Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1852 the Provincial Government had been petitioned to endow without delay an institution for professional training, for the education and training of young men for the ministry in connection with the Synod. This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston as one of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Lord Lieutenant, Lord Minto, as Chancellor. Funds were provided in part by grants from the Presbyterian Church in Scotland and the Government of Canada, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the district made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and strained circumstances, the progress was steady and financial difficulties were averted by the united efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Connexions caused some apprehension of financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-sacrificing workers, chief among whom was President Mackenzie. The country was canvassed for subscriptions and as a result of the widespread interest aroused, $113,000 was added to the endowment.

In 1867, Principal Snodgrass was succeeded by the Reverend G.M. Grant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessors. Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of students. In 1887, as the result of an effort in commemoration of Queen Victoria's Golden Jubilee, $250,000 was raised, resulting in further extension and in the establishment of new professorships. Principal Grant died in 1882 and was succeeded in the following year by the Very Reverend D.M. Gordon. In 1895, by the death of Dean Principal Gordon resigned his position, but continued in office until the summer of 1937, when the Reverend B. Bonar, who had been his successor, was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Smith, (former Vice-Chancellor of Osgoode Hall, Toronto, and formerly Fellow of Merton College, Oxford), was installed as Principal of the University. Dr. Bonar resigned in 1928 to become the Principal of the University of Aberdeen. He was succeeded by Principal R.W. Wallace, President of the University of Alberta from 1928 to 1938. Dr. Wallace retired in September, 1937, and was succeeded in principalship by Dr. William A. Mackintosh, the first Queen's graduate to hold the Principalship. In 1961, the University was awarded the title of "Union of Presidents," and in 1966 the University was awarded the title of "University of Presidents.

In 1983, the School of Arts was founded in 1983 under an Ontario charter and was under the control of a separate board until 1916 when it was amalgamated with the University and now constitutes the Faculty of Applied Science. In 1987 the Ontario government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary schools of the Province. In 1920 the work of the faculty was discontinued because of the introduction of a new program in education, and a Chair of the Faculty of Arts and Sciences was established at Queen's from 1967 to 1974. In 1994, Dr. Williams was succeeded as Principal by distinguished economist David Chudnovsky. In 1995, the University was awarded the title of "University of Presidents," and in 1996, the University was awarded the title of "University of Presidents."
The Faculty of Education

This origin of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a professional school to be known as McArthur College of Education. The first teacher candidates were enrolled for the 1968-69 academic year. To symbolize the full integration of the College into the University structure, it was even decided to alter the nomenclature: in the spring of 1971, the College was formally designated as the Faculty of Education, Queen's University. The name, "McArthur," which harkens a distinguished Queen's historian and public servant, was reserved for the new academic-residential complex housing the Faculty, now officially known as Duncan McArthur Hall.

Over the years Queen's has made a distinguished contribution to the academic preparation of teachers for service in the schools of this province. Additionally, for a period of thirteen years, 1900-1913, Queen's offered professional preparation as well under the auspices of its first Faculty of Education. When the training of high school teachers was centralized in Toronto in 1918, the Faculty was forced to close. The establishment of the new Faculty of Education revives, then, the tradition of professional teacher preparation at Queen's University.

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and administrative offices under one roof. The various teaching areas are linked by closed circuit television. A production studio and several microteaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Associated with the library is an excellent media resource and service area together with a well-equipped microcomputer lab and classroom; where students may learn to use and to make supporting media materials. An acoustically supreme lecture-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasium for teaching as well as for recreation, for both day and resident students. Modern labs, an observatory, an art's playground, drama studios, technical shops, and special workshops for all subject areas are within the teaching facilities. The hall is adjacent and physically connected to Duncan McArthur Hall is John Royer Hall. This coeducational residence with accommodation for 996 students. Each room is arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. John Royer Hall has twelve "houses" each named after Queen's men and women whose distinguished careers have left their stamp on more permanent than brick and stone, on the lives of young Queen's people. Seven of the houses reside around a central court which includes coffee shops, a dining room, recreation rooms, lounges, tuck shops, facilities for television viewing, and a music room. This has already become the social

heart of the west campus where students and staff meet informally, for the social interaction which is one of the characteristic features of this faculty. Just north of Duncan McArthur Hall is John Orr Tower, a 16-story high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portmoutth, and the harbor site of the 1976 sailing Olympics. Students are able through the integrated building complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher education. Duncan McArthur Hall has become a little campus in itself, a very human place, which combines living and learning. Accommodation for married students is available also in the Married Students' Quarters, located on St. John's Macdonald Boulevard, a short distance from Duncan McArthur Hall. Information concerning University Residences as well as application forms can be obtained from Residence Admissions, Conrad-Brockington Hall, Queen's University. Married students should contact the Housing and Property Management Office, Queen's University, Kingston, Ontario. Accepted students are sent application forms.

A set number of rooms in John Royer Hall will be held for students of the Faculty of Education until 1 August. For this reason, students who wish accommodation in this residence should apply as soon as possible.
Education Programs Leading to Bachelor of Education or Diploma in Technical Education

One year consecutive programs are available in the Faculty of Education leading to the Bachelor of Education or the Diploma in Technical Education. In most cases these lead to appointment to the Ontario Ministry of Education for the awarding of the Ontario Teacher's Certificate which qualifies the holder to teach in the public elementary schools of Ontario. Some candidates may wish to qualify for the Bachelor of Education only by undertaking special practicum arrangements related to their special interests such as Artist in Community. Additionally, concurrent teacher education programs are available at Queen's and in cooperation with Trent University in Peterborough where such candidates may take Education courses concurrently with their Arts and Science courses.

Primary-Junior Program
This program 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, Kindergarten to grade 3 and the junior division, grade 4 to grade 6.

Junior-Intermediate Program
This program prepares candidates to teach in the junior division, grade 4 to grade 6 and the intermediate division, grade 7 to grade 10. In addition to a core program preparing Hartenstiner teachers, there is the opportunity for candidates to do further study in one teaching subject of the intermediate division.

Intermediate-Senior Program
This program prepares candidates to teach in the intermediate division, grade 7 to grade 10 and the senior division, grade 11 to O.A.C. In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

Technological Studies Program
Candidates in this program are prepared to qualify for certification for teaching in technical departments of secondary schools. Candidates who enter the program with a bachelor's degree qualify for the Bachelor of Education. Other candidates qualify for the Diploma in Technical Education.

Alternative Programs
The following programs are available in the Faculty of Education leading to the Bachelor of Education.

Artists in Community
The Artists in Community Education program is intended to integrate a conventional teacher education program with preparation for full or part-
Admission
Applicants for the Arts in Community program apply through the Ontario Universities’ Application Centre. The requirements for admission are the same as for admission to the Intermediate-Senior program. Two teaching subjects in the Intermediate-Senior program are selected, the limit of which is Drama, Arts, English, Music, or Visual Arts.

Program Format
Candidates in Arts in Community complete all the components as required for the Intermediate-Senior program. Foundational Studies requirements are not required for the full term. Recommended Foundational Studies courses include FORN 448 - Aesthetic and Art Education; and FORN 449 - Electronic and Digital Arts. Candidates register for SFSC 325 - Arts Management designed specifically for Arts in Community.

Cooperative Program in Outdoor and Environmental Education
The Cooperative Program in Outdoor and Environmental Education is intended to facilitate integration of conventional teacher education and preparation for professional work in alternative settings. The program is biased on experiential education theory with emphasis on methodologies appropriate to a variety of educational contexts and all teaching subjects. Also considered are the development, organization, operation and evaluation of non-formal educational programs. These include community education, adventure programs, rehabilitation for special populations, environmental education and outdoor education.

