Sessional Dates 1975-76

March 1976
9-22 Winter Break
26 Last day for dropping a full course or a Winter Term half-course
April 1976
2 Last day of classes, Winter Term
18 Good Friday (no classes)
30 Winter Term ends, x.m. and Dip. in Tech. Ed
May 1976
21 Convocation — Faculty of Education (Bachelor of Education and Diploma in Technical Education), School of Graduate Studies and Research, and Theological Colleges

July 1976
17 First day of Summer School
August 1976
19 Last day of Summer School
September 1976
2-5 Pre-university examination in the schools
11-13 Faculty Registration for x.m. and Dip. in Tech. Ed. candidates
19-23 Program Committee of all x.m. and Dip. in Tech. Ed. candidates in the auditorium of Denton McDonough Hall at 9 a.m. on Thursday, September 19, 1976
10 University Registration for x.m. candidates
13 Alternative Registration for continuing x.m. candidates
15 First day of classes, Fall Term — 8 a.m., Dip. in Tech. Ed. and x.m. candidates
16 10 a.m. to 2 p.m. University Registration of x.m. and Dip. in Tech. Ed. candidates, in the offices of the Dean of Arts, Science and Education, 220 Main Building
26 Last day for adding a full course or Fall Term half-course
October 1976
19 Thanksgiving (no classes)
November 1976
26 Last day for dropping a full course or Fall Term half-course
December 1976
9 Last day of classes, Fall Term
19 Last day of classes, Fall Term x.m., and Dip. in Tech. Ed.
January 1977
5 First day of classes, Winter Term x.m., Dip. in Tech. Ed.
14 Last day for adding a Winter Term half-course
The Bachelor of Education Program

The Bachelor of Education is a one-year program which has been designed to provide graduate students of education in the elementary and secondary fields, and meets the requirements for certification in these fields. The Bachelor of Education is not a preparatory degree or a substitute for the Bachelor of Science degree. The candidate must present the Bachelor of Education in order to be eligible to graduate with a B.S. degree and must have completed the prescribed course work, professional education requirements, and the culminating experience of the candidate in order to be eligible for the Bachelor of Education degree.

Program Requirements

The Bachelor of Education Program consists of a combination of coursework and field experiences designed to provide students with the knowledge and skills necessary for effective teaching in the elementary and secondary schools. The program includes courses in educational psychology, educational leadership, and educational research, as well as courses in the content areas of the candidate's major field.

Faculty

The Faculty of Education is organized into departments that are responsible for the academic programs and the professional education programs. The departments include the following:

Department of Educational Administration
Department of Educational Psychology
Department of Educational Testing and Measurement
Department of English Education
Department of Foreign Language Education
Department of Mathematics Education
Department of Physical Education
Department of Social Studies Education
Department of Visual Arts Education

Admission Requirements

Students must meet the following requirements in order to be admitted to the Bachelor of Education Program:

1. Graduation from an accredited high school or the equivalent.
2. Completion of the following high school courses: English, Mathematics, Science, Social Studies, and Foreign Language.
3. A minimum GPA of 2.5 in high school.
4. Successful completion of the Scholastic Assessment Test (SAT) or the American College Test (ACT).

Graduation Requirements

In order to graduate from the Bachelor of Education Program, students must complete the following requirements:

1. Completion of 120 credits, including 90 credits in professional education coursework.
2. Successful completion of the culminating experience, which may include a final examination, a research project, or a teaching experience.
3. A minimum GPA of 3.0 in professional education coursework.
4. Successful completion of the Praxis II Core Academic Skills for Educators examination.

Culminating Experience

The culminating experience is a required component of the Bachelor of Education Program. It is designed to provide students with the opportunity to apply the knowledge and skills gained in the program to a real-world educational setting.

The culminating experience may take one of the following forms:

1. Internship: Students participate in a professional internship in an educational setting, such as a school district or a community college.
2. Research Project: Students conduct research on a topic related to education, and present their findings in a research paper or presentation.
3. Teaching Experience: Students teach in a classroom setting, under the supervision of a mentor teacher.

