



Queen's UNIVERSITY

Queen's Faculty of Education 2004-2005

FACULTY OF Education 2004-2005

ABOUT THE COVER

Walk through Queen's campus on a sunny day in spring and you will discover its intrinsic beauty. Elegant limestone buildings stand gracefully, surrounded by parks, gardens and an arboretum that is home to many rare and beautiful trees. Step into the buildings, away from tranquility of the campus, into classrooms and labs. You will find vibrant learning spaces filled with outstanding students from across Canada and around the world who've come to expand their academic and personal horizons. They've come to participate in "the Queen's experience" – a rich blend of tradition, innovation, and scholarship, combined with an exciting student life that extends far beyond classroom and campus.

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Faculty of Education
Calendar 2004-05

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

Tel 613 533-6205
Fax 613 533-6203
Web www.educ.queensu.ca

Pre-Service Teacher Education at Queen's University

Our vision of the graduate of 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, and who has 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

- The program sustains a commitment to academic excellence and to learning how to learn, and reflects teaching as both an intellectual and practical activity, according to Queen's principles.
- The program considers that all teacher candidates should possess the literacy and critical skills associated with an educated person.
- The program promotes caring as a central value in the profession of teaching, 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: inclusivity and social justice; collaboration and leadership; the use of technology in teaching and learning.

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2004

January	February	March	April
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2005

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Sessional Dates 2004-05

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.

September 2004	January 2005
6 Labour Day	3-31 Classes
7 Fall term begins; registration for Consecutive and final year Concurrent students	14 Fall courses end
8-10 Mandatory academic sessions	17 Winter courses begin
13-30 Classes	28 Last date to add or drop a Winter course
17 Last date to add or drop a Fall or Fall/Winter course	February
October	1-18 Classes
1 Classes	21 Holiday (University closed; no classes)
4-29 Practicum	21-28 Alternate practicum
11 Thanksgiving Day (University closed)	March
29 Fall Convocation	1-11 Alternate practicum
November	14-18 March break (no classes or practicum)
1-12 Classes	21-31 Practicum
11 Remembrance Day (classes cancelled 10:30-11:30 a.m.)	25 Holiday (University closed)
15-30 Practicum	April
December	1-15 Practicum
1-17 Practicum	18-29 Classes
6 Commemoration Day	June
20-31 Holiday break	2 Spring Convocation

Faculty 2004-05

- Applegate, M.W.**
B.A. (McMaster), M.A. (Toronto)
Professor Emeritus of Education
- Archibald, Valerie A.**
B.A., B.P.H.E., B.Ed. (Queen's)
Adjunct Lecturer of Elementary Physical & Health Education Curriculum
- Babbitt, Susan E.**
B.A., M.A. (Ottawa), M.A., Ph.D. (Cornell)
Associate Professor in Philosophy; Cross-Appointed in Education
- Bailey, J.C.**
B.A. (Queen's), M.A. (Syracuse)
Professor Emeritus of Education
- Balanчук, M.L.**
B.A. (Queen's), M.Ed. (Toronto)
Professor Emeritus of Education
- Bond, Sheryl**
B.Sc. (Lewis & Clark), M.Sc., Ed.D. (Indiana), Ph.D. (BC)
Associate Professor of Higher Education, Leadership and Cultural Studies
- Boyce, William**
B.A., M.Sc. (McMaster), B.Sc. (Queen's), Ph.D. (Toronto)
Director of Social Program Evaluation Group; Associate Professor in Education and in Community Health and Epidemiology
- Bruno-Jofré, Rosa**
Licenciada en Historia, Profesora en Historia (U.Nacional del Sur, Argentina), Ph.D. (Calgary)
Dean of Education; Professor of Comparative Education
- Burney, Shehla**
B.A. (Osmania), Ed.J., B.Ed. (Brandon), M.A. (Manitoba), M.Ed. (OISE), Ph.D. (Toronto)
Assistant Professor of Cultural Studies
- Butler, Brian**
B.A. (New Brunswick), M.A., Ph.D. (Waterloo)
Associate Professor in Psychology; Cross-Appointed in Education
- Cheng, Liying**
B.A. (Xian Jiaotong), M.A. (Reading), Ph.D. (Hong Kong)
Assistant Professor of 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 of Science Curriculum
- Christie, Catherine**
B.Sc., M.Sc., B.Ed., Ph.D. (Queen's)
Adjunct Assistant Professor of Science Curriculum
- Colgan, Lynda**
B.Sc., B.Ed. (Toronto), M.Ed. (OISE), Ph.D. (Toronto)
Associate Professor of Elementary Mathematics Curriculum
- Cote, Jean**
B.Sc. (Ottawa), M.Ed. (Montreal), Ph.D. (Ottawa)
Associate Professor in School of Physical and Health Education; Cross-Appointed in Education
- Crawford, D.H.**
B.Sc., M.A., M.Ed. (Glasgow), Ph.D. (Syracuse)
Professor Emeritus of Education
- Deir, Elspeth M.**
B.A. (Toronto), B.Ed., M.Ed. (Queen's)
Adjunct Assistant Professor of Elementary Social Studies Curriculum
- Donald, Merlin W.**
B.A. (Loyola), M.A. (Ottawa), Ph.D. (McGill)
Professor in Psychology; Cross-Appointed in Education
- Duffin, Jacalyn**
M.D. (Toronto), F.R.C.P.(C), Doct. II (Sorbonne)
Hannah Professor of History of Medicine; Cross-Appointed in Education

Egnatoff, William J.
B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto)
Assistant Professor of Computers in Education

Elliott, Stephen R.
B.F.A., B.Ed., M.Ed. (Queen's), Ph.D. (Concordia)
Associate Professor of Visual Arts Curriculum

Frederickson, Karen
B.Mus. Ed. (Colorado), M.Mus. (Oregon), Ed. D. (Arizona)
Associate Professor in School of Music; Cross-Appointed in Education

Freeman, John
B.A., B.Ed., M.Ed. (Queen's), B.Math. (Waterloo), Ph.D. (Michigan)
Associate Professor of Cognitive Studies

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

Grime, A.R.
B.A. (Manchester), M.Ed. (Toronto), Ed.D. (Oregon)
Professor Emeritus of Education

Hennessy, P.H.
B.A. (Queen's)
Professor Emeritus of Education

Higginson, William C.
B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Exeter), Ph.D. (Alberta)
Associate Professor of Mathematics Curriculum

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

Hills, George L.C.
B.Ed., M.Ed., Ph.D. (Alberta)
Associate Professor of Philosophy of Education

Holomego, H.
B.A., B.P.H.E. (Queen's), M.A. (Western)
Professor Emeritus of Education

Horwood, R.H.
B.A., M.Sc. (Queen's)
Professor Emeritus of Education

Hutchinson, Nancy L.
B.A. (Trent), Dip. Ed., M.A. (McGill), Ph.D. (Simon Fraser)
Coordinator of Graduate Studies; Professor of Education

King, A.J.C.
B.P.E. (British Columbia), M.Sc. (U.C.L.A.), Ed.D. (Toronto)
Professor Emeritus of Education

King, C.
B.Ed., M.Ed. (Saskatchewan), Ph.D. (Calgary)
Professor Emeritus of Education

Kirby, John R.
B.A. (McGill), Ph.D. (Alberta)
Professor of Psychology of Education; Cross-Appointed in Psychology

Klinger, Don A.
B.Sc. (British Columbia), B.Ed. (British Columbia), Ph.D. (Alberta)
Assistant Professor of Education

Krugly-Smolka, Eva T.
B.Sc., B.Ed., M.A., Ph.D. (Toronto)
Professor of Science (Biology) Curriculum

Lamb, Roberta
B.Mus. Ed., M.Mus. Ed. (Portland), Ed.D. (Columbia)
Associate Professor in School of Music; Cross-Appointed in Education

Lawrence, Diane M.
B.Sc. (Horn), M.Ed. (Western), M.Ed. (Queen's)
Adjunct Associate Professor of Elementary Science Curriculum

Lee, Elizabeth
B.A., B.Ed. (Manitoba), M.Ed. (Harvard), Ph.D. (OISE/UT)
Assistant Professor of Language and Literacy

Lewis, Magda A.
B.A. (Waterloo), M.A., Ph.D. (Toronto)
Associate Professor of Educational Contexts

Lloyd, Susan
Cert. Ed. (Cambridge), Dip. Ed., M.A. (London)
Coordinator of Alternate Teacher Accreditation Program for Teachers with International Experience; Adjunct Lecturer of Elementary Language Curriculum

Loney, D.E.
B.Sc. (Queen's)
Professor Emeritus of Education

Luce-Kapler, Rebecca
B.Ed., M.Ed., Ph.D. (Alberta)
Associate Professor of Language and Literacy

MacEachren, Elizabeth
BNS (Lakehead), B.Ed. (Lakehead), M.Sc. (Nat'l Audubon Expedition Inst. and Lesley College), Ph.D. (York)
Assistant Professor of Outdoor and Experiential Education

Mansfield, T. Dickson
B.A. (Hons.), M.Ed. (Queen's)
Adjunct Lecturer of Geography Curriculum

Martin, Andrea
B.A. (Hons.) (Smith College), M.A. (Sussex), M.Sc. (ISE), B.Ed., M.Ed. (Queen's)
Adjunct Lecturer of Elementary Language Curriculum

Massey, D.A.
M.A. (Cambridge), M.A.T. (Yale), Ph.D. (Queen's)
Professor Emeritus of Education

McAndrews, Brian
B.A. (Windsor), M.Ed. (Queen's)
Coordinator of Practicum; Adjunct Lecturer of English Curriculum