Admission
Applicants must meet the regular admission requirements for all B.Ed. candidates applying to Primary-Junior, Intermediate-Junior, or Intermediate-Senior programs. Concurrent program students also may be included within the Cooperative program if they meet the admission criteria for the program and can arrange appropriate concurrent internship placements in the Kingston area.

Program Format
- A ten-day residential interdisciplinary study period (May 1 to May 10).
- Special Studies courses SFSC 217.
- Two six-week supervised workships at selected outdoor or other experiential education centers. See Alternative Practices (SAIC).
- A five-day residential course (Friday prior to the beginning of the fall term) to consolidate practice learning and to prepare for the fall term. See Special Studies course SFSC 217.

Admission
Candidates must enter the regular Fall and Winter Faculty of Education in their chosen divisional program. Cooperative Program students are required to take Special Studies course SFSC 242 during the fall and winter and Special Studies course SFSC 243 a residential during the last week of the fall term. It is recommended that the Foundational Studies course FORN 454 Philosophy for Teachers in Education is completed prior to the Foundational Studies requirements. An additional tuition fee is required for Phase III. Three Special Studies courses require change for food and transportation.

Note: Studies in Outdoor and Experiential Education are also available within the regular Cooperative and Concurrent B.Ed. programs for students not enrolled in the Cooperative program.

Early Primary Education
The Early Primary Education option is organized to allow a small number of candidates within the Primary-Junior Concurrent B.Ed. program to be selected to concentrate their studies at the Early Primary level - Kindergarten and Grade 1/2, during the Winter term. This will enable students to concentrate their education in the Early Primary-Junior program.

Curriculum, Skills and Foundations courses are designed to facilitate this specialization.
- The program takes an integrated approach and many of the student assignments reflect this;
- An extended practicum in one setting taken place in the Winter term, in addition to a three-week Junior placement in the fall term;
- Carefully selected classrooms with appropriate associate teachers are used for the practicum. There is a close liaison among students, faculty and associates.

Admission Requirements - Concurrent Programs
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 end of April preceding proposed enrollment in the B.Ed. program. Candidates offering three years of university study, or at least six of twelve full-time university credits (the average is calculated as of the application deadline date). Preference will be given to those candidates who have completed the requirements for an honours degree or twenty full-time university credits by the end of April. Further preference will be given to candidates who will have completed the requirements for a graduate degree by the end of April.

To be eligible for admission to the Diploma in Education program, applicants must have completed the requirements for the Ontario Secondary School Diploma or the equivalent by the end of April preceding proposed enrollment in the B.Ed. program. Admission to the Concurrent Education program will be granted to qualified candidates who have completed Grade 12 advanced level or OMC mathematics, or a university high school or semester course in mathematics.

Note: The omissio is an applicants to ensure that they understand and fulfill the requirements for admission by the middle of May prior to proposed enrollment in the B.Ed. program.

Primary-Junior
Primary-Junior candidates must have at least one full-year university course in each of: 1) physical education, 2) language or literature, and 3) arts (visual arts, performing arts, or music). Equivalent competency may be required for credit in graduation qualification in music, extensive production experience in drama, etc.), 4) social studies history, geography, political science, sociology, or anthropology. In addition, candidates must have completed Grade 12 advanced level or OMC mathematics, or a university high school or semester course in mathematics.

Note: Some of the courses count in fulfilling the requirements for admission to the Primary-Junior program.

Junior-Intermediate
Junior-Intermediate candidates must have at least one full-year university course in each of: 1) physical education, 2) language, 3) literature, and 3) mathematics. One teaching subject must be chosen:
- Dramatic Arts, English, French, Geography, General Science, History,
Mathematics, Music (Instrumental or Vocal), Physical and Health Education, or Visual Arts. Five full-year courses in the specific subject are required for the selection of French, Music or Physical and Health Education. At least three full-year courses in the subject are required for the selection of all other subjects.

Note
1. A full-year course in Canadian history is needed for the selection of History as a teaching subject.
2. Candidates for French as a teaching subject should note that the French Curriculum course will be conducted in French. A high level of fluency in French is recommended.

Intermediate-Senior
Intermediate-Senior candidates must have at least one full-year university course (or two half-year courses) in psychology. Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, Physics or Visual Arts. Five full-year courses are required for the selection of French, Music, or Physical and Health Education. For other subjects, at least five full-year courses are required for the selection of one teaching subject and at least four full-year courses are required for the selection of another.

Note
1. A full-year course in Canadian history is needed for the selection of History as a teaching subject.
2. Applicants may not select both Music Instrumental and Music Vocal as teaching subjects.
3. 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 both plant and animal (vertebrate and invertebrate) biology.
4. Applicants selecting Chemistry as the second teaching subject should offer a full-year course equivalent to introductory chemistry and three full-year course equivalents taken from organic, analytical and physical chemistry.
5. Applicants selecting Visual Arts as a teaching subject must include in their preparation one full-year equivalent course in a university studio practice program (including drawing, painting, printmaking and/or three-dimensional design), and one full-year equivalent survey course in art history.
6. Candidates for French as a teaching subject should note that the French Curriculum course will be conducted in French. A high level of fluency in French is recommended.

Consecutive Program Components
To qualify for a Bachelor of Education or Diploma in Technological Education, all candidates must complete a program having the equivalent of five credits made up of courses in Foundational Studies, Curriculum, Professional Skills, Practicum, and Special Studies.

Foundational Studies
Candidates must complete the equivalent of one and one half credits from the three areas of Foundational Studies. A half credit must be earned in each area unless exemption is given by the chair of the appropriate area, in which case the candidate will select a replacement from one of the other areas. The three areas are: Educational Psychology, History and Philosophy of Education, and Educational Contexts.

Curriculum
Candidates must complete the equivalent of two credits in curriculum. The courses are numbered between CURR 301 and CURR 396. See the requirements under specific program components. Candidates will have an introduction to computers as part of their studies in curriculum.

Professional Skills
Candidates must complete one half credit in Professional Skills. The course offerings are: NSCI 140, NSCI 141, NSCI 142, NSCI 143.

Practicum
Candidates must pass PRACT 101, Student Teaching. This course comprises at least eight weeks of supervised student teaching in selected schools.

Primary-Junior Program Components
See also the section entitled The Program Components.

Foundational Studies
Courses numbered from FOLN 414 to FOLN 496.

Curriculum
CURR 371 Reading and Language Arts, 4 (0.5)
CURR 372 Mathematics, 4 (0.5)
CURR 373 Social and Environmental Studies, 4 (0.5)
CURR 374 The Arts, 4 (0.5)

Professional Skills
Course NSCI 140, 141.

Practicum
PRACT 101, Student Teaching.

Special Studies
Courses numbered from SPIC 201 to SPIC 299.

TOTAL REQUIREMENT FOR THE PRIMARY JUNIOR PROGRAM
5.0 credits

Junior-Intermediate Program Components
See also the section entitled The Program Components.

Foundational Studies
Courses numbered from FOLN 414 to FOLN 496.

Curriculum
CURR 375 Communications, 4 (0.5)
CURR 376 Social and Environmental Studies, 4 (0.5)
CURR 377 The Arts, 4 (0.5)

plus one intermediate teaching subject selected from even-numbered courses from CURR 312 to CURR 380

Professional Skills
SKIL 147

Practicum
PRACT 101, Student Teaching.

Special Studies
Courses numbered from SPIC 201 to SPIC 299.

TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM
5.0 credits
Concurrent Teacher Education

In cooperation with the Faculties of Arts and Science of this University and of 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 are B.A. (B.Ed.), B.Sc. (B.Ed.), and B.A. (Honours) (B.Ed.).

The strong field-oriented nature of the Education components, the Concurrent program has the advantage of drawing upon professional 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 two-week field experiences which form the basis of theoretical studies. The Education portion of the program is developmental in nature culminating in a four-month internship in the final year.

