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# Sessional Dates

### September 1985

- September 1985

  4 Fall Term begins. All R.Ed. and Dip.in Tech. Ed. and
  Concurrent Final Year candidates meet in the Auditorium of
  Duncan McArthur Hall at 9:30 am

  8 Orientation Week begins for Concurrent, Year I candidates
  10 9 am 3 pm Registration in the Jock Harty Arena, Division
  Street entrance for B.Ed. and Dip.in Tech. Ed. candidates
  and for Concurrent Final Year candidates
  10 Registration for M.Ed. candidates
  11,13.16 Authorization of programs for Concurrent Year 2 candidates
  and for the Arts and Science courses for Concurrent Year 3
  candidates

- and for the Arts and Science courses for Concurrent Year 3 candidates

  11 Registration for Concurrent Year 1 candidates

  12 Fall Term classes begin M.Ed.

  13 Fall Term classes begin Arts and Science courses for Concurrent candidates

  14 Registration for Concurrent Year 2 and Year 3 candidates
- 27 Last date for adding a full year course or Fall Term course without approval of the Program Director

- 14 Thanksgiving Day
  15-25 Student Teaching
  16 Last date for course changes M.Ed., without Division II
- approval

  25 Last date for dropping a Fall Term course all candidates
- except M.Ed. 27 Fall Convocation

- November
  11 Remembrance Day Service (classes cancelled from 10:30 am to
- 11:30 am) 18-29 Student Teaching

- December 13 Fall Term classes end
- January 1986
- 6 Winter Term classes begin 17 Last date for adding a Winter Term course without approval of
- the Program Director

  31 Last date for dropping a full year course or a Winter Term course all candidates except M.Ed.

# Faculty of Education Calendar

Queen's University Duncan McArthur Hall Union St. at Sir John A.Macdonald Blvd. Kingston, Ontario K7L 3N6 Telephone: 547-3268

resumed.

The Faculty of Law opened in 1861 and closed in 1864; it reopened in 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

the Law Society of Upper Canada under new arrangements whereby the Law Society acrost to approved university faculties of law an equal position with the Society's own school at Ongoode Hall.

As early as 1870 special classes in Brighish and other subjects were formed for women but course leading to a degree were not opened to them until 1878-79. In 1880 co-education was extended to the medical program, and in 1883 a separate Women's Medical College was opened and affiliated with Queen's. It was closed in 1894, as similar facilities were offered in Toronto and elsewhere. In 1943, for the first time in forty-nine years women were again admitted to the Faculty of Medicine. In the same year the Faculty of Applied Science admitted women for the first time. Graduate work at Queen's University was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Socition pattern on the completion of Honours

cacordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master's program was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or

beyond the B.A. and prescribing advanced lecture courses and a thesis or 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 was established to 1969, the School of Graduate Studies was established. But the Master of Laws Degree; in 1970, programs leading to a Master's Degree in 1970, programs leading to a Master's Degree in Education; and, in 1974, a program leading to a degree of Master of Art Conservation was implemented.

The School of Mining was founded in 1893 under an Ontario charter and

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 amalgamated with the University, and now constitutes the Faculty of Applied Science.

In 1907 the Ontario Government established at Queen's a Faculty of In 1907 the Ontario Covernment escaponace at Queen's a recurry Education for the purpose of providing professional training for teachers in the secondary school in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Covernment to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. In 1965, by agreement with the Department of Education, it was decided to establish a Faculty of Education at Council Information. Ontario College for leatchers. In 1902, by agreement with the Department of Education, it was decided to establish a Faculty of Education at Queen's University. The new building now occupied by the Faculty size and a final manufal inhonor O'Duncan Mo'Arthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister Glucation for the Province of Ontario from 1940 until his death in 1943. The Faculty of Education opened in 1968 offering programs to university graduates leading to the BLE degree and to teaching certificates valid in 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 Graduate Program leading to the MEL degree was introduced. Also in 1971 candidates were admitted to a program leading to the Dichema in Exchincial Education and qualification to teach in the technical departments of secondary schools. In 1973, with the closing of the Peterborough Teacher's College and the transfer of the faculty to Queen's through an agreement with the Ministry of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.A./B.Ed. and B.Sc//E.Ed. program was instituted in 1975 whereby candidates pursue an Arts and Science degree

of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent Ba-RB-Ed and BSc-RB-Ed program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with an Education degree. An earlier agreement with Trent University with respect to Concurrent Education was approved in 1974. Through this inter-university cooperation students pursue candemic and education courses at Trent for three or four years and complete requirements for a Trent Arts and Science degree and a Queen's BE-L degree during the final year. This program was renewed in 1979.

The Commence program was established in 1919, in 1960 the program leading to the Degree of Master of Business Administration was introduced and the name of the School of Commerce and Business. The School of Nursing began in 1942, the School of Physical and Health Education in 1947, and the School of Rehabilitation Threapy in 1967. In 1938 the Faculty of Arts became the Faculty of Arts and Science. New programs are continually developed within Faculties to fill changing needs and interests, such as, the programs leading to degrees of Bachelor of Music and Bachelor of Fine Art (formerly Bachelor of Art Education) offered by the Faculty of Arts and Science in 1969, and the programs in French Language, Translation, French Canadian Studies all now offered in the Faculty of Arts and Science in 1969, and the program in French Language, Translation, French Canadian Studies all now offered in the Faculty of Arts and Science in 1969, and the program in French Language, Translation, French Canadian Studies all now offered to the Faculty of Arts and Science and Science in 1969, and the program in French Language, Translation, French Canadian Studies all now offered to the Faculty of Arts and Science and Science and Science in 1969, and the program in French Language, Translation, French Canadian Studies all now offered by the Faculty of Arts and Science and Science and Science and Science and Science and Science and Scien

Arts and Science.

Queen's has a long history of extension work in Arts and Science; correspondence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, intersesn programs during May and June were instituted in 1972. More recent-the University has been developing in the field of continuing eduvi Sessional Dates

- 6 Last date for course changes M.Ed., without Division II
- approval 10-28 Student Teaching 17-21 Reading Week M.Ed.
- March 3-7 Student Teaching 10-14 Winter Break 28 Good Friday
- 4 Winter Term Classes end M.Ed.
- 1-25 Student Teaching 25 Winter Term ends
- 23 Convocation B.Ed., Dip.in Tech.Ed., M.Ed., and Concurrent
- 2 Summer Term classes begin

### 1985

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		30	

cation; several of the Faculties have started programs in this area, and tenton; several or the reactures nave 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 Righ Foundation for Continuing University Education also opened in September 1974. It functions as a resource centre the purpose of which is to encourage all ages wishing to undertake university work at any

Gueen's University, though founded by a church, was dedicated to the nation. As its constitution was gradually broadened, until finally in 1912, as a result of an anicable arrangement between the Presbyterian Church and the Trustees of the University, and twas passed by the Dominion Parliament removing the last vestige of

Duncan McArthur



# The Faculty of Education

The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a professional school to be known as McArthur College of Education. The first teacher candidates were enrolled for the 1968-69 cademic year. To symbolize the full integration of the College into the University strucsymbolize the fun integration of the congest into the Environment of 1971, the College was formally designated as the Reculty of Education, Queen's University. The name, "McArthur", which honours a distinguished Queen's historian and public servant, was reserved for the new academic residential complex housing the Faculty, now officially known as Duncan

McArthur Hall.

Over the years Queen's has made a distinguished contribution to the academic preparation of teachers for service in the schools of this province. Additionally, for a period of thirteen years, 1907-1920, Queen's offered professional preparation as well, under the auspices of its first Faculty of Education. When the training of high school teachers was centralized in Toronto in 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.

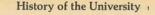
# Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The various teaching areas are linked by closed circuit television. A production studio and several micro-teaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Associated with up-to-date educational library of books and periodicias. Associated with the library is an excellent media resource and service area where stu-dents may learn to use and to make supporting media materials. An acoustically superb theater-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex in-cludes its own symansia for teaching as well as for recreation, for both day and resident students. Modern labs, an observation studio, a

both day and resident students. Modern labs, an observation studio, a language laboratory, drams studios, technical shops, and special workrooms for most subjects round out the teaching facilities. Adjacent to and physically connected to Dunan McArthur Hall is Jean Royce Hall, a co-educational residence with accommodation for 576 students. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Jean Royce Hall has twelver houses' each named alter Queen's men and women whose distinguished careers have left their stamp, more permanent than brick and stone, on the lives of young Queen's people.

Seven of the 'houses' nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, tuck shop,

coffee shops, a dining room, recreation rooms, lounges, tuck shop, facilities for television viewing, and a music room. This has already

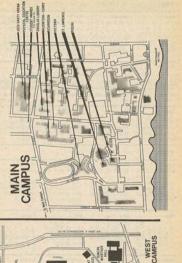


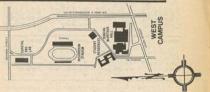
Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing economy. As early as 1832 the Provincial Covernment had been petitioned "to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod," This and other representations failing of their object, 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 lines of the Scottish National Universities. Un 10 October, 1841: a Royal Charter was issued by Her Majesty, Queen Victoria, for the estab-lishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with Reverend Dr. Liddell as Principal, Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions and from the Canadian Covernment, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were titled over by the unwearded efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the of Queen's. In 1867-88, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought financial dissester. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Mackerras. The country was canvassed for subscriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment. In 1877, Principal Snodgrass was succeeded by the Reverend G.M.Grant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessors. Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of students. In 1887, as the result of an effort in commemoration of Queen Victoria's Colden Jubilee, \$250,000 was resided, resulting in further extension and in the establishment of new professorships.

Principal Grant died in 1902 and was succeeded in the following year

retension and in the establishment of new professorships. 
Principal Grant dele in 1902 and was succeeded in the following year by the Very Reverend D.M.Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R.Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to lite abroad autumn of 1917, when the Reverend R.Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to lite abroad and Dr.J.C.Connell was appointed Acting Principal. He held this position for four months, until October, when W.Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Pellow of Merton College, Oxford, was installed as Principal of the University. Dr.Fyfe resigned in 1936 to accept the Principalality of the University of Abroaden. He was succeeded by Principal K.Wallace, President of the University of Aberta from 1926 to 1936. Dr.Wallace retried in September 1951 and was succeeded by Principal William A.Mackintosh, the first Queen's graduate to hold the Principalshiftip.

