Pre-Service Teacher Education at Queen’s University

Our vision of the graduate of Queen’s University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We are the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is one who makes questions that go beyond immediate pressures of daily practice, and who has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of children.

Characteristics of the program
- The program sustains a commitment to academic excellence and to learning how to learn, and reflects teaching at both an intellectual and practical level, according to Queen’s principles.
- The program considers that all teacher candidates should possess a literacy and critical skills associated with an educated person.
- The program promotes caring as a central value in the profession of teaching, and inclusivity as a fundamental pedagogical principle.
- The program integrates the following: domain, school context, curriculum, teaching and learning, assessment, evaluation and reporting, educational ends, purposes and values and their philosophical and historical grounds.
- The following themes are embedded in the program inclusivity and social justice collaboration and leadership, the use of technology in teaching and learning.

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The History of the University

Queen’s University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1852 the Provincial Government had been petitioned to endow without delay an institution, or professorships, for the education and training of young men for its ministry in connection with the Synod. This and other representations of its object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty Queen Victoria, for the establishment of Queen’s College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dd. Lithgow as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by local subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In the early years of its existence, the financial difficulties were offset by the emigration of the early friends of Queen’s. In 1857, 1867, the 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 Snodgrass and other self-denying workers, chief among whom was Professor MacEachern. The country was canvassed for subscriptions and a result of the widespread interest secured. $13,000 was added to the endowment.

In 1877, Principal Snodgrass was succeeded by the Reverend G.M. Grant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessor.

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 1882, as a result of the efforts a reminder of Queen Victoria’s Golden Jubilee, $25,000 was raised, resulting in further extension and the establishment of new foundations.

Principal Grant died in 1902 and was succeeded in the following year by the Reverend D.M. Condon. In 1916, because of ill health, Principal Condon resigned his position, but continued in active service until the autumn of 1917, when the Reverend R. Bute Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J.C. Smedley was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton bitch, Headmaster of Christ’s Hospital, England, and formerly a fellow of Merion College, Oxford, was installed as Principal of the University. Dr. Smedley resigned in 1936 to accept the Principalship of the University of Alberta. He was succeeded by Principal H.C. Vallance, President of the University of Alberta from 1929 to 1936. Dr. Vallance retired in September 1951 and was succeeded by Principal William A. MacKenzie, the first Queen’s graduate to hold the Principalship.
In 1961, 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 V.P. J. A. Gero, who since 1956 had been the Hardy Professor of Political Science and since 1953, the Vice-Principal of the University. In 1965 the retirement of Dr. Mackintosh, Principal, Gero was named Vice-Chancellor and Principal. Principal Gero was succeeded in September 1969 by Dr. J. D. Deutsch 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 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald L. Looney. A regarded scholar, he is a leading authority on Canadian affairs and foreign policy. A renaissance of the arts and sciences programs has been evident in recent years. Under Dr. Deutsch's leadership, the arts and sciences programs have expanded and diversified, offering a wide range of courses and majors. The University has continued to attract outstanding faculty members, including several who have received prestigious awards and honors. The University's reputation for excellence in teaching and research has grown, and it has become a major force in Canadian higher education. The University is committed to fostering a diverse and inclusive community, offering opportunities for all students to succeed and contribute to society.

Graduate work at Queen's University was established formally in 1899 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of a course in the arts and sciences. In 1909, the School of Graduate Studies was established. In 1960, the School of Graduate Studies initiated a program leading to the Master of Laws Degree. In 1961, a program leading to a Master's Degree in Public Administration and in Urban and Regional Planning was introduced. In 1969, a program leading to a Master's Degree in Education was established. In 1979, the Ontario government established at Queen's a Faculty of Education for the purpose of providing professional teaching for teachers in the secondary schools in the Province. In 1980, the Faculty of Education was established at Queen's University. The Faculty of Education is housed in an impressive educational complex known as the McArthur Hall. This well-equipped building provides the academic teaching facilities, the supporting services, and the administrative services needed to meet the needs of the students. The Faculty of Education offers a wide range of programs and courses, including undergraduate, graduate, and professional programs. The Faculty is committed to providing high-quality education that meets the needs of its diverse student body and prepares graduates for successful careers in education and related fields.

The Faculty of Education

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as the McArthur Hall. This well-equipped building provides the academic teaching facilities, the supporting services, and the administrative services needed to meet the needs of the students. The Faculty of Education offers a wide range of programs and courses, including undergraduate, graduate, and professional programs. The Faculty is committed to providing high-quality education that meets the needs of its diverse student body and prepares graduates for successful careers in education and related fields.
Programs Leading to the Bachelor of Education Degree or the Diploma in Education

The Faculty of Education offers a one-year post-graduate professional program leading to the Bachelor of Education degree or the Diploma in Education. The program also leads to a certification to the Ontario College of Teachers for the awarding of the Certificate of Qualification as a teacher, which qualifies graduates to teach in the publicly supported schools of Ontario.

Additionally, concurrent teacher education programs are offered at Queen’s and in co-operation with Trent University, whereby candidates may take education courses concurrently with Arts and Science courses. There is also a joint program with the University of Waterloo.

Program Options

PRIMARY JUNIOR
This program option is designed for candidates who intend to begin their teaching careers in early childhood education. Candidates are prepared to teach all subjects in the Primary division (Junior Kindergarten to Grade 3) and the Junior division (Grade 4 to Grade 6).

INTERMEDIATE-SENIOR
This program option is designed to teach in the Intermediate division (Grade 7 to Grade 9) and the Senior division (Grade 10 and 12). In this program candidates select two teaching subjects for the study and development of teaching methods in those divisions.

TECHNOLOGICAL EDUCATION
The technological education option prepares candidates to be high school teachers. It includes computer and business education courses, with an emphasis on the development of technological skills in relevant areas.

The program option is designed for candidates who intend to begin their teaching careers in early childhood education. Candidates are prepared to teach all subjects in the Primary division (Junior Kindergarten to Grade 3), the Junior division (Grade 4 to Grade 6), and the Intermediate division (Grade 7 to Grade 9) and the Senior division (Grade 10 and 12). In this program candidates select two teaching subjects for the study and development of teaching methods in those divisions.

The educational program option prepares candidates to be high school teachers. It includes computer and business education courses, with an emphasis on the development of technological skills in relevant areas.

A completed Principal’s Evaluation Form (a Queen’s University document)
A letter from the school of employment providing proof of a teaching position for the internship during the intervening year.

Both options follow the same admission procedures. First, applicants complete the appropriate application form and submit all required documents by the due date. Following receipt of all documents, Queen’s University faculty and an admissions committee will review all applications. A selected number of applicants may be invited to an interview.

Formal Candidates in the technological education option complete all components as required. A minimum of 150 hours of instruction, including the Certificate of Qualification and the Certificate of Professional Development, is taken. The proof of competence required by the Ontario College of Teachers is completed as part of the course.

In the fall term, candidates take an extended school practicum in a technological education classroom, as well as beginning curricular and student activities in the context of the Faculty of Education. In the winter term, candidates continue with the course unit at the Faculty of Education. This course unit continues with courses at the Faculty of Education and complete their technology skills profile in FCT 221 in order to demonstrate technological competence in a three-week practicum in an intermediate setting and a two-week school practicum in March/April.