Admission

Candidates for the initial year of the Concurrent programs apply through the Ontario Universities' Application Centre for Queen's University or for Trent University. Application to the Concurrent education program is made at the same time as application to Arts and Science. Admission is based on equal consideration of the academic and personal background of all candidates.

Program Components and Format

The Concurrent B.Ed. degree requires the successful completion of five courses in Education: three courses in Curriculum, one and half courses in Foundations, one half course in Skills, one half course in Special Studies and Practicum which requires the equivalent weight of one half course. The practicum includes several teaching, at least three ten-hour blocks of practice teaching and the internship.

In Year 1, candidates normally enroll in five full courses in Arts and Science and in the following courses in Education: the half course SPEC 236, Introduction to Schools and Teaching, and PRAC 166. In Year 2 candidates normally enroll in five full courses in Arts and Science and in the following course in Education: PRAC 167, which requires fifteen hours of classes on teaching skills and ten days of practice teaching. As well, students will take half course in Foundations.

In Year 3, candidates normally enroll in five full courses in Arts and Science and in the following courses in Education: PRAC 168, which requires fifty hours of classes on teaching skills and ten days of practice teaching, and one or two half courses in Foundations. Candidates who elect an Honours degree in Arts and Science will normally devote the entire fourth year to the completion of that degree.

In the final year, candidates complete the requirements for the B.Ed. degree in the Faculty of Education. In the fall term, candidates enrol in two full courses in Curriculum in the chosen division (Primary-Junior, Junior-Intermediate, Intermediate-Senior), one half course in Professional Skills (SKRL 146, 147 or 148), and any remaining Foundations requirement; a total of 1.5 Foundations courses are required to graduate. As well, there is PRAC 169, which consists of a two or three-week practice teaching period (depending on the chosen division) in the fall, and an internship consisting of a 16-week school assignment in the winter.

Academic Regulations

Student Responsibility

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

Charge of Registration

Students wishing to make changes in course registration may do so on or before the appropriate deadline (see Sessional Calendar) by completing an academic charge form available in the Registrar's Office. The deadline is the deadline date for adding or dropping courses; any course registration changes must be authorized by the Associate Dean.

Course Requirements

Instructors will provide students with a written description of course requirements and the means of evaluation at the beginning of each course.

Religious Observance

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

Academic Dishonesty

All forms of academic dishonesty, including misrepresentation in assigned work, 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.

Supply Teaching

Students may be released from regular classes for supply teaching according to the following guidelines:

- No student will be able to supply teaching where a regular supply teacher is available.
- The school principal must confirm in writing that these possibilities have been exhausted.
- The Faculty will maintain a register of graduates available for supply teaching; graduates will be given precedence over currently enrolled students.
- A student who does or all of two weeks of supply teaching during a practice teaching round may be expected to make up the time in regular practice or the term ends. The Registrar's Office will administer the policy and initiate approval arrangements with instructors necessary to release students from classes.
- No student will be excused for supply teaching during the first term. Two weeks will be the maximum for any supply teaching assignment.

Grading System

1. At the beginning of each session each Faculty member and each B.Ed. student will be supplied with a registration list of all courses to be offered in that session.
2. At the beginning of each course, the instructor of that course will notify in writing the students taking it of the basis on which the final
grade will be assigned, the term mark expected and the weight, if any, each assignment will contribute to the final grade.
3.1 The grades for all courses or components of the B.Ed. program and the Ed. Min. program are:
H = Honours
P = Pass
F = Fail
except in those instances when an instructor deems it necessary to use the honour's category, in which case the instructor will consult with the Faculty Board. These are no numerical equivalents.
3.2 The Honours grade is awarded solely on the basis of quality of work done, as determined by the instructor.
3.3 Additional academic record entries are:
IN = Incomplete
AU = Audit
AG = August grade
CR = Credit
NY = Course not taken
3.4 When a course is made up of two or more components, students must pass all components in order to pass the course.
3.5 When a student has failed a course or component of a course in the B.Ed. Degree program, in the Outdoor and Experiential Education program, in the Arts in the Community program, in the Diploma in Technical Education or in Continuing Education, and wishes to undertake an alternative course or component in substitution for the course or component that has been failed, the Faculty's administration shall 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.
4. The Credit (C) shall be recorded only for those courses or components which the Faculty Board has determined are not to be graded.
5. The Incomplete (I) is a temporary designation which is used where, in the judgment of the instructor, a student meets an extension of time for the completion of a course. At the end of the academic year the instructor will draft a statement indicating work to be completed and the due date with copies provided to the student, the Registrar and the Associate Dean. Incomplete (I) is automatically converted to Fail (F) if the student 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.
6. The August grade (AG) may be granted by an instructor in cases where the student because of serious illness, has been prevented from completing a course or component and where the instructor feels that the student would have completed the course or component successfully had not illness intervened.
7. No grades may be changed by administrative fiat.
8.1 It is the responsibility of each course instructor to report final grades for Fall term courses to the Registrar’s Office by the first day of the second term of that session. The only exception to this shall be those courses determined by the Faculty Board to be submitted for grading by the Faculty Board. Within two weeks of that date, students shall be advised by the University Registrar's Office as to their final grades.
8.2 An enrolment of student who wishes to question academic or faculty procedures should contact the Associate Dean. The Associate Dean will advise the student concerning faculty review and appeal procedures.
9.1 To be eligible for the B.Ed., the Ed. Min. and the teaching certificate, a student must have grades of H, P, IN, AG, CR or C in all the minimum required courses or components of the program.
9.2 The Dean of the Faculty, in consultation with the Faculty Board, may, at any time, exercise the discretion of his Office to ensure that all candidates for the B.Ed., Ed. Min. and the Ontario Teacher’s Certificate conform satisfactorily with the general professional and ethical requirements of teachers as described in Sections 233 (2) and 239 of the Education Act.

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 the consumption of alcoholic beverages and generally maintaining the reputation of the University. Initial responsibility for the enforcement of the Code rests with the Alma Mater Society, and the Graduate Student Society on behalf of the Senate. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the regulations of the University and its subordinate jurisdictions and to the laws 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 supplementary 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:

- 1. A violation of published rules and regulations of the University or of any authorized rules-making body within the University;
- 2. Theft, vandalism, and willful or negligent damage to the property of the Queen's or of a member of the University community, of the AMS, GSS or of any other University organization.

- 3. A violation of the rights of any member of the University community.
Courses of Study

Foundational Studies

The three areas of Foundational Studies are Educational Psychology, History and Philosophy of Education, and Educational Content. Candidates are required to complete the equivalent of one half course from each of the areas for a total of one and one half courses. Candidates who hold an appropriate Area Chair in either Psychology, Philosophy and History of Education or Educational Content that they have prior competence in one of the areas may be allowed to substitute a course from one of the remaining areas to fulfill the Foundational Studies requirement.

Note: Courses in Foundational Studies are intended primarily for specific candidates in their doctoral programs. If a course is intended mainly for students in the Primary Division, then (P) will appear to the right of the course number and name. If (O) appears to the right of the course number and name, then this course is appropriate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

Educational Psychology

Courses in this area are concerned with the traditional topics of cognitive, affective, and social development, but also represent current approaches to understanding better how teaching and learning take place in educational settings.

EDUN 410/85 Psychology - Culture, Language and Education

The situated, cultural aspects of human learning and development are explored in relation to formal education. Learning contexts are studied at sociocultural, social, and psychological levels. Language processes are emphasized, including ill/multilingualism issues. Through exposure to a diversity of national learning models, with a focus on indigenous cultures, students are encouraged to expand their teaching repertoire.

EDUN 420/85 Psychology - Learning and Development in Childhood

An overview of learning and development in adolescence with emphasis on classroom applications from infancy to grades 6. Special attention is paid to the interface between teacher and student characteristics with the social, cultural, and economic conditions of modern schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social context on adolescent behavior.

