Faculty of Education Calendar 1994-95

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This Calendar is published some months before the opening of the session. Courses and regulations will probably be as announced, but the University reserves the right to make changes without prior notice.

Queen's University, Duncan McArthur Hall
Union St. at Sir John A. Macdonald Blvd., Kingston, Ontario K7L 3N6

Libraries for the 20th and 21st Century
Front cover: The Douglas Library – completed 1923
Rear cover: The Joseph S. Stuller Library – opening 1994

This entire publication has been printed on recycled paper.
Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a mission to be trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1822 the Provincial Government had been petitioned to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod. This and other representations failing of their object, several petitions were taken to the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 26 October, 1841, a Royal Charter was issued by Her Majesty Queen Victoria, to the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Leslie as Principal. Funds were virtually granted by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at least a preparatory school in connection with the college. In spite of many difficulties and strained circumstances, the progress was steady and financial difficulties were met over by the unswerving efforts of the early friends of Queen's. In 1845 the first withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Stogdongrass and other self-denying workers, chief of which was Professor Mackenzie. The country was canvassed for subscriptions and as a result of the widespread interest aroused, $115,000 was added to the endowment.

In 1877, Principal Stogdongrass was succeeded by the Reverend G.M. Grant, who had founded a university 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 the plan and establishment of new professorships.

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D.M. Gordon. In 1916, because of ill-health, Principal Gordon resigned his position, but continued to discharge the duties of the office of Principal in the summer of 1917, when the Reverend K.B. Taylor was appointed his successor. In 1920 Principal Taylor resigned to live abroad and Dr. I.C. Connell was appointed Acting Principal. He held this position for nineteen months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was appointed as Principal of the University. Dr. Fyfe resigned in 1936 to accept the Principality of the University of Alberta. He was succeeded by Professor B.C. Wallace, President of the University of Alberta from 1938 to 1956. Dr. Wallace retired in September 1951 and was succeeded by Professor William A. Mackintosh, the first Queen's graduate to hold the Principalship.

In 1963, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal Dr. J.A. Corbett. J.A. Southam, who had been the Harry Potter of Political Science and since 1951, the Vice-Principal of the University. In 1965 the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in 1969 by Dr. J.D. DeSantis, who had a distinguished career in economic research, in government service, in university teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1960, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. DeSantis was succeeded by Dr. Ronald Lamping, Rhodes Scholar and political scientist well known for his work in Latin America. He was Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974. He was succeeded in 1974 by Dr. G. Watts, who had been a distinguished economist. Mr. David Chadwick Smith. A renowned teacher and chairman of the government's national policy on public policy. Dr. DeSantis joined the faculty of economics at Queen's in 1960 and served as Department Head from 1948 to 1981. In 1966 the Medical Faculty of Queen's was established. It was inaugurated in 1966 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1981 the original status was restored. The Faculty of Law opened in 1961 and closed in 1964; it reopened in 1966, and closed in 1968. In 1967 it was reopened with the approval of the Law Society of Upper Canada under new arrangements whereby the Law Society accords to approved university faculties law an equal position with the Society's own school or Osgoode Hall. As early as 1870 special classes in English and other subjects were formed for women, but courses leading to a degree were not opened to them until 1876-79. In 1933 co-education was extended to the medical program, and in 1939 a separate Women's Medical College was opened and affiliated with Queen's. It was closed in 1934, as similar facilities were available in Toronto and elsewhere. In 1945, for the first time in forty-nine years, women were again admitted to the Faculty of Medicine. In the same year the Faculty of Applied Science admitted women for the first time.

Graduate work at Queen's University was established formally in 1898 with the adoption of regulations for the Ph.D. and D.D.S. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Sheldonian System on the completion of a thesis of specified length in a certain subject or in a certain field for work in certain programs provided the candidate had first-class standing. With the introduction of higher undergraduate studies in 1899, however, a Master's program was set up requiring a year of work beyond the B.A. and prescriptive of advanced lecture courses and a thesis or other piece of original work. In 1941, the Faculty of Arts organized a formal Committee on Graduate Study, which in 1943 established the Senate Committee on Graduate Studies. In 1942 the Senate Committee recommended that students interested in the completion of their work of specialization should be encouraged to study for the Master's degree. 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The Faculty of Education

The origins of the present Faculty of Education date from an agreement in 1962 between the University and the Province, establishing a professional school to be known as McMaster 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 soon decided to alter the nomenclature in the spring of 1971, the College being formally designated as the Faculty of Education, Queen's University. The name, "McArthur," which honours 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, 1967-1980, 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 1989, the Faculty was forced to close. The establishment of the new Faculty of Education renews, 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 the 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 careful theatre-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes also a large multi-purpose room for teaching as well as for recreation, for both day and resident students. Modern labs, an observation studio, an art playground, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities.

Adjacent to and physically connected to Duncan McArthur Hall is Joan Royce Hall, a co-educational residence with accommodation for 576 students. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Joan Royce Hall has twelve 'houses' each named after Queen's men and women whose distinguished careers have left their stamp, more permanent than brick and stone, on the lives of young Queen's people.

Seven of the 'houses' make a central social centre which includes coffee shops, a dining room, recreation rooms, lounges, tack shop, 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 A. Macdonald Boulevard, a short distance from Duncan McArthur Hall. Information concerning University Residence as well as application forms can be obtained from Residence Admissions, Gordon-Rockingston 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 Joan Royce 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.
Upon completion, candidates holding a previous university degree receive the Bachelor of Education degree and the Ontario Teacher’s Certificate, qualifying them to teach in the Primary and Junior, Junior and Intermediate, or Intermediate and Senior divisions, depending upon their program option. Candidates of Aboriginal ancestry who hold an Ontario Secondary School Diploma (OSSD) or equivalent are eligible to receive the Diploma in Education and the Ontario Teacher’s Certificate, qualifying them to teach in the Primary and Junior divisions.

The Aboriginal Teacher Education (ATE) program track is constituted to meet the needs of primary and intermediate/senior divisions. Community-based courses are adapted to meet various contexts and needs, and include indigenous perspectives, focusing on balancing Aboriginal-specific and student-centric learning with knowledge of the teaching/learning process and research on Aboriginal education. Campus and community-based components include a course specific to Aboriginal Education (SPIC 250), and practicum placements in First Nations schools.

Admission

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

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

1. Candidates may complete some prerequisites as admission as exit requirements rather than entrance requirements;
2. Candidates of Aboriginal ancestry who hold the OSSD or equivalent are eligible for admission to the Primary-Junior program option leading to the Diploma in Education;
3. ATE candidates may be granted prerequisite equivalencies for skills such as fluency or functionality in an Aboriginal language;
4. Candidates of Aboriginal ancestry must complete and attend the ABG 100 orientation course prior to the beginning of their program; and candidates for the B.Ed. are required to have a high school graduate degree from First Nations schools.

The Faculty of Education reserves the right to make admission decisions on the basis of the overall quality of candidates, and all decisions are final.

Format

Candidates attend all course components of their selected program option: Primary-Junior, Junior-Intermediate, or Intermediate-Senior options. Concurrent students also may be included within the cooperative program track if they meet the admission criteria and can arrange appropriate internship placements in the educational setting.

Admission

Applicants must meet the regular admission requirements for all B.Ed. candidates, plus requirements for their primary, junior, intermediate or intermediate-Senior options. Concurrent students also may be included within the cooperative program track if they meet the admission criteria and can arrange appropriate internship placements in the educational setting. Applicants must have taken the admission tests as prescribed by the Ministry of Education. Applications should be submitted to the Faculty of Education, Queen’s University, by the deadline date specified by the Ministry of Education.

New Admissions

The Faculty of Education reserves the right to make admission decisions on the basis of the overall quality of candidates, and all decisions are final.

Format

A ten-week residency in the first term is required. Successful candidates must agree to complete their residency in the fall and winter term of the first year of the program. The residency must be completed in order to proceed to the second term of the program. Upon completion of the residency, candidates are required to complete an additional two-course program of study, as prescribed by the Ministry of Education, in order to be eligible for admission to the second term of the program.

Early Education

The Early Education program track is intended for students who wish to teach in the Primary and Junior divisions, who have a special interest in teaching at the early primary level (Kindergarten and Grades 1 and 2). Candidates in Early Education complete all the components required for Primary-Junior certification. In addition, the following features allow students to focus upon learning in the early primary grades:

1. Curriculum requirements include courses specifically designed to facilitate early childhood education;
2. The program integrates elements of early childhood education and includes courses such as Art, Music, and Physical Education;
3. Endorsement in early childhood education enables graduates to pursue a career in education, community work, or related fields.

Admission

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

Admission Requirements – Consecutive Program
To be eligible for admission to the Bachelor of Education program, applicants must have completed the requirements for an acceptable bachelor’s degree by the end of April preceding proposed enrollment in the B.Ed. program. Candidates applying for a three-year program must have a "B" average on all completed undergraduate courses (the average is calculated as of the application deadline date). Preference will be given to those candidates who will have the requirements for an honours degree or twenty full-year 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, candidates must have completed the requirements for the Ontario Secondary School Diploma or the equivalent by the end of April preceding proposed enrollment.

All applicants will be asked to submit a complete statement of previous experience relevant, in the broadest sense, to teaching. The statement must be well expressed and typewritten.

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

Specific Requirements
Note: The onus is on applicants to ensure that they understand and fulfill all prerequisite and subject preparation requirements by the middle of May prior to proposed enrollment in the fall program.

Primary-Junior
Primary-Junior candidates must have at least one full-year university course (or two half-year courses) in each of: 1) psychology, 2) language or linguistics, 3) arts (Visual arts, performing arts, or music) or equivalent (equivalency may be granted for conservation qualifications in music, aesthetic production experience in drama, etc.), 4) social studies (History, geography, and science, sociology, and anthropology). In addition, candidates must have completed Grade 12 advanced level or MAT mathematics, or a university half-credit or semester course in mathematics.

Note: Effective for Fall 1997 admission, an Ontario Academic Course or a full-year (or equivalent) university course in a science will be required in addition to the above prerequisites to the Primary-Junior program option.

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), Native Studies, 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: A full-year course in Canadian history is needed for the selection of History as a teaching subject.

Applicants may not select both Music-Instrumental and Music-Vocal as teaching subjects.

Applicants for Biology must offer in their preparation at least one full-year course with a major laboratory component from a university biology department. Other courses, though not necessarily designated biology, should include both plant and animal (invertebrate and vertebrate) biology.

Applicants selecting Chemistry as the second teaching subject should offer a full-year course equivalent in introductory chemistry and three full-year course equivalents taken from organic, analytical and physical chemistry.

Applicants selecting Visual Arts as a teaching subject must include in their preparation one full-year (or equivalent) university course in comprehensive studio practice (including painting, drawing, past

Technical Proficiency Examinations for Technological Education Candidates

Note: Program components are subject to change without notice.

Technical Proficiency Examinations for Technological Education Candidates

Service Charges
Examinations are regularly scheduled as follows:

- TRIPOD during the first week of July
- PERFORM during the first week of January
- DE64 during the Fall term, as arranged by Queen’s.

Service Charges for Regularly Scheduled Examinations
Winter and Summer Examinations

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<th>Level</th>
<th>Basic</th>
<th>Advanced</th>
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<tr>
<td>Degree</td>
<td>150</td>
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<th>Special Arrangement Service Charges</th>
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Note: These charges are subject to change without notice.
Primary-Junior Components
See also the section entitled The Program Components
Foundational Studies
Courses numbered from FOUN 414 to FOUN 496
Curriculum
CURR 371 Reading and Language Arts, P 3 (H), 3 (O)
CURR 372: Mathematics, P 3 (H), 3 (O)
CURR 375 Social and Environmental Studies, P 3 (H), 3 (O)
CURR 374 The Arts, P 3 (H)
Professional Skills
Course SKIL 146
Practicum
PRAC 160 Student Teaching
Special Studies
Courses numbered from SPEC 201 to SPEC 299
TOTAL REQUIREMENT FOR PRIMARY/JUNIOR
2.5 credit

Intermediate-Senior Components
See also the section entitled The Program Components
Foundational Studies
Courses numbered from FOUN 414 to FOUN 496
Curriculum
Two interlocking subjects selected from odd numbered courses from CURR 501 to CURR 597
Professional Skills
SKIL 148
Practicum
PRAC 160 Student Teaching
Special Studies
Courses numbered from SPEC 201 to SPEC 299
TOTAL REQUIREMENT FOR INTERMEDIATE/SENIOR
2.0 credit

Total Credit: 7.5 credit

Technology Education Components
See also the section entitled The Program Components
Foundational Studies
Courses numbered from FOUN 414 to FOUN 496
Curriculum
CURR 367 Teaching Technological Studies (1.0)
CURR 368 Curriculum Development in Technological Studies (1.0)
Professional Skills
SKIL 148
Practicum
PRAC 160 Student Teaching
Special Studies
SPEC 313
TOTAL REQUIREMENT FOR TECHNOLOGY EDUCATION
1.5 credit

Total Credit: 9 credit

Concurrent Teacher Education
In cooperation with the Faculties of Arts and Science of Queen's 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 degree candidates are E3/A3/L3, and B.A. Honours B3/L3, and B.Ed/Honours B3/L3. With the strong field-oriented orientation of the Education component, the Concurrent program has the advantage of clarifying vocational interest, sharpening awareness of issues inherent in teaching and learning, and achieving better integration of academic and professional studies. From the initial year candidates are provided with in-school experiences which form the basis of theoretical studies. The Education portion of the program is developmental in nature culminating in a four month internship in the final year.

Admission
Candidates for the initial year of the Concurrent program 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: two courses in Curriculum, one and one-half courses in Foundations, one half course in Skills, one half course in Special Studies and Practicum which receives the equivalent weight of one half course. The practicum includes service learning, at least three ten-day rounds of practice teaching and the internship.

In Year 1, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: the half course SPEC 256, Introduction to Schools and Teaching, and PRAC 166.

In Year 2, candidates normally enrol in five full courses in Arts and Science and in the following course in Education: PRAC 167, which requires fifteen hours of teaching practice and ten days of practice teaching. As well, students will take a half course in Foundations.

In Year 3, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: PRAC 168, which requires ten days of practice teaching, and one or two half courses in Foundations.

Candidates who do not have Honours degree in Arts and Science normally devote the entire fourth year to 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 (SKIL 146, 147 or 148), and any remaining Foundations requirement; a total of 1.5 Foundation courses are needed to graduate. As well, there is PRAC 169, which consists of a two or three-week practice teaching round (depending on the chosen division) in the fall, and an internship consisting of a 14-week school assignment in the winter (depending on the chosen division) in the fall, and an internship consisting of a 14-week school assignment in the winter.

Prerequisites to Final Year
Candidates entering the final year of the program must meet certain prerequisites according to the program option they select. These prerequisites are detailed in the Concurrent Teacher Education Handbook.

Note: Approved teaching subjects in the Junior-Intermediate division are: Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Vocal or Instrumental), and Visual Arts. Approved teaching subjects in the Intermediate-Senior division are: Computer Science, Dramatic Arts, Biology, Chemistry, History, English, French, Geography, Mathematics, Physics, and Visual Arts.

As these approved subjects may change, candidates are advised to consult annually the Education Calendar or the Concurrent Handbook.

Continuation in the Concurrent Program
Academic progress will be reviewed at the conclusion of Years 1 and 2. Candidates placed on academic probation by the Faculty of Arts and Science will be advised to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until removed from probation. Continuation into the final year in the Bachelor of Education program requires an overall average on all passed Arts and Science courses for those candidates who have completed a three-year duration. Candidates who have completed an Honours degree or a three-year degree plus five additional courses for a total of twenty credits are not required to meet the 8 minimums.

Certification
Successful candidates are recommended to the Ontario Ministry of Education and Training to be awarded the Ontario Teacher’s Certificate. A requirement for recommendation for any Ontario teacher qualification is that the candidate be free of active tuberculosis as evidenced by a negative tuberculosis test or a normal chest x-ray administered during the program year or within one year prior to graduation.

To accompany the Ontario Teacher’s Certificate, the Ontario Ministry of Education and Training issues the Ontario Teacher’s Qualifications Record Card which includes the degree held and the program option taken at the Faculty of Education. In the case of candidates taking Junior-Intermediate or Intermediate-Senior, the teaching subjects are detailed on the record card. Candidates in the Technological Education program will have this qualification recorded along with the subject and level undertaken.

Further Qualification
Holders of the Ontario Teacher’s Certificate may earn additional qualifications and these will be entered on a revised Ontario Teacher’s Qualifications Record Card. These may be Additional Basic Qualifications (such as Primary J Junior-Intermediate is listed under Basic Qualifications) or other Additional Qualifications (such as Special Education, Part 1). These courses are offered during the Summer or Fall/Winter term. For further
Academic Regulations

Student Names

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

Student Responsibility

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

Change of Registration

Students wishing to make changes in course registration may do so on or before the appropriate deadline (see Section 2.11). By completing an academic change form available at the Registrar’s Office. After the deadline date for adding or dropping courses, any course registration changes must be authorized by the Associate Dean.

Course Registration

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 hour as a religious observance should report the conflict to the Registrar’s Office as soon as possible. Individual arrangements are made for each student.

Student Debts

Any student with an overdue debt with the University will be permitted to register or receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an agreement for settling the account is made by the appropriate department. In no case will a diploma be released to a student with an outstanding debt with the University.

Academic Dishonesty

All forms of academic dishonesty are considered serious offenses within the University community and a student who commits such an offense will receive the full range of sanctions including failure in the course or the requirement to withdraw from the University. Academic dishonesty includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. Dishonest practices include fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism means presenting work done in whole or in part by someone else as if it were one’s own. Plagiarism should be distinguished from cooperation and collaboration. If, however, students are permitted or expected to work on assignments collectively, and to present the results either collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by footnoting. The following are some examples of academic dishonesty. As it is not possible to cover every instance of academic dishonesty or plagiarism, this list should be considered as a guide only.

1. Exams or Tests

Impersonating someone in an examination or test. Copying from another student, or making information available to another student.

Submitting a take-home examination written, in whole or in part, by someone else.

Failing to obey or comply with exam regulations or instructions of a proctor.

Laboratory, Field Work and Research Reports

Copying a laboratory or field report, or allowing someone else to copy one’s report.

Using another student’s data unless specifically allowed by the instructor or the author.

Allowing someone else to do the laboratory or field work without the knowledge and approval of the instructor.

Using direct quotations or large sections of paraphrased material in laboratory or field report, research report without acknowledgment. For additional information, refer to the Code of Research Ethics, Queen’s Gazette, Vol. 19, B. 8 (December 1987), Fabricating or falsifying laboratory or research data.

3. Essays and Assignments

Assigning an essay written in whole or in part by someone else as one’s own.

Preparing an essay or assignment for submission by another student.

Copying an essay or assignment, or knowingly allowing one’s essay or assignment to be copied by someone else for the purposes of plagiarism.

Using direct quotations or large sections of paraphrased material without acknowledgment.

Buying or selling of term papers or assignments and submitting them as one’s own for the purpose of plagiarism.

Submitting the same paper or work in more than one course without the permission of the instructor(s).

Unauthorized removal from the library, or deliberate concealment, of library materials.

4. Official Documents

Altering transcripts or other official documents relating to student records.

Forging one’s credentials.

Creating or altering letters of reference.

Individual instructors or academic units will normally point out areas of specific concern not covered by this book. Students are encouraged to consult instructors regarding procedures and use of materials if in doubt about how they may relate to academic dishonesty.

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 those possibilities have been exhausted.

The faculty maintains a registry of graduates available for supply teaching; graduates will be given precedence over currently enrolled students.

A student who does some or all of two weeks of supply teaching during a practice teaching round may be expected to make up the time in regular practice teaching rounds.

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 E.R. student will be supplied at registration with a 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 work expected, and the weight, if any, which will be assigned to the final examination of that session. The only exceptions to this shall be those courses determined as such by the Faculty Board. Within two weeks of that date, students shall be advised by the University Registrar’s Office of their grades.

3. Enrolled 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.

4. To be eligible for the R.E.D. degree, the O.R.E. and the teaching certificate, a student must have grades of H. P., P. in or C. or C. in all the minimum required courses or components of the program.

5. 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 R.E.D. degree, the O.R.E. and the teaching certificate maintain satisfactory conduct and qualifications as determined in Section 3.3 (2) and (3) of the Education Act.

Code of Conduct

All students are required to adhere to the University’s Code of Conduct. They should also be familiar with the University’s Code of Conduct. This code implies non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/ or consumption of alcoholic beverages which are not to be consumed in open drinking places, and in maintaining the reputation of the University. Initial responsibility for the welfare of students rests with the Faculty Board and the Undergraduate Student Senate. Students who violate the Code are brought before the AMS and the University’s Committee. Jurisdiction in cases involving non-academic discipline is 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 regu-
lations of the University and its subordinate jurisdictions and to the law of
the land. Hence it must be emphasized that the University’s system of
non-academic discipline should not be regarded as a substitute for the
civil or criminal law but rather as a complementary system that may be
deemed necessary from the existence as a clearly distinguishable commu-
nity of interests. The following conduct is unacceptable and constitutes an
crime within the University community:

a. A violation of published rules and regulations of the University or of
any authorized rule-making body within the University;
b. Failure to comply with the directions of officials of the University acting
within the scope of their authority;
c. Theft, vandalism, and willful or negligent damage to the property of
Queen’s or of a member of the University community, of the AMS, CSS,
or of any other University organization;
d. Assault of any nature;
e. Discrimination or harassment, based, among other grounds, on
race, religion, gender handicap, ethnicity, national origin or sexual
orientation;
f. All forms of academic dishonesty such as plagiarism, cheating, furnish-
ing false information to the University, forgery, misuse of University
documents;
g. A violation of the rights of any member of the University community.

Courses of Study

Course Weights

Weights are assigned as full or half credits. The course weight follows the
course number preceded by J (J CURN 303/1.0 is a full course, J CURN
487/0.5 is a half course).

Foundational Studies

The three areas of Foundational Studies are Educational Psychology, His-
tory and Philosophy of Education, and Educational Contexts. Candidates are
required to complete the equivalent of one hour of full course from each of the
areas for a total of three and one half courses. Candidates who can satisfy
the appropriate Area Chair in either Psychology, Philosophy and History of
Education or Educational Contexts 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 specif-
ic candidates in terms of their divisional programs. If a course is intended
mainly for students in the Primary Division, then it will appear to the
right of the course number and name. If (P) 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, moral, and social development, but also represent current
approaches to understanding better how teaching and learning take place
in educational settings.

FOUN 460/0.5: Psychology — Culture, Language, and Education
(P) The situated, cultural aspects of human learning and development are
explored in relation to formal education. Learning contexts are studied at
social, cultural, and psychological levels. Issues such as class, ethnicity,
and gender differences are examined. This course is intended for
candidates in the Primary Division.

FOUN 464/0.5: Psychology — Learning and Development in Childhood
(P) An overview of learning and development from infancy to prescho-
old age. Topics such as cognitive processes, individual differences, moti-
vation, classroom learning, and socio-cultural contexts are consid-
ered in relation to the school setting.

FOUN 466/0.5: Psychology — Learning and Development in Adolescence
(P) An overview of learning and development in adolescence with empha-
sis on classroom applications from Grade 7 to OAC. Topics such as com-
munication, management, student motivation, and instructional strate-
gies are presented in the context of modern schooling.

FOUN 467/0.5: Psychological Processes of Reading and Writing
This course is designed to develop an understanding of the reading and
writing processes. There will be an emphasis on how pedagogical and

Curriculum decisions are affected by theoretical views of these process-
es. A prime focus of the course is to demonstrate the developmental
nature of language.

FOUN 470/0.5: Psychology — The Development of Symbol Systems
This course in educational psychology involves the investigation of
symptom systems in several domains (e.g. motor, language, and mathe-
matical). Topics include: an examination of how children develop an
understanding of and the ability to use symbol systems, ways that
teachers can foster symbol development, and comparisons of symbol
systems across domains and cultures.

FOUN 471/0.5: Psychology — Exceptional Children
This course focuses on exceptional children and adolescents in the reg-
ular classroom, identifying them, including them, and teaching them.
We will consider how students learn and how teachers can help excep-
tional students to learn. A range of exceptionalities will be considered
including students with giftedness, mental handicap, learning disabili-
ties, and behaviour problems.

History and Philosophy of Education

Courses in this area represent the ways in which philosophical, jurispru-
dential and historical expertise can be brought to bear upon problems con-
cerning educational aims and objectives, the analysis of issues in educa-
tional policy and practice, the analysis of the law as it relates to education,
and the historical and comparative analysis of schooling.

FOUN 414/0.5: Contemporary Education Abroad
The international orientation of this course is intended to promote a more
expansive view of education among candidates in general, and also to
accommodate those who may be interested in teaching abroad at some
time. Some major models of education — those of the United States, Britain,
France — are considered in terms of their characteristics, approaches and
of their significance, positive or otherwise, for education in the Third World.

FOUN 415/0.5: Comparative Education — Canadian Education in Comparative Perspective
Current issues in Canadian education are identified within their immedi-
ate settings and then discussed in terms of a range of relevant internatio-
nal and historical comparisons. These issues typically involve interaction
between schooling and various social, economic, political, and personal
factors, and have important implications for the organization, content,
and process of education. The comparative approach of the course is
designed to promote a sophisticated awareness of the global and local
expressions of this interaction, and of the varying effects on the role of the
teacher as social agent and as personal model.

FOUN 432/0.5: The Separate Schools of Ontario
This course is designed to familiarize students with the particular aims,
rational, history and current problems of the large and growing separate
school sector within Ontario public education, and to acquaint them with
some comparable systems in other Canadian provinces and abroad. The
course caters to students who may wish to teach in Catholic schools at
home and elsewhere, and to those with an interest in church-state rela-
tions as these affect denominational schools in general.
This course is intended as an introduction to the philosophy of teaching. Topics will include the nature and aims of education, the activities of teaching and learning, and the structure of the curriculum. Special attention will be paid to the recent education for employability movement, especially to the role educational values should play in evaluating skills-based curriculum models.

This course considers some of the moral problems faced by teachers and by society as a whole with regard to education. Concepts such as human rights, equality, freedom, authority, and responsibility will be examined critically as they pertain to teaching and to educational programs. Recent proposals for a greater emphasis on developing the skills and attitudes that will be essential for informed and active living will be evaluated with respect to educational values.

This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of poetry.

This course will examine a number of contemporary accounts of the nature and structure of knowledge in mathematics and in the physical and biological sciences. The implications derived from this study will prove particularly relevant to the instructional concerns of teachers in these subject areas. Two sections of this course will be offered, one with an elementary focus, and one with a secondary focus.

This course will examine a variety of problems that are peculiar to teachers of the arts. The principal thrust of the course will be to try to discover the sources of our appreciation of works of art so that we may be in a better position to bring others—most notably our students—to share in that appreciation.

The study of cases brought against school boards and teachers reflects and ensures the survival of the present social structure, or whether it can contribute to the shape of the future. The class will choose current social, economic, or political issues and examine their implications for educators and schools.

A student's achievement in school is better predicted by his/her social class, sex, gender, and race than by any other teacher behavior, classroom costs, or school organization. In this course we will examine and develop a critical understanding of the implications for children's educational experiences. The effects of social class background, sex, gender differences, and racial background by focusing on these specific areas:

1. How the school experiences are affected by cultural contexts of individuals' lives as they are lived in their homes, in their work and leisure positions, in their peer group, and in the school. How do the culture of the school, the attitudes and expectations of teachers, the images in textbooks and the way curriculum content and presentation is carried out contribute to the way children experience the school? We will examine the hidden curriculum of the school with particular attention to the way this hidden curriculum 'speaks' differently to children depending on their social class, sex/gender, race/background. 3. We will locate school practices as part of the larger social context within which schools exist. Special attention will be placed on developing the skills for a critical perspective which teachers might use to correspond to the diversity of students. The seminar format is highly interactive between students and instructor throughout the course readings and assignments.

The major emphasis in this course will be given to the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed and examined. The effects of achievement subcultures, social class, ethnicity, and other social forces influencing education will also be studied within these contexts. Some time will be spent on innovative practices in the schools and the essential characteristics of the Ontario educational system.

The purpose of this course is to examine erroneous beliefs about education and the implications for educational policy and administrative practice in order to formulate their own views on these matters. In this course is to develop a thoughtful approach to the implications of developing trends and policies in education and to be able to discuss them in a knowledgeable manner.

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CURR 374/0.5 The Arts (Primary-Jr.love)

Children's growth and development are fostered through his imagination, personal exploration, risk-taking in the environment through all the senses and through the security gained from achievement and proficiency. It is in the Arts that children first express themselves and communicate. They continue to develop this personal and creative expression as they grow. The Arts curriculum covers four distinct components: Visual Arts, Drama, Music, and Physical Education.

CURR 374/0.5 Social and Environmental Studies (Primary-Jr.love)

The world with which the child is familiar is used as a starting point for the development of values, attitudes, concepts and skills. The focus is on aspects of the natural environment, the social, biological and physical relations of the world with which the child is familiar. This course is comprised of two distinct components: Social Studies (Junior Grades 7 and 8) and Environmental Studies (Junior Grades 7 and 8).
Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management, and safety. Nature of student-teacher dialogue in science and the solving of numerical problems will be discussed and practiced. Attention will be given to the role of science teaching in socially relevant issues.

CICE 323/0.1 History (Intermediate)
This course is designed to cause students to explore ways of establishing effective history programs, grades 7-10. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and diversity. All candidates who will be examined and candidates will develop a unit suitable for classroom implementation. Evaluation strategies will be examined. Coursework will include the role of students in improving their knowledge and understanding of the forces and individuals who have helped to develop Canada. Learning materials $5.

CICE 344/0.1 Mathematics (Intermediate)
The purpose of this course is to prepare candidates to teach mathematics to the students of the intermediate years of the Specialistize Years. Candidates will become familiar with the content of the Intermediate level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, and activity blocks. Candidates will plan lesson plans and teaching a high grade of the course. Students may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably expect to teach. Learning materials $5.

CICE 346/0.3 Music - Vocal (Intermediate)
Music at this level is most effectively taught by teachers with considerable music background and previous experience in choral and vocal ensemble.

There will be little discussion of the fundamentals of music. The emphasis will be on the developing and improving competence in teaching music and developing student aesthetic and creative capabilities in a musical environment using materials and approaches relevant to the Intermediate level. Classes are taken in conjunction with a portion of the Intermediate level program.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Vocal Music. Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CICE 348/0.5 Physical and Health Education - Men (Intermediate)
The physical education section of this course will focus on the methods, materials, and resources for those topics stipulated by the Ontario Ministry of Education guidelines for the Intermediate Division. The physical education course will focus on the following areas:

framework to explore the nature of science, science teaching, and learning, this course will include an examination of science content, teaching strategies (including laboratory work and demonstrations), and ways of enhancing students' understanding. In addition, emphasis will be placed upon levels of scientific thinking, meta-cognition, evaluation, and the interrelationships between science, technology, and society. Learning materials $10.

CICE 351/0.1 Science - Physics (Intermediate-Senior)
The Intermediate-Senior Physics course gives particular attention to materials and strategies for the teaching of physics in Grades 12 and 13 at the OAC level. A second focus is the teaching of science in the Transition Years, and the course includes a component dealing with the integration of subject areas within the Transition Years. The course begins with specific emphasis on environmental science, demonstrations and laboratory activities, and assessment of student work across a range of units in science and physics. Later emphasis includes the analysis of classroom events and finding change of one's own professional development as a teacher of physics. The nature of science and technology and their interaction in a changing society is also a focal theme. Computer skills are essential. Learning materials $10.

CICE 390/0.1 Computer Science (Intermediate-Senior)
This course is designed for those students who wish to both teach Computer Science courses and to prepare themselves for leadership in integrating computers into the secondary school curriculum. The course will prepare students for courses in Computer Studies, Computer Science and Technology and Computer Science, net in Data Processing or Computer Technology.

In preparation for teaching, students will study the curriculum guidelines and Ministry regulations, develop course outlines and learning activities, study the development of programming, and learn how to organize computing facilities. As background to teaching, students will learn to use microcomputers and software written in school and to scan and evaluate software. Students will be introduced to data bases, telecommunications facilities and software development.

Students will have opportunities to learn through classroom practice, students, and teachers through reflecting and reporting on personal learning experiences and the work of teachers and their students through designing learning activities related both to the course ways. through learning and other courses, and through analyzing and justifying an approach to computers in secondary education.

CICE 311/0.2 Dramatic Arts (Intermediate-Senior)
A course concerned with the theory and practice of drama in education. Students will explore the use of personal resources in dramatic expression. They will develop an understanding of the nature of dramatic experience and its educational significance. This course will be given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. This course aims at preparing candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to specific knowledge and skills.

CICE 332/0.1 History (Intermediate-Senior)
This course is designed to provide candidates with competence in basic history skills, methods of research and evaluation, and critical and analytical 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 Mantas and Lee on inquiry methods and Oliver, Paapnt, Koffirg, and Simon on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning, and test design. Learning materials $10.

CURE 343/1.0 Native Studies (Intermediate-Senior)
This course for students planning to teach Native Studies at the Intermediate and Senior levels. The course is integrated with the Ontario Ministry of Education and Training document, "People of Native Ancestors: Curricular Guidelines for the Senior Division", and the sections of the Native Studies Intermediate Curriculum Guidelines 1993 focusing specifically on the Ministry-curriculum goals for Grades 9 and 10, "Native Peoples of Canada: Present Realities and Future Directions" and "Nature and the Changing Global Community.
Theorems pertaining to curriculum development are examined in constructivist curriculum models developed and implemented in Aboriginal schools. The course reviews and evaluates Native Studies curricular development for non-Aboriginal and integrated schools and Native Studies curricula developed under Aboriginal control. The course provides the student with skills to evaluate teaching materials and assess curriculum models, to evaluate theories of curriculum development and to design teaching units based on those theories. The course allows both Aboriginal and non-Aboriginal students to learn about material and other resources that are available and also familiarizes students with a variety of approaches for teaching Native Studies in the Intermediate and Senior divisions.

CURE 343/2.0 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 content 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. The course will consist of lectures, discussions, student presentations, laboratory experiences and a component related to achieving integration of subjects within the Transition Years. The course will also provide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in the Transition and Specialization Years. Present trends in mathematics education in Ontario and other jurisdictions will be considered for their impact on candidates for admission to the one session Honour Specialist qualification.

CURE 343/2.0 Music (Intermediate-Senior)
A course to prepare candidates to teach vocal music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience.

This course reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education guidelines for music.

TECHNOLOGICAL EDUCATION PROGRAM

CURE 343/1.0 Teaching Technological Subjects
This course is designed for non-technical teachers. Candidates develop a personal style of teaching which is consistent with basic concepts and principles of technological thinking. Techniques, strategies and skills in relation to lesson preparation, questions, evaluation, interpersonal relationships and motivation are examined in detail, particularly in relation to their application to the technological subjects.

CURE 343/1.0 Curriculum Development in Technological Subjects
The ability to teach effectively depends upon a large extent on the philosophy of the teacher. The teacher who teaches science must have the concept of the object of learning and the child. The teacher who teaches technology must have the concept of the student and the learning process. The philosophy of technology must be developed by each student and used as a basis for a systematic approach to curriculum development.
COURSES OF STUDY

SPC 206.0.5 Open County Explorations

An adventure-oriented introduction to outdoor education, this course involves a progressive sequence of challenges in a variety of all-weather outdoor settings. The challenge is adjusted to suit all readiness levels, but it occurs in places where the natural consequences of decisions are irreversible. The course shows how powerful experiences outdoors integrate learning, increase environmental sensitivity, and enhance relationships between teachers and students. Students will organize a weekend outing. The coursenormally consists of 5-6 hours of outdoor activities including a communal meal. A fee ($100) is charged to defray the costs of food and transportation.

SPC 207.0.5 Outdoor and Experiential Education, Practice and Theory

This course is designed for students with professional interests in outdoor and experiential education. It involves a series of adventure experiences during which personal and group experiences are observed and interpreted within the context of those experiences. The course is applicable to the teaching of all subjects where there is a desire to extend classroom boundaries. The course normally meets for 5 hours, including a communal supper, for 8 sessions in the winter term. Some scheduling adjustments may be made to meet special circumstances. A fee ($100) is charged to defray the costs of food and transportation. Please note that this course is normally offered in the fall term, and forms a possible two-course concentration in outdoor education.

SPC 209.0.5 Outdoor and Experiential Education, Schools and Programs

This course is designed for students with professional interests in outdoor and experiential education. It studies the implementation of outdoor and experiential education in school and special programs through a series of experiences with adventure activities, simulations, visits, and guests. The course is applicable to the teaching of all subjects at all grade levels. It normally meets for 5 hours, including a communal supper, for 8 sessions in the winter term. Some scheduling adjustments may be made to meet special circumstances. A fee ($100) is charged to defray the costs of food and transportation. The course is closely related to SPC 209.5, but may be taken separately.

SPC 213.0.5 Organization and Management of Technological Studies

This course is designed primarily for technological education students, although students in other programs who have a technical education background or work experience may also enroll. The role and efficient management of a technological education laboratory facilities will be examined. Included will be topics such as safety, budgeting, efficient organization of equipment, scheduling, equipment maintenance, day-to-day laboratory management, and other aspects of effective laboratory administration. Students will be required to undertake an individualized project in their subject or acquire additional related skills. This is a core course for the Technological Education students, and special permission must be obtained from the instructor to take another Special Studies course.

COURSES OF STUDY

SPC 238.0.5 Special Topics in Early Childhood Education (Visual and Language Arts: Early Primary students only)

The early years to age 5 are considered a time of rapid learning, because it is during this period that children become aware of, and begin to react to, the environment. In this course, students learn about various strategies, based on the latest research, that can be used to support children's aesthetic, creative and linguistic development.

SPC 242.0.5 Principles and Programs in Experiential Education

(Observational Education students only)

Available only to students registered in the Cooperative Program in Outdoor and Experiential Education, this course is a study of the theories of experiential education as derived from the literature and tested analysis of experiential and practical programs. The class sessions are distributed over the entire winter term and include three-hour sessions in outdoor settings. Students vary in length to provide for a mix of activities within the context of a half-credit course. Food and transportation charge $100.

SPC 243.0.5 Outdoor Education: A Synthesis

(Observational Education students only)

Available only to students registered in the Cooperative Program in Outdoor and Experiential Education, this five-day residential course is an intensive concluding analysis of the year-long cooperative program focusing specifically on group dynamics, risk management, and the role that outdoor and experiential education takes in the existing educational system. Emphasis is placed on synthesizing the Cooperative Program by student planning, operation and evaluation of the course. Food and transportation charge $100.

SPC 245.0.5 In-Field-Based Education

This course will focus on using music, visual arts, movement, and drama to cut across traditional curriculum boundaries. A radically different view of elementary schools as we know them will be espoused, where an arts-based learning environment becomes a place to launch students into the arts. The course also deals with the "more traditional" subjects (mathematics, science, language, social science) as well. Students will study two examples of elementary arts-based 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.

SPC 246.0.5 Computer, Software, and Teaching

Designed primarily for those with little or no computing experience, this course explores the integration of computer software in teaching and learning. Emphasis is placed on using hands-on approach to help students understand various commercial packages including simulations and to familiarize students with basic computer applications. The course introduces students to word-processing, databases, and spreadsheets. Videodiscs and CD-ROMs are also introduced. The course is for the "Computer in the Classroom" component of Professional Skills may be completed in conjunction with this course.

SPC 248.0.5 Introduction to Computer Programming for Education

This course is intended for students with or without previous programming experience. The general aim is to provide students with an introductory exposure to computer programming. Students will learn the basics of programming, including the use of computer languages, the use of computer languages to solve problems, and the use of computer languages to express ideas and concepts. The course is divided into two parts: an introduction to computer programming, and an introduction to the use of computer languages in education. The course is designed to help students develop a deep understanding of the role of computer languages in education, and to provide them with the skills necessary to use computer languages effectively in their own work as teachers.

SPC 249.0.5 Computer, Software, and Teaching

This course is designed to introduce students to the world of computer programming for education. It covers the basics of computer programming, including the use of computer languages, the use of computer languages to solve problems, and the use of computer languages to express ideas and concepts. The course is divided into two parts: an introduction to computer programming, and an introduction to the use of computer languages in education. The course is designed to help students develop a deep understanding of the role of computer languages in education, and to provide them with the skills necessary to use computer languages effectively in their own work as teachers.

SPC 251.0.5 Human Resources and Organizational Processes

This course will cover the following topics: the nature of human resources and organizational processes, the role of human resources in the organization, the impact of organizational processes on human resources, and the human resources function. The course will also cover the following topics: the role of human resources in the organization, the impact of organizational processes on human resources, and the human resources function. The course will also cover the following topics: the role of human resources in the organization, the impact of organizational processes on human resources, and the human resources function. The course will also cover the following topics: the role of human resources in the organization, the impact of organizational processes on human resources, and the human resources function.

SPC 252.0.5 Educational Uses of the Environment (Outdoor and Experiential Education students only)

This two-part course is available only to students registered in the Cooperative Program in Outdoor and Experiential Education. Part 1 is a ten-day residential component oriented to students to methods and principles of adventure activities, environmental education and skill acquisition. Part 2 is a five-day residential component in which the previous concepts are applied. The course is designed to provide students with an understanding of the role of environmental education in the classroom. The course will also cover the following topics: the role of environmental education in the classroom, the impact of organizational processes on human resources, and the human resources function. The course will also cover the following topics: the role of environmental education in the classroom, the impact of organizational processes on human resources, and the human resources function. The course will also cover the following topics: the role of environmental education in the classroom, the impact of organizational processes on human resources, and the human resources function. The course will also cover the following topics: the role of environmental education in the classroom, the impact of organizational processes on human resources, and the human resources function.
The Faculty of Education has as one of its major responsibilities the offering of Ministry of Education and Training additional qualification courses for Ontario elementary and secondary teachers. A selection of the courses listed on page 55 is offered either in the Fall/Winter session or during Summer term. Courses are also offered at several off-campus locations.

The academic regulations governing these courses are the same as for the K.1 program and are found in other sections of this Calendar. It is expected that any student registering in these courses will be familiar with both the Ministry regulations and those of the Faculty.

Requirements
Students requiring recommendation to the Ministry of Education and Training, when an additional qualification course has been completed successfully, must meet the minimum qualifications for registration in those courses as contained in Regulations 257 of the Ontario Education Act and any additional requirements established by the Faculty. A summary of the current requirements is presented below.

A ADDITIONAL BASIC QUALIFICATIONS

Primary Division
1. hold or be deemed to hold an Ontario Teacher's Certificate
2. hold an acceptable university degree

Junior Division
1. hold or be deemed to hold an Ontario Teacher's Certificate
2. hold an acceptable university degree

Intermediate Division
1. hold or be deemed to hold an Ontario Teacher's Certificate
2. hold an acceptable university degree and
3. have three full university courses in the subject for which qualification is sought.

Senior Division
1. hold or be deemed to hold an Ontario Teacher's Certificate
2. hold an acceptable university degree and
3a. for applicants whose Ontario Teacher's Qualifications Record Card does not indicate "Senior" as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought.
3b. for applicants whose Ontario Teacher's Qualifications Record Card does indicate "Senior" as an initial area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought.

Note
1. Intermediate or Senior Division French, Music and Physical Education. Students registering for these courses require five full university courses in that subject.
2. Intermediate Division Environmental Science. Three full university courses in Science are required, one of which must be Ecology.

B HONOURS TECHNOLOGICAL EDUCATION SPECIALITY
1. Successful completion of at least one year's full-time post-secondary study.
2. Provide evidence of at least two years of successful teaching experience including at least one year in Ontario in technological studies, certified by the appropriate supervisory officer.
3. Provide an Ontario Teacher's Qualifications Record Card, indicating qualifications in at least three of the subjects listed in Schedule C including at least one at both the basic and the advanced level or, have four basic level entries and a three-part Specialist qualification.

Registration Procedures
The registration form must be completed, signed and returned along with the personal data form declaration of fee statement form. Information sheet and appropriate documentation by the relevant deadline. Candidates for Part 2 and Specialist courses must have the teaching experience statement completed and signed by the appropriate supervisory officer. Registrations not accompanied by the required forms and documents will not be processed. In addition, a cheque or credit card authorization for the tuition fee must be submitted with the registration form.

Students are required to notify the Registrar's Office immediately if they decide to withdraw from a course. Failure to do so may result in financial penalty, or a failure in the course.

Enrolment in each course is limited, and in some case demands may exceed the limitations placed on enrolment. The University reserves the right to cancel any course if there is insufficient enrolment or if teaching staff is not available.

Technical Proficiency Examinations
Students taking Technological Education courses for which a Technical Proficiency Examination is required will have to pay an examination service charge. Information regarding the actual charge may be obtained from the Registrar's Office.
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 study. 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 part-time students will find it possible to complete all course work within the three terms of their full-time year and, in some cases, within the three terms of their part-time year. To have begun work on the thesis or project, the thesis or project will 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 of professional or industrial experience, and a minimum of a B-average in a Bachelor's degree or its equivalent.
3. A B.A. 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 not have professional teaching experience, nor a B.Ed. degree, but must possess a record of high academic achievement in an Honours degree or its equivalent, and possess present courses that constitute preparation for research in education. Prior to admission, applicants in this category must complete the program of study in Pattern I (thesis route), with a member of the 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. This program of study must be approved by the Graduate Studies and Research Committee of the Faculty of Education before the application can be approved.

Further details may be obtained by consulting the Calendar of the School of Graduate Studies and Research, Queen's University, or by writing to the Graduate Studies, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6.

Scholarships, Bursaries and Financial Assistance

Scholarships, Bursaries and Financial Assistance

The Student Awards section of the Registrar's Office is located in the Victoria School Building. It administers the Ontario Student Assistance Program for Ontario residents attending Queen's University, the University's own student loan funds, as well as its bursary and undergraduate scholarship programs. The staff will be glad to discuss financial aid problems with any student of the University or other interested persons. Telephone 545-2216.

The value shown for the awards in this section were those in effect at the time of publication.

Government Sponsored Financial Assistance Programs

Each province in Canada has financial assistance available on a need-assessment basis for post-secondary study. The government aid programs are the major source of funds for students who have limited financial resources; however, government aid programs are based on the assumption that it is primarily the responsibility of the students and their parents or sponsors to provide for post-secondary education.

The Ontario Student Assistance Program (OSAP) combines assistance available through the Canada Student Loan Plan and the Ontario Student Loan Plan. The amount of loan under the OSAP program, which is determined by the provincial government, takes into consideration the financial resources of the student and parents or sponsor. No interest or principal payments are required on the Canada or Ontario Student Loan while the student is in full-time attendance at an approved post-secondary institution. Interest charges during this period are paid by the federal and provincial governments, which also guarantee repayment of the loan. After the interest-free period, interest charges, which are fixed annually by the federal and provincial governments, begin to accrue on the unpaid balance of all consolidated loans.
Students contemplating an application for university loan assistance should determine their income and expenditures for the session and apply at least two weeks in advance of the actual need.

Applications for loans should be made at the office of the Associate Registrar (Student Awards), Victoria School Building, Queen’s University, Kingston, Ont. T7K 2K8. Telephone 613-533-2025.

Mathematics, Science and Technology Education Scholarships

To encourage students entering the Faculty of Education to teach in the fields of Mathematics, Science and Technology, the Faculty of Education has established eight entrance scholarships. These scholarships will be awarded on the basis of academic excellence and the recommendation of the DEE Executive Committee. Scholarships will be awarded to students entering at least one of the following specialties: Intermediate-Junior Mathe- matics, Intermediate-Junior Biology, Chemistry or Physics/Intermediate- Senior Computer Science, or Junior-Intermediate with a Mathematics or Science/Intermediate biologi speciality. Award will be awarded to a student entering the Primary Program in Technology Education, value variable.

The N.J. Froese Award

Established by the Froese Family, in recognition of the Froese Family’s contributions to the education of their community. This scholarship will be awarded to a student entering the Faculty of Education, who demonstrates through experience and academic excellence their commitment to the improvement of provision of education for the English-speaking community in the region. Application should be made to the Registrar, Faculty of Education, prior to March 15. Letter of recommendation should be sent to the Froese Family.

The D.E. Lenox Prize

Established in honour of Professor D.E. Lenox, an retiring contributor to the development of technological education in the province of Ontario, through the generosity of many teachers and support of the businesses in the region.

The Sara Vanier Memorial Award

Established by the Vanier family, in memory of Sara Vanier, a pioneer in the field of women’s education in Canada. This scholarship will be awarded to a student entering the Faculty of Education, who demonstrates through experience and academic excellence their commitment to the improvement of provision of education for the English-speaking community in the region. Application should be made to the Registrar, Faculty of Education, prior to March 15. Letter of recommendation should be sent to the Vanier Family.

The A.E. Harwood Memorial Scholarship

Established by the family of Mr. and Mrs. A.E. Harwood, in memory of their son, a former student of the University. This scholarship will be awarded to a student entering the Faculty of Education, who demonstrates through experience and academic excellence their commitment to the improvement of provision of education for the English-speaking community in the region. Application should be made to the Registrar, Faculty of Education, prior to March 15. Letter of recommendation should be sent to the Harwood family.

The John R.A. McCarroll Scholarship

Established in memory of John R.A. McCarroll, a former student of the University. This scholarship will be awarded to a student entering the Faculty of Education, who demonstrates through experience and academic excellence their commitment to the improvement of provision of education for the English-speaking community in the region. Application should be made to the Registrar, Faculty of Education, prior to March 15. Letter of recommendation should be sent to the McCarroll family.

The D.C. Ash prize

Established in honour of Professor D.C. Ash, a pioneer in the field of women’s education in Canada. This scholarship will be awarded to a student entering the Faculty of Education, who demonstrates through experience and academic excellence their commitment to the improvement of provision of education for the English-speaking community in the region. Application should be made to the Registrar, Faculty of Education, prior to March 15. Letter of recommendation should be sent to the Ash family.

The Sigma Xi Award

Established by the Sigma Xi, the Scientific Research Society, in recognition of outstanding contributions to the advancement of science. This scholarship will be awarded to a student entering the Faculty of Education, who demonstrates through experience and academic excellence their commitment to the improvement of provision of education for the English-speaking community in the region. Application should be made to the Registrar, Faculty of Education, prior to March 15. Letter of recommendation should be sent to the Sigma Xi.

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Scholarships, Bursaries and Financial Assistance

1994

received the greater 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 butstrained circumstances." Money from this fund is distributed annually to some of more students in the third or later years in any faculty.

The Campbell Memorial Bursaries
Established by the children of Milton Neil Campbell and Hazel May Campbell (Dixon). Awarded on the basis of financial need with preference given to students from Saskatchewan. Application should be submitted to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Gerald Hart Bursaries
Established by friends of Gerald Hart (1910-1988) and a pioneer in the teaching of anthropology. Awarded on the basis of need to students in any Faculty or School, with preference given to women students. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The John Finnemore Memorial Bursary
Established by the Alma Mater Society of Queen's University from a bequest of the late John Finnemore, B.Sc. 1931, to students in any Faculty or School, with preference given to students in Financial need who has demonstrated leadership in student government. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Alexander McArthur-Humphries Bursaries
Established by the late Dr. and Mrs. Alexander McArthur-Humphries (1914-1992) for students in any faculty or school, with preference given to students in any faculty or school, with preference given to students in Financial need who has demonstrated leadership in student government. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Helen Tatlock McCallum Award
To be awarded to a female student, preferably from Prince Edward County, Ontario, who has demonstrated outstanding academic achievement and leadership, and is in need of financial assistance; Applications should be submitted to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Robert Therapy Society Sesquicentennial Bursary
Established by the Robert Therapy Society in 1990, in celebration of Queen's Sesquicentennial. The bursary is awarded on the basis of financial need to undergraduate and/ or graduate students in any faculty who are challenged with a physical disability. Applications to be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Queen's International Students' Society Bursary
Established by the Queen's International Students Society and awarded on the basis of financial need. Preference will be given to an international student. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Queen's University Staff Association Bursary
Awarded on the basis of financial need to an undergraduate student at Queen's University who is a dependent of a member of Queen's University Staff Association in good standing. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Pauline Schubert Bursary
A bursary 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 assist a female student. Applications should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Robin Todd Bursary
Established by the Robin Todd in memory of his friend, the late Robin Todd, to be awarded to a student who has participated in the activities of the Royal Todd Memorial Trophy which is awarded annually to the "Rookie of the Year" from the Canada men's hockey team. Application to the Assistant Registrar (Student Awards) by 1 December; value variable.

The Elizabeth Wallace Bursary
A bursary given by the Faculty Women's Club of Queen's University to assist a female student, named in honour of its first President, Elizabeth Wallace, the widow of a former Principal, Dr. R.G. Wallace. Applications should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The George W. Welch Bursary Fund
A trust created by the late George W. Welch of Guelph for bursaries for the assistance of students from Leeds County in good academic standing in any faculty or school of Queen's University. In awarding the bursaries, the Scholarship Committee takes into account the most character and intellectual promise of the candidate as well as the financial need. Preference is given to students already registered with the University but candidates for admission are also considered. Students applying on Grade 13 standing must have at least 6 credits on the papers in the class required for admission and written in the year of the award; students already registered with the University must have maintained second class standing on the work of the previous year. Application must be made by 1 December on forms which may be obtained.
from the Assistant Registrar (Student Awards) of the University Libraries to individual candidates are limited to $1,000 any year.

Marine Web Library Fund

The capital is to be held in trust by Queen's University and the income earned therefrom used for library assistance to women students over the age of 25 years. Preference is to be given to a woman who is either a landed immigrant in Canada or the daughter of a landed immigrant. Applications for the Marine Web library Fund shall be made in writing to the Marine Web Library Committee in care of the Board of the Banff Foundation for Continuing University Education.

General Information

Education Library

The education library serves the students and faculty of the Faculty of Education and also as a resource for area teachers. The collection consists of approximately 110,000 volumes and 500 periodical subscriptions which include the major publications in the field. An important research resource in the collection of nearly 100,000 microfilms

which include the Educational Resources Information Center (ERIC), the William S. Gray Research Collection in Reading, the ETS College Texts in Microforms, the Center Curriculum Guidebook, and the Current collection of research reports. Two major data bases on CDROM are found in the Education library, ERIC and PysycH. Searches on these data bases are free and individual instruction and workshops are given in search techniques. The Teaching Arts area of the Education library houses 7000 cards, games, videos, and so forth which are located in the library. There is an extensive collection of computer software which may be borrowed for use with the Faculty of Education.

The Education Library is one of the Faculty Libraries with both Law and Health Sciences and one of 18 libraries in the Queen's University Library System. Altogether the libraries in the system hold nearly 5 million items.

Educational Computing Resources

The Faculty of Education is well equipped with computers and educational software currently available to the Ontario school teacher. The two main computing areas, the Instructional Computing Room (ICR) and the Computing Room (COM), are 10800 and 20800 in the library complex. Additional computers are in the Media Studies, the Art, and the social science classrooms. These areas are a network of ICNs, a network of Macintosh computers, a cluster of Apple II computers, and other Apple II computers. All computer rooms are located in the first floor of the Education building.

Student Support Facilities

Accommodation Listing Service

LOCATION: 169 University Avenue 
PHONE: 546-5205
DIRECTOR: Brian Caudle

Queen's Day Care Centre Inc. provides child care for approximately 65 children from families of students, faculty, and staff, and other members of the Kingston community. Queen's Day Care Centre Inc. is a non-profit community service. Queen's Day Care Centre Inc. is an equal opportunity employer and accepts children of all races, ages, and abilities. The Centre has 2 locations, 169 University Avenue (546-6955) and 580 University Avenue (546-6523). Children are encouraged to make applications as early as possible.

Human Rights Office

LOCATION: Old Medical Building
PHONE: 546-5355
DIRECTOR: M. Inna Bajwa

The office is responsible for administrative matters in the Queen's University and offers a wide range of services to faculty, staff, students, and visitors. The office is committed to creating a supportive and inclusive environment for all members of the Queen's community. The office offers training and workshops on diversity and inclusion, as well as providing resources and support for students dealing with discrimination and harassment. The office is open Monday to Friday from 9:00 AM to 5:00 PM. The office is located in the Old Medical Building, Room 222A.

International Centre

LOCATION: John Deutsch University Centre
PHONE: 546-2401
DIRECTOR: Wayne Myles

The Centre welcomes all Queen's students. We support international students and families to facilitate their integration into the Queen's community. The Centre offers a range of services and resources to support international students, including Orientation Programs, Academic Services, and Social Events. The Centre is located in the John Deutsch University Centre, Room 222A, and is open Monday to Friday from 9:00 AM to 5:00 PM.
Ontario Teacher’s Federation
Affiliate Representatives
for Kingston

Ontario Public School Teachers’ Federation (O.P.S.T.F.)
H. Fizer, President
153 Van Order Drive
Kingston K7M 1B9
561-5023

Ontario Secondary School Teachers Federation (O.S.S.T.F.)
G. Smith, President
153 Van Order Drive
Kingston K7M 1B9
561-5023

Ontario English Catholic Teachers’ Association (O.E.C.T.A.)
H. Murphy, President
786 Bath Road
Kingston K7L 4Y2
364-6983

1994 Advisory Committee – Faculty of Education

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Fremont County Board of Education
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Ms. M. Perry
Superintendent
Eastern Ontario Regional Office
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Ms. S. Shaik
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Ms. M. Smith
Fremont County Women Teachers’ Association
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Professor W.G. White (retired)
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Chair, Faculty Board
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