Program Tracks

The following program tracks are available in the Faculty of Education leading to the Bachelor of Education degree or the Diploma in Education:

Aboriginal Teacher Education (ATE)
This unique program track provides an opportunity for candidates to specialize in Aboriginal education, and is intended for Aboriginal candidates. Upon completion, graduates will be eligible to teach in the Primary and Junior/Intermediate and Senior divisions. The Certificate of Qualification and the Certificate of Qualification as a teacher, allowing them to teach in the Primary and Junior/Intermediate and Senior divisions, are completed as part of the program. Candidates of Aboriginal ancestry who hold the Secondary School Diploma (GOSO) or equivalent are eligible for admission to the ATE program. The ATE program is intended to prepare candidates for teaching in Aboriginal communities, allowing them to teach in the Primary and Junior/Intermediate divisions.

The Aboriginal Teacher Education (ATE) program is designed as a post-graduate degree completion program as part of the Bachelor of Education program. It is aimed at developing the skills and knowledge necessary for teaching in Aboriginal communities. The program includes courses in Aboriginal education, curriculum development, and pedagogy. It is designed for candidates who are interested in teaching in Aboriginal communities.

Admission
Application for full-time campus-based study in Aboriginal Teacher Education is made through the Ontario Universities’ Application Centre (OUAC). Applicants must meet the University’s admission requirements for admission to the Bachelor of Education degree program. Additional requirements include successful completion of a teaching practicum, satisfactory academic performance in relevant courses, and a letter of recommendation from a faculty member.

Alternatives
The program is designed to provide candidates with an understanding of Aboriginal culture, history, and education, and to prepare them for teaching in Aboriginal communities. It is intended for candidates who are interested in teaching in Aboriginal communities and who meet the admission requirements for the Bachelor of Education degree program.
artifact in this broader context. There is a demand for competent arts educators in both public and private school systems, as well as in adult education programs, arts galleries, orchestras, recreational facilities, etc.

Arts in Community Education is designed to provide the necessary exposure to a professional arts education environment to prepare the student to work with the community. It is intended for teacher education candidates who are graduates in the arts (Visual Art, Music, Drama, English/Creative Writing) and who wish to develop an additional area of skills related to their interests in the arts. This could be used to secure or create part-time commitments to the community in addition to teaching in the regular school system.

Admission

Applicants for Art in Community Education apply through the University of Toronto's Application Centre. The requirements for admission are the same as those for admission to the Primary-Junior and Intermediate-Senior options in the ACE program. The first of the two teaching subjects selected must be English, Dramatic Arts, Music, or Visual Arts. In addition, applicants for admission to the Arts in Community Education program may be invited for an interview.

Concurrent education students are also eligible to apply to the ACE program. Interested students should contact the Registrar's Office for application materials when they return their final year questionnaire.

Final

Candidates in Art in Community Education complete all the components as required for the Primary-Junior or Intermediate-Senior option. Eligibility for students in this program depends on the previous education and experience of the student. The ACE program will require students to take FOCL 222 (The Artist in Community Education), EIST 423 (The Artist in Society), and FOUN 448 (Aesthetic Education). The ACE program begins on a fall term basis for other classes of orientation and FOCL-related coursework.

Notes

For 2003-04, Primary-Junior ACE candidates will be required to take only FOCL 222 and FOUN 448.

Full-time practice is spent in regular school settings. In the Winter term, the third month (February/March) practice is spent in a situation related to the student's field such as an artist-in-residence in a local school, working as an assistant in an educational or an educational setting in an Ontario gallery or theatre, preparing an Arts program for implementation in the Faculty and local schools, or serving as an assistant in a community-based theatre company. Candidates are required to take FOCL 222 (The Artist in Community Education).

In order to be considered for ACE program, students must be in their Junior or Intermediate-Senior year at a community-based or college-based education program. Courses are based on education theory in addition to practical experience appropriate to a variety of educational contexts and adult education contexts. Art in Community Education students are entitled to develop, propose, evaluate, facilitate, and evaluate various adult experiential education programs.

Equity Admission

For a designated number of places in the Bachelor of Education/Diploma in Education program, preference will be given to members of Aboriginal and/or First Nations People, rural, ethnic, cultural, and differently-abled groups, currently underrepresented in the teaching profession; the number will be determined each year by the Committee.

English Language Requirement

Candidates must be competent to communicate effectively in both oral and written English, and reflect that English is the medium of instruction in the program. Candidates must have adequate knowledge of the English language to adequately communicate in English to the admission committee. Only those candidates who are fluent in English will be admitted, and those who are only proficient in English will be admitted subject to the approval of the Committee.

Admission Requirements – Concurrent Program

To be eligible for admission to the Bachelor of Education program, applicants must have completed a three-year degree program within the arts, humanities, or sciences. Applicants must have completed the requirements for a three-year degree or equivalent or a two-year university program within the arts, humanities, or sciences. Applicants must also have completed the requirements for a four-year degree or equivalent or a two-year university program within the arts, humanities, or sciences.

Applicants for admission to the Bachelor of Arts in Education program must have completed the requirements for an Honours degree or equivalent or a two-year university program within the arts, humanities, or sciences. All applicants are required to submit a personal statement of experience relevant, in a broad sense, to teaching. The statement must be well expressed and typewritten or computer-generated. Selection is based on a) the number of places available in the program, b) the number of eligible candidates, c) the personal statement and c) the academic status. Equal weight is attached to b) and c).

Specific Requirements

PRIMARY/JUNIOR

Preference will be given to candidates who have completed a full-time university course in psychology, sociology, or anthropology. The course should be at least one full-year course and should include topics in both social and human development.

Preference will also be given to candidates who have completed at least one full-year course in the arts, humanities, or sciences. The course should include topics in both social and human development.

SECONDARY/JUNIOR

Preference will be given to candidates who have completed at least one full-year course in psychology, sociology, or anthropology. The course should be at least one full-year course and should include topics in both social and human development.

Preference will also be given to candidates who have completed at least one full-year course in the arts, humanities, or sciences. The course should include topics in both social and human development.

Notes

1. A full-year course in Canadian history is required for the selection of History as a teaching subject.

2. Applicants must have completed at least one full-year course in the arts, humanities, or sciences, including courses in both social and human development.

3. Applicants must have completed at least one full-year course in the arts, humanities, or sciences, including courses in both social and human development.