EDUN 420/85 Psychology - Learning and Development in Adolescence

An overview of learning and development in adolescent with emphasis on classroom applications in grades 7-12. Special attention is paid to the interface between teacher and student characteristics with the social, cultural, and economic conditions of modern schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social context on adolescent behavior.

EDUN 430/85 Philosophy - Teacher and the Law

Through the study of cases brought against school boards and teachers, this course will rigorously examine the law and its role in setting standards for educational professionals.

EDUN 440/85 Philosophy - Issues in Grading and Evaluation Theory

This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification of criteria, testing and judging the `object to be valued', and justifying evaluative judgments. The relations between systems of grading and various instruments of evaluation including tests of academic achievement, aptitude and personality-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and learning.

EDUN 450/85 Philosophy - Ethics and Education

This course will consider some of the moral problems which teachers and society as a whole face with regard to education. We will examine the ethical foundations of education, human rights in education, equality, freedom and authority.

EDUN 460/85 Philosophy - Poetry Theory

This course is intended to assist prospective teachers of literature to understand and to utilize the theories of poetry in which literary critics might be interested and to become aware of the ethical complexity of our appreciation.

EDUN 460/85 Philosophy of Education for Teachers of Mathematics and Science

This course will examine a number of contemporary accounts of nature and structure of knowledge in mathematics and in the physical and biological sciences. The insights derived from the study will prove particularly relevant to the instruction and education of teachers in these school areas. Assignments will be made to accommodate students enrolled in each of the appropriate programs.

EDUN 470/85 Philosophy - Aesthetic Education

This course will examine a number of problems that are of particular concern to teachers of the arts. The principal thrust of the course will be to try to discover the basic assumptions of work of art so that we may be in a better position to bring others - most notably our students - to share in (the appreciation).
The major emphasis in this course will be on the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity, and other social forces influencing education will also be studied within this context. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario education system.

FOUN 91.5 Sociology of Education for Secondary School Teachers (3)

The course will be offered to prospective teachers more knowledgeable about policy issues, educational trends, and administrative practices. The course is open to both major and minor education students. Students who are in the Bachelor of Education program, those who are in the Bachelor of Fine Arts program, and those who are in the Bachelor of Social Work program, will have priority. The course will also include discussions on the role of the teacher in the classroom, including strategies for effective communication and assessment.

FOUN 91.5 Sociology – Explorations in Learning Environments in the Elementary School (3)

The course will take place in various schools and will focus on the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity, and other social forces influencing education will also be studied within this context. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario education system.

JUNE 1993

Courses of Study

The major emphasis in this course will be on the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity, and other social forces influencing education will also be studied within this context. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario education system.

FOUN 91.5 Sociology of Education for Secondary School Teachers (3)

The course will be offered to prospective teachers more knowledgeable about policy issues, educational trends, and administrative practices. The course is open to both major and minor education students. Students who are in the Bachelor of Education program, those who are in the Bachelor of Fine Arts program, and those who are in the Bachelor of Social Work program, will have priority. The course will also include discussions on the role of the teacher in the classroom, including strategies for effective communication and assessment.

FOUN 91.5 Sociology – Explorations in Learning Environments in the Elementary School (3)

The course will take place in various schools and will focus on the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity, and other social forces influencing education will also be studied within this context. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario education system.

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CURE 372/3.5 The Arts
The arts are ways of learning, knowing, creating, and expressing. As such, they have a crucial role to play in the education of pupils in the Junior and Intermediate divisions. This course will prepare candidates to implement the arts in the classroom. Candidates will also be enabled to enhance their personal development and appreciation of the arts. In addition to an overview of the role of the arts in education, Junior and Intermediate candidates select any two of the following course components:
Visual Arts (Junior and Grades 7 and 8). Investigation of resources materials and studio sessions are used to explore the needs of the Junior and Intermediate pupil in art education. Attention is given to the child’s development and adaptation of a Visual Arts program to meet the needs of the pupil.
Drama (Junior and Grades 7 and 8). This component offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the arts in general. Suggestions will be given on how to use dramatic techniques in teaching various subject areas.
Music grades 7 and 8. This is an introductory component of the teaching of music in the Junior-Intermediate years. This component focuses on the differentiated approach to music in the curriculum and introduces strategies and materials suitable for sequential teaching of music. Experimental learning will be emphasized.
Physical and Health Education (Junior and Grades 7 and 8). The Health Education section will focus on the methods, materials, and resources for the topics stipulated by the Ministry of Education guidelines for the Junior Division. The Physical Education section will focus on the following areas:
1. an overview of the program of Physical and Health Education, and its objectives in the Junior and Intermediate Divisions, as stipulated in Ontario’s Integration of Health and Physical Education.
2. the development of motor skills and related activities
3. the development of methods, motor skills, and related activities
4. the development of methods, organization, considerations, and skills related to educational and formal gymnastics.

INTERMEDIATE TEACHING SUBJECTS
See Admission Requirements

CURE 312/2.5 Drama Arts (Intermediate)
A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of personal resources in dramatic expression through improvisation and group project work. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Drama Arts and the nature and variety of teaching techniques which can be applied in this context.
The aim is to prepare candidates to teach a first course in Dramatic Arts in the Intermediate Division, and to serve as a resource-teacher who can assist in the use of drama as a learning tool.
This course is designed for admission to Part 2 of the three part Specialist Qualification in Dramatic Arts. Graduates of an Honours program in Drama normally meet the academic requirements for admission to the Honours Specialist Qualification.

CURE 326/2.5 History (Intermediate)
This course is designed to assist candidates to explore ways of establishing effective history programs, grades 7-10. Candidates will learn how to implement a variety of learning strategies appropriate to student needs and Ministry philosophy. Resource material will be evaluated and candidates will develop a suit for classroom implementation. Evaluation strategies will be explored. Considerable time will be devoted to helping candidates improve their knowledge and understanding of the history and individuals who have helped to develop Canada. Learning materials $5.

CURE 344/2.5 Mathematics (Intermediate)
The purpose of this course is to prepare candidates to teach mathematics in the Intermediate Division, and the first year of the Junior Division. The course will consist of lectures, discussions, student presentations, and classroom teaching. The course will also provide opportunities to examine the Ministry of Education guidelines and policies relating to the teaching of mathematics in the Intermediate Division. Current trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics is placed in a high priority of the course. Students 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 $5.

CURE 346/2.5 Music – Vocal (Intermediate)
Music is one of the most enjoyed and most powerful forces in our society. Courses will be taught by teachers with considerable background in music education and previous experience in the promotion of vocal ensemble activities.

CURE 328/2.5 Physical and Health Education – Men (Intermediate)
The health education section of the course will focus on the methods, materials, and resources for the topics stipulated by the Ontario Ministry of Education guidelines for the Intermediate Division. The physical education course will focus on the following areas:

1. A program overview, both curricular and co-curricular for the Intermediate Division as stipulated in Ontario Ministry of Education documents.
2. The use of appropriate teaching strategies for this division. Class organization and materials will be assessed for the wide range of activities to be taught in the Intermediate division.
3. Identification of factors that will provide a safe learning environment.
4. Various methods of evaluating students and reporting results to pupils.

CURE 316/2.5 Music – Instrumental (Intermediate)
Music at this level is most effectively taught with considerable background and previous experience with band, orchestra, or small ensemble. There will be little discussion of the fundamentals of music. The emphasis will be on expanding and improving competence in creating music and developing student aesthetic and creative capacities in a musical environment using materials and approaches relevant to the intermediate level. Courses are taken in conjunction with a portion of the Intermediate Senior program.

This course leads to eligibility for admission to Part 2 of the three part Specialist Qualification in Instrumental Music. Graduates of this program are normally able to meet the academic requirements for admission to the Intermediate Senior Specialist Qualification.