In 1961, by Act of Parliament, the positions of Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A.Corry, who since 1936





O'Driscoll, D.C., B.A.(London), B.Ed., M.Ed.(Alberta), Ph. D.(Michigan) sociate Professor - Comparative Education and History of Education O'Farrell, L., B.A.(Queen's), M.A.(Arizona State), Graduate of National Theatre School of Canada Associate Professor - Dramatic Arts, Chairman - Arts

Olson, J.K., B.A., B.Sc. (Queers), M.Ed. (Toronto), Dip.Ed. (Bristol), Ph.D. (Birmingham) Associate Professor – Science – (on leave 1984-85)

Osser, H., B.A.(Queen's), Ph.D.(Cornell) Professor - Psychology

Peruniak, W.S., B.A.(Queen's), M.Ed. (Toronto), Ph.D.(International College, Los Angeles) Professor – Educational Administration

Pratt, D., B.A., M.A. (Oxford), M.A., Ph.D. (Toronto) Associate Professor - Curriculum Planning - (on leave 1984-85)

Raffan, J., B.Sc., B.Ed., M.Ed. (Queen's)
Instructor - Outdoor and Experiential Education Rees, R., BA.M.A. (York), M.Ed. Ph.D. (O.I.S.E.) Assistant Professor - Educational Administration

Ripley, R.D., B.A.(McMaster), M.Ed.(Torosto)
Associate Professor – Mathematics and Science

Robertson, A., B.A., B.P.H.E. (Queen's), M.A. (University of the Pacific California) Professor – Health Education – (on leave 1984-85)

Russell, T.L., A.B.(Cornell), M.A.T.(Harvard), Ph.D.(Toronto)

Salter, H., B.A. (York), M.Ed. (Queer's), Ph.D. (Syracuse Associate 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)
Associate Professor – Philosophy

Sedgewick, K.H., B.A.(McMaster), M.Ed.(Ottawa) Assistant Professor - Physical and Health Education

Sharples, B., B.S. (Birmingham), M.Ed. (Calgary), Ph.D. (Alberta)
Professor – Educational Administration, Associate Dean Acting, Coordinator of Media Services

Smith, D.C.M., A.R.C.T.Mus.Bisc.,M.M.(Foronto)
Associate Professor - Cross-appointment, Music and Arts and Science (Music) Smith, H.A., B.Sc.(New Brunswick), Ed.Dip.(McGill), M.A.,Ph.D.(Toronto) Associate Professor – Psychology – (on leave 1984-85)

Southall, G.A., B.A., M.Div. (Queen's), M.A., Ph.D. (Syracuse)
Assistant Professor – Educational Technology

Talesnick, L., B.A., M.A. (Toronto)

Professor - English and Language Arts, Chairman - Communications and Social Sciences

Turner, R.B., B.A.(Toronto)
Associate Professor - English Unrau, E., B.A.(McMaster) Lecturer - Technological Studies

Watson, P.H., B.A. (Toronto), M.A. (Acadia)
Professor - History, Economics and Political Studies White W.C. B.S. M.Ed. Ph.D.(Ottown

Associate Professor - Psychology, Director of Field Studies 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. (McGill), Ph.D. (Michigan) Professor - Educational Administration and Dean of the Faculty of Education

Wilson, R.J., 8.Ed. (British Columbia), M.Ed., Ph.D. (Washington) Associate Professor - Measurement and Evaluation



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

informally for the social interaction which is one of the characteristic relatures of this faculty.

Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontain, the old village of Portsmouth, and the harbour site of the 1976 saling 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 fulled campus in listed, a very human place which combines living and

learning.
Accommodation for married students is available also in the Married Students Quarters, located on Sir John A. Macdonald Boulevard, a short

Students Quarters, located on 317 John A. Maccionasi do possevara, a short distance from John M. Maccionasi do possevara, a short distance from Contact from Mesidence Admissions, Victoria Hall, Queen's Orms can be obtained from Scan Berlin Mesidence Admissions, Victoria Hall, Queen's Orms can be obtained to the Mesidence Admissions, Victoria Hall, Queen's University, Kingston, Married students should contact the Housing and Property Kingston, Ontario. Queen's University, Kingston, Ontario.

Property Management Office, Queens Guiversity, Nongawa, Charlette, 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 1 August. For this reason, students who wish accommodation in this residence should apply as soon as possible.

### Administrative Staff - 1984-85

Williams, T.R., 8.5c, Teaching Diploma, M.A. (McGill), Ph.D. (Michigan)
Dean of the Faculty of Education

Sharples, B., B.Sc.(Birmingham), M.Bd.(Calgary), Ph.D.(Alberta) Associate Dean, Coordinator of Media Services

Registrar of the Faculty of Education Munby, A.H., B.Sc.(St. Andrews), M.A., Ph.D.(Toronto) Director of Graduate Studies

Campbell, D.S., B.A. (Washington and Lee).M.A. (North Carolina).Ed.D. (Indiana). Director of Concurrent Teacher Education Programs

Munro, I.R.M., B.A.(McMaster), M.Ed.(Queen's)

Director of Consecutive Teacher Education Programs White, W.G., B.Sc. M.Ed. Ph.D.(Ottawa)
Director of Field Studies

Casey, S.S., B.A. (Michigan State), B.L.S. (Toronto), M.Ed. (Queen's) Harris, M.L., B.A., M.L.S. (McGill), M.A. (Queen's)

Sedgewick, K.H., B.A.(McMaster), M.Ed.(Ottawa)

Thompson, L., B.A.(Toronto), M.A.(Rochester)
Chairman – Communications and Social Sciences Ambury, G.G., B.A., M.Div. (Queen's), M.A. (Syracuse)

Chairman - Educational Contexts Wilson, R.J., B.Ed. (British Columbia), M.Ed., Ph.D. (Washington)
Chairman - Curriculum Studies

Schiralli, M.G., B.A.(Queens College, New York), M.A., Ph.D.(Illinois) Chairman - Psychology and Philosophy

Talesnick, I., B.A.,M.A.(Teronto)
Chairman – Science, Mathematics and Technical Education

Administrative Assistant - Graduate Studies, Research and Development

Hooper, F.K., C.D. rative Assistant - Physical Facilities and Personnel

Murduck, M. Administrative Assistant - Finances

Travers, A., B.A., M.Ed.(Queen's) Administrative Assistant - Hiring and Placement

Laporte, G.
Administrative Assistant - Office of the Registrar



# 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 Education or the Diploma in Technical Education. In most cases these lead to recommendation to the Ontario Ministry of Education for the awarding of the Ontario Teacher's Certificate which qualifies the holder to teach in the publicly supported schools of Ontario. Some candidates may wish to qualify for the Bachelor of Education for the awarding of the Ontario.

Cintanto Journe Canolastes may want to quasary for in seasened or zousel, thou only by undertaking special practicum arrangements related to their special interests suc on a Artist in the Community.

Additionally, concurrent teacher education programs are available at Quencies and in cooperation with Trent University in Peterborough whereby andidates may be a program of the Science courses

Primary-Junior Program

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

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

This program prepares candidates to teach in the intermediate division, grade 7 to grade 10 and the senior division, grade 10 to grade 13. In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

**Technological Studies Program** 

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

The following programs is available in the Faculty of Education leading to the Bachelor of Education.

# 8 The Faculty of Education

Faculty 1983-84 Allen, H.A.J., B.Sc.M.A.(Toronto), Ph.D.(Waterloo) Associate Professor - Mathematics

Ambury, G.G., B.A.M.Div.(Queens),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. (Alberta) Professor - Guidance and Counselling

Axford, R.S., B.Sc.(Western), M.Ed.(Toronto) Assistant Professor - Science Bailey, I.C., B.A. (Queen's), M.A. (Syracuse)

Professor - Language Arts

Balanchuk, M.L., B.A.(Queen), M.Ed.(Toronto) Professor - Guidance and Counselling - (on leave 1984-85) Berrill, D., B.A., M.A. (Toronto)

Lecturer - Queen's-Trent Program Brickett, G., B.A.(Queen's), M.Ed.(Ottawa) Assistant Professor - Language Arts

Bull, D., B.A.(Queen's) Assistant Professor - Art

Burnett, J.D., B.Sc.,Ph.D.(Alberta)
Associate Professor – Psychology, Chairman – Psychology and Philosophy Campbell, D.S., B.A.(Washington and Lee), M.A.(North Carolina), Ed.D.(Indiana)
Associate Professor – Educational Technology and Psychology, Director

of Concurrent Teacher Education Programs

Cowan, D.A., B.A., M.Ed. (Edinboro State College) Assistant Professor - Art

Crawford, D.H., B.Sc.,M.A.,M.Bd.(Glasgow),Ph.D.(Syracuse) Professor - Mathematics and Curriculum,Chairman - Curriculum Studies -(on leave 1984-85)

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

Downes, W.E., B.A.(Queen's), M.Ed.(Toronto), Ph.D.(Ottawa) Associate Professor - Queen's-Trent Program

Eastabrook, J.H.G., B.A., M.A. (Western), Ph.D. (Toronto) Assistant Professor - Sociology

Egnatoff, W.J., B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto) Assistant Professor - Computers in Education

Freeman, R.M., B.A.(Queen's), M.A.(Minnesota), M.Div.(Princeton), Ph.D.(Harvard)
Professor – Human Dimensions in Teaching and Learning

Grime, A.R., B.A.(Manchester), M.Ed.(Toronto) Professor - Geography

Higginson, W.C., B.A.(Oueen's).Certificate in Education(Cambridge).M.A.(Eveter).

The Faculty of Education 9.

Ph.D.(Alberta) Associate Professor – Mathematics, Chairman – Science, Mathematics and Technical Education

Hill, R.J., B.A.(New Brunswick), M.Ed.(Toronto)

Assistant Professor – Language Arts – (on leave 1984-85)

Hills, G.L.C., B.Ed., M.Ed., Ph.D.(Alberta) Associate Professor – Philosophy Holomego, H., B.A., B.P.H.E. (Queens), M.A. (Western) Professor – Physical and Health Education

Horwood, R.H., B.A., M.Sc. (Queen's)

Professor - Science, Outdoor and Experiential Education Howard, E. B.A.(Ottawa)

Johnston, C.F., B.A., B.Bd. (Toronto), M.A. (Syracuse)
Associate Professor – Educational Technology

Kellway, I., Dip.Ed.B.A.(Bristol) Part-time Lecturer – English, English as a Second Language

Kemp, D.E., B.A. (Queens), M.Ed. (Bath), LUT.D. (London), LUD.D.A. (Central School of Speech and Drama), LTC.L., FTC.L. (Trinlity College, London), FR.S.A.