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Primary-Junior Components
Curriculum
CURR 355/0.5 Language
CURR 356/0.5 The Arts
CURR 357/0.5 Mathematics
CURR 389/0.25 Social Studies
CURR 387/0.5 Science and Technology
CURR 355/0.25 Physical and Health Education
Elective
One course to be selected from EDIT, FOCI, or FOUN.
2.5 credits
0.5 credit
0.5 credit
0.5 credit
0.5 credit
0.5 credit
0.25 credit
Total: 4.0 credits

Intermediate-Senior Components
Curriculum
Two teaching subject courses
Elective
One course to be selected from EDIT or FOUN
Program Focus
Program Practice
Program Practice
Program Practice
Program Practice
2.0 credits
0.5 credit
0.5 credit
1.0 credit
1.0 credit
5.0 credits

Total: 7.0 credits

Primary-Junior Course Structure (New 2002)
Year 1
FALL
PROF 110 Introduction to Teaching
PROF 115 Introduction to Curriculum
PRAC 111 Experiences in Schools I

Winter
CURR 305 Physical and Health Education (P)
CURR 306 Social Studies (S) (Term only)
PRAC 110 Experiences in Schools II (P)

Year 2
PROF 120 Critical Issues and Policies
PRAC 121 Experiences in Schools III (P)

Year 3
FEBRUARY
CURR All remaining CURR courses
FOUN Elective
EDIT or FOUN Elective
FOCI Elective
PRAC 190 Practice

Primary-Junior Transition Plan
- Candidates entering years 1 or 2 of the program in the fall of 2002 will have the courses for those years noted above.
- Candidates entering year 3 in the fall of 2003 will take PROF 310/0.25, Critical Issues and Policies (P), and PRAC 121 (1.25), Experiential in Schools III (P), in the fall term of 2003.
- Candidates entering year 3 in 2003 (and 2004) in the case of those taking their honours year in 2003-2004 will take all remaining CURR course requirements, FOUN elective, EDIT or FOCI elective, PROF 110, PROF 190 and PRAC 190.
CONCURRENT INTERMEDIATE-SENIOR COURSE STRUCTURE (NEW 2002)

Year 1
(Fall) PROF 110 Introduction to Teaching 0.25
(Winter) PROF 115 Introduction to Curriculum 0.25
FRAC 111 Experiences in Schools 1 0.25

Year 2
PROF 130 Professional Development (50) 0.25
FRAC 131 Experiences in Schools III 0.5

Year 3
PROF 135 Critical Issues and Policies (50) 0.5
FRAC 136 Experiences in Schools IV 0.25

Final Year
CURSE 2.0
FOU 0.5
EEDT or FOU Elective 0.5
FOCI Elective 0.5
PRAC 190 Theory and Professional Practice 0.5
PRAC 190 Practicum 1.0

INTERMEDIATE-SENIOR TRANSITION PLAN

Candidates entering years 1, 2, or 3 of the program in the fall of 2003 will take the courses for those years noted above.

Candidates entering the final year of the program in the fall of 2003 and completing certain prerequisites according to the program option selected. These prerequisites are detailed on the website at www.wetfeet.ca/curriculumguide.htm.

Approved teaching subjects in the Intermediate-Senior option are Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Instrumental or Vocal), Native Studies, Physics, and Visual Arts. As these approved subjects may change, candidates are advised to consult the Education Calendar annually.

Continuation in the Concurrent Program

Academic programs will be reviewed at the conclusion of each year in Arts and Science. Candidates placed in academic probation by the Faculty of Arts and Science at Trent or Queen’s will be required to confer with their academic advisor in their respective schools and to ensure their programs of study are on track for graduation.

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 degree. Candidates who have completed a three-year degree plus five additional courses for a total of twenty credits are not required to meet the B minimum. Concurrent candidates are expected to complete both the Bachelor of Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

Certification

Graduates are recommended to the Ontario College of Teachers to be awarded the Certificate of Qualification as a teacher and to become members of the College. Upon application to the College, candidates must submit a negative tuberculin test result or a normal chest x-ray before the period of one year after application to the College. A document required for certification and College membership is a criminal record check, obtained from a police department.

The Certificate of Qualification shows teachers' previous academic degrees as well as the divisions in which they are qualified. Intermediate-Senior and Technological Education teaching subjects are also listed.

Teacher Testing

The Ontario Ministry of Education has instituted the Ontario Teacher Qualifying Test (OTQT) which newly graduated teacher candidates are required to take immediately prior to becoming certified as a teacher in Ontario. The Faculty disclaims any responsibility for its graduate's success in this test.

Additional Qualifications

Holders of the Certificate of Qualification may earn additional qualifications and these will be entered on a revised Certificate. These may include the following academic qualifications (such as Primary or Secondary Qualifications, such as Special Education, Part 3). These courses are offered during the Spring, Summer and Fall/Winter terms at Queen's and other faculties of education. For further information, please refer to the section in this Calendar on Continuing Teacher Education or the CTE website at www.courseofteachings.ca

Courses

Course Weight and Numbering

The course weight is assigned to a full, half, or quarter credit. The course weight follows the course name by a plus or minus symbol. For example, CURSE 317/1.0 is a full course; FOU 0.5 is a half course; PROF 150/0.25 is a quarter course. The course number (e.g. 320 or 465) does not denote any particular year of study or academic level.

Curriculum

PRIMARY-JUNIOR

Core

There is an overall 60 learning materials course for Primary-Junior Core curriculum courses. Payment is to be made by certified cheque or money order.

CURR 153/0.5 Language and Literacy: Development and Practice

Intended to foster an understanding of the role of language in learning. Participants acquire an awareness of language development and the implications of this understanding for curriculum planning. Candidates become familiar with Ministry of Education and Training guidelines as well as teaching strategies and materials reflecting current priorities for learning the languages. Teacher candidates are encouraged to develop a personal philosophy of language arts education based on selected professional readings, coursework, and observations of children in schools.

CURR 155/0.5 The Arts (Primary-Junior)

The arts present unique and powerful ways of learning, knowing, creating, and expressing. As such, they are critical tools to be used in education. This course prepares teacher candidates to design drama, music and visual art in the curriculum.

CURR 170/0.5 Elementary Mathematics (Primary-Junior)

Designed to help beginning teachers to (i) examine how children learn mathematics; (ii) develop a positive attitude toward mathematics and an interest in mathematics; (iii) teach mathematics with problem solving as the primary focus; (iv) understand the elements of planning and assessing a comprehensive mathematics curriculum; and (v) establish a classroom environment that supports children's learning of mathematics. Models experienced in helping teacher candidates to construct personal knowledge of mathematical techniques, skills and processes through meaningful opportunities to learn (including the application of information technology).

CURR 185/0.5 Social Studies (Primary-Junior)

Provides teacher candidates with the opportunity to enhance skills, attitudes and understandings to enable them to teach, learn and function as
an introduction to lesson planning, teaching strategies, workplace and classroom organization, questionnaires, techniques, and responses to student behaviour. Emphasis on developing skills as an active, reflective learner, with the nature of technological education as a continuing theme. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials $10.

CRR 390.05 Teaching Technological Education, Part 2
(Technological Education Internship students only)

Effective teacher candidates need to understand and use a range of teaching methods to shape instruction so that students learn in a variety of ways. Through a range of teaching methods, candidates can model the skills and activities they engage in further study of the following topics: lesson planning, cooperation learning, classroom organization, models of teaching, questioning techniques, and evaluation. Emphasis is placed on the development of effective teaching strategies, classroom management, and student behaviour. Learning theory and learning styles are key components of this course.

CRR 391.00 Music - Instrumental (Intermediate-Senior)
Designed to prepare candidates to teach instrumental music in the intermediate and senior grades. Music at this level is most effectively taught by specialist teachers with consistent musical background or ability in the environment provided for them. Emphasis is placed on the development of effective teaching strategies, classroom management, and student behaviour. Learning theory and learning styles are key components of this course.