CURE 320/2.5 Visual Arts (Intermediate)
A course concerned with the practical needs of the teacher of art working in the Intermediate school setting. The program will stress teaching strategies, program planning, classroom management, and the psychological aspects of student motivation. The studio sessions the candidate will be required to acquire in addition to knowledge and skills in studio practice.

This course leads to eligibility for admission to Part 2 of the three part Specialist Qualification in Visual Arts. Graduates of this program are normally able to meet the academic requirements for admission to the Intermediate Senior Specialist Qualification. Learning materials $13.

CURE 307/3.5 Science – Biology (Intermediate-Senior)
The course will familiarize students with the scientific subject matter taught through the intermediate and senior years in Science and Biology. It will provide students with theoretical and practical aspects of implementing current curriculum guidelines. This will include exploration of a variety of teaching strategies including the use of laboratory equipment. Students will be expected to exhibit a degree of self-directed learning.

CURE 350/3.5 Physical and Health Education – Women (Intermediate)
The health education section of the course will focus on the methods, materials and resources for the topics as stipulated by the Ontario Ministry of Education guidelines for the Intermediate Division. The physical education course will focus on the methods, materials and resources for the topics stipulated by the Ontario Ministry of Education guidelines for the Intermediate Division.
use of the laboratory, implementation of the Ontario science guidelines, resources (teaching science, evaluation of students and program, and the interrelationships between science, technology and society. The nature of science and technology is an underlying emphasis throughout the course. Students will give numerous presentations, including laboratory activities, demonstrations, mock classes and seminars on issues in science education. Opportunities will also be provided for students to explore science education issues of their own interest. Learning materials $10.

COURSE 323/1.0 * Geography (Intermediate-Senior)  
The course is designed to prepare candidates to teach geography at the Intermediate-Senior level (grades 7-10). Using a geographic context the program covers the process of learning and the role of students, and the role of geographical development and sharing of curriculum ideas and resources by candidates. Learning materials $10.

COURSE 337/1.0 History (Intermediate-Senior)  
The course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work on teaching history/social science, including that of M. Bick and Lee on inquiry methods and Oliver, Froese, Kipling, and Simon on Value Clarification. Students will receive practice in instructional planning in the areas of objectives, lesson planning, and test design. Learning materials $10.

COURSE 343/1.0 * Mathematics (Intermediate-Senior)  
The purpose of this course is to prepare candidates to teach mathematics in the Transition and Specialization Years. Candidates will become familiar with the curriculum of the mathematics taught in the Transition and Specialization Years through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics, and the development of interest in teaching of mathematics in the Transition and Specialization Years. Present trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive and practical understanding of mathematics and its teaching is a high priority of the course. Students 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 $10.

COURSE 346/1.0 Music—Vocal (Intermediate-Senior)  
A course designed to prepare candidates to teach vocal music in the Intermediate-Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience.

COURSE 347/1.0 * Physical and Health Education—Men (Intermediate-Senior)  
The analysis of teaching techniques and methods in physical education will be a major focus of this course. Alternative styles of teaching will be presented and studied in detail. Students will have the opportunity to practice a number of these thorough video taped instructional sessions.

COURSE 348/1.0 Physical and Health Education—Women (Intermediate-Senior)  
The analysis of teaching techniques and methods in physical education will be a major focus of this course. Alternative styles of teaching will be presented and studied in detail. Students will have the opportunity to practice a number of these thorough video taped instructional sessions.

COURSE 349/1.0 Visual Arts (Intermediate-Senior)  
A course concerned with the theory and practice of art in education. The students will explore the discipline and philosophy related to visual arts.
Outdoor and Experiential Education: The first internship will take place in an outdoor school or school of natural science operated by a Board of Education or an equivalent body. The second will take place in an outdoor school board setting during July and August. The internship will include supervision and completion of practice-based assignments. An additional fee is required for this course and for ENGL 217/218 which together form PHASE I of the Cooperative Program.

CURR 467/487 Teaching Technological Subjects
This course is designed to help students learn how to use computer software in a classroom setting. The course will include the use of spreadsheets, databases, and other applications for educational purposes. Students will learn how to design and implement interactive learning experiences using technology.

Practicum
Candidates in the second year of the Cooperative Program must complete a four-month internship starting in January to April. This is done in selected associate schools normally in the Kingston area or in the Peterborough area.

Special Studies
This two-year course is available to students registered in the Cooperative Program in Outdoor and Experiential Education. Part I is a four-year residential program offering students a variety of academic and practical experiences. This part is divided into three sections: orientation, experiential learning, and a comprehensive review of the program. Part II is a four-year residential program offering students a variety of academic and practical experiences including: wilderness survival, environmental field experiences, and a comprehensive review of the program. Both parts are available to students in the Peterborough area.

Technical and Business Studies
This two-year course is designed for students who wish to enter the field of business. The course will include an introduction to business concepts, principles, and practices. Students will learn how to apply these concepts to real-world situations and will develop skills in problem-solving, decision-making, and communication.

Curriculum and Human Development in Teaching Technological Subjects
This course is designed to help students understand the relationship between the technological environment and the development of teaching skills. Students will learn how to design and implement interactive learning experiences using technology in the classroom setting.

Professional Skills
SKILLS 146/147 Professional Skills for the Junior-Junior Division
SKILLS 148/150 Professional Skills for the Intermediate-Junior Division
SKILLS 149/151 Professional Skills for the Intermediate-Junior Division

Practicum
Candidates in the third year of the Cooperative Program must complete two weeks of supervised student teaching in an approved elementary or secondary school. This may take place during the candidate’s winter break and/or immediately following the Winter term in April or May.

Outdoor and Experiential Education, Practice, and Theory
This course is designed for students with professional interests in outdoor and experiential education. It involves both theoretical and practical components, focusing on the development and delivery of educational programs in outdoor and experiential settings.

Outdoor and Experiential Education, Schools and Programs
This course is designed for students with professional interests in outdoor and experiential education. It explores the implementation of outdoor and experiential education in schools and programs through a series of experiential learning activities. The course will include field-based experiences, simulations, and group discussions. The course is applicable to teachers in all subjects at all grade levels. It is required for students wishing to apply to the outdoor and experiential education program.

Organization and Management of Technology Studies
This course is designed for students who wish to pursue a career in technology-related fields. It covers the principles and practices of technology management, including planning, implementation, and evaluation.

Pedagogical Studies
This course is designed for students who wish to pursue a career in teaching. It covers the principles and practices of teaching, including lesson planning, classroom management, and assessment.

Technical and Business Studies
This course is designed for students who wish to pursue a career in technical or business-related fields. It covers the principles and practices of technical and business skills, including problem-solving, decision-making, and communication.

Tourism and Experiential Education
This course is designed for students who wish to pursue a career in the field of tourism and experiential education. It covers the principles and practices of tourism and experiential education, including destination management, marketing, and customer service.

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Tourism and Experiential Education
This course is designed for students who wish to pursue a career in the field of tourism and experiential education. It covers the principles and practices of tourism and experiential education, including destination management, marketing, and customer service.
The early years (to age 9) are vital for learning because during this period children become aware of, and begin to must to, the environment. This course allows students to learn various strategies, based on selected aspects of visual and language arts, that can be used to support children’s aesthetic, creative and linguistic development.

Available only to students registered in the Cooperative Program in Outdoor and Environmental Education; the course is a study of the theories of experience-based education. Assessment involves the selection of a number of optional units, followed by an analysis and presentation of the results. Students are required to complete 50 hours of field work, and must maintain a full-time or part-time job in an outdoor education setting. They must also complete all required units, including those related to outdoor education topics.

Available only to students registered in the Cooperative Program in Outdoor and Environmental Education. This five-day residential course is an intensive examination of the year-long cooperative program focusing specifically on group dynamics, risk management and the role that outdoor and environmental education programs play in the broader educational scene. Emphasis is placed on synthesizing classroom-based activity into outdoor experiences. The course will be a food and transportation charge.