McDuff, Joan E.
B.A. (Manitoba), M.Ed. (Queen's)
Adjunct Lecturer of Elementary Mathematics

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

Miller, Larry A.
B.A. (Thiel College), M.A. (Duquesne), Ph.D. (Alberta)
Professor Emeritus of Education

Moore, Barbara
B.A. (Hons.) (London)
Adjunct Lecturer of Computers in Education

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

Mueller, Andréa
B.P.E. (Ottawa), B.Ed. (Toronto), M.A. (Victoria), Ph.D. (British Columbia)
Associate Professor of Elementary Science Curriculum

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

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

Myers, Marie J.
B.A., M.A., Doct. III^c. (Strasbourg)
Associate Professor of Applied Linguistics/Language and Communication

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

Olson, J.K.
B.A., B.Sc. (Queen's), M.Ed. (Toronto), Dip. Ed. (Bristol), Ph.D. (Birmingham)
Professor Emeritus of Education

Pratt, D.
B.A., M.A. (Oxford), M.A., Ph.D. (Toronto)
Professor Emeritus of Education

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

Robertson, A.
B.A., B.P.H.E. (Queen's), M.A. (University of the Pacific)
Professor Emeritus of Education

Roulet, R. Geoffrey
B.Sc., M.Math. (Waterloo), B.Ed. (Queen's), M.Ed. (Toronto), Ph.D. (OISE)
Coordinator of Mathematics, Science and Technology Education Group; Associate Professor of Mathematics and Statistics

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

Samuda, R.J.
B.A., M.Ed., Ph.D. (Ottawa)
Professor Emeritus of Education

Shulha, Lyn M.
BPE (McMaster), Dip. Ed. (Western), M.Ed. (Queen's), Ph.D. (Virginia)
Associate Professor of Evaluation, Planning and Assessment

Smith, Howard A.
B.Sc. (New Brunswick), Ed. Dip. (McGill), M.A., Ph.D. (Toronto)
Associate Professor of Educational Psychology

Smithrim, Katharine L.
Mus. Bach., Art. Dip. (Toronto), B.Ed. (Queen's), Ph.D. (Eastman)
Professor of Music Curriculum

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

Stockley, Denise
B.Ed., M.Ed. (Brock), Ph.D. (Simon Fraser)
Assistant Professor in Instructional Development; Cross-Appointed in Education

Talesnick, I.
B.A., M.A. (Toronto)
Professor Emeritus of Education

Taylor, Peter D.
B.Sc., M.Sc. (Queen's), Ph.D. (Harvard)
Professor of Mathematics and Statistics; Cross-Appointed to Education

Thompson, L.
B.A. (Toronto), M.A. (Rochester)
Professor Emeritus of Education

Upitis, Rena B.
B.A., LL.B., M.Ed. (Queen's), Ed.D. (Harvard)
Professor of Arts Education

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

Watson, Peter H.
B.A. (Toronto), M.A. (Acadia)
Professor Emeritus of Education

Weisberg, Mark
B.A. (Yale), D. (Harvard)
Professor in Law; Cross-Appointed in Education

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

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

Wilcox, Susan
B.A. Sc. (Quebec), M.Ed. (Brock), Ph.D. (Toronto)
Associate Professor in Instructional Development; Cross-Appointed in Education

Williams, Tom R.
B.Sc., M.A. (McGill), Ph.D. (Michigan)
Professor in School of Policy Studies; Cross-Appointed in Education

Wilson, Robert J.
B.Ed. (British Columbia), M.Ed., Ph.D. (Washington)
Professor Emeritus of Education

Admission, Registration and Fees

The Faculty of Education offers a one-year post-degree consecutive program leading to the Bachelor of Education degree or the Diploma in Education. The program also leads to recommendation to the Ontario College of Teachers for the awarding of the Certificate of Qualification as a teacher, which qualifies the holder to teach in the publicly supported schools of Ontario.

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

Program Options

PRIMARY-JUNIOR

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

INTERMEDIATE-SENIOR

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

TECHNOLOGICAL EDUCATION

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

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

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

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

Queen's University's Faculty of Education is the only Ontario faculty of education, with a technology lab and a technology computer lab.

Admission Requirements

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

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

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

The broad-based technology subject areas in technological education available at Queen's University are: Communications Technology, Construction Technology, Hospitality Services Technology, Manufacturing Technology, Personal Services Technology, Technological Design, and Transportation Technology.

The Internship route has several additional entrance requirements as follows:

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

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

Format

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

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

Program Tracks

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

Aboriginal Teacher Education (ATE)

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

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

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

Admission

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

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

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

Format

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

Artist in Community Education (ACE)

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

Artist in Community Education is designed to provide the needed exposure to a professional arts education environment to prepare the artist to work with the community. It is intended for teacher education candidates who are graduates in the arts (Visual Art, Music, Drama, English) and who wish to develop an additional set of skills related to their interests in the arts. These skills could be used to secure or create part-time commitments to the community in addition teaching in the regular school system.

Admission

Applicants for Artist in Community Education apply through the Ontario Universities' Application Centre. The requirements for admission are the same as those for admission to the Primary-Junior and Intermediate-Senior options. For Intermediate-Senior, the first of the two teaching subjects

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

Concurrent Education students are also eligible to apply to the ACE program. Interested students should contact the Education Registrar's Office for application materials when they return their final year questionnaire.

Format

Candidates in Artist in Community Education complete all the components as required for the Primary-Junior or Intermediate-Senior option. Electives for students in this program are pre-determined. The program format will require students to take FOCI 222 (The Artist in Community Education), EDST 425 (The Artist in Society), and FOUN 448 (Aesthetic Education). The ACE program will begin one week prior to regular classes for orientation and FOCI-related course work.

The Fall term practicum is spent in regular school settings. In the Winter term, the three-week February/March practicum is spent in a situation related to the artist's field such as artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or theatre, preparing an Arts program for implementation in the Faculty and local schools, or serving as an animator in a community-based theatre company.

Outdoor and Experiential Education (OEE)

The Outdoor and Experiential Education Program Track is intended to facilitate integration of conventional teacher education and preparation for leading dynamic school and community-based outdoor-oriented education. Courses are based on experiential education theory with emphasis on methodologies appropriate to a variety of environmental contexts and to all teaching subjects. Also considered are skills required to develop, propose, organize, facilitate, operate and evaluate various outdoor experiential education programs.

Admission

Applicants must meet the regular admission requirements for all B.Ed. candidates applying to the Primary-Junior or Intermediate-Senior options. Concurrent candidates also may be included within the OEE program track if they meet the admission criteria. Applicants should have education and work experience that would enable them both to contribute and profit from OEE. A strong academic discipline is an advantage. Career interests with a service orientation and readiness to teach in settings whose values draw on humanistic foundations are seen as desirable. In addition to grades and completion of a Personal Statement of Experience, the readiness of applicants will be assessed by a résumé, letters of reference, letter of introduction and other documentation, such as the creation of an artifact and alternative résumé that represents them. Candidates are required to have current certificates in cardiopulmonary resuscitation, standard first aid and an aquatic-based life saving (or equivalent) before graduation. It is an advantage to have these certificates on admission.

Format

Outdoor Education candidates are required to take FOCI 260, EDST 417 and 442, which increases the total program weight by 0.5 or 1.0 credit.

depending on whether the candidate is in the Primary-Junior or Intermediate-Senior option. In addition, the three Outdoor Education courses have charges for food, transportation and special equipment use.

Note

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

Application for Admission – Consecutive Program

Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centre (OUAC) at Guelph. Application materials may be obtained from OUAC or candidates may apply on-line through the Application Centre's website. Applications must reach the Application Centre by the deadline date in December, and offers of admission are made in late March or early April. Applicants must submit all necessary documentation to reach the Faculty Registrar, Faculty of Education by the deadline date for application.

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

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

Note

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

Equity Admission

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

English Language Requirement

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

Permanent residents and candidates on student visas, who have been resident in Canada or another English-speaking country for fewer than three years as of the month of the term in which studies are to begin, must

achieve a satisfactory score on one of the following tests of facility in English: TOEFL (minimum score of 580 paper-based, 237 computer-based); IELTS (minimum score of 7) and MELAB (minimum score of 90).

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

Admission Requirements – Consecutive Program

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

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

All applicants are asked to submit a Personal Statement of Experience relevant, in a broad sense, to teaching. The statement must be well expressed and typewritten or computer-generated.

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

Specific Admission Requirements

PRIMARY-JUNIOR

Preference will be given to applicants who have a half-year or semester-length course in psychology, sociology or anthropology.

Preference will also be given to applicants who have an OAC, Gr.12 University or Gr.12 University/College course, or equivalent, or a full-year (or two half-year) university course in each or any of the following areas:

- language or linguistics
- mathematics
- physical or natural science
- visual or performing arts.

(Equivalence may be granted for demonstrable and extensive experience in any of the above areas.)

INTERMEDIATE-SENIOR

Preference will be given to candidates who have a half-year or semester-length university course in psychology, sociology or anthropology.

Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Vocal or Instrumental), Native Studies, Physical and Health

Education, Physics or Visual Arts. At least five full-year courses are required for the selection of one teaching subject and at least three full-year courses are required for the selection of the other.

Notes

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

TECHNOLOGICAL EDUCATION

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

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.

Fees

Fees are due and payable prior to registration. To be allowed to register, a student must have paid at least a first instalment of fees. Details regarding fees for the 2004-05 Fall/Winter session may be found on the internet at www.queensu.ca/registrar. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, circumstances so warrant.

