The Faculty of Education

Queen’s has a long history of extension work in Art and Science, and the courses were started in the early 1930s. The Faculty of Education was created in 1908 with the establishment of the School of Education. In 1912, the School of Education was renamed the Faculty of Education. The first student in the Faculty of Education was a woman named Violet Horner. She was the first woman to receive a degree in education from Queen’s University.

The Theology Program was established in 1908 with the appointment of Professor E. C. McArthur. In 1910, the first theology lectures were given. The first theology degree was granted in 1912. In 1913, the first theology student was admitted to the program. In 1917, the first theology degree was granted to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

Queen’s University began offering courses in business education in 1909. The first business degree was awarded in 1912 to a man named John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Library Science Program was established in 1909 with the appointment of Professor J. E. McArthur. In 1910, the first library science lectures were given. In 1912, the first library science degree was granted to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The History of the University

Queen’s University at Kingston owns its origin to the charter of the United Church of Kingston in 1841. The University was founded in 1841 as a result of the efforts of the United Church of Kingston, which was established in 1841. The first president of the University was Dr. J.H. MacMillan. The first student was admitted to the University in 1842.

The Faculties of Arts, Science, law, and medicine were established in 1842. The first degree was awarded in 1842 to a man named John E. McArthur. This was the first degree awarded at Queen’s University.

The Faculties of Education and Library Science were established in 1908. The first education degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Business and Theology were established in 1909. The first business degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of History and Law were established in 1909. The first history degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Medicine and Dentistry were established in 1909. The first medicine degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of Engineering and Business were established in 1909. The first engineering degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of Social Science and Physical Education were established in 1909. The first social science degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Agriculture and Forestry were established in 1909. The first agriculture degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of Fine Arts and Music were established in 1909. The first fine arts degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Applied Science and Journalism were established in 1909. The first applied science degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of Architecture and Landscape Architecture were established in 1909. The first architecture degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of Law and Journalism were established in 1909. The first law degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Social Science and Physical Education were established in 1909. The first social science degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Engineering and Business were established in 1909. The first engineering degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of History and Law were established in 1909. The first history degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Medicine and Dentistry were established in 1909. The first medicine degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of Social Science and Physical Education were established in 1909. The first social science degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Fine Arts and Music were established in 1909. The first fine arts degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.

The Faculties of Applied Science and Journalism were established in 1909. The first applied science degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of Architecture and Landscape Architecture were established in 1909. The first architecture degree was awarded in 1912 to a man, John E. McArthur. This was the first degree awarded to a man at Queen’s University.

The Faculties of Law and Journalism were established in 1909. The first law degree was awarded in 1912 to a woman, Miss Mabel F. MacLean. This was the first degree awarded to a woman at Queen’s University.
Primary-Junior Program Components
See also the section entitled The Program Components on page 23.

Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language and Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Art</th>
<th>Music</th>
<th>Physical Education</th>
</tr>
</thead>
</table>

Core components, unless otherwise noted, are free elective courses.

Admission Requirements

Secondary-Junior Program Components

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language and Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Art</th>
<th>Music</th>
<th>Physical Education</th>
</tr>
</thead>
</table>

Core components, unless otherwise noted, are free elective courses.

Admission Requirements

Senior-Junior Program Components

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language and Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Art</th>
<th>Music</th>
<th>Physical Education</th>
</tr>
</thead>
</table>

Core components, unless otherwise noted, are free elective courses.

Admission Requirements
Courses of Study

Course Weights
Weights are assigned to all courses in points to reflect the student's effort over the entire course of study. The course weight follows the course number presented in parentheses: 3.00 for a full course. 

Foundational Studies
The three areas of Foundational Studies are Educational Psychology, History and Philosophy of Education, and Educational Contexts. Candidates are required to complete the equivalent of one half course in each of the areas for a total of three and one half courses. Candidates who can satisfy the requirements of one Foundational Study area may be allowed to substitute a course not required in one of the remaining areas to fulfill the Foundational Studies requirement. In Foundational Studies, candidates are required to complete an additional three and one half course. Specific candidates in terms of their individual programs. If a course is repeated for the second term of the program, it is required to complete the required number of courses in the program. In this study area, only one full course is required.

Educational Psychology
Candidates in the area of Educational Psychology are required to complete educational psychology courses that are available at the Master's level. The requirement is one course (psychology, philosophy, and history of educational psychology). Candidates who are applying for admission to the Master's level in the area of education psychology are required to complete the required number of courses in the program. In this study area, only one full course is required.