This course will focus on using music, visual arts, movement and drama to connect across innovative curriculum boundaries. A radically different view of elementary schools as we now know them will be presented, where an arts-based learning environment becomes a place to learn not only about the arts, but also about the ‘more traditional’ subjects (mathematics, science, language, social sciences) as well. Students will study two examples of elementary school environments, and carry out a small scale arts project with a small group of children. No prior training in music, visual arts, movement, or drama is required to enroll in this course.

Design primarily for those who wish to explore the integration of computer and the use of software in teaching. A hands-on approach is used to introduce students to various commercial packages (including word processor and database applications) and software development tools. The course will be a food and transportation charge.

This course is intended for students with or without previous programming experience. The general aim is to provide an introduction to problem solving as expressed through computer programming. Students will investigate the eleven process of programming, including: a) system and program analysis (e.g., declarative, and object-oriented), b) implementation of programming environment features, and c) fundamental concepts of good software engineering. The first half of the course will be devoted to a brief overview of programming languages and paradigms, while the second half will be dedicated to a detailed study of a specific programming language. The student may choose to undertake this project in a programming language (such as FORTRAN or C) or in an application program (such as a spreadsheet or database management system).

This course is an introduction for students who elect to develop a basic understanding of the principles and applications of Aboriginal education. This course is a unique and evolving field of study which brings together different disciplines and perspectives of knowledge grounded in the world view of North American Aboriginal cultures. The course provides an overview of the historical development of Aboriginal peoples as they relate to the social, cultural and political changes that have occurred in Canada since the mid-1800s. The course will be a food and transportation charge.

This course is an introduction to the concepts and practices of the Religious Education curriculum currently in use. The course will be a food and transportation charge.

This course is intended for students with or without previous programming experience. The general aim is to provide an introduction to problem solving as expressed through computer programming. Students will investigate the eleven process of programming, including: a) system and program analysis (e.g., declarative, and object-oriented), b) implementation of programming environment features, and c) fundamental concepts of good software engineering. The first half of the course will be devoted to a brief overview of programming languages and paradigms, while the second half will be dedicated to a detailed study of a specific programming language. The student may choose to undertake this project in a programming language (such as FORTRAN or C) or in an application program (such as a spreadsheet or database management system).

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The Master of Education Program

The program leading to a Master of Education degree is for those teachers and educational administrators who wish to further their professional studies. Two specializations are available: Curriculum and Instruction, and Administration and Policy. The minimum time period for completion of the ten half-course equivalent degree is 12 months of full-time study or 24 months of part-time study (evening and/or summer). Normally, full-time students can anticipate needing at least eighteen months in order to complete the degree requirements. Most full-time students will find it possible to complete all course work within the three terms of their full-time year, and to have begun work on the thesis or project. Theses 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.

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

1. Professional experience, a B.Ed. degree or its equivalent, and a minimum of a B-average in a Bachelor's degree or its equivalent.

2. Two years professional or industrial experience, and a minimum of a B-average in a Bachelor's degree or its equivalent.

3. A B.Ed. degree and a minimum of a mid-B average in a Bachelor's degree or its equivalent.

Special Admission Requirements

Each year, up to five full-time students will be admitted who have demonstrated exceptional ability to undertake research. These applicants need to have a proven teaching experience, a B.Ed. 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 1 (thematic route), with a number 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, by writing to Graduate Studies, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6.

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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 15 March. Letters of recommendation may be expected from each of the candidate's instructors and associates. Final selection from a short list of up to six candidates will be made following interviews by a committee of five faculty members, from an endowment rate $315.

The D.L. Lowry Prize
Established in honour of Professor D.L. Lowry, an untenured contributor to the development of technological education in the province of Ontario.Lowry designed the early years of technical education and their support of Technological Studies education from across the province. Awarded on the recommendation of the Faculty Board of the Faculty of Education to a student who is an exceptional student achievement and demonstration of those personal qualities externalized by teachers value $120.

The Frank J. Fowler Award
Established by the President-Lorne College Catholic Separate School Board in recognition of Frank J. Fowler, a distinguished teacher and educational leader in the province.
Awarded annually on the recommendation of the Faculty of Education. Prior junior curriculums in the primary student candidate who best demonstrates the qualities of an exemplary primary educator.

The Ontario Student Loan, part-time registration also qualifies the student for interest-free status. Interest charges during this period are paid by the federal and provincial governments, which also guarantee repayment of the loan. After the interest-only period, interest charges, which are fixed annually by the government, begin to accrue on the unpaid balance of all previously cancelled loans.

Ontario residents who may qualify for SAP may obtain application forms and further information from the Assistant Registrar, Student Awards, Queen's University or the Ministry of Colleges and Universities, Student Support Branch, 260 Park Avenue, Thunder Bay, Ontario, P7L 5L4.

Graduate application forms should be forwarded to the Assistant Registrar (Graduate Awards), Queen's University, Kingston, Ontario, K7L 3N6. It is strongly recommended that such applications each the Student Awards Office during May or June. Non-residents of Ontario must apply to their own province for aid under the Canada Student Loans Plan in addition to any provincial aid that may be available.

AMS, Ontario Work-Bursary Program
This program aims to assist students who find that their award from the various government assistance plans is inadequate or nonexistent. Applicants who establish need under the program are given access to part-time jobs either in campus departments or in Kingston social service agencies. The costs of the program are shared by the Alma Mater Society, the Campus Departments, and the Ministry of Colleges and Universities. The program is open to third- and fourth-year students, but not to third-year students. Application may be made in the Student Awards Office from late August until November.

Ontario Special Bursary Program
For part-time students. The program is intended to help students who have a low family income and need some part-time employment during the undergraduate level for specific reasons. They may take up to 60% of a full course load at an Ontario university or college of applied arts and technology. The bursary covers tuition, books, and direct fees, transportation, and child care costs of up to $6 per class hour. Application forms are available from the Assistant Registrar (Student Awards), Queen's University.

Queen's University Students are encouraged to apply.

Queen's University, its graduates, and friends have established a number of loan funds for the assistance of undergraduate and graduate students. Loans are available on the basis of financial need, academic merit, and general ability. An applicant for a university loan must have had satisfactory standing in his or her last year of study prior to application.

Short term loans of ninety days or less may be granted to students who are temporarily short of funds and who can produce satisfactory evidence that they will have sufficient money to make repayment on or before the due date. A service charge of 5% of the principal amount outstanding is charged at the time the loan is obtained. No other interest or service charges accrue as the loan is not allowed to become overdue.

Current or long-term loans are available for students who require assistance for more than ninety days. Before financial assistance is given, the loan committee must be satisfied that the applicant has applied to all other eligible sources of aid. The interest rate on general loans is the same as the rate that the University is able to obtain for itself, and the interest is compounded monthly. Students will be advised of the interest rate in effect at the time application is made. The deadline for application is the 30th September each year and the new rate will apply to all outstanding loans.

Repayment of long-term loans must be normally made by the 30th September that follows the date on which the loan was granted. Another loan for the next year may be granted if the student applies and qualifies.

Students contemplating an application for university loan assistance should determine their needs and check their available financial resources before applying. It is strongly recommended that students enter into the hands of qualified advisors and apply at least two weeks in advance of the practical need. All students are encouraged to attend a twenty-minute information session at the Student Awards Office prior to submitting a loan application.

Application for a university loan should be made at the office of the Assistant Registrar (Student Awards), 3rd Floor, Student Awards Building, Kingston, Ontario K7L 3N6. Telephone: 613-533-2216.

