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February 3 Last date for course changes - M.Ed., without Division II Las case for course charges – M.a., without Division II approval. Last date for dropping a full year course or a Winter Term course – all candidates except M.fa. 7-28 Student Teaching 14-18 Reading Week – M.fa. March 1-4 Student Teaching 7-11 Winter Break April 1 Winter Term Classes end - M.Ed. 1 Good Friday (no classes) 15 Last Day of Classes - all candidates except M Ed. 18-22 Student Teaching 29 Winter Term ends May 27 Convocation - B.Ed. Dip.in Tech.Ed., M.Ed., and Concurrent Final Year July 4 Summer Term classes begin

vi Sessional Dates

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History of the University

Quern's University at Kingston over its origin to the desire of the Synod of the Presbyterian Church in Ganada for a ministry manual within the country, and for educational opportunity for the youth of an efficient country, and for educational opportunity for the youth of a efficient to endow without delay an institution, or professorships, for the education and training of young meth of the ministry in connection with the Synod. This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Chatter was issued by Her Majetsy. Oncen Victoria, for the esta-blishment of Queen's College. Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Prebyterian Church in Scotland and from the Canadian Government; and in part by liberal subscriptions for the transition of the young and growing University. The lack of good stratemed circumstances, the college is used to have at first a preparatory school in connectionse mail, in accessary to have at first a preparatory school in Connection Rank, almost brough financial difficulties and stratemed circumstances, the visit and the scherers. The country was canvased for subscriptions and as a result of the widegread interest aroused, 5113.000 was added to the endowment. In 1877. Principal Snodgrass was succeeded by the Reverend C.M. Carat, who for a guarter of a century built with brilliant success upon the undergrading the University and the first and there self-denring undergrading in the light in the size and pressing the pro-tous the the University gained rapidly in size and pressing by 1881.

In 1897, Principal Brodgrams was succeeded by the Reverend G.M. Canet, who for a quarter of a century built with thillint success upon the foundations laid by this predecessors. Under him the University gained rapidly in size and presitige. By 1861 Observations in the Status of an effort in commensionation of Queen is had a new building, an enlarged staff and a great increase of students. In 1887, as the result of an effort in commensionation of Queen Victoria's Golden Luble, 5250,000 was raised, resulting in further extension and in the establishment of new professorship: Through Crant died in 1902 and was succeeded by the Arey Reverend D.M. Gordon. In 1916, because of Il-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R.Purcel Taylor was appointed his position of Christ Houpial, Englishment Aring Principal His hold this position October, when W Hamilton Fyfe. Headmatter of Ortist Houpial, Christ Mangal, Christ, Mangal, Macharakinton, the first Queens graduate to hold the Principal Milling. A Macharinos Mice Chancellor, And Was succeeded by Principal Willing. A Macharinos Mice Chancellor, He was succeeded and Principal Will Mangal. Christ Mangal, Ander Kerningh, J.A. Corry, who mine 1928 to a succeeded and Principal Willing. A Macharinos Mice Chancellor, Sterman Mangal, Macharind

Queens University at Kingston

Faculty of Education 1982-83

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Sessional Dates .

September 1982

- Fall Term begins. All B.Ed. and Dip.in Tech.Ed. and Concurrent Year 3 and Final Year candidates meet in the Auditorium of Duncam McArthur Hall at 9:30 ano.
 Fall Term classes begin B.Ed.Dip.in Tech.Ed. and Education
- term team causes organ a load logia itechila, and Educationy courses of Concurrent Vear and Final Vear candidates
 Orientation Week begins for Concurrent Vear 1 candidates
 9:00 am 3:00 pm Registration in the lock Harty Arena. Division Stretet entrance for B.EJ. and Dipia Teh.EJ. candidates and for Concurrent Final Year candidates
- Registration for M Ed. candidates
- 16,17,20 Authorization of programs for Concurrent Year 2 candidates and for the Arts and Science courses for Concurrent Year 3 candidates
 - Candidates
 To: Registration for Concurrent Year 1 candidates
 Fall Term classes begin M.Ed.
 Fall Term classes begin Arts and Science courses for Con fall Term classes begin Arts and Science courses for Con-

 - current candidates 21 Registration for Concurrent Year 2 and Year 3 candidates
- October
- 1 Last date for adding a full year course or Fall Term course 2.22 Student Teaching
 2.22 Student Teaching
- 12-22
- 13 Last date for course changes M.Ed., without Division II
- approval 29 Last date for dropping a Fall Term course all candidates
- except M.Ed. 30 Fall Convocation

Novembe

- 11 Remembrance Day Service (classes cancelled from 10:30 am to 11:30 am) 23-30 Student Teaching
 - December

- Student Teaching
 Fall Term classes end M.Ed.
 Fall Term classes end all candidates except M.Ed. January 1983
- Winter Term classes begin
 Last date for adding a Winter Term course without approval of
 the Dean

2 History of the University

had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr.J. Deutsch who had had a distinguished career in Koronnic Research, in Government hat have a distinguished career in boronemic Research, in Government Service, in University teaching at both Queers's and the University of British Columbia, as Vice-Principal of Queers's from September 1959 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1964. On his retirement in 1974, Dr.Deutsch was succeeded by Dr.Ronald Lampman Watts Rhodes Scholar and political scientist vell known for his work in the area of forderalism. He served an Dean of the Faculty of Arms and Sciences are of Indentistic server.

a Dean of the Foulty of Aris and Science at Queen's from 1969 to 1974. In 1864 the Medical Faculty of Queen's was established. It was re-organized in 1866 as the Royal College of Physicians and Surgeons in alfiliation with the University but in 1891 the original status was

The Faculty of Law opened in 1861 and closed in 1864; it reopened in The recurst of Law opened in 1601 and closed in 1604, in reopense un 1880, and closed in 1883. In 1957 it was restored with the approval of the Law Society of Upper Canada under new arrangements whereby the Law Society accords to approved university faculties of law an equal posi-

Society accords to isproved automic new artingements whereby the LAW istor with the Society's own should an Gacobi Fall. As early as 1570 special classes in Escole Fall. The starty as 1570 special classes in Escole Fall. As early as 1570 special classes in Escole Fall. The starty as 1570 special classes in Escole Fall. The starty of the start of the start of the start of the start with Queen's. It was closed in 1894, as similar facilities were offered in Teronto, and elsewhere. In 1943, for the first times in Goryania years women were again admitted to the Faculty of Medicine. In the same years the Faculty of Applied Science admitted women for the first time. Carduate work at Queen's University was established formally in 1889 with the adoption of regulations for the Pso. Dat 0.5 degrees. At that time the dispree of M.A. was not a graduate degree, but was given in secordance with the old Scotting advanced lecture counses and theirs tudies in 1919, however, a Master's program was set up requiring a year of work beyond the R.A. and prescribing advanced lecture counses and a thesis or other piece of indegreent work.

other piece of independent work. In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies in 1963 the School of Graduate Studies was established. In 1969, the School of Graduate Studies initiated a program leading to the Master of Läws Degree, in 1970, programs leading to a Master & Degree to Public Administration and in Urban and Regional Planning; in 1971, a program leading to a Master O Ebgree he Education; and, in 1974, a program leading to a degree of Master of Art Conservationawas im-olemented.

premence. The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1916 when it was amalga-mated with the University, and now constitutes the Faculty of Applied Science

History of the University 3

at the secondary and elementary schools of Ontario, and such other courses leading to Qualification of teachers as may be determined jointly by the Minister of Education and the University. In 1971 a Candidates Program leading to the MLA degree was introduced. Also in 1971 candidates were admitted to a Program leading to the Di-Johna in Technical Education and qualification to teach in the technical ploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1973, with the cloading of the Peterborough Teacher's College and the transfer of the faculty to Quer's through an agreement with the Ministry of Education, the Faculty of Education undertook an aggmented role in the preparation of elementary teachers. A Concurrent 8.4, *Mal.* and 8.5, *m.8.d.* program, was institu-ed in 1975 whereby candidates pursue an Artist and Science degree con-currently with an Education. The Science and Science Begree con-currently with an Education.

reaches: A Concurrent BAAMAA and BSC/BAA program was institut-ed in 1079 whereby candidates pursue an Arts and Science degree con-currently with an Education degree. An earlier agreement with Trent University with respect to Concurrent Education was approved in 1974. Through this inter-minvenity cooperation students pursue academic and education courses at Trent Info program was reneved in 0979. The dama the final year. This program was reneved in 1979. The dama the final year. This program was reneved in 1979. The dama the final year. This program was reneved in 1979. The dama the final year. This program was reneved in 1979. Taking the final year in the dama strend the state of the school of Commerce and Business Administration was intro-duced and the School of Commerce and Business Administration was changed as a second the School of Commerce and Business. The School of Nursing began in Taking the School of Function 2000 for the School of Nursing began in Taking Taking Taking and Science. New programs are rests, such as, the program the Reschilt is to fill changing needs and inter-rests, such as, the program the School of Nursing began in the School of Nursing Bactor of Arts Education of Music and the School of Nursing Bactor and Science. New for Music and the Art (Gammi) Bactor of Arts Education of Music and School of Funch Canadam Studies all new offered in the Faculty of Arts and Science.

Queen's has a long history of extension work in Arts and Science Correspondents rule at ong mittery or extension work in extrs and science; correspondence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, interses-sion programs during May and June were instituted in 1972. More recent ly, the University has been developing in the field of continuing edu-

opened in March, 1842, with the Reverend Dr.L.idedl as Principal. Fund, were provided in part by grants from the Provent Church in Scotland and from the Canadian Government, and inspectrum Church in Scotland from the friends of the young and growing University. This also of good schools in the Province made it necessary to have at first a school pro-schools in connection with the college. In spite of many difficulties und stratened circumstances, the progress was steady and financial dif-ficulties were tided over by the unwarder efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the railure of the Commercial Bank, almost brought financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, their atmong whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the windepredinterest aroused, \$113,000 was added to the endowment. In 1877, Principal Snodgrass was succeeded by the Reverend G.M. Grant, who for a guitter of a century built with brilliant success upon the

ho for a quarter of a century built with brilliant success upon the

In 1877, Principal Brodgraus was succeeded by the Reverend G. M. Grant, who for a quinter of a century built with thilliant success upon the foundations laid by this predecessors. Under kin the University gained rapidly in size and prestige. By 1861 of a state in the subscription of Queen is had a new building, an enlarged staff and a great increase of students. In 1867, as the result of an effort in commensionation of Queen Victoria's Golden Lubilee, 5250,000 was raised, resulting in further extension and in the establishment of new professorahips. Thering all Grant died in 1902 and was succeeded by the logar the subscription of the statement of the subscription of the statement of the subscription of the statement of the subscription of the subscription of the statement of the subscription of the statement of the subscription of the statement of 197, when the Reverend R. Huce Taylor was appointed his position resigned to live abroad and phylor. Connell was appointed Aring Frincipal Taylor resigned to live abroad and phylor. Connell was appointed the protection of the subscription of the statement of the subscription of the statement of the Diversity of Aberdeen. He was aucceeded by Principal Taylor terified in Spetimetry 1024 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalab.

History of the University

6 The Faculty of Education

become the social heart of the west campus where students and staff meet informally for the social interaction which is one of the characteristic features of this faculty. Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey

Just north of Duncan McArthur Hau is Joint On 1000000 high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour site of the 1976 sailing Olympics. Students are able through the integrated building complex to become

part of a very closely knit faculty where all the resources are at hand for effective teacher education. Duncan McArthur Hall has become a little campus in itself, a very human place which combines living and learning.

Jearning. Accommodation for married students is available also in the Married Students Quarters, located on Sir John A. Macdonald Boulevard, a short distance from Duncan McArthur Hall.

Information concerning University Residences as well as application forms can be obtained from Residence Admissions, Victoria Hall, Oueen's torms can be obtained from residence Admissions, victoria rau, Queen's University, Kingston, Married students should contact the Housing and Property Management Office, Queen's University, Kingston, Ontario, Accepted students are sent application forms.

A set number of rooms in Jean Royce Hall will be held for students of the Faculty of Education until August 1. For this reason, students who wish accommodation in this residence should apply as soon as possible.



4 History of the University

cation: several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Right Foundation for Continuing University Education also opened in Severables 2007 1.1 September, 1974. It functions as a resource centre the purpose of which is to encourage all ages wishing to undertake univers work at any

Queen's University, though founded by a church, was dedicated to the Queen's entremysity, indugit realised by a clearch, was deducate to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of ional co

Duncan McArthur



Administrative Staff - 1981-82

Williams, T.R., B.Sc. Teaching Diploma, M.A. (McGall), Ph.D. (Michigan) Dean of the Faculty of Education Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta) Associate Dean

Oikle, H.B., B.A., M.Ed. (Queen's) Registrar of the Faculty of Education

Bailey, J.C., B.A. (Queen's), M.A. (Syracus

Director of Queen's Concurrent Teacher Education Program.

Downes, W.E., B.A. (Queen's).M.Ed. (Toronto), Ph.D. (Ottawa) Director of Queen's-Trent Concurrent Teacher Education Program

White, W.G., B.Sc., M.Ed., Ph.D. (Ottawa)

Director of Primary-Junior Program

Massey, D.A., M.A. (Cambridge), M.A.T. (Yale)

Director of Junior-Intermediate Program

Applegate, M.W., B.A. (McMaster), M.A. (Toronto) rector of Field Studies

Kemp, D.E., B.A. (Queen's), M.Ed. (Bath), L.U.T.D. (London), L.U.D.D.A. (Central School of Speech and Drama) LT.C.L.F.T.C.L.(Trinity College, London), F.R.S.A. Coordinator of Media Services and Director of the Intermediate-Senior

Program Casey, S.S., B.A. (Michigan State), B.L.S. (Toronto), M.Ed. (Qosen's) Chief Librarian

Coffey, H., B.A.(Queen's), B.L.S.(Toronto,

Harris, M.L., B.A., M.L.S. (McGill, M.A. (Queen's) Senior Libraria

O'Farrell, L., B.A. (Queen's), M.A. (Arizona State), Graduate of

National Theatre School of Canada Chairman - Arts

Grime, A.R., B.A.(Manchester), M.Ed. (Toron

Chairman - Communications and Social Sciences Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Syracuse)

man - Educational Contexts

Crawford, D.H., B.Sc., M.A., M.Ed. (Glasgow), Ph. D(Syracuse) Chairman - Curriculum Studies

O'Driscoll, D.C., B.A. (London), B.Ed., M.Ed. (Alberta), Ph.D. (Michigan) Chairman – Psychology and Philosophy

Higginson, W.C., M.A. (Exeter), Ph.D (Alberta), B.A. (Queen's), Certific-

ate in Education(Cambridge) Chairman – Science, Mathematics and Technical Education

Crowe N

Administrative Assistant - Continuing Education Gargaro, B.A.

Administrative Assistant - Graduate Studies, Research and Development

The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a pro-fessional school to be known as McArthur College of Education. The first fessional school to be known as McArhur College of Education. The first teacher candidates were enrolled for the 1988-69 academic year. To symbolize the full integration of the College into the University struc-ture, it was soon decided to alter the nomenclature; in the spring of 1971, the College was formally designated as the Faculty of Education. Queen's historian and public servant, was reserved for the new academic-residential complex housing the Faculty of Education. McArhur Hall McArthur Hall.

The Faculty of Education s

Over the years Queen's has made a distinguished contribution to the Over the years Queen's has made a distinguished contribution to the academic preparation of teachers for service in the schools of this province. Additionally, for a period of thirteen years, 1007-1020, Queen's offered professional preparation as well, under the auspices of its first Faculty of Education. When the training of high school teach-ers was centralized in Toronto in 1919, the Faculty was forced to close. The establishment of the new Faculty of Education reviews, then, the tradition of professional teacher preparation at Queen's University.

Duncan McArthur Hall

Duncan McArthur Hall The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The various teaching areas are linked by closed circuit television. A production studie and several micro-teaching studies are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up thate educational library of books and periodicals. Associated with the same studies are used and service areas where stud-test may be and to make supporting media materials. An acous-tically superb thus end to make supporting media materials. An acous-tically superb the studening provides a setting for large group lettures, corrects, and difficulties are obtained in the supportion studio, a large gap albao-rationy, drama studies, technical shops appearing studio, a largegap labo-ratory, drama studies, technical shops appearing studio. ratory, drama studios technical shops, and opervation studio, a language labo-subjects round out the teaching facilities. Adjacent to and physically connected to Duncan McArthur Hall is Jean

Adjacent to and physically connected to Duncam McArthur Hall is Jean Royce Hall, a co-ducational residence with accommodation for 50 stud-ents. Single rooms are arranged in groups of twelve, each group having its own louge and kitchen for light food pregation, Jean Royce Hall has twelve houses' each named after Queen's men and women whose di-tinguished areas: have left their samp, more permanent than brick and stone, on the lives of young Queen's people.

stone, on the laves or young Queers speople. Seven of the houses nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, tuck shop, facilities for television viewing, and a music room. This has already

4 Last date for dropping a full year course or a Winter Term course – all candidates except M.Ed. Winter Term Classes end - M Ed Good Friday (no classes) Last Day of Classes - all candidates except M.Ed.

- 18-22 Student Teaching

May

- 27 Convocation B.Ed. Dip in Tech.Ed., M.Ed., and Concurrent Final Year July
- 4 Summer Term classes begin

Queen's University at Kingston owes its origin to the desire of the Synod of the Prestyretran Church in Canada for a ministry realesd within the country, and for educational apportunity for the youth conony. As early as 1832 the Provincial Government had been peritored to endow without delay an institution, or professorability, for the education and training of young men for the ministry in connection with the Synod. This and other representations failing of their object, teeps were taken by the Synod to found a college at Kingston on the lines of the Sottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Maiesty, Queen Victoria, for the esta-blishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyteriar Church in Scolland 3 Last date for course changes - M.Ed., without Division II

7-28 Student Teaching 14-18 Reading Week - M.Ed.