FEE ADJUSTMENTS

The deadlines for dropping and adding courses without financial penalty may also be found on University Registrar's website. These deadlines are not listed in the Calendar and do not necessarily correspond with the academic deadlines listed in Sessional Dates. Students are advised to familiarize themselves with this information in order to avoid financial penalty resulting from a change of registration.

Programs of Study

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 101/0.25	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.

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., B.Sc.(Honours)/B.Ed., and B.Mus./B.Ed. (Queen's only).

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 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 the Centre or from the candidate's secondary school. Some candidates may apply on-line 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 Science at Queen's or Trent, or the Bachelor of Music program at Queen's.

Program Components and Format

The Concurrent B.Ed. degree requires the successful completion of 7.0 credits in Education. The practicum includes at least seven weeks of school placement in the first three years, and sixteen weeks of school-based and alternate practicum in the final year.

Candidates will select either the Primary-Junior or the Intermediate-Senior program option at the end of the first year. Candidates who elect an honours degree in Arts and Science normally devote the entire fourth year to the completion of that degree.

CONCURRENT PRIMARY-JUNIOR OPTION STRUCTURE

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			
	CURR 395	Physical and Health Education (PJ)	0.25
	or	(Queen's only)	
	CURR 385	Social Studies (PJ) (Trent only)	0.25
	PRAC 116	Experiences in Schools II (PJ)	0.5
Year 3			
	PROF 120	Critical Issues and Policies	0.5
	PRAC 121	Experiences in Schools III (PJ)	0.25
Final Year			
	CURR	All remaining CURR courses	2.25
	FOUN	Elective	0.5
	EDST or FOUN	Elective	0.5
	FOCI	Elective	0.5
	PROF 190	Theory and Professional Practice	0.25
	PRAC 190	Practicum	1.0

PRIMARY-JUNIOR TRANSITION PLAN

• Candidates entering year 1, 2 or 3 of the program in the fall of 2004 take the courses for their year noted under Concurrent Primary-Junior Option Structure.

• Candidates entering final year in 2004 take all remaining CURR course requirements, FOUN elective, EDST or FOCI elective, PROF 190 and PRAC 190. Candidates who have not completed PROF 100 in year 3 are required to take it in final year.

CONCURRENT INTERMEDIATE-SENIOR OPTION STRUCTURE

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 (IS)	0.25
	PRAC 131	Experiences in Schools II (IS)	0.5
Year 3			
	PROF 135	Critical Issues and Policies (IS)	0.5
	PRAC 136	Experiences in Schools III (IS)	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

Note

Concurrent program components are subject to change without notice.

INTERMEDIATE-SENIOR TRANSITION PLAN

• Candidates entering year 1, 2 or 3 of the program in the fall of 2004 take the courses for their year noted under Concurrent Intermediate-Senior Option Structure.

- Candidates entering the final year of the program in the fall of 2004 take two Intermediate-Senior CURR courses, one FOUN elective, one EDST or a second FOUN elective, one FOCI elective, PROF 191, and PRAC 190. Candidates who have not taken PROF 135 in year 3 are required to take PROF 100 (0.25 cr) in final year.

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 Candidate Guide at <http://educ.queensu.ca/~prac/concurrentguide.htm>, 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 the Queen's Concurrent Teacher Candidate Guide on an annual basis.

Continuation in the Concurrent Program

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

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.

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. Intermediate-Senior and Technological Education teaching subjects are also listed.

Teacher Testing

The Ontario Ministry of Education has instituted the Ontario Teachers' Qualifying Test (OTQC), which each newly graduated teacher must pass prior to becoming certified as a teacher in Ontario. The Faculty disclaims any responsibility for its graduates' success or failure in this test.

Continuing Teacher Education

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 Continuing Teacher Education Office, Faculty of Education, or on the Faculty of Education website at 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

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

Junior Division

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

Intermediate Division

- Hold or be deemed to hold a Certificate of Qualification;
- Hold an acceptable university degree;
 - a 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,
 - b 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

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

a 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

b 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

- Intermediate or Senior Division French, Music and Physical Education. Candidates require five full university courses in the subject.
- Intermediate Division Environmental Science. Three full university courses in Science are required, one of which must be in ecology.
- 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

- Hold a Certificate of Qualification indicating initial qualifications in Technological Studies, or
- For candidates whose Certificate does not indicate Technological Studies, evidence of at least 3700 hours of wage-earning experience related to the subject for which qualification is sought must be submitted and approved by the Faculty's Technological Education Office.

Note

In the case of some ABQ courses, additional requirements have been established by the Faculty. Candidates should check with the Continuing Teacher Education Office about such requirements.

B THREE-SESSION COURSES (PART 1, 2 AND 3 (SPECIALIST))

Part 1

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

Part 2

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

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

Part 3 (Specialist)

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

Note

Additional requirements are in effect for some three session courses. Candidates should check with the Continuing Teacher Education Office about such requirements.

C HONOUR SPECIALIST

- Hold or be deemed to hold a Certificate of Qualification;
- Hold a degree of Bachelor of Arts, or Bachelor of Science from an Ontario university in a program:
 - that requires four years of university study, or the equivalent thereof, to a total of at least sixty university credits (20 full courses) and,
 - 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,
 - holds qualifications the College considers equivalent to the qualifications referred to in 2 a,b;
- 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

- 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;
- 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;
- 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 (PQP) is a two-part program required by those who intend to become vice-principals and principals in Ontario's publicly supported schools. Part 1 is a three-week, 125-hour program centred around the theme of 'what it means to be a principal'. Following the class component, candidates must complete a 60-hour practicum, where they take part in and then document a leadership experience in their school/board. PQP Part 2 is another three-week, 125-hour course. The theme for Part 2 is 'principal as leader'. Prerequisites for Part 1 include:

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

Registration Procedures

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

Candidates are required to notify the Continuing Teacher Education Office immediately if they decide to withdraw from a course. Failure to do so may result in financial penalty, or a failing grade in the course.

The University reserves the right to cancel any course if there is insufficient enrolment or if teaching staff is not available. Course offerings are subject to Faculty approval pending discussions with the Ontario College of Teachers.

Technical Proficiency Examinations

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

Graduate Programs in Education

Master of Education

The program leading to a Master of Education degree is for teachers and others who wish to further their professional and academic studies. Three fields of study are offered: Curriculum Studies, Cognitive Studies, and Cultural and Policy Studies. Course work 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. Curriculum Studies includes the exploration of all aspects of curriculum, including the intended curriculum, the enacted curriculum, the learned curriculum, and the relationships among these constituents of curriculum. Cognitive Studies examines the psychological foundations of human learning and development. The domain encompasses both the mental processes of the individual learner and the situated contexts of learning. It focuses on processes by which people learn to think, reason, solve problems, and make meanings. Cultural and Policy Studies examines, from a critical perspective, the implications of the social, cultural, philosophical, historical and political contexts for education, in its broadest sense, and

for institutional policies and practices. Normally, full-time students can anticipate needing between eighteen and twenty-four months in order to complete the degree. Most full-time students will find it possible to complete all course work within the three terms of their full-time year, and to have begun work on the thesis or project. Thesis or project work can be completed in additional terms either on-campus or off-campus. All students are required to complete the degree requirements within five years of initial registration. The minimum period of completion of the courses necessary for graduation is 12 months for full-time students and 24 – 28 months (dependent upon choice of a Master's thesis or Master's Project) for part-time students (evenings and/or summers).

Admission Requirements

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

- 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
- Two years professional or industrial experience, and a minimum of a B- average in an Honours Bachelor's degree or its equivalent;
OR
- 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). To be competitive, applicants should also achieve a minimum of 4.5 on the Test of Written English (TWE).

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 policy, and learning, within and beyond the traditional formal school systems; to educate these researchers and professionals regarding the fields of curriculum studies, cultural and policy studies, and

cognitive studies from an integrated and interdisciplinary perspective through participation in on-going research programs; and to provide these researchers and professionals with the scholarly, methodological, and critical knowledge and skills to conduct original research in these fields.

Admission Requirements

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

Applicants whose native languages do not include English must obtain a score of 580 or more on the Test of English as a Foreign Language. To be competitive, applicants should also achieve a minimum of 4.5 on the Test of Written English (TWE).

Fields of Study

The program has three fields that are strongly interrelated: Curriculum Studies, Cognitive Studies, and Cultural and Policy Studies. Curriculum Studies includes the exploration of all aspects of curriculum, including the intended curriculum, the enacted curriculum, the learned curriculum, and the relationships among these constituents of curriculum. Cognitive Studies examines the psychological foundations of human learning and development. The domain encompasses both the mental processes of the individual learner and the situated contexts of learning. It focuses on processes by which people learn to think, reason, solve problems, and make meanings. Cultural and Policy Studies examines, from a critical perspective, the implications of the social, cultural, philosophical, historical and political contexts for education, in its broadest sense, and for institutional policies and practices.

Application Deadline

Applications for both Master's and Ph.D. programs must be submitted by January 31, 2005. Master's students may apply to begin studies in the 2005 summer, 2005 fall, or the 2006 winter term. Doctoral students may apply to commence their program in the 2005 fall term only.

Further information about any of the above programs may be found at www.educ.queensu.ca/programs/pages/grad/graduate_studies.html

Courses

Course Weight and Numbering

The course weight is assigned as a full, half, or quarter credit. 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 of study or academic level.

Curriculum

PRIMARY-JUNIOR

Note

There is an overall \$60 learning materials charge for Primary-Junior Curriculum courses. Payment is to be made by certified cheque or money order.