Course Weights
Course weights are assigned to all courses in points to reflect the student's effort over the entire course of study. The course weight follows the course number presented in parentheses: 3.00 for a full course.

Educational Psychology
Candidates in the area of Educational Psychology are required to complete educational psychology courses that are available at the Master's level. The requirement is one course (psychology, philosophy, and history of educational psychology). Candidates who are applying for admission to the Master's level in the area of education psychology are required to complete the required number of courses in the program. In this study area, only one full course is required.

Course Weights
Course weights are assigned to all courses in points to reflect the student's effort over the entire course of study. The course weight follows the course number presented in parentheses: 3.00 for a full course.


## 26 Grade Information

### 26.0.0.0 Course Information

#### 26.0.1.0 Description

This course is intended to develop prospective teachers of German in a variety of settings, including classroom instruction, small group work, and individual tutoring. The course will focus on the development of effective teaching strategies, classroom management techniques, and the use of technology in the language classroom. It will also cover topics such as classroom assessment, feedback and evaluation, and the use of multimedia resources in language teaching.

#### 26.1.0.0 Learning Outcomes

- Students will develop the ability to design and implement effective lesson plans.
- Students will learn to use a variety of teaching strategies, including interactive activities and technology.
- Students will be able to assess student learning and provide constructive feedback.
- Students will gain an understanding of the role of technology in language instruction.

#### 26.1.1.0 Assessment

Assessment will be based on a combination of coursework, assignments, and participation in class discussions. "Midterm and final tests will be administered. These will assess students' knowledge of grammar, vocabulary, listening, and speaking skills. Students will also complete a project that demonstrates their ability to design and implement a lesson plan that incorporates technology."
43 Courses of Study

This requirement enables candidates to progressively apply their expanding interests during their secondary years. In their final year, candidates develop their interests through formalized coursework and enrichment opportunities. Candidates who pursue studies in the arts, humanities, or sciences will have the opportunity to explore courses within these disciplines. The curriculum is designed to provide candidates with a broad and balanced foundation of knowledge and skills, while also allowing them to focus on specific areas of interest.

43.10 School Law and Policy

This course will be offered at least once during the candidate’s secondary education. It will cover the legal and regulatory framework governing the operation of schools. Candidates will learn about the history of public education, the role of the state and federal governments in education, and the legal and ethical considerations involved in the management of schools. The course will also cover the rights and responsibilities of students, teachers, and administrators.

43.40.40 Required In-service Training

Required in-service training will be offered to all candidates at least once during their secondary education. The training will cover topics such as classroom management, assessment, and professional development. Candidates will also have the opportunity to participate in workshops and seminars that focus on current educational issues and trends.

43.40.45 Instructional Design

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of instructional design, including the selection and development of instructional materials, the design of instruction for different learning styles, and the evaluation of instructional effectiveness.

43.40.50 Professional Teaching Skills

This course will be offered at least once during the candidate’s secondary education. It will cover the professional skills and dispositions necessary for effective teaching, including communication, classroom management, and professional development.

43.40.60 Classroom Management

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of effective classroom management, including the establishment of classroom rules and procedures, the use of positive reinforcement, and the resolution of conflicts.

43.40.70 Differentiated Instruction

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of differentiated instruction, including the identification of students’ learning styles, the design of instruction for diverse learners, and the evaluation of instruction for diverse learners.

43.40.80 Classroom Assessment

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of classroom assessment, including the use of formative and summative assessments, the use of assessment data to inform instruction, and the use of assessment for student learning.

43.40.90 Students with Individual Education Plans

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of working with students with individualized education plans (IEPs), including the development and implementation of IEPs, the evaluation of student progress, and the collaboration with special education personnel.

43.41.20 Student Teacher Preparation

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of student teacher preparation, including the selection of student teachers, the supervision of student teachers, and the evaluation of student teacher performance.

43.41.30 Student Teaching

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of student teaching, including the development of lesson plans, the use of assessment data to inform instruction, and the evaluation of student teacher performance.

43.41.40 School-based Assessment

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based assessment, including the development of assessment policies, the use of assessment data to inform instruction, and the evaluation of assessment data.

43.41.50 School-based Professional Development

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based professional development, including the development of professional development policies, the use of professional development data to inform instruction, and the evaluation of professional development.