March

February

approval

vi Sessional Dates





29 Winter Term ends

10 The Faculty of Education

Kluensch, M., B.A. M.A. (Queen's) Associate Professor - Outdoor Education Leeking, R.B., B.A.(Trent) Sessional Lecturer - Queen's-Trent Program Loken, J.O., B.Ed. (Alberta), M.Ed. (Calgary), Ph. D(Alberta) Assistant Professor - Sociology Maclachlan, J., Jordanhill College of Education. Graduate course Associate Professor - Reading and Language Arts Mandell, A.L., B.A. LL.B. (Queen's), B.Litt. (Glasgow) Associate Professor – Philosophy Massey, D.A., M.A. (Cambridge), M.A.T. (Yale) Professor - French and German, Director of the Junior-Intermediate Program Mellor, W.J., B.A., B.P.H.E. (Queen's), M.S. (Oregon) Professor - Physical Education Miller, L.A., B.A. (Thiel College), M.A. (Duquesne), Ph.D. (Alberta) Associate Professor - Reading and Language Arts Munby, A.H., B.Sc. (St. Andrews), M.A., Ph.D. (Toror Associate Professor - Curriculum, (on leave 1981-82) Munro, I.R.M., B.A. (McMaster), M.Ed. (Queen's) Assistant Professor - Economics, History, Social Studies O'Driscoll, D.C., B.A. (London), B.Ed., M.Ed. (Alberta), Ph.D. (Michigan) Associate Professor - Comparative Education and History of Education, Chairman Psychology and Philosophy O'Farrell, L., B.A.(Queen's), M.A. (Arizona State), Graduate of National Theatre School of Canada Assistant Professor - Dramatic Arts, Chairman - Arts Oikle, H.B., B.A., M.Ed. (Queen's) Olson, J.K., B.A. B.Sc. (Queen's), M.Ed (Toronto), Dip.Ed (Bristol), Ph.D. (Biemingham) Associate Professor – Science Osser, H., B.A. (Queen's), Ph.D. (Cornell) Professor - Psychology Peruniak, W.S., B.A. (Queen's), M.Ed. (Toronto) - Educational Administration Pratt, D., B.A.,M.A. (Oxford), M.A., Ph.D. (Toronto) Associate Professor - Curriculum Design Procyshyn, M.J., B.A. M.A. (W.L.U.) Adjunct Instructor - Special Education Ripley, R.D., B.A.(McMaster), M.Ed.(Toronto) Associate Professor - Mathematics and Science Robertson, A., B.A., B.P.H.E. (Queen's), M.A. (University of the Pacific, California) Associate Professor - Health Education

The Faculty of Education 11

Russell, T.L., A.B. (Cornell), M.A.T. (Harvard), Ph.D. (Toronto) Assistant Professor - Science Salter, H., B.A. (York), M.Ed. (Queen's) Assistant Professor - Technological Studies Samuda, R.J., B.A., M.Ed., Ph.D. (Ottawa) Professor - Guidance and Counselling Schiralli, M.G., B.A. (Queens College, New York), M.A., Ph.D. (Illinois) Assistant Professor - Philosophy Sedgewick, K.H., B.A. (McMaster), M.Ed. (Ottawa) Assistant Professor - Physical and Health Education Sharples, B., 8.Sc.(Birningham), M.8d.(Calgary), Ph.D.(Alberta) Associate Professor - Educational Administration, Associate Dean Smith, D.C.M., A.R.C.T., Mus.Bac., M.M.(Torosto) Associate Professor - Cross-appointment, Music and Arts and Science Music Smith, H.A., B.Sc. (New Brunswick), Ed.Dip. (McGB), M.A., Ph.D. (Toronto) Associate Professor - Psychology Southall, G.A., B.A. M.Div. (Quen's), M.A. Ph.D. (Syracuse) Assistant Professor - Educational Technology Talesnick, 1., B.A., M.A. (Toeonto) Professor - Chemistry, (on leave 1981-82) Thompson, L., B.A. (Toronto), M.A. (Rochester) Professor - English and Language Arts, (on leave 1981-82) Turner, R.B., B.A. (Toronto) Associate Professor - English Vomberg, E., B.Mus. (Toronto), M.A. (Landon) Assistant Professor - Music Watson, P.H., B.A.(Toronto), M.A.(Acadia) Professor - History, Economics and Political Studies White, W.G., B.Sc. M.Ed. Ph.D. (Ottawa) Assistant Professor - Psychology, Director of Primary-Junior Program Whitehead, L.E., B.Ed., Ed. Dip., M.A., Ph.D. (Calgary) Assistant Professor - Educational Administration Williams, T.R., B.Sc., Teaching Diploma, M.A. (McGall, Ph.D. (Michigan) Professor - Educational Administration and Dean of the Faculty of Education Wilson, R.J., B.Ed. (British Columbia), M.Ed., Ph.D. (Washington) Associate Professor - Measurement and Evaluation

14 Education Programs

as old as Plato's Meno. Understanding both the difficulty and necessity of entering imaginatively into perspectives of students and thereby finding ways of mediating between those perspectives and our own is the sine qua non of educational and instructional proficiency.

In order to understand the ways in which the best educational judg-ments might be reached and implemented the professional educator needs a sense of the real world of schools. Hence, understanding the pragmatics setise of the real world of schools, rience, understanding the pragmatics of schooling – the historical, economic, political, social and legal traditions within which the educational activities normally take place – is a crucial way of informing educational judgment.

is a crucial way of informing educational judgment. As the strategies of teaching vary with respect to the subject matter to be taught as well as with the age level of the prospective student, the candidate must be provided with a range of teaching concentrations from which to choose. These teaching concentrations are designed to provide the candidate with a high level of professional training in the day-to-day business of teaching and learning in the subject and/or level concerned. The teaching concentrations day between the practical and productive arts of teaching. No matter how knowledgeable or sincere an decuator might be, without a thorough grounding in the business of classroom teaching, the best of educational judgments will unt he risk of being stillborn. Novice educators also require the opportunity to further develop precific professional skills pertinent to the planning and management of ducational activities.

or to acquire new skills pertinent to the planning and management of educational activities. Complementing all the other aspects of the program, the practicum provides the candidate with a series of integrative supervised experi-ences which simulate fault-fledged professional activities. It is in the environment of the series of a set of the series of the series of environment of the series of the series of the series of the program are environment of the series of the series of the Diploma in Technical Education is in the last analysic concerned to develop the candidates ability to think critically and coherently at a level of sophistication commensurate with the responsibilities of his

sectory inc canonates a anny to finisk critically and observently at a level of sophistication commensurate with the responsibilities of his professional life; to inform the candidate's judgment with various forms of knowledge, skill and experience, and not least in importance, to struggie to demonstrate by example the value of building an educational program upon respect for the lindividual person.

Primary-Junior Program

This program is designed for candidates who intend to begin their tea-ching careers in elementary schools. Candidates are prepared to teach all subjects in the primary division. Kindergarten to grade 3 and the junior division, grade 4 to grade 6.

Junior-Intermediate Program

This program prepares candidates to teach in the junior division, grade 4 to grade 6 and the intermediate division, grade 7 to grade 10. In

The Program Components

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

Foundational Studies

Candidates must complete the equivalent of one and one-half courses from Cantonace music compare the equivalent of one and one-mar course from the three areas of Foundational Studies. Credit must be earned in each area unless permission is given by the chairman of the appropriate area in which case the candidate will select a replacement from one of the other areas. The three areas are Educational Psychology, History and Philosophy of Education, and Educational Contexts and the courses are numbered between FOUN 401 and FOUN 466.

Curriculum

Candidates must complete the equivalent of two full courses in curriculum. The courses are numbered between CURR 303 and CURR/396. See the requirements under specific program components. Professional Skills

Candidates must complete the equivalent of one full course in Pro-fessional Skills. The course offerings are quarter courses, numbered between Skill 131 and Skill 142.

Practicum

Three components, without course weight, must be completed in the prac-ticum. Candidates must pass PRAC 160 Student Teaching. This course comprises eight weeks of supervised student teaching in selected schools and a week of student teaching in April in a school selected by the case as verse of student teaching in April in a school selected by the candidate. With respect to travel and accommodation arrangements in-volved in supervised student teaching, candidates should note that they will be required to provide for the costs of such travel and accommoda-tion. Candidates will complete PARC 170 Community Service. The final component to be completed in the Practicum is PRAC 180 School Law and Policy.

Special Studies

Candidates must complete the equivalent of one half-course in Special Studies (courses numbered between SPEC.202 and SPEC.299). These are quarter courses or half courses and offer the candidates the opportunity to be involved in courses of special interest.

Candidates may select additional components up to the equivalent of one full course. Candidates may have a total of no more than six full courses in their program.

Note The above represents the usual policy. Exceptions may be made by the Associate Dean where circumstances warrant

8 The Faculty of Education

Hooper, F.K., C.D. Administrative Assistant - Physical Facilities and Personnel Cooper, D.J., B.A.(Ousen's) Administr ive Assistant - Field Studies Murduck, M. Administrative Assistant - Finances Travers, A., B.A., M.Ed. (Queen's) ive Assistant - Hiring and Placement Mein, K., B.A.(Queen's) Departmental Assistant - Office of the Dean Laporte, G. Departmental Assistant - Office of the Registrar

Faculty 1981-82

Allen, H.A.J., B.Sc., M.A. (Toronto), Ph.D. (Waterloo) Associate Professor - Mathematics, (on leave 1981-82) Ambury, G.G., B.A. M.Div. (Queen's). M.A. (Syracuse) Assistant Professor – Human Dimensions in Teaching and Learning, Chairman – Educational Contexts Andrews, W.R., B.A., M.Ed. (U.B.C.). B.D. (Union College of B.C.), B.Ed., Ph.D. Professor - Guidance and Counselling Applegate, M.W., B.A. (McMaster), M.A. (Tore Professor, Director of Field Studies Axford, R.S., B.Sc. (Western).M.Ed. (Toronto) Assistant Professor - Science Bailey, J.C., B.A. (Queen's), M.A. (Synause) Professor - Language Arts, Director of Queen's Concurrent Teacher Education Program Balanchuk, M.L., B.A. (Queen's). M.Ed. (Toront Professor - Guidance and Counselling Brickett, G., B.A. (Queen's), M.Ed. (Ottawa) istant Professor - Language Arts Bull, D., B.A. (Queen's) Assistant Professor - Art Burnett, J.D., B.Sc., Ph.D. (Alberta) Associate Professor - Psychology Campbell, D.S., B.A. (Washington and Lee), M.A. (North Carolina), Ed.D. (Indiana) Associate Professor - Educational Technology and Psychology Coffey, H., B.A. (Queen's), B.L.S. (Toronto) Common, R.W., B.A., B.Ed., M.Ed. (Manitoba), Ph.D. (Ottawa) Assistant Professor - Educational Administration, Social Studies Cowan, D.A., B.A., M.Ed. (Edinboro State College) Assistant Professor - Art

The Faculty of Education 9 Crawford, D.H., B.Sc. M.A. M.Ed. (Glasgow), Ph.D. (Syracuse) Professor - Mathematics and Curriculum, Chairman - Curriculum Studies Cross, H.R., B.A., M.Ed. (Toronto) Associate Professor - Measurement, School Law and Policy Danby, M., B.A., B.Ed. (Queen's) Assistant Professor - Drama Associate Professor - Director of Queen's-Trent Concurrent Teacher Education Program. Eastabrook, J.H.G., B.A.M.A (Western) Ph.D. (Teronto) Assistant Professor - Sociology Elkin, W.F., B.A. (York). M.A. (Calgary) Lecturer - Sociology (on leave 1981-82) Freeman, R.M., S.A. (Queen's), M.A. (Minnesota), M.Div. (Princeton), Ph.D. (Harvard) Professor - Human Dimensions in Teaching and Learning Grime, A.R., B.A. (Maschetter), M.Ed. (Toronto) Professor - Geography. Chairman - Communications and Social Sciences Harris, M.L., B.A., M.L.S. (McGill), M.A. (Queen's) Senior Libraria Hennessy, P.H., B.A. (Queen's) Prófessor - Professional Studies, (on leave 1981-82) Higginson, W.C., B.A. (Queen's). Certificate in Education/Cambridge). A.A.(Exeter), Ph.D. (Al Associate Professor - Mathematics, Chairman - Science, Mathematics and Technical Education Hill, R.J., B.A. (New Brunswick), M.Ed. (Toronto) Assistant Professor - Language Arts Hills, G.L.C., B.Ed., M.Ed., Ph.D. (Alberta) Associate Professor - Philosophy Holomego, H., B.A., B.P.H.E. (Queen's), M.A. (Western) Professor - Physical and Health Education Horwood, R.H., B.A. M.Sc. (Queen's) Professor - Science, Outdoor and Experiential Education Howard, F. B.A (Ortawa) Associate Professor - French Johnston, C.F., B.A., B.Ed. (Toronto), M.A. (Syracuse) Associate Professor - Educational Technology Rellway, J., Dip.Ed., B.A. (Bristol) Part-time Lecturer - English, English as a Second Language Kemp, D.E., B.A.(Queen's) M.Ed.(Bath), L.U.T.D.(London), L.U.D.D.A.(Central School) of Speech and Drama), L.T.C.L.F.T.C.L.(Trinary College, London, F.R.S.A. Professor - Dramatic Arts, Coordinator of Media Services and Director of the Intermediate-Senior Program King, A.J.C., B.P.E. (British Columbia), M.Sc. (U.C.L.A.), Ed.D. (Toronto) Sociology



Education Programs Leading to 13 Bachelor of Education or Diploma in Technical Education

One year consecutive programs are available in the Faculty of Education leading to the Bachelor of Educations or the Diploma in Technical Educa-tion. In most cases these lead ensurementation to the Ontario Ministry of Education for the awarding of the Onesher's Certificate which qualifies the holder to teach in the guality or apported schools of Ontario. Some candidates may wish to qualify the Bachelor of Educa-tion only by undertaking special presicuta marine related to their special interests such as Artist in the Community. Additionally, concurrent teacher education programs are available at Queen's and in cooperation with Trent University in Peterborough whereby candidates may take Education courses concurrently with their Arts and Science courses.

Program Rationale

Program Rationale All educators are responsible for making decisions that directly affect the lives of young people Teachers routinely change, modify or adjust the ways in which young people think, feel and behave, while other professional educators devise policies, contexts and materials to ex-pedite such developments. There is no way of avoiding the ethical and normative dimensions of the educational professions; still leas is it possible to eliminate or reduce the responsibilities of those who would enter these professions. From one's first day with a new class through the last day of one's career, the great power of a teacher for good or ill is ever-present. ill is ever-present.

Ill is ever-present. Commitment to the profession of education, then, requires a willing-ness on the part of the candidate to pursue the best possible grounds for judgment in educational theory and provide the strength must the candidate be willing, the teacher must be able to engoby must pursuit; this, in turn, requires substantive truinion and training. The program of study leading to the Bachelor of Education degree, therefore, may be seen to accommodate the general purpose of providing hovice educators with the appropriate blend of skill, attitude and experience necessary to the service of zood professional judgment.

educators with the appropriate blend of kill, attitude and experimes necessary to the evercise of good professional judgment. There is a considerable body of foundational knowledge that must be tapped before an educator can prochate in important good in a degree reductional theory and can produce informed judgments on matters of educational theory and can produce informed judgments on matters of program in education must be to initiate students into those ongoing intellectual activities concerned with the development of our under-ation of the autor of education activities. Understanding students is, of course, a difficult business – one that calls upon the contributions of the philosopher and humanist, as well as the psychologist and empiricist. It is the educator who must bring the student to participate in complex and highly formalized forms of knowledge and understanding that are often very much beside the point of the students or of model and the students or in the gradent of the students or in a student to participate in complex and highly formalized forms of knowledge and understanding that are often very much beside the point of the students or often and the students of the philosophies of the students of the students of the students of contrast.

knowledge and understanding that are often very much beside the point or the student's ordinary common-sense experience. In this regard, the teacher must confront paradoxes of perception and communication at least

Education Programs 19

22 Education Program

Intermediate-Senior Program Components See also the section entitled The Program Component Foundational Studies 1.5 course credit Courses numbered from FOUN 401 to FOUN 496. Curriculum 2.0 course credit Two Teaching Subjects selected from odd numbered courses from CURR 303 to CURR 379 Professional Skills 1.0 course credit Courses numbered from SKIL 131 to SKIL 142.

Practicum PRAC 160 Student Teaching PRAC 170 Community Service

PRAC 180 School Law and Policy Special Studies Courses numbered from SPEC 202 to SPEC 299.

TOTAL REQUIREMENT FOR THE INTERMEDIATE-SENIOR PROGRAM 5.0 course credit

0.5 course credit

Education Programs 25

The final year sees the completion of all outstanding Arts and Science requirements and on-campus Education components in the Pall Term. Candi-dates will normally take one quarter-course in Frofessional Skills, one half-course in Foundational Studies, IPAAC 180 School Law and Policy, the equivalent of two courses in Curriculum and the equivalent of one The equivalent of two courses in Curriculum and the equivalent of one half-course in Special Studies. The Curriculum courses are related to the certificate program selected i.e. Primary-Junior, Junior, Intermediate, or Intermediate-Senior. Candidates in the Junior-Intermediate Program also telect two Teaching Subjects from Dramatic Arts. English. French. Geography, General Science, History, Mathematics, Physical and Health Education, Music (Vocal or Instrumental), and Visual Arts. Ac least here full luminosities concerned in the second secon Physical and results bouncation, Music (Vocca) or Instrumental), and Visual Arts. At least two full university courses in a subject are required to select each. Teaching Subject with the exception of Dramatic Arts and Physical and Health Education where no specific university courses are required. Candidates in the Intermediate-Senior Program select two Teaching Subjects from odd numbered courses CURR 303 to CURR 304 clusives. At least three full university courses in a subject are re-clusive. At least three full university courses in a subject are respired to select the first Teaching Subject and at least two full university courses in a subject are required to select the second Teaching Subject. Exceptions to this are Dramatic Arts, Guidance, and Physical and Health Education where no specific courses are required. In the Winter Term candidates complete PRAC 169 - Internship in an elementary or secondary school. The majority of internship schools are located in Kingston and Peterborough.

30 Courses of Study

Course Weights

Course weights Weights are assigned as full courses or parts thereof. The course weight follows the course number preceded by (/) CURR 303/1.0 is a full course. FOUN 487/0.5 is a half-course. SPEC 202/0.25 is a quarter

Foundational Studies

Foundational Studies The three area of Foundational Studies are Educational Psychology, History and Philosophy of Education, and Educational Contexts. Candid-ates are required to complete the equivalent of one half-course from each of the areas for a total of one and one-half courses. Candidates who can statisfy the appropriate Faculty Area Chairman either Psychology. Philosophy and History of Education or Educational Contexts that they have prior completence in one of the areas may be allowed to substitute a course from one of the remaining areas to fulfil the Foundational Stud-ies remainment ies requirement.

