ABOUT THE COVER
Walk through Queens campus on a sunny day in spring and you will discover its intrinsic beauty. Elegant limestone buildings stand gracefully, surrounded by parks, gardens and an arboretum that is home to many rare and beautiful trees. Step into the buildings, away from tranquility of the campus, into classrooms and labs. You will find vibrant learning spaces filled with outstanding students from across Canada and around the world who’ve come to expand their academic and personal horizons. They’ve come to participate in “the Queens experience” – a rich blend of tradition, innovation, and scholarship, combined with an exciting student life that extends far beyond classroom and campus.

The University shall not be liable for circumstances beyond its control, including but not limited to circumstances in the number and range of courses or programs available to students, or the cancellation of classes during the academic year. Circumstances beyond the University’s control include, but are not limited to, acts of God, acts of violence, war, riots, strikes, lockouts, embargoes, or other events which, by reason of their nature, are beyond the University’s control. The University reserves the right to limit access to resources or programs, and to re-direct, to withdraw, or change, in whole or in part, any program, offering, or course, or to establish limits or requirements in such circumstances. The University undertakes to the best of its ability to enable students registered in affected programs to complete their degree requirements.

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

Notification of Disclosure to Statistics Canada
Under the federal Privacy Act, individuals can request access to their own, individual information held in federal information banks, including those held by Statistics Canada. The Federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the Statistics Act prevent the information from being disclosed in any way that would identify a student. Students who do not wish to have their information used are able to contact Statistics Canada to remove their identification and contact information from the national database.

Further information on the use of this information can be obtained from Statistics Canada’s website: http://www.statcan.ca. See also To the Postsecondary Sector, Centre for Education Statistics, 15th Floor, BHS, Courts Building, Tunney’s Pasture, Ottawa, K1A 0T3.
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 see 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 the one who asks 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 as both an intellectual and practical activity, according to Queen’s principles.
- The program considers that all teacher candidates should possess the literacy and critical skills associated with an educated person.
- The program promotes care as a central value in the profession of teaching, and reflects care as a fundamental pedagogical principle.
- The program integrates the following domains: 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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## Sessional Dates 2004-05

The Faculty of Education has made every effort to predict the effects on students' school placements which may occur because of school disruptions in the schools. Faculty is ready to make further changes if unforeseen situations develop. Such decisions will be made and announced by the Faculty as events evolve. However, the Faculty cannot be held responsible for situations which are beyond its control. Students should be prepared to be flexible if necessary.

### September 2004
- 6: Labour Day
- 7: Final term begins; registration for Conferences and final year Orientation students
- 8-10: Mandatory academic sessions
- 13-10: Classes
- 17: Last date to add or drop a Full or Full/Week course

### October
- 1: Classes
- 7: Thanksgiving Day (University closed)
- 20: Fall Conferences

### November
- 1-12: Classes
- 11: Remembrance Day (Classes cancelled 10:30/11:30 a.m.)
- 15-20: Practicum

### December
- 1-17: Practicum
- 6: Commencement Day
- 20-21: Holiday break

### January 2005
- 3-8: Classes
- 14: Final exams
- 17: Winter courses begin
- 20: Last date to add or drop a Winter course

### February
- 1-14: Classes
- 23: Holiday (University closed, Ven-Ontario)
- 21-28: Alternates Practicum

### March
- 1-10: Alternates Practicum
- 14-16: March break (no classes or Practicum)
- 21-28: Practicum
- 25: Holiday (University closed)

### April
- 1-13: Practicum
- 18-20: Classes

### June
- 9: Opening Convocation

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## Faculty 2004-05

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applequist, M.W.</td>
<td>Professor Emeritus of Education</td>
</tr>
<tr>
<td>Archibald, Valerie A.</td>
<td>Adjunct Lecturer of Elementary Physical &amp; Health Education Curricula</td>
</tr>
<tr>
<td>Baldwin, Susan E.</td>
<td>Associate Professor in Philosophy, Cross-appointed in Education</td>
</tr>
<tr>
<td>Bailey, T.C.</td>
<td>Professor Emeritus of Education</td>
</tr>
<tr>
<td>Balcer, M.L.</td>
<td>Associate Professor in Philosophy, Cross-appointed in Education</td>
</tr>
<tr>
<td>Bax, Sheryl</td>
<td>Associate Professor of Higher Education, Leadership and Cultural Studies</td>
</tr>
<tr>
<td>Bayes, William</td>
<td>Director of Social Program Diari um Group, Associate Professor of Education and Community Health and Epidemiology</td>
</tr>
<tr>
<td>Brans-Jofre, Rosa</td>
<td>Lecturer in History, Professor in History (Director of the Institute of Latin American Studies)</td>
</tr>
<tr>
<td>Bragg, Sheila</td>
<td>Assistant Professor of Cultural Studies</td>
</tr>
<tr>
<td>Bublak, Brian</td>
<td>Associate Professor in Psychology, Cross-appointed in Education</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cheng, Lining</td>
<td>Assistant Professor of Teaching English as a Second/Foreign Language</td>
</tr>
<tr>
<td>Chin, Peter M.K.</td>
<td>Associate Professor of Science Curricula</td>
</tr>
<tr>
<td>Christie, Catherine</td>
<td>Associate Professor of Science Curricula</td>
</tr>
<tr>
<td>Colgan, Lynda</td>
<td>Associate Professor of Mathematics Curriculum</td>
</tr>
<tr>
<td>Coté, Jean</td>
<td>Associate Professor of School of Physical and Health Education, Cross-appointed in Education</td>
</tr>
<tr>
<td>Crawford, D.H.</td>
<td>Professor Emeritus of Education</td>
</tr>
<tr>
<td>Dale, Elspeth M.</td>
<td>Associate Professor of Elementary Social Studies Curriculum</td>
</tr>
<tr>
<td>Duff, Jacoby</td>
<td>Professor of History, Cross-appointed in Education</td>
</tr>
<tr>
<td>Duff, James</td>
<td>Professor of History of Mathematics, Cross-appointed in Education</td>
</tr>
</tbody>
</table>

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**June 2004**
Both Technological Education routes follow the same admission procedures. First, applicants complete the appropriate application form and submit all required documents by the due dates. 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.

Entrants to the Technological Education option complete all program components as required. A mandatory Program Focus course, FOCI 213, Broad-Based Technological Education, is taken. The proof of competence required by the Ontario College of Teachers is taken as part of this course.

In the fall term, candidates are enrolled in a school practicum in a technological education classroom, as well as take curriculum and other courses in the period of attention to Technological Education. In the Winter term, candidates continue with courses at the Faculty and complete their technology Skills Practice in FOCI 213 in order to demonstrate technological competence and acquire further technological skills. There is a three-week practicum in an alternate setting, and a further three-week school placement 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 selected for Aboriginal candidates only.

Upon completion, candidates holding a previous university degree receive the Bachelor of Education degree and the Certificate in Qualification as a teacher, allowing them to teach in the Primary and Junior or Intermediate and Senior divisions, depending upon the 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 Certificate of Qualification, allowing them to teach in the Primary and Junior divisions.

