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The Faculty of Education reserves the right to change programs and regulations at any time, and to withdraw courses which are under-utilized.

Sessional Dates 1978-79

July 1978
4 First day of Summer School
August 1978
11 Last day of Summer School
September 1978
5 Opening day. All staff and student employees will be in attendance at 8:00 a.m., in the Administration Building, Duncan McArther Hall at 10:00 a.m., on Tuesday, September 5. Staff members receive their assigned timetables.
6 First day of classes. Fall Term—4:45 p.m. and 8:15 p.m. for 3rd year and 5th year candidates in the Jack H. Hardy School, Division Street entrance.
16 First day of classes. Winter Term.
29 Last day for adding a full year course or a Fall Term course without approval of instructor and Registrar.

October 1978
9 Thanksgiving No classes
9-26 Student Teaching
November 1978
3 Last day for dropping a Fall Term course
11 Remembrance Day
20-26 Student Teaching
December 1978
1 Student Teaching
2 Last day of classes. M. L. T. - Fall Term
15 Last day of classes. M. L. T. - Fall Term
January 1979
3 First day of classes. 8:00 a.m. and 8:15 p.m. - Winter Term
8 First day of classes. 8:00 a.m. - Winter Term
20 Last day for adding a Winter Term course without approval of instructor and Registrar.
February 1979
9 Last day for dropping a full year course or a Winter Term course
12-20 Student Teaching.
The Faculty of Education

Baylor Hall has twelve "rooms" named after Queen's men and women whose distinguished careers have left their mark, more permanent than their names. Some of the "rooms" recall a social center which includes serving area, a dance room, a sitting room, a music room. The sisters have already decided on the location for the new faculty residence, which is one of the characteristic features of this building.

McArthur Hall

The faculty of Education is housed in an impressive educational complex known as McArthur Hall. This modern, well-equipped building provides for academic teaching, research, and administrative offices under one roof. The various teaching areas are equipped with the latest technology and facilities for televised and self-teaching.

History of the University

Queen's University at Kingston was founded in the 1840s with the approval of the Bishop of the Diocese of Upper Canada under new arrangements whereby the Law Society approved to university entrance for law in the form of a degree called Queen's University. In 1863, it was approved for the faculty of Medicine, but in 1860 a separate Women's Medical College was opened and affiliated with Queen's. It was closed in 1863, as female students were not allowed to receive a medical degree until 1875. In 1901, for the first time for thirty years, women were again received at the Faculty of Medicine. In 1901, the Medical School was approved by the University of Toronto and the University of the Province of Ontario. The first faculty of Medicine was established in 1901 by Dr. C. F. Hall, the first female employee at Queen's, who was also the first female to receive a medical degree in Canada.

The University was established in 1841 by an Act of the Legislature of the Province of Ontario, and was incorporated in 1842. The University reopened in 1843 and the first class was graduated in 1844. The University continued to grow and expand, and in 1849 it was granted the right to confer degrees in law, medicine, and theology. In 1850, the University was granted the right to confer degrees in arts and science. In 1851, the University was granted the right to confer degrees in theology. In 1852, the University was granted the right to confer degrees in law.

The University of Toronto was established in 1827 as the first chartered university in Upper Canada. It was founded by the Honourable Samuel Tetley, the first mayor of York (Toronto). The University opened its doors in 1827 with three departments: Arts, Science, and Law. The University was located on the banks of the Humber River, in the town of York. The University was initially supported by the government of Upper Canada and the City of York. The University was governed by a Board of Trustees, which consisted of the mayor, the aldermen, and a number of prominent citizens.
Courses of Study

A. Educational Studies

20. Professional Areas in Contemporary Education

The course includes several sections. The first section is designed to provide an introduction to the current and emerging issues in education. It covers aspects such as student engagement, teacher effectiveness, and school improvement. The second section focuses on the history of education and its impact on contemporary educational practices. The third section explores the role of technology in education and its implications for pedagogy and curricular design. The course is structured to facilitate a comprehensive understanding of educational trends and challenges.

21. Contemporary Issues in Education

This course is designed for educators who wish to deepen their understanding of the complexities of contemporary education. It covers topics such as equity, diversity, and social justice in education, as well as the role of technology and innovation in educational reform. The course aims to equip students with the skills necessary to address the multifaceted challenges facing modern education systems.

22. Educational Philosophy

The course examines the philosophical foundations of education, including the nature of knowledge, the role of the teacher, and the purpose of education. It explores various educational theories and their implications for educational practice. The course also discusses the ethical and moral dimensions of educational decision-making.

23. Educational Leadership

This course focuses on the principles and practices of educational leadership. It covers aspects such as the effective management of school resources, the development of a school vision, and the creation of a positive school culture. The course aims to prepare students for leadership roles in educational settings.

24. Educational Research

The course introduces students to the methods and techniques of educational research. It covers topics such as qualitative and quantitative research methods, data analysis, and the interpretation of research findings. The course provides students with the skills necessary to conduct and critique educational research.

B. Professional Issues in Contemporary Education

The course is designed for professionals working in the field of education. It covers topics such as the impact of globalization on education, the role of technology in teaching and learning, and the challenges of diversity and inclusion. The course aims to equip students with the skills necessary to navigate the complexities of contemporary educational environments.

25. Educational Policy

The course examines the policies that shape education systems and their implications for educational outcomes. It covers topics such as education funding, curriculum standards, and accountability systems. The course aims to provide students with a comprehensive understanding of the role of policy in education.

26. Educational Law

This course focuses on the legal frameworks that govern education. It covers topics such as the rights of students and educators, the role of the courts in education, and the implications of educational policy for legal practice.

C. Professional Development

This section is designed for educators who wish to enhance their professional skills and knowledge. It covers topics such as professional development strategies, the role of technology in professional development, and the importance of collaboration in professional growth.

27. Professional Development in Education

The course examines the strategies and practices that support professional development in education. It covers topics such as the role of mentoring, the importance of reflective practice, and the use of technology in professional learning.

28. Professional Development and Leadership

This course focuses on the role of leadership in professional development. It covers topics such as the development of leadership skills, the creation of a supportive professional environment, and the use of technology in professional development.

29. Professional Development and Evaluation

This course examines the processes and outcomes of professional development. It covers topics such as the assessment of professional development, the role of feedback in professional growth, and the use of technology in evaluation.

30. Professional Development and Research

This course explores the relationship between professional development and research. It covers topics such as the use of research to inform professional development, the role of professional development in research capacity building, and the use of technology in research and evaluation.

31. Professional Development and Policy

This course examines the role of policy in professional development. It covers topics such as the development of policy frameworks, the role of professional development in policy implementation, and the use of technology in policy development.

32. Professional Development and Practice

This course focuses on the application of professional development in practice. It covers topics such as the use of technology in professional development, the role of professional development in practice redesign, and the importance of collaboration in professional growth.

33. Professional Development and Assessment

This course examines the role of assessment in professional development. It covers topics such as the use of assessment to inform professional development, the role of professional development in assessment capacity building, and the use of technology in assessment.

34. Professional Development and Evaluation

This course explores the processes and outcomes of professional development. It covers topics such as the assessment of professional development, the role of feedback in professional growth, and the use of technology in evaluation.

Conclusion

The course concludes with a comprehensive examination of the role of professional development in contemporary education. It covers topics such as the assessment of professional development, the role of professional development in practice redesign, and the importance of collaboration in professional growth.

References

needs of his future students is the light of the recent evolution of Ontario's high school mathematics. In addition to the emphasis on doing real mathematics, teachers will examine a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will contain lessons, discussions, student presentation and activity components.

H.J. A.J. P.C. Ruppert

6.7 Course of Study

This course for students who have attended the academic requirements of Type A Math. This course will normally have previous experience in music education through a Bachelor of Music program. It will cover the practical application of previously acquired skills.

A student who has not taken a Type B course in the program of study: of this study is to integrate and improve technical skills and procedures for music teaching.

2.1 A study in professional education of the arts. Methodology and materials for the study of music, techniques of music instruction, and the importance of music in society. The study of music in the social sciences will be helpful.

2.2 Music (Type A - Basic Skills)

Music (Type A) is a study of the principles of music. The student will have a strong foundation of knowledge and understanding of music. The student will be able to apply the principles of music to their daily activities.

2.3 Art (Type B - Basic Skills)

Art (Type B) is a study of art. The student will be able to apply the principles of art to their daily activities. The student will be able to apply the principles of art to their daily activities.

2.4 Physical Education (Type A - Basic Skills)

Physical Education (Type A) is a study of physical education. The student will be able to apply the principles of physical education to their daily activities. The student will be able to apply the principles of physical education to their daily activities.

2.5 Health Education (Type A - Basic Skills)

Health Education (Type A) is a study of health education. The student will be able to apply the principles of health education to their daily activities. The student will be able to apply the principles of health education to their daily activities.

2.6 Career Education (Type A - Basic Skills)

Career Education (Type A) is a study of career education. The student will be able to apply the principles of career education to their daily activities. The student will be able to apply the principles of career education to their daily activities.

2.7 Research Methods (Type A - Basic Skills)

Research Methods (Type A) is a study of research methods. The student will be able to apply the principles of research methods to their daily activities. The student will be able to apply the principles of research methods to their daily activities.

2.8 Social Studies (Type A - Basic Skills)

Social Studies (Type A) is a study of social studies. The student will be able to apply the principles of social studies to their daily activities. The student will be able to apply the principles of social studies to their daily activities.

2.9 Science (Type A - Basic Skills)

Science (Type A) is a study of science. The student will be able to apply the principles of science to their daily activities. The student will be able to apply the principles of science to their daily activities.

2.10 English (Type A - Basic Skills)

English (Type A) is a study of English. The student will be able to apply the principles of English to their daily activities. The student will be able to apply the principles of English to their daily activities.

2.11 French (Type A - Basic Skills)

French (Type A) is a study of French. The student will be able to apply the principles of French to their daily activities. The student will be able to apply the principles of French to their daily activities.

2.12 German (Type A - Basic Skills)

German (Type A) is a study of German. The student will be able to apply the principles of German to their daily activities. The student will be able to apply the principles of German to their daily activities.

2.13 Spanish (Type A - Basic Skills)

Spanish (Type A) is a study of Spanish. The student will be able to apply the principles of Spanish to their daily activities. The student will be able to apply the principles of Spanish to their daily activities.

2.14 Italian (Type A - Basic Skills)

Italian (Type A) is a study of Italian. The student will be able to apply the principles of Italian to their daily activities. The student will be able to apply the principles of Italian to their daily activities.

2.15 Technology (Type A - Basic Skills)

Technology (Type A) is a study of technology. The student will be able to apply the principles of technology to their daily activities. The student will be able to apply the principles of technology to their daily activities.

2.16 Business (Type A - Basic Skills)

Business (Type A) is a study of business. The student will be able to apply the principles of business to their daily activities. The student will be able to apply the principles of business to their daily activities.

2.17 Agriculture (Type A - Basic Skills)

Agriculture (Type A) is a study of agriculture. The student will be able to apply the principles of agriculture to their daily activities. The student will be able to apply the principles of agriculture to their daily activities.

2.18 Home Economics (Type A - Basic Skills)

Home Economics (Type A) is a study of home economics. The student will be able to apply the principles of home economics to their daily activities. The student will be able to apply the principles of home economics to their daily activities.

2.19 Industrial Arts (Type A - Basic Skills)

Industrial Arts (Type A) is a study of industrial arts. The student will be able to apply the principles of industrial arts to their daily activities. The student will be able to apply the principles of industrial arts to their daily activities.

2.20 Fine Arts (Type A - Basic Skills)

Fine Arts (Type A) is a study of fine arts. The student will be able to apply the principles of fine arts to their daily activities. The student will be able to apply the principles of fine arts to their daily activities.

2.21 Music (Type A - Basic Skills)

Music (Type A) is a study of music. The student will be able to apply the principles of music to their daily activities. The student will be able to apply the principles of music to their daily activities.

2.22 Art (Type A - Basic Skills)

Art (Type A) is a study of art. The student will be able to apply the principles of art to their daily activities. The student will be able to apply the principles of art to their daily activities.

2.23 Physical Education (Type A - Basic Skills)

Physical Education (Type A) is a study of physical education. The student will be able to apply the principles of physical education to their daily activities. The student will be able to apply the principles of physical education to their daily activities.

2.24 Health Education (Type A - Basic Skills)

Health Education (Type A) is a study of health education. The student will be able to apply the principles of health education to their daily activities. The student will be able to apply the principles of health education to their daily activities.

2.25 Career Education (Type A - Basic Skills)

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2.26 Research Methods (Type A - Basic Skills)

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2.27 Social Studies (Type A - Basic Skills)

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2.28 Science (Type A - Basic Skills)

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2.29 English (Type A - Basic Skills)

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2.30 French (Type A - Basic Skills)

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2.31 German (Type A - Basic Skills)

German (Type A) is a study of German. The student will be able to apply the principles of German to their daily activities. The student will be able to apply the principles of German to their daily activities.

2.32 Spanish (Type A - Basic Skills)

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2.33 Italian (Type A - Basic Skills)

Italian (Type A) is a study of Italian. The student will be able to apply the principles of Italian to their daily activities. The student will be able to apply the principles of Italian to their daily activities.

2.34 Technology (Type A - Basic Skills)

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2.35 Business (Type A - Basic Skills)

Business (Type A) is a study of business. The student will be able to apply the principles of business to their daily activities. The student will be able to apply the principles of business to their daily activities.

2.36 Home Economics (Type A - Basic Skills)

Home Economics (Type A) is a study of home economics. The student will be able to apply the principles of home economics to their daily activities. The student will be able to apply the principles of home economics to their daily activities.

2.37 Industrial Arts (Type A - Basic Skills)

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2.38 Fine Arts (Type A - Basic Skills)

Fine Arts (Type A) is a study of fine arts. The student will be able to apply the principles of fine arts to their daily activities. The student will be able to apply the principles of fine arts to their daily activities.

2.39 Music (Type A - Basic Skills)

Music (Type A) is a study of music. The student will be able to apply the principles of music to their daily activities. The student will be able to apply the principles of music to their daily activities.

2.40 Art (Type A - Basic Skills)

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Academic Facilities and Student Services

The time-share program available via key-registered units distributed across the campus offers a unique opportunity for students to experience university life while still managing to maintain the comfort and convenience of home. Many students find this program particularly appealing, as it allows them to combine academic pursuits with personal and professional commitments. 

The campus Coffee shop, located at the heart of the academic complex, is a popular gathering spot for students and faculty alike. The shop offers a wide variety of beverages, snacks, and light meals, making it an ideal spot for a quick bite or a longer break. The shop also hosts regular events, such as book signings and author talks, which attract a diverse audience.

The library is another essential resource for students, providing access to a vast collection of books, journals, and online databases. The library staff offers numerous learning resources, including research workshops, tutoring sessions, and study skills classes. The library also provides access to technology, including computers, printers, and scanning devices, to support students' academic needs.

Finally, the student center is a hub of activity, featuring a variety of facilities, including a gymnasium, a multi-purpose room, and a student union. The student union offers a range of services, including a bank, a post office, and a career center. The union also hosts a variety of events, such as concerts, lectures, and club meetings, providing students with opportunities to engage in co-curricular activities.

In conclusion, the academic facilities and student services at Queen's University are designed to support students in their academic endeavors and personal growth. Whether it's access to state-of-the-art technology, academic resources, or social opportunities, Queen's University provides a comprehensive learning environment that fosters intellectual curiosity and personal development.
Academic Facilities and Student Services

student affairs Center
The Student Affairs Center, which is located in the gray house at St. Queen's College, provides an on-campus residence and resource center for Students Services. It also provides support to the student-oriented University services to facilitate the provision and development of effective services to meet the needs of Queen's students. All members of the University community are invited to use the facilities and services at the Centre. Students who have problems for which they need to be handled by any of the attached special services. In such cases, the informal help desk encourages the development of on-campus, off-campus, and community support services. The student Affairs Centre people are Tino Boghos, Annabelle Kool, and Michaela Blake. They are available to all students, staff, faculty, and guests for assistance, consultation, and help with problems of any nature. They are "front line" and committed. They will put in the effort to resolve the problem further and find out exactly what is needed to be done to help you. Some solutions may be given immediately, while others may require follow-up to ensure a satisfactory resolution.

An important support for the Centre is provided by the Student Affairs Community Services for facilities and student services. These include a number of the non-profit Queen's Student Community Services Group (Brock) Control Centre, Drug Centre, Tele- cine, Student Union (Queen's Campus), Queen's Hospitality Association, and Student Union (Queen's Campus). The Centre is open from 9:00 a.m. to 5:00 p.m. Monday through Friday.

Student Counselling Service
The Counselling service provides free Psychological Counselling services for all students, staff, and faculty. This confidential professional counselling service is available to meet academic, personal, and professional problems. In addition to individual personal counselling, a number of specific workshops on student-oriented University programs are available to assist students in personal, educational, vocational, and personal problems.

Advisory Committee

Academic Facilities and Student Services

Medical and Hospital services
University policy requires that all full-time students and their dependents have insurance to cover medical and hospital costs incurred to meet their needs and the needs of the university community. Students are required to register insurance with University Medical Services at the University Medical Services for six months in the academic year. The student Affairs Centre can assist with this registration.

Hospital and medical insurance coverage in Ontario is obtained through the Health Insurance Plan of Ontario, which is the minimum requirement. The plan premiums are $30.00 per month for singles and $40.00 per month for couples or without children. The student Affairs Centre provides premium information and assistance.

Further information may be obtained from the Ontario Health Insurance Plan of Ontario. Information Centre, C-805, 805 Bay Street, Toronto, ON, M5C 2B6, or the Regional Office, Ontario Health Insurance Commission, 600 Bay Street, Toronto, M5C 2B5.

For additional assistance, students may seek advice from the Ontario Health Insurance Plan of Ontario, which is the minimum requirement. The plan premiums are $30.00 per month for singles and $40.00 per month for couples or without children. The student Affairs Centre provides premium information and assistance.

The student Affairs Centre has a list of hospital and medical insurance companies that are willing to provide coverage for full-time students and their dependents. This list is updated regularly and is available at the student Affairs Centre.

All students are required to provide proof of insurance coverage to their health insurance provider at the start of the academic year. The University does not provide any insurance coverage for medical or hospital expenses incurred by students.