Note Courses in Foundational Studies are intended primarily for Specif-Note Courses in roundational Studies are intended primarily for Specif-ic candidates in terms of their divisional programs. If a course is intended mainly for students in the Primary Division, then 09 will appear to the right of the course number and name. If 09 11 is appears to the right of the course number and name. If on 11 is appears to the right of the course number and name. If on 11 is appears to the right of the course number and name. If on 11 is appears to the right of the course number and name. If on 11 is appears to the right of the course number and name. If on 11 is appears to the right of the course number and name. If on 11 is appears to the right of the course number and name. If one of the number of

FOUN 401/0.5 Introduction to Schools and Teaching

(for Year 2 Concurrent Education Candidates) This course is intended to bring foundational perspectives to bear on studenty interest in the teaching profession, their observation of an interaction with children during school assignments, and their personal learning operations at university. Psychological, philosophical and sociological perspectives on the experimcies of learning and teaching are the major topics of this introductory course for students in the second year of the 8.A.A.B.d., 8.S./A.B.d. Concurrent Program. In the Fall term, first ex-obscur seminars are integrated with an as-signment to a school for one-half day per week over five consecutive vector. The same schedule represais in the Winner term, with a different school assignment to provide observation and experience at another grade level. (for Year 2 Concurrent Education Candidates)

EDUCATIONAL PSYCHOLOGY

Courses in this area are primarily concerned with the traditional pro-blems of cognitive and affective development, but also represent in-novative interdisciplinary approaches to understanding better how learn-

FOUN 464/0.5 Psychology - Learning and Development in Childhood (P.D

In Chudnood An introduction to learning and development in childhood with emphasis on classroom applications from kindergarten to grade 6. Topics include

cognitive and physical development, intelligence, motivation, creativity and proble

FOUN 465/0.5 Psychology - Learning and Development in Adolescence 0.51

An introduction to learning and development in adolescence with emphasis on classroom applications in grades 7 - 13. Topics include cognitive and physical development, intelligence, motivation, creativity and problem-

FOUN 466/0.5 Psychology - The Development of School (P115) Knowledge This course will be concerned with the nature of school knowledge and

This course will be concerned with the nature of school knowledge and the strategies students develop to accommodate to it. Other topics include 1 the analysis of the conceptual content of lessons, textbooks could dynamic of ministerials. It the examination of the language and social dynamics of ministerials. The same semination of the strategies where ledge, Each participant will carry out an empirical study of one or more of these topics. of these topics.

FOUN 468/0.5 Psychology -, Affective and Aesthetic

Tolva 969/0.5. rsychology -, Altective and Aesnetic (F.J. 1.3) Development in Childhood and Adolescence This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, appreciation and

FOUN 472/0.5 Psychology - Human Problem Solving PILS

FOLSA #200.3 ESCHOORSF - Human Proving Downg This introductory course will focus on two different aspects of problem solving behavior. The first aspect will be a brief review of the litera-ture on problem solving. The second aspect will focus on devoloping and enhancing the problem solving skills of the students taking this course. enhancing the propert sources sources the students taking this course. The course is based on the assumption that improved awareness of such processes on the part of the teacher will increase the probability of transmitting these skills to their students.

FOUN 476/0.5 Psychology - Exceptional Children

This course is intended to help students identify the exceptional child or adolescent in a normal classroom setting. Discussions will focus on or adolescent in a normal classroom setting. Discussions will focus on the child who is working at an advanced level as well as the child who is experiencing difficulty in a specific area. Topics include the use and implications of the use of terms 'normal' and 'exceptional' by a) educators b) the 'helping' professions, such as social workers, psy-chologists, and or the public at large. Specific lectures will cover maladjusted behaviour as revealed in the classroom.

HISTORY AND PHILOSOPHY OF EDUCATION

Gomes in this are represent the ways in which philosophical, juris-prodential and historical expertise can be brought to bear upon problems decarring educational aims and objectives, the analysis of issues in educating educational aims and objectives the analysis of the law as it relates to education, and the historical and comparative analysis of schooling.

20 Education Programs

Primary-Junior Program Components See also the section entitled The Program Components	
Foundational Studies Courses numbered from FOUN 401 to FOUN 496.	1.5 course credit
Curriculum CURR 381 Reading and Language Arts (0.3) CURR 383 Mathematics (0.3) CURR 385 Social Studies (0.3) CURR 385 Science (0.3) CURR 389 Art (0.2) CURR 390 Art (0.2) CURR 393 Music (0.2) CURR 393 Music (0.2)	2.0 course credit
Professional Skills Courses numbered from SKIL 131 to SKIL 142.	1.0 course credit
Practicum PRAC 160 Student Teaching PRAC 120 Community Service Practicum PRAC 180 School Law and Policy	
Special Studies Courses numbered from SPEC 202 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM	5.0 course credit

Education Programs 21 Junior-Intermediate Program Components See also the section entitled The Program Components. Foundational Studies 1.5 course credit Courses numbered from FOUN 401 to FOUN 496 Curriculum 2.0 course credit CURR 382 Reading and Language Arts (0.2) CURR 384 Mathematics (0.2) CURR 386 Social Studies (0.2) CURR 388 Science (0.2) plus two of: CURR 390 Art (0.1) CURR 392 Drama (0.1) CURR 394 Music (0.1) CURR 396 Physical Education (0.1) plus two Intermediate Teaching Subjects selected from even-numbered courses from CURR 312 to CURR 380. Professional Skills 1.0 course credit Courses numbered from SKIL 131 to SKIL 142. Practicum PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy Special Studies 0.5 course credit Courses numbered from SPEC 202 to SPEC 299. TOTAL REQUIREMENT FOR THE JUNIOR INTERMEDIATE PROGRAM 5.0 course credit

26 Education Programs **Concurrent Education Components** Education Arts and Science Year 1 0.25 SKIL 131 Introduction to Teaching Five Courses Skills (Professional Skills) Year 2 0.50 FOUN 401 Introduction to Schools Five Courses and Teaching (Foundational Studies) Year 3 0.25 SKIL 139 Classroom Management Four Courses and Discipline (Professional Skills) 0.25 A quarter-course in Professional Skills 0.50 A half-course in Foundational Studies 0.00 PRAC 168 Practicum 0.00 PRAC 170 Community Service Year 4 Honours Program No courses required Usual final year requirements for Honours Program Final Year A half-course in Any outstanding 0.50 Foundational Studies courses, normally in the Fall term 2.00 Curriculum Studies 0.25 A quarter-course in ofessional Skills 0.00 PRAC 180 School Law and Policy 0.00 PRAC 169

Internship

A half-course equivalent in Special Studies

0.50

Education Programs 29

(P115)

- 8.1 It is the responsibility of each course instructor to report final grades for Fall Term courses, and interim grades for all appropriate sessional courses, to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those courses determined as such by the Faculty Board and so indicated on the list referred to in Item 1 above. Within two weeks of that date, students shall be advised by the Registrar's Office of all their series.
- all their grades. grades of their advises, with a specific note of those advisees who have a Fail (F) or whose progress is otherwise deemed unsatisfacto-ry. It shall be the responsibility of the faculty advisor to counsel
- ry. It shall be the responsibility of the faculty advisor to counsel any of his advises whose progress is unsatifactory and to make a written report to the Registrar's Office as soon as possible. Be 31 is shall be the responsibility of the Registrar, the Associate Dean, and the Dean to take any further action. 9.1 To be eligible for the Bki degree, the D_{PA} TechEL and any teaching certificate a student must have grades of H, PA, PN, AG, or CR in all the minimum remoted concernes are concentrated of the start of the
- or CR in all the minimum required courses or comp 9.2 The Dean of the Faculty, in consultation with the Faculty Board, may
- The Deal of the Faculty in consultation with the Faculty Board, may at any time, services the discretion of his Office to ensure that all candidates for the BEL degree, the D₀ in reaching and Ontario Teacher's Certificate conform satisfactorily with the general professional and ethical requirements of teachers as de-scribed in Section 227 (2) and 229 of the Education Act.

Hiring and Placement

Hiring and Placement The Facility is committed to provide all assistance possible to students in their efforts to find employment. This assistance takes many forms information is systematically gathered from boards of education in Oratario regarding their hiring procedures and expected needs for teach-ers. School boards are encouraged to come to Queer's to speake with and interview interested students. Teaching opportunities in other provinces and countries are also actively investigated. The Bachelor of Education program prepares students not only for teaching careers but also for many educationally related positions. A substantial number of gaduates of the Bachelor of Education program annually find employment in such educationally related fields. Students are urged to consider the variety tof teaching situations available and the diversity of related fields forfering employment to B.L.B. gaduates. The placement service maintains Seducationally related fields. Students are urged to consider the variety roof teaching situations available and the diversity of related fields. Goffering employment to B.td. graduates. The placement service maintains a current list of such possibilities and in committed to the constant repursuit of other employment opportunities for our graduates. If The placement service operates year round to facilitate contacts between officials and graduates after they have left the campus, While S on campus, saff are available to respond to is student; questions and concerns of all kinds. This may include advice on hiring procedures, when with the superarging of latters and ensures on hiring procedures.

Yhelp with the preparation of letters and resumes, or information Osuggestions appropriate to the individual's employment aspirations. tion and



spective, the shared focus of the courses in this area is to assess the impact of the setting of educational institutions upon educational

FOUN 422/0.5 Human Dimensions in Teaching and Learning (P J I S) The fundamental objective of this course is to foster using an iterating and learning (P)15). The fundamental objective of this course is to foster using an inter-disciplinary approach, the learning and development of the teacher candidate as a person so that in turn s/he can foster learning and development in students. A major emphasis is placed on the interpersonal development in students. A major emphasis is placed on the interpersonal aspect of education and how this may affect perception, motivation, achievement and evaluation. Candidates are introduced to life cycle theory.self-concept theory and birthing theory. There is also the ex-ploration of a language about being human that can facilitate the ap-plication to treating and learning of insights drawn from several dis-ciplenes and from the experience of the candidates. The course is in-ciplenes and from the experience of the candidates. The course is in-terior inserted before given by the control of the course of the candidates. Vanier, Frederick Leboyer, Paulo Freire and others. Candidates are encouraged and assisted to direct their own learning in

conjunction with plenary information sessions (2 hours), reading as-signments and weekly small group discussions (1 hour) related to divisional concerns

FOUN 484/0.5 Sociology of Sport, Recreation and Leisure Activities (2115)

The course is for two types of students (1) those who have had little or rience in sociology as a 'disclipline' particularly as it might apply to teaching in areas related to recreation such as PHE and community education: (2) those who wish an applied focus as opposed to a purely theoretical or conceptual examination in the study of educational omena.

Our course will begin with a general exploration of various groups or Our course win begin win a general exploration or various groups or types of people's activities, in the context of present trends in work, and leisure patterns. The more detailed exploration may be restricted to essentially achool-related issues, e.g.,open physical education, pupil freedom in curriculum selection or pupil chôice in topic development (project work), or may involve more societal or community related areas, e.g., three-day work week, 'forced' retirement, or underemployment, depending upon class member interests. At least a third possibility exists - that of investigating the implications of these changing work play patterns for the school and its personnel.

play patterns for the school and its personnel. In addition to these more general issues, opportunities will be pro-vided for an examination of interpersonal relationships, e.g., those involving student-teacher, youth-adult, suboufinate-supervisior, peers. In other words, there will be the opportunity to look at the implica-tions of the current trend toward egaliarianism, individual freedom, debureautization or, whatever the specific discipline jargon might label

FOUN 485/0.5 Sociology of Deviant Behaviour in the Schools (P115)

An outline of the theories of deviant behaviour will be accompanied by an examination of different types of behaviour labelled as deviant.

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Various forms of social deviance, such as drug taking, sexual nonconformity, student activity, alienation, activity at a drug taking, secual non-conformity, student activity, alienation, and delinquency that par-ticularly affect teaching and learning will be given special attention. The major emphasis will be on possible types of accommodation that are made and can be made by students, teachers, and school administrators. The roles of deviant subcultures which affect the ongoing process of education will also be considered.

FOUN 487/0.5 Sociology - Education and Society (P115) POLN 940/0.5 Sociology - Iducation and Society (P 115) This course will explore the role of the teacher in social change. The primary question will be whether the school simply reflects and ensures the survival of the present social atructure, or whether it can have an independent impact on the shape of the future. The class will look at social inequality, ethnic differences, sex role stereotyping and youth cultures and examine their impact on the school, and the school's impact on them. The possibilities of change through alternative school struct-ures, free schools, community schools, non-schools will also be examine ef.

FOUN 490/0.5 Sociology - Social Class and Sex Role PILS Stereotyping in Education

A student's achievement in school is better predicted by his/her social class and sex than it is by any teacher behaviour, curriculum cha class and sex than it is by any teacher behaviour, curriculum change or school organization. In this course we will try to understand why this is, and what, if anything, can and should be done about it. We will focus on three questions: 1 How are children of different sexes and social classes brought up three different sexes and social classes brought up

- The endered of there biological differences, intellectual differences, differences in self esteem, in achievement drive, in response to authority figures etc?
- to automy figures etc? How do schools respond to these real or imagined differences? The attitudes and expectations of teachers, the images in textbooks, the use of testing, the structure of the school environment will be examined to see how children are treated by the school;
- What are the prospects for change? Do we want to eliminate social class and sexual differences in achievement useful for the society. Students will be expected to conduct interviews with students and teachers and parents, as well as to do library work. Classes will be run as seminar discussions or task groups.

FOUN 491/0.5 Sociology of Education for Secondary 11.51 School Teachers

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

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and development of motor skills and gross motor patterns in young children. The course will examine curriculum guidelines for Kindergarten through grade 6 and familiarte the candidate with the activities and gymnasium organization for children at these levels. In addition to motor skills and gross motor patterns, topics covered will be games co-operative, creative, group, gymnastics (movement education) and #udminz.

JUNIOR - INTERMEDIATE PROGRAM

CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

CURR 382/0.2 Reading and Language Arts (Junior and Grades 7 and 8) CDBs abouts accurate and integrating rule springs must character and integrating rule spring rule spring rule spring rule spring rule reachers to develop, and implement an effective Reading and Language Arts Program in the Junior and Intermediate grades of an Elementary School. Emphasis will be given to all interimediate prade of an Elementary School. Emphasis will be given to all interimediate the spring spring and the spring sprin and reading across the curriculum.

CURR 384/0.2 Mathematics (Junior and Grades 7 and 8)

The purpose of this course is to familiarize candidates with the conter of the mathematics curricula in the Junior and Intermediate Division of the mathematics curricula in the junior and Intermediate Divisions, and with a variety of methods for effectively teaching fundamental mathematical concepts. A large portion of the total class time will be given over to the use and analysis of a valie range of resources, par-ticularly concrete materials, for mathematics instruction. The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the lunior and Intermediate Divisions.

Junior and Intermediate Divisions. The acquisition of a positive attitude toward mathematics and its teaching is seen as a high priority of the course.

CURR 386/0.2 Social Studies (Junior and Grades 7 and 8)

This unit is designed to assist candidates to explore ways of establi-shing an effective social studies program. Candidates will learn how to

This course views science activities in the elementary school as a basis for developing social and communication skills. Candidates will prepare teaching materials aimed at stimulating inquiry into natural phenomena

CURR 390/0.1 Art (Junior and Grades 7 and 8)

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FOUN 414/0.5 Comparative Education - Contemporary Education in North Atlantic Countries (P115)

Course is designed to provide teacher candidates with a comprehen-sive and critical perspective on the professional arena within which they will be required to make intelligent and informed decisions. To do they, the course endeavours to complement the more specialized elements of the providing a meta-disciplinary framework within which seemingly disparate parts may be integrated and viewed as a unified whole

The international approach - by which educational policies and pro-The International approach - by which educational policies and pro-blems in Canada, the United States, the British Isles, and France are studied within their national settings - is calculated to emphasize the dynamic nature of educational arrangements

containic nature of educational arrangements 1 by indicating the diversity of response to the philosophical ques-tions which lie at the root of educational practice. 2 by clarifying the relationships among educational policies, ideolo-gical commitments, and changing socio-economic infra-structures. 3 by familiaring students with some of the current polemic literat-ure which serves to provide a climate and rationale for educational chance:

change.

The course will be introduced through a series of lectures outlining The course will be introduced inrough a series of rectures outnining the socio-ideological mediums, organizational arrangements, and signif-icant current concerns of the educational systems studied. This will be followed by group presentations in which some major contemporary issues are identified, analyzed, and discussed. Class members will also asked to acquaint themselves with some of the literature which has asked to acquaint inemserves with some of the literature which has fuelled the continuing debate on educational policies and practices at home and abroad. At all class meetings there will be ample time for debate and students will be expected to participate actively by ex-pressing their views and stimulating others.

FOUN 432/0.5 History - The Separate Schools of Ontario (P115) The intent of the course is to familiarize students with the particular aims, philosophical-theological rationale, historical background, and contemporary problems of this large and important sector of Ontario public education.

The course endeavours to meet the needs of several categories of

1 Those who plan to teach in separate schools at the Primary, Junior and Intermediate levels K-10. The course is designed to help them and Intermediate levels K-10. The course is designed to help them scure employment by providing prospective employers with the as-suriance that they are fully aware of the orientation, priorities, and rationals of Catholic education, and of what their ethical responsibilities will be as separate school teachers. As well, a thorough appreciation of the theological, philosophical, historical, and predagogical dimensions of their task should be of value to schoold applicants in their later performance and development as teachers. 2 Those who plan to teach in Catholic high schools at the Senior level

11-13. The general needs of these students are similar to those in category above, and are equally catered to in this course.

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3 Those who may in the future be committed to the support of separate schools as parents and taxpayers. As well as intending teachers, this course should benefit those who may find themselves involved in other ways with separate schools - as parents, electors, or trustee by alerting them to what might justly be expected from government as well as from those engaged in Catholic education at the levels of

as well as from those engaged in Catholic education at the levels of policy, administration, and classroom teaching. Those with a liberal interest in the growth of Canadian institu-tions, whether or not they may be involved with separate schools in the future. Perhaps more than any other social institution, the Catholic school – in its various forms – has touched a nerve in the Canadian body politic, and has generated a great deal of vehement thought, words, and action among its promotors and opponents for well over a century, not only in Ontario but also in Quebec. The Maritimes, and the West. While the more revealing agitations have subsided in recent years, an examination of the growth of Ontario Maritimes, and the West. While the more revealing agitations have subsided in recent years, an examination of the growth of Ontario separate schools can still provide rare insights into the society and current problems not only of this province but of Canada as a school.

FOUN 433/0.5 History - Education in Ontario and Quebec (P J 1 S) This is an introductory survey which essays a parallel study of educa-tional development in Ontario and Quebec by comparing the educational ideals, goals, and procedures in these provinces and the responses of the different systems at various times to changing ideological and social pressures. Current educational issues and problems are also examined and compared in order to facilitate the analysis of educational nolicy and its determinants in contemporare opicity. policy and its determinants in contemporary society. The aim of the course is twofold - first, to further understanding

The ann of the course is tworout - trast, to turtue understanding between two important elements of the Canadian community and, second, to promote among teaching candidates a more sophisticated wavereess of what shapes those principles and policies which, in turn, determine educational practice. Issues will be identified in their historical and contemporary set-

Issues wui be normined in their material and contents of the information of the interval of th sonnel, and opportunity. This course is designed to help not only Ontario students - for whe

This course is designed to neep not only Ontario students - for whome it provides more than a provincial orientation to the system in which they will probably teach - but also those students who come from Quebec. For them it can provide a helpful explanatory 'bridge' between different systems of values reflected in decugation.

FOUN 441/0.5 Philosophy - Grading and Evaluation POUN +4100.5 Phinosophy - Graung and Evaluation (C11.5). This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specifica-tion of criteria, testing and judging the 'object' to be valued, and justifying evaluative standards. Theoretical insights will be applied to (P115)

Shing an ertective social studies program. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material will be expanied and students will develop a mini unit suitable for classroom implementation. A variety of evaluation strategies will be commented upon.

CURR 388/0.2 Science (Junior and Grades 7 and 8)

and associated value issues. Varied teaching methods will be explored to achieve an inquiry orien-tation. These include using the out-of-doors, project work and activity

resource materials and studio sessions are used to

(P10

FOUN 494/0.5 Sociology - Explorations in Learning

POUN 9400.5 Socialogy - Explorations in Learning (P I) In Environments in the Elementary School Those taking the course will share in exploring various learning en-vironments provided for children at our elementary school levels. We will attempt to conduct our explorations from primarily three points of view: the teachers', the parents' and most importantly the students'. Accordingly, a major part of our energies will be spent observing and participating both in various of the school's or school's programs and in those non-school activities e.g., home, community affecting lear-In those non-school activities e.g., home, community affecting lear-ing/not learning and assessing our experiences. It is expected that curriculum and field study requirements can be coordinated with the activities of this course. Some time will be spent in examining innova-tive programs currently being attempted in Ontario Schools. My own bias at the present time is that schools are not doing the educational job which must be done. My contern, however, is not to lay one out models which as far.

world.

FOUN 496/0.5 Professionalization of Teachers

FOUN 496/0.5 Professionalization of Teachers (P | 1)S Student teachers can better fulfil their commitments to children and youth in the public education system by facing and dealing with que-tions of burnaucratic realities in education, collective pressures relating to job security, professionalian and unionism, and human rights in the school. Topics to be covered include the authority structure in education, collective bargaining and the rights and privileges of stud-ents and teachers ents and teachers

Curriculum

PRIMARY - IUNIOR PROGRAM

CURR 381/0.3 Reading and Language Arts (Primary-Junior)

CORR 361/0/3. Recomp and Language ATS (Trimary jumor) This course is designed for students interested in teaching the younger child. It consists of a survey of the development of language skills with emphasis on the interrelationships of reading, speaking, listening and writing. Specific techniques used in the Primary and Junior Grades. will be examined

CURR 383/0.3 Mathematics (Primary-Junior)

The purpose of this course is to familiarity candidates with the content of the mathematic curricula in the Primary and Junior Divisions, and with a variety of methods for effectively teaching fundamental mathe-matical concepts. A large portion of the total class time will be given over to the use and analysis of a wide range of resources, part

over to use use and analysis or a whee range or resources, particularly concrete materials, for mathematics instruction. The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the

Primary and Junior Divisions. The acquisitions of a positive attitude toward mathematics and its teaching is seen as a high priority of the course.

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CURR 385/0.3 Social Studies (Primary-Junior)

CORK 303/0.3 SOCIAl SUBJES (Frimary-junior) The Social Studies course is designed to develop an awareness of the goals of an effective social studies program, especially in the Primary and Junior Years and to learn how to translate those goals into in-structional objectives, teaching strategies and evaluation, techniques. To these ends, students will demonstrate their competency by designing a short but effective social studies curriculum. To assist them in this, the correst will foreiticade studies curriculum. the course will familiarize students with the media and other resources available to the social studies teacher.

CURR 387/0.3 Science (Primary-Junior)

This course is developed with an emphasis on the process approach, through a series of workshop sessions which stress the problem-solving level of learning. This is applied to specimen study, physical science, natural phenomena, the outdoor setting, and the integrated learning experience. The course includes work in sample units and group practice in cur-

reconcernization and development. Many starting points for curriculum considerations are used in a range of problem contexts, including that of environmental issues. The latter are explored as a vehicle for pro-moting wise decision-making in the future.

CURR 389/0.2 Art (Primary-Junior)

This course explores the needs of the Primary and Junior child in Art Education through investigation of resource materials and studio sessound of the stages of creative and mental growth, and regulations outlined by the Ministry Cuidelines. Attention is given to a meaningful process in the overall development of the child as opposed to focus upon an end product.

CURR 391/0.2 Drama (Primary-Junior)

This course offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques in teaching various subject areas.

CURR 393/0.2 Music (Primary-Junior)

CORK 353/0.2 MURICIPUID (TIMING) This is an introductory course to the teaching of music in the element-ary school. The content of the course will focus on methods and mater-ials suitable for use in the teaching of children. There will be con-siderable emphasis on the rudiments of music.

Class sessions will include lectures, learning to read notation, playing the recorder, basic conducting, singing using classroom in-struments, and listening experiences. All of these activities will be related to teaching procedures applicable to the elementary school.

CURR 395/0.2 Physical Education (Primary-Junior)

Cons 93/02 runsial coucation (runmary-junior) This activity based course is designed to provide the student teacher with sufficient knowledge and skills to develop a program which provides meaningful experiences for the children in the gymnasium. A rationale along the related activities, will be developed, dealing with the nature

Courses of Study 41

explore the needs of the Junior and Intermediate pupil in Art Education.

Depiore the needs of the junior and intermediate pupit in Art Education. The stages of creative and mental growth as well as Ministry Guidelines serve to direct the study. Attention is given to a meaningful process in the child's overall development and in the design of an Art Program to

This course offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques in teaching

This is an introductory course to the teaching of music in the element-ary school. The content of the course will focus on methods and mater-ials suitable for use in the teaching of children. There will be con-

softrance emphasis on the rudiments of music. Class sessions will include lectures, learning to read notation, playing the recorder, basic conducting, singing, using classroom in-struments, and listening experiences. All of these activities will be related to teaching procedures applicable to the fundor and Intermediate

The health education section of the course will focus on the methods,

The health education section of the course will focus on the methods, materials, and resources for the topics stipulated by the Ontario Ministry of Education guidelines for the Junior Division. The physical education course will focus on the following areas:

An overview of the program of Physical and Health Education, and its objectives; in the Junior and Intermediate Divisions, as stipulated in Ontario Ministry of Education Documents.

The development of methods, organizational considerations, and skills related to Educational and Formal Gymnastics.

CUBE 312/0.5 Dramatic Arts (Intermediate) A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of personal resources in dramatic expression through improvisation and group project work. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration in given to the particular demanda placed on a teacher of Dramatic Arts and a variety of teaching tech-nicins which can be annihold in this context.

placed on a reacher or transate avers and a variety or teacing team injues which can be applied in this context. The aim is to prepare candidates to teach a first course in Dramatic Arts in the Intermediate Division, and to serve as a resource-teacher who can assist in the use of drama as a learning method.

CURR 392/0.1 Drama (Junior and Grades 7 and 8)

CURR 394/0.1 Music (Junior and Grades 7 and 8)

siderable emphasis on the rudiments of music.

CURR 396/0.1 Physical and Health Education

INTERMEDIATE TEACHING SUBJECTS

CURR 312/0.5 Dramatic Arts (Intermediate)

See Admission Requirements.

(Junior and Grades 7 and 8)

The development of motor skills and related activities The development of methods, organizational considerations, and skills related to specific team games.

various subject areas.

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on yet another Holt or Friedenburg or Reimer trip but to find out why a number of children learn less than they might and how the school en-vironment(s) might become more consistent/compatible with the children's

Ministry of Education guidelines for the Intermediate Division. The

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

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Physical and Health Education, (Inter-mediate-Senior). Graduates of an Honours program in Physical and Health Education promelly method the andreith and the set Education normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CURR 366/0.5 Music - Instrumental (Intermediate)

This is an additional concentrated course to prepare candidates re-gistered in CURR 394 Music (0.1), the core program of Junior-Intermediate Music. Music at this level is most effectively taught by teachers with considerable music background and previous experience w band or orchestral instruments. There will be little discussion of the fundamentals of music. The

emphasis will be on developing and improving competence in teaching music and developing student aesthetic and creative capacities in a musical environment using materials and approaches relevant to the intermédiate level. Classes are taken in conjunction with a portion of This course leads to eligibility for admission to Part 2 of the three

part Specialist qualification in Instrumental Music. Graduates of an Honours program in music normally meet the academic requirements for admission to the one-session Honour Specialist qualification.

CURR 380/0.5 Visual Arts (Intermediate)

A course concerned with the practical needs of the teacher of Art work-ing in the Intermediate school setting. The program will stress teaching strategies, program planning, classroom management and budget planning. In the studio sessions the candidate will be able to acquire new and

In the studio sessions the canonate will be able to acquire new saw-additional knowledge and skills in studio practice. The candidate is invited to join the Intermediate-Senior Art Education candidates on field trips for an additional fee of twenty-field were \$25.00 to cover transportation costs. Field trips to the Art Gallery of Ontario. Towerso and the National Gallery. Obtava are planned.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Visual Arts. Graduates of an Honours program in Art normally meet the academic qualifications for admission to the one session Honour Specialist qualification.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Dramatic Arts. Graduates of an Honours program in Drama normality must the acculation contents for admission pair Speciatise quantization in Dramatic Ares. Graduates of an economic program in Drama normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CURR 318/0.5 English (Intermediate)

This course is designed for prospective teachers of Intermediate grades, who have university background in the subject of English. The program stresses careful explication and imaginative presentations of literature with the primary aim of helping students to see with feeling. The methese will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars.

CURR 322/0.5 French (Intermediate)

The course is designed to enable prospective teachers of French as a second language in the core program of the intermediate grades to: 1 develop and improve techniques and procedures for teaching French as

a second language: analyse the psycholinguistic aims and rationale of the methodology and published materials used in schools: prepare materials and activities to meet pupils' language needs and to develop their commuteve skills in French; analyse available tests and prepare sample tests to measure pupils' level of nerformance and commetence.

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analyse avalance these and prepare analyse to be the three level of performance and competence. This course leads to eligibility for admission to Part 2 of the three

This course sears to engomity for aumission to rart 2 or the infree part Specialise qualification in French as a Second Language. Graduates of an Honours program in French normally meet the academic qualifica-tions for admission to the one session Honour Specialist qualification in French.

CURR 324/0.5 Geography (Intermediate)

Closs 3240.5 Ceography untermentate] This course will provide instruction in planning and presenting differ-int types of lessons used in the teaching of geography. The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the Intermediate level.

Throughout the course, efforts will be made to strengthen those per onal qualities that enhance the teaching process and to eliminate those that do not

Evaluation will be based on the following areas of performance: classroom participation

- regular assignments
 peer group teaching.

CURR 328/0.5 Science - General (Intermediate)

Cons 2400-5 Science - General (intermediate) This course will examine the basic methods of instruction for the Inter-mediate Division Sciences. Special attention will be given to im-plementation of the Intermediate Science Guideline of the Ontario Ministry of Education.

INTERMEDIATE-SENIOR PROGRAM

See Admission Requ

CURR 303/1.0 Science - Biology (Intermediate-Senior) CURR 305/1.0 Science - Chemistry (Intermediate-Senior)

CURR 319/1.0 Science - Environmental Science (Intermediate-Senior)

CURR 351/1.0 Science - Physics (Intermediate-Senior)

Students electing any one of the four credits in Science Education (Biology Chemistry, Environmental Science, Physics) may be sectioned so that each of the Science Education classes consists of a mixture of candidates in each of the disciplines. The course will examine basis methods of ninartuction common to all sciences. The exercise of options provides students opportunities to practise special interests in one specific science as well as the opportunity to expand their abilities to ach proficiently in the other sciences. Teaching resources and materials will be surveyed and analyzed. Me

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thods of communication, planning and performing demonstrations, labora-tory managements and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues.

CURR 305/1.0 Science - Chemistry See description under CURR 303 above

CURR 311/1.0 Dramatic Arts (Intermediate-Senior)

CORE 31/1.0 Dramatic Arts (Intermediate Senior) A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of personal resources in dramatic expression through improvisation and group project work. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching tech-niques which can be applied in this context. This course aims at pre-paring candidates to teach a first course in Dramatic Arts and to struc-ture advanced/double courses variations of the structure advanced/double courses.

ture advanced-level courses according to subject-knowledge strengths. This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Dramatic Arts. Graduates of an Honours program in Dramatic Arts normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CURR 313/1.0 Economics (Intermediate-Senior)

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational tech-niques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work. strategee, such as autoivisua aos, simulations, and smail group work. Close attention will be paid to recent work on teaching Economics, including that of Fenton on Inquiry methods and Oliver and Fraenkel on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test

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Teaching resources and materials will be surveyed and analyzed. Me-Teacing resources and materials with the surveyed and analyzed, one-thods of communication, planning and performing demonstrations, labora-tory management and safety, the nature of student-teaching in sciences and the solving of numerical problems will be discussed and practiced. Attention will be given to the role of Science teaching in

CURR 336/0.5 History (Intermediate)

CURR 336/0.5. History (Intermediate) This course is designed to assist candidates to explore ways of establi-shing effective history programs. grades 7 – 10. Candidates will learn how to implement a variety of teaching strates appropriate to student needs and Ministry philosophy. Resource makes appropriate to student candidates will develop a unit suitable for daming the memeritation. Evaluation strategies will be explored. Considerable understanding of the forces and individuals who have helped to develop Canada.

CURR 344/0.5 Mathematics (Intermediate)

CUR8 3440.5 Mathematics (Intermediate) The purpose of this half-course is to prepare candidates to teach mathe-matics at the Intermediate level. Candidates will become familiar with the content of the Intermediate level mathematics and the content of the Intermediate level mathematics. The course will also provide thematics. The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Intermediate Division.

Intermediate Division. The acquisition of a positive attitude toward mathematics and its teaching is a high priority of the course.

CURR 346/1.0 Music - Vocal (Intermediate)

Class the ity music votes the musicatery This is an additional concentrated course to prepare candidates re-gistered in CURR 394 Music (0.1), the core program of Janior-Intermediate Music. Music at this level is most effectively taught by teachers with considerable music background and previous coperince in choirs and vocal ensembles.

There will be little discussion of the fundamentals of music, The There will be intre-inscussion of the fundamentals of music, the emphasis will be on developing and improving competence in teaching music and developing student aesthetic and creative activities in a musical environment using materials and approaches rapication to the intermediate level. Classes are taken in conjunction with a portion of

intermediate level. Classes are taken in conjunction with a portion of the Intermediate Senior program. This course leads to eligibility for admission to Part 2 of the three part Speciality qualification in Vocal Music (Intermediate-Senior). Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualifi-cation.

CURR 348/0.5 Physical and Health Education - Men (Intermediate)

CURR 350/0.5 Physical and Health Education - Women (Intermediate) The health education section of the course will focus on the methods, materials, and resources for those topics stipulated by the Ontario

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courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, and activity approaches.

approaches. The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Intermediate and Senior Divisions.

The acquisition of a positive attitude toward mathematics and its teaching is a high priority of the course.

CURR 345/1.0 Music - Vocal (Intermediate-Senior

A course designed to prepare candidates to teach vocal music in the Intermediate and Senior grades. Music at this level is most effectivel taught by specialist teachers with considerable musical background ability and performance experience. This course reflects the concern for balance of performance skills

with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education guidelines for

music. This course leads to eligibility for admission (o Part 2 of the three part Specialist qualification in Vocal Music (Intermediate-Senior), Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualifi-

CURR 347/1.0 Physical and Health Education - Men

(Intermediate-Senior) This course will focus on the analysis of teaching behaviour as it

relates to the teaching of physical activities. Muska Mosston's model of the 'The Spectrum of Teaching Styles' will be used to present alterna-Gymnasium laboratory sessions will be held in basketball, gymnastics,

and wresting to demonstrate lesson planning, class organization, use of materials, and visual aids, and the use of alternative teaching styles. As well as these three main areas, consideration will also be given to the leisure time sports activities and dance. The Ministry of Education guidelines for these divisions will be

studied and various school programs will be presented. The interscholastic and intramural programs in schools will be stud-

Students who feel the need for self-improvement in various sp activities will have the opportunity to attend extra sessions. Other students who have experience in certain activities will be able to gain additional teaching experience in these extra classes.

Health Education is an integral part of physical education and con-sists of approximately twenty-five hours of class work, labs, seminars, and workshops. A heavy emphasis will be placed on methods and materials particularly in the area of audiovisual aids. Participants need little background in health education but courses in psychology or sociology would be helpful.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Physical and Health Education. (Inter-

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Candidates should note that-

- History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies. 2 Only one of History, Economics and Political Science can be
- Only one of THROTY, ECONOMICS and SUBJECT.
 Seconomics candidates should be prepared to teach either continercial subjects or History in their practice teaching assignments in addi-tion to the Grade 12 and Grade 13 Economics and Consumer Economics

CURR 317/1.0 English (Intermediate-Senior)

The course is designed to prepare prospective teachers for the teaching of English in the high school. The program stresses careful explication and imaginative presentation of literature with the primary aim of helping students to see feelingly. The methods of instruction used it the course should display a variety of approaches to the teaching of both literature and composition. The course will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars.

CURR 319/1.0 Science - Environmental Science

See description under CURR 303 above

CURR 321/1.0 French (Intermediate-Senior)

The course is designed to enable prospective teachers of French as a second language in the core program of the Intermediate-Senior Division

- become acquainted with recent and current theories of language learning and to analyse and discuss pedagogical problems related to
- French instruction; plan and design teaching techniques and exercises to develop and 2 improve students' linguistic skills in French-
- 3 experiment with skills using classroom activities leading to the development of communicative competence;
- examine and use effectively programs, textbooks, and materials published for the teaching of French;
 introduce second language culture and civilisation in the class-
- 6 design curriculum units for specified linguistic objectives at all levels of French instruction including adult education projects in alternate settings;
- automatic settings: write discrete-point and integrative language test items and tests to measure student progress in linguistic and communicative skills. analyse the Ortario Ministry of Education Guideline (1960) for the various Drivisions of the core French program. This course leads to eligibility for admission to Part 2 of the three

part Specialist qualification in French as a Second Language. Graduates of an Honours program in French normally meet the academic qualifica-tions for admission to the one session Honour Specialist qualification tions for in French.

mediate-Senior). Graduates of an Honours program in Physical and Health Education normally meet the academic requirements for admission to the one session Honour Specialist qualification.

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Note A fee will be levied to cover partial cost of the printed materials made available to students.

Physical Education Planning the curricular program: planning the extra-

curricular program; teaching methods: lesson planning; organization and administration of secondary school program; evaluation and reporting to

Health Education Health Education is an integral part of physical edu-

cation and consists of approximately twenty-five hours of class work, labs, seminars and workshops. A heavy emphasis will be placed on methods

and materials particularly in the area of audiovisual. Participants need little background in health education, but courses in psychology or

In both of these, there will be discussion about adaptations of pro-

gram for four and two year students. Special practice teaching and microteaching, when necessary, will be available in both.

Organization and Administration Problems specifically related to de-partment headship, e.g., budgeting, purchasing, personnel.

Foundations of Physical and Health Education An introduction to the anatomical, physiological, kinesiological, psychological and sociolog-ical aspects of physical activity and total health.

teat aspects of physical activity and total health. Skills Practical As much time as is possible within the limits of time-table will be given over to skill improvement of the candidates. This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Physical and Health Education, (inter-mediate-Senior). Craduates of a Honours program in Physical and Health Education normally meet the academic requirements for admission to the one session Honours Theretails qualification

Note No textbook is required but a fee will be levied to cover partial

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational tech-niques. Candidates will become familiar with a wide range of teaching

strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work in teaching political sci-ence, including that of Massialas and Lee on Inquiry methods and Oliver

and Frankel, Kohlberg and Simon on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design.

This course is designed to prepare candidates to teach Geography at the Intermediate/Senior level.

Intermeduate zenor nevel. The program will provide instruction in lesson planning, lesson pre-sentation, different types of lessons, different methods of instruction, effective questioning, the use of various instructional materials, and

effective questioning, the use of various instructional matrices, sum basic skills in classroom management. The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the Intermediate and Senior levels. Throughout the course, efforts will be made to strengthen those per-sonal qualities that enhance the teaching process and to eliminate those that do not

There will be three contact hours per week, with an additional three

hours required for reading and the preparation of assignments. Evalua-tion will be based on the following areas of performance.

CORE 3357.07 Guidance (intermediate-senior) The Guidance option leads to eligibility for admission to Part 2 of the three-session Specialist qualification in Guidance. The following areas will be covered: the policies of the Ministry of Education which are relevant to Guidance guidance for human development, an introduction to counselling theories, and interpresonal skills and group processes.

Cost acoust in insulty (interpretiateSenior) This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational tech-niques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small-group work. Cose attention will be paid to recent work on teaching history/social

science, including that of Massialas and Lee on Inquiry methods and Oliver and Fraenkel, Kohlberg, and Simon on Value Clarification. Stud-

ents will receive practice, instructional planning in the areas of defining objectives, lesson planning, and test design. Candidates should

2 Only one of History, Economics and Political Science can be selected

The purpose of this course is to prepare candidates to teach mathematics at the Intermediate and Senior levels. Candidates will become familiar

with the content of the Intermediate and Senior level mathematics

nulti-disciplinary background in Canadian Studie

CURR 343/1.0 Mathematics (Intermediate-Senior)

History, Economics and Political Science candidates will take the

same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required

as a teaching subject; It is recommended that candidates selecting History have a strong

CURR 349/1.0 Physical and Health Education - Women

(Intermediate-Senior)

sociology would be helpful.

one session Honour Specialist qualification.

CURR 323/1.0 Geography (Intermediate-Senior)

classroom participation

CURR 333/1.0 Guidance (Intermediate-Senior)

CURR 335/1.0 History (Intermediate-Senior)

peer-group teaching

3

CURR 351/1.0 Science - Physics

See description under CURR 303 above

cost of the printed materials made available to stude

CURR 353/1.0 Political Science (Intermediate-Senior)

and promote learning. It is expected that course participants will develop skills for improving classroom climate and for helping their students to work effectively together in groups. Prospective registrants need to know that all sections of this course

have an experiential component consisting of one weekend away from campus. Basic, inexpensive accommodation is provided at a residential facility outside of Kingston. There will be a small charge for transportation and food

SKIL 135/0.25 Measurement and Evaluation

This course will assist the student to develop practical skills necess-ary to measure, evaluate and report on student progress and achievement. Informal and formal measurement and evaluation devices and techniques Informal and formal measurement and evaluation devices and techniques including, observation by the teacher, teacher-made tests and standard-ized tests will be considered. Constructing, scoring, and interpreting formal teacher-made tests and using and interpreting more informal techniques will also be discussed. Lack of mathematics background will not be a handicap. Emphasis on specific topics will be varied to suit the needs of specific groups of students.

SKIL 136/0.25 Question - Response Patterns

This unit will introduce teacher candidates to a set of skills, the use of which can gain greater pupil involvement in the instructional sequence. The focus will be on questioning skills initially and then will shift to the handling of pupil responses to get maximum class par-ticipation. Though a cognitive emphasis is suggested, the unit does not exclude other types of learning. Note Admission to this course is by permission of the instructor

SKIL 137/0.25 Effective Speech in the Classroom

The course is specifically aimed at making the student aware of the full potential of the most valuable teaching instrument that the teacher ossesses, the voice. Part of the course will be concerned with discovery while other areas

of the course will concentrate on allowing the student to use the voice effectively. The expected outcome of the course will be to ensure that the student can read and speak effectively in a lively manner and will In a total data feat and speak effectively in a tively manner and will not be troubled by the minor, and even major afflictions of the voice which can arise from mis-use. Specific areas to be covered include relaxation, the mechanism of

operating areas to be covered include relaxation, the mechanism to breathing, the development of breath control, voice projection, reading in the classroom, articulation, projection, inflection, pace and pitch as well as a consideration of the appropriateness of the language we use in varying situations.

SKIL 138/0.25 Values Education

- This course will assist candidates, 1 to be able to identify values and value issues in the curriculum,
- to be able to lookiny values and value issues in the curriculum, the school setting, and in teacher-student interactions; in understanding, using and critiquing the cognitivedevelopmental approach of Lawrence Kohlberg, the values clarification approach of

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Raths and Simon et al-

3 to explore other values educating possibilities in role playing, simulation and games, media, etc. and to develop their own materials for values education.

SKIL 139/0.25 Classroom Management and Discipline

The unit will introduce the students to concepts and skills relevant The unit wui introduce the students to concepts and skills relevant to the organization and management of classes groups and individuals to ensure more efficient learning climates. The focus will be on the logi-tics of the vertical and horizontal dimensions of various organizational arrangements as well as practices, such as routines, grouping, record keeping and reporting, which facilitate those arrangements. Finally the philosophical, legal, psychological and paedogogical aspects of pupi discipline and the promotion of optimum classroom will be considered.

SKIL 140/0.25 Instructional Design

This course is intended to enable students to design effective units of instruction through the application of such skills as analyzing and sequencing objectives, selecting appropriate models and media for tea-ching, adapting instruction to the characteristics of students and

Janning specific teaching activities. Participants will find that this course will complement other skills courses in Curriculum Design, Measurement-Evaluation-and Educational Media.

SKIL 141/0.25 Arts Management

SAIL 1410.2.5 Ats Management This course is intended to provide students of the 'Artist in the Com-munity' Program in particular and students of the B&L Program. In general with practical skills necessary in the administration of com-munity arts organizations. The course will be presented in a variety of formats. Several lecture-discussions will describe basic administra-proprint and the summe leadership and consultant roles with the students who will be assume leadership and consultant roles. with the students who will then undertake the application of principles in development-laboratory sessions. It is expected that having completed this course the participants

1 be able to implement basic administrative principles in specific

- community arts organizations; be familiar with organizational and structural problems in the Arts; through the application of administrative principles, be able to amplicate accession of administrative principles.
- ameliorate organizational problems in community arts programs; 4 be able to define and apply principles of financial management in
- community arts programs; be in a position to evaluate and implement marketing policies in 5

arts management. Note Professional Skills credit for this course is available only to those candidates enrolled in the program Artist in the Community. SKIL 142/0.75 Artist in Community Education: Professional

Skills Project

This will be a practical leadership project in which the student will perform 60 hours of artistic involvement in a community setting. It will

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they feel they need. Projects now exist in public and separate element-ary and secondary schools, in community colleges, with Boy Scout and Grif Guide organizations, in churches and prisons, with particular hospital departments, with Board of Education services for relarded or accelerated or emotionally disturbed or physically handicapped persons, with the Children's Aid Society, with Alternative and Community schools distuible services. Service drives usually involves a blend of suidance and similar groups. Service efforts usually involve a blend of guidance and tutoring, and require from three to four hours each week for a period of about twelve weeks. Participants often create their own pro jects. It is necessary that student-created projects be action-centred, observe the principles of felt need and self-help in clients, and present a strong measure of personal and professional challenge. Many projects can be effectively integrated with other courses. The require ment extends through both terms.

PRAC 180 School Law and Policy

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, will provide an overview of the legal aspects of teaching in Ontario. Attention will be focused on the Education Act 1974 and the Teaching Profession Act, R.S.O. 1970 and selected regulations supporting these statutes. Candidates will receive basic information about the legal duties of education personnel, the teacher's contract of employlegal outres of endeaton personal, the terms of the purposes, structure and practices of the teacher associations in Ontario.

Special Studies

SPEC 202/0.25 Conversational French Advanced

Students who have a fair command of spoken French will find opportunities to improve their fluency through informal communication in round-table discussions on matters of public and personal interest. Topics include social issues, current events, French and French Canadian cul-ure and way of life, Games, simulations, and role play techniques are used to involve all members. used to involve all members

SPEC 206/0.5 Open Country Explorations

A challenge and discovery-focused introduction to outdoor education in A challenge and discovery-focused introduction to outdoor education in its broades sense, involving a progressive sequence of natural and man-made forces in a variety of all-weather settings which require decision-making, action, and critical thinking. The program's stresses are adjustable to all readiness levels. No one will be over-extended. All participants, however, will be reasonably challenged. There will be opportunities to elect a week-end solo experience. Evidence is increas-ing that impelling experiences outside of classroom walls provide powerful opportunities for students and teachers to influence and im-tegrate learning. Student-teacher relationships and roles can be en-hanced by sharing resources in situations when consequences are less escanable.

SPEC 207, SPEC 208 Outdoor and Experiential Education, Parts 1 and 2 This two-part sequence is designed for those persons who are intereste in teaching and other helping professions which are attempting to im-

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provide an opportunity to develop the ability to identify educational arts needs in the community and to design and implement appropriate programs to meet those needs. The evaluation of community-arts programs will be an integral aspect of the project. Enrolment is limited to candidates in the Artist in Community Education Program. Note Professional Skills credit for this course is available only to

those candidates enrolled in the program Artist in the Community.

PRAC 160 Student Teaching (for Consecutive Candidates) Each consecutive candidate, in order to qualify for the B.Ed. degree and an Ontario Teaching Certificate must successfully complete a minimum of eight weeks of practice teaching. This practice is done in the class-rooms of selected Associate Teachers in the elementary and secondary schools including separate schools of our teaching area. By special

arrangement between Faculty of Education Instructors and the Field Studies Office, one two week period of the practicum may be done in outdoor education or special education settings. In preparation for the regular practicum, various instructors arrange experiences in peer teaching, videotaped micro-teaching and working with local intermediate level clauses which are resident in McArthur Hall for home networks beriefd obtender

local intermediate level classes which are resident in McArthur Hall for three one month periods during the year. In addition to the basic right weeks of practice teaching, a required final week at the end of the program is arranged by each successful candidate in any school of his/her choice. Candidates must be prepared to be assigned to any school within our designated area. This will mean that they may have to travel up to 200 miles from Kingston and they should be prepared for additional ex-penditures in order to cover the cost of both travel and accommodiation.

PRAC 168 Practicum

Candidates in the third year of the Concurrent Program must complete one week of supervised Student Teaching in an approved elementary or secon-dary school. This takes place during the candidate's Winter break or immediately following the Winter term in April or May

PRAC 169 Internship

Candidates in the final year of the Concurrent Program must complete a four month internship from January to April. This is done in selected Associate Schools normally in the Kingston area or in the Peterborough area.

PRAC 158/0.7 Alternate Practicum (1)

This practicum, which is divided into two six week internships is avai-lable only to those students who are registered in the alternate 8.8.6 program in Outdoor and Experiential Education. The first internship will take place in an outdoor school of natural science operated by a Board of Education (mid May to end of June). The second will take place in non-school board settings during July and August. The intern-ship will include supervision and completion of some practicum-related

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prove the quality of human use of natural environment. It is intended to resent opportunities for an intensive exploration of the educational ossibilities of outdoor and other forms of experiential education positionines of outdoor and other forms of experiential education including travel, work, alternate semestery, service, and other forms of community involvement. The overall aim is to help participants develop appropriat attudes, skills, and other resources. Natural and other community resources will be used to provide direct, first-hand experiences. Participants will examine concepts and means of extending class-room boundaries which are useful in most subjects.

Persons seeking admission to SPEC 207 or to SPEC 207 and SPEC 208 nust complete a background inventory and secure instructor permission. Both courses require a modest fee for food and transportation costs. Students registered in both SPEC 207 and SPEC 208 should also register in SKIL 134 - Group Process.

SPEC 207/0.5 Outdoor and Experiential Education, Part 1

The course involves a series of integrated adventure, environmental, and personal growth experiences and opportunities for fall and winter wil-demess camping which are blended into a review of resources for outdoor and associated which are blended into a review of resources for outdoor derness camping which are blended into a review of resources for outdoor and experiential education program planning, process development, underlying rationales, staffing needs, evaluation feedback procedures, and equipment and facility needs and care. A series of program models will be examined. Open Country internships will be arri anged for students qualified for entry into Part 2. Part 1 is required for Part 2.

SPEC 208/0.5 Outdoor and Experiential Education, Part 2

Preparation, practice, and instructional review in seasonally ap-propriate outdoor skills and interrelated environmental, and personal propriate outdoor skins and interretated environmenta, and personal growth aspects will continue. Extensive attention will be given to planning, program design, safety awareness, counselling skills, group problem solving, integration possibilities, and the personal growth of participants

participants, Individual and group contracts based on needs assessment will be formulated and applied. Units and other experiences developed by in-dividuals and groups will be presented and evaluated. Career planning, job opportunities, and requirements will be examined. This course is open only to students who have successfully completed

SPEC 207

SPEC 209/0.5 Adult Basic Education and Retraining

PRAC 157/0.3 Alternate Practicum (2)

PRAC 170 Community Service Practicum

preferences

help themselves.

SPC. 4070.5 A doubt assic Education and Ketranning Adult basic education and retraining programs exist in all major cities in Canada and the U.S.A. with outreach programs penetrating most small towns. Staffing these centres with teachers who have had some experience in the field of adult education is a problem. The challenges of teaching disadvantaged adult learners are very different from those which arise

usavoantagee acut seathers are very ditterent trom those which arise when dealing with secondary students. The seminar will attempt to help students integrate the teaching methodology drived from curriculum fields and the insights gained from foundation areas, as well-as their theoretical knowledge about adult education, with practical experimence in the field. It proposes to help students achieve the tools for critical insight into the aims and pro-

This practicum is part of the alternative Bid, prégram in Outdoor and Experiential Education and is available only to students registered in that program. The practicum consists of a five-week internship in a setting selected to balance the candidate's prior experience, needs and

From two Community service Practicum Community Service is an individualized practicum which is intended to be highly responsive to expressed student need and interest. It allows BAL candidates to exercise a major degree of autonomy in selecting a learning environment and then negositating mutually acceptable arrange-ments with their volunter associates. Candidates are able to find

practical settings which provide challenging growth provoking situations suitable to individual levels of experience and maturation. Experiences which demand self-direction and self-evaluation can lead to accelerated

maturation and increase professional capacity to respond with skill and

understanding to learning situations. This requirement enables candidates to progressively apply their

expanding resources during their on-campus weeks. In their final report many students state that the experiences resulting from the Community

Service requirement greatly enhanced their learning, but that they needed the requirement to encourage them to risk new experiences and to

needed the requirement to encourage them to risk new experiences and to assume new reponsibilities. Candidates also use this opportunity to explore career possibilities other than classroom teaching. This has given candidates valuable ex-perience in prison education, community colleges, probation and parole services, pre-school programs, foster homes, recreation services, ape-clast education, and education alternatives. Candidates gain from ex-vertices, restriction or below more for function of factority in a variety of previous-contraction or below more for the previous previous of the previous

service-centres proper unit to transcript function data also indicates many candidates find their Community Service experience valuable pre-paration for the more formal student teaching assignment. Anotiety app-ears markedly reduced for those who lack comparable experience. Projects provide opportunities for in-depth contact with children, youth and others who need and want help, In such relationships some of

yourn and others which face schools, social agencies, and various other the realities which face schools, social agencies, and various other helping efforts are relatively inescapable. The controls established in student teaching do not exist. Participants who effectively respond may

explore, test, and strengthen their capacities for awareness, accept-ance, involvement, and commitment. These attributes may then enable them ance, involvement, and commitment. These attributes may then enable them to cope more effectively with those periodic waves of discourgement which confront most teachers, particularly in their beginning years. In field service projects of a one-to-one nature more fortunate teacher candidates may also begin to feel the impact of those basically in-persessible forces which drive less fortunate individuals and limit their choices. Such perceptions expand one's capacity to help others whon themasitives.

Projects begin at a variety of entry points. Individuals and groups who seek help indicate problems which concern them and kinds of help

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- Candidates should note that: History, Economics and Political Science candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required
- competencies.
 2 Only one of History, Economics and Political Science can be selected as a teaching subject.

CURR 365/1.0 Music - Instrumental (Intermediate-Senior)

A course designed to prepare candidates to teach instrumental music in A course designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effec-tively taught by specialist teachers with considerable musical background, abultily and performance experience. This course reflects the concern for balance of performance skills with musical understanding, listening, creativity and asthetic response to music as stated in the Ontario Ministry of Education guidelines for music.

This course leads to eligibility for admission to part 2 of the three This course reaso to engineery for automotion to part a of the ane-part Specialist qualification in Instrumental Music (Intermediate-Senior). Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist

CURR 379/1.0 Visual Arts (Intermediate-Senior)

CURR 379/1.0 Visual Arts (Intermediate Senior) A course concerned with the thory and practice of Art in Education. Students will explore the philosophy and ideas related to visual educa-tion. The program stresse teaching strategies, curriculum planning, classroom management, budget planning and leadership in the Visual Arts. Mark and the candidate to work with professional arts deckators, pell have artists, authors and visual art administrators, the candidate teach art in an educational to conjunt the professional arts meeded to reach art in an educational to conjunt the professional arts meeded to Additional sessions are made possible for the candidate to further experiment and to acouring rule wooledbere educations execution.

experiment and to acquire new knowledge and skills in studio practice in a variety of media and crafts. Art Education candidates should note that an additional fee of twenty.

the dollarshift Constants should note that an additional ree of twenty-five dollars, §25.00 will be levied to cover expenses of planned field trips to the Art Gallery of Ontario, Toronto and the National Gallery, Ottawa.

Ottawa. Chawa. This course leads to eligibility for admission to Part $\hat{2}$ of the three part Specialist qualification in Visual Arts. Graduates of an Honours program in Art normally meet the academic qualifications for admission to the one session Honour Specialist qualification. TECHNOLOGICAL STUDIES PROCRAM

CURR 367/1.0 Teaching Technological Subjects

This course is designed to help technical teacher candidates develop a personal style of teaching which is consistent with basic concepts and principles of the teaching/harming process. Techniques, strategies and skills in relation to lesson preparation, questioning, evaluation.

inter-personal relationships and motivation are examined in detail, particularly in relation to their applicability to inschool situations.

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CURR 368/1.0 Curriculum Development in Technological Subjects The ability to teach effectively depends to a large extent on the phil-osophy of the teacher and the way that the teacher plans and organizes the subject content. A philosophy of technical education is developed by each student of the standard of the standard of the standard standard of the standard standar riculum development proceeds

Professional Skills

SKIL 131/0.25 Introduction to Teaching Skills

Teaching is a purposeful activity requiring the capacity to establish effective learning environments. It implies the ability to develop and implement basic lesson plans, given particular lesson objectives. And it implies the ability to understand fundamental principles of group process and class management

SKIL 132/0.25 Curriculum Design

SML 1320-25 Curriculum Design This course aims to provide participants with the necessary knowledge and skills to design valid and effective curricula. The course will be effered in both intensive and conventional formats. Curriculum concepts, principles, and strategies will be presented in lectures and seminars, and students will, apply these principles in developing, curricula in preside allowerships sessions. The emphasis on the course is on the subther availe learners to achieve half on significant learner needs, and which could be learners to achieve half on significant learner needs, and which enable learners to achieve high levels of success.

Note Students intending to take the course in one of the intensive session should read the course outline (available from the curriculum Area Secretary) well before the course begins

SKIL 133/0.25 Introduction to Educational Media

This course is designed to prepare students to use educational media effectively and creatively in the teaching-learning environment. Course objectives include

operation of various instructional equipment e.g. still and motion

operations or various instructional equipment e.g. still and motion picture projection, sound and video recording; design and production of instructional materials; acquisition of media utilization techniques. Instruction in the course is through self-directed lab exercises, cuture and demonstration. Fall term only. A small lab fee is required. lecture and den SKIL 134/0.25 Group Process Successful learning environments seem to be characterized by trusting

relations between teachers and students. Using small - and large-group experiences, this course provides 8.5.6. candidates with a heightened awareness of those interpersonal and group processes that build trust

become familiar with various educational television systems;

learn how to utilize television in an instructional setting: acquire the knowledge and skills involved with scripting, directing,

preparing television graphics, and operating equipment; 4 produce a short television program.

SPEC 234/0.25 Producing a Slide-Tape Program: from Single to Multiple Images

A slide-tape program may serve many different purposes and take a variety of forms. It may be designed to communicate precise information to realize informational objectives; or it may vary considerably; from a to rearize informational opjectives; or it may vary considerably; from a series of slides with a live' commentary, to a synchronized slide tape presentation using single or multiple images. Within the course students will be required to select an appropriate format to produce a program on a subject of his/her own choosing. Students will be required to purchase to purchase the select and the selection of th supplies for the course.

SPEC 239/0.25 Educational Alternatives

The course begins with an examination of the alternatives movement: its The course begins with an examination of the alternatives movement its historical, political and philosophical antecedents underlying con-temporary alternatives. It then focuses on exemplary alternative forms analyzing them on the basis of who goes to them, why they elected an alternative, curriculum, content, learner instructor relationships and relationships between the learning processes and outcomes of the alter-native and the broader society. In addition to the alternative, in-meandmut theola amount the exemplative outlike programs during the species. native and the present society. In addition to the alternative, in-dependent schools, among the exemplaties will be programs for serior adults, early school leavers, handcapped, programs offered by agencies other than school boards (e.g. correction services, Manpower), as well as alternative programs offered by schools and their boards. The course well conclude with an analysis of various approaches to educational change including innovations (alteration of existing programs and me-thods) and the creation of new settings (the development and use of a form of learning that is new to a particular site).

SPEC 241/0.25 Education and Senior Adults

SPC 2410.25 Euclation and Senior Adults This course will introduce students to the field of Gerontology by exploring the political, physiological, biological and psychosocial appects of aging in North America. Settings for seniori adult learning will be explored and strategies for overcoming impediments to learning will be developed. In addition, career opportunities in the field of Gerontology and of Education and Senior Adults will be investigated.

SPEC 245/0.25 Computer-Assisted Instruction

The course is intended for students interested in becoming familiar with The course is intended tor atudents interested in becoming familiar with recent advances in the use of computers to assis in the instructional process across all subject areas (Mathematics, Science, English, Music, Intermediate, Senior, Undergraduate, Special Education (Rindegraten, Primary, Junior, Intermediate, Senior, Undergraduate, Special Education for the Handicape Guorie Million and Course will include three lectures, individual hands on experiment a science terminal, individual readings, a term paper and active dioursities sesion. a class discussion session

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tices of retraining programs and other efforts dealing with adult basic education, so that they may effectively prepare themselves for teaching in these settings. The course emphasis will be on those concerns unique to adult educa-

tion for skill development programs in Canada. Individualized learning contracts will be worked out with students. The course is based on a weekly two hour seminar combined with a weekly field component of one hour. Students may choose to increase the clinical aspect of the course by electing a Community Service project in the St. Lawrence Community College Program.

SPEC 212/0.5 Canadian Native Studies

This course is specifically designed for candidates who are anticipating contact with Native students in the classroom setting on an Indian Reserve or in an Inuit settlement. Some of the areas that will be studeed are: the general history of Reserve life - past and present; Cree, Ojibway, and Inuit child-rearing methods - past and present; Native people in urban centres - (Cultural conflicts); environmental conditions and Native lifestyles - pass and present; Native curriculum; role of the Non-Native teacher on an Indian Reserve or inuit settlement; and current teaching methods. Native guest speakers are scheduled for some of the

This course will be offered in the Winter Term only. Although pretion in the course is permitted, each student-teacher will registral required to have a short interview with the instructor in September Also, participants will have a chance to visit a Reserve school if desired. Highly motivated individuals with a genuine interest in teach-ing on a Northern Indian Reserve or in an Inuit settlement will be preferred. Enrolment is restricted to twenty five.

SPEC 217/0.5 Educational Uses of the Environment: An Introduction

SPC 217/03 Couctional Uses of the Environment: An introduction This course is available only to candidate registered in the Coopera-tive Outdoor and Experiential Education program. The course is divided into two parts. The first is a ten-day intensive residential component involving needs assessments, orientation to adventure and environmental education methods and principles, and addl acquisition. The second is a six day intensive residential component in which the field experience from the practica are analyzed, the theoretical connections are deepened, problems are identified and the various educational uses of the environment are integrated. Both components will be located in outdoor settings

SPEC 218/0.5 Educational uses of the Environment A Comparative Study

This course is part of the alternative 8.Ed program in Outdoor and Experiential Education and is available only to candidates registered in that program. The course is divided into two parts. The first is a two-week mobile study of selected outdoor education centres. Particip-ants will visit, critically examine and compare a diversity of programs in a diversity of settings. The second part is an intensive five-day residential component in which analysis of the final practicum will occur. Emphasis will also be placed on synthesizing comprehensive models for outdoor and experiential career development, and candidate and program evaluation. A food and transportation fee is requi

Courses of Study 61

Courses of Study 59

The course does not assume any previous experience with computers, nor does it require any mathematical aptitude or interest

SPEC 246/0.25 Introduction to Computer Programming

SPEC 4940-6-D Introduction to Computer regulations The course is intended for students with no previous programming ex-perience. General goal, to provide a brief introduction to the writing of computer programs. The student will select a language (e.g. BASC, PASCAL APL, LOGO) and through a program of self-study and hands-on usage, acquire a basic skill in the appropriate language

SPEC 251/0.25 Parenting Education for Teachers In this course candiates will explore and learn about some of the prin-cipal components and skills in constructive parenting in order to equip

1 to understand and respond more sensitively to the domestic situaons of their students:

2 to be able to respond wisely when cast in the role of surrogate parent by students

3 teach about constructive parenting as opportunity arises casually within the curriculum:

Attention will be given to new perspectives on birthing and bonding, and to parenting under special circumstances.

and to parenting under special circumstances. The course will include both group presentations and lectures. The special knowledge and skills of both enrolled candidates and invited resource persons will be of vital assistance to the instructor in ap-

proaching this comprehensive field of learning. The course is correlated with divisional concerns. It is suggested that candidates opting for this course also take the Foundations course, Human Dimensions in Teaching and Learning, either previously or con-

SPEC 263/0.25 Teaching International Development

An interdisciplinary approach to the problems of international develop-ment incorporating varied topic and lesson treatments. Curriculum materials used will be from a specially developed kit, audiovisual inactions used will be from a specially developed kit; audiovisual resources include slides, films, tapes and maps. The course is designed to lend itself to various levels of use and depth of treatment. It aims at relating phenomena of development in Third World countries to Canada a realing phinomesia is severepriment in rario vortil countries to canada and Canadiano, with particular emphasis on youth. Guest speakers and foreign students from countries specifically chosen for illustrative purposes will lead several of the sessions. The modular construction of the kit will enable teachers of a broad range of subject areas to use modules to futurentionalize thirt curricula.

SPEC 271/0.5 Practical Theatre Production 1

SPEC 219/0.25 Classroom Management

SPEC 226/0.25 First aid and Emergency Controls

SPEC 227/0.25 Choral Lab Ensemble

SPEC 228/0.25 Band Lab Ensemble

for Septembe

An involvement in a major production as designer, actor or technician. Available to all students within the faculty of Education. The course will coincide with the first major theatrical production of the academic year and will be offered in the Fall Term. This is usually a joint producted technic tec faculty-student production.

This practical course related to the concerns of the elementary teachers will include such topics as routines, school law, behavioural concerns,

time-tabling, recording attendance, the teacher's contract, preparation

This brief introduction to Applied Linguistics is designed primarily on acquaint teachers of English or French as a second language with current theories of second language learning and recent research in the fields of pscyholinguistics and sociolinguistics.

Participants will have opportunity to qualify for standard level first aid certification. Simulation and other stress-centred preparation will be used. Adjunct staff will be drawn from various local and regional

agencies established to help individuals and community groups cope effectively with major first aid problems. Applications will be made to classroom and other school situations. External examiners will be used.

Students may register for a one term Choral Lab Ensemble. The choir will

read through and prepare for performance a varied choral repertoire best suited to the abilities of the singers. No previous choral experience is

necessary but some ability to read music is recommended. The choir will meet for one two-hour rehearsal per week for ten weeks. The ensemble also provides experience for student conductors.

Students with some ability to play a wind or percussion instrument at

Students with some abouty to play a wind or percussion instrument at about an intermediate level of better may register for a one term Lab Ensemble. The band will neet for one two-focur rehearsal each week for ten weeks and will play band repertories suited to the ability of the majority of the players. The ensemble also provide experience for

This course is designed for teachers in all subject areas who wish to use film, and have students use film, as a medium for communication. During the course students will:

3 acquire the knowledge and skill involved with scripting, shooting and editing;

The purpose of the course is to familiarize students with the potential

of television in the classroom setting. During the course students will:

become familiar with film sources; learn how to relate motion pictures to instructional objectives and

SPEC 232/0.25 Communicating With Motion Pictures

.4 design and produce a short film in the 8 mm format.

SPEC 233/0.25 The Teacher as T.V. Producer

view films as models for production.

A lab fee is required.

SPEC 221/0.25 Linguistics and the Teacher of the Second Language

66 Courses of Study

Dramatic Arts Courses

CONT 577/1.00 Dramatic Arts, Part 1 CONT 578/1.00 Dramatic Arts, Part 2 CONT 579/1.00 Dramatic Arts, Specialist

English as a Second Language Oualification CONT 539/1.00 English as a Second Language, Part 1 CONT 540/1.00 English as a Second Language, Part 2 CONT 541/1.00 English as a Second Language, Specialist

Environmental Science Qualification CONT 562/1.00 Environmental Science, Part 1

French as a Second Language CONT 536/1.00 French as a Second Language, Part 1 CONT 537/1.00 French as a Second Language, Part 2 CONT 538/1.00 French as a Second Language, Specialist

Guidance Courses CONT 611/1.00 Guidance, Part 1 CONT 612/1.00 Guidance, Part 2 CONT 613/1.00 Guidance, Specialist

Industrial Arts Qualification CONT 527/1.00 Industrial Arts, Part 1 CONT 528/1.00 Industrial Arts, Part 2 CONT 529/1.00 Industrial Arts, Specialist

Junior Education Qualification CONT 507/1.00 Junior Education, Part 1 CONT 508/1.00 Junior Education, Part 2 CONT 509/1.00 Junior Education, Specialist

Media Qualification CONT 580/1.00 Media, Part 1

Music Qualification

CONT 583/1.00 Music-Instrumental, Part 1 CONT 584/1.00 Music-Instrumental, Part 2 CONT 585/1.00 Music-Instrumental, Specialist CONT 615/1.00 Music-Vocal (Primary-Junior), Part 1 CONT 616/1.00 Music-Vocal (Primary-Junior), Part 2 CONT 617/1.00 Music-Vocal (Primary-Junior), Specialist CONT 618/1.00 Music-Vocal (Intermediate-Senior), Part 1 CONT 619/1.00 Music-Vocal (Intermediate-Senior) Part 2 CONT 620/1.00 Music-Vocal (Intermediate-Senior), Specialist

64 Courses of Study

The course leads to the Ministry of Education Additional Qualification, Guidance, Part 1.

QUAL 292/1.0 Special Education, Part 1

This course introduces students to the broad spectrum of education for all exceptional children. The specific objectives will be (a) to teach students to identify exceptional children; (b) to develop an awareness of the problems experienced by exceptional children and ways in which these can be mitigated; and (c) to provide the student with tools to develop and respond to curriculum objectives. The course leads to the Ministry of Education Additional Qualification, Special Education, Part 1

QUAL 293/1.0 English as a Second Language, Part 1

As a base for humanistic approach to techniques, this course will pursue an understanding of the problems encountered by learners of English as a Second Language. Then the knowledge of the skills to teach English to these students will be related to an analysis of the structure and so systems of Canadian English. This course will examine and recognize the implications of cultural

differences. Sensitivity to these differences will illuminate specific concerns such as testing and placement, school-family values and parent-teacher relationships. The course leads to the Ministry of Education Additional Qualification, English as a Second Language, Part 1.

QUAL 294/1.0 Reading, Part 1

The emphasis of this course will be on corrective and remedial tech-niques that can be used by both classroom teachers and teachers in programs involving children who have reading problems. While reading programs involving children who have reading problems. While reading will receive special treatment, the whole of the Language Arts will be considered. Candidates should be prepared in their Community Service commitment to work with children who are having reading difficulties. The course leads to the Ministry of Education Additional Qualification, Reading Part 1.

Physical and Health Education Qualification CONT 510/1.00 P.H.E. Primary-Junior, Part 1 CONT 511/1.00 P.H.E. Primary-Junior, Part 2 CONT 512/1.00 P.H.E. Primary-Junior, Specialist CONT 515/1.00 P.H.E. Intermediate-Senior, Part 1 CONT 516/1.00 P.H.E. Intermediate-Senior, Part 2 CONT 517/1.00 P.H.E. Intermediate-Senior, Specialist

Primary Education Qualification CONT 501/1.00 Primary Education, Part 1 CONT 502/1.00 Primary Education, Part 2 CONT 503/1.00 Primary Education, Specialist

Reading Qualification CONT 533/1.00 Reading; Part 1 CONT 534/1.00 Reading, Part 2

CONT 534/1.00 Reading, Specialist Special Education Qualification

CONT 504/1.00 Special Education, Part 1 CONT 505/1.00 Special Education, Part 2 CONT 506/1.00 Special Education, Specialist Visual Arts Courses

CONT 621/1.00 Visual Arts, Part 1 CONT 622/1.00 Visual Arts, Part 2

CONT 623/1.00 Visual Arts, Specialist

Technological Studies - Additional Basic Qualification

CONT 518/1.00 Woodwork(B) CONT 519/1.00 Drafting(B)

CONT 520/1.00 Project Design(B)

CONT 521/1.00 Machine Shop (B)

CONT 522/1.00 Automotive (B)

CONT 523/1.00 Electricity (8)

One Session Qualification Courses CONT 699/1.00 Associate Teacher Qualification

Courses of Study 65

Continuing Education Qualification Courses Honour Specialist Qualification

CONT 586/1.00 Honour Specialist - Biology CONT 587/1.00 Honour Specialist - Chemistry CONT 588/1.00 Honour Specialist - Dramatic Arts

CONT 589/1.00 Honour Specialist - Economics CONT 590/1.00 Honour Specialist - English

CONT 591/1.00 Honour Specialist - French

CONT 592/1.00 Honour Specialist - Geography

CONT 593/1.00 Honour Specialist - History

CONT 594/1.00 Honour Specialist - Mathematics CONT 582/1.00 Honour Specialist - Music

CONT 595/1.00 Honour Specialist - Physics

CONT 596/1.00 Honour Specialist - Physical & Health Education

CONT 597/1.00 Honour Specialist - Political Studies

CONT 598/1.00 Honour Specialist - Technical Studies

Business Education Courses: CONT 651/0.25 Typing Methods

CONT 653/0.25 Business Mathematics and Machine Applications CONT 654/0.25 Media and Business Methods

CONT 655/0.25 Consumer Studies

CONT 656/0.25 Introduction to Business

CONT 657/0 25 Law CONT 660/0.25 Business Department Management

- CONT 661/0.50 Accounting, Part 1 CONT 662/0.50 Accounting, Part 2
- CONT 663/0.50 Accounting, Specialist CONT 664/1.00 Data Processing, Part 1
- CONT 665/1.00 Data Processing, Part 2 CONT 666/1.00 Data Processing, Specialist CONT 668/0.50 Marketing and Merchandising, Part 1 CONT 669/0.50 Marketing and Merchandising, Part 2 CONT 670/0.50 Marketing and Merchandising, Specialist CONT 671/0.25 Advertising
- CONT 672/0.50 Secretarial, Part 1 CONT 673/0.50 Secretarial, Part 2 CONT 674/0.50 Secretarial. Specialist CONT 676/0.25 Curriculum Design

Dramatic Arts Courses

CONT 577/1.00 Dramatic Arts Part 1 CONT 578/1.00 Dramatic Arts, Part 2

CONT 579/1.00 Dramatic Arts, Specialist

English as a Second Language Qualification CONT 539/1.00 English as a Second Language, Part 1 CONT 540/1.00 English as a Second Language, Part 2 CONT 541/1.00 English as a Second Language, Specialist

Envir nental Science Qualification CONT 562/1.00 Environmental Science, Part 1

French as a Second Language CONT 536/1.00 French as a Second Language, Part 1 CONT 537/1.00 French as a Second Language, Part 2 CONT 538/1.00 French as a Second Language, Specialist

Guidance Courses CONT 611/1.00 Guidance, Part 1 CONT 612/1.00 Guidance, Part 2 CONT 613/1.00 Guidance, Specialist

Industrial Arts Qualification CONT 527/1.00 Industrial Arts, Part 1 CONT 528/1.00 Industrial Arts, Part 2 CONT 529/1.00 Industrial Arts, Specialist

Junior Education Qualification CONT 507/1.00 Junior Education, Part 1 CONT 508/1.00 Junior Education, Part 2 CONT 509/1.00 Junior Education, Specialist

Media Qualification CONT 580/1.00 Media, Part 1

Music Oualification

CONT 583/1.00 Music-Instrumental, Part 1 CONT 584/1.00 Music-Instrumental, Part 2 CONT 585/1.00 Music-Instrumental, Specialist CONT 615/1.00 Music-Vocal (Primary-Junior) Part 1 CONT 616/1.00 Music-Vocal (Primary-Junior), Part 2 CONT 617/1.00 Music-Vocal (Primary-Junior), Specialist CONT 618/1.00 Music-Vocal (Intermediate-Senior), Part 1 CONT 619/1.00 Music-Vocal (Intermediate-Senior), Part 2 CONT 620/1.00 Music-Vocal (Intermediate-Senior), Specialist

CONT 510/1.00 P.H.E. Primary-Junior, Part 1 CONT 511/1.00 P.H.E. Primary-Junior, Part 2 CONT 512/1.00 P.H.E. Primary-Junior, Specialist CONT 515/1.00 P.H.E. Intermediate-Senior, Part 1 CONT 516/1.00 P.H.E. Intermediate-Senior, Part 2 CONT 517/1.00 P.H.E. Intermediate-Senior, Specialist Primary Education Qualification CONT 501/1.00 Primary Education, Part 1 CONT 502/1.00 Primary Education, Part 2 CONT 503/1.00 Primary Education, Specialist Reading Qualification CONT 533/1.00 Reading, Part 1 CONT 534/1.00 Reading, Part 2 CONT 534/1.00 Reading, Specialist Special Education Qualification CONT 504/1.00 Special Education, Part 1 CONT 505/1.00 Special Education, Part 2 CONT 506/1.00 Special Education, Specialist Visual Arts Courses CONT 621/1.00 Visual Arts, Part 1 CONT 622/1.00 Visual Arts, Part 2 CONT 623/1.00 Visual Arts, Specialist Technological Studies - Additional Basic Qualification CONT 518/1.00 Woodwork(B) CONT 519/1.00 Drafting(B) CONT 520/1.00 Project Design(B) CONT 521/1.00 Machine Shop (B) CONT 522/1.00 Automotive (B) CONT 523/1.00 Electricity (B) One Session Qualification Courses CONT 699/1.00 Associate Teacher Qualification

Physical and Health Education Qualification

70 General Information

Courses of Study 67

Courses of Study 65

The Board of Trustees reserves the right to make changes, without not-ice, in the published scale of fees, if in their opinion, circumstances so require.

Important Notice Concerning Fees

important volace Concerning rees The scale of fees and the regulations contained in this section are those that applied during the 1981-82 sension. The scale of fees and the regulations which will apply during the 1982-83 session vere not avail-able at the time of this printing but can be obtained, upon request, from the Office of the Registrar. Queers i Junversity. Please note that it is the responsbility of the student to obtain this information.

Payment of Fees

Payment of rees Fees are due and payable on or before September 30, 1982. Students, including recipients of scholarship, bursaries, and loans, who are unable to pay their fees at these times must apply in advance for per-mission to delay payment as detailed in the paragraph entitled Permit to

mission to delay payment as detailed in the paragraph entitied remuse to Delay Payment of Fees. Fee payment procedures are outlined in an instruction sheet which is sent with the final examination results to previously registered stud-ents and is available at registration to students registering for the first time.

Cheques should be made payable to Queen's University at Kingston, and mailed to Department of Financial Services, Queen's University, Kingston, Ontario KJL SN6.

Regulations Concerning Non-Payment of Fees and Charges

1 All information concerning academic results of any student having an overdue debt owing to the University shall be withheld until the lebt is settled. 2

- Any student who has an overdue debt owing to the University will not be permitted to re-register until the debt is settled.
- Any student who has an unresolved grievance concerning fees or other charges may file an explanatory letter in the appropriate payments office for transmission to the responsible University Officer for consideration.

consideration. Students registration, but they must pay by September 30. Students registration, but they must pay by September 30. Students who fail to complete payment, or who do not obtain a Permit to Delay Payment by September 30 will be assessed a service charge at 1 percent per month on the outstanding balance commencing with the date fees became due. The preceding paragraph applies to all students registering at the Faculty of Educa

« Continuing Education Program

the Graduate Studies. Since its inception in the autumn of 1969, this office has performed its major role in the offering of both basic and advanced Ministry of Education Qualification Programs designed for Ontario Elementary and Secondary School teachers. These programs include such important fields of study as the Honour Specialist Courses and the one or three session additional qualification courses: Associate Teacher, Businese Education, Cooperative Education, Dramaria Carts, English as a Second Language, Environmental Science, French as a Second Language, Guidance, Industrial Arts, Junior Education, Music (Vocal) Primary-Junior, Music (Vocal) Intermediate-Senior, Music (Instrumental) Inter-Junor, Music Vocaul intermediate-Senior, Music (Instrumental) Inter-mediate-Senior, Physical and Health Education Frimary Jointor, Physical and Health Education Intermediate-Senior, Primary Education, Reading, Special Education, Technological Studies, and Vsiaul Arts. (See courses - CONT 501 to CONT 603, Some of these courses are offered in Fall/Winter terms as well as in the summer. In some cases off-campus location such as Belleville, Brockville, and Peterborough are the sites for ourse offerings. A second major concern of the Office of Continuing Education lies in

the promotion of a broad program of in-service professional development courses and workshops which have been offered in widely varying areas. There has been a steadily increasing emphasis placed by this Office upon professional development programs in response to needs perceived by teachers and school administrators in general, and by groups such as Associate Teachers, Instructors within the Federal Penitentiary system

community.

The Master of Education Program 69

General Information 71

Sessional Fees

Student Interes

Faculty Society

Student Interest Fees

in the sessional fees:

Alma Mater Society

Queen's Journal Tricolour Yearbook

Who's Where Queen's Quest Pledge

Community Service

Permit to Delay Payment of Fees

penalty will not apply.

Refund of Fees

Golden Words

Concert Fee

Service Charges

Legal Aid

C.F.R.C.

Student Health

Athletics University Centre

Student interest fees

Tuition

The sessional fees for the B.Ed. and Dip.in Tech.Ed. for 1981-82 were:

sting of the following amounts are included

\$930.00

\$1.034.50

\$7.00

25.00° 17.12

6.3

17.13

7.50

1.00

7.50

2.00

.75

.40

.75

*Football adminion tickets can be obtained at the Athletics and Physical Education Ad-ministration Offices upon presentation of the student card. These tickets admit the student to all home games excluding exhibition and play-off games.

Students who have not paid their fees by the prescribed due date will be assessed a service charge at 1 percent per month on the outstanding balance at month end commencing with the date fees became due.

Primit to Jeany rayment of tees Students who are unable to complete fee payments by the prescribed dates and who can produce evidence that funds will be available from Awards, Loan Funds, or other sources satisfactory to the Registrar. must apply the other sources associated and the Registrar. The satisfactory to the Registrar. The Street, for a perspirator Student Awards, Queen's University, 131 Union Street, for a perspirator Student Awards, Queen's University, 131 Union Street, for a perspirator Student Awards, Queen's University, 131 Union Street, for a determent of the Street Awards and the street and the fees paid within the period of determent, the late payment oneally will not anoity.

Returns or rees If after paying the prescribed fees, a student finds it impossible to attend the University and notifies the University of the situation before September 30, a full refund of fees will be made. Students with-

drawing after Registration are required to complete a Withdrawal Form and return the form together with Student Cards, to the Registrar's

97.00

7.50

Programs leading to a Master of Education degree with specialization in Curriculum or Educational Administration are available on a part-time or full-time basis. These programs include course work only, or course work plus a thesis. Each program has a weight of 8 half courses and consists of a core of

a required half courses, together with 4 electives one of which must be in the area of Educational Foundations. By suitable selection, a candidate may study metabolis roundations, by suitable selection, a candi-date may study in additional areas of interest and concorn such as Poychology of Education, Educational Technology, Computers in Education, and Curriculum in Specific Teaching Areas, (Programs of study are dividually end by candidates in consultation with Program Advison.) Nonzuly Januel by candidates in consultation with Program Advisors.)

Bividially planned by candidates in consultation with Program Advisors.) Normal admission requirements to the program are: A Bachelor's degree with second class standing, or its equivalent, A B.8.d., degree or its equivalent. Equivalence to the B.8.d. degree may be completion of a certification program for elementary or secondary teachers. Where teacher training is not a requirement for employment: applications may be granted an equivalence on the basis of two years related professional or industrial experience. Successful Teaching Experience:

Twoyears in the case of applicants possessing an Honoursdegree.

b For years in the case of applicants possessing an fieldoursdegree. Further set in the case of applicants possessing a General degree. Further details may be obtained by consulting the Calendar of the School of Graduate Studies and Research, Queen's University. Kingston, Ontario Kri, 398.

The course leads to the Ministry of Education Additional Qualification, Guidance, Part 1.

QUAL 292/1.0 Special Education, Part 1

64 Courses of Study

This course introduces students to the broad spectrum of education for all exceptional children. The specific objectives will be (a) to teach students to identify exceptional children: (b) to develop an awareness of the problem sceptienced by exceptional children and ways in which these can be mitigated; and (c) to provide the student with tools to develop and respond to curriculum objectives. The course leads to the Ministry of Education Additional Qualification, Special Education,

QUAL 293/1.0 English as a Second Language, Part 1

As a base for trumanistic account tanguage, part is as a base for tumanistic approach to rechniquese, this course will pursue an understanding of the problems encountered by learners of English as a Second Language. Then the knowledge of the skills to teach English to these students will be related to an analysis of the structure and sound interests of Courding Facility and the skills to teach english to these students will be related to an analysis of the structure and sound systems of Canadian English. This course will examine and recognize the implications of cultural

Into course will examine and recognize the implications or cultural differences. Sensitivity to these differences will illuminate specific concerns such as testing and placement, school-family values and parent-teacher relationships. The course leads to the Ministry of Education Additional Qualification, English as a Second Language, Part 1.

QUAL 294/1.0 Reading, Part 1

QUAL 2941.0 Reading, Part 1 The emphasis of this course will be on corrective and remedial rech-niques that can be used by both classroom teachers and teachers in programs involving children who have reading problems. While reading will receive special treatment, the whole of the Language Arts will be considered. Candidates should be prayed in their Community Service commitment to work with children who are having reading difficulties. The course leads to the Ministry of Education Additional Qualification, Reading Part 1.

Honour Specialist Qualification CONT 586/1.00 Honour Specialist - Biology CONT 587/1.00 Honour Specialist - Chemistry CONT 588/1.00 Honour Specialist - Dramatic Arts CONT 589/1.00 Honour Specialist - Economics CONT 590/1.00 Honour Specialist - English CONT 591/1.00 Honour Specialist - French CONT 592/1.00 Honour Specialist - Geography CONT 593/1.00 Honour Specialist - History CONT 594/1.00 Honour Specialist - Mathematics CONT 582/1.00 Honour Specialist - Music CONT 595/1.00 Honour Specialist - Physics CONT 596/1.00 Honour Specialist - Physical & Health Education CONT 597/1.00 Honour Specialist - Political Studies CONT 598/1.00 Honour Specialist - Technical Studies **Business Education Courses** CONT 651/0.25 Typing Methods CONT 653/0.25 Business Mathematics and Machine Applications CONT 654/0.25 Media and Business Methods CONT 655/0.25 Consumer Studies CONT 656/0.25 Introduction to Business CONT 657/0.25 Law CONT 660/0.25 Business Department Management CONT 661/0.50 Accounting, Part 1 CONT 662/0.50 Accounting, Part 2 CONT 663/0.50 Accounting, Specialist CONT 664/1.00 Data Processing, Part 1 CONT 665/1.00 Data Processing, Part 2 CONT 666/1.00 Data Processing, Specialist CONT 668/0.50 Marketing and Merchandising, Part 1 CONT 669/0.50 Marketing and Merchandising, Part 2 CONT 670/0.50 Marketing and Merchandising, Specialist CONT 671/0.25 Advertising CONT 672/0.50 Secretarial, Part 1 CONT 673/0.50 Secretarial, Part 2

CONT 674/0.50 Secretarial, Specialist CONT 676/0.25 Curriculum Design

Continuing Education Qualification Courses

The office of Continuing Education, working in close co-operation with the B.B. and Continuing Education Committee of the Faculty Board, has as one of its most important functions, the promotion and presentation of Continuing Teacher Education programs outside the area of concern of

Associate Teachers, Instructors within the Federal Peniteniary system as well as the staffs of Colleges of Applied Arts and Technology. A third function of growing importance for this Office is the ar-rangement of programs which are especially designed to bring the Faculty of Education into a closer communication not only with the other Facul-ties within the University, but allo with the community at large. During the period 1969 to the present, a number of significant conferences and workshops have been instituted on a cooperative basis between this Faculty and other Faculties and Institutions of the University and the

Throughout the years since 1969 the Office has continued to provide an important liaison function between the Faculty. the Ministry of Educa-tion, the Regional Professional Development Committees of Eastern Ottario, Community Education groups, Federal Penitentiary Staff Col-leges. County Boards of Education and Professional Teacher Organiza-

74 General Information

The Alexander Morton Robertson Awards

Established in memory of Alexander Morton Robertson, M.A. '96, Awarded annually on the basis of merit and need to a student enrolling in a program in the Faculty of Education leading to a teaching certificate in nces: Value variable,

The F.D.Sawver Memorial Award

The Sawyer Memorial Award was established in the memory of Frank D.Sawyer who was a member of the Provincial Executive during some of its most stirring years from 1952 to 1959 and President of O.S.S.T.F. in 1954. At the time of his death in 1960 he was principal of Petrolia District High School. Mr. Sawyer's great contribution to Federation lay in his ability to discover the basic issues in the many difficulties which arose in teacher-board relationships during his term of office and

which arose in teacher-board relationships during his term of office and in his having a sense of humour in periods of crisis. The value of the award is \$100 annually. The O.S.T.F. will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the Inter-mediate-Sensor Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scho-webries teaching whiles and drive the most outstanding qualities of scho-methics teaching whiles and the sensor of the faculty of Education of the faculty of Education of the most outstanding qualities of scho-methics teaching whiles and the sensor of the faculty of Education of the faculty of Educati larships, teaching ability and character

The Senator Frank Carrel Scholarships

The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel noted publisher, executive and author who represented the Gull Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940. Candidates for Carrel Scholarships must for at least one year prior to

Candidates for Carrie Scrioutsingle must for at least one year prior to their application for admission to Queers' Diversity or for at least one year prior to April 30 if envolled in an upper year have been and remain until the expiry of their scholarship domicled in the Province of Quebec and as far as possible in the City or County of Quebec or on the Guil Division of the Legislative Council of Quebec as constituted at 30th July, 1940, including Rimouski Bonaventure, Gaspe-est, Gaspe-ouest and Iles de la Madeleine. The Senator Frank Carrel Scholarships: Several and lies of a waddenne. The centror trans carret screatings of the scholarships are awarded annually on the basis of general proficiency. All eligible candidates will be considered automatically. Value up to \$1.000

Senator Frank Carrel Bursaries

Established by the late Senator Frank Carrel of the City of Quebec. Established by the late Sentator trank Carrel of the City of Quebec. Several Burstness are awarded annually on the basis of deemed need to students enrolled in any year of any program who achieved at least a B standing the previous year and who for at least one year prior to their application and until the copity of their scholarship have been and remain domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Gulf Division of the Legislative Carrel of Quebec as a set of the Set of the Carrel of County of the Set of the City of the City of County of Quebec or in the Gulf Division of the Legislative Council of Quebec as constituted at 30 July 1940. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 October of the year of application. Value variable.

72 General Information

Office Faculty of Education. Refunds of fees are calculated at the rate Other, racuity of calculation, kerunds or rees are calculated at the rate of one-eighth for each month of the session remaining to April 30. Refunds will be calculated from the first of the month following date of receipt of the completed Withdrawal Form and Student Identification Cards in the Registrar's Office, Faculty of Education, or the Registr-ar's Office, Queer's University, not from the date of withdrawal. Fere refunds are not made to students who are auditing a course

Receipt for Income Tax Purposes

Accept or mome tar ruppues A special certificate, in a form acceptable to Income Tax authorities is required in order that the student may claim tuition fees as a deduction for income tax purposes. This certificate will be mailed to the student in mid-February by the Department of Financial Services, Richardson Hall. Student interest fees are not an allowable deduction for income tax nurposes and, consequently, are not included in the certificate.

Student Awards and Financial Aid

Government Financial Aid Programs

Supplementary financial assistance is available for post-secondary-study on a need-assessment basis to both undergraduate and graduate students in each province of Canada. These government aid programs are the major source of funds for students who have limited financial resources, however, in each province, government aid programs are based on the assumption that it is primarily the responsibility of the student and his parents or spouse to provide for post secondary education. In this province, the Ontario Student Assistant Program (OSAP) offers

In this province, the Ontario Student Assistant Program (GAA) others grant funds via the Ontario Student Assistance Through the Ontario/Canada-Student Loan Plan. Students are normally eligible for grant assistanc for the first four years of university study. After a student has used his grant eligibility periods, loan assistance to meet education needs is available. The amounts of loan and grant under the OSAP program are determined by the federal and provin-ed assurements. Luking infor consideration the financel resources of tial governments, taking into consideration the financial resources of

cal governments, taking into consideration the tranancial resources of the student and his parents or spoule. No interest or principal payments are required on the Canada or Ontario Student Loan while the student is in full-time attendance at an approved post-secondary institution and for six months thereafter. Inte-est charges during this period are paid by the federal and provincial governments, which also guarantee repayment of the loan. After the interest-free period, interest charges, which are fixed annually by the government, begin to accrue on the unpaid balance of all previously onsolidated loans.

consolidated loans. Ontarior residents who may qualify for 05Ath may obtain application forms and further information from the Assistant Registrar. Gludent Awardsh, Queeris' Luiversity or the Ministry of Colleges and Universi-ties, 8th floor, Mowait Block, Queeris' Park, Toronto, Ontario. Completed application forms should be forwarded to the Assistant Registrar/Student Awards), Queen's University, Kingston, Ontario. It is strongly re-commended that such applications reach the Student Awards Office during commended the May or June.

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Non-residents of Ontario must apply to their own province for aid under the Canada Student Loans Plan in addition to any provincial aid that may be available.

Queen's University Student Loan Funds

IBM Canada Bursary Program

Awarde)

Bursary Funds

second term

teachers

L.W.Copp Award

John Watson Award

Text Canada turns / rugram Iext Canada Limited makes an annual grant of \$2,000 for bursaries to students registered in a full-time course at the university who have satisfactory standing and who demonstrate financial need. Application

may be made through the office of the Assistant Registrar (Student

A limited number of bursaries available to students in several faculties A limited number of bursaries available to students in several faculties or schools may be found in the Calendar of the Faculty of Arts and Science. Please note that, in most cases, the due date for returning completed application forms to the Student Awards Office is prior to

December 1, and any assistance offered will not be given until the

Granted to the graduating Bachelor of Education student in the Primary-Junior or the Junior-Intermediate Program and based upon high overall achievement and demonstration of those personal qualities esteemed by

Granted to the graduating Bachelor of Education student in the Primary-

Junior Program or the Junior-Intermediate Program and based upon or cellence in Student Teaching.

Queers' University Student Laan Funds Queers' University, its graduates and friends have established a number of loan funds for the assistance of undergraduate and graduate students. Loans are made on the basis of financial need. academic merit, and general integrity. An applicant for a University loan must have had at least a passing average in the Session immediately prior to application. Short term loans of ninety days or fewer may be granted to students who are temporarily in need of funds and who can produce satisfactory evidence that they will have sufficient money to make repayment on or before the due date. There is an administrative charge of 18 on loans of this kind, with a minimum charge of \$2,00. A short term loan may not exceed the value of a term's turino field.

this kind, with a minimum charge of \$2,00. A short term loam may not exceed the value of a term's turino fee. For the most part, long-term loans at an interest rate determined by the bank rate that the University is able to obtain for isself not compounded are made only after the first term. Under ordinary circumst-ances students are expected to have enough money to carry them through the first half of the year. Those eligible for assistance from the Government sponsored financial aid programs are expected to obtain the maximum assistance possible from this source before applying for a long term University loan. Before a long-term loan is approved, the loan committer must be satisfied that the applicant has exhausted all other sources of assistance. A long-term loan range to exceed the value of a session's tuition fee. The applicant must be a Canadian citizen or a londed immigrant in at least the second year of ful-time attendance at landed immigrant in at least his second year of full-time attendance at Queen's University. Although long-term loans may be extended for as long as two years

Although long-term loans may be extended for as long as two years after graduation, the due due is usually September 30 immediately following the granting of the loan. The student is expected to repay the loan on this date: and may, if the need arises, apply for another loan for the forthcoming year. Only by the prompt repayment of loans is the University able to assist the greater number of vidents. Applications for assistance from the University's student loan funds are dealt with in the order that: they are received. These funds are limited in size and the University canot guarantee to meet every ap-plication for assistance this received. Students contemplating an application for Liviversity loan assistance should determine their income of the actual need. Application for a University loan is made through the Assistant Registrar Student Awards, 131 Union Street. the Assistant Registrar Student Awards, 131 Union Street

The Andrina McCulloch Prizes for Public Speaking

These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fields: public speaking/thesis presentation, reading/dramatization, and debating. The categories of the awards and the cash value of the prizes in any year are determined by a committee of the Senate; value variable. 78 Academic Facilities and Student Services

ing the supreme importance of the dignity, freedom and responsibility of ing the supreme importance or use unputy, increasing and representation the individual in human society is presented cach year. Distinguished persons from around the world are invited to Queen's to deliver these Jectures, which are open to members of the university community and the general public free of charge.

The Agnes Etherington Art Centre

The Agnes Etherington Art Centre offers to students in all faculties a

The Agnes caterington Art Centre oriers to students in all facultes a varied program of specially propared at exhibitions, ranging from the traditional to the contemporary. throughout the year. It also houses the permanent collection of at of the University, which includes many important gifts. Selections from the collection are on exhibition and provide original source material for students of Art Hatery. Admission to the exhibitions is free.

Supplementing the exhibition program are public lectures on art, film experimental events. The Art Centre serves not only the whole University. but also the Kingston and region community and is helped by an active Gallery Association. Membership in the Association is open to all and students are specially welcome. A monthly Bulletin of Art Centre events is published and is mailed to members.

Radio

CFRC, (1490 kilohertz), one of Canada's oldest AM radio station, was first granted a broadcast licence in 1922. CFRCFM (91.9 megahettz), was granted a broadcast licence in 1953. The stations are owned by Queen's University which finances their non-commercial operations. Programming is provided year round on a voluntary basis by the CERC Radio Club under the guidance of the Station Manager. The stations formats include a wide variety of music, news, sports and public af

A detailed Program Guide is available on request. The stations, are located in the basement of Carruthers Hall and guided tours are available for visitors

The John Deutsch University Centre

The University Centre conveniently located at the corner of Union Street and University Avenue, is a place for the students, staff and faculty of Queen's to meet, relax and be entertained.

The facilities include four meeting rooms, a reading lounge, games room area with billiard tables, board games, electronic and pinball games, a music listening room and the Central Meeting area (the Ceilidh) games, a music isseming room and the Central Meeting area (the Ceilidh) where displays and noon hour performances are held. There are three eating facilities, two pubs as well as the following commercial outlets: The Bank of Montral, Campos Cleaners, Ye Otki Tuck Shopper, the College Book Merchant, and a campus hair stylist. Other transit includu the AMS. (Student Government), student ne-

wspapers and yearbook, an information centre, many student clubs and societies, the Performing Arts Office box office and the Alumni Office. Contiguous to the University Centre are the International Centre and the Graduate Student Residence

The University Centre is here for your use hope you enjoy it.

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The University Libraries

The library system at Queen's University consists of a central unit, the Douglas Library, 19 branches and three faculty libraries, of which one is the Education Library. Together these libraries contain over 1,000,000 volumes.

1,000,000 volumes. The Douglas Library building as well as housing the major holdings of the humanities and social sciences and the university archives, contains the administrative offices and other related library services.

The Faculty of Education and the teaching profession of this area, are served by this library. The collection now consists of approximately 60,000 volumes, and 500 journals which include the major publications in the field. An important research resource is the collection of 120,000 documents on microfiche distributed by the Educational Resources In-

The Computing Centre

The Computing Centre The Queer's University Computing Centre provides computing services to-meet the needs of education, research and administration. The Express Batch Service offers rapid transround and comprehensive diagnostic capabilities for small batch jobs. The languages supported include, WATTP, based on the NORTRAN languages FUC and SPK based-on the FUL language and PASCAL. This service is provided on an IBM system.

The Queen's University Interactive Computing (QUIC) service offers small individual computers for people with jobs which can be done in an interactive mode using display screen terminals. The programming langu-ages available on the (QUIC) systems include API, BASIC and FORTRAN.

All other academic computing is carried out on a Burroughs B6700 dual processor system. Batch computing is accessible through remote job entry terminals at several locations around the campus. The principal languages provided are ALCOL BASIC, COBOL, FORTRAN, PASCAL and PU. Specia-lized languages such as SNOBOL and LISP are also available. Mass stor-age of magnetic disk and tape devices is available to all users. A

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Athletic

Queen's University provides opportunity for students to compete in competitive intramural and intercollegiate sports for men and women, as well as varied recreational activities, including clubs and instructional programs

The stadium and track, six illuminated fields, the pool, arena, three symmasiums, indoor track, squash and handball courts, and other athletic and recreational facilities afford the interested student many choices

and recreations racinities arrow me interested superior have been applied of activities revolving around the Physical Education Centre. Queen's University is a member institution of the Ontario Universities Athletic Association and the Ontario Women's Intercollegate Athletic Athetic Association and the Ortano Women's Intercollegate Athletic Association and, as such, abides by the constitutions of these associa-tions, including their playing regulations and eligibility bylaws. Students who with to participate in intercollegiate sports are bound by these regulations. Copies are available for prevails in the Senate Office and the Administrative Office Athletics and Physical Education in the Disocial Education.

Student Services

The University has established services in a number of areas to help The University has established services in a number of areas to help students deal with a variety of concents and needs. The activities of the following services are co-ordinated through the office of the Director, Student Services (Group: Carerer Planning and Placement, The Grey House, John Deutsch University Centre, the International Centre and the Student Counselling Service. In addition, services are also provided to students by the Co-ordinator of Services for Daabled Prosens, the Day Care Centre Inc., the Dean of Women's Office, the Student Health Service and the University Residences.

Career Planning and Placement, in the St. Lawrence Building, (547-2992) Carrier Vianning and reacement, in the six Layerence Dynamic, UNY-SPACE offers a variety of services and information in the areas of part-time, summer and permanent job placement. An extensive collection of company files, industrial, commercial and government directories, and career files is available for student use in job search and career planning.

The Grey House, is a comfortable old house located at 51 Queen's Cresc-The Grey Floure, is a connectable old house located at 01 Queen 5 (ense-ent. Open to all members of the university, this home like environment can be used for meetings, as informal study space or simply as a place to meet (riends and relax. Sponsorid jointly by the University and the Alma Mater Society, thehouse accommodates the Queen's Student Commun-tation of the study of the ity Services Group (547-2836, 547-2806), as well as the office of the Denominational Chaplains (547-6905).

Detoutination access conversion of the provided and the p student government), student newspapers, yearbook, clubs and societies, the Performing Arts office and the Alumni office.

the samunistrative offices and other related library services. For the purpose of library privileges students of the Faculty of Education are considered to be in the category of graduate students. Facilities which are available to graduate students and other research-ers include study careles, microfilm readers, photocopy equipment and bibliographic training courses. Holdings of other Ontario University Libraries, are made available through the interlibrary loans service. Education Library

documents on microtiche distributed by the Educational Resources In-formation Centre UBIC of the United States Department of Health, Education and Welfare This collection grows at the rate of approximat-ely 12.000 microfiche per annum. Computer-assisted reference service (CARS) is also available to library patrons to facilitate specialized research requirements and information refrieval. The Resource Centre in the library houses a growing collection of audio-visual materials re-levant to the curricula in the schools and in the Faculty.

age of mognetic uses and tape devices is available to an users. An comprehensive library of application programs is maintained on-line. Time-sharing computer is available via key-driven terminals distrib-uted around the campus. Service offered to time-sharing users are APL.

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a specifically interactive language, and the CANDE system through which time-sharing users can gain access to practically all the facilities of the computer system available to batch users. An IBM 390/88 system provides administrative computing services for the batch users.

the University. All services are provided at terminal sites supervised by full-time

staff members. Great emphasis is placed on convenience of access to th power of the computer.

The Faculty of Education maintains an TRM 5100 desk-top computer in the Education Library. The computer uses BASIC or APL. The Library has a magnetic tape of sample instructional programs for general use. There is also a statistical package for analyzing small-scale data sets. Further details may be obtained from D. Burnett (A-315, Duncan McArthur Linn

Statistics is a subject of great importance to scientists, managers, engineers, politicians, economists and others interested in interpreting engineers, politicians, economists and others interstetal in interpreting and understanding data. There is also an increasing recognition of the value of statistics at all levels of education. Because of its useful-ness in so many areas, it is not unexpected to find many course being offered in many departments at Queen's. Details on specific department offerings can be obtained from the Arts and Science and Applied Science calendars, from D.Burnett A315, Duncan McArthur Hall or from T.W.F. Srend. Chairman for Statistics. Denartment of Mathematics and Sosistic Stroud, Chairman for Statistics, Department of Mathematics and Statistics, Jeffery Hall.

Performing Arts Office

Tenoming Ares Unice The Performing Ares Office is responsible for programming performing arts events on campus. Four series are presented this season. Two series are held in Grant Hall: the Masters, and Chamber. They

feature international artists in solo and ensemble performances. Sy

phony orchestras are also featured. The Theatre and Dance series are held in the Grand Theatre presenting the best professional theatre, dance and mime companies touring in Canada.

Canaza. A number of additional events are presented to satisfy the increasing audience demand for quality performing arts events. tion of these events are an important part of the co-curricular educa-tion of these events are an important part of the co-curricular educa-tion of these events are an important part of the co-curricular educa-tion of these events are an important part of the co-curricular educa-tion of these events are an important part of the co-curricular educa-tion of these events are an important part of the co-curricular educa-tion of the co-curricular education of the co-curricular ed

buy tickets at greatly reduced provide substance that enable scores to Students wishing to become involved with the presentation of performing arts events can do so by participating in related committee work and

Ing ans events can to so by participating at relates committee rook and in front-of-house management. --For further information contact the Performing Arts Office in the John Deutsch University Centre (547-6194) or the Administrative Office

Public Lectures

Through an endowment set up in honour of Charles A.Dunning, a past chancellor of Queen's University, a series of public lectures emphasiz-



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The International Centre in the John Deutsch University Centre. (547-2807) exists as a community and campus service designed to help profibite international understanding by providing a place where overseas students and Canadians can meet for a variety of activities.

The Student Counselling Service (547-2893) provides free psychological and counselling services, including individual counselling, psycholog-ical testing; and group programs for all students, staff and faculty. The Counselling Service is located at 32 Queen's Crescent.

The Office of the Co-ordinator of Services for Disabled Persons is located in Mackinteish-Corry Hall. Problems encountered by disabled students such as accommodation, location of lectures and laboratories, mobility around campus or any other areas should be brought to the attention of the Co-ordinator at 547-2640.

attention of the Co-tomator at 547-560. Queen's Day Care Care proprovides day care for approximately 82 children from families of students, faculty, staff, and other members of the Kingston community. Full day care is provided for children from six months to five years of age, and a half-day program is available for children who attend kindergarten. Families interested in using the facilities are encouraged to make application as early as possible since there is usually a vasiting list for the available spaces. The Day Care there is usually a vasiting list for the available spaces. The Day Care tabates are located at % Queen's Crescent and at 169 Union Street. telephone 546-6955.

The Dean of Women and her staff are available to students for conversa The Dean of Womer and her staff are available to students for conversa-tion, as a sounding board for ideas, and to give coursel when personal problems arise. The Dean's administrative responsibilities include the Women's Reschercs and the works closely with student government and student organizations. Her office is in Victoria Hall and also on a part-time basis at the John Deutsch, University centre, Monday and Fridays from 11 am to 2 pm and Wednesday from 10 am to 12 noon; teleph-mes 6476-0100 one 547-6109.

Student Health Service serves the physical and emotional health needs of all students through the Medical Clinic and Psychiatric Division, loc-ated in the St. Lavrence Building on Queers' Crescent. The Service is open Monday through Finday from 9:00 am to 4:30 pm: telephone \$47-6108. Appointments with the Psychiatric Division may be made in person or by telephoning \$47-2895.

The University provides residence accommodation in single and double rooms for 1186 undergraduate men, 1383 undergraduate women and ap-proximately 300 graduate students. In addition, 393 student apartments are provided. Information about the University's residences and of campus accommodations is contained in the publication. A Relidence Brochure. This brochure, a residence application form and a residence for schedule are sent to each student who is offered admission to Ouren's.

Housing Service, a division of the Office of Apartment and Housing Service, provides assistance for students interested in locating off-campus private accommodation. The Housing Service is located at 86 Quern's Crescent, telephone 547-2890.

Advisory Committee at

Minister's Representatives	Representatives from:		
Mr. C.Boe Educational Officer Supervision Section Ministry of Education Eastern Ontario Region Ottawa, Ontario - Mr. J.C.McLeod Director of Education	Ontario Secondary School Headmasters' Council Mr. John G.Linscott Principal Loyalist Collegiate and Vocational Institute Kingston, Ontario		
Lennox and Addington County Board of Education Napanee, Ontario Mr. G.G. Thomson Realtor Kingston, Ontario Mr. R.Sheridan Teacher Education Branch 22nd Floor, Mowat Block Queen's Park, Toronto	Ontario Association of Education Administrative Officials Mr. P. L. Raach Director of Education Peterborough - Victoria - NorthumBerland and Newcastle R C.5 S. Board Peterborough, Ontario Mr. R.E.Shadbolt Frontenac County Board of Education Kingston, Ontario Ontario Catholic Supervisory Officer' Association Inc. Mr. J.L.Jordan Director of Education Lanark, Leeds, Grenville County Roman Catholic Separate School Board Separate School Board Senthe Falls		
Mr. R. Doyle Director of Education Frontenae, Lennox & Addington Roman Catholic Separate School Board Kingston, Ontario University Representatives Dr. A.H.Jeveves			
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