CRR 392.00 Teaching Technological Education
Effective teacher candidates are expected to understand and use a range of teaching methods to shape instruction so that students learn in a variety of ways. Through a range of teaching methods, candidates can model the skills and activities they engage in further study of the following topics: lesson planning, cooperation learning, classroom organization, models of teaching, questioning techniques, and evaluation. Emphasis is placed on the development of effective teaching strategies, classroom management, and student behaviour. Learning theory and learning styles are key components of this course.

CRR 393.00 Curriculum Development in Technological Education
The ability to effectively teach students is directly related to a teacher’s ability to organize a course with regard to long and short term planning. A teacher’s philosophy of education influences the way he or she organizes a course to incorporate curriculum, cultural, societal, and individual needs, or to meet a few possibilities. A philosophy of technological education is developed and used as the basis to develop a course in the context of the student’s needs. Historical events in Canadian technological and vocational education are examined to further develop a philosophical perspective. Learning theory is examined for the role of technology in the classroom, as well as the role of technology in the community and teaching. Projects of issue, project management, planning, completion, and reporting through the completion of student-centered projects. Development of project reports. Grade 9 and 10 projects and project reports. Grade 11 and 12 projects and project reports. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers.

CRR 400.01 Visual Art - Intermediate-Senior
Concerned with the theory and practice of art in education. Candidates explore the discipline philosophy of visual art as well as teaching strategies, curriculum planning, classroom management, student behaviour, and leadership in the visual arts. Candidates have the opportunity to apply the principles of visual art to their teaching practice in the classroom, as well as in alternative education settings. Practical work sessions, in a variety of media, allow the candidates to further develop with skill and materials in visual art education. Learning materials $10.

CRR 400.05 Curriculum Development in Technological Education, Part 2
(Technological Education Internship students only)
The ability to effectively teach students is directly related to a teacher’s ability to organize a course with regard to long and short term planning. A teacher’s philosophy of education influences the way he or she organizes a course to incorporate curriculum, cultural, societal, and individual needs, or to meet a few possibilities. A philosophy of technological education is developed and used as the basis to develop a course in the context of the student’s needs. Historical events in Canadian technological and vocational education are examined to further develop a philosophical perspective. Learning theory is examined for the role of technology in the classroom, as well as the role of technology in the community and teaching. Projects of issue, project management, planning, completion, and reporting through the completion of student-centered projects. Development of project reports. Grade 9 and 10 projects and project reports. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers.

EDT 406.03 Open Country Education (PS)
An activity-based introduction to outdoor education, this course involves undertaking a variety of activities at various outdoor locations in the region. Activities are designed to suit all levels of students, in consultation with teachers. Outdoor Education, Grade 9 to 12, is expected to spend about eight hours working with ESL students outside of class time during the course.

EDT 442.05 Principles and Programs in Experiential Education (Outdoor Education Program Track candidates only)
A study of the theories of experiential education as derived from the literature and analysis of experiential programs and practices. A pedagogical understanding of both the theory and practice of designing and delivering outdoor and experiential education programs, including the ideas of ecological literacy. Emphasis is placed upon the integration of experiential education and outdoor activities. Also considered is the development of principles of practice and evaluation skills required to lead experiential-based programs in school settings. Sessions are designed to provide a range of skills to be developed throughout the program.

EDT 445.00 Computing, Software, and Teaching (PS)
The use of computers in teaching and learning. Planning and developing programs, applications, data processing, system design, use of the World Wide Web, computer conference systems, videodisc, CD-ROM based resources, and computer simulations.

EDT 450.00 Introduction to Aboriginal Education (PS)
Introductory course for candidates wishing to develop a basic understanding of Aboriginal education as well as the social, cultural, and political aspects of Aboriginal education. This course was developed to address the needs of both components occur in rural and off-campus settings. Food and transportation are $20.

EDT 472.05 Educational Use of the Environment (Outdoor Education Program Track candidates only)
This course is an introduction to the role of the environment in education and the development of education programs that use the environment as a teaching tool. The course will focus on the use of the environment in education programs that use the environment as a teaching tool. The course will focus on the use of the environment in education programs that use the environment as a teaching tool. The course will focus on the use of the environment in education programs that use the environment as a teaching tool.

EDT 473.05 The Artist in Society (Arts in Community program track candidates only)
This course is an introduction to the role of the environment in education and the development of education programs that use the environment as a teaching tool. The course will focus on the use of the environment in education programs that use the environment as a teaching tool. The course will focus on the use of the environment in education programs that use the environment as a teaching tool.

EDT 590.00 Teaching English as a Second Language (Intermediate-Senior)
Designed to provide intermediate/Senior and Technical Education candidates with an introduction to second language teaching. The course is designed to provide candidates with the skills and knowledge necessary to teach second language instruction at all skill levels. Instructional, social, and academic needs of students are considered.

EDT 600.00 Teachers and the Law (PS)
A comprehensive introduction to the legal and ethical aspects of professional practice. The course covers the legal and ethical implications of professional practice, including the rights and responsibilities of teachers, the legal rights of students, and the implications of educational policies and practices for the profession.
A Study of the Religious Education Program (P1) in the Roman Catholic Schools of Ontario. Candidates who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological content and pedagogical techniques employed in contemporary Catholicism. Conducted by the Religious Education Consultants of the local Separate School Boards. Candidates intending to teach in Ontario Roman Catholic schools should note that this course is required by some Catholic boards, and recommended by others.

Exceptional Children and Adolescents (P2) An overview of exceptional children and adolescents in the regular classroom, including their identification, inclusion and teaching. Candidates consider how the teaching of exceptional children can be adapted to include the needs of gifted students, how teachers can collaborate with parents and other professionals to enhance learning, and how a variety of exceptionalities are considered including students with giftedness, mental handicaps, learning disabilities, and behavior. Exceptionalities are $18.

Program Focus

Program Focus courses offer an alternative format for candidates and facility to explore areas of mutual interest. The focus of each course is to provide a review of schools and education that is different from that achieved during the main practicum. Teaching in increasing PERS for all students, $15 for Primary Student teachers only, and $5 for Intermediate/Secondary students only. Some FOC courses are required in special program tracks as indicated; these courses may be taken only by students in those program tracks.

FOC 218.0.5 Aboriginal Teacher Education (P3)

Aboriginal Teacher Education program track candidates only

Prepare Aboriginal teacher education candidates to include Aboriginal curriculum as part of their classroom teaching. Examines Aboriginal community-based curriculum development; a review of current Aboriginal curriculum packages and other resources; curriculum planning and evaluation; an essential learning approaches with aspects of the course of applied during the candidate's practice teaching goals. Practicum experiences, and field experiences, will be included in this session providing the basis for further knowledge and research. Practicum planning and evaluation.

FOC 215.0.5 Basic-Based Technological Education (P4)

Technological education candidates only

The Ontario College of Teachers requires that teachers gaining certification in technological education demonstrate "proof of...competence in the area of...teaching students selected as necessary to the program of professional education". Technological competence is demonstrated by completion.