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 two of 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 the 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 and developing a positive attitude toward these subject areas are explored through a variety of approaches including student-centred learning, problem-based learning, hands-on activities, and integrated learning experiences. Teacher candidates begin to become familiar with the science and technology curriculum mandated by the Ontario Ministry of Education through the exploration of content, skills and strategies for effective teaching, and through reflective practice.

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/TECHNOLOGICAL EDUCATION**CURR 303/1.0 Science – Biology (Intermediate-Senior)**

Familiarizes candidates with science subject matter taught at the Intermediate-Senior levels in science and biology. Provides candidates with theoretical and practical aspects of implementing current curriculum guidelines, including exploration of a variety of teaching strategies along with laboratory-based learning. Candidates are expected to exhibit a degree of self-directed learning. Learning and lab materials \$20.

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

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

CURR 309/1.0 Computer Science (Intermediate-Senior)

Prepares candidates to obtain a Computer Science qualification and to teach courses in computer and information science and computer engineering technology. Topics: Ministry expectations; College of Teachers standards of practice; philosophy of teaching computer studies; teaching strategies; assessment of learning; finding, adapting and developing teach-

ing and learning resources; teaching problem-solving and programming; project work; organizing computing facilities; current developments in information technology; 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 an understanding of the nature of dramatic experience and its place in education. Consideration given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques, which can be applied in this context. Aimed at preparing candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowledge strengths. Learning materials: \$15

CURR 317/1.0 English (Intermediate-Senior)

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

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

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

CURR 323/1.0 Geography (Intermediate-Senior)

Designed to prepare candidates to teach geography at the Intermediate-Senior level (grades 7-12). Using a geography context the program provides instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluation as well as essential classroom management. Participants have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who provide input and strategies related to specialized areas of the geography program. Familiarizes candidates with the current Ontario

Ministry of Education guidelines in geography. Includes a component dealing with the integration of subject areas. A strong emphasis on the cooperative development and sharing of curriculum ideas and resources by candidates. Includes optional supplementary lab components to provide additional hands-on experience in the use and application of computers and GIS software packages appropriate for grades 7-12. Fee for optional labs \$20-40; learning materials \$10.

CURR 335/1.0 History (Intermediate-Senior)

Intended to prepare candidates to teach history and social science programs in Ontario schools. Candidates design, develop and implement history curricula and related integrated programs at both the Intermediate and Senior levels, in keeping with current Ontario guidelines for these levels. In addition to the acquisition of the necessary pedagogical skills and strategies, this course is founded on the belief that the development of a sense of history is a necessary ingredient in the pursuit of a happy and productive human life. It is the history program in any school that is central to the acquisition of a deeper understanding of, and commitment to, the uniquely Canadian experiment in dynamic plural democracy and egalitarianism. This also includes the development of the skills and attitudes of critical thinking, in knowing who we are and where we came from, in an understanding of human nature, in the appreciation of the infinite richness and unity of the human spirit, and in the empathetic recognition of both the astounding and appalling variations in the human condition on our own small planet. This course is collaborative and both respects and draws from the life experience of each candidate. Candidates in this program deepen their commitment to the study of history as an essential prerequisite to helping young people appreciate and understand the tragedies, triumphs and synergy of human experience. Although history can never replicate itself, it remains an essential source of wisdom for the collective stewardship of our present and future worlds. Learning materials \$15.

CURR 341/1.0 Native Studies (Intermediate-Senior)

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

CURR 343/1.0 Mathematics (Intermediate-Senior)

Intended to prepare candidates to teach mathematics in the Intermediate and Senior divisions. Candidates become familiar with the content of the mathematics taught in these divisions through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. Consists of lectures, discussions, student presentations, activity approaches and a component related to achieving integration of subjects within the Intermediate division. Also provides an opportunity to examine those Ministry guidelines and policies relating to the teaching of mathematics at the Intermediate and Senior levels. Present trends in mathematics education in Ontario and other jurisdictions are examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Candidates may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably be expected to teach. Learning materials \$20.

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

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

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

Intended to explore health content, philosophy and methodologies from Grade 7 to 12. The major method of delivery is participatory – lecture, demonstrations, student presentations, and projects which are skill-oriented and practical. Some of the health topics in the Ontario Curriculum Guidelines are discussed. Compulsory and important health topics are fully developed and demonstrated. The impact of current health issues in the classroom is also reviewed. The physical education portion includes laboratory sessions in many sports including basketball, dance, volleyball, soccer, fitness, games of low organization, outdoor recreation and leisure time sports activities. These lab sessions demonstrate lesson sequences, class organization, use of materials and visual aids, safety considerations, and use of a variety of teaching styles. Included are methods of evaluation of students and programs, extensive lesson planning, curriculum development, and maintaining a balanced program of curricular, inter-school and intramural activities. Learning materials \$15.

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

The Intermediate-Senior Physics course gives particular attention to materials and strategies for the teaching of physics in Grade 11 and 12. Begins with special attention to lesson planning, demonstrations and laboratory activities, and assessment of student work across a range of units in science and physics. Later emphases include the analysis of classroom events and taking charge of one's own professional development as a teacher of physics. The nature of science and technology and their interaction with social issues is a continuing theme. Computer skills are essential. Learning and lab materials \$20.

CURR 360/0.5 Teaching Technological Education, Part 1 (Technological Education Internship students only)

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

CURR 361/0.5 Teaching Technological Education, Part 2 (Technological Education Internship students only)

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

PREREQUISITE CURR 360.

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

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

CURR 367/1.0 Teaching Technological Education

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

CURR 368/1.0 Curriculum Development in Technological Education

The ability to teach effectively depends to a large extent on a teacher's ability to act as a curriculum planner for both long and short term planning.

Readings, discussions, and activities are used to combine research and teacher candidates' experience in order to become curriculum planners in broad-based technology. Introduction to concepts, practices, and processes of the curriculum field. Teacher candidates use this knowledge and their school experiences to articulate a model of curriculum that will guide their practice as curriculum planners. CURR 368 gives candidates the opportunity to develop: projects and project reports for Grades 9, 10, and community-based projects for Grade 11 or 12; part of a course profile; and an assessment package. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials \$10.

CURR 379/1.0 Visual Arts (Intermediate-Senior)

Concerned with the theory and practice of art in education. Candidates explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and leadership in the visual arts. Candidates have the opportunity to acquire professional skills needed to teach art in traditional schools as well as alternate educational settings. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice. Learning materials \$15.

CURR 398/0.5 Curriculum Development in Technological Education, Part 1 (Technological Education Internship students only)

The ability to teach effectively depends to a large extent on a teacher's ability to act as a curriculum planner for both long and short term planning. Readings, discussions, and activities are used to combine research and teacher candidates' experience in order to become curriculum planners in broad-based technology. Introduction to concepts, practices, and processes of the curriculum field. Teacher candidates use this knowledge and their school experiences to articulate a model of curriculum that will guide their practice as curriculum planners. CURR 398 gives candidates the opportunity to develop: projects and project reports for Grades 9 and 10, and an assessment package. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials \$10.

CURR 399/0.5 Curriculum Development in Technological Education, Part 2 (Technological Education Internship students only)

Teacher candidates extend their experiences from Part 1 to further investigate concepts, practices, and processes of the curriculum field, and to link the community to school technological education programs. Teacher candidates use this knowledge and their school experiences to articulate a model of curriculum that will guide their practice as curriculum planners. CURR 399 gives candidates the opportunity to develop: a Grade 11 or 12 community-based project, project report, and part of a course profile. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers.

PREREQUISITE CURR 398.

Educational Studies

Educational Studies courses are intended to develop professional knowledge and skill in specialized areas at the operational level. Those courses indicating PJS are for all students, PJ for Primary-Junior students only, and IS for Intermediate-Senior and Technological Education students only.

EDST 406/0.5 Open Country Explorations (PJS)

An activity-based introduction to outdoor education, this course involves undertaking a variety of challenges in a various all-weather, outdoor settings. Activities, adjusted to suit all readiness levels, occur in various outdoor locations in the Kingston area. Shows how educational experiences in the outdoors integrate learning, increase environmental sensitivity, and enhance relationships between teachers and students. Candidates may organize a weekend outing. Food and transportation \$120.

EDST 407/0.5 Outdoor and Experiential Education, Practice and Theory (PJS)

For candidates with professional interests in outdoor and experiential education. Involves a series of adventure, environmental and personal growth experiences blended into a study of the practice and theory of experience-based education. Applicable to the teaching of all subjects where it is desirable to extend classroom boundaries. Some sessions may be extended in time to accommodate the exigencies of outdoor activities and travel time. Food and transportation \$100.

EDST 408/0.5 Classroom Assessment Practices – Elementary (PJ)

Guides candidates in exploring teacher roles that are shaped by assessment activities: teacher as mentor, guide, accountant and reporter. Develops expertise in planning and constructing assessments inherent in at least one of these roles and challenges candidates to integrate newer learner-centred and growth-oriented approaches to assessment into their thinking and practice. Specifically, attention is paid to the use of observations, discussions, portfolios, journals, tables of specifications, teacher-made tests, standardized tests, Ministry rubrics, and growth-oriented rubrics, as well as peer assessment, self assessment, and student-led conferencing.

EDST 409/0.5 Classroom Assessment Practices – Secondary (IS)

Guides candidates in exploring teacher roles that are shaped by assessment activities: teacher as mentor, guide, accountant and reporter. Develops expertise in planning and constructing assessments inherent in at least one of these roles and challenges candidates to integrate newer learner-centred and growth-oriented approaches to assessment into their thinking and practice. Specifically, attention is paid to the use of observations, discussions, portfolios, journals, tables of specifications, teacher-made tests, standardized tests, Ministry rubrics, and growth-oriented rubrics, as well as peer assessment, self assessment, and student-led conferencing.