The Aboriginal Teacher Education (ATE) program is designed as both community-based part-time and campus-based full-time. Community-based courses are adapted to local contexts and needs, and include Aboriginal perspectives. Balancing Aboriginal-specific and academic-centered learning with knowledge of the teaching/learning process and research on Aboriginal education, this combination of education-based components includes a course specific to Aboriginal education (FOCI 213), and practicum placements in First Nations schools. At the present time, the Diploma program is available only in the community-based option.

Admissions

Application for full-time campus-based studies in Aboriginal Teacher Education is made through the Ontario University Application Centre; application for part-time, community-based studies is made through the Aboriginal Teacher Education Office, Faculty of Education, Queen's University.

June 2004

Admission, Registration and Fees

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

- Candidates may complete some prerequisites to admission as exit requirements rather than entrance requirements.
- Applicants may be granted prerequisite equivalencies for skills such as fluency or functionality in an Aboriginal language.
- Applicants may be employed in the program if they meet the criteria for the Diploma, as determined by the Independent Review Panel.
- Aboriginal community representatives are involved in the selection process to recommend candidates to the program through letters of recommendation.
- Candidates must complete all components of their selected program option, Primary-Junior or Intermediate-Secondary. Those holding FOCI 213, Aboriginal Teacher Education, and are placed in a dedicated section of FOCUS 213, Theory and Professional Practice.
- Community-based courses are adapted to Aboriginal contexts.
- Candidates are placed in Aboriginal schools for a portion of the teaching practicum.
- Extended practicums for campus-based candidates are assigned to First Nations schools in Queen's University Faculty of Education community-based areas. Candidates in the campus-based program are normally expected to complete the program within two years; candidates in the community-based program must complete the program in one year.

Article in Community Education (ACE)

The Art in Community Education program is designed to integrate a student's work for employment as an artist educator within the traditional school environment and a broader community context. The program is offered in Arts, Education, and Social Studies faculties and is designed for students who are interested in teaching arts or social studies in schools.

The program focuses on developing the skills necessary to work with children and youth in a variety of educational settings, including schools, museums, and community arts centers. Students will gain experience in creating and delivering art education programs that are engaging and relevant to their students.

Requirements for admission are the same as for admission to the Primary-Junior and Intermediate-Secondary options. Five intermediate-level, the first two of which must be English, Drama, or Visual Arts. Admission to the program is based on a combination of academic achievement and an interview with the program coordinator.

June 2004

Admission, Registration and Fees

Selected candidates must be English, Drama, Music, or Visual Arts. In addition, applicants for admission to the Arts in Community Education program may be invited to an interview.

Concurrent Education students are also eligible to apply to the ACE program. Interested students should contact the Education Registrar's Office for application materials when they return their course selection forms.

The ABT, ATE, and ACE programs are offered in full-time campus-based and part-time community-based options. The program is designed to meet the needs of students who are interested in teaching arts or social studies in schools.

In the fall term, the three-week February-March practicum is spent in a situation related to the art form of the first course. The Winter term is spent in a situation related to the second course. The final practicum is spent in a situation related to the third course. The Winter term is spent in a situation related to the fourth course. The final practicum is spent in a situation related to the fifth course. The Winter term is spent in a situation related to the sixth course. The final practicum is spent in a situation related to the seventh course.

Outdoor and Environmental Education (OEE)

The Outdoor and Environmental Education Program is designed to facilitate integration of conventional teacher education and preparation for leading dynamic school and community-based outdoor-learning education programs. Candidates in this program are expected to develop an understanding of the importance of environmental education in the curriculum and to be able to design and implement effective outdoor education programs.

Admission

Applicants must meet the regular admission requirements for all B.Ed. candidates applying to the Faculty of Education. Successful candidates will be selected on the basis of their academic qualifications and suitability for the program. Concurrent candidates are also expected to be committed to the outdoor environment and to the goals of environmental education. Successful candidates will be selected on the basis of their academic qualifications and suitability for the program.

The program is designed to meet the needs of students who are interested in teaching outdoor education in schools and community-based settings. The program will provide students with the knowledge and skills necessary to design and implement effective outdoor education programs.

Admission

Application for full-time campus-based studies in Outdoor and Environmental Education is made through the Ontario University Application Centre; application for part-time, community-based studies is made through the Outdoor and Environmental Education Office, Faculty of Education, Queen's University.

June 2004

Admission, Registration and Fees

Selected candidates must be English, Drama, Music, or Visual Arts. In addition, applicants for admission to the Arts in Community Education program may be invited to an interview.

Concurrent Education students are also eligible to apply to the ACE program. Interested students should contact the Education Registrar's Office for application materials when they return their course selection forms.

The ABT, ATE, and ACE programs are offered in full-time campus-based and part-time community-based options. The program is designed to meet the needs of students who are interested in teaching arts or social studies in schools.

In the fall term, the three-week February-March practicum is spent in a situation related to the art form of the first course. The Winter term is spent in a situation related to the second course. The final practicum is spent in a situation related to the third course. The Winter term is spent in a situation related to the fourth course. The final practicum is spent in a situation related to the fifth course.
Programs of Study

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

Curriculum Candidates must complete the equivalent of 2.5 (Primary-Junior) or 4.0 (Intermediate-Senior) credits in Curriculum.

Electives Primary-Junior candidates must complete at least one half-credit elective from the Educational Studies, Foundations, or Program Focus area. Intermediate-Senior candidate must complete two half-credit electives — one from the Program Focus area and one from the Educational Studies or Foundations area.

Foundations Candidates must complete one half-credit course in Foundations.

Professional Studies Candidates must complete one half-credit in Professional Studies, comprised of two required quarter credit courses, PROF 100, Critical Issues and Policies, and PROF 190/191, Theory and Professional Practice.

Practicum All candidates take PRAC 190, which consists of a ten-week school placement in the Fall term, a three-week alternate placement in the Winter term, and a further three-week school placement in March/April.

Note: Program components are subject to change without notice.

Primary-Junior Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>2.5</td>
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<tr>
<td>CURE 355/0.5 Language</td>
<td></td>
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<tr>
<td>CURE 355/0.5 The Arts</td>
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<tr>
<td>CURE 355/0.5 Mathematics</td>
<td></td>
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<tr>
<td>CURE 355/0.25 Social Studies</td>
<td></td>
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<tr>
<td>CURE 355/0.25 Science and Technology</td>
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<tr>
<td>CURE 355/0.25 Physical and Health Education</td>
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</table>

Elective One course to be selected from EDST, FOCI, or FOUN

Foundations 0.5 credit

Intermediate-Senior Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PROF 100/100</td>
<td>Critical Issues and Policies</td>
</tr>
<tr>
<td>PROF 190/191</td>
<td>Theory and Professional Practice</td>
</tr>
</tbody>
</table>

Total Requirement for Intermediate-Senior 5.0 credits

Note: Program components are subject to change without notice.

Technological Education Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURE 356/1.0 Teaching Technological Education</td>
<td></td>
</tr>
<tr>
<td>CURE 356/1.0 Curriculum Development in Technological Education</td>
<td></td>
</tr>
</tbody>
</table>

Elective 0.5 credit

Foundations 0.5 credit

Program Focus FOCUS 100/100 Foundation-Based Technological Education 0.5 credit

Professional Studies PROF 100/100 Critical Issues and Policies PROF 190/190 Professional Practice

Practicum 1.0 credit PRAC 190 Final Year Concurrent and Consecutive Practicum

Total Requirement for Technological Education 5.0 credits

Note: Program components are subject to change without notice.