Mathematics, Science and Technology Internship Scholarships
To encourage students entering programs in the fields of Science, Technology, and the Faculty of Education to establish eight internship scholarships. These scholarships will be awarded on the basis of academic excellence and the interest of the student in the fields of Senior Mathematics, Intermediate-Secondary Biology, Chemistry or Physics, Inter-

mediate Senior Grades 8-10 Science, or Junior-Intermediate with a Math-

ematics or Science Intensive teacher-subject. One will be awarded to a student entering the Diplomas Program in Technology Education value $1,000 each.

The Alison Candy Award
Established by the Rialto Chapter 8232, Council for Exceptional Children, in memory of A. Lorna Candy, R.A. (Queen's), B.A. (Toronto). Awarded to the graduating student in the Faculty of Education Program leading to the Ontario teacher qualification who, in the opinion of the Selection Committee, best displays outstanding academic and interpersonal skills and demonstrates the needs of exceptional children during his or her program of studies at the University value $100.

The J.W. Coggey Award
Gratuated to the graduating Bachelor of Education student in the primary-Junior or the Junior-Intermediate level. Awarded annually on the recommendation of the Faculty of Education. Prior junior curriculums in the primary student candidate who best demonstrates the qualities of an exemplary primary educator.

The S.J. Dower Memorial Scholarship
Established by action of students of Queen's University and to be used to assist students of the University in furthering their studies in social work.

The bursary is valued at $300 per year and is renewable.

The Robert A. Dower Memorial Scholarship
Established by the Queen's University and to be used for the purpose of furthering the education of students in the University.

The bursary will be valued at $1,000 per year and is renewable.

The Walter Thomson Memorial in Physics
Established by his family and friends in memory of Walter Thomson, Professor at Queen's from 1949 to 1964. The award is made to a student who is majoring in physics, by their own application and by personal recommendation of two faculty members. The award is for one year and is renewable up to a maximum of two years. The recipient must be a full-time student and have completed the first year of their program.

The bursary is valued at $1,000 and is renewable.

The Barbara Paul Memorial Award
Established in memory of Shiite Barbara Paul (Pattison) R.A. (Queen's) 1964. Awarded to a student who is majoring in English and who has completed the first year of their program with a minimum average of 75% in English and who has demonstrated the qualities of an exemplary English student.

The bursary is valued at $300 and is renewable.
The Andrea McCulloch Prizes for Public Speaking

These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fields: public speaking, thesis presentation, meeting, dramatization, and debating. The categories of the awards and the cash prizes of the value in any one year are determined by a committee of the Senate and variable.

The Gordon A. Snider Prize in the History of Technology

Established by colleagues and family of Gordon Snider, B.A. 74, respected teacher, inventor and pioneer of the history of technology in engineering in Canada. Awarded annually to an undergraduate student in any faculty or school for the best essay on a historical development of a field of technology. This essay manuscript shall exhibit thorough research and creativity and illustrate the impact of technology on the community. Preference will be given to a Canadian student. Applications shall be made by an interested faculty member on behalf of the student.

The Watts Family Track and Field Prize

Established by John Watts, B.Sc. 46, Metallurgical Engineering in honor of his father Ernest Emmett Watts, B.Sc. 12 (Mining Engineering), M.Sc. 14 (Metallurgical Engineering), and his grandfather, Ezra Watts, M.D. 1899. Awarded annually to a student entering third or fourth year, who is registered in any faculty or school at Queen’s, and who is on the Track and Field or Cross-Country team. The recipient will demonstrate initiative, a high level of athletic performance, a minimum of second-class standing, and will make a significant contribution to the team in terms of leadership and character. Application by letter should be made prior to March 15 to the Assistant Registrar Student Awards. The recipient shall be required to submit a confidential letter about his or her qualifications for the award. The recipient will be chosen by a Selection Committee comprising the Director of the School of Physical Education, the Registrar, and the Chair of the Senate Committee on Scholarships and Student Aid. The prize will be awarded in the fall, value $1,000

Bursaries

In addition to the following specific bursaries, Queen’s University has a limited amount of general bursary funds available to students. Bursary funds are intended to assist students primarily in emergency situations. They are also final year students who have demonstrated financial need and potential for academic success. However, students in financial need, who are in good academic standing, may receive bursary assistance. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The David A. Gillies and Joolee Hendricks Gillies Bursaries

Awarded on the basis of academic standing and financial need with preference to students entering second year. Applications should be made in the fall, value variable.

The John Alves Hamilton Memorial Bursary

Established in memory of the late John Alves Hamilton (Class of 1960). Awarded to students in any undergraduate faculty or school who are in need of financial assistance. Applications should be made to the School of Business Administration, value variable.

The Celita Hobbitt Hunter Bursary

Awarded on the basis of need to a resident of the United States registered in an undergraduate degree program; value variable.

The null Bursary

Awarded to a full-time student in financial need. Applications for this award must be made to the School of Business Administration, December 1; value $350.

The James Boyd Keddie Memorial Bursary

Established in accordance with the wishes of the late James Boyd Keddie. Awarded on the basis of financial need and preference to students from the City of Oshawa and surrounding area who intend to enter the teaching profession. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The Khalid University and YALCA Memorial Fund

This fund is part of a sum left by the Khalid University (first World War) students who were transferred to the University in 1916. The fund is intended to provide scholarships for students in any faculty. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value $2,000.

The King’s College Bursary

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

The AMS-Spectrometrical Bursaries

Established in 1990 by the Alma Mater Society of Queen’s University. Awarded to students in any faculty or school with preference given to single parents with child care expenses. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The AMS-Bursaries for the Disabled

Through contributions from student activity fees from 1989-1990 the AMS has established bursaries for undergraduate disabled students. To be eligible for this award, students must be registered with the Special Needs Office and have completed an application form. The selection committee is made up of the Coordinator of the Special Needs Office, the AMS Vice-President (University Affairs), the Chair of the AMS Accessibility Task Force, and the Assistant Registrar (Student Awards). Applications are submitted to the Special Needs Office of the Student Awards Office and should be received by December 1; value variable.

The Alice Charlton Foundation Bursaries

Established by the Alice Charlton Foundation. Awarded annually to Ontario students in any undergraduate faculty or school who are in need of financial assistance; value variable.

H. Graham Bertram Foundation Bursaries

The will of the late H. Graham Bertram of Dundas provides for bursary assistance for deserving students at Queen’s University who have received the greatest part of their public and secondary school education in schools of the town of Dundas or the surrounding area, exclusive of the city of Hamilton; value variable depending on need.

The Robert Bruce Bursaries

The will of the late Robert Bruce of Quebec provided for an annual sum to be given in bursaries to students of promising ability but situated circumstances. Money from this fund is distributed annually to one or more students in the third or later years at any faculty.

The Senator Frank-Carr Bursaries

Several bursaries are awarded annually on the basis of need to students enrolled in any year in any program. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 December; value $500.

The Canadian Officers Training Corp (C.O.T.C.) Bursaries

Awarded on the basis of need to upper-year undergraduate students. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value $300.

The Disabled Students’ Bursaries

Established by the Alma Mater Society and Arts and Science to assist disabled students attending Queen’s University. Awarded on the basis of need. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The Dr. James Brown MacDougall Bursary

Awarded on the basis of need to upper-year undergraduate students. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The A.E. MacRae Bursaries

Established in memory of the late A.E. MacRae of Ottawa. Awarded to students in any undergraduate faculty or school on the basis of need. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The MacRae Bursaries

Established by Isabell MacRae of Sarnia, Michigan. Awarded on the basis of merit and need to male undergraduate students in any faculty or school; value variable.

The Wilhelmina Meikle-Hunt Bursaries

Established by Wilhelmina Meikle-Hunt (Class of 1918). Four bursaries are awarded on the basis of merit and need to candidates for admission to an undergraduate program of study. The bursaries are intended for students to be admitted in September, 1990. Applications must be received in the office of Student Awards prior to 1 December; value $1,000 each.

The Helen Talbot Medal Award

To be awarded to a female student, preferably from Prince Edward County, Ontario, who gives evidence of outstanding academic achievement and leadership, and is in need of financial assistance. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 December, value $1,000.

The Robert Tupper Bursary

Established by the Robert Tupper Society in 1950, in celebration of Queen’s Sesquicentennial. The bursary is awarded on the basis of financial need to undergraduate students graduating in December. The recipient shall be a woman who is challenged with a physical disability. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The Alexander Robertson Bursary

Established in memory of Alexander Robertson, M.A. 1894. Awarded annually on the basis of need and merit to an upper-year student at Queen’s University who is a member of the Queen’s University Staff Association. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December.
The Pauline Schubert Library

A library given by the Faculty Women's Club of Queen's University in memory of the late Pauline Schubert, a former President of the Faculty Women's Club to establish a senior student. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The Dietz Bursaries

Established by Donald S. Ogburn, R.G. Green, G. McRae, and Margaret (F. Sutton, R.G. to be awarded to students in need of financial assistance. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The George and Alan Callender Taylor Bursary Fund

A fund established by George and Alan Callender Taylor provides bursaries for outstanding students from Leeds County registered in any faculty of Queen's University.

The Lee Todd Bursary

Established by the Todd family in memory of Miss Erna Todd, a sister of the late Mr. M. C. Todd, to be presented at mid-year to the winner of the annual Terry Todd Memorial Trophy which is awarded annually by the College Football Association. The trophy is to be presented to students from Queen's University.

The Wallace Bursary

A bursary awarded by the Faculty Women's Club of Queen's University to assist a female student. This is in memory of President Elizabeth Wallace, the widow of a former Principal, Dr. W. Wallace. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The Martin Webb Bursary

A trust created by the late George R. Webb of Gananoque provides bursaries for the residence of students from Leeds County in good academic standing in any faculty of Queen's University in accordance with the criteria established by the Scholarship Committee. The application should be made by 1 December; value variable.

Academic-Program Support Facilities

Agnes Etherington Art Centre

Located at University College, the Art Centre provides a permanent collection of over 8500 paintings, sculptures, graphic art and decorative arts, seven galleries, and three art libraries. The Centre is responsible for coordinating exhibitions and programs. The Centre is open daily from 10 a.m. to 5 p.m.; closed weekends.

Campus Bookstore

Located at University College, the Bookstore provides a wide range of books, clothing, and gifts. The Bookstore is open daily from 9 a.m. to 5 p.m.; closed weekends.

Performing Arts Office

Located at the Student Centre, the Performing Arts Office provides information on events and facilities. The office is open daily from 9 a.m. to 5 p.m.; closed weekends.

Sponsorship

The Performing Arts Office provides the Queen's community with a wide range of entertainment. Many of the best-known artists perform in the Student Centre. As well, there is a list of those who wish to become involved behind the scenes. All are welcome.
Office of the Dean of Women
LOCATION: Macdonald-Corry Hall, Room E217
PHONE: 545-2553
DEAN: TBA
The Office of the Dean of Women offers a variety of services to the Queen’s community and in particular to the women on campus. The Dean and her administrative assistant, Kerry Wadke, welcome enquiries from students, staff and faculty. The Dean provides counselling for personal, academic and financial problems, acts as a resource and referral person, sponsors special events and programs and is available to students as a sounding board for ideas.

Physical Education Centre
LOCATION: Union Street
PHONE: 545-2500
COACH FACULTY AND STAFF: John McFarlane
The Physical Education Centre serves as a recreation facility for students, faculty and staff, as a practice and playing site for women’s and men’s interuniversity, intramural and recreational clubs, and as a teaching facility for the School of Physical and Health Education. The Centre includes six sport courts, swimming pool, arena, three gymnasia, weight rooms, dance studio, indoor track and other activity areas.

Residences
LOCATION: Victoria Hall
PHONE: 545-2500
DIRECTOR: Dr. Graham Brown
The University provides residence accommodation in single and double rooms for approximately 2,800 undergraduate students and 300 graduate students. An information brochure, application forms, and residence fee schedule are sent to each student who is offered admission to Queen’s. For more information, contact the Residence Admissions Office.

Special Foods Office
LOCATION: Queen’s Crescent
HOURS: Monday – Thursday 8:30 am-4:30 pm
PHONE: 545-6467 (TDD 545-2566) FAX: 545-2579
COORDINATION: Barbara L. Roberts
The Special Needs Office provides services to students with disabilities, including assessment, special exams and registration arrangements, note-takers, adaptive technology, counselling, referral services, library aids for print material, and liaison with faculty and staff.

Student Affairs Centre
LOCATION: Queen’s Crescent
PHONE: 545-2558
COORDINATOR: Student – changes annually
The Student Affairs Centre ("The Grey House") is home to many Queen’s and Kingston community groups. It is a comfortable place to relax, read quietly, and meet friends. Call 545-2558 or drop by for information regarding the various groups or to inquire about booking meeting space for your group.

Medical and Hospital Insurance
PHONE: 545-3811
Students are required at registration to produce evidence of hospital and medical insurance effective in Ontario throughout the academic session, or to obtain insurance at registration. The University accepts no responsibility for uninsured medical expenses incurred by a student. For further information contact the Regional Office, Ontario Health Insurance Commission in Kingston.

Parking
LOCATION: Fleming Hall, Room 202
PHONE: 545-2502
DIRECTOR: Howard C. Pearce
All students, staff and persons who work in University buildings may apply for a parking permit. There is more demand than spaces available so permits are issued in accordance with section 23 (Priorities of Issue of the parking regulations) copies available from the department.

Security
LOCATION: Fleming Hall
PHONE: 545-2502
DIRECTOR: Howard C. Pearce
The Security program operates 24 hours a day with at least one security supervisor and one emergency report centre operator on duty at all times. Security staff patrol campus from 6 pm to 6 am. The department offers escorts to anyone going from one location to another on campus and checks on people working alone. Students interested in working as security patrol officers should inquire at the department.
Ontario Teacher's Federation
Affiliate Representatives for Kingston

Ontario Public School Teachers' Federation (Ontario) (OSTF)
153 Van Oorder Drive
Kingston, Ontario K7M 1B9
566-9393

Ontario Secondary School Teachers' Federation (OSSFT)
153 Van Oorder Drive
Kingston, Ontario K7M 1B9
566-9393

Ontario Teachers' Federation (Ontario) (OTF)
130 Russell
Kingston, Ontario K7M 2B9
566-5029

Federation of Women Teachers' Associations of Ontario (FWT-AO)
130 Russell
Kingston, Ontario K7M 2B9
566-5029

Association des enseignants francophones des districts scolaires (A.S.F.D.S.)
M. Chartrand, President
786 Sixth Road
Kingston, Ontario K7L 4G2
384-6893

Fédération des enseignants catholiques d'Ontario (FECO)
H. Murphy, President
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Ontario English Catholic Teachers' Association (OECTA)
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The four seasons at Queen's

Each season brings a different face to the beautiful campus of Queen's University, which seamlessly blends the old and the new in its distinctive architecture. A winter snowfall blankets the elegant steps of Summerhill (upper right), the oldest building at Queen's, which now houses the Office of Advancement and is the Principal's official residence area. Stauffer Library (top left), which opened in 1999, has been called the 'library of the 21st century' and supports the latest developments in computer-assisted research. Spring flowers border Queen's internationally-renowned Agnes Etherington Art Centre (bottom left), targeted for expansion in the near future. Grant Hall (bottom right) is a university landmark, and the meeting place for fresh groups during orientation activities each September.

The University's Visitor Information Centre (613 545-2794) (shown on the back cover) is strategically located in Queen's bustling community building, the John Deutsch University Centre, at the corner of Union St. and University Ave.

content

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

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