EDST 417/0.5 Educational Uses of the Environment (PJS)

(Outdoor Education Program track candidates only) This two-part course is available only to teacher candidates registered in the OEE Program Track. Part 1 is a four-day field trip orienting candidates to methods and principles of adventure activities, environmental education and skill acquisition. Solos in wilderness settings may be included in Part 1. Part 2 is a

three-week Practitioner's Workshop (two-week experiential internship and one-week intensive follow-up.) Participation in a traditional winter camping practicum as part of this workshop is possible for OEE candidates. Parts of both components occur in outdoor and off-campus settings. Food and transportation \$250.

EDST 425/0.5 The Artist in Society (PJS)

(Artist in Community program track candidates only) Intended to provide students in the Artist in Community Education track with experiences relevant to the professional practices of artists. Special attention is paid to the practical role that professional artists play in society including the management of their own professional affairs. Stresses broadening student experiences in the arts through exposure to a variety of visiting professionals.

EDST 427/0.5 Learning with Literature in the Elementary School (PJ)

Opportunities to examine reader-response theories and to discuss the influence of these theories on instructional practices. Examination and reading of various genres of literature, awareness of issues involved in selecting literature, and exploration of how literature can be used in all curricular areas. Opportunities to acquire a repertoire of activities to facilitate and encourage oral, written, visual and dramatic responses to literature, and to explore various classroom organizational structures.

EDST 429/0.5 Teaching English as a Second Language (Intermediate/Senior) (IS)

Designed to present Intermediate/Senior (and Technological Education) candidates with an introduction to methodologies, techniques and practices in teaching English as a second language (ESL) or a foreign language (EFL, i.e. teaching English overseas). Candidates will become familiar with the current Ontario curricula and resources for teaching ESL/ELD (English Literacy Development) in secondary schools (Grades 7 – 12), and their relevance to second language instruction at all skill levels – listening, speaking, reading and writing – in the regular classroom that contains both native and/or non-native English-speaking students. Candidates are expected to spend about eight hours working with ESL students outside of class time during the course.

EDST 442/0.5 Principles and Programs in Experiential Education (PJS)

(Outdoor Education Program Track candidates only) A study of the theories of experience-based education as derived from the literature and tested analyses of experiential practices and programs. A pedagogical understanding of both the theory and practice of designing innovative outdoor programs is explored through project work involving the ideas of ecological literacy. Emphasis is placed upon integrated subject matter. Also considered are the development, organization, operation and evaluation skills required to lead experiential-based programs in school systems. Sessions vary in length to provide for a mix of activities within the normal duration of a half course.

EDST 444/0.5 Adolescent Literacy (IS)

Examines literacy instruction at the Intermediate and Senior levels. Addresses the issue of how to integrate literacy instruction across the curriculum. The following topics are examined from a theoretical and an

applied perspective: processes of reading, struggling learners, comprehension, vocabulary, instructional strategies, writing processes, young adult literature in the classroom.

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

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

EDST 456/0.5 A Study of the Religious Education Program in the Roman Catholic Schools of Ontario (PJIS)
Introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic Schools of Ontario. Candidates who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological content and pedagogical principles in contemporary Catechetics. Conducted by the Religious Education Consultants of the local Separate School Boards. Candidates intending to teach in Ontario Roman Catholic schools should note that this course is required by some Catholic boards, and recommended by others.

EDST 476/0.5 Exceptional Children and Adolescents (PJIS)
An overview of exceptional children and adolescents in the regular classroom, including their identification, inclusion and teaching. Candidates consider how students learn, how teachers can help exceptional students to learn in the classroom, and how teachers can collaborate with parents and other professionals to enhance learning. A range of exceptionalities are considered including students with giftedness, mental handicaps, learning disabilities, and behaviour exceptionalities. Learning materials \$15.

EDST 497/0.5 Spiritual Dimension of Teaching (PJIS)
Explores the nature of spirituality. Without attachment to any of the world's religions, perspectives on a spirituality that is communal, historical, theological and committed to justice are explored. There is also an

examination of how the spiritual dimension can be acknowledged and nurtured in classrooms. Experiences in the arts, earth education, Waldorf education and spiritual practice will be included in this context of enquiry.

Program Focus

Program Focus courses offer an alternative format for candidates and faculty to explore areas of mutual interest. The focus experience is grounded in practice and is closely tied to experience in schools and other settings. The candidate's alternate practicum is related to the Program Focus course, and offers a view of schools and education that is different from that achieved during the regular practicum. Courses indicating PJIS are for all students, PJ for Primary-Junior students only, and IS for Intermediate-Senior students only. Some FOCI courses are required in special program tracks as indicated; these courses may be taken only by students in these program tracks.

FOCI 201/0.5 Aboriginal Teacher Education (PJIS)
(Aboriginal Teacher Education program track candidates only)

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

FOCI 213/0.5 Broad-Based Technological Education (Tech)
(Technological Education candidates only)

The Ontario College of Teachers requires that teachers gaining certification in technological education demonstrate "proof of... competence in the area... of technological studies selected as an option in the program of professional education". Technological competence is demonstrated by completing an individualized program, typically in the form of projects, which permits each candidate to broaden and deepen their range of skills. A technology skills profile is used to track the range and level of skills. Project costs are the responsibility of the teacher candidate, and typically range from \$30 to \$300.

FOCI 215/0.5 Arts-Based Education in the Elementary School (PJ)

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. Course materials \$5.

FOCI 222/0.5 Artist in Community Education (PJIS)
(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, creative writing, drama and music are addressed. Investigations will

be sufficiently flexible to meet the needs and interests of students in each of their specific disciplines. Activity fee to cover costs associated with visiting artists and special class events \$300.

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

FOCI 230/0.5 Drama in Education (PJIS)

Exploration of the exciting possibilities for incorporating dramatic experiences into the school curriculum, including the teaching of drama as an art form, the integration of drama into other aspects of the curriculum, and the performing of original works of theatre for young audiences. The February practicum placement may be in a regular classroom, a specialized drama education program, or an alternative setting such as museum or theatre outreach program. It is also possible for several members of this focus to work together during the February practicum, presenting workshops or performances in schools. Learning materials: \$15

FOCI 238/0.5 Early Primary Education (PJ)

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 (Fall term) and in a school or an alternative setting (Winter term).

FOCI 240/0.5 Nature-Based Environmental Education (PJIS)

Focuses on increasing the candidate's understanding and appreciation of the natural environment, and examining ways to incorporate the natural world in teaching, both within and outside the classroom. Themes may include habitat investigations, conservation, and schoolyard naturalization. Exploration of existing environmental programs and resources using hands-on approaches are included. This course includes a Field Camp (attendance required) September 11-12, 2004. Course Fee \$150 (covers camp and resource costs).

FOCI 242/0.5 Evidence-Based Practice in Language and Literacy (PJ)

In this course, offered in association with the Canadian Language and Literacy Research Network (CLLRNet), candidates examine various methods to teach language and literacy and examine the research behind them. Candidates will also learn about language development in infants and preschoolers that set the stage for reading success or difficulties in school age children. CLLRNet members from across Canada will be guest speakers in this course, describing the language and literacy research that they conduct. Candidates will be placed in CLLRNet labs and clinics across Ontario in the

February alternative practicum to participate in the generation and/or application of language and literacy research. This course falls in line with the Standards of Practice from the Ontario College of Teachers, encouraging educators to draw on educational research to improve practice.

FOCI 245/0.5 French Methodology at the Elementary Level (PJ)

At the elementary level a variety of programs is offered along the language-learning continuum. French language teaching is examined in the light of social context, educational context, pupils' needs and teachers' expertise. Teaching immersion, bilingual, or core programs requires different approaches to tasks and to collaboration. These are the focus in a self-directed teaching process. Assessment is based on designing a series of evaluation tasks to show the understanding of tasks for language use, including the evaluation of motivation.

PREREQUISITE: Fluency in the French language.

FOCI 255/0.5 Educators Abroad (PJIS)

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: i) teaching in international schools, ii) teaching abroad in English speaking countries, iii) teaching English in non-English speaking countries or iv) 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. Course materials fee \$10.

FOCI 260/0.5 Outdoor and Experiential Education (PJIS)
(Outdoor Education program track candidates only)

Prepares candidates for leading dynamic school and community based outdoor education as found in a variety of environmental contexts in all teaching subjects. Also considered are alternative experiential settings including museums, adventure programming, integrated learning, rehabilitation for special populations, expeditionary learning, alternative education, local project-based learning, and environmental education. Food and transportation \$150.

FOCI 265/0.5 Out-of-Classroom Learning (PJIS)

Teacher candidates share interests in learning outside the classroom. Emphasizes field experiences and the exploration of programs developed by various institutions (galleries, museums, and many others) for school use. Focuses on the human-made or built environment and institutions, rather than on the natural environment. Explores ways of using out-of-classroom experiences to enhance classroom learning from Primary to Senior grades; establishes principles of effective field experiences; and discovers potential opportunities for non-school employment as, for example, curriculum developers and implementers in such settings as museums or galleries.

FOCI 270/0.5 Resource-Based Teaching and Learning (PJIS)
Resource-based teaching and learning involve students actively in the meaningful use of appropriate print, non-print, electronic, and human resources and provide students with learning activities and resources which suit their interests and learning styles. Emphasis is placed on active learning, information skills, critical thinking, and "learning 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 (PJIS)
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 (PJIS)
The creative and effective use of telecommunications, multi-media tools, and other software to support learning and teaching in schools and other educational settings. No special expertise or experience is required.