The culminating experience is designed to prepare students for their future careers in education and to demonstrate their readiness to enter the teaching profession.
Excellence in Teaching: A Strategic Framework for Improving Teacher Education and Student Learning. In this new framework, teachers are essential partners in the design and implementation of effective teacher education programs. This approach emphasizes the following key principles:  

1. Coherence: The framework is designed to be coherent and consistent across different levels of teacher education.  
2. Focus: The framework focuses on improving student learning and teacher effectiveness.  
3. Evidence: The framework is based on evidence from research and practice.  
4. Implementation: The framework is designed to be implementable in various educational contexts.  
5. Sustainability: The framework is designed to promote sustainability and continuous improvement in teacher education.

These principles guide the development of the framework and ensure its effectiveness in improving teacher education and student learning.
The Bachelor of Education Program

Occupational Type B Certificate (Practical Subject)

This Certificate is obtainable by candidates who complete a program similar to that described in Certificate A, but with

1. Course work leading to a Bachelor of Education degree is available at least at the grade level in the subject

2. Successful completion of a course in elementary Technical Preparation, which is an intermediate level, in which the candidate is able to proceed with a further study of secondary subjects and

3. Professional Certificates

The following is a list of practical subjects in which certification is automatically possible:

- Computer System
- Electrical Engineering
- Food Preparation
- Industrial Design
- Medical Electronics
- Science Education Program

Students who choose any two Curriculum Options from Biology (M.Sc.), Chemistry (B.Sc., B.A.), and General Science (B.A.) may participate in the program. (The Curriculum Options mentioned in this part are available within the regular program.)

The purpose of the Science Education Program is to increase the awareness of technical importance, and to avoid unnecessary repetition between related courses.

Students must have successfully completed the program or have been accepted into the Science Education Program.

The fall term includes an examination of educational and professional curriculum content for environmental studies in the elementary school.

The Bachelor of Education Program

The Bachelor of Education Program

Program for Diploma in Technical Education

The program provides information for candidates who are seeking certification as teachers of technical subjects in Ontario Secondary Schools. It also will guide students in the development of technical skills, and make it possible to gain employment in the technical field.

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The Bachelor of Education Program

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Program for Diploma in Technical Education

The program provides information for candidates who are seeking certification as teachers of technical subjects in Ontario Secondary Schools. It also will guide students in the development of technical skills, and make it possible to gain employment in the technical field.
The course is designed to prepare prospective teachers for the teaching of English in high school. The program stresses the importance of developing a strong foundation in the skills required to teach English effectively. The program includes courses in literature, composition, and rhetoric, as well as courses in educational psychology and curriculum development. The program also includes an internship component, which provides opportunities for students to gain practical experience in the classroom.

This course aims to provide students with the knowledge and skills necessary for a successful career in teaching. The curriculum is designed to prepare students for the challenges of the classroom, including the ability to manage a classroom, develop effective lesson plans, and assess student progress. The program also includes courses in educational psychology, which focus on understanding the cognitive, affective, and behavioral processes that influence learning.

The course is divided into two parts: the first part focuses on the theoretical foundations of teaching and learning, while the second part is dedicated to practical applications and the development of teaching skills. The course also includes a field experience component, which provides students with the opportunity to observe and participate in classroom activities.

The course is designed for students who are interested in pursuing a career in teaching. It is particularly suited for those who are passionate about literature and language, and who are committed to developing the skills and knowledge necessary to inspire and guide students in their learning. Whether you are considering teaching at the elementary, secondary, or post-secondary level, the course will provide you with the tools and resources you need to succeed in the classroom.
36.194. Computer Applications in Education

Current goals strive to ensure that all students will be able to (1) describe and evaluate technology applications in education, (2) create documents using word processing software, (3) search the Internet for information, (4) use spreadsheets to organize data, (5) create presentations using presentation software, and (6) create databases to store information.

J. Davis

36.196. Introduction to Computer Programming

The course is intended for students with non-programming backgrounds. Students will learn basic concepts of computer science, including algorithms, data structures, and computer programming language syntax. Students will also learn to write and debug simple programs using Python.

J. Davis

36.201. Introduction to Computer Science

The course is designed to introduce students to the fundamental concepts of computer science. Topics covered include algorithms, data structures, programming languages, computer architecture, and computer networks.

J. Davis

36.204. Physics in Medicine

The effect of electromagnetic waves on the human body will be studied. Topics include the interaction of electromagnetic radiation with matter, the effects of radiation on biological systems, and the medical applications of radiation.

J. Davis

36.206. Introduction to Computer Programming

The course is intended for students with non-programming backgrounds. Students will learn basic concepts of computer science, including algorithms, data structures, and computer programming language syntax. Students will also learn to write and debug simple programs using Python.

J. Davis

36.201. Introduction to Computer Science

The course is designed to introduce students to the fundamental concepts of computer science. Topics covered include algorithms, data structures, programming languages, computer architecture, and computer networks.

J. Davis

36.204. Physics in Medicine

The effect of electromagnetic waves on the human body will be studied. Topics include the interaction of electromagnetic radiation with matter, the effects of radiation on biological systems, and the medical applications of radiation.

J. Davis

36.206. Introduction to Computer Programming

The course is intended for students with non-programming backgrounds. Students will learn basic concepts of computer science, including algorithms, data structures, and computer programming language syntax. Students will also learn to write and debug simple programs using Python.

J. Davis
The Master of Education Program

Programs leading to a Master of Education degree in the Curriculum of Educational Administration are available at a part-time or full-time basis. These programs include courses work only, or core course work plus a thesis.

The program has a total of 8 full courses and consists of a core of required full courses, together with a selection of one or more courses that are related to the area of educational administration. By suitable selection, a candidate may study in additional areas of interest and concern such as: Psychology of Education, Guidance, Educational Evaluation, Curriculum, Education, Sociology of Education, History of Education, Philosophy of Education and Curriculum in Specific Teaching Areas. (Programs of study are individually planned by candidates in consultation with Program Advisors)

Admission requirements to the program are:
1. A Bachelor’s degree with 60 units with equivalent experience
2. A degree or equivalent course preparation
3. A two years of vocational teaching experience
4. A General Bachelor’s degree with at least second class standing
5. A degree or equivalent course preparation
6. Four or more years of successful teaching experience

Further details may be obtained by visiting the Coordinator of the School of Graduate Studies & Research, Queen’s University, or by contacting the office of the Coordinator of Graduate Studies and Research, Faculty of Education.

General Information

20.2.10 Technical Skills
This course is designed primarily for technical option candidates. After a set of diagnostic tests have been completed, each student maps out an individualized program involving those technical skills whose tests have indicated are lacking or weak. This activity tends to apply the appropriate technical terminal with a better developed background as required for teaching their subject.

D. J. Lim

20.2.15 Related Technical Subjects
This course is intended to introduce a technical candidate’s comprehension to teach the student in a well arranged orderly manner (i.e. the interrelated and sequential nature of the material), since a related area in a reasonably complete is related in the development of the subject matter. The course may previously benefit the candidate in his adaptation to various school techniques.

D. J. Lim

20.3.05 Speech Activities and Other Development
This course is required primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.3.15 Teaching Science and Mathematics with Everyday Things
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

J. Chan, W. H. Morris

20.3.15 Teaching Science and Mathematics with Everyday Things
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

J. Chan, W. H. Morris

20.3.20 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.3.25 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.4.05 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.4.10 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.4.20 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.4.25 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.4.30 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.4.35 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris

20.4.40 Teaching English as a Second Language
This course is intended primarily for students planning to teach such the oral communication subject to elementary and secondary students. It is expected that students will be able to achieve the following outcomes:

W. H. Morris