Concurrent Teacher Education

In cooperation with the Faculty of Arts and Science at Queen’s University, and 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 programs in Arts and Science are offered in Arts and Science, Science and Technology, and Arts and Business.

Admission Requirements
Applicants must have completed the following courses: 4U Mathematics, 4U English, and 4U Science.

Admission Requirements — Concurrent Program Admission is based on the general requirements and the Teaching-related background of all candidates. Prospective candidates are therefore encouraged to enter either the Bachelor of Arts or Science at Queen’s University, or the Bachelor of Music program at Trent University.

Program Components and Format
The Concurrent B.Ed. degree requires the successful completion of 7.0 credits in Education. The program includes at least seven weeks of school placement in the first three years, and at least seven weeks of school-based and alternate placements in the final year.

Concurrent Intermediate-Senior Option Structure

<table>
<thead>
<tr>
<th>Year</th>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 (Fall)</td>
<td>PROF 110 Introduction to Teaching</td>
<td>0.25</td>
</tr>
<tr>
<td>Year 1 (Winter)</td>
<td>PROF 111 Introduction to Curriculum</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PRAC 111 Experiences in Schools</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Note: Concurrent Program components are subject to change without notice.

Intermediate-Senior Transition Plan

- Candidates entering year 1, 2, or 3 of the program in the fall of 2004 take the courses for their year noted under Concurrent Intermediate-Senior Option Structure.
Teacher Testing
The Ontario Ministry of Education has instituted the Ontario Teachers' Qualifying Test (OTQT), which each newly graduated teacher must pass prior to becoming certified as a teacher in Ontario. The Faculty disclaims any responsibility for its graduate's success failure in this test.

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

The academic regulations governing these courses are in most cases the same as for courses in the B.Ed./D.L. program and are found in other sections of this Calendar. It is expected that any candidate registering in these courses will be familiar with both the College of Teachers' regulations and those of this Faculty.

Requirements
Candidates requiring requirements 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 contained in Regulation 384 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
- Hold or be deemed to hold a Certificate of Qualification;
- Hold an acceptable university degree.

Junior Division
- Hold or be deemed to hold a Certificate of Qualification;
- Hold an acceptable university degree.

Intermediate Division
- Hold or be deemed to hold a Certificate of Qualification;
- Hold an acceptable university degree.

Additional Division
- Hold or be deemed to hold a Certificate of Qualification;
- Hold an acceptable university degree.

NON-HONOUR SPECIALIST
- Hold or be deemed to hold a Certificate of Qualification;
- Hold a degree of Bachelor of Arts, or Bachelor of Science from an Ontario university in a program:
  - that requires four years of university study, or the equivalent thereof, in a total of at least forty university credits (30 full courses) and
  - the candidate has obtained at least second class or equivalent standing (B average) in at least twenty-seven credits (12 full courses) in the subject for which the candidate seeks certification or.
- Hold qualifications the College considers equivalent to the qualifications referred to in 3.2.1.

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

B. HONOUR TECHNOLOGICAL STUDIES SPECIALIST
- Hold an Ontario Secondary School Diploma (OSSD) or have successfully completed the equivalent of one year of full-time study in a program for which an OSSD is equivalent for admission:
- Provide evidence of at least two years of successful teaching experience including at least one year in Ontario in a technological education, certified by the appropriate supervisory officer:
- 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.

C. PRINCIPAL'S QUALIFICATIONS PROGRAM
- Hold a Certificate of Qualification indicating successful completion of Part 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.
Program of Study

June 2004

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 professional and academic studies. Three fields of study are offered: Curriculum Studies, Cognitive Studies, and Cultural and Policy Studies. Course work and research emphasis the application of knowledge to teaching and learning, and the development of students as professional teachers with a strong scholarly knowledge base.

Curriculum Studies includes the exploration of all aspects of curriculum, including the intended curriculum, the enacted curriculum, the learned curriculum, and the relationships among these constituents of curriculum. Cognitive Studies examines the psychological foundations of human learning and development. The domain encompasses both the mental processes of the individual learner and the situated contexts of learning. It focuses on processes by which people learn to think, reason, solve problems, and make meanings. Cultural and Policy Studies examines, from a cultural perspective, the implications of the social, cultural, philosophical, historical, and political contexts for education, in its broadest sense, and for institutional policies and practices. Normally, full-time students can anticipate needing between eighteen and twenty-four months in order to complete the degree. Most full-time students will find it possible to complete all course work within the three terms of their full-time year, and to have begun work on the thesis in Project. Thesis or project work can be completed in additional terms either on-campus or off-campus. All students are required to complete the degree requirements within five years of initial registration. The minimum period of completion of the course necessary for graduation is 12 months for full-time students and 24-28 months (dependent upon choice of a Master's thesis or Master's Project) for part-time students (evening and/or summer).

Admission Requirements

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

- Professional experience, a B.S.ed. degree or its equivalent, and a minimum of a B- average in a Bachelor's degree in its equivalent.
- A B.A. degree, and a minimum of a B- average in an Honours Bachelor's degree or its equivalent.
- A B.Ed. degree, and a minimum of a B- average in a Bachelor's degree or its equivalent.

Applicants whose native languages do not include English must obtain a score of 900 or more on the Test of English as a Foreign Language (TOEFL). To be competitive, applicants should also achieve a minimum of 4.5 on the Test of Written English (TWE).

Special Admission Requirements

Each year, up to five full-time students may be admitted who have demonstrated exceptional ability to undertake research. These applicants need not have previous teaching experience, but must present 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 1 (full-time), with a number of graduate faculty. The program of study may require more than the normal full course, and may include courses not listed in the program of the Faculty of Education. The program of study must be approved by the Graduate Study and Research Committee of the Faculty of Education. In some circumstances, the application can be completed in two years.

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

Degree Programs

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 policy, and learning, within and beyond the traditional formal school systems. To achieve these researches and professionals regarding the fields of curriculum studies, cultural and policy studies, and

June 2004

Program of Study

24

June 2004

Course 25

Courses

Course Weight and Numbering

The course weight is assigned as a full, half, or quarter credit. The course weight follows the course number preceded by an asterisk. For example, CWR 305/0.5 is a full course, FOME 455/0.5 is a half course, and FOME 190/0.25 is a quarter course. The course number (e.g., 300 or 455) does not denote any particular year of study or academic level.

Curriculum

PRIMARY/JUNIOR

Note

There is an overall 900 learning materials charge for Primary/Junior Curriculum courses. Payment is to be made by certified cheque or money order.

CWR 315/0.5 Language and Literacy: Development and Practice (Primary-Junior)

Intended to foster an understanding of the role of language in learning. Participants require an awareness of the implications of this understandings for curriculum planning. Candidates become familiar with Ministry of Education and Learning follow-up as well as teaching strategies and materials reflecting current practice in the language arts. Teacher candidates are encouraged to develop a personal philosophy of language arts education based on educational and current issues, and observation of children in schools.

CWR 310/0.5 The Arts (Primary-Junior)

The arts present unique and powerful ways of learning, knowing, creating, and expressing. As such, they have a critical role to play in education. This course prepares teacher candidates to include two of drama, music and visual art in the curriculum.

CWR 313/0.5 Elementary Mathematics (Primary-Junior)

Designed to help beginning teachers to: i) examine how children learn mathematics; ii) develop a positive attitude toward 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 instructional curriculum, and v) establish a classroom environment that supports children's learning of mathematics. Models experiences that help teacher candidates to construct personal knowledge of mathematical techniques, skills and processes through meaningful opportunities to learn (including the application of information technology).
CURR 369/70.5 Teaching Technological Education, Part 1 (Technological Education Internship students only)

Effective teachers are able to encourage students' learning by using teaching methods and activities that involve students in meaningful intellectual growth. Readings, discussions, and activities give the candidate an opportunity to examine knowledge of educational research with experience in order to understand and practice effective classroom teaching. Provides an introduction to lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student behavior. Emphasizes the candidate's role as an active, reflective learner, with the nature of educational technology as a coordinating theme. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials $30.

CURR 361/40.5 Teaching Technological Education, Part 2 (Technological Education Internship students only)

Effective teachers are able to encourage students' learning by using teaching methods and activities that involve students in meaningful intellectual growth. Readings, discussions, and activities give the candidate an opportunity to examine knowledge of educational research with experience in order to understand and practice effective classroom teaching. Provides an introduction to lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student behavior. Emphasizes the candidate's role as an active, reflective learner, with the nature of educational technology as a coordinating theme. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials $30.

CURR 263/1.0 Music — Instrumental (Intermediate/Secondary)

Designed to prepare candidates to teach instrumental music in the intermediate and senior grades. Music at this level is very effectively taught by specialist teachers with considerable musical background, ability and professional experience. Reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic responses to music as stated in the Ontario Ministry of Education guidelines.

CURR 267/1.0 Teaching Technological Education

Effective teachers are able to encourage students' learning by using teaching methods and activities that involve students in meaningful intellectual growth. Readings, discussions, and activities give the candidate an opportunity to examine knowledge of educational research with experience in order to understand and practice effective classroom teaching. Provides an introduction to lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student behavior. Emphasizes the candidate's role as an active, reflective learner, with the nature of educational technology as a coordinating theme. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials $10.

CURR 263/2.0 Curriculum Development in Technological Education

The ability to teach effectively depends largely on the teacher's ability to act as a curriculum planner for both long and short term planning.

Eduational Studies

Eduational Studies courses are intended to develop professional knowledge and skills in specialized areas at the operational level. These courses include courses in the Arts and Social Science Field, Business, and Technology fields. Courses are available for both full-time and part-time students. These courses are available to Intermediate and Technological Education students only.

EDST 466/3.3 Open Country Exploration (Field)

An activity-based recreation program, this course involves undertaking a variety of challenges in a number of all-weather, outdoor settings. Activities, adjusted to suit all readiness levels, occur in various outdoor locations and under a variety of weather conditions. This course covers how educational experiences in the outdoors contribute to the development of knowledge, skills, and abilities necessary for success in the classroom setting. Some sessions may be extended in time to accommodate increases in the number of outdoor activities and travel time. Food and transportation included.

EDST 467/3.3 Outdoor and Environmental Education, Practice and Theory (Field)

Field courses in professional growth in outdoor and environmental education. Involves a series of adventures in environmental and personal growth experiences blended into the study of practice and theories of environmental education. Applicability to the teaching of all subjects is desirable and extend beyond classroom boundaries. Some sessions may be extended in time to accommodate increases in the number of outdoor activities and travel time. Food and transportation included.

EDST 468/3.3 Classroom Assessment Practices – Elementary (Field)

Candidates are required to plan and organize activities that are shaped by assessment activities: teacher as monitor, guide, accounth and reporter. Develop expertise in planning and conducting assessment sessions in at least one of these roles and challenges candidates to integrate new learner-centered and growth-oriented approaches to assessment into their thinking and professional practice. Field work is an integral part of the course. Topics include: observations, portfolios, journals, tables of specifications, teacher-made tests, standardized tests, Ministry rubrics, and growth-oriented rubrics, as well as peer assessment, self assessment, and student-led conferencing.

EDST 469/3.3 Classroom Assessment Practices – Secondary (Field)

Candidates are required to plan and organize activities that are shaped by assessment activities: teacher as monitor, guide, accountant and reporter. Develop expertise in planning and conducting assessment sessions in at least one of these roles and challenges candidates to integrate new learner-centered and growth-oriented approaches to assessment into their thinking and professional practice. Field work is an integral part of the course. Topics include: observations, portfolios, journals, tables of specifications, teacher-made tests, standardized tests, Ministry rubrics, and growth-oriented rubrics, as well as peer assessment, self assessment, and student-led conferencing.

EDST 471/2.5 Educational Uses of the Environment (Field)

Course participants are limited to 20 who are willing to be paired for the experience. Students are required to enroll in this course in the Fall term of the academic year. This course is available for students in the environmental education program only. Field work is an integral part of the course. Topics include: observations, portfolios, journals, tables of specifications, teacher-made tests, standardized tests, Ministry rubrics, and growth-oriented rubrics, as well as peer assessment, self assessment, and student-led conferencing.

CURR 362/3.0 Principles and Programs in Environmental Education

Examine issues relating to environmental education and its role in the environment and lifestyle. Course work includes a variety of activities with the natural dimension of a half day experience. Topics vary in length to provide a mix of activities within the natural dimension of a half day experience.

EDST 442/3.5 Theatre as a Language (Intermediate/Secondary)

Designed to introduce students to the field of English as a second language. Emphasizes the candidate's role as an active, reflective learner, with the nature of educational technology as a coordinating theme. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials $20.

EDST 443/1.0 Adult Literacy

Examine literacy instruction at the Intermediate and Senior levels. Addresses the issue of how to integrate basic literacy skill placement into the curriculum. The following topics are examined from a theoretical and an
be sufficiently flexible to meet the needs and interests of students in each of their specific disciplines. Activity for fee covers costs associated with visiting artists and special event costs.

FOCI 253/0.5 Coop Education, Career Education, and the Workplace (P)
The new Ontario Secondary School curriculum promotes workplace preparation through a variety of education and career options. Coop education credits are given for working and learning in workplace settings, and career education is a required course in grade ten. Teacher candidates explore the components of secondary education and their relation to teacher advising programs. During the alternate practicum, teachers help students gain firsthand experience of co-op education, career education, and links to the workplace. Most of this course is delivered on-line.

FOCI 281.0.5 Drama in Education
Exploring the exciting possibilities for incorporating dramatic experiences into the school curriculum. The course takes a three-pronged approach: the teaching of drama as an art form, the integration of drama into other aspects of the curriculum, and the performing of original works of theatre for young audiences. The February practicum placement may be in a regular classroom, a specialized drama education program, or an alternative setting such as museum or theatre training programs. It is also possible for several members of this focus to work together during the February practicum, presenting workshops or performances in schools. Learning materials.

FOCI 283.0.5 Early Primary Education (P)
Building on their: prior knowledge and understandings, teacher candidates study the learning of early primary students (from kindergarten to grade two) and what makes the transition from preschool to elementary schools. Professional readings, research, and workshops are related to psychological experiences in a primary classroom (Fall term) and in a school, or an alternative setting (Winter term).

FOCI 289/0.5 Nature-based Environmental Education (P)
Focusing on understanding the concepts and approaches of the natural environment, and examining ways to incorporate the natural world into teaching and learning. This course introduces a wide variety of resources, including outdoor education programs, nature studies, and other environmental education programs. It is a three-week practicum, which includes a field trip to a local nature preserve.

FOCI 342/0.5 Evidence-Based Practice in Language and Literacy (P)
This course, offered in association with the Canadian Language and Literacy Research Network (CLL), examines evidence-based practices in the field of language and literacy. The course is designed to help students develop critical thinking skills and to evaluate the research behind various literacy interventions. Themes may include language acquisition, language development, and the use of technology in language instruction. The course includes a final project that requires students to design and implement a literacy intervention.

FOCI 349/0.5 Writing in English, French, and other languages (P)
This course focuses on the writing process in English, French, and other languages. It is designed to help students develop strong writing skills in different contexts, including academic, professional, and personal writing. The course covers the processes of planning, drafting, and revising, as well as the different types of writing, such as expository, persuasive, and creative writing.
**FOCI 270.83 Resource-Based Teaching and Learning (P/B)**
Resource-based teaching and learning involve students actively in the meaningful use of appropriate print, non-print, electronic, and human resources and provide students with learning activities and resources which suit their interests and learning styles. Emphasis is placed on using students' existing knowledge, learning skills, and learning strategies to enhance their learning. Courses include an emphasis on: (a) principles of resource-based teaching and learning, (b) the role of technology in teaching and learning, and (c) the use of digital tools to support learning.

**FOCI 275.03 School Leadership (P/B)**
Intended for candidates interested in seeking positions of school leadership, this course provides an overview of the role of the principal. Topics include: leadership theory and practice, management and administration, and case studies of successful school leadership.

**FOCI 280.03 Schools, Learning, and Telecommunications Education (P/B)**
This course explores the role of telecommunications, media, and technology in schools and examines how these technologies can be used to support learning and teaching.

**FOCI 282.03 Teaching English as a Second Language (P/B)**
Designed for pre-service teachers, this course focuses on teaching English as a second language (ESL) or a foreign language (FL), including assessment, instruction, and curriculum development. Candidates will develop strategies for teaching English as a second language to students who are English language learners.

**FOCI 290.03 Teaching Exceptional Children and Adolescents (P/B)**
Addresses exceptional children and adolescents, including those with special needs, disabilities, and at-risk populations. Candidates will learn about the theories and practices for teaching these students.

**FOCI 415.03 Comparative Education – Canadian Education in Comparative Perspective (P/B)**
Examines the development of education in Canada from an international perspective, considering the factors that have influenced the growth and development of education in the country.

**FOCI 416.03 Catholic Education (P/B)**
Designed to introduce candidates to the Catholic education system in Canada. Topics include the role of the Catholic Church in education, the history of Catholic education in Canada, and the challenges facing Catholic schools today.

**FOCI 441.03 Issues in Grouping and Evaluation (P/B)**
Provides an overview of the issues related to grouping and evaluation, including the effects of grouping on student achievement and the role of standardized tests in education.

**FOCI 450.03 Summer School for Teachers (P/B)**
Designed for teachers interested in teaching during the summer months. Candidates will learn about the unique challenges and opportunities of teaching in a summer school setting.

**FOCI 455.03 Philosophy of Professional Practice (P/B)**
Credits count towards the Philosophy of Education major. This course examines the nature of knowledge and the nature of truth, and explores the role of the teacher in shaping the learning environment.

**FOCI 460.03 School, Community, and Society (P/B)**
Examines the role of schools in society, including the relationship between schools and communities, and the impact of societal changes on education.

**FOCI 465.03 School and Community (P/B)**
Explores the relationship between the school and its community, including the role of schools in addressing community needs and issues.

**FOCI 585.03 Teaching Special Education (P/B)**
Provides a survey of the field of special education, including the legal, ethical, and societal issues that impact the education of students with special needs.

**FOCI 590.03 Teaching for Social Justice (P/B)**
Focuses on the role of educators in promoting social justice in the classroom. Candidates will learn about the history and theory of social justice education, and how to apply these concepts in their teaching.

**FOCI 595.03 Teaching Mathematics (P/B)**
Focuses on the teaching of mathematics, including the development of mathematical thinking, problem-solving skills, and the use of technology in teaching mathematics.

**FOCI 596.03 Teaching English as a Second Language (P/B)**
Provides an in-depth exploration of the challenges and opportunities of teaching English as a second language, including the role of language in cultural and social contexts.

**FOCI 600.03 Teaching the Gifted (P/B)**
Explores the nature and characteristics of gifted learners, and how to develop effective teaching strategies for these students.

**FOCI 605.03 Learning Disabilities (P/B)**
Focuses on the identification and assessment of students with learning disabilities, and how to develop effective instruction for these students.

**FOCI 610.03 Teaching in Special Needs Education (P/B)**
Examines the role of teachers in teaching students with special needs, including the legal, ethical, and societal issues that impact this field.

**FOCI 615.03 Teaching for Social Justice (P/B)**
Focuses on the role of educators in promoting social justice in the classroom. Candidates will learn about the history and theory of social justice education, and how to apply these concepts in their teaching.

**FOCI 620.03 Learning Disabilities (P/B)**
Focuses on the identification and assessment of students with learning disabilities, and how to develop effective instruction for these students.

**FOCI 625.03 Teaching in Special Needs Education (P/B)**
Examines the role of teachers in teaching students with special needs, including the legal, ethical, and societal issues that impact this field.

**FOCI 630.03 Teaching in Social Studies (P/B)**
Focuses on the teaching of social studies, including the development of critical thinking skills, and the role of teachers in promoting civic engagement.

**FOCI 635.03 Teaching in the Arts (P/B)**
Focuses on the teaching of the arts, including music, visual arts, and drama, and how to develop effective instruction for these subjects.

**FOCI 640.03 Teaching in Science and Technology (P/B)**
Examines the role of teachers in teaching science and technology, including the development of scientific thinking, and the use of technology in teaching science.

**FOCI 645.03 Teaching in Physical Education (P/B)**
Focuses on the teaching of physical education, including the development of physical fitness, and the role of teachers in promoting healthy lifestyles.

**FOCI 650.03 Teaching in English as a Second Language (P/B)**
Focuses on the teaching of English as a second language, including the development of language proficiency, and the role of teachers in promoting literacy in second language learners.

**FOCI 655.03 Teaching in Special Needs Education (P/B)**
Examines the role of teachers in teaching students with special needs, including the legal, ethical, and societal issues that impact this field.

**FOCI 660.03 Teaching in the Humanities (P/B)**
Examines the role of teachers in teaching the humanities, including the development of critical thinking skills, and the role of teachers in promoting artistic expression.

**FOCI 670.03 Teaching in the Social Sciences (P/B)**
Examines the role of teachers in teaching the social sciences, including the development of critical thinking skills, and the role of teachers in promoting social justice.

**FOCI 675.03 Teaching in the Natural Sciences (P/B)**
Examines the role of teachers in teaching the natural sciences, including the development of scientific thinking, and the role of teachers in promoting environmental awareness.

**FOCI 680.03 Teaching in the Humanities (P/B)**
Examines the role of teachers in teaching the humanities, including the development of critical thinking skills, and the role of teachers in promoting artistic expression.

**FOCI 685.03 Teaching in the Social Sciences (P/B)**
Examines the role of teachers in teaching the social sciences, including the development of critical thinking skills, and the role of teachers in promoting social justice.

**FOCI 690.03 Teaching in the Natural Sciences (P/B)**
Examines the role of teachers in teaching the natural sciences, including the development of scientific thinking, and the role of teachers in promoting environmental awareness.

**FOCI 695.03 Teaching in the Humanities (P/B)**
Examines the role of teachers in teaching the humanities, including the development of critical thinking skills, and the role of teachers in promoting artistic expression.
Practicum

PRAC 113/125 Experiences in Schools I (Concurrent Year 1) (P/B)
The equivalent of two full weeks in schools, with half the time spent in a primary/intermediate setting, and half in an intermediate (grade seven to eight) setting. The format is to be very flexible, but pre-planned. For example, candidates may choose to do a series of half-days, or two full-weeks, or a combination of half-days, full-days and/or full weeks. Full-time weeks may be during the fall or winter reading weeks, or if necessary, at the end of the year in May, or a reasonable combination of any of these options.

PRAC 116/126 Experiences in Schools II (Primary-Junior) (Concurrent Year 2)
The equivalent of two full weeks in an elementary setting. The format is very flexible. For example, candidates may choose to do a series of half-days, or two full weeks, or a combination of half-days, full-days and/or full weeks. Full-time weeks may be during the fall or winter reading weeks, or if necessary, at the end of the year in May, or a reasonable combination of some of these options.

PRAC 111/121 Experiences in Schools III (Intermediate-Senior) (Concurrent Year 3)
The equivalent of three full weeks in an intermediate/senior setting. The format is to be very flexible but pre-planned. For example, candidates may choose to do a series of half-days, or two full weeks, or a combination of half-days, full-days and/or full weeks. Full-time weeks may be during the fall or winter reading weeks, or if necessary, at the end of the year in May, or a reasonable combination of some of these options.

PREREQUISITE: PRAC 112 or 116

Professional Studies

PROF 101/0.25 Critical Issues and Policies (Primary-Junior) (Concurrent Year 1)
Course begins with an introduction to issues and policies that are critical for beginning and experienced teachers in the classroom. It includes candidates to build on their experiences in classrooms and associate schools, to learn about their legal rights and responsibilities as teachers, about adapting instruction for exceptional learners, and about equity issues the teachers will face in Provincial and Roman schools.

PROF 102/0.25 Introduction to Teaching (Concurrent Year 1) (P/B)
Full term, 15 hours. Current issues in education, introduction to professionals, reflective practice, introduction to classroom management, beginning teachers: understanding the teaching process, understanding roles and responsibilities of first-year teachers, understanding classroom management and understanding equity issues. (May be pre-planned and delivered online).

PROF 103/0.25 Introduction to Curriculum (Concurrent Year 1) (P/B)
Weekly term, 15 hours. Basic introduction to lesson planning, unit and course curriculum planning, report cards, reporting to parents, introduction to curriculum documents, and preparation of professional portfolio to date.

PROF 120/0.25 Critical Issues and Policies (Primary-Junior) (Concurrent Year 3)
Deals with issues and policies that are critical for beginning and experienced teachers at the primary and junior levels. 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.

PROF 125/0.25 Professional Development (Intermediate-Senior) (Concurrent Year 2)
Deals with issues and policies that are critical for beginning and experienced teachers at the intermediate and senior levels. 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.

PROF 129/0.25 Theory and Professional Practice (Primary-Junior) (Concurrent Year 1)
Course 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 practices from one’s own perspective and that of experienced teachers, fellow teacher candidates, and relevant educational literature.

PROF 135/0.25 Theory and Practical Professional Practice (Primary-Junior) (Concurrent Year 2)
Course 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 practices from one’s own perspective and that of experienced teachers, fellow teacher candidates, and relevant educational literature.
Regulations and Policies

The Dean of the Faculty, in consultation with the Faculty Board, may at any
time, exercise the discretion of the Dean's Office to ensure that all can-
didates for the Bachelor of Education degree, the Diploma in Education, and
the Certificate of Qualification conform satisfactorily with the general professional
and ethical requirements of teachers.

Professional Conduct

All teacher candidates in the Bachelor of Education and diploma in Educa-
tion programs are expected to develop and demonstrate the attributes and
behaviors of a professional teacher. During the course of their practicum
placements (including the practicum and the Concurrent program's practic-
urn), candidates must maintain the highest standards of conduct. In addi-
tion, all teacher candidates are accountable for their actions in relation to pupils,
parents or guardians; teaching and school system officials; including Ministry
officials; teachers' professional organizations; faculty, staff and fellow
teacher candidates of the Faculty of Education; and, faculty, staff and other
students of Queen's University. Faculty of Education policies and procedures
as well as general policies and procedures of the university will be
implemented. These attributes and behaviors are expressed in the following:

- Standards of Practice for the Teaching Profession (Ontario College of
  Teachers, 1999).
- Ethical Standards for the Teaching Profession (Ontario College of
  Teachers, 2009).
- Education Act (Revised Statutes of Ontario, as amended).
- Regulation 29B:28 of the Ontario College of Teachers (Revised Regula-
tions of Ontario, as amended).
- Regulations Under the Teaching Profession Act, Sections 13 through 18.

Teacher candidates who fail to maintain a professional standard may be
advised a failing grade in the practicum regardless of other factors to be
considered in the evaluation of practical performance, and may be
required to withdraw from the program. The Associate Dean(s) or delegate
makes such decisions after consultation with appropriate persons involved
in the case, and after a hearing with the candidate. Teacher
candidates may appeal such decisions to the Dean.

Academic Dishonesty

All forms of academic dishonesty are considered serious offenses within
the University community and a student who commits such an offense
runs the risk of being faced with sanctions including a failure in the course or a
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 fabrica-
tion, data, cheating, or the uttering of false statements relating to academic
work. Dishonest practices are stifled when students are willing to work
on their own, or in part by someone else if it were one's own.

Plagiarism should be distinguished from cooperation and collaboration.
Often, students may be permitted or expected to work on assign-
ments collaboratively and, to the present the results either collectively or
respectively. This is not a problem so long as it clearly understood whose
work is being presented, for example, by way of formal acknowledgment
or by formulating the following: the following are some examples of academic
dishonesty. As it is not possible to cover every circumstance of academic
dishonesty or plagiarism, this list should be considered as a guide only.

Examples:

- Impersonating someone as an exam 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.
- Lahar or false data. Field Research Reports
- Copying a laboratory or field report, or allowing someone else to copy
  your report.
- Using another student's paper unless specifically allowed by the in-
  structor and 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 a
  laboratory or field report, research report, thesis, or publication without
  acknowledgment. (For additional information refer to the Code of
  Research Ethics, Queen's University, vol. 1, 1990). or
- Fabricating or falsifying laboratory or research data.
- Essays and Assignments
- Submitting 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 purpose of plagiarism.
- Using direct quotations or large sections of paraphrased material with-
  out 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.
- Unauthorized removal from the library or of other college's or
  university's material.

Official Documents

- Altering, tampering or erasing other official documents relating to student
  records.
- Misrepresenting one's credentials.
- Cheating or altering letters of reference.
- Individual instructors or academic units will normally point out in a
  specific course or program whether use of this code implies non-
  compliance with the regulations and procedures for students.
- Any recommendation for suspension or dismissal must be forwarded to
  the Senate for approval.
- In general, serious academic misconduct does not infringe on the
  rights of other members of the University community and conforms to the
  regulations of the University and its subordinate faculties and to the laws of
  the land. Hence it must be emphasized that the University's system of
  academic discipline should not be regarded as a substitute for the civil
  or criminal law but rather as a complementary system that may be derived
  normally from our own system of a clearly distinguishable criminal
  system. The following is a list of examples of academic misconduct
  within the University community:

  a) repetition of previously failed grades in the University.
  b) failure to comply with the standards of conduct of the University as


The findings of academic dishonesty must be reported, in writing, to the
Faculty Registrar's Office. Where a case of academic dishonesty is suspected:

- The instructor may deal with it by assigning other work or a lower grade, as
  judged appropriate.
- If the matter is more serious than those penalties would justify, the
  instructor shall refer the case to the Associate Dean who may assign a
  Fail in the course (even if the instructor would withdraw for failure with
  a grade).
- Where the above sanctions are deemed inadequate, the Associate Dean
  in conjunction with the Professional and Student Committees of Faculty
  Senate may impose appropriate sanctions, such as withdrawal of the
  year, and may recommend to the Faculty Board that the student be required
to withdraw from the Faculty of Education and in such a recommendation
  to the Senate. Penalties imposed by the Professional and Student Com-
  mittees are communicated to the student in the case of the suspected academic
dishonesty, set out the evidence on which the allegation is based, note the
  possible penalties, and give the student opportunity to respond. The student
  must be advised, in writing, of the opportunity to appeal to the Associate
  Dean.
- The student and instructor must be notified in writing of any hearing
  before the committee (whether the Professional Student Committee, Faculty
  Senate, or Senate), invited to appear at the hearing, and advised of the
  right to have representation at the hearing. Consequences of the
  procedures, 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:

- The student will first take the matter informally with the instructor
  who made the decision, in order to ensure that the instructor is aware of all
  the facts which the student believes to be pertinent to the decision. This
  should be done as soon as possible and must be done within two weeks
  of the decision having been communicated to the student. The instructor
  will give the decision or the decision as soon as possible, and normally will
do so within two weeks of receiving the additional information the student
  has presented.
- If the student is not satisfied with the decision, an appeal may be made
to the Associate Dean. This appeal must be written in no later than two
  weeks of the decision communicated to the student by the instructor.
  The student should attach the copy of all relevant documents in order to
  provide complete information. The Associate
  Dean will inform the student in writing of the decision, normally
  within two weeks of receipt of the written appeal.
- If the student is not satisfied with the decision reached by the Associate
  Dean, the next stage of review lies with the Professional and Student
  Committees. The student shall seek approval in writing to the Professional
  and Student Committee 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 which involve a recommendation to withdraw on
  grounds of academic dishonesty. In such cases the Faculty Board will make a

remedion to Senate. After all internal avenues of appeal have been
exhausted, an appeal may be made to the Gouverneur and Grievance
Distribution of Test Grades and Regulations of the University or any
of the authorized rule-making body within the University.

- If the student is not satisfied with the decision, an appeal may be made
to the Associate Dean. This appeal must be written in no later than two
weeks of the decision communicated to the student by the instructor.
  The student should attach the copy of all relevant documents in order to
  provide complete information. The Associate
  Dean will inform the student in writing of the decision, normally
  within two weeks of receipt of the written appeal.
- If the student is not satisfied with the decision reached by the Associate
  Dean, the next stage of review lies with the Professional and Student
  Committees. The student shall seek approval in writing to the Professional
  and Student Committee 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 which involve a recommendation to withdraw on
  grounds of academic dishonesty. In such cases the Faculty Board will make a

students, or a member of the University community, in the A.M.S. or G.S.S.,
  or of any other University organization.
- A number of any future academic
- If 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, misrepresentation of University
  documents to a violation of the rights or expectations of the University
  community. Any reprimand or express or implied threat of reprimand in
  writing, or making or presenting a complaint, does not constitute a violation
  of the rights or expectations of the University community. Any reprimand
  or express or implied threat of reprimand in writing, or making or presenting
  a complaint, does not constitute a violation of the rights or expectations of
  the University community. Any reprimand or express or implied threat of
  reprimand in writing, or making or presenting a complaint, does not constitute
  a violation of the rights or expectations of the University community.
Course Requirements

Instructors will provide candidates with a written description of course requirements and exam and assignment evaluation at the beginning of the course. Candidates are expected to fulfill requirements as described in course outlines in order to be successful in their courses.

Grading System

1. At the beginning of each course, instructors will provide a clear statement of the basis on which the final grades are assigned. The term work, expected the weight, and the weight of any examinations will contribute to the final grade. Students’ progress in courses and performance will be monitored under the Procedures for Monitoring and Reporting on Teacher Candidate Progress.

2. The grades for all courses or components of the B.Ed. and Dip. Ed. programs are:

   A
   B
   C
   D
   E
   F

3. The grades are recorded only for those courses or components, which the Faculty Board has determined, that are not to be graded.

4. The Incomplete (I) is a temporary designation, which is used when, in the judgment of the instructor, the candidate merits an extension of time for the completion of a course. At the end of the course, the instructor will complete an Incomplete Grade Statement indicating work to be completed and the due date with a copy provided to the candidate and the Faculty Register. Both the instructor and candidate must sign the Incomplete Grade Statement. The Incomplete (I) is automatically converted to Final grade.

5. If a candidate has successfully completed the course by the time specified, or in any case, no later than twelve calendar months from the original completion date of the course, the Program Coordinator has the authority to make exceptions to those rules, because of extenuating circumstances, a candidate has been unable to complete the course due, for example, serious illness. The Committee will report such exceptions.

The Agreement (AG) may be granted by an instructor in cases where the candidate because of serious illness, has been prevented from completing a course or component and where the instructor feels that the candidate would have been successful if the course or component successfully had not illness intervened.

6. No grade may be changed administratively.

7. It is the responsibility of each course instructor to report final grades to the Faculty Register’s Office within ten working days of the last day of the term or session. The only exceptions to this will be those courses determined as such by the Faculty Board.

8. An enrolled candidate who wishes to question academic or faculty policies should contact the Associate Dean. The Associate Dean will arrange the candidate requesting faculty review and appeal procedures.

9. Appeal of Final Grades

10. Students have the right to appeal a failed grade assigned in a course subject to the written scheme set out by the course instructor.

   a. As a first step, the student should request an informal review with the instructor concerned, and instructions are strongly encouraged to request.

   b. If the request for an informal review is denied or if the student is not satisfied with the decision, a formal appeal may be submitted to the Associate Dean. The appeal must be submitted in writing with copies of all relevant documents not later than 30 working days after the received grade or the reconsidered grade is received by the student or in the case of an appeal, which is initiated by the student. The reconsideration will be by two reviewers appointed by the Associate Dean, one reviewer will be the original instructor, if possible. The student will not have the right to question the decision or to interview the reviewers appointed by the Associate Dean. If there is a discrepancy, the decision of the evaluators will be the final decision.

   c. If the student is not satisfied with the decision after the review referred to in 9.4, the next stage of review lies with the Program Committee. The student must complete an appeal in writing, within 30 working days of receiving the decision of the Program Coordinator. The Program Coordinator will assign two of its members to review the material in question and to submit their recommendation to the Committee at its next meeting.

   d. The decision of the Program Committee is final.

Requirements for Graduation

11. To be eligible for the B.Ed. degree, the Dip. Ed. and the Certificate of Qualification as a teacher, a candidate must have passed 60% of the total marks required courses or components of the program.

Student Expenses

12. Any student with an overdrawn debt with the University will not be permitted to register or receive an examination result, and examinations or reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made by the department(s) concerned. In no case will a diploma be released to a student with an outstanding debt with the University.

Student Name

13. As the University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data form adequately for registration on their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution, or addition must be accompanied by supporting documentation.

Student Responsibility

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

Students with Disabilities

15. Queen’s University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, accommodations, are expected to provide reasonable accommodation to students with disabilities. Reasonable accommodation may require members of the University community to exercise sensitivity and flexibility in responding to the needs of students with disabilities while maintaining academic standards.

The policy recognizes that fundamental to the academic and personal success of students is their responsibility both to demonstrate self-reliance and to identify needs requiring accommodation.

Withdrawal

16. Students may withdraw voluntarily prior to deadlines published in this Calendar (see Sessional Dates). It is recommended that students consult with the Faculty Registrar’s Office before withdrawing. Students wishing to return after having withdrawn completely must apply through the Queen’s University Application Centre (QUBAC) by the application deadline.
Awards and Financial Assistance

For a list of education, bursaries, scholarships and prizes, visit www.queens.ca/register/awards/Ed.html

Student Financial Assistance

Student Awards, as part of the Office of the University Registrar, plays a key role in supporting University students. Its goal is to ensure that all students have the opportunity to attend Queen's, regardless of their personal financial circumstances. To achieve this, a variety of funding sources may be required.

The Student Awards Office is responsible for administering all Monter-biased funding and also funding programs for both undergraduate and graduate students. Merit-based (scholarship) funding recognizes and rewards students for their achievement, both academic and extra-curricular. Need-based funding (bursaries, awards, work study, loans and grants) is disbursed to students on the basis of demonstrated financial need. Lists below the general eligibility criteria and any restrictions that it pertains to the various student financial assistance programs administered by the Student Awards Office. For more information please refer to either the Student Awards website or contact the office as indicated below.

Student Awards Office of the University Registrar Room 101, Richardson Hall Tel: 613-506-3120 Fax: 613-506-8489 E-mail: awards@post.queens.ca Web: www.queens.ca/register/awards

Government Student Financial Assistance (Loans and Grants)

The federal and provincial governments provide student financial assistance for Canadian citizens and permanent residents studying at the post-secondary level. This assistance is intended to supplement student and family resources and must be demonstrated. This aid is offered in the form of repayable loans and in some cases may also include a limited amount of grant or bursary funding.

The appropriate provincial or territorial government authority will evaluate student applications and will provide funding. Funding options, eligibility criteria and regulations vary by jurisdiction. Students from Ontario will access government student financial assistance through the Ontario Student Assistance Program (OSAP) at http://www.osap.gov.on.ca Students from a province or territory outside Ontario must apply for government student financial assistance through their home province.

Other government student financial assistance programs include:

- Barstows for Students with Disabilities (BSID)
- The program is designed to assist disabled students with disability-related costs of education and fees associated with their participation in post-secondary studies.
- Students must first apply for funding from applicable government student financial assistance programs (e.g., OSAP) for the current academic year and must demonstrate financial need. Students must also be registered with the Disability Services Office at Queen's University.

OSAP Child Care Bursary

The OSAP Child Care Bursary is provided to eligible Ontario students who, in relation to their participation in post-secondary studies, incur child care costs for their own children.

Ontario Special Bursary

Ontario Special Bursary (OSB) is designed to assist students with low income and enrolled in part-time studies, as defined by the government of Ontario. It is awarded to students who meet the eligibility criteria and are concurrently enrolled in a post-secondary institution.

Part-time Undergraduate Student Loans Canada Study Grant (CSG) Program provides additional financial assistance to eligible students who attend part-time study and meet the eligibility criteria.

Work Study

Queen's University and the government of Ontario fund this program. The objective is to provide an opportunity for students in need of financial assistance to earn a portion of their educational expenses.

Bursaries and Awards

Awards are granted in recognition of the quality of a student's contributions to the University, and are presented to students, on the recommendation of the Faculty of Education, at the annual Awards Ceremony.

Short-term Loans

Short-term Loans (of 30 days or less) may be granted in emergency situations if a full-time student is experiencing temporary cash flow difficulties, and can provide satisfactory evidence that he/she will have sufficient resources to repay the loan on or before the due date. Short-term loans are approved on the basis of financial need to assist students in meeting their expenses not covered by assistance provided by the University during the current academic session.

Faculty of Education Scholarships and Prizes

The A. Leroy Casidy Award

Established by the Alumni Chapter 4052, Council for Exceptional Children, in memory of A. Leroy Casidy, B.A. (Queen's), B.Ed., M.Ed. (Toronto). Awarded to the graduate student in the Faculty of Education Program leading to Ontario teacher qualification who, in the opinion of the selection committee, best displays outstanding talent and interests in the education of exceptional children during his/her program at the University, value $300.

M.A. Campbell Award

Established by a graduate student in the Faculty of Education Program in Elementary Education. Awarded to a graduating teacher candidate who, in the opinion of the selection committee, best displays outstanding talent and interests in the education of exceptional children, value $310.

The Frank J. Crowther Award

Established by the Franciscan Lebanon and Addington County Roman Catholic Separate School Board in recognition of the work of a distinguished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education Scholarship and Awards Committee to a graduating Bachelor of Education student who, in the opinion of the selection committee, has displayed outstanding talent and interests in the education of exceptional children, value $350.

Junior curriculum instructors to the Primary-Junior program, or Junior-Intermediate program, and based upon high overall average in post-professional courses of 4.0 or better, value $310.

The Paul F. Lalonde Award

Established by the Alumni Chapter 4052, Council for Exceptional Children, in memory of Paul F. Lalonde, B.A. (Queen's), B.Ed., M.Ed. (Toronto). Awarded to a graduating teacher candidate who, in the opinion of the selection committee, has displayed outstanding talent and interests in the education of exceptional children. Awarded annually on the recommendation of the Faculty of Education Scholarship and Awards Committee, value $150.

The Telford Award

Established by the Alumni Chapter 4052, Council for Exceptional Children, in memory of Frank J. Crowther, B.A. (Queen's), B.Ed., M.Ed. (Toronto). Awarded to a graduating teacher candidate who, in the opinion of the selection committee, has displayed outstanding talent and interests in the education of exceptional children, value $310.

The Fergus Award

Established by the Alumni Chapter 4052, Council for Exceptional Children, in memory of Fergus J. Crowther, B.A. (Queen's), B.Ed., M.Ed. (Toronto). Awarded to a graduating teacher candidate who, in the opinion of the selection committee, has displayed outstanding talent and interests in the education of exceptional children, value $310.

The H. G. Cassedy Award

Established by the Alumni Chapter 4052, Council for Exceptional Children, in memory of H. G. Cassedy, B.A. (Queen's), B.Ed., M.Ed. (Toronto). Awarded to a graduating teacher candidate who, in the opinion of the selection committee, has displayed outstanding talent and interests in the education of exceptional children, value $310.