FOCI 282/0.5 Teaching English as a Second Language (PI)
Designed to present Primary-Junior candidates with an introduction to theories, methodologies, techniques, and practices in teaching English as a second language (ESL) or a foreign language (EFL; e.g., teaching English overseas). Candidates will become familiar with the current Ontario curricula and resources for teaching ESL/ELD (English Literacy Development) in elementary schools (K to 6), and their relevance to second language instruction with young children in all language modes-listening, speaking, reading and writing-in regular classrooms that contain both native and/or non-native English-speaking students. Candidates will develop their knowledge and practice in teaching English as a second language through structured classes, self-directed academic inquiry, and an alternate practicum. Candidates are required to work with ESL students during the alternate practicum.

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

FOCI 295/0.5 Teaching Exceptional Children and Adolescents (PJIS)
Addresses exceptional children and adolescents, including those who are gifted, those with learning disabilities, chronic health conditions, developmental delays, and behaviour and emotional difficulties. Opportunities to learn from experience, workshops, reading, peers and mentor, as well as opportunities to develop competence and confidence in teaching excep-

tional learners 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 learners. Learning materials \$15.

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

FOCI 299/0.5 Teaching the Gifted (PJIS)
A broad consideration of the concept of giftedness and the personal, social and educational issues related to it. Much of the course is taken up with a consideration of how educators attempt to meet the needs of high ability learners in settings ranging from standard classrooms to specialized programs. Candidates are encouraged to work with able learners and to use this experience as the basis for further reflection and research.

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. Those courses indicating PJIS are for all students, PJ for Primary-Junior students only, and IS for Intermediate-Senior and Technological Education students only.

FOUN 403/0.5 History of Education in Canada (PJIS)
Opens with an examination of historiographical developments with particular reference to the history of education in Canada. Students are expected a) to become critical readers of historical writings pertaining to education in Canada; b) to identify main interpretive and methodological trends; c) to become aware of the intellectual relevance of producing concepts adequate to historical explanation; d) to examine the role of gender, class and race issues in the articulation of Western historical thought; e) to understand that current educational arrangements in different provinces and territories contain historical components which need to be examined; f) to be able to discuss the tensions mediating the discourse about schooling and school practice.

FOUN 404/0.5 Multiple Intelligences in the Classroom (PJIS)
Examines the theory and practice of a highly popular educational approach to understanding the different ways of learning and knowing. The multiple intelligences (MI) perspective offers an optimistic view of human capability that is applicable to every student. Candidates are expected to become firmly grounded in MI theory and to develop units of study in their own areas of teaching competence.

FOUN 415/0.5 Comparative Education – Canadian Education in Comparative Perspective (PJIS)
Identifies current issues in Canadian education within their immediate settings and discusses them 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 (PJIS)
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 441/0.5 Issues in Grading and Evaluation (PJIS)
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 446/0.5 Science and Teaching as Investigative Arts (PJIS)
There are a number of accounts of the nature of scientific inquiry. Each offers a different view of the origins of scientific knowledge and how it changes over time. Using a hands-on investigative approach, this course explores these views and their implications for the teaching and learning of science. Topics include the nature and role of basic concepts (such as force, heat and light) in the historical development of scientific thinking and in children's learning of science, the relationship between scientific and non-scientific explanations of natural phenomena, and the role of observation and theory in scientific inquiry. Candidates are encouraged to develop and adapt investigative activities and materials for the classroom using the insights drawn from this course. Lab materials \$5.

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

FOUN 455/0.5 Philosophy of Professional Practice (PJIS)
Keyed to the Standards of Practice of the Ontario College of Teachers, this course provides philosophical perspectives on professional knowledge, teaching practice, leadership, and community. The course aims to develop criteria for 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 (PJIS)
Provides an opportunity to explore the philosophical and epistemological ideas underlying the present mathematics education reform program. Candidates examine their 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 to 12 curriculum documents are 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 (PJIS)
The situated, cultural aspects of human learning and development in relation to formal education. Learning contexts are studied at ecological, social and psychological levels. Language processes are emphasized, including bi/multicultural issues. By considering the mutual making of community and self through ethnic, linguistic, institutional, recreational, family and other cultures, candidates are encouraged to expand their teaching repertoires.

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

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

FOUN 490/0.5 Seminar in Social Class, Gender and Race (PJIS)
The goal is to develop a critical understanding of the implications for children's educational experiences of the effects of social class background, sex/gender differences and racial background by focusing on three questions: How is school experience affected by the cultural context of children's lives? How do schools respond to real or imagined differences among students? How does the culture of the school, the attitudes and expectations of teachers, the concepts conveyed by the "hidden" curricu-

lum contribute to the way children experience school? A critical perspective is developed which teachers might use to better respond to the diversity of student needs.

Practicum

PRAC 111/0.25 Experiences in Schools I (Concurrent Year 1) (PJIS)
The equivalent of two full weeks in schools, with half the time spent in a primary-junior setting, and half in an intermediate (grade seven and eight) setting. The format is to be very flexible, 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 116/0.5 Experiences in Schools II (Primary-Junior) (Concurrent Year 2)
The equivalent of three full weeks in an elementary setting. The format is very flexible. For example, candidates may choose to do a series of half days, or three full-time weeks, or a combination. Full-time weeks may be done during the fall or winter reading weeks, or at the end of the term in May, or a reasonable combination of any of these options.
PREREQUISITE PRAC 111.

PRAC 121/0.25 Experiences in Schools III (Primary/Junior) (Concurrent Year 3)
The equivalent of three full weeks in a primary-junior 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.
PREREQUISITE PRAC 112 or 116.

PRAC 131/0.5 Experiences in Schools II (Intermediate-Senior) (Concurrent Year 2)
The equivalent of three full weeks in an Intermediate, non-academic stream setting. The format is very flexible. For example, candidates may choose to do a series of half days, or three full-time weeks, or a combination. Full-time weeks may be done during the fall or winter reading weeks, or at the end of the term in May, or a reasonable combination of any of these options.
PREREQUISITE PRAC 111.

PRAC 136/0.25 Experiences in Schools III (Intermediate/Senior) (Concurrent Year 3)
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.
PREREQUISITE PRAC 131.

PRAC 190/1.0 Concurrent Final Year and Consecutive Practicum (PJIS)
After an intensive orientation period at the Faculty of Education, Consecutive and final year Concurrent teacher candidates complete an extended teaching placement from October to December in selected associate schools. These schools are selected from a number of geographic areas including Kingston, Peterborough, Toronto, Waterloo and Ottawa. (Candidates should be aware that they may be assigned to associate schools 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 in November. The final practicum takes place in the Winter term during March/April. This practicum is normally at the same associate school as in the fall term. The practicum consists of thirteen weeks of in-school practice as well as a three-week alternate practicum. The alternate practicum should normally parallel the candidate's Program Focus course, or an Educational Studies course if a Program Focus course is not being taken.

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 Part I of the Technological Education Internship program, teacher candidates complete an extended teaching placement in their sponsoring/hiring school. Candidates must complete a total of one year's full-time successful teaching as certified by one or more supervisory officers on a form provided by the Faculty. 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. During this practicum candidates are 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) (PJIS)
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) (Consecutive)
An introduction to issues and policies that are critical for beginning and experienced teachers in elementary schools. 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 about equity issues they will face in schools. Learning materials \$15.

PROF 101/0.25 Critical Issues and Policies (Intermediate-Senior) (Consecutive)
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 about equity issues they will face in schools. Learning materials \$15.

PROF 105/0.5 Critical Issues and Policies in First Nations Classrooms (Aboriginal Teacher Education Community-Based) (PJIS)
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 (Concurrent Year 1) (PJIS)
Fall term, 18 hours. Current issues in education, introduction to professionalism, reflective practice, introduction to classroom management, begin professional portfolio. Learning materials \$10.

PROF 115/0.25 Introduction to Curriculum (Concurrent Year 1) (PJIS)
Winter term, 18 hours. 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 120/0.5 Critical Issues and Policies (Primary-Junior) (Concurrent Year 3)
Deals with issues and policies that are critical for beginning and experienced teachers at the Primary and Junior levels. Invites candidates to build on their experiences in classrooms and associate schools, and to begin to learn about their legal rights and responsibilities as teachers, about adapting instruction for exceptional learners, and about equity issues they will face in schools. Learning materials \$15.

PROF 130/0.25 Professional Development (Intermediate-Senior) (Concurrent Year 2)
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 135/0.5 Critical Issues and Policies (Intermediate-Senior) (Concurrent Year 3)
Deals with issues and policies that are critical for beginning and experienced teachers at the Intermediate and Senior levels. Invites candidates to build on their experiences in classrooms and associate schools, and to begin to learn about their legal rights and responsibilities as teachers, about adapting instruction for exceptional learners and about equity issues they will face in schools. Learning materials \$15.

PROF 190/0.25 Theory and Professional Practice (Primary-Junior) (Final Year Concurrent and Consecutive)
Begins the process of constructing and documenting professional knowledge acquired by experience. With an emphasis on classroom activities and teaching strategies, opportunities are provided to interpret and modify

practices from one's own perspective and that of experienced teachers, fellow teacher candidates, and relevant educational literature.

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

PROF 195/0.5 Theory and Professional Practice in Aboriginal Education (Primary-Junior)
(Aboriginal Teacher Education Community-Based) 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.

Regulations and Policies

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.