Professor – Dramatic Arts

King, A.J.C., BPE (British Columbia), M.Sc. (U.C.L.A.), Ed.D. (Toronto)
Professor – Sociology Leroux, J., B.A., M.Ed. (Brock), Ph.D. (Connecticut)

Assistant Professor - Psychology Loken, J.O., B.Ed. (Alberta), M.Ed. (Calgary), Ph.D. (Alberta) Assistant Professor - Sociology - (on leave 1984-85)

Maclachlan, J., Jordanhill College of Education, Graduate course Associate Professor - Psychology and Special Education

Mandell A L., BA LL B (Oueen's) B Litt (Glassow) Associate Professor - Philosophy

Massey, D.A., M.A. (Cambridge), M.A.T. (Yale)
Professor - French and German - (on leave 1984-85)

Mellor, W.J., B.A., B.P.H.E. (Queen's), M.S. (Oregon) - 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.(Toeonto)
Associate Professor - Curriculum, Director of Graduate Studies

Munro, I.R.M., B.A.(McMaster), M.Bd.(Queen's)
Associate Professor – Comparative Education, History, Social Studies,
Director of Consecutive Teacher Education Programs

Newman, E., B.Mus., B.Ed., M.Ed. (Queen's)

Ng, R., B.A.,M.A.(British Columbia),Ph.D.(Toronto) Assistant Professor - Sociology

and Physical and Health Education. At least three full courses in the subject are required for the selection of all other subjects. A course in Canadian History is needed for the selection of History as a Teach

For admission to the Intermediate-Senior Program candidates must For admission to the Intermediate-Senior Program candidates must have at least one full course in psychology. Five full courses are required for the selection of French, Music, and Physical and Health Education. For other subjects, at least five full courses are required for the selection of one Teaching Subject and at least three full courses are required for the selection of another. A course in Canadian History is needed for the selection of History as a Teaching Subject.

Note Applicants may select one only from Music-Instrumental and Music Vocal. Applicants may select one only from Economics or History, Appli-cants for Biology must have courses designated Biology (not Anatomy, Physiology, etc.) and at least one must have a major laboratory compon

In addition to the requirements listed above for the respective program, applicants for Artist in Community Education and for the Cooperative Program in Outdoor and Experiential Education will be required to attend an interview to determine their admissibility.

In addition to having completed the requirements for the Secondary School Graduation Diploma, or equivalent, candidates qualifying for teaching technological studies must have a minimum of five years of related work experience. This may be reduced to a minimum of two years of related work experience if the applicant has post Grade 12 education

related to the work experience.

Candidates for this program will be required to attend an interview to determine their admissibility to the program.

Some places will be reserved each year for applicants who have excep-ional qualitities but do not meet all the academic requirements,

Note The above represents the normal requirements. Exceptions may be made where circumstances warrant.

### The Program Components

**Primary-Junior 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 Candidates must complete the equivalent of one and one-halt coursers for 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 ROUN 414 and FOUN 496.

Candidates must complete the equivalent of two full courses in cur-Candidates must complete the equivalent of two full courses in cur-riculum. The courses are numbered between CURR 303 and CURR 396. See the requirements under specific program components. Candidates will have an introduction to computers as part of their studies in

### Professional Skills

Candidates must complete one half-course in Professional Skills. The course offerings are SKIL 146 and SKIL 147, and SKIL 148

Three components must be completed in the practicum. 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 candidate. With respect to travel and accommodation arrangements involved in supervised student teaching, candidates should note that they will be required to provide for the costs of such travel and accommodation. Candidates will complete PRAC 170 Community Service. The final component to be completed in the Practicum is PRAC 180 School Law and Policy.

Candidates must complete one half-course in Special Studies (courses numbered between SPEC 201 and SPEC 299). These 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.

In addition to the above components, candidates in the Technological Studies Program must pass a Technical Proficiency Examination (Theory and Practical) in their speciality area for which an additional fee is

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

# 20 Education Programs

and the second s	
Foundational Studies Courses numbered from FOUN 414 to FOUN 496.	1.5 course credit
Curriculum CURR 371 Reading and Language Arts, P-J (0.5) CURR 372 Mathematics, P-J (0.5) CURR 373 Social and Environmental Studies, P-J (0.5) CURR 374 The Arts, P-J (0.5)	2.0 course credit
Professional Skills Course SKIL 146	0.5 course credit
Practicum PRAC 160 Student Teaching PRAC 170 Community Service Practicum PRAC 180 School Law and Policy	0.5 course credit
Special Studies Courses numbered from SPEC 201 to SPEC 299.	0.5 course credit
TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM	5.0 course credit

See also the section entitled The Program Components.	
Foundational Studies	1.5 course cre

Junior-Intermediate Program Components

2.0 course credit CURR 375 Communications, J-I, (0.5)

CURR 376 Social and Environmental Studies. I-L (0.5) CURR 377 The Arts, J-I (0.5) plus one Intermediate Teaching Subject selected from even-numbered courses from CURR 312 to CURR 380.

Professional Skills 0.5 course credit Course SKIL 147

0.5 course credit PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy

0.5 course credit Courses numbered from SPEC 201 to SPEC 299. TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM

Education Programs 21 Intermediate-Senior Program Components See also the section entitled The Program Components Foundational Studies 1.5 course credit Courses numbered from FOUN 414 to FOUN 496 Curriculum 2.0 course credit Two Teaching Subjects selected from odd numbered courses from CURR 303 to CURR 379. Professional Skills 0.5 course credit Course SKIL 148 0.5 course credit PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy 0.5 course credit Courses numbered from SPEC 201 to SPEC 209. TOTAL REQUIREMENT FOR THE INTERMEDIATE SENIOR PROGRAM 5.0 course credit **Technological Studies Program Components** See also the section entitled The Program Components. Foundational Studies 1.5 course credit Courses numbered from FOUN 414 to FOUN 496. 2.0 course credit CURR 367 Teaching Technological Subjects (1.0) CURR 368 Curriculum Development in Technological Studies (1.0) Professional Skills 0.5 course credit Course SKII, 148 Practicum 0.5 course credit PRAC 160 Student Teaching PRAC 170 Community Service PRAC 180 School Law and Policy Courses numbered from SPEC 201 to SPEC 299. TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM

14 Education Programs

Classroom teaching is by no means the only possible career choice for the artist as educator. Community Arts Centres, artists, musicians, and writers-in-residence, community-based theatre companies are only a few writers-in-residence, community-based theatre companies are only a time of the opportunities for full or part-time employment of the artist. There is a demand for competent arts educators in both public and private adult education programs and a continuing need for educational officers in art galleries and recreational facilities.

The program, Artist in the Community, is designed to provide the

The program: Artist in the Comminanty, a designed with the community. It is intended for graduates in the arts to work with the community. It is intended for graduates in the arts who are not necessarily interested in [ull-time educational careers but who are, rather looking for a set of skills related to their interests in the arts which could be used to secure or create part-time commitments to the community as they continue to devote most of their time and energy to their own

Applicants for the Artist in the Community program apply through the Ontario Universities Application Centre. The requirements for admission are the same as for admission to the Intermediate-Senior Program. Two Teaching Subjects in the Intermediate-Senior Program are to be selected one or two of which are Dramatic Arts. English. Music and Visual Arts.

### Program Format

Program Formai:
Candidates in Artist in the Community complete all the components as required for the Intermediate-Senior Program. Foundational Studies requirements are normally selected for the Fall Term. Recommended Foundational Studies courses include FOUN 468 - Affective and Aesthetic Poundament and FOUN 448 - Philosophy - Aesthetic Education. Candidates register for SPEC 225 - Arts Management designed specifically for Artist in the Community.

In the Full Term four weeks of student teaching are completed in the two teaching subjects in regular secondary school settlings. In the

Winter Term the practicum is spent in a situation related to the Artist's field such as a) artist-in-residence in local schools, b)working as an apprentice educational office in an Ontario gallery or theatre c) preparing an Arts program for implementation in the Faculty and local schools, or d) serving as an animator in a community-based theatre company.

The program qualifies the candidate for the Bachelor of Education. If a candidate wishes to qualify for the Ontario Teacher's Certificate in addition to the degree, a special four-week practicum in the two Teaching Subjects in a secondary school can be completed after the regular

### Cooperative Program in Outdoor and Experiential Education

Cooperative Program in Outdoor and Experiential Education is not offered in 1985-86. Students who wish to include studies in this area as part of their programs should consider one or more of Special Studies 206, 207 and 208. Further information is available from the Registrar's Office after September 15, 1985.

### Application for Admission - Consecutive Programs

Application to all Faculties of Education in Ontario is made through the Ontario Universities' Application Centre at Guelph, Application mate-Ontario Universities Application Centre at Guelph, Application materials may be obtained at any of the Ontario Universities or by writing to the Registrar, Faculty of Education, Queen's University, Kingston, Ontario K7. 386. First offers of admission are made in the middle of March so application must reach the Application Centre before the second Friday in January to be considered for first offers of admission. Also, to be considered for the first round of offers, applicants must submit all necessary documentation to reach the Registrar, Faculty of Education before February 16.

Education before February 16.

Each applicant to this Faculty of Education must submit official transcripts showing work completed to the time of application. Accepted applicants must submit, as soon as available, official transcripts

application must suomit, as soon as avariance, orrical transcripts confirming completion of all academic requirements for admission, Applicants may submit amendments to their applications through the Ontario Universities' Application Centre or through the Registrar, Faculty of Education, Applicants who save been offered admission and who have accepted the offer of admission may request changes only through the Registrar, Faculty of Education.

Note Official documents submitted in support of an application for admission become the property of Queen's University and are neither returned nor made available for photocopying.