43.41.60 School-based Administration

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based administration, including the development of administrative policies, the use of administrative data to inform instruction, and the evaluation of administrative data.

43.41.70 School-based Financial Management

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based financial management, including the development of financial management policies, the use of financial management data to inform instruction, and the evaluation of financial management.

43.41.80 School-based Legal and Policy Issues

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based legal and policy issues, including the development of legal and policy issues policies, the use of legal and policy issues data to inform instruction, and the evaluation of legal and policy issues.

43.41.90 School-based Community Involvement

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based community involvement, including the development of community involvement policies, the use of community involvement data to inform instruction, and the evaluation of community involvement.

43.42.00 Internship Order

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of internships, including the development of internship policies, the use of internship data to inform instruction, and the evaluation of internship.

43.42.10 Supervised Teaching

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of supervised teaching, including the development of supervised teaching policies, the use of supervised teaching data to inform instruction, and the evaluation of supervised teaching.

43.42.20 Professional Teaching Experience

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of professional teaching experience, including the development of professional teaching experience policies, the use of professional teaching experience data to inform instruction, and the evaluation of professional teaching experience.

43.42.30 Field Experience

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of field experience, including the development of field experience policies, the use of field experience data to inform instruction, and the evaluation of field experience.

43.42.40 School-based Research

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based research, including the development of school-based research policies, the use of school-based research data to inform instruction, and the evaluation of school-based research.

43.42.50 School-based Policy and Planning

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based policy and planning, including the development of school-based policy and planning policies, the use of school-based policy and planning data to inform instruction, and the evaluation of school-based policy and planning.

43.42.60 School-based Evaluation

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based evaluation, including the development of school-based evaluation policies, the use of school-based evaluation data to inform instruction, and the evaluation of school-based evaluation.

43.42.70 School-based Professional Development

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based professional development, including the development of school-based professional development policies, the use of school-based professional development data to inform instruction, and the evaluation of school-based professional development.

43.42.80 School-based Administration

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based administration, including the development of school-based administration policies, the use of school-based administration data to inform instruction, and the evaluation of school-based administration.

43.42.90 School-based Financial Management

This course will be offered at least once during the candidate’s secondary education. It will cover the principles and practices of school-based financial management, including the development of school-based financial management policies, the use of school-based financial management data to inform instruction, and the evaluation of school-based financial management.
84 74

20:29.21. Persuading_Education
In this course students are introduced to basic argumentation and its role in everyday life.

3. to respond more sensitively to the domestic situation of their students.

20:29.22. Private_School
Private education is generally provided by students to acquire a private prestige for school-related activities. The teacher's education is not limited to the private sector, and it is important that teachers are provided with opportunities to work in the private sector.

20:29.23. Additional_Quality_Course
In addition to the basic qualities in Technological Subject,

A technical course can be designed primarily for Technological Students, although a few of the courses have a focus on leveling the students in the development of their skills and providing additional sessions in the subjects that are taught in the individual sessions. These additional sessions are included in the curriculum, which is studied in consultation with faculty. As a result, the teacher will acquire a better understanding of the subject, which will be beneficial to his students.

20:29.24. Final_Coverage
In the final section, information about the General Education Curriculum is provided, which is essential for the development of the students.

The concept of this course is discussed in the next section, which is included in the technical course and which makes the religious Education curriculum current in today's Catholic Schools.

85 75

20:29.25. Continuing_Education_Program
The Office of Continuing Education, working closely with the Administration of the Continuing Education Program, offers a wide range of courses and workshops to students in order to enhance their knowledge and skills. The program is designed to meet the needs of students in a variety of disciplines and is offered on a regular basis.

The courses in this section are designed to improve the skills of teachers in communication and teaching. The courses are offered in English and in French, and are intended to meet the needs of teachers in a variety of settings.

20:29.27. Social_Education
This section focuses on the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

86 76

20:29.28. Course_of_Study

87 77

20:29.29. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.30. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.31. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.32. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.33. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.34. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.35. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.36. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.37. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.38. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.

20:29.39. Course_of_Study

This course is designed to introduce students to the role of education in society, and includes courses on social issues such as poverty, discrimination, and social justice.
Academic Facilities and Student Services

The University Libraries

The library system of Queen's University consists of six main libraries: the Library, Mathematical and Computing Sciences Library, the Law Library, the Education Library, the Library of the Faculty of Education, and the Library of the Queen's University Library. The libraries house a collection of over 1 million volumes, including books, periodicals, government documents, maps, and microforms. The libraries are open to the public and provide a range of services, including access to online databases and electronic resources.

The Library of Education and the teaching profession of this area, is served by this library. The collection consists of approximately 65,000 volumes, including textbooks, monographs, and periodicals. The library is located on the first floor of the Education Building and provides access to online databases and electronic resources.

The Faculty of Education

The Faculty of Education offers a range of undergraduate and graduate programs in education. The faculty provides the students with a range of educational opportunities, including internships and field experiences. The faculty is housed in the Education Building and is home to over 2,000 students.

The Computing Centre

The Computing Centre of Queen's University Computing Centre provides a wide range of services to the students and faculty. The centre offers technology support, software licensing, and access to a variety of computing resources. The centre is located in the university's main campus and is open to the public.

Student Services

The Student Services Office offers a range of services to the students, including academic advice, career services, and financial aid. The office is located in the Student Services Building and is open to the public.

The Master of Education Program

The Master of Education program is a professional degree program offered by the Faculty of Education. The program is designed to provide students with a range of knowledge and skills in education, including curriculum development, educational administration, and educational research. The program is offered on a full-time or part-time basis and is available to students who have completed a bachelor's degree in education or a related field.

The program requires applicants to submit a statement of purpose, a resume, and three letters of recommendation. The program is offered on a full-time or part-time basis and is available to students who have completed a bachelor's degree in education or a related field.

General Information

Fees

The Board of Governors has increased the organization's allocated costs to $19,000, which is the amount of money necessary to cover the costs associated with the administration of the program. The fees for the course are $19,000 for the full-time program and $9,500 for the part-time program. The fees are payable in two installments, with the first payment due by January 30 and the second payment due by July 30.
### Advisory Committee

#### Ministry's Representation
- Mr. C. Bos
- Educational Officer
- Supervisory Section
- Ministry of Education
- Eastern Ontario Region
- Ottawa, Ontario
- Mr. S. G. Goddard
- Director of Education
- Leeds and Addington County Board of Education
- Napanee, Ontario
- Mr. G. C. Thomson
- Baden
- Kingston, Ontario
- Mr. R. Shaw
- Teacher Education Branch
- 2nd Floor, Morton Block
- Queen's Park, Toronto
- Mr. R. Day
- Director of Education
- Peterborough, Ontario
- & Addington Roman Catholic Separate School Board
- Kingston, Ontario

#### University Representation
- Dr. W. L. Loughlin
- Associate Dean (Art)
- Faculty of Arts & Science
- Queen's University
- Mrs. Beatrice Lyss
- Former Dean of Women
- and Member of the
- Department of English
- Queen's University
- Dr. A. J. Coleman
- Department of Mathematics
- Queen's University
- Mrs. P. J. McHale
- Director - Banff High Foundation
- St. Catharine's University
- Education
- Queen's University
- Dr. R. & Osborne
- Associate Professor and Head,
- Department of Geography
- Queen's University

#### Faculty Head Representation
- Faculty of Education
- Dr. H. J. A. LeBlanc
- Faculty of Education
- Queen's University

#### External Members
- Secretary: Dr. R. J. O. Keily
- Faculty of Education
- Queen's University
- Dr. J. B. McIlraith
- Registrar
- Faculty of Education
- Queen's University
- Dr. J. F. Williams
- Secretary
- Faculty of Education
- Queen's University

#### Representative Terms:
- Ontario Secondary School Teachers' Federation
- Mr. H. J. Glassco
- Principal
- Loyola Collegiate and Vocational Institute
- Kingston, Ontario
- Ontario Association of Principals
- Mr. H. R. G. G. Gilday
- Director of Education
- Leeds County Board of Education
- Peterborough, Ontario
- Ontario Catholic School Board
- Dr. P. L. E. McLaughlin
- Director of Education
- Peterborough-Victoria
- Peterborough and Nickel Belt
- ESC 5 Board
- Peterborough, Ontario
- Ontario College of Teachers
- Dr. J. B. McIlraith
- Lecturer
- Leeds, Leeds, Grenville County
- Orleans Catholic
- Separate School Board
- Smith Falls
- Ontario Teachers' Federation
- Mr. J. G. Gravel
- President
- Leeds & Grenville Teachers' Association
- Kingston, Ontario
- Mr. D. C. Godfrey
- LaSalle Secondary School
- Kingston, Ontario
- Mr. D. A. Whyte
- Sudbury Public School
- Kingston, Ontario