Professional Conduct

All teacher candidates in the Bachelor of Education and diploma in Education programs are expected to develop and demonstrate the attributes and behaviours of a professional teacher. During the course of their practicum placements (including the alternate practicum and the Concurrent program "experiences in schools") as well as at other times, teacher candidates are accountable for their actions in relation to: pupils, parents or guardians; teachers; school and school system officials (including Ministry officials); teachers' professional organizations; faculty, staff and fellow teacher candidates of the Faculty of Education in particular, and faculty, staff and students of Queen's University in general; and the general public. These attributes and behaviours are expressed in the following documents:

- Standards of Practice for the Teaching Profession (Ontario College of Teachers, 1999);
- Ethical Standards for the Teaching Profession (Ontario College of Teachers, 2000);
- Education Act (Revised Statutes of Ontario, as amended);
- Regulation 298, Operation of Schools-General (Revised Regulations of Ontario, as amended);
- Regulation Under the Teaching Profession Act, Sections 13 through 18.

Teacher candidates who fail to maintain a professional standard may be awarded a failing grade in the practicum regardless of other factors to be considered in the evaluation of practicum performance, and/or may be required to withdraw from the program. The Associate Dean (or delegate) makes such decisions after consultation with appropriate persons involved in the case, and after a hearing with the teacher candidate. Teacher candidates may appeal such decisions to the Dean.

Academic Dishonesty

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

Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results either collectively or

separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by footnoting. The following are some examples of academic dishonesty or plagiarism, this list should be considered as a guide only.

Exams and Tests

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

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.

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.

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.

An instructor must notify the Associate Dean of the Faculty of Education, in writing, of all instances in which academic dishonesty is alleged. All

findings of academic dishonesty must be reported, in writing, to the Faculty Registrar's Office. Where a case of academic dishonesty is suspected:

- The instructor may deal with it by assigning other work or a low grade, as judged appropriate.
- If the matter is more serious than these penalties would satisfy, the instructor shall refer the case to the Associate Dean, who may assign a Fail in the course (even if the deadline for withdrawing without failure has not passed).
- Where the above sanctions are deemed inadequate, the Associate Dean in conjunction with the Professional Studies Committee of Faculty Board may impose appropriate sanctions, such as forfeiture of the year, and may recommend to Faculty Board that the student be required to withdraw from the Faculty. Faculty Board may then make such a recommendation to Senate. Penalties imposed by the Professional Studies Committee are communicated to the student by the Associate Dean, Faculty of Education.

If the matter is referred to the Associate Dean, the student and instructor must be fully informed at all stages of the process. Initially, in writing, the instructor must advise the student of the suspected academic dishonesty, set out the evidence on which the allegation is based, note the possible penalties, and give the student opportunity to respond. The student must be advised, in writing, of the opportunity to appeal to the Associate Dean. The student and instructor must be notified, in writing, of any hearing of the case (whether the Professional Studies Committee, Faculty Board, or Senate), invited to appear at the hearing, and advised of the right to have representation at the hearing. On matters of procedure, the Grievance Advisers of Queen's University are available for consultation.

Student Appeal Process

If the student believes that the penalty is unjust, an appeal at the level above that at which the penalty was imposed may be initiated, as follows:

- The student will first take up the matter informally with the instructor who made the decision, in order to ensure that the instructor is aware of all the facts which the student believes to be pertinent to the decision. This should be done as early as possible and must be done within two weeks of the decision having been communicated to the student. The instructor will give a reconsidered decision as soon as possible, and normally will do so within two weeks of receiving the additional information the student has presented.
- If the student is not satisfied with the decision, an appeal may be made to the Associate Dean. This appeal must be made in writing not later than two weeks after the communication to the student of the instructor's reconsidered decision. The student should attach to the appeal copies of all relevant documents in order to provide complete information. The Associate Dean will inform the student in writing of the decision, normally within two weeks of receipt of the written appeal.
- If the student is not satisfied with the decision reached by the Associate Dean, the next stage of review lies with the Professional Studies Committee. The student must send an appeal in writing to the Professional Studies Committee within two weeks of receiving the Associate Dean's decision. The Committee will consider the appeal and its decision will be final, except in cases which involve a recommendation to withdraw on grounds of academic dishonesty. In such cases the Faculty Board will make a rec-

ommendation to Senate. After all internal avenues of appeal have been exhausted, an appeal may be made to the Grievance Board on grounds of procedure, as noted in the Senate Statement on Grievance, Discipline and Related Matters.

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.

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

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.

Computer Code of Ethics

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

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

Consequently, users should...

- 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.

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.

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.

2.2 Additional academic record entries are:

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

2.3 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 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 excep-

tions 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

9 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.

Religious Observance

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

Student Debts

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

Student Names

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

Student Responsibility

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

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.

Awards and Financial Assistance

For a list of Education bursaries, scholarships and prizes, visit www.queensu.ca/registrar/awards/Ed.html

Student Financial Assistance

Student Awards, as part of the Office of the University Registrar, plays a key role in supporting the University's mission. Its goal is to ensure that all students have the opportunity to attend Queen's, regardless of their personal financial circumstances. To achieve this, a variety of funding sources may be required.

The Student Awards Office is responsible for administering all merit-based undergraduate funding and all need-based funding for both undergraduate and graduate students. Merit-based (scholarship) funding recognizes and rewards students for their achievement, both academic and extra-curricular. Need-based funding (bursaries, awards, work-study, loan and grants) is disbursed to students on the basis of demonstrated financial need. Listed below is general information as it pertains to the various student financial assistance programs administered by the Student Awards Office. For more detailed information please refer to either the Student Awards web-site or contact the office as indicated below.

Awards Officers are available throughout the year to provide financial advising on budgeting and the various options available to assist students with financing their Queen's education.

For further information:

Student Awards
Office of the University Registrar
Room 101, Richardson Hall
Tel: 613-533-2216
Fax: 613-533-6409
E-mail: awards@post.queensu.ca
Web: www.queensu.ca/registrar/awards

Government Student Financial Assistance (Loans and Grants)

The federal and provincial governments provide student financial assistance for Canadian citizens and permanent residents studying at the post-secondary level. This assistance is intended to supplement student and family resources and recipients must demonstrate financial need. This assistance is offered in the form of repayable loans and in some cases may also include a limited amount of grant or bursary funding.

The appropriate provincial or territorial authorities will evaluate student applications and will provide funding. Funding options, eligibility criteria and regulations vary by jurisdiction. Students from Ontario will access government student financial assistance through the Ontario Student Assistance Program (OSAP): <http://osap.gov.on.ca> Students from a

province or territory outside Ontario must apply for government student financial assistance through their home province.

Other government student financial assistance programs include:

Bursaries for Students with Disabilities (BSWD)

This program is designed to assist disabled students with disability-related costs of equipment and/or services associated with their participation in post-secondary studies. Students must first apply for funding from their applicable government student financial assistance program (e.g. OSAP) for the current academic year and must demonstrate financial need. Students must also be registered with the Disability Service Office at Queen's University.

OSAP Child-Care Bursary

The OSAP Child-Care Bursary is provided to eligible Ontario students who, in relation to their participation in post-secondary studies, incur child-care costs for three or more children.

Ontario Special Bursary (OSB)

Ontario students with low income and enrolled in part-time studies, (as defined by the government - maximum 59 percent of a full course load in each term of study), due to family responsibilities or other personal circumstances may be eligible. Students must be enrolled in a program leading to a degree or diploma and generally cannot have a previous post-secondary degree or diploma.

Part-time Canada Student Loan/Canada Study Grant (CSG) Program

Canadian citizens and permanent residents with low income and enrolled in part-time studies, (as defined by the government - maximum 59 percent of a full course load in each term of study) may apply to be eligible. Students must be residents of a province or territory that participates in the Canada Student Loans program. To qualify for the CSG students must be studying part-time due to family responsibilities or other personal circumstances.

Work-Study

Queen's University and the Government of Ontario fund this program. The objective is to provide an opportunity for students in financial need to receive priority for certain part-time jobs, generally on-campus during the academic terms. Applications for the fall/winter academic session are available in April and applications forms for the spring/summer are available in February.

Bursaries and Awards

Approximately 80 per cent of Queen's student assistance is disbursed in the form of bursary assistance to support students in meeting their basic educational expenses. In 2003/2004 approximately \$14 million was disbursed in need-based student assistance. Queen's need-based student assistance is intended to supplement, not replace, student and family resources and is granted after government student financial assistance or a

student line of credit from a financial institution have been exhausted. Financial need is the primary consideration in the disbursing of a bursary. An award is granted on the basis of financial need and academic achievement or achievement in other areas. A large number of named bursaries and awards have been established through the generosity of donors and benefactors to the University.

Unless otherwise stated, to be considered for the majority of Queen's bursaries students complete a single General Bursary application form, which is available on-line on the Student Awards web-site at <http://www.queensu.ca/registrar/awards/>. The bursary application deadline for students studying in the Fall/Winter is 31 October. Funds are disbursed at the beginning of the Winter Term. Bursaries are also available for students studying in the Spring/Summer sessions; the application deadline is 31 May. Bursaries and awards are paid to the student's tuition account if a balance is owing, and any remaining funds are paid by cheque.

In cases of emergencies, where immediate assistance is required, students are advised to contact the Student Awards Office.

Short-Term Loans

Short-Term Loans (of 90 days or less) may be granted in emergency situations if a full-time student is experiencing temporary cash-flow difficulties and can provide satisfactory evidence that he/she will have sufficient resources to repay the loan on or before the due date. Short-term loans are approved on the basis of financial need to assist students in meeting those expenses normally incurred in support of attendance at the University during the current academic session.

Faculty of Education Scholarships and Prizes

The A.Lorne Cassidy Award

Established by the Rideau Chapter #523, Council for Exceptional Children, in memory of A. Lorne Cassidy, B.A. (Queen's), B.Ed., M.Ed. (Toronto). Awarded to the graduating student in the Faculty of Education Program leading to Ontario teacher qualification who, in the opinion of the selection committee, best displays outstanding talents and interests in the education of exceptional children during his or her program of studies at the University; value \$310.

L.W.Copp Award

Granted to a graduating Bachelor of Education student in the Primary-Junior program or Junior-Intermediate program and based upon high overall achievement and demonstration of those personal qualities esteemed by teachers; value \$110.

The Frank J. Fowler Award

Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J. Fowler, a distinguished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education Primary-

Junior curriculum instructors to the Primary-Junior candidate who best demonstrates the qualities of an exemplary primary educator. The award will be made on the basis of high academic standing in curriculum, outstanding performance in student teaching, and contribution to student life in the Faculty of Education. Application should be made to the Registrar, Faculty of Education, prior to 10 March. Letters of recommendation may be requested from each of the candidate's instructors and associate teachers. Final selection from a short list of up to six candidates will be made following interviews of the finalists by a committee of five faculty members from relevant areas; value \$315.

The D.E.Loney Prize

Established in honour of Professor D.E.Loney, an untiring contributor to the development of technological education in the province of Ontario, through the generosity of many teachers and supporters of technological education from across the province. Awarded on the recommendation of the Faculty Board of the Faculty of Education to a student in an initial teacher qualification program of technological teacher education who has shown the most outstanding qualities of character and scholarship and demonstrated potential as a teacher; value \$105.

The John R. McCarthy Scholarship

Established in 1987 by John R. McCarthy, B.A. '43, LL.D. '67, former Deputy Minister of University Affairs and Deputy Minister of Education for the Province of Ontario. Awarded to a student who has graduated with at least second-class standing from either a three-year or four-year degree program in the Faculty of Arts and Science at Queen's University, who is normally domiciled in Ontario and who enrolls in the Faculty of Education at Queen's University in the fall session immediately following graduation. The student selected will have displayed leadership in student government and student affairs, made a personal contribution to the life of the University, shown a fondness and aptitude for sports and displayed leadership and sense of fair play in athletic endeavours. Application by letter should be submitted to the Faculty of Education Registrar by 1 October of the candidate's Education year. The applicant should ask two persons to submit confidential letters of reference.

The Paul Park Mathematics, Science and Technology Education Scholarships

To encourage students entering the Faculty of Education to teach in the fields of Mathematics, Science and Technological Education, the Faculty of Education has established entrance scholarships. These scholarships will be awarded on the basis of academic excellence and the recommendation of the MSTE Executive Committee. Candidates entering Technological Education or at least one of Intermediate-Senior Biology, Chemistry, Computer Science, Mathematics, or Physics are eligible; value variable.

The OECTA Award

This award is open to graduating Bachelor of Education/Diploma in Education candidates who have completed at least one of the pre-service courses preparing candidates to teach in Ontario Catholic Schools: EDST 456, A Study of the Religious Education Program in the Roman Catholic

Schools of Ontario, and FOUN 416, Catholic Education. The successful candidate is recommended for the award by the course instructors on the basis of demonstrated academic excellence in one or both of these courses. Value \$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 OSSTF 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 OSSTF will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the Intermediate-Senior program option who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarship, teaching ability and character. Value \$350.

The John Deakin Buckley Walton Excellence in Student Teaching Award

This award is given to a graduating Intermediate-Senior or Technological Education Bachelor of Education/Diploma in Education candidate who has demonstrated excellence in student teaching. Value \$350.

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 \$100.

General Information

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This well-equipped building provides academic teaching facilities, support services, and administrative offices under one roof. The Education Library is open year round, including evenings and weekends when classes are in session. Housed in the Education Library are books, teaching aids (videos, games, kits, etc.), and journals in traditional paper format, as well as access to over 1000 education-related journals in electronic format (online) appropriate for teacher candidates and graduate students at the master's and doctoral levels. 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. Modern labs, a visual arts studio, a drama studio, a technical shop, several computer labs, and special classrooms for most subjects round out the teaching facilities.

Adjacent 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. Seven of the 'houses' are grouped around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, facilities for television viewing, and a music room. Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour site annually of CORK (Canadian Olympics Regatta, Kingston). Students are able through the integrated building complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher education.

Administrative Staff

Bruno-Jofré, 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. (Laurentian), M.Ed. (OISE)
Coordinator of Aboriginal Teacher
Education

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

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

Hutchinson, Nancy L.
B.A. (Trent), Dip. Ed., M.A. (McGill), Ph.D. (Simon
Fraser)
Coordinator of Graduate Studies and
Research

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

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

Lloyd, Susan
Cert. Ed. (Cambridge), Dip. Ed., M.A. (London)
Coordinator, Alternate Teacher
Accreditation Program for Teachers
with International Experience

TBA
Education Librarian

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

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

Bowry, Calvin
Business Manager, Continuing
Teacher Education

Matias, Julie Anne
Budget and Staffing Manager

Perkins, Brian
Dip. Tech. Ed. (Queen's)
Administrative Supervisory Assistant
- Technological Education

Peters, Cindy
Assistant Faculty Registrar

Foole, Lynne C.
B.A. (Queen's)
Faculty Registrar

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

Faculty Services

e-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. Four 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.)

Curriculum-related software, provided to all schools in Ontario under site-licenses arranged by the Ministry of Education, is available for use on the local networks upon request. Additional (mostly single-user) educational software is purchased and catalogued by the Education Library. 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 multi-media tools.

Incoming candidates are encouraged to have 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. From time to time the Faculty of Education also offers workshops for teacher candidates on the educational uses of technology.

The e-Services website can be found at <http://educ.queensu.ca/services/pages/ecs.html>

Education Library

The Education Library provides resources and services for Queen's students, faculty, and staff, and for teachers, alumni and community members who require resources either in print or in electronic format (online). The collection includes over 200,000 books, approximately 500 education journals in print format and over 1000 education-related journals in electronic format. Teaching resources include a collection of textbooks approved for use in Ontario since the 1960's and a teaching aids collection that includes educational kits, games, toys, videos, CDs and DVDs, and books on audiocassette. Also available to patrons is an Ellison letter machine with over 100 letters and shapes and 24 computers with Internet access, including 13 computers that provide access to both the Microsoft Office and the Corel Presentation suite of programs and a range of educational programs licensed by the Ontario Ministry of Education. Self-service photocopiers and printers are available, as well as a document delivery service and a multimedia viewing/listening room for the previewing of audio or visual material. The Education Library is open year round with evening and weekend hours of service when classes are in session. Reference assistance is available for most of the Education Library's hours of opening. Instruction is provided for all library users, from one-on-one drop-in service to arranged curriculum-based classes. For further information about the Education Library's hours, programs, services and collections, see the website 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. The Centre is open during the summer (check the web site for hours). 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/webtrc>.

Placement Office

The Faculty of Education's commitment to assisting graduates in their efforts to find employment is demonstrated by the existence of a full-time on-site Placement Office for the primary use of Education students. Year-round, Placement Office staff are available to respond to candidates' questions and concerns of all kinds, including advice on hiring procedures,

help with preparation of applications and resumes and with preparing for interviews. The advice offered is based on up-to-date placement statistics and an informed view of educational trends, ensuring that graduates have the information necessary for an effective job search. Furthermore, the Placement Office facilitates contacts between hiring officials and graduates through such activities as job fairs, information sessions, on-campus recruiting and a placement service after graduation. This job search assistance is reflected in the high proportion of Queen's graduates able to secure employment, and in the interesting variety of placements reported.

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

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

Associate Boards

Algonquin-Lakeshore Catholic District
 Dufferin Peel Catholic District
 Durham Catholic District
 Catholic District School Board of Eastern Ontario
 Hastings and Prince Edward District
 Kawartha/Pinardige District
 Lennoxville District
 Ottawa-Carleton District
 Ottawa-Carleton Catholic District
 Peel District
 Peterborough, Victoria, Northumberland and Clarington Catholic District
 Renfrew County District
 Toronto District
 Toronto Catholic District
 Trillium Lakelands District
 Upper Canada District
 York Catholic District
 York Region District

Teacher Education Advisory Committee

Rosa Bruno-Jofre
 Dean
 LeRoy Whitehead
 Associate Dean

Lyn Barclay
 Administrative Assistant to the Dean
 Bob Duryish and Ben Giles,
 Co-Presidents, Education Student
 Society

ASSOCIATIONS
 OCSQA (Ontario Catholic Supervisory Officers' Association)
 Maryanne Bullock
 Algonquin & Lakeshore Catholic District School Board
 OQSQA (Ontario Public Supervisory Officials' Association)
 Madeline Brasick
 Limestone District School Board
 FEDERATIONS
 OTE (Ontario Teachers' Federation)
 Alan Wilkinson (Chair; TEAC)
 OECTA (Ontario English Catholic Teachers Association)
 Frank Coffey
 EFTO (Elementary Teachers' Federation of Ontario)
 Michael Lamb
 Alan Wilkinson
 MINISTRY OF EDUCATION
 Allan Kahnelson
 Michelle Longlade
 CATHOLIC PRINCIPALS' COUNCIL OF ONTARIO
 Glen Williamson
 ONTARIO PRINCIPALS' COUNCIL
 Caroline Worthy