### **English Language Requirement**

Candidates must be competent to communicate effectively in both oral and written English. Applicants may be required to provide evidence of competency in oral and written English to satisfy the Admissions Committee that their knowledge of the English to satisfy the Admissions Committee that their knowledge of the English language is adequate for them to pursue their professional studies successfully

### Admission Requirements - Consecutive Programs

Admission to the Bachelor of Education program requires the candidate to have completed the requirements for an acceptable bachelor's degree prior to the beginning of classes in September. The average of the best ten courses must be second class. If the average of the best ten courses completed at the time of application is not second class but it appears that the applicant may earn a second class average before being registered, a conditional offer may be made.

Admission to the Diploma in Technical Education program requires the candidate to have completed the requirements for the Secondary School Graduation Diploma or the equivalent.

All candidates for the Ontario Teacher's Certificate must be Canadian citizens. Candidates who are Permanent Residents, i.e. Landed Immigrants and not Canadian citizens, may qualify for a Temporary Letter of Standing which is valid in Ontario for six years. If an candidate becomes a Canadian citizen within the six year period, then an adjustion can be made to the Ontario Ministry of Education so that the Ontario Canadian Canadian Canadian Canadian Canadian Canadian the Ontario Canadian Canadian

# 16 Felucation Programs

All accepted candidates must provide directly to the Registrar, Faculty of Education, confirmation of freedom from tuberculosis prior to the first round of student teaching. Tests for such confirmation must be completed during the calendar year of registration in the Faculty of Education.

### Specific Requirements

### Primary-Junior

Applicants must have two full university courses in each of two of the following areas: Languages, the Arts (Art, Drama, Music, Physical Education), Social Sciences, and Mathematics/Science. (A combination of one in each of the four or of two in one and one in each of two of the others will be acceptable.)

Applicants must also provide a secondary school transcript which confirms successful completion of Grade 12 English and Grade 12 Mathematics or the equivalent.

In addition to the core curriculum courses, candidates with the In addition to the core curriculum courses, candidates with the Junior-Intermediate program must complete curriculum studies in one Teaching Subject. Applicants must have two full university courses in the Teaching Subject requested. At least five full courses are needed for the selection of French, Music, and Physical and Health Education, and at least one course in Canadian History is needed for the selection of History.

Applicants must also provide a secondary school transcript which confirms successful completion of Grade 12 English and Grade 12 Mathematics or the equivalent.

Intermediate-Senior
Candidates in the Intermediate-Senior program must complete curriculum studies in two Teaching Subjects. Applicants must have five full courses in one of the Teaching Subjects requested and two full courses in the other. At least five full courses are needed for the selection of French, Music, and Physical and Health Education, and at least one course in Canadian History is needed for the selection of History.

Rechnological Studies in meeting the academic requirements for admission to the Technological Studies program, applicants must present evidence of five years of related work experience. This may be reduced if the applicant has post Grade-12 education but in all cases a minimum of two full years of related work experience is required.

An interview is arranged for all who are applying for the Technologi-

### Artist in Community Education

Cooperative Program in Outdoor and Experiential Education

Cooperative Program in Outdoor and experiential tructation in addition to meeting the academic requirements for admission to the Intermediate-Senior program, applicants for admission to the Artist in Community Education program will be required to be interviewed.

Experience Statement

Each applicant will be asked to submit a complete statement of previous experience relevant, in the broadest sense, to teaching. The statement must be well expressed and type-written if at all possible.

Education Programs 17

### Selection of Candidates

Preference is given to applicants who list Queen's as their first choice. Selection is based on a) the number of places available in the program requested, b) the personal statement, and c) academic status. Equal weight is attached to b) and c).

The requirements listed above apply for admission for 1986-87 as well except that in the Junior-Intermediate Program three full courses will be needed for the selection of the Teaching Subject and in the Intermediate-Senior Program three courses will be needed for the selection of the second Teaching Subject. Five courses will be required for selection of French, Music, and Physical and Health Education, and Canadian History will be required for selection of History in both programs

Administon to the Bachelor of Education program requires the candidate to have completed the requirements for an acceptable bachelor's degree prior to the commencement of the program. They must have achieved an average grade of second class on their ten best undergraduate courses or must have completed the requirements for an honours degree, or the equivalent. If this requirement is not met at the time of application but it appears that the applicant may meet the requirement before being registered, a conditional offer of admission may be made.

Admission to the Diploma in Technical Education Program requires the candidate to have completed the requirements for the Secondary School Graduation Diploma, or equivalent prior to the commencement of the

candidates must be able to communicate effectively in oral and written English. Applicants may be required to provide evidence of competency in oral and written English sufficient to pursue their professional studies successfully.

Applicants will be asked to submit a description of their experiences, skills, and achievements relevant to their intention to enter the teach-

ing profession.

For admission to the Primary-Junior Program candidates must have at least one full course in each of 1) psychology, 2) language or linguistics, 3) mathematics or grade 12 advanced level mathematics 4) arts (visual arts, performing arts, or music) or equivalent (equivalency may be granted for conservatory qualifications in music, extensive production experience in drama, etc.), 5) social studies (history, geography, political science, sociology, or anthropology).

For admission to the Junior-Intermediate Program candidates must

have at least one full course in each of 1) psychology, 2) language or linguistics, and 3) mathematics or grade 12 advanced level mathematics along with computer science or quantitative science. Five full courses in the specific subject are required for the selection of French, Music,

done, as determined by the instructor.

3.3 Additional academic record entries are:

IN - incomplete AU - audit only AG - aegrotat grade CR - credit

NW - course not taken The Credit (CR) shall be recorded only for those courses or compo-

4 The Credit (CR) shall be recorded only for those course or components which the Facylty Board has determined are not to be graded.

5 The incomplete (IIN) is a temporary designation which is used when, in the judgement of the instructor, a student merits an extension of time for the completion of a course. At the end of the academic year the instructor will draft is attenent indicating work to be completed and the due date with copies provided to the student, the Registrar and the Associate Dean. Incomplete (IIN) is automatically converted to Fail (P) if the student has not successfully completed the course by the time specified or, in any event, no later than twelve calendar mathematically completed and the course. The control of the course of t

rules where, because of extenuating circumstances, a student has been unable to complete the course, for example, serious illness. The Committee shall report all such exceptions to the Registrar and any Faculty

members involved.
6 The Aegrotat (AG) may be granted by an instructor in cases where the student because of serious illness, has been prevented from completing a course or component and where the instructor feels that the student would have completed the course or component successfully had not illness intervened.

No grade may be changed by administrative fiat.

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 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 grades. As Taculty advisors will be notified by the Registrar's Office of the grades of their advises, with a specific note of those advises who have a Fall (Fo or whose progress is otherwise deemed unsatisfactory, It shall be the responsibility of the faculty advisor to counsel any of

his advisees whose progress is unsatisfactory and to make a written report to the Registrar's Office as soon as possible.

8.3 It 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 B.Ed. degree, the Dip.in Tech.Ed., and any teaching certificate, a student must have grades of H, PA, PN, AG, or CR in all the minimum required courses or components of the pro-

9.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discontinuation with the reacuty board, made at any time, exercise the discontinuation of his Office to ensure that all candidates Cert lib. B.d. degree, the Dip.in Tech.Ed. and the Charlact Teacher's Certificate conform astifactority with the general professional and ethical requirements of teachers as described in Section 233 (2) and 235 of the Education Act. Code of Conduct

All students are required to adhere to the University's Code of Con-duct. They should also bear in mind that compliance with this code implies non-participation in disturbances such as with street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally maintaining the reputation of the University. Initial responsibility for the enforcement of the Code rests with the Alma Mater Society, Inc. and the Graduate Student Society on behalf of the Senate.

Senate.

In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the regulations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University system of non-academic discipline should not be regarded as a substitute for the civil or criminal law but rather as a complementary system. that may be derived naturally from our existence as a clearly dis-tinguishable community of interests. The following conduct is unaccept-

tinguishable community of interests. The following conduct is unaccepted able and constitutes an offence within the university community:

a a violation of published rules and regulations of the University of any authorized rule-making body within the University;

b failure to comply with the directions of officals of the University acting within the scope of their authority;

c assault, sexual harassment,\* theft, or other forms of intimidation, of the control of the vandalism, and wilful or negligent damage to the property of Queen's or a member of the University community or of the AMS Inc/or any other university organization:

d all forms of academic dishonesty such as plagiarism, cheating, furnishing false information to the University, forgery, misuse of university

documents;

e a violation of the rights of any member of the University

\* For a definition of "sexual harassment", see commentatry to Section 7 in the Senate Statement on Grievance. Discipline and Related Matters.

Queen's University is a self-regulating community bound together by the common interests of its members each of whom share a personal re-sponsibility for its welfare. By virtue of the University's location, a Queen's student is also a citizen of the City of Kingston and as such expected to respect the rights and promote the well-being of his or her fellow citizens. Registration signifies becoming an accountable member of the University community, a process conferring not only rights and privileges but the obligation to conduct oneself in a manner which will not reflect adversely upon Queen's University.

Hiring and Placement

The Faculty 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 Ontario regarding their hiring procedures and expected needs for teachers. School boards are encouraged to come to Queen's to speak with and

# Courses of Study 29

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.

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

Note Courses in Foundational Studies are intended primarily for Specific candidates in terms of their divisional programs. If a course is intended mainly for students in the Primary Division, then (P) will appear to the right of the course number and name. If (F | 1 S) appears to the right of the course number and name, then this course is appropriate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

EDUCATIONAL PSYCHOLOGY

Courses in this area are primarily concerned with the traditional prob-lems of cognitive and affective development, but also represent innova-tive interdisciplinary approaches to understanding better how learning takes place.

FOUN 464/0.5 Psychology – Learning and Development in Childhood

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 problem-solving.

FOUN 465/0.5 Psychology - Learning and Development in Adolescence

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-solving.

FOUN 466/0.5 Psychology - The Development of School Knowledge

This course will be concerned with the nature of school knowledge and the strategies students develop to accommodate to it. Other topics include: a) the analysis of the conceptual content of lessons, textbooks and other curriculum materials; b) the examination of the language and social dynamics of the classroom; and c) the assessment of student knowledge. Each participant will carry out an empirical study of one or more of these topics.

### Concurrent Teacher Education

22 Education Programs

In cooperation with the Faculties of Arts and Science of this university and of Trent University in Peterborough, a concurrent teacher education program is offered whereby candidates complete Education courses concurrently with their Arts and Science courses. Concurrent degrees are B.A./B.Ed., and B.A. (Honours)/B.Ed. B.Sc./B.Ed., and B.Sc. (Honours)

With the strong field-centred orientation of the education components the Concurrent Program has the advantages of clarifying vocational interest, sharpening awareness of issues inherent in teaching and learning, and achieving better integration of academic and professional studies. From the initial year candidates are provided with in-school experiences which form the basis of theoretical studies. The educational portion of the program is developmental in nature culminating in a four month internship in the final year.

Candidates for the initial year of the Concurrent Programs apply through the Ontario Universities Application Centre for Queen's University or for Trent University. Application to the Concurrent Education program is made at the same time as application to Arts and Science. Requirements are normally the same for both programs with the exception that Concurrent Education applicants must have credit in Senior Level Mathematics or the equivalent

Admission by Transfer

Candidates may apply for transfer into Year 2 of the Concurrent Program. Transfer may be from Year 1 of an Arts and Science Program at Queen's University or at Trent University for Year 2 at the respective University or from Year 1 of another university to Year 2 at Queen's University or room rear 1 or another university to rear 2 at Queen's University or at Trent University. Enquiries should be directed to Assistant Registrar (Admissions), Queen's University or to Dr.W.Downes, Trent University, Peterborough. Candidates who wish to transfer into Year 2 of the Concurrent Program must complete an in-school practicum and report to be eligible for admission.

The Concurrent B.Ed. degree requires the successful completion of five courses in Education: two courses in Curriculum, one and one-half courses in Foundations, one-half course in Skills, one-half course in Special Studies and Practicum which receives the equivalent weight of one-half course. The Practicum includes Community Service, School Law and Policy, at least three ten-day rounds of practice teaching and the

Courses leading to the B.Ed. degree are described elsewhere in this

calendar.

In Year 1, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: the half-course SPEC 236, Introduction to Schools and Teaching and PRAC 170, Community

In Year 2, candidates normally enrol in five full courses in Arts and Science, in PRAC 167 which requires ten days of practice teaching, and in SKIL 146, or SKIL 147. Part of this half-course in Professional Skills is completed in Year 2 and the remaining components are completed in Year 3 and Final Year. Candidates will also have the

are completed in fear 3 and rinal tear. Candidates will also nave option of enrolling in a half-course in Foundations.

In Year 3, candidates normally errol in five full: occurse in Arts and Science and in, the following course in Education: a foundations half-course of the candidate's choice, PRAC 168 which requires ten days practice teaching, and a half-course in Special Studies (may be deferred practice teaching, and a half-course in Special Studies (may be deferred until the Final Year).

until the Final Year).

Candidates who elect an Honours degree in Arts and Science will normally devote the entire year to the completion of that degree.

In the Final Year, candidates complete the degree requirements for the B.B.d. degree in the Faculty of Education. In the Fall Term, candidates normally enrol in two full courses in Curriculum in the chosen division, (Primary-Junior, Junior-Intermediate, Intermediate-Senior), a half-course in Foundational Studies, and the Practicum component, PRAC 180, School Law and Policy, and one or two, two-week practice teaching rounds depending on the chosen division. In the Winter Term, candidates complete the Internship.

Division Pre-requisities

Candidates entering the final year of the program must meet the requirements for Consecutive candidates as listed on pages 15 and 16.

Note Approved teaching subjects in the Junior-Intermediate Program are: Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, and Visual Arts. Approved teaching subjects in the Intermediate-Senior divisions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Visions are Dramatic Arts, Biology, Chemistry, Economical Conference of Conference ics or History, English, French, Geography, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, Physics, and Visual

As these approved subjects and pre-requisites may change, candidates are advised to consult annually the Calendar of the Faculty of Educa-

Continuation in the Concurrent Program

Academic progress will be reviewed at the conclusion of Years 1 and 2. Candiates placed on academic probation will be advised to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until removed from probation. Continuation into the Final Year in the Faculty of Education requires a B average in any ten Arts and Science courses

Certification

Successful candidates who are Canadian Citizens are recommended to the Ontario Ministry of Education to be awarded the Ontario Teacher's Certificate. Another requirement for recommendation for any Ontario teacher qualification is that the candidate be free of active tuberculosis as evidenced by a negative tuberculin test or a normal chest x-ray administered during the program year or within one year prior to

# 28 Education Programs

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 graduates of the Bachelor of Education program annually find employment in such educationally related fields. Students are urged to consider the variety of teaching situations availables and the diversity of related fields offering employment to B.Ed. graduates. The placement service maintains a current list of such possibilities and is committed to the constant pursuit of other employment opportunities for our graduates.

pursuit of other employment opportunities for our graduates. The placement service operates year round to facilitate contacts between officials and graduates after they have left the campus. While on campus, staff are available to respond to students' questions and concerns of all kinds. This may include advice on hiring procedures, help with the preparation of letters and resumes, or information and suggestions appropriate to the individuals employment aspirations.

# 24 Education Programs

To accompany the Ontario Teacher's Certificate, the Ontario Ministry of Education issues the Ontario Teacher's Qualifications Record Card of Education issues the Uniano feacher's Qualifications Record Card which includes the degree held and the critificate program taken at the Faculty of Education. In the case of candidates taking Junior-Intermediate or Intermediates Fealing, the Teaching subject(s) are listed. Candidates in the Technological Studies Program will have this qualification recorded along with the subject and level undertaken.

cation recorded along with the subject and level undertaken.

Candidates who are Permanent Residents (Landed Immigrants), not
Canadian Citizens do not qualify for the Ontario Teacher's Certificate.

They qualify for the Temporary Letter of Standing which allows them to
teach in Ontario for six years. When they become Canadian Citizens
before the end of the sixth year, they are awarded the Ontario Teacher's
Certificate on application to the Ontario Ministry of Education.

Further Qualification

Further Qualification
Holders of the Ontario Teacher's Certificate may earn additional qualifications and these will be entered on a revised Ontario Teacher's
Qualifications Record Card. These may be Additional Basic Qualifications
(such as Primary if Junior-Intermediate is listed under Basic Qualifiations) or other Additional Qualifications (such as Business Education,
Part 1 or Special Education, Part 2). These courses are offered through
the Office of Continuing Education during the summer or they may be

the Office of Continuing Education during the summer or they may be taken through other programs.

Other qualifications are the Honour Specialist (formerly Type A) in a specific subject or subjects and the Honour Technological Studies Specialist (formerly Vocational Type A). In both cases teachers must attend a summer seminar. Admission to this seminar requires that the attention a summittee seminate. Automission to this seminar requires that the teacher meet the academic requirements and have taught two years in Ontario, one of which must be in the specialty subject. The academic requirement for the Honour Specialtist is a four year degree beyond Ontario Grade 13 and nine full courses in the specialty subject. In the case of two subjects, fourteen courses in the two specialty subjects. case or two suspects, tournest courses in the two specialty suspects are required with at least six full courses in each. In all cases the aver-age of the courses in each specialty subject must be second class. The specific admission requirements for the Honour Technological Studies Specialist include three subject areas listed on the Ontario Teached, Qualifications Record Card with at least one at the Advanced Level, one year of post secondary education, and two year's teaching experience in Ontario, one of which must be in Technological Studies, (Refer also to the section on Continuing Education.)

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

Change of Registration

Change on registration Students wishing to make changes in course registration (with exception noted below) must do so on or before the appropriate deadline to avoid any penalties. Information regarding such deadlines may be obtained from the Registrar's office. If a student wishes to drop a course in

as a new registration. Students wishing to change teaching division or subject must apply in writing to the Registrar. Approval will be given if any openings are available

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

order to register in another course, the registration will be considered

Education Programs 25

All forms of academic dishonesty, including misrepresentation in as-signed work, are considered serious offences within the University com-munity and a student who commits such an offence runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University.

Students may be released from regular classes for supply teaching ac-

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

No student will be able to do supply teaching where a regular supply teacher is available. The school agent must demonstrate that he has

exhauster is available. The school agent must demonstrate that he has exhausted these possibilities.

The Faculty must maintain a registry of graduates available for supply teaching: graduates will be given precedence over currently enrolled.

B.Ed. students.

A student who does some or all of two weeks of supply teaching during

A student who does some or ail or two weeks or supply searching uning a practice teaching round may be expected to make up the time in regular practice in the April round.

The Registrar will be asked to administer the policy. He will initiate any and all approval arrangements with instructors necessary to release a student from his regular program.

No student will be excused for supply teaching during the First Term.
Two weeks will be the maximum for any supply teaching assignment.

Grading System

I At the beginning of each session each Faculty member and each B.Ed. student will be supplied at Registration with a list of all courses to be offered in that session. The completion due to each course and dates when interim and final grades must be received by the Registrar's Office shall be clearly indicated on the list.

Registrar's Office shall be clearly indicated on the list.

2 At the beginning of each course, the instructor of that course will notify in writing the students taking it of the basis on which the final grade will be assigned, the term work expected and the weight, if any, that will contribute to the final grade.

3.1 The grades for all

The grades for all courses or components of the B.Ed. program and the Dip.in Tech.Ed. program are:

H - hou PA - pass - fail

Except in those instances when an instructor elects not to use the honours category, in which case the students' transcripts will reflect that decision with the entry:

PN - pass, no honours assigned.

tion will also be considered

Courses of Study 33

Our course will begin with a general exploration of various social activities, in the context of present trends in work, and leisure patterns. The more detailed exploration may be restricted to essentially school-related issues, e.g., life skills education, pupil freedom in curriculum selection or pupil choice 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.

FOUN 485/0.5 Sociology of Deviant Behaviour in the Schools An outline of the theories of deviant behaviour will be accompanied by an examination of different types of behaviour labelled as deviant. Various forms of social deviance, such as drug taking, sexual non-conformity, student activism, alienation, and delinquency that particu-larly 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 role of deviant subcultures which affect the ongoing process of educa

### FOUN 486/0.5 Sociology - Multiculturalism in Canada: **Educational and Social Implications**

This course examines the concepts and strategies for implementation of the policies of multiculturalism in the schools. It explains the history and philosophy of those policies, and examines attitudes, assessment procedures and counselling issues in a multicultural society.

FOUN 487/0.5 Sociology - Education and Society 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 structure or whether it. the survival of the present social structure, 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 structures, free schools, community schools, non-schools will also be

# FOUN 490/0.5 Sociology - Seminar in Social Class and Gender 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 change or school organization. In this course we will try to understand why this 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 differently? Are there biological differences, intellectual differences, differences in self esteem, in achievement drive, in response to
- authority figures etc?

  2 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;

3 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 ar discussions or task groups.

FOUN 491/0.5 Sociology of Education for Secondary

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.

### FOUN 494/0.5 Sociology - Explorations in Learning vironments 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 schools' programs and in those non-school activities e.g., home, community affecting learning/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 concern in the course is to find out why a number of children learn less than they might and how the nment(s) might become more consistent/e

FOUN 496/0.5 Professionalization of Teachers The course rests on the belief that teachers should not only know something about children and youth and how they learn but also some-thing about the nature of the teaching profession and its place in society. Teachers can more effectively serve their pupils by facing such questions as the nature of the education bureaucracy, the purpose and activity of the teacher unions, the teacher-parent balance of power, and, not least, the efficacy of the school as a place of learning for citizenship in a democracy. In summary, the course is intended o launch the student teacher on a search for the meaning of professionalism in the public system of education.

### PRIMARY - JUNIOR PROGRAM CURR 371/0.5 Reading and Language Arts (Primary-Junior)

This course is designed to prepare prospective Primary-Junior teachers in the development of an effective language arts program for children in the Primary-Junior Division. Emphasis will be placed on developing:

Courses of Study 37

knowledge and understanding of Ontario Ministry of Education guide-

lines and support documents on reading and writing;

knowledge and understanding of the reading and writing processes;

knowledge and skill in using materials and strategies to promote

pupil improvement in reading and writing;
4 knowledge of children's literature and its role in an effective language arts program:

knowledge and understanding of integration in the language arts.

### CURR 372/0.5 Mathematics (Primary-lunior)

The purpose of this course is to familiarize candidates with the content of the mathematics curricula in the Primary and Junior Divisions, and with a variety of methods for effectively teaching fundamental mathematical concepts. A large portion of class time will be given to the use and analysis of a wide range of resources, particularly con-

The course will also provide an opportunity to examine Ministry of Education guidelines relating to the teaching of mathematics in the Primary and Junior Divisions.

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

### CURR 373/0.5 Social and Environmental Studies (Primary-Junior)

The world with which the child is familiar is used as a starting point for the development of values, attitudes, concepts and skills. The focus is on aspects of the total environment: the social, biological and physical relationships of the child's world in time and space. This course has two components:

Social Studies This component is designed to assist candidates to

Social Situates 1 in Scomponent to Gesgines to assist cancicates to explore ways of establishing an effective social studies program. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry guidelines. Resource material will be examined and students will develop learning materials suitable for clavaroom implementation. A variety of evaluation strategies will be examined.

Environmental Studies This course emphasizes the process approach through a series of workshop sessions stressing the problem-solving and a level of learning which is applied to specimen study, physical science, natural phenomena, the outdoor setting, and the integrated learn-

ing experience.

The course includes work in sample units and group practice in curriculum adaptation and development. 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 promoting wise decision-making in the future.

### CURR 374/0.5 The Arts (Primary-Junior)

CORK JAPAN. IR ARK OFMANJALINON
Children's growth and development are fostered through his imagination, personal explorations, reaction to the environment through all the senses and through the security gained from achievement and proficiency. It is through the Arts that children first express themselves and comminicate. The continued development of this personal and creative expression and creative expressions. sion is a major aim of the Arts

Although there are four distinct components (Visual Arts, Drama, Physical Education and Music), each provides for this development in

its own unique way Three of the following four Arts components are required for credit in this course

Visual Arts This component explores the needs of children from kindergarten to Grade 6 in Art Education, through investigation of resource materials and studio sessions. It is intended to sharpen the focus on the levels of creative and mental growth and children's experiences when planning curriculum, selecting media and developing a Visual Arts program designed to enhance children's visual awarenes, sersitivity and appreciation.

Drama This component 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.

Music This is an introduction to teaching music in the elementary prusse: This is an introduction to teaching music in the elementary school. It focuses on the integrative aspects of music in the curriculum and introduces suitable strategies and materials. There will be an emphasis in which experiential learning, self-confidence and musical skills be can be developed.

Physical Education This activity-based component 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 with the related activities, will be de-veloped, dealing with the nature and development of motor skills in young children. This component will examine curriculum concerns and familiarize the candidate with the activities and gymnasium organization for children at these levels. In addition to motor skills, activities covered will be cooperative and traditional games, gymnastics (movement education) and rhythmics.

### JUNIOR - INTERMEDIATE PROGRAM

### CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

### CURR 375/0.5 Communication

Communication has both expressive and receptive components, involving Confiningation has both edifferent and teceptive components, involved all II he ways in which children receive and interpret the ideas, attitudes and feelings of others. Communication also allows children record what they wish to express and allows them to represent their experiences and their thinking through language and mathematics. This course has two distinct components:

Reading & Language Arts (Junior and Grades 7 and 8) This component is designed to prepare prospective teachers to develop and implem effective Reading and Language Arts Program in the Junior and Inter-mediate grades of an elementary school. Emphasis will be given to the development of basic pupil skills in reading, writing, speaking and listening. Consideration will be given to the concept of Language and

Reading across the Curriculum. Mathematics (Junior and Grades 7 and 8) This component is designed to familiarize candidates with the content of the mathematics curricula in the Junior and Intermediate Divisions and with a variety of methods for

FOUN 467/0.5 Psychological Processes of Reading and Writing

This course is designed to develop an understanding of reading and writing processes. There will be an emphasis on how pedagogical and curriculum decisions are affected by theoretical views of these pro-cesses. A prime focus of the course is to demonstrate the developmental nature of language.

# FOUN 468/0.5 Psychology - Affective and Aesthetic

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 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 developing and enhancing the problem solving skills of 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 ransmitting 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 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 psychiatrists; and c) the public at large. Specific lectures will cover maladjusted behaviour as revealed in the cl

### HISTORY AND PHILOSOPHY OF EDUCATION

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

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

### FOUN 415/0.5 Comparative Education - Canadian Education in Comparative Perspective

Current issues in Canadian education are identified within their immediate settings and then discussed in terms of a range of relevant international and historical comparisons. These issues typically involve interaction between schooling and various social, economic, political and personal factors, and have important implications for the organ-

ization, content and process of education. The comparative approach of the course is designed to promote asophisticated awareness of the global and local expressions of this interaction, and of its varying effects on the role of the teacher as social agent and as personal

FOUN 432/0.5 The Separate Schools of Ontario This course is designed to familiarize students with the particular aims, rationale, history and current problems of the large and growing separate school sector within Ontario public education, and to acquaint them with some comparable systems in other Canadian provinces and abroad. The course caters to students who may wish to teach in Catholic schools at home and elsewhere, and to those with an interest in church-state relations as these affect denominational schools in general.

FOUN 433/0.5 History of Education in Ontario and Quebec To promote a better understanding between two important elements of the Canadian community and to provide an explanatory bridge between differ-ent value-systems reflected in education, this course undertakes a parallel study of educational development in Ontario and Quebec. It compares the educational ideals, goals and procedures in these pro-vinces and the responses of the different systems to changing ideological and social pressures. Current issues and problems are also examined and compared, to facilitate the analysis of educational policy and its determinants in contemporary society.

### FOUN 440/0.5 Philosophy - Understanding Teaching

This course is intended as an introduction to the philosophy of teaching. Topics will include the nature and evaluation of educational activities, the logic of instructional methodology, the concept of human learning, and the professional responsibilities of teachers.

FOUN 441/0.5 Philosophy - Grading and Evaluation This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification of criteria, testing and judging the "object" to be valued, and justifying evaluative standards. Theoretical insights will be applied to justifying evaluative standards. Incorencial insignis will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g., Numerical Grading, Letter Grading, Two-value Grading and Ancedotal Reporting will be examined. The relation between systems of grading and various instruments of evaluation in-cluding tests of academic achievement, aptitude and personal-social reluding tests of academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flex ible that individual students may develop applications relevant to their own special concerns with teaching and learning.

FOUN 442/0.5 Philosophy - Ethics and Education This course will consider some of the moral problems which teachers and society as a whole face with regard to education. We will examine the concepts of education, human rights to education, equality, freedom and

FOUN 443/0.5 Philosophy - Literary Theory This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of literary texts. Although intended primarily for candidates in the intermediate and senior divisions the course will also be of value to any candidate interested in literature education.

### FOUN 444/0.5 Philosophy of Education for Teachers of Mathematics and Science

This course will examine a number of contemporary accounts of nature and structure of knowledge in mathematics and in the physical and biological sciences. The insights derived from this study will prove particularly relevent to the instructional concerns of teachers in these subject areas. Arrangements will be made to accommodate students enrolled in each of the programs.

FOUN 445/0.5 Philosophy - Planning Teaching Strategy Part of a child's education should be learning to think critically. In this course we will investigate the fundamental principles of critical thinking and strategies for teaching them.

FOUN 446/0.5 Philosophy - Principles of Scientific Inquiry There are two students and competing accounts of the nature of science. This course will examine and analyze the hypothesis-confirmation theory, and the conjecture-relutation theory, and will explore implications of these theories for teaching; physical and biological sciences. Topics will include the following: the connection between scientific investigation and scientific explanation, the relation of scientific to non-scientific explanation, the nature and role of concepts, theories, principles, laws, and models in scientific explanation. The significance of these matters for formulating educational objectives and selecting classroom procedures will be probed.

### FOUN 447/0.5 Philosophy - Problems in History and Social Science

This course will deal with the theoretical foundations, the objectives and the methods of History and the Social Sciences, Alternative and competing theories will be examined and their practical implications will be considered from the point of view of the teacher of History or

FOUN 448/0.5 Philosophy - Aesthetic Education This course will examine a number of problems that are of particular concern to teachers of the arts. The principal thrust of the course will be to try to discover the sources of our appreciation of works of art so that we may be in a better position to bring others - most notably our students - to share in that appreciation.

FOUN 450/0.5 Philosophy - Language Theory This course will treat a number of important topics in the theory of language in a philosophical way. Particular emphasis will be placed upon the Language Arts curriculum in elementary schools. FOUN 451/0.5 Philosophy - Discipline and Classroom Control

This course will consider the alternatives open to teachers in estab-lishing the patterns of authority within their classrooms and will consider the moral, institutional and prudential reasons which are used to defend particular patterns of authority. Examples ranging from the "anarchy" of the "free" classroom to the "tyranny" of the "regimented" classroom will be studied. Students will be helped to establish their aims and objectives, to choose the patterns of organization most appro-priate to those objectives and to decide upon the most efficient and appropriate discipline and control techniques for successful teaching.

FOUN 454/0.5 Philosophy - Teachers and the Law Through the study of cases brought against school boards and teachers, this course will review the jurisprudence and analyze the standard of professional responsibility that the law requires. Cases will be studprotessional responsibility may be seen as we requires. Case while seal that involve injury to pupil in the gymnasium, shop and laboratory, on school grounds and premises as well as on field trips and in outdoor education settings. Special attention will be paid to legal problems that arise out of the teacher's role as disciplinarian and to legal responsibilities imposed on all teachers by child welfare legislation.

### **EDUCATIONAL CONTEXTS**

While specific courses in this area are based upon an examination of educational problems from a political, legal, social or economic per-spective, the shared focus of the courses in this area is to assess the mpact of the setting of educational institutions upon educational

FOUN 422/0.5 Human Dimensions in Teaching and Learning This course fosters the personal development of the candidate so that he/she can better assist students in their personal development. A emphasis is placed on interpersonal aspects of education as related to self-esteem, motivation, and personal meaning as well as classroom management and evaluation. Through study of four basic human dimensions, candidates are invited to develop deeper self-awareness and a capacity to relate more positively and vitally to their students

The course has developed over a dozen years under the infuence of colleagues, both faculty members and graduates of the course. Others influencing the course include Rollo May, Carl Rogers, Martin Buber, Victor Frankl, Jean Vanier, Paulo Freire, Erik Erikson, Marilyn Ferguson and Stanislav Grof.

The course calls for self-directed learning and mutual exchange through reading, plenary sessions and small groups meeting weekly as schedules permit.

FOUN 484/0.5 Sociology of Recreation and Leisure Activities The course is for two types of students (1) those who have had little or no experience in sociology as a "disclipline" particularly as it might apply to teaching in areas related to recreation (e.g., outdoor/experiential education, environmental science, senior citizens, community education, P.H.E., Artist in the Community), (2) those who wish an applied focus as opposed to a purely theoretical or conceptual examination in the study of educational phenomena.

### CURR 380/0.5 Visual Arts (Intermediate)

A course concerned with the practical needs of the teacher of Art work-A course concerned with the practical needs of the treacher or Art working in the Intermediate school setting. The program will stress teaching strategies, program planning, classroom management and budget planning that studies sessions the candidate will be able to acquire new and additional knowledge and his will be studied to practice.

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candidates on field trips for an additional fee of twenty-five \$25 to cover transportation costs. Field trips to the Art Gallery of Ontario,
Toronto and the National Gallery, Ottawa 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.

# INTERMEDIATE-SENIOR PROGRAM

See Admission Requirement

### CURR 303/1.0 Science - Biology (Intermediate-Senior)

### CURR 305/1.0 Science - Chemistry (Intermediate-Senior) CURR 351/1.0 Science - Physics (Intermediate-Senior)

CURR 351/LB Science - Physics (infermediate-Senior)
Students electing, any one of the three credits in Science Education
(Biology, Chemistry, 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 basic methods of instruction 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 teach proficiently

in the other sciences. Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory 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)

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 techniques which can be applied in this context. This course aims at pre-paring candidates to teach a first course in Dramatic Arts and to structure 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 techniques. Candidates will become familiar with a wide range of teach-ing strategies, such as audiovisual aids, simulations, and small group work. Close attention will be paid to recent work on teaching Economics, including that of Massialas and Lee on Inquiry methods and Oliver, Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design.

Candidates should note that:

1 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 compe-

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

selected as a teaching subject.

3 Economics candidates should be prepared to teach either commercial subjects or History in their practice teaching assignments in addition to the Grade 12 and Grade 13 Economics and Consumer Economics courses.

### CURR 317/1.0 English (Intermediate-Senior)

CORK 17/10 Engine 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 in 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 321/1.0 French (Intermediate-Senior)

Considers to this course are expected to possess a high degree of competence in the French language (spoken and written).

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

become acquainted with recent and current theories of language learning and to analyse and discuss pedagogical problems related

2 plan and design teaching techniques and exercises to develop and improve students' linguistic skills in French; experiment with skills using classroom activities leading to the

development of communicative competence;

4 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;

7 write discrete-point and integrative language test items and tests to measure student progress in linguistic and communicative skills;

effectively teaching fundamental mathematical concepts. Candidates will use and analyse a wide range of resources.

It will also provide an opportunity to examine Ministry of Education guidelines relating to the teaching of mathematics in the Junior and Intermediate grades 7 and 8.

The acquisition of a positive attitude toward mathematics and its teaching is seen as a high priority. Students will be required to demonstrate the control of the control strate to the satisfaction of the instructor competence in the Mathemat-ics content that they could reasonably be expected to teach.

### CURR 376/0.5 Social and Environmental Studies

The world with which the child is familiar is used as a starting point for the development of values, attitudes, concepts and skills. The focus is on aspects of the total environment: the social, biological, and physical relationships of the child's world in time and space. This rse is comprised of two distinct compon

Social Studies (Junior and Grades 7 and 8) This component is designed Social states of the control of the uation strategies will be examined.

Science (Junior and Grades 7 and 8) This component 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 and associated value

Varied teaching methods will be explored to achieve an inquiry orient-ation. These include using the out-of-door, project work and activity

### CURR 377/0.5 The Arts

The Arts are ways of learning, knowing, creating and expressing. As such, they have a crucial role to play in the education of pupils in the Junior and Intermediate divisions. This course will prepare candidates to implement the Arts in the classroom. Candidates will also be enabled to enhance their personal development and appreciation of the

In addition to an overview of the role of all the Arts in education, Junior and Intermediate candidates select any two of the following course components:

Visual Arts (Junior and Grades 7 and 8) Investigation of resource materials and studio sessions are used to explore the needs of the Junior and Intermediate pupil in Art Education. Attention is given to the child's development and in the design of a Visual Arts program t

Deman (Junior and Grades 7 and 8) This component offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques in teaching various subject areas. Music (Junior and Grades 7 and 8) This is an introductory component of

the teaching of music in the Junior-Intermediate years. This component

focuses on the integrative aspects of music in the curriculum and intro-

duces strategies and materials suitable for sequential teaching of music. Experiential learning will be emphasized.

Physical and Health Education (Junior and Grades 7 and 8) The Health Education section will focus on the methods, materials, and resource for the topics stipulated by the Ontario Ministry of Education guide lines for the Junior Division.

lines for the junior Division.

The Physical Education section 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 motor skills and related activities

the development of methods, organizational considerations, and related to specific team games
4 the development of methods, organization considerations, and skills

### INTERMEDIATE TEACHING SUBJECTS

# CURR 312/0.5 Dramatic Arts (Intermediate)

related to educational and formal gymnastics.

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 utalisatic expression intrough 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 technique. niques 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.

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 normally meet the academic requirements for admission to the one session Honour Specialist qualification.

### CURR 318/0.5 English (Intermediate)

CURS 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 cardiu explication and imaginative presentations of literature with the primary aim of helping students to see with feeling. The methods of instruction used in the course should display a variety of approaches to the teaching of both literature and composition. The course will include microacching team-teaching methods for instruction used in the course will not be considered to the seaching of both literature and composition. The course will include microacching team-teaching methods in seakers. course will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars.

# CURR 322/0,5 French (Intermediate)

Constallates to this course are expected to possess a high degree of combined in the French language (spoken and unitten).

The course is designed to enable prospective teachers of French as a second language in the core program of the intermediate prades to:

1 develop and improve techniques and procedures for teaching French as

a second language;
2 analyse the psycholinguistic aims and rationale of the methodology and published materials used in schools;

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8 analyse the Ontario Ministry of Education Guideline (1980) for the various Divisions 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 qualifications for admission to the one session Honour Specialist qualification

### CURR 323/1.0 Geography (Intermediate-Senior)

This course is designed to prepare candidates to teach Geography at the

Intermediate/Senior level.

The program will provide instruction in lesson planning, lesson presentation, different types of lessons, different methods of instruction, effective questioning, the use of various instructional materials, and 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 peronal qualities that enhance the teaching process and to eliminate th

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:

- classroom participation peer-group teaching

# CURR 335/1.0 History (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. Close attention will be paid to recent work on teaching history/social science, including that of Massialas and Lee on Inquiry methods and Oliver, Fraenkel, Kohlberg, and Simon on Value Clarification. Students

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

Candidates should note that:

1 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 compensations.

only one of History, Economics and Political Science can be selected

as a teaching subject;
3 it is recommended that candidates selecting History have a strong multi-disciplinary background in Canadian Studies;

### CURR 343/1.0 Mathematics (Intermediate-Senior)

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

Courses of Study 45

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.

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)

CORX 393 IM 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 effectively taught by specialist teachers with considerable musical background, ability and performance experience.

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

This course leads to eligibility for admission to 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

# CURR 349/1.0 (Intermediate-Senior)

The analysis of teaching behaviour as it relates to the teaching of physical activities will be a major focus of this course. Alternative styles of teaching will be presented and analysed in detail. Students will have the opportunity to practice a number of these styles during

will have the opportunity to practice a number of these styles during video-taped microteaching lab sessions.

Gymnasium laboratory sessions will be held in basketball, dance, gymnastics, wrestling, volleyball, and lelsure time sports activities. These lab sessions will demonstrate lesson sequences, class organization, use of materials, and visual aids, safety considerations, and the use of alternative teaching styles.

the use of alternative teaching styles.