Applied Research in Second Language (P5)

This course introduces candidates to the complexities of preparing for professional practice in international settings. Students are taught to identify an expert interest in one of six areas: (a) teaching based on curricula, (b) teaching English in non-English speaking countries, (c) teaching English in non-English speaking countries (b) teaching in non-English speaking countries, (c) teaching in non-English speaking countries (d) teaching in non-English speaking countries (e) teaching in non-English speaking countries (f) teaching in non-English speaking countries (g) teaching in non-English speaking countries (h) teaching in non-English speaking countries (i) teaching in non-English speaking countries (j) teaching in non-English speaking countries (k) teaching in non-English speaking countries (l) teaching in non-English speaking countries (m) teaching in non-English speaking countries (n) teaching in non-English speaking countries (o) teaching in non-English speaking countries (p) teaching in non-English speaking countries (q) teaching in non-English speaking countries (r) teaching in non-English speaking countries (s) teaching in non-English speaking countries (t) teaching in non-English speaking countries (u) teaching in non-English speaking countries (v) teaching in non-English speaking countries (w) teaching in non-English speaking countries (x) teaching in non-English speaking countries (y) teaching in non-English speaking countries (z) teaching in non-English speaking countries.

FOC 245.0.5 French Methodology at the Elementary Level (P6)

This course introduces candidates to the complexities of preparing for professional practice in international settings. Candidates are taught to identify an expert interest in one of six areas: (a) teaching based on curricula, (b) teaching English in non-English speaking countries, (c) teaching English in non-English speaking countries, (d) teaching in non-English speaking countries, (e) teaching in non-English speaking countries, (f) teaching in non-English speaking countries, (g) teaching in non-English speaking countries, (h) teaching in non-English speaking countries, (i) teaching in non-English speaking countries, (j) teaching in non-English speaking countries, (k) teaching in non-English speaking countries, (l) teaching in non-English speaking countries, (m) teaching in non-English speaking countries, (n) teaching in non-English speaking countries, (o) teaching in non-English speaking countries, (p) teaching in non-English speaking countries, (q) teaching in non-English speaking countries, (r) teaching in non-English speaking countries, (s) teaching in non-English speaking countries, (t) teaching in non-English speaking countries, (u) teaching in non-English speaking countries, (v) teaching in non-English speaking countries, (w) teaching in non-English speaking countries, (x) teaching in non-English speaking countries, (y) teaching in non-English speaking countries, (z) teaching in non-English speaking countries.

FOC 240.0.5 Outdoor and Experiential Education (P7)

Outdoor Education program track candidates only

Prepare candidates for leading dynamic school and community based outdoor education programs. Candidates will be introduced to the diversity of environmental contexts in all teaching subjects. Also considered are alternative experiential settings, such as outdoor education centers, nature centers, adventure programming, integrated learning, resource centers for environmental education, experiential learning, alternative curricula, local project-based learning, and environmental education. Food and transportation (F11).

FOC 245.0.5 Out-of-Classroom Learning (P8)

Teacher candidates share interests in learning outside the classroom. Emphasis is placed on the development of personal programs developed by various institutions (galleries, museums, and nature centers) for children. Focus on the human and built environment and natural settings, rather than on the integration of curriculum and experiences, and conversations. The course introduces the concept of out-of-school learning to enhance classroom learning from Primary to Senior grades as part of the curricula. Field experiences and discoveries potentially for opportunities for non-school employment, and the sharing of personal learning experiences in such settings as museums or galleries.

FOC 217.0.5 Resource Based Teaching and Learning (P9)

Resource-based teaching and learning involves students actively in the meaningful use of appropriate print, non-print, electronic, and human resources and provides students with learning activities and resources which suit their interests and learning styles. Emphasis is placed on active learning, critical thinking, and "how to learn to learn" in the context of existing independent learning courses in lifelong learning. Educational programs based on principles of resource-based teaching and learning are applicable to a wide range of educational settings such as museums, art galleries, conservation and environmental centers, and zoos.

FOC 217.0.5 School Leadership (P10)

Intended for candidates interested in working toward positions of instructional leadership, such as team leader, department head, assistant principal, principal, coordinator, and superintendent. Candidates should gain an awareness of their own leadership skills and styles and explore the ways in which leadership and organizational concepts apply to schools.

FOC 220.0.5 Teaching English as a Second Language (P11)

Designed to prepare Primary level candidates with an introduction to theories, methodologies, techniques, and principles in teaching English as a second language (ESL) or a foreign language (FLES) for English as a second language (ESL) students. This course will familiarize the students with the current international curricula and resources for teaching ESL/TESL (English as a second language). Emphasis is placed on the integration of language instruction with young children, including vocabulary and grammar, listening, speaking, reading, and writing—critical competencies necessary for effective communication. Candidates will develop an awareness of the principles of teaching English as a second language and their application in the classroom.

FOC 221.0.5 Teaching Exceptional Children (P12)

Address exceptional children and adolescents, including those who are gifted, those with learning disabilities, special needs, and those who are developmentally delayed, and behaviour and emotional difficulties. Opportunities to learn from experiences, workshops, readings, peer groups, and others, as well as...
opportunities to develop competence and confidence in teaching exceptional learners and to provide leadership in this area. The organization is highly experiential, self-directed and collaborative, with a group who share an interest in working with exceptional learners. Learning materials $15.

FOUN 296.0.5 Teaching for Social Justice (PSIS)
Focuses on social justice and education in school contexts of exceptional learning contexts and preparation for work in the global economy. Candidates draw on the understandings of practicing teachers who have developed an understanding of communities and communities of difference and the larger issues that configure social relations (e.g., race, ethnicity, gender, class, classism, colonialism, and capitalism). At the centre is the concrete link between theory and practice — what we do and what we think is not separate.

Foundations
Foundations courses deal with broad issues and with the intellectual and institutional understandings of the education enterprise. Traditionally, Foundations courses are drawn from disciplinary areas such as philosophy, psychology, sociology, and anthropology and history. These courses include CHC 100, 101 for all students, PSIS for Primary Junior students only, and PSIS for Intermediate/Secondary and Technology Education students only.

FOUN 410.0.5 Multiple Intelligences in the Classroom (PSIS)
Examines the theory and practice of a highly popular educational approach to understanding the different ways of learning and knowing. The multiple intelligences (MI) perspective offers an optimistic view of human capability that is applicable to every student. Candidates are expected to become familiar with MI theory and to develop studies in their own areas of teaching competence.

FOUN 415.0.5 Catholic Education (PSIS)
Designed to introduce teacher candidates in the Catholic education tradition in Ontario. Topics include the history of Catholic education in Ontario, the philosophical underpinnings of a Catholic school system, the critical assessment of values embedded in the curriculum and development of a constructivist philosophy which reflects the particular requirements of the Catholic education system, and the support systems presently available for Catholic teachers in the schools of Ontario.

FOUN 416.0.5 Issues in Grading and Evaluation (PSIS)
Focuses on the principles and practices associated with grading and evaluation, and evaluation policy as a very important but highly controversial and problematic issue in today's schools. Candidates are encouraged to examine and critically assess a variety of contemporary policies and practices as well as proposals for reform, including the purposes and functions of grading and evaluation, the nature and role of standards, values embedded in evaluation, evaluative systems of assessment, portfolio assessment, and other approaches to documenting student accomplishment, as well as report cards and other present teacher assessment. Analyses for the literature and candidate practicum experiences are applied to problems facing classroom teachers. Candidates are encouraged to develop applications relevant to their own concerns with teaching and learning.
Continuing Teacher Education

The Faculty of Education, one of its major responsibilities, the offering of the Ontario College of Teachers additional qualifications courses for Ontario elementary and secondary teachers. A selection of courses is offered on-campus in the Fall/Winter session and during the Summer term. These courses are also offered on-line and at several off-campus locations. Information about course offerings may be obtained from the Faculty Registrar's Office, Faculty of Education, or on the Faculty of Education website at www.coursesinformation.on.ca.

The academic regulations governing these courses are the same as for courses in the Bachelor of Education program. Information is found in other sections of this Calendar. It is expected that any candidate registering in courses will be familiar with both the College of Teachers regulations and those of this Faculty.

Requirements

Candidates requiring admission to the Ontario College of Teachers, when an additional qualifications course has been completed successfully, must meet the minimum qualifications for registration in these courses as determined by Regulation 84 of the Ontario College of Teachers Act and any additional requirements established by the Faculty. A summary of the current requirements is presented below.

A. ADDITIONAL BASIC QUALIFICATIONS (ABQ)

Primary Division

1. Hold or be deemed to hold a Certificate of Qualification;
2. Hold at least two years of experience.

Junior Division

1. Hold or be deemed to hold a Certificate of Qualification;
2. Hold at least one year of experience.

Intermediate Division

1. Hold or be deemed to hold a Certificate of Qualification;
2. Hold an acceptable university degree.

Secondary Division

1. Hold or be deemed to hold a Certificate of Qualification;
2. Hold an acceptable university degree;
3. Be in charge of a class in which the Certificate does not indicate Intermediate as an initial area of concentration, a minimum of three full courses in the teaching subject for which qualification is sought or;
4. For candidates whose Certificate does not indicate Intermediate as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought.

For candidates whose Certificate 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.

FOR 104.35 Critical Issues and Policies (Intermediate-Year) (P)

This course is an introduction to issues and policies that are critical for beginning and experienced teachers in secondary schools. It involves candidates to build on their experiences in classrooms and associate schools, to begin to learn about adapting instruction for exceptional learners and about equity issues they will face in schools. Learning materials $15.

FOR 104.35 Critical Issues and Policies in First Nations Communities (P)

This course is an introduction to issues and policies that are critical for beginning and experienced teachers in First Nations Communities. It involves candidates to build on their experiences in classrooms and associate schools, to learn about their legal rights and responsibilities as First Nations Teachers, to learn about adapting instruction for exceptional First Nations learners, and to learn about equity issues they will face in First Nations Communities. Learning materials $15.

FOR 110.05 Introduction to Teaching (Concurrent Year 1) (P)

Fall term, 18 hours. Current issues in education, introduction to professionalism, reflective practice, introduction to classroom management, beginning professional portfolios. Learning materials $10.

FOR 115.05 Introduction to Curriculum (Concurrent Year 1) (P)

Winter term, 18 hours. Basic introduction to lesson planning, ministry curriculum planners, report cards, reporting to parents, introduction to curriculum documents, peer review of professional portfolio to date.

FOR 120.25 Professional Development (Intermediate-Year) (P)

Literacy and numeracy at the secondary school level. Teacher advisor groups, basic introduction to concepts of guidance, characteristics of the non-academic stream, basic introduction to concepts of alternative school models and older adults in school.

PRE-REQUISITES: FOR 110 and 115.

FOR 130.53 Critical Issues and Policies (Intermediate-Year) (P)

Deals with issues and policy that are critical for beginning and experienced teachers at the Intermediate and Senior Level. Invites candidates to build on their experiences in classrooms and associate schools, and to begin to learn about their legal rights and responsibilities as teachers, about adapting instruction for exceptional learners and about equity issues they will face in schools. Learning materials $15.

PRE-REQUISITE: PRE 130.

FOR 190.25 Theory and Professional Practice (Primary-Junior) (P)

(Concurrent Year and Concurrent)

 Begins the process of constructing and documenting professional knowledge acquired by experience. With an emphasis on classroom activities and teaching strategies, opportunities are provided to interpret and modify practice from one’s own perspective and that of experienced teachers, fellow teacher candidates, and relevant educational literature.

PRE-REQUISITE: FOR 130.53.

Note:

- Intermediate or Senior Division French, Music and Physical Education. Candidates require five full university courses in the subject.
- Intermediate Division Environmental Studies. These full university courses in Science are required, one of which must be in biology.
- Senior Division Environmental Science. Five registrants whose Certificate does not indicate Senior as an initial area of concentration, two full university courses in sciences are required, one of which must be in biology.

Technical Education

1. Hold a Certificate of Qualification indicating initial qualifications in Technological Studies, etc.
2. For candidates whose Certificate does not indicate Technological Studies, evidence of at least 2700 hours of working experience related to the subject for which qualification is sought must be submitted and approved by the Faculty's Technical Education Office.

Note:

In the case of some ABQ courses, additional requirements have been established by the Faculty. Candidates should check with the Faculty Registrar's Office about such requirements.

B. THREE SESSION COURSES (PRT. 2 AND 3 SPECIALIST)

Part 1

1. Hold a Certificate of Qualification;
2. In the case of all qualifications except Computer in the Classroom, Cooperative Education, Guidance, Design and Technology, Multimedia in Education, Music-Band, Music-Orchestra, Music-Vocal (Primary, Junior), Music-Orchestra (Intermediate, Senior), Special Education, The Bible, The Deaf, The Deaf/Blin, and Visual Arts, the candidate’s Certificate must have an entry showing qualification in the Primary division, the Junior division, the Intermediate division in general studies, or the Senior division in general studies.
3. In the case of Primary Education, Junior Education and Intermediate Education, the Certificate must have an entry for the corresponding division.

Part 2

1. Hold a Certificate of Qualification indicating successful completion of Part 1;
2. Submit evidence of at least one year successful teaching experience in Ontario certified by the appropriate supervisory officer or one year successful teaching experience outside Ontario certified by the appropriate supervisory officer.
Part 3: Practicality
1. Hold a Certificate of Qualification indicating successful completion of Part 2.
2. Evidence of at least two years of successful teaching experience including at least one year of experience in Ontario, as certified by the appropriate supervisory officer.

Note: Additional requirements are in effect for some three session courses. Candidates should check with the Faculty Registrar's Office about such requirements.

HONOURS SPECIALIST
1. Hold or be deemed to hold a Certificate of Qualification.
2. Hold a degree of Bachelor of Arts, or Bachelor of Science from an Ontario university in a program:
   a. that requires four years of university study, or the equivalent thereof, to a total of at least sixty university credits (20 full courses), and
   b. the candidate has obtained at least second class standing in all full courses.

3. Provide evidence of at least two years of successful teaching experience, including at least one year in Ontario, as the subject in which the Honours Specialist qualification is sought, certified by the appropriate supervisory officer.

HONOURS TECHNOLOGICAL STUDIES SPECIALIST
1. Hold an Ontario Secondary School Diploma (OSSD) or have successfully completed the equivalent of one year's full-time study in a program for which an OSSD or its equivalent is required for admission.
2. Provide evidence of at least two years of successful teaching experience including at least one year in Ontario in technological education, certified by the appropriate supervisory officer.
3. Provide a Certificate of Qualification, indicating qualifications in at least three of the subjects listed in Schedule B including, at least one at both the basic and the advanced level, or have four basic level entries and a three-part Specialist qualification.

PRINCIPALS' QUALIFICATIONS PROGRAM
The Principals' Qualifications Program (PQP) is a two-part program required by those who intend to become vice principals and principals in Ontario's publicly supported schools. Part 1 is a three-week, 125-hour program consisting of the theme of "what it means to be a principal." Following the class component, candidates must complete a 60-hour practicum, where they take part in and then document a leadership experience in their school board. PQP Part 2 is another three-week, 125-hour course. The theme for Part 2 is "principal as leader." Prerequisites for Part 1 include:
   1. An acceptable university undergraduate degree.
   2. Five years of successful teaching experience.

Graduate Programs in Education

Master of Education
The program leading to a Master of Education degree is for teachers and others who wish to further their profession and academic studies. Two fields of study are offered: Curriculum and Instruction and Educational Studies. Coursework and research emphasize the application of knowledge to teaching and learning and the development of students as professional leaders with a strong scholarly and educational knowledge base. The field of Curriculum and Instruction aims to enhance students' understanding of the complex nature of teaching, learning, and the curriculum, and to foster those capacities and skills basic to professional decision-making. Courses offered and research in this field emphasize both general processes such as curriculum design, theory, evaluation, and innovation, and more domain-specific factors related to the nature of knowledge in particular subject matter disciplines such as Mathematics, Science and Technology Education or the Arts. The field of Educational Studies aims to enhance students' understanding of fundamental processes in education in areas such as socio-cultural analysis, cultural studies, critical theories, educational sociology, educational philosophy, educational policy and leadership, educational psychology and measurement, and assessment and program evaluation. Students may follow a concentration in psychology of learning and cognition or cultural and policy studies. 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 (leaving and/or returning). Normally, full-time students can anticipate reading at least eighteen months in order to complete the degree requirements. Most full-time students will find it possible to complete all coursework within the three terms of their full-time year, and to have begun work on the thesis or project. Thesis or project work will be completed in semesters either on-campus or off-campus. All students are required to complete the degree requirements within five years of initial registration.

Admission Requirements
To be considered for admission an applicant must possess evidence of the following:
1. Professional experience, a B.Ed. degree or its equivalent, and a minimum of a B- average in a Bachelor's degree or its equivalent.
2. Two years professional or industrial experience, and a minimum of a B- average in Honours Bachelor's degree or its equivalent.
3. A B.S. degree, and a minimum of a mid-B average in a Bachelor's degree or its equivalent.
4. Applicants who are native languages do not include English must obtain a score of 550 or more on the Test of English as a Foreign Language (TOEFL).

Qualifications in three teaching divisions, one of which must be the Intermediate division.

Three Specialist qualifications OR a Master's degree or its equivalent.
One Specialist qualification and one-half of a Master's degree.

Prerequisites for Part 1 include:
1. Proof of a completed program.

Registration Procedures
The registration form must be completed either on-line or on paper, and submitted or returned along with the appropriate documentation by the relevant deadline date. Candidates for Part 1 and Specialist courses must have the teaching experience form completed and signed by the appropriate supervisory officer. Registrations for which the required forms and documents are not submitted will not be processed. In addition, a degree or credit card authorization for the tuition fee must be submitted with the registration.

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

The University reserves the right to cancel any course in the event there is insufficient enrolment or if teaching staff is not available. Course offerings are subject to Faculty approval pending discussions with the Ontario College of Teachers.

Technical Proficiency Examination
Candidates taking Technological Education courses for which a Technical Proficiency Examination is required will have to pay an examination service charge. Information regarding the fee may be obtained from the Faculty Registrar's Office.

Graduate Programs

Special Admissions Requirements
Each year, up to five full-time students may be admitted who have demonstrated exceptional ability to undertake research. These applicants may 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 must present courses that constitute preparation for research in education. Prior to admission, applicants in this category must develop a program of study in Pattern I (thesis model), with a member of graduate faculty. The program of study may require more than the normal ten-half courses, and may include courses from other programs of the Faculty of Education. The program of study must be approved by the Graduate Studies and Research Committee of the Faculty of Education before the application can be approved.

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

Doctoral Program
The program of study leading to the Ph.D. in Education is designed to educate researchers and professionals to address critical educational issues in curriculum, culture, and learning, within and beyond the traditional formal school systems, to educate these researchers and professionals regarding the fields of curriculum, cultural, and cognitive studies, and to ensure an integrated and interdisciplinary perspective through participation in ongoing research programs; and to provide these researchers and professionals with the skills, knowledge and skills to conduct original research in these fields.

Admission Requirements
Admission to the Doctor of Philosophy in Education program is based upon completion of a Master's degree in Education or related discipline with first class standing at a recognized university. Professional experience in education, or a related field is an asset. Applicants are required to submit a brief research proposal (due to two pages) and three letters of reference.

Applicants whose native language do not include English must obtain a score of 550 or more on the Test of English as a Foreign Language.

Fields of Study
Three fields are central to this program: curriculum studies, cultural studies, and cognitive studies. These fields are strongly intertwined. Curriculum studies focuses on the nature of the materials to be learned and the teaching methods employed. Cognitive studies examines the mental processes of the individual learner and the cultural context within which learning takes place.

Application Deadline
Applications for both Master's and Ph.D. programs must be submitted by January 30, 2004. Master's students may apply to begin studies in the 2004 summer, 2004 fall, or 2005 winter term. Doctoral students may apply to commence their programs in the 2004 fall term only.

Further information about any of the above programs may be found at www.ods.queensu.ca/programs/pages/grad/graduate_studies.html
representation at the hearing. On matters of procedure, the Grievance Advisors of Queen's University are available for consultation.

Student Appeal Process

If the student believes that the penalty is unjust, an appeal at the level above that at which the penalty was imposed may be initiated, as follows:

1. The student will first take the matter informally to the instructor who made the decision, in order to ensure that the instructor is aware of all the facts of which the student believes him or her to be pertinent to the decision. This should be done as early as possible and must be done within two weeks of the decision having been communicated to the student. The instructor will give a reasoned decision within a reasonable time as soon as possible, and normally will do so within two weeks of receiving the additional information the student has presented.

2. If the student is not satisfied with the decision, an appeal may be made to the Associate Dean. This appeal must be made in writing not later than two weeks after the date of the written correspondence to the student. The student must send a copy of the Associate Dean's decision within two weeks of receiving the Associate Dean's decision. The Associate Dean will inform the student in writing of the decision, normally within two weeks of receipt of the written appeal.

3. If the student is not satisfied with the decision reached by the Associate Dean, the next step of review lies with the Professional Studies Committee. The student must send an appeal of the Professional Studies Committee decision within two weeks of receiving the Associate Dean's decision. The Committee will consider the appeal and its decision will be final, except in cases involving academic dishonesty.

Change of Registration

Students wishing to make changes in course registration are required to make the change before the appropriate deadline (see Sessional Dates) on the Queen's Computer Access to Registration Database (QCARD). QCARD can be accessed via the Internet at www.qens.queensu.ca. After the deadline date, no course registration changes must be authorized by the Faculty Registrar's Office.

Code of Conduct

All students are required to adhere to the University's Code of Conduct. They should also be in mind that compliance with this code implies non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally maintaining the regulation of the University. Initial responsibility for the enforcement of this code rests with the Alma Mater Society and the Graduate Student Society, and ultimate responsibility for the enforcement of this code rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the regulations of the University and its associated judicial and legal authorities of the land. Hence it is 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 an administrative system that may be derived, naturally from our existence as a clearly distinguishable community of interests. The following conduct is unacceptable and constitutes an offence within the university community:

- a violation of published rules and regulations of the University or of any authorized rule-making body within the University;
- failure to comply with the directions of officials of the University acting within the scope of their authority;
- theft, vandalism, and willful or negligent damage to the property of Queen's or of a member of the University community, of the AMS, CSSS or any other University organization;
- assault of any nature;
- discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation;
- all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of University documents;
- violation of the rights of any member of the University community.

Note

Any appeal or express or implied threat of appeal for making and pursing a complaint against any employee authorized by the University is deemed to be an offense against the University Code of Conduct.

Computer Code of Ethics

The information below is an extract of the Senate's policy on use of computers. Students are responsible for making themselves fully aware of the complete policy, which is available at the following web address:

http://www.queensu.ca/secretaria/queens/policies/comput.html

Users are ultimately responsible for any and all use of their computing resources.

Consequently, users should:

- maintain secure passwords for all accounts assigned to them;
- take precautions against others obtaining unauthorized access to their computing resources.
- ensure that their access to confidential information and algorithms will not result in the reproduction of a use of computer resources that are responsible for non-repudiable information;
- ensure that access control information is not lost or destroyed by any person other than the user.

Users must:

- not use or attempt to use computing facilities or accounts to which they have not been granted explicit access by an appropriate system administrator;
- not use computing facilities and services only for the purposes for which they were authorized.
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Scholarships, Bursaries and Financial Assistance

June 2003

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Ontario Special Bursary Program (OSBP)

Students with a low income who are studying part-time due to family responsibilities or other personal circumstances may be eligible to apply for the Ontario Special Bursary assistance. Students must be Canadian citizens or permanent residents of Canada and must meet the requirements of the MTTM - MTTM College's entrance requirements. Application forms are available from the Student Awards Office or the OSBP website at http://osbp.ontario.ca.

Part-time Canada Student Loan/CANADA Study Grant Program

Canadian citizens or permanent residents of Canada who have a low income and are enrolled in a part-time program (maximum 40% course load) may be eligible to apply for the Part-time Canada Student Loan/CANADA Study Grant Program. Students must be residents of a province or territory that participates in the Canada Student Loans Program. In order to qualify for the grant portion of this program, students must be studying part-time due to family responsibilities or other personal circumstances. Application forms are available from the Student Awards Office or the OSBP website.

General Scholarships

The Senator Frank Card Scholarship

The Senator Frank Card Scholarships have been established at Queen's University through the generousity of the late Senator Frank Card, noted publisher, executive and author who represented the Golf Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1985. Candidates for Card Scholarships must be at least one year prior to graduation for admission to Queen's University and have an average of at least 3.0 in their studies. Application forms are available from the Student Awards Office or the OSBP website.

The Senator Frank Card Scholarship

Established in memory of Senator Langdon, athletic trainer at Queen's University from 1940-1966, by his friends and associates. Awarded annually upon the recommendation of the University Council on Athletics to a student in any faculty who has completed at least one year of Queen's with satisfactory academic standing and who has made a special contribution to athletic activities, in the opinion of the Senate. Application forms are available from the Student Awards Office or the OSBP website.

Charles C.L. Astor Memorial Award

Established in memory of Charles C.L. Astor, a member of the Class of 1894. Awarded annually upon the recommendation of the University Council on Athletics to a student in any faculty who has completed at least one year of Queen's with satisfactory academic standing and who has made a special contribution to athletic activities, in the opinion of the Senate. Application forms are available from the Student Awards Office or the OSBP website.

The OSBP is available online at http://www.osbp.ontario.ca or by application. Further information can be obtained by contacting the Student Awards Office, 355 Queen's Drive, Queen's University, Kingston, Ontario, K7L 3N6.

The OSBP is available online at http://www.osbp.ontario.ca. Further information can be obtained by contacting the Student Awards Office, 355 Queen's Drive, Queen's University, Kingston, Ontario, K7L 3N6.
Faculty of Education Scholarships and Prizes

The Alonzo C. Caudill Award
Established by the Rulison Chapter #233, Council for Exceptional Children, in memory of A. Laron Caudill, B.A. (Queen's) G.B. (McGill). Awarded to the graduating student in the Faculty of Education Program leading to Ontario's special education certificate who, in the opinion of the selection committee, best displays outstanding talents and interests in the education of exceptional children during his or her program of study at the University; value $200.

The W. C. C. R. M. A. Award
Granted to a graduating Bachelor of Education student in the Primary-Junior program who is the top ranking student in the intermediate program and based upon high overall achievement and demonstration of those personal qualities esteemed by the University; value $200.

The Frank J. Foster Award
Established by the Frontenac-Lennox and Addington County Catholic Secondary School Board in recognition of John J. Foster, a distinguished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education Primary-Junior Curriculum Committee to the Primary-Junior graduate who best demonstrates the qualities of an exemplary primary educator. The award will be based upon the basis of high academic standing in curriculum, outstanding performance in student teaching, and contribution to student life in the Faculty of Education. Application should be made to the Registrar, Faculty of Education, prior to 30 March. Letters of recommendation may be requested from each of the candidate's instructors and associated teachers. The award is a scholarship of $1,000. A list of up to six candidates will be made following interviews of the finalists by a committee of five faculty members from relevant areas; value $500.

The D. E. Lowery Prize
Established in honour of Professor D. E. Lowery, an emeritus contributor to the development of technological education in the province of Ontario, through the generosity of many teachers and supporters of technological education across the province. Awarded on the recommendation of the Faculty of Education in recognition of outstanding contributions to education in a specific discipline in technological education. The award will be based on the basis of high academic standing in curriculum, outstanding performance in student teaching, and contribution to student life in the Faculty of Education. Application should be made to the Registrar, Faculty of Education, prior to 30 March. Letters of recommendation may be requested from each of the candidate's instructors and associated teachers. The award is a scholarship of $1,000. A list of up to six candidates will be made following interviews of the finalists by a committee of five faculty members from relevant areas; value $500.

The John M. McCarthy Scholarship
Established in 1987 by John M. McCarthy, B.A., LL.L.D., C.F.R., former Deputy Minister of University Affairs and Deputy Minister of Education for the Province of Ontario. Awarded to a student who has graduated with at least second class standing from an associate or three-year or four-year degree program in the Faculty of Arts and Science at Queen's University, who is normally domiciled in Ontario and who enrols in the Faculty of Education at Queen's University in the fall semester immediately following graduation. The student selected will display leadership and student involvement, a personal commitment to the life of the student union, and a dedication to the development of educational programs at Queen's University. The award is a scholarship of $1,000.

The W. Annetta Smith Memorial Award
Established by the Faculty of Education, in memory of W. Annetta Smith, B.A., M.Ed., B.Ed., who was a strong advocate of quality education and a dedicated teacher. Awarded annually on the recommendation of the primary education faculty to the primary education student who best exemplifies the qualities of an exemplary teacher. The award is a scholarship of $1,000.