 0T6.

Faculty of Education Calendar 2002-03

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

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

Faculty 2002-03

Archibald, Valerie A. B.A., B.H.E., B.Ed. (Queen's) Adjunct Lecturer - Elementary Education
Babbitt, Susan E. B.A., M.A. (Ontario), M.A., Ph.D. (Cornell) Cross-Appointment with Faculty of Arts and Science Assistant Professor - Philosophy
Berrill, Deborah B.A. (Northwestern), M.A. (Toronto), Ph.D. (East Anglia) Associate Professor - Language Education
Bond, Sheryl B.Sc. (Lewis & Clark), M.Sc., Ed.D. (Indiana), Ph.D. (UC) Associate Professor - Higher Education, Leadership and Cultural Studies
Bruno-Jofre, Rosa Licenciada en Historia, Profesora en Historia (U. Nacional del Sur, Argentina), Ph.D. (Calgary) Dean, Faculty of Education Professor - Comparative 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, Sheila B.A. (Ontario), Ed. B.Ed. (Brandon), M.A. (Marquette), M.Ed. (OSU), Ph.D. (Toronto) Assistant Professor - Cultural Studies
Butler, Brian B.A. (New Brunswick), M.A., Ph.D. (Waterloo) Cross-Appointment with Faculty of Arts and Science Associate Professor - Psychology
Cheng, Liying B.A. (Jian Jiang), M.A. (Reading), Ph.D. (Hong Kong) Assistant Professor - Teaching English as a Second Foreign Language
Chin, Peter M.K. B.Sc. (Alberta), B.Ed., M.Sc. (Calgary), Ph.D. (British Columbia) Associate Professor - Science

Freeman, John B.A., B.Ed., M.Ed. (Queen's), B.Math. (Waterloo), Ph.D. (Michigan) Assistant Professor - Cognitive Studies
Higginson, William C. B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Dartmouth), Ph.D. (Alberta) Associate Professor - Mathematics
Hill, Ann Marie B.Ed. Dip. Ed. (McGill), Ph.D. (Ohio State) Professor - Technological Education
Hills, George L. B.Ed. (Alberta), B.Ed. (Lakehead), M.Sc. (Nort) Audubon Expedition Inst. and Lesley College, Ph.D. (York) Assistant Professor
Hutchinson, Nancy L. A. (Trinity), Ed.D. (McGill), Ph.D. (Simon Fraser) Professor - Psychology of Education
Kirby, John R. B.A. (McGill), Ph.D. (Alberta) Professor - Psychology of Education
Klinger, Don A. B.Sc. (British Columbia), B.Ed. (British Columbia), Ph.D. (Alberta) Assistant Professor
Knapier, Christopher B.A. (Sheffield), Ph.D. (Saskatchewan) Cross-Appointment with Instructional Development Centre Professor - Psychology
Krugly-Smolka, Eva T. B.Sc., Ed.M., 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. (Horn), M.Ed. (Western), B.Ed. (Western), M.Ed. (Queen's) Adjunct Lecturer - Elementary Science
Lewis, Magda A. B.A. (Waterloo), M.A., Ph.D. (Toronto) Associate Professor - Educational Contexts
Munby, A. Hugh B.Sc. (Andrews), M.A., Ph.D. (Toronto) Professor - Curriculum

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. Cory, 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 Cory was named Vice-Chancellor and Principal. Principal Cory was succeeded in September 1968 by Dr. J.J. Deutsch who had a distinguished career in economic research, in government service, in university teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1963 to September 1965, and as Chairman of the Economic Council of Canada from October 1965 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Lappman Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974. In 1984, Dr. Watts was succeeded as Principal by distinguished economist David Chadwick Smith. A renowned scholar, teacher and government adviser on public policy, Dr. Smith joined the Department of Economics at Queen's in 1960 and served as Department Head from 1968 to 1981. He completed two five-year terms as Principal in August 1994 and was succeeded by Dr. William C. Leggett. One of the world's most distinguished population biologists, began his term in September 1994 after serving as Dean of Science and then Vice-Principal (Academic) at McGill University.
Graduate work at Queen's University was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1915, however, a Master's program was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work.
In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Graduate Studies was established. In 1969, the School of Graduate Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Regional Planning; in 1971, a program leading to a Master's Degree in Education; and in 1974, a program leading to a degree of Master of Art Conservation which was implemented.
In 1907 the Ontario government established that Queen's Faculty of Education for the purpose of providing professional training for teachers in the secondary schools in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a professional school known as McArthur College of Education. The first teacher candidates were enrolled for the 1968-69 academic year. To symbolize the full

integration of the College into the University structure, it was soon decided to alter the nomenclature; in the spring of 1971, the College was formally designated as the Faculty of Education, Queen's University. The building occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 until his death in 1943. In 1971 a graduate program leading to the M.Ed. degree was introduced. Also in 1971 candidates were admitted to a program leading to the Diploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1975, with the closing of the Peterborough Teacher's College and the transfer of the faculty to Queen's through an agreement with the Ministry of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.A./B.Ed. and B.Sc./B.Ed. program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with an Education degree. An earlier agreement with Trent University with respect to Concurrent Education was approved in 1974. Through this inter-university program, students pursue academic and education courses at Trent for three or four years and complete requirements for a Trent Arts and Science degree and a Queen's B.Ed. degree during the final year. A joint program with the University of Waterloo was instituted in 1989.
Queen's University, though founded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of denominational control.

Munro, Iain R.M. B.A. (McMaster), M.Ed. (Queen's) Associate Professor - Comparative and International Education, History and Citizenship Education
Myers, Marie J. B.A., M.A., Doc. III (C. Strasbourg) Associate Professor - Applied Linguistics, Language and Communication
O'Farrell, Lawrence B.A. (Queen's), M.A. (Arizona State), Graduate of National Theatre School of Canada Professor - Dramatic Arts
Rees, Ruth B.A., M.A. (York), M.Ed., Ph.D. (Toronto) Associate Professor - Educational Administration
Roulet, R. Geoffrey B.Sc. (Math), Waterloo, B.Ed. (Queen's), M.Ed. (Toronto), Ph.D. (OSU) Associate Professor - Mathematics
Russell, Tom A.B. (Cornell), M.A.T. (Harvard), Ph.D. (Toronto) Professor - Science Education and Teacher Development
Schirall, Martin G. B.A. (Queen's College, New York), M.A., Ph.D. (Illinois) Associate Professor - Philosophy
Shulha, Lynn M. B.Ed. (McMaster), Dip. Ed. (Western), M.Ed. (Queen's), Ph.D. (Virginia) Associate Professor - Evaluation, Planning and Assessment
Smith, Howard A. B.A. (Queen's), B.Ed., Dip. Ed. (McGill), M.A., Ph.D. (Toronto) Associate Professor
Smithrin, Katharine L. M.A. (York), B.A. (Toronto), B.Ed. (Queen's), Ph.D. (Toronto) Associate Professor - Music
Solar, Angela B.F.A., B.Ed. (Queen's) Adjunct Lecturer - Elementary Visual Arts
Stairs, Arlene B.Sc. (McGill), M.A. (Godhead College), Ph.D. (Carleton) Associate Professor - Psychology of Education

Stokley, Denise B.Ed., M.Ed. (York) Cross-Appointment with Instructional Development
Stonley, Denis B.Ed. (York), M.Ed. (York) Assistant Professor
Taylor, Peter D. B.Sc. (McGill), M.Ed. (Harvard) Cross-Appointment with the Faculty of Arts and Science Professor - Mathematics
Uptis, Rena B. B.A., J.L. B.M. Ed. (Queen's), Ed.D. (Harvard) Professor - Arts Education
Wade-Woolley, Leahy B.A. (Brenessee), M.A. (McGill), Ph.D. (Toronto) Assistant Professor - Cognitive Studies
Weisberg, Mark B.A. (Yale), D. (Harvard) Professor - Arts Education
Wich, Malcolm W. Teacher's Certificate (London), M.Ed. (Concordia), M.Ed., Ph.D. (McGill) Associate Professor - Technological Education
Whitehead, LeRoy E. B.Ed., Dip. Ed., M.A., Ph.D. (Calgary) Associate Dean
Associate Professor - Educational Administration and Policy
Wilcox, Susan B.A. (Saskatchewan), M.Ed. (York), Ph.D. (Toronto) Cross-Appointment with Instructional Development Centre Associate Professor
Williams, Tom R. B.Sc. (M.A. McGill), Ph.D. (Michigan) Cross-Appointment with School of Policy Studies Professor - Educational Leadership and Policy
Wilson, Robert J. B.Ed. (British Columbia), M.Ed., Ph.D. (Washington) Professor - Measurement and Evaluation

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 roof. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Connected with the library is an excellent media resource and service area together with a well-equipped microcomputer lab with full Internet access and a classroom where students may learn to use and to make supporting media materials. An acoustically superb theatre-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasium for teaching as well as for recreation, for both day and resident students. Modern labs, 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' nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, facilities for television viewing, and a music room. This has become the social heart of the west campus where students and staff meet informally, for the social interaction which is one of the characteristic features of this faculty. Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour site of CORK (Canadian Olympics Regatta, Kingston). Students are able through the integrated building complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher education. Duncan McArthur Hall has become a little campus in itself, a very human place which combines living and learning.

Administrative Staff 2002-03
Bruno-Jofre, Rosa Licenciada en Historia, Profesora en Historia (U. Nacional del Sur, Argentina), 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. (Queen's), M.Ed. (ESE) Coordinator of Aboriginal Teacher Education
McAndrews, Brian B.A. (Waterloo), M.Ed. (ESE) Acting Coordinator of Queen's/Trent Concurrent Education Program Coordinator of Practicum
Moore Daigle, Jacqueline B.A. (Queen's), M.Ed. (ESE) Coordinator of Aboriginal Teacher Education
Mueller, Andrea B.A. (Queen's), M.Ed. (Toronto), M.A. (Victoria), Ph.D. (British Columbia) Assistant Professor - Elementary Science
Munby, A. Hugh B.Sc. (Andrews), M.A., Ph.D. (Toronto) Professor - Curriculum
Lloyd, Susan Cert. Ed. (Cambridge), Dip. Ed., M.A. (London) Coordinator, Alternate Teacher Accreditation Program for Teachers with International Experience
Casey, Sandra S. B.A. (Michigan State), M.Ed., M.P.A. (Queen's), B.L.S., Ed.D. (Toronto) Education Librarian
Reed, Brenda B.A. (Western), 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 Acting Coordinator of Technological Education
McCourt, Stephen CA Budget Manager
Perkins, Brian Dip. Tech. Ed. (Queen's) Administrative Supervisory Assistant - Technological Education
Peters, Cindy Assistant Faculty Registrar
Poole, Lynne C. B.A. (Queen's) Faculty Registrar
Travers, Alan B.A., M.Ed. (Queen's) Placement Coordinator

The Faculty of Education
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 roof. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Connected with the library is an excellent media resource and service area together with a well-equipped microcomputer lab with full Internet access and a classroom where students may learn to use and to make supporting media materials. An acoustically superb theatre-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasium for teaching as well as for recreation, for both day and resident students. Modern labs, a visual arts studio, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities.
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CONCURRENT INTERMEDIATE-SENIOR COURSE STRUCTURE (NEW 2002)

| Year 1 | | | |
|------------|--------------|----------------------------------|------|
| (Fall) | PROF 110 | Introduction to Teaching | 0.25 |
| (Winter) | PROF 115 | Introduction to Curriculum | 0.25 |
| | PRAC 111 | Experiences in Schools I | 0.25 |
| Year 2 | | | |
| | PROF 130 | Professional Development | 0.25 |
| | PRAC 131 | Experiences in Schools II | 0.5 |
| Year 3 | | | |
| | PROF 101 | Critical Issues and Policies | 0.5 |
| | PRAC 136 | Experiences in Schools III | 0.25 |
| Final Year | | | |
| | CURR | | 2.0 |
| | FOUN | Elective | 0.5 |
| | EDST or FOUN | Elective | 0.5 |
| | FOCI | Elective | 0.5 |
| | PROF 191 | Theory and Professional Practice | 0.25 |
| | PRAC 190 | Practicum | 1.0 |

INTERMEDIATE-SENIOR TRANSITION PLAN

- Candidates entering year 1 of the program in the fall of 2002 will begin the new program.
- Candidates entering year 2 of the program in the fall of 2002 will take PRAC 167.
- Candidates entering year 3 of the program in the fall of 2002 will take PROF 130 Professional Development and PRAC 136 Experiences in Schools III.
- Candidates entering the final year of the program in the fall of 2002 (and 2003 in the case of those taking the honours year in 2002-2003) will take two intermediate-senior CURR courses, one FOUN elective, one EDST or a second FOUN elective, one FOCI elective, PROF 100, PROF 191, and PRAC 190.

Prerequisites to Final Year - Concurrent Program

Candidates entering the final year of the Concurrent program must meet certain prerequisites according to the program option selected. 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 completed by the end of July preceding final year enrolment.

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

Continuation in the Concurrent Program

Academic progress will be reviewed at the conclusion of each year in Arts and Science. Candidates placed on academic probation by the Faculty of Arts and Science at Trent or Queen's will be required to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until removed from probation. Continuation into the final year in

the Bachelor of Education program requires an overall B average on all passed Arts and Science courses for those candidates who have completed a three-year degree. Candidates who have completed an honours degree or a three-year degree plus five additional courses for a total of twenty credits are not required to meet the B minimum. Concurrent candidates are expected to complete both Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

Queen's Concurrent Teacher Education in Mathematics and Science (MAS)
This program is not accepting new applicants in 2002. Program information for those already admitted to the MAS program is available on the Education website at www.educ.queensu.ca/programs.

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 Education program. Waterloo students may obtain information about teaching option programs at their Waterloo faculty offices.

Note

Concurrent program components are subject to change without notice.

Certification

Graduates are recommended to the Ontario College of Teachers to be awarded the Certificate of Qualification as a teacher and to become members of the College. Upon application to the College, candidates must submit a negative tuberculin test result or a normal chest x-ray administered during the program year or within one year prior to application to the College. Another document required for certification and College membership is a criminal record check, obtainable from a police department.

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

Teacher Testing

The Ontario Ministry of Education has announced that it plans to begin testing all newly graduated teachers in the spring of 2002. The Faculty will disclaim any responsibility for its graduates' success or failure in this test.

Additional Qualifications

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

Note

The onus is on applicants to ensure that they fulfill all prerequisite/recommended courses and subject preparation requirements by the middle of May prior to proposed enrolment in the Education program.

Consecutive Program Components

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

Curriculum

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

Electives

Primary-Junior candidates must complete at least one half-credit elective from the Educational Studies, Foundations, or Program Focus area. Intermediate-Senior candidates complete two half-credit electives—one from the Program Focus area and one from the Educational Studies or Foundations area.

Foundations

Candidates must complete one half-credit course in Foundations.

Professional Studies

Candidates must complete one half-credit in Professional Studies, comprised 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 a ten-week school placement in the Fall term, a three-week alternate placement in the Winter term, and a further three-week school placement in March/April.

Note

Program components are subject to change without notice.

Primary-Junior Components

| Curriculum | | 2.5 credits |
|--|---|-------------|
| 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 | |
| TOTAL REQUIREMENT FOR PRIMARY-JUNIOR | | 5.0 credits |

Note

Program components are subject to change without notice.

Intermediate-Senior Components

| Curriculum | | 2.0 credits |
|---|---|-------------|
| Two teaching subject courses | | |
| Elective | | 0.5 credit |
| One course to be selected from EDST or FOUN | | |
| Foundations | | 0.5 credit |
| Program Focus | | 0.5 credit |
| Professional Studies | | 0.5 credit |
| PROF 100 (0.25) | Critical Issues and Policies | |
| PROF 191 (0.25) | Professional Practice | |
| Practicum | | 1.0 credit |
| PRAC 190 | Final Year Concurrent and Consecutive Practicum | |
| TOTAL REQUIREMENT FOR INTERMEDIATE-SENIOR | | 5.0 credits |

Note

Program components are subject to change without notice.

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; FOUN 465/0.5 is a half course; PROF 190/0.25 is a quarter course. The course number (e.g. 303 or 465) does not denote any particular year level.

Curriculum

PRIMARY - JUNIOR

Note

There is an overall \$64 learning materials charge for Primary-Junior Curriculum courses.

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

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

CURR 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 mathematics; ii) develop a positive attitude toward and an interest in mathematics; iii) teach 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 techniques, 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, attitudes and understandings to enable them to teach, learn and function as informed

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

CURR 387/0.5 Science and Technology (Primary-Junior)

Learning to teach elementary science and technology are explored through a variety of approaches including student-centred learning, problem-based learning, use of hands-on 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)

Provides teacher candidates with the opportunity to develop understandings, skills and attitudes to effectively teach physical and health education 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 Intermediate/Senior levels in science and biology. Provides candidates with theoretical and practical aspects of implementing current curriculum guidelines, including exploration of a variety of teaching strategies along with laboratory-based learning. Candidates are expected to exhibit a degree of self-directed learning. Learning and lab materials \$20.

CURR 305/1.0 Science - Chemistry (Intermediate-Senior)

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

CURR 309/1.0 Computer Science (Intermediate-Senior)

Prepares candidates to obtain a Computer Science qualification and to teach courses in computer and information science and computer engineering courses in computer and information science; College of Teachers standards of 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 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. Candidates explore the use of personal resources in dramatic expression and develop

Technological Education Components

| Curriculum | | 2.0 credits |
|---|---|-------------|
| CURR 367 (1.0) | Teaching Technological Education | |
| CURR 368 (1.0) | Curriculum Development in Technological Education | |
| Elective | | 0.5 credit |
| One course to be selected from EDST or FOUN | | |
| Foundations | | 0.5 credit |
| Program Focus | | 0.5 credit |
| FOCI 213 | Broad-Based Technological Education | |
| Professional Studies | | 0.5 credit |
| PROF 100 (0.25) | Critical Issues and Policies | |
| PROF 191 (0.25) | Professional Practice | |
| Practicum | | 1.0 credit |
| PRAC 190 | Final Year Concurrent and Consecutive Practicum | |
| TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION | | 5.0 credits |

Note

Program components are subject to change without notice.

Concurrent Teacher Education

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

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

Application for Admission - Concurrent Program

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 materials may be obtained from OUAAC or from the candidate's secondary school. Some candidates may apply online through the Application Centre's website. Applications must reach the Application Centre by the deadline dates stated in the application materials. Application to the Concurrent Education program is made at the same time as application to Arts and Science.

Admission Requirements - Concurrent Program

Admission is based on the equal consideration of academic and teaching-related background of all candidates. Prerequisite courses are the same as those for entrance into either the Bachelor of Arts or the Bachelor of Science program at Queen's.

reform program. Candidates in this course will examine their own personal philosophies of mathematics while studying those provided by Platonism, Formalism, Instrumentalism, and Constructivism. Changes in mathematics curriculum and instructional methods suggested by teachers' professional organizations and Ontario K-12 curriculum documents will be examined in light of new conceptions of the nature of mathematics and new understandings of what it means to develop knowledge in the discipline.

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

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

FOUN 490/0.5 Seminar in Social Class, Gender and Race (PJS)
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" curriculum contribute to the way children experience school? A critical perspective is developed which teaches them to better respond to the diversity of student needs.

Practicum

PRAC 111/0.25 Experiences in Schools I (PJS)
The equivalent of two full weeks in schools, with half the time spent in a primary/intermediate setting, and half in an intermediate (grade seven and eight) or secondary setting, but pre-planned. For example, candidates may choose to do a series of half-days, or two full-time weeks, or a combination of half-days, full-days and/or full weeks. Full-time weeks may be done during the fall or winter reading weeks, or (if necessary) at the end of the term in May, or a reasonable combination of these options.

PRAC 112/0.25 Experiences in Schools (Interim) II (PJS)
PRAC 112 will be available during the transition period only to allow candidates entering year 2 of the Concurrent Education program to complete the

Bachelor of Education degree within the 7.0 course limit. The equivalent of two full weeks in a primary/intermediate setting (JK to grade six). The format is to be very flexible but pre-planned. For example, candidates may choose to do a series of half-days, or three full-time weeks, or a combination of half-days, full-days and/or full weeks. Full-time weeks may be done during the fall or winter reading weeks, or (if necessary) at the end of the term in May, or a reasonable combination of these options. Pre-requisite: successful completion of PRAC 166.

PRAC 121/0.25 Experiences in Schools (Primary/Junior) III (P)
The equivalent of three full weeks in a primary/intermediate setting (JK to grade six). Normally, a placement with special needs pupils is recommended. The format is to be very flexible but pre-planned. For example, candidates may choose to do a series of half-days, or three full-time weeks, or a combination of half-days, full-days and/or full weeks. Full-time weeks may be done during the fall or winter reading weeks, or (if necessary) at the end of the term in May, or a reasonable combination of these options. Pre-requisite: successful completion of PRAC 116 - Experiences in Schools (Primary/Junior) II, or PRAC 112, or equivalent.

PRAC 136/0.25 Experiences in Schools (Intermediate/Senior) III (IS)
The equivalent of three full weeks in an intermediate-senior setting (grades nine to twelve). Normally, a placement with special needs pupils is recommended. The format is to be very flexible but pre-planned. For example, candidates may choose to do a series of half-days, or three full-time weeks, or a combination of half-days, full-days and/or full weeks. Full-time weeks may be done during the fall or winter reading weeks, or (if necessary) at the end of the term in May, or a reasonable combination of these options. Pre-requisite: successful completion of PRAC 131 - Experiences in Schools (Intermediate-Senior) II, or equivalent.

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

PRAC 167/0.5 Year 2 Concurrent Practicum/Professional Development (PJS)
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.

PRAC 190/1.0 Concurrent Final Year and Consecutive Practicum (PJS)
After an intensive orientation period at the Faculty of Education, Consecutive and final year Concurrent teacher candidates complete an extended teaching placement from October to December in selected associate schools. These schools are selected from a number of geographic areas including

professional education. Technological competence is demonstrated by completing an individualized program that permits each candidate to broaden and deepen their range of skills. A technology profile is used to track the range and level of skills. Materials \$180.

FOCI 214/0.5 Arts-Based Education in the Elementary School (P)
Designed to present a view of elementary schools where arts-based activities and environments form the focus for learning not only in the arts, but in other academic subjects as well. Topics include arts and cognition; how math, science, technology, personal and social studies, and language can be authentically incorporated in arts-based learning; how arts programs can induce change in schools; and the role of social learning and community knowledge.

FOCI 222/0.5 Artist in Community Education (PJS)
(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 225/0.5 Co-op Education and Workplace Learning (IS)
Secondary school programs give their students opportunities to gain credits for working and learning in workplace settings. Teacher candidates in this focus will develop expertise in this important component of secondary education, and will develop an understanding of varieties of workplace learning. During the February practicum, candidates are in workplace settings to gain firsthand experience of co-op education. The links between careers and co-op education placements are explored.

FOCI 238/0.5 Early Primary Education (P)
(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 classes. Professional readings, research and workshops are related to practicum experiences in a primary classroom, in a school or an alternate setting.

FOCI 240/0.5 Nature-Based Environmental Education (PJS)
Focuses on enhancing candidate's understanding and appreciation of the natural environment. The aim of the course is to increase the 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, conservation, and schoolyard naturalization. Exploration of existing environmental programs and resources using hands-on approaches will be included. This course includes a Field Camp (attendance required) September 6 to 8, 2002. Course Fee \$150 (covers camp and resource costs).

FOCI 245/0.5 French Methodology at the Elementary Level (P)
At the elementary level a variety of programs are offered along the language-learning continuum. French language teaching is examined in the light of social context, educational context, pupils' needs and teachers' expertise. Teaching immersion, bilingual, or core programs requires differ-

ent approaches to tasks and to collaboration. These are the focus in a self-directed teaching process. Assessment is based on designing a series of evaluation tasks to show the understanding of tasks for language use, including the evaluation of motivation. Prerequisite: Fluency in the French language.

FOCI 255/0.5 Educators Abroad (PJS)
This program focus introduces candidates to the complexities of preparing for professional practice in international settings. Candidates are asked to identify an early interest in one of four areas: (a) teaching in international schools, (b) teaching abroad in English speaking countries, (c) teaching English in non-English speaking countries or (d) working in alternative educational contexts in non-English speaking countries. Developing expertise in one of these areas will occur through a combination of structured classes, self-directed academic inquiry and an alternative practicum. An international practicum placement is not a requirement for this course, but support and resources may be available for candidates who wish to pursue this form of learning. The course is also intended to enhance the quality of teaching and learning in Canadian cross-cultural, multicultural and multi-ethnic contexts. Learning materials \$10.

FOCI 260/0.5 Outdoor and Experiential Education (PJS)
(Outdoor Education Program Track candidates only)
Prepares candidates for leading dynamic school and community based outdoor education as found in a variety of environmental contexts in all teaching subjects. Also considered are alternative experiential settings including museums, adventure programming, integrating learning, rehabilitation, special populations, expeditionary learning, and environmental education.

FOCI 270/0.5 Resource-Based Teaching and Learning (PJS)
Resource-based teaching and learning involve students actively in the meaningful use of appropriate print, non-print, electronic, and human resources and provide students with learning activities and resources which suit their interests and learning styles. Emphasis is placed on active learning, information skills, critical thinking, and "learning how to learn" with the intention of creating independent learners capable of life-long learning. Educational programs based on principles of resource-based teaching and learning are equally relevant in classrooms or other educational settings such as museums, art galleries, conservation and science centres, and zoos.

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

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

FOCI 285/0.5 Teachers in Business and Industry (PJS)
Intended for candidates interested in exploring career possibilities in workplace training of employees in business, industry, government, the armed

Kingston, Peterborough, Toronto, and Ottawa. (Candidates should be aware that they may be assigned to associate schools outside their preferred area.) During the extended practicum, candidates work closely with associate teachers and faculty members, and have a two-week rotation at the Faculty of Education. Additional practicum experience takes place in the Winter term and during March/April. This course consists of a minimum of twelve weeks of in-school practice.

PRAC 194/1.0 Technological Education Internship Practicum (TECH)
After an intensive on-campus period at the Faculty of Education from mid-June until the end of July, and the successful completion of the first summer (Part I) of the Technological Education Internship, teacher candidates complete an extended teaching placement in their sponsoring/hiring school. Traditionally, the minimum amount of required teaching in this internship period has been full-time for one semester (September to December or January to June), or part-time for two semesters from September to June. During the extended practicum, candidates work closely with associate teachers, school principals and faculty members, and must complete two full days of observation of other teachers' methods and organizational techniques. Candidates are placed in paid positions and are granted a Certificate of Qualification (Limited) by the Ontario College of Teachers.

PRAC 195/1.0 Practicum (Aboriginal Teacher Education Community-Based Candidates Only)
A twelve-week (minimum) practicum for candidates in the Aboriginal Teacher Education part-time, community-based program track. Candidates are placed in First Nations Federal or Provincial schools which follow Ontario curriculum guidelines.

Professional Studies

PROF 100/0.25 Critical Issues and Policies (Primary/Junior) (P)
This course is an introduction to issues and policies that are critical for beginning and experienced teachers. It invites candidates to build on their experiences in classrooms and associate schools, to begin to learn about their legal rights and responsibilities as teachers, to begin to learn about adapting instruction for exceptional learners, and to begin to learn about equity issues they will face in schools. Learning materials \$15.

PROF 105/0.5 Critical Issues and Policies in First Nations Classrooms
This course is an introduction to issues and policies that are critical for beginning and experienced teachers in Aboriginal education. It invites candidates to build on their experiences in classrooms and associate schools, to learn about their legal rights and responsibilities as First Nations teachers, to learn about adapting instruction for exceptional Aboriginal learners, and to learn about equity issues they will face in Provincial and first Nations schools.

PROF 110/0.25 Introduction to Teaching (PJS)
Current issues in education, introduction to professionalism, reflective practice, introduction to classroom management, begin professional portfolio.

PROF 115/0.25 Introduction to Curriculum (PJS)
Basic introduction to lesson planning, ministry curriculum planners, report cards, reporting to parents, introduction to curriculum documents, peer review of professional portfolio to date.

PROF 130/0.25 Professional Development (Intermediate/Senior) (IS)
Literacy and numeracy at the secondary school level, Teacher Advisor Program, Teacher Advisor Groups, basic introduction to concepts of Guidance, characteristics of the non-academic stream, basic introduction to concepts of alternative school models and adolescents at risk.

PROF 190/0.25 Theory and Professional Practice (Primary-Junior) (P)

PROF 191/0.25 Theory and Professional Practice (Intermediate-Senior) (IS)
This course begins the process of constructing and documenting professional knowledge acquired by experience. With an emphasis on classroom activities and teaching strategies, the course provides opportunities to interpret and modify practices from one's own perspective and that of experienced teachers and fellow teacher candidates, and relevant educational literature.

PROF 195/0.5 Theory and Professional Practice in Aboriginal Education (Primary-Junior) (P)
This course begins the process of constructing and documenting professional knowledge acquired from experience. With an emphasis on Aboriginal classroom activities and Aboriginal teaching strategies, the course provides opportunities to interpret and modify practices from one's own perspective and that of experienced teachers and fellow Aboriginal teacher candidates. Relevant educational literature, which emphasizes Aboriginal orientations and perspectives, will be utilized.

ences, and non-profit organizations. Such careers might include offering workplace-training courses, managing and evaluating training programs, and training trainers.

FOCI 290/0.5 Teaching At-Risk Adolescents and Young Adults (PJS)
Examination of various categories of at-risk students and assessment of strategies for working with them, both in schools and community agencies. Learning is primarily through on-site observation and experience, complemented by readings in relevant psychology and sociology literature. Self-directed collaborative groups pursue shared interests and means for disseminating their work with the education community.

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

Foundations

Foundations courses deal with broad issues and with the intellectual and theoretical underpinnings of the education enterprise. Traditionally, Foundations courses are drawn from disciplinary areas such as philosophy, psychology, sociology, anthropology and history.

FOUN 403/0.5 History of Education in Canada: An International Perspective (PJS)
Opens with an examination of historiographical developments with particular reference to the history of education in Canada. Students are expected to: a) become critical readers of historical writings pertaining to education in Canada; b) identify main interpretive and methodological trends; c) become aware of intellectual relevance of producing concepts adequate to historical explanations; 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 415/0.5 Comparative Education - Canadian Education in (PJS) Comparative Perspective
Current issues in Canadian education are identified within their immediate settings and then discussed in terms of a range of relevant international and historical comparisons. These issues typically involve interaction between schooling and various social, economic, political and personal factors, and have important implications for the organization, content and process of education. The comparative approach of the course is designed to promote a sophisticated awareness of the global and local expressions of this interaction, and of its varying effects on the role of the teacher as social agent and as personal model.

FOUN 416/0.5 Catholic Education (PJS)
Designed to introduce teacher candidates to the Catholic education tradition in Ontario. Topics include the history of Catholic education in Ontario, the philosophical underpinnings of a Catholic school system, the critical assessment of values embedded in the curriculum including development of a curricular philosophy which reflects the particular requirements of the Catholic education system, and the support systems presently available for Catholic teachers in the schools of Ontario.

FOUN 437/0.5 Philosophy of Poetry and the Fine Arts (PJS)
A conceptual model for teaching poetry and the fine arts will be developed that deals explicitly with strategies for engaging and supporting student learning. Focusing inductively on the problems of appreciation and poetic response, the theoretical orientation presented will stress the interrelation of poetic meaning and visual, aural and dramatic values. The course will provide both a firm conceptual basis for arts pedagogy and a useful practical base for teaching poetry and the arts in an innovative way.

FOUN 440/0.5 Philosophy - Understanding Teaching (PJS)
This course is intended as an introduction to the philosophy of teaching young children. Topics will include the nature and aims of education, the activities of teaching and learning and the structure of the curriculum.

FOUN 441/0.5 Issues in Grading and Evaluation (PJS)
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.

FOUN 449/0.5 Philosophy of Elementary Education (P)
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 453/0.5 Philosophy of Professional Practice (PJS)
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 critiquing educational activities that can also function as the basis for a genuinely professional approach to ongoing professional learning, and community involvement.

FOUN 459/0.5 Philosophy of Education for Mathematics Educators (PJS)
This course will provide an opportunity to explore the philosophical and epistemological ideas underlying the present mathematics education

Graduate Programs in Education

Master of Education

The program leading to a Master of Education degree is for teachers and others who wish to further their professional and academic studies. Two fields of study are offered: Curriculum and Instruction and Educational Studies. Coursework and research emphasize the application of knowledge to teaching and learning, and the development of students as professional leaders with a strong scholarly knowledge base. The field of Curriculum and Instruction aims to enhance students' understanding of the complex interactions of teachers, learners, and the curriculum, and foster those capacities and skills basic to professional decision-making. Course offerings and research in this field emphasize both general processes such as curriculum design, theory, evaluation, and innovation, and more domain-specific factors related to the nature of knowledge in particular subject matter disciplines such as Mathematics, Science and Technological Education or the Arts. The field of Educational Studies aims to enhance students' understanding of fundamental processes in education in areas such as socio-cultural studies; cultural studies; critical theories; educational sociology; educational philosophy; educational policy and leadership; educational psychology and measurement; and assessment and program evaluation. Students may follow a concentration in psychology of learning and cognition or cultural and policy studies. The minimum time period for completion of the ten half-course equivalent degree and/or summers). Normally, full-time students can anticipate needing at least eighteen months in order to complete the degree requirements. Most full-time students will find it possible to complete all coursework within the three terms of their full-time year, and to have begun work on the thesis or project. Thesis or project work can be completed in additional terms either on-campus or off-campus. All students are required to complete the degree requirements within five years of initial registration.

Admission Requirements

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

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

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

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

Doctoral Program

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

Admission Requirements

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

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

Fields of Study

Three fields are central to this program: curriculum studies, cultural studies, and professional 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 2003. Master's students may apply to begin studies in the 2003 summer, 2003 fall, or the 2004 winter term. Doctoral students may apply to commence their program in the 2003 fall term only.

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 the Summer term. Courses are also offered on-line and at several off-campus locations. Information about course offerings may be obtained from the Faculty Registrar's Office, Faculty of Education or on our website www.coursesforteachers.ca.

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

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 (ABQ)

Primary Division

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

Junior Division

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

Intermediate Division

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

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

3b for candidates whose Certificate does indicate Intermediate as an initial area of concentration, a minimum of two full courses in the teaching subject for which qualification is sought.

Senior Division

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

3a for candidates whose Certificate does not indicate Senior as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought, or

3b for candidates whose Certificate does indicate Senior as an initial area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought.

Notes:

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

Technological Education

- 1 hold a Certificate of Qualification indicating initial qualifications in Technological Studies, or
- 2 for candidates whose Certificate does not indicate Technological Studies, evidence of at least sixty months of wage-earning experience related to the subject for which qualification is sought which must be submitted and approved by the Technological Education Office.

Notes:

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

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

Part 1

- 1 hold a Certificate of Qualification.

Notes:

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

Part 2

- 1 hold a Certificate of Qualification indicating successful completion of Part 1;
- 2 submit evidence of at least one year successful teaching experience in Ontario certified by the appropriate supervisory officer or one year suc-

Faculty Policies and Regulations

The Faculty of Education may be obliged to make changes to the curricula, program descriptions, and course descriptions in this Calendar. In that case, the corrections will appear in the Minutes of the Faculty Board. In the event of discrepancies between statements that appear on the Faculty Web Sites and the corresponding statements in this Calendar and the Faculty Board Minutes, the latter versions will apply.

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.

Student Responsibility

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

Change of Registration

Students wishing to make changes in course registration are required to make the change before the appropriate deadline (see Sessional Dates) on the Queen's Computer Access to Registration Database (QCARD). QCARD can be accessed via the Internet at www.qcard.queensu.ca. After the deadline date, any course registration changes must be authorized by the Faculty Registrar's Office.

Voluntary Withdrawal

Students may withdraw voluntarily prior to deadlines published in this Calendar (see Sessional Dates). It is recommended that students consult with the Faculty Registrar's Office before withdrawing. Students wishing to return after having withdrawn completely must reapply through the Ontario Universities' Application Centre (OUAC) by the application deadline.

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.

Deferrals

Successful applicants are offered full-time admission for a specific academic year in the Bachelor of Education/Diploma of Education Consecutive programs. Therefore, deferrals are not normally permitted. An applicant who has accepted an offer by returning the Admission Response Form to the Ontario Universities' Application Centre (OUAC), and then determines that it is not possible to attend for that academic year, should withdraw his/her acceptance by writing to the Faculty Registrar. The applicant would need to reapply through the OUAC for the following academic year.

An appeal may be made, in writing, to the Faculty Registrar in exceptional circumstances.

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.

Grading System

1 At the beginning of each course, instructors will provide a clear statement of the basis on which the final grades are assigned, the term work expected and the weight, if any, each assignment will contribute to the final grade. Students' progress in courses and practica will be monitored under the Procedures for Monitoring and Reporting on Teacher Candidate Progress.

2.1 The grades for all courses or components of the B.Ed. and Dip. Ed. programs 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.

2.1 Additional academic record entries are:

- NW not written
- IN incomplete
- CR credit
- CD grade deferred
- AG aegrotat grade
- DR dropped
- IP in progress

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

2.4 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 within four weeks of the grade being received. The letter of appeal should cite any extenuating circumstances affecting performance in the failed course (with supporting documentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean after consultation with relevant members and/or officers of the Faculty.

2.5 When a candidate has failed a course or a component of a course in the B.Ed. or Dip.Ed. program, or in Continuing Teacher Education, and has been given permission to undertake an alternative course or component in substitution for the course or component that has been failed, the Faculty's administration shall not approve or make available any alternative course

cessful teaching experience outside Ontario certified by the appropriate supervisory officer.

Specialist

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

Notes:

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

C. HONOUR SPECIALIST

- 1 hold or be deemed to hold a Certificate of Qualification;
- 2 hold a degree of Bachelor of Arts, or Bachelor of Science from an Ontario university in a program:

a that requires four years of university study, or the equivalent thereof, to a total of at least sixty university credits (20 full courses) and,

b in which the candidate has obtained at least second class or equivalent standing (B average) in at least twenty-seven credits (9 full courses) in the subject for which the candidate seeks qualification or;

c holds qualifications the College considers equivalent to the qualifications referred to in 2.a,b;

3 provide evidence of at least two years of successful teaching experience including at least one year in Ontario in the subject in which the Honour Specialist qualification is sought, certified by the appropriate supervisory officer.

D. HONOUR TECHNOLOGICAL STUDIES SPECIALIST

- 1 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 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 PROGRAM

The Principals' Qualifications Program (POP) is a two-part program required by those who intend to become vice-principals and principals in Ontario's publicly supported schools. Part I 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. POP Part 2 is another three-week, 125-hour course. The theme for Part 2 is 'principal as leader'.

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 they were authorized
- respect all copyrights and licenses 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 accounts
- not use computing facilities to send obscene, vulgar or harassing messages
- 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 formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally maintaining the reputation of the University. Initial responsibility for the enforcement of the Code rests with the Alma Mater Society, and the Graduate Student Society on behalf of the Senate. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

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

interests. The following conduct is unacceptable and constitutes an offence within the University community:

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

Note

Any reprisal or express or implied threat of reprisal for making and pursuing a complaint under any procedure authorized by the University is deemed to be an offence against the University Code of Conduct.

or component without prior consultation with the appropriate area or discipline group in the Faculty to determine the suitability of the proposed alternative required.

- 3 The Credit (CR) shall be recorded only for those courses or components, which the Faculty Board has determined, are not to be graded.
- 4 The Incomplete (IN) is a temporary designation, which is used when, in the judgement of the instructor, a candidate merits an extension of time for the completion of a course. At the end of the course the instructor will complete an Incomplete Grade Statement indicating work to be completed and the due date with a copy provided to the candidate and the Faculty Registrar. Both the instructor and candidate must sign the Incomplete Grade Statement. Incomplete (IN) is automatically converted to Fail (F) if the candidate has not successfully completed the course by the time specified or, in any event, no later than twelve calendar months from the original completion date of the course. The Programs Committee has the authority to make exceptions to these rules where, because of extenuating circumstances, a candidate has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.
- 5 The Aegrotat (AG) may be granted by an instructor in cases where the candidate because of serious illness, has been prevented from completing a course or component and where the instructor feels that the candidate would have completed the course or component successfully had not illness intervened.
- 6 No grade may be changed by administrative fiat.
- 7 It is the responsibility of each course instructor to report final grades to the Faculty Registrar's Office within ten working days of the last day of the term or session. The only exceptions to this shall be those courses determined as such by the Faculty Board.
- 7.1 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.

Appeal of a Failed Grade

- 8 Students have the right to appeal a failed grade assigned in a course subject to the marking scheme set out by the course instructor(s).
- 8.1 As a first step, the student should request an informal review with the instructor concerned, and instructors are strongly encouraged to consent. This request should be made within 10 working days of the grade being received. Normally the instructor will provide a reconsidered grade within a further 10 working days of the receipt of the request and any further information being submitted by the student.
- 8.2 If the request for an informal review is denied or if the student is not satisfied with the decision, a formal appeal may be submitted to the Associate Dean. The appeal must be submitted in writing with copies of all relevant documents not later than 10 working days after either the original grade or the reconsidered grade being received and must be accompanied by a faculty appeal fee (A certified cheque or money order payable to Queen's University for \$25.00). The fee will be refunded to the student if,

as a result of the review, a failing mark is raised to a pass. The reconsideration will be by two reviewers appointed by the Associate Dean; one reviewer will be the original instructor, if possible. The work under question will be reviewed and the student will be informed of the reconsidered grade, normally within two weeks of receipt of the written appeal.

8.3 If the student is not satisfied with the decision after the review referred to in 8.2, the next stage of review lies with the Programs Committee. The student must send an appeal in writing, within 15 working days of receiving the decision to the Programs Committee. The Programs Committee will assign two of its members to review the material in question and to submit their recommendation to the Committee at its next meeting. The decision of the Programs Committee is final.

Requirements for Graduation

To be eligible for the B.Ed. degree, the Dip.Ed., and the Certificate of Qualification as a teacher, a candidate must have grades of H, PA, PN, AG, or CR in all the minimum required courses or components of the program.

Faculty Services

Education Computing Services

A variety of computing resources are available to B.Ed., Dip.Ed., M.Ed., Ph.D., and Continuing Teacher Education candidates for class presentations, preparation of teaching resources, and review of educational software. Two general computing labs contain Macintosh and Windows-based computers. Additional computers are located in labs, classrooms, and work areas throughout the building. All computers are connected to the local Education computing networks and to the Internet. Most classrooms and lecture theatres have network connections; portable computers with overhead display projectors are available for large group demonstrations. Two sets of wireless laptop computers are also available for class use as required. Specialized peripherals include laser printers, scanners, digital cameras, 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 is installed on the local networks. Documentation and some software, such as CDs, may be borrowed from the Education Library for local use. Emphasis is placed on curriculum related software, software that supports collaboration, and on general-purpose tools such as spreadsheets, database management systems, painting and drawing programs, and telecommunications programs.

Incoming candidates are encouraged to have at least basic skills in computer use, including fluency with a basic word processor, database, spreadsheet and the Internet. Candidates are encouraged to increase their skill level by taking part in workshops or online tutorials before they arrive, or by registering for workshops provided by Queen's Information Technology Services. The Faculty of Education offers workshops for teacher candidates on the educational uses of technology.

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

Education Library

The Education Library serves the students, faculty, and staff of the Faculty of Education and is a resource for area teachers. The collection consists of approximately 200,000 books, nearly 500 education-related journals in print format and nearly 500 education-related journals in electronic form. As well, the Education Library's patrons are able to access thousands of additional electronic journals covering all academic fields of inquiry. The Education Library also houses more than 10,000 teaching resources including 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 1960. An important research resource is the collection of well over one million microfiche, including the ETS Collection of Tests on Microfiche and the Educational Resources Information Center (ERIC) collection. The latter collection is now available electronically from 1996 forward via E-Subscribe. During the academic year the reference desk is staffed by a librarian on weekdays, as well as four evenings a week and Sunday afternoons. The Education Library's website can be visited at <http://library.queensu.ca/webedu>.

Teacher Resource Centre

The Teacher Resource Centre is a unique partnership between Queen's University, the Limestone District School Board, and the Algonquin and Lakeshore Catholic District School Board, created to serve the resource needs of local area teachers, faculty 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, audio cassettes and software for all subjects and grade levels. Kindergarten to OAC. Resources are available in English and French. Each area school receives weekly courier service. Evening and weekend hours are provided during the school year. Individual instruction and group workshops are provided. Visit the resource Centre's web site for hours, What's New, and search the catalogue at <http://library.queensu.ca/webtc>.

Placement Office

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

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

Website: <http://educ.queensu.ca/~placement>

University Policies

Student Names

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

Students with Disabilities

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

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

Student Debts

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

Academic Dishonesty

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

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

1 Exams and Tests

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

2 Laboratories, Field Work and Research Reports

Copying a laboratory or field report, or allowing someone else to copy one's report.
Using another student's data unless specifically allowed by the instructor and the author.
Allowing someone else to do the laboratory or field work without the knowledge and approval of the instructor.
Using direct quotations or large sections of paraphrased material in laboratory or field report, research report, thesis, or publication without acknowledgement. (For additional information refer to the Code of Research Ethics, Queen's Gazette, Vol. 19, 8 December 1987).
Fabricating or falsifying laboratory or research data.

3 Essays and Assignments

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

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

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

4 Official Documents

Altering transcripts or other official documents relating to student records.
Misrepresenting one's credentials.
Creating or altering letters of reference.
Individual instructors or academic units will normally point out areas of specific concern not covered above. Students are encouraged to consult instructors regarding procedures and use of materials if in doubt about how they may relate to academic dishonesty.

Computer Code of Ethics

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

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

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 ice hockey program.

The A. Ephraim Diamond Award

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

The Disabled Students' Bursaries

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

A. Vibert Douglas Bursaries

Established by friends and colleagues of A. Vibert Douglas, LL.D., Dean of Women from 1959 to 1959 and a pioneer in the teaching of astrophysics. Awarded on the basis of need to students in any Faculty or School, with preference given to women students.

The Education '97 Bursary

Established by the class of Education '97 and awarded to a student registered in the Faculty of Education on the basis of financial need.

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

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

The Faculty of Education Bursaries

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

need.

The John Farnham Memorial Bursary

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

The David A. Gillies and Jessie Hercher Gillies Bursaries

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

Lin Good Bursary

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

The Adelaide Haggart Bursaries

Established from a bequest by Adelaide E. (Haggart) Robinson and awarded to a student in any faculty or school on the basis of financial need.

The John Miles Hamilton Memorial Bursary

Established by the family of the late John Miles Hamilton, Comm. '41 (Queen's), M.B.A. (Harvard). Awarded to students in any undergraduate faculty or school who are in need of financial assistance.

The Monsignor J.G. Hanley Memorial Bursary

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

The Celeste 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 Inuit student in financial need; value \$100.

The James Boyd Keddle Memorial Bursaries

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

The Khaki University and YMCA Memorial Fund

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

The Alice Kingston Bursaries

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

The Rolf Lund Award

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

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 need.

The A.E. MacRae Bursaries

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

The MacRae Bursaries

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

The Arthur Mandell Education Bursary

Established in March 2001 by the Education class of 1999 in memory of Arthur Mandell, B.A. 1965, LL.B. 1978, who was a professor in the Faculty of Education (1970-1998). This bursary honours Professor Mandell's commitment to all students. In keeping with his belief that education should be accessible to everyone, this bursary assists those in financial need to study at Queen's Faculty of Education.

The Reverend Dr. Alexander Dawson Matheson Award

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

The Wilhelmina McArthur-Humphries Bursaries

Established by Wilhelmina McArthur-Humphries, B.A. 1918. Four bursaries are awarded on the basis of merit and need to candidates for admission to an undergraduate program whose permanent place of residence is in Wellington or Lanark County. Two bursaries are offered to students from Wellington County and two bursaries are offered to students from Lanark County. The bursaries may be renewed for up to four years provided a 65% average is maintained and may be held in any undergraduate

Faculty of School. If in any year there are not sufficient entrance candidates to use up the income, the award may be given to an eligible upper-year candidate from Wellington or Lanark Counties. Application forms may be obtained from the Associate University Registrar (Student Awards) and must be returned prior to 1 May.

The Helen Talbot Medhurst Award

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

The Metis Awards

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

The Caroline Mitchell Bursary

Established in March 2001 by the Canadian Federation of University Women, Kingston Club, in memory of Caroline Mitchell, B.A. 1926, a founding member of the C.F.U.W. Kingston Club. Awarded to mature female full- or part-time students in any faculty or school on the basis of financial need.

The Alison and I.G. Morgan Bursary

Established to honour the retirement of Alison and I.G. Morgan from Queen's, and awarded on the basis of financial need to a student in any year of any program.

The Gladys R. Munnings Bursary in Education

Established by Gladys R. Munnings (B.A. Honours, 1932; LL.D. 1976) and awarded on the basis of financial need to students registered in the Faculty of Education.

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 Frederic H. Peters Bursary

Established by Frederic H. Peters, B.A. 1974, and awarded on the basis of financial need to a student in any faculty or school.

The Plumley Family Award for Football

Established by Kent Plumley, B.Sc. (Chem.Eng.) 1960, LL.B. 1963, and Sandra Macdonald Plumley, B.A. 1966. Awarded to second-, third-, or fourth-year students enrolled in any program on the basis of financial need and who play on the Queen's Golden Gaels Football Team. The maximum amount of each bursary will be according to OUA regulations and will adhere to all other OUA and CIS guidelines for Athletic Awards.

Registrar (Student Awards). The applicant should list two persons who have been asked to submit confidential letters about his or her academic ability and qualification, and submit an official transcript. The recipient will be chosen by a Selection Committee, including representatives of former Queen's football players, the Chairperson of the Senate Committee on Scholarships and Student Aid and an additional member of the Scholarship Committee; value at least \$2,500.

The F.D. Sawyer Memorial Award

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

The Gordon A. Snider Prize in the History of Technology

Established by colleagues and family of Gordon Snider, B.A. '74, respected teacher and ardent student of the history of technology and engineering in Canada. Awarded annually to an undergraduate student in any faculty or school for the best essay on the historical development of some aspect of technology. This essay must exhibit thorough research and originality and illustrate the impact of technology on the community. Preference will be given to a Canadian topic. Selection will be made by an inter-faculty committee chaired by an appointee of the Dean of the Faculty of Applied Science. Applications should be submitted to the Associate University Registrar (Student Awards) by 15 March; value \$270.

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 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 A.M.S. 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 Players, the president of the Queen's Musical Theatre and one member-at-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. 1980, 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 (past, 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 Committee on Scholarships and Student Aid. Value \$10,415

The Lilian Coleman Taylor Prize

Awarded annually to the outstanding woman student from Leeds County registered in any faculty of Queen's University. Value: \$880

The Walter Thumm Memorial Scholarship in Physics

Established by his family and friends in memory of Walter Thumm, Professor at Queen's until his death in 1977. By his understanding and enjoyment of physics, by his writing, and by his own example, he inspired countless students and teachers of physics. Awarded on the recommendation of the Department of Physics to an outstanding student beyond the second year who has a concentration in physics and who has indicated his/her intention of teaching physics, preferably at the high school level. Applications should be made prior to 1 April to the Associate University Registrar (Student Awards); value \$1785.

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 \$170.

Bursaries

Queen's University has general bursary funds available to students. Bursary funds are intended to assist primarily in emergency situations, but are also available to help cover educational costs after the student's own financial contribution to the cost of his or her education, parental assistance, government aid and Queen's loans have been exhausted. NEED is the primary consideration in the award of a bursary.

Applications for bursaries are available on-line at: www.queensu.ca/registrar/awards and must be submitted to the Associate University Registrar (Student Awards) prior to 31 October. Funds will be distributed at the beginning of Winter Term. In the case of an extreme emergency where immediate assistance is required, students should contact the Student Awards Office. Bursaries are deposited to the student's tuition account if there is a balance owing and any remaining funds are paid by cheque.

The ACC Bursary

Established from the partial proceeds of the Queen's ACC long distance discount program. Awarded on the basis of financial need to a student in any faculty or school at Queen's University.

AMS Sequelentennial 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.

The Anne Home Protti Award

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

The Queen's International Student's Society Bursary

Established in 1993 by the Queen's International Student's Society and awarded on the basis of financial need. Preference will be given to an international student.

The Queen's University Staff Association Bursary

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

The Rehab Therapy Society Sesquicentennial Bursary

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

The Alexander Morton Robertson Awards

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

The Pauline Schubert Bursary

A bursary given by the Faculty Women's Club of Queen's University in memory of the late Pauline Schubert, a former President of the Faculty Women's Club, to assist a female student.

The Sutton Bursaries

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

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 the basis of financial need to student(s) in any undergraduate program. Awarded to second-, third-, or fourth-year students enrolled in any program on the basis of financial need and who play on the Queen's Golden Gaels Football Team. The maximum amount of each bursary will be according to OUA regulations and will adhere to all other OUA and CIS guidelines for Athletic Awards.

The Eric Todd Bursary

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

The TD Bank Financial Group Bursaries

Established by the TD Bank Financial Group and awarded to part- or full-time undergraduate students on the basis of financial need.

The TD Bank Financial Group General Bursaries

Established by the TD Bank Financial Group and awarded to part- or full-time undergraduate students on the basis of financial need.

The Toronto-Dominion Bank Higher Education Awards

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

University Council Bursary

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

The Uplifts International Study Award

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

The van Nostrand/Holt Family Bursary

Established by Alison Holt, Arts 1987, former staff member in Alumni Affairs and Communications, and Ines van Nostrand, Science 1986, former Director of Alumni Affairs, as well as their friends at Queen's. Awarded on the basis of financial need to an undergraduate student in any faculty or school at Queen's University, with preference to those who have shown personal commitment to community service.

The Elizabeth Wallace Bursary

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

The George R. Webb Bursary Fund

A trust created by the late George R. Webb of 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.