The Intermediale-Senior Ministry of Education curriculum documents will be studied, and the details of sound curricular planning will be outlined. Included in this study will be organizing core programs, detailed lesson planning, evaluation of students and programs, and maintaining a balanced program of curricular, inter-school, and in-

maintaining a balance program of curricular, inter-scnool, and in-tramural activities. Adaptations of program for basic general, advanc-ed, and special education students will be discussed. Health Education is an integral part of this course, and consists of approximately twenty-two hours of class work, labs, seminars, and work-shops. A heavy emphasis will be placed on methods and materials par-ticularly in the area of audiovisual aids. Note It is highly recommended that students in this option enroll in FOUN 454 Philosophy - Teachers and the Law during the Fall term.

### CURR 351/1.0 Science - Physics

See description under CURR 303 above.

prepare materials and activities to meet pupils' language needs and

to develop their communicative skills in French;
4 analyse available tests and prepare sample tests to measure pupils'

4 analyse available research prepared to the first properties.

This course leads to eligibility or 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 qualification tions for admission to the one session Honour Specialist qualification.

### CURR 324/0.5 Geography (Intermediate)

CORX 3240.3. Geography (intermediate)
This course will provide instruction in planning and presenting different 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-

sonal qualities that enhance the teaching process and to eliminate those

- Evaluation will be based on the following areas of performance:
- classroom participation regular assignments
- 3 peer group teaching.

# CURR 328/0.5 Science - General (Intermediate)

This course will examine the basic methods of instruction for the Intermediate Division Sciences. Special attention will be given to implementation of the Intermediate Science Guideline of the Ontario Ministry of Education.

ministry of Education.

Teaching resources and materials will be surveyed and analyzed.

Methods of communication, planning and performing demonstrations,
laboratory management 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 336/0.5 History (Intermediate)

This course is designed to assist candidates to explore ways of estab-lishing effective history programs, grades 7 - 10. Candidates will learn lishing errective history programs, graces 7 – 10. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material will be examined and andidates will develop a unit suitable for classroom implementation. Evaluation strategies will be explored. Considerable time will be devoted to helping andidates improve their knowledge and understanding of the forces and individuals who have helped to develop Canada.

### CURR 344/0.5 Mathematics (Intermediate)

The purpose of this half-course is to prepare candidates to teach mathematics at the Intermediate level. Candidates will become familiar with the content of the Intermediate level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussion, student presentations, and activity approaches.

The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the

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)

Music at this level is most effectively taught by teachers with con-siderable music background and previous experience in choirs and vocal

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 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 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 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, meterials, accuration section of the course will focus on the memois, materials, and resources for those topics stipulated by the Ontario Ministry of Education guidelines for the Intermediate Division. The physical education course will focus on the following areas:

1 A program overview, both curricular and co-curricular for the Intermediate Division as stipulated in Ontario Ministry of Education documediate Division as stipulated in Ontario Ministry of Education documediate Division as stipulated in Ontario Ministry of Education documediate Division as stipulated in Ontario Ministry of Education documediate Division as stipulated in Ontario Ministry of Education documediate Division as stipulated to the Control of the Control of

ments.

The use of appropriate teaching strategies for this division. Class organization and materials will be offered for the wide range of activi-

ties to be taught in the Intermediate division.

3 Identification of those factors that will provide a safe learning 4 Various methods of evaluating students and reporting results to

CURR 366/0.5 Music - Instrumental (Intermediate) Music at this level is most effectively taught by teachers with considerable music background and previous experience with band or orches

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 intermediate level. Classes are taken in conjunction with a portion of the Intermediate Senior program.

the intermediate senior program.

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

### SPEC 207/0.5 Outdoor and Experiential Education, Part 1

This is the first course in a possible two-course sequence designed for those persons who are interested in teaching and other helping profesthose persons who are interested in teaching and other heiping protes-sions which are attempting to improve the quality of human use of natural environment. It is intended to present opportunities for an intensive exploration of the ducuational possibilities of outdoor and other forms of experiential education including travel, work, alternate senselers, service, and other forms of community involvement. The overall aim is to help participants develop appropriate attitudes, 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 classroom boundaries which are useful

The course involves a series of integrated adventure, environmental, and personal growth experiences which are blended into a review of resources for outdoor and experiential education program planning. resources for outsoor and experiential education program painhing process development, underlying rationales, integration possibilities evaluation feedback procedures, and equipment and facility needs care. A series of program models will be examined. This course normally meets for five hours, including a command supper for eight sessions. As many as three of the sessions may be extended in

time to accommodate the exigencies of outdoor activities and travel time. A fee for food and transportation is required.

### SPEC 208/0.5 Outdoor and Experiential Education, Part 2

Preparation, practice, and instructional review in seasonally appropri-ate outdoor skills and inter-related environmental, and personal growth aspects will continue. Extensive attention will be given to planning. program design, safety awareness, counselling skills, group problem solving, staff development, and personal growth of participants. Career development networks will be established. This course has the same time requirements as for SPEC 207/0.5 and a similar food and transportation fee. Completion of SPEC 207/0.5 is prerequisite for entry into

### SPEC 210/0.5 Seminar in Community Education

This course places students with practitioners in the field, to provide them with a solid core of experience in Community Education. Students will examine theories and concepts that are held by educators in the community, compare methodologies associated with current practice, and develop and apply new approaches. Registration in this full year course will be limited to 20 persons. Students are advised to postpone selection of a Community Service project until after they have consulted

### SPEC 211/0.5 Adaptive Instruction

Teachers at both elementary and secondary levels must address a wide range of characteristics among their students. This course examines aspects of mainstreaming, individualized instruction, mastery learning, computer aided learning and other adaptive approaches which give significant consideration to individual differences. Objectives include a

examination of the variables associated with individual differences, differentiated instructional objectives and adaptive teaching methods Students will apply this understanding of these variables to the devel opment of adaptive units of instruction.

SPEC 213/0.5 Organization and Management of Technological Studies

This course is designed primarily for Technological Studies candidates, although those who have technical training or related work experience may also enrol. A thorough study of safe and efficient management of a secondary school shop will be undertaken. Included will be topics such as safety, budgeting, efficient organization of equipment, maintenance. and day-to-day management routines. In addition, each candidate will undertake an individulized program in subject skills or additional

### SPEC 214/0.5 Human Resources and Organizational Processes

This course will introduce students to human resource issues utilizing the discipline of organizational theory. The course will include topics such as motivation, goal setting leadership, decision-making planning, organizational climate and ethics, change processes, and problemsolving. The presentation will be focused on the special needs of beginning teachers and potential administrators.

### SPEC 215/0.5 Education and the Writer

Intended for writers enrolled in the Artist in the Community Education Program, this course will permit students and guest writers to explore the writer's relationship to society, the nature of his or her educa-tional "mission," and the ways in which writers might become more in-volved in community education. The workshop format will encourage group discussion of students' and guests' work-in-progress.

### SPEC 216/0.5 Group Process

Optimal learning environments are characterized by trusting relationships: trust is the critical variable. This course allows candidates to experiment with processes that build trust and promote learning. The experiential non-didactic approach will appeal to individuals who prefer to learn by doing and discovering. Formal classes are minimal in number; the course consists essentially of one weekend, organized as an outdoor adventure away from campus. There is a small charge for travel

### SPEC 220/0.5 Initiation to Teaching in a French Immersion Program

SPEC 2200.3. Initiation to Teaching in a French immersion Program. This course is designed for candidates in CURR 321 French (Intermediate-Senior), and CURR 322 French (Intermediate). Admission is based on the successful passing of a special French language proficiency test. The course involves observation visits to schools and a one-week practice. ticum. The candidate will become acquainted with current immersion programs in several Boards of Ontario and other provinces (where available), textbooks, and materials, instructional procedures for teaching subject-matter content through the medium of French, and recent findings of Ministry of Education research projects and other studies

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work Close attention will be paid to recent work in teaching Political Sci ence, including that of Massialas and Lee on Inquiry methods and Oliver, Fraenkel, Kohlberg and Simon on Value Clarification, Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design.

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 compe-

2 only one of History, Economics and Political Science can be selected as a teaching subject.

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

CURR 353/1.0 Political Science (Intermediate-Senior)

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A course designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical back-

ground, 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

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

### CLIRR 379/L0 Visual Arts (Intermediate-Senior)

A course concerned with the theory and practice of Art in Education. Students will explore the philosophy and ideas related to visual educa-tion. The program stresses teaching strategies, curriculum planning, classroom management, budget planning and leadership in the Visual Arts. By enabling the candidate to work with professional arts educators, practising artists, authors and visual art administrators, the candidate will have the opportunity to acquire the professional skills needed to teach art in an educational setting.

Additional sessions are made possible for the candidate to further

experiment and to acquire new knowledge and skills in studio practice in variety of media and crafts.

Art Education candidates should note that an additional fee of twenty-

five dollars (\$25) will be levied to cover expenses of planned field trips to the Art Gallery of Ontario, Toronto and the National Gallery,

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.

### TECHNOLOGICAL STUDIES PROGRAM

### 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/learning 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 situ

### CURR 368/LO Curriculum Development in Technological Subjects

The ability to teach effectively depends to a large extent on the philosophy 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 and used as a basis for a systematic approach to curriculum development in the subject of concern. The basic concepts and principles of learning theory and adolescent development, and a total view of the role of technology in our society are used as a base from which curriculum development proceeds.

### Professional Skills

# SKIL 146/0.5 Professional Skills for the Primary-Junior Division

# SKIL 147/0.5 Professional Skills for the Junior-Intermediate Division

SKIL 148/0.5 Professional Skills for the Intermediate-Senior Division

These courses provide an introduction to basic and generic skills for application in the Primary-Junior, Junior-Intermediate, Intermediate-Senior divisions. Each course provides instruction in skill areas such as: 1) general orientation to teaching skills, 2) curriculum and evaluation, 3) educational media, and 4) computer applications. Students will be enrolled in the course offered for their divisional program. Students in the Diploma in Technical Education Program will be enrolled in SKII.148/0.5 Professional Skills for the Intermediate-Senior Divisions.

### PRAC 160/0.5 Student Teaching

In order to qualify for the B.Ed. degree and an Ontario Teaching Certificate, each consecutive candidate 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.

In preparation for the regular practicum, various instructors may arrange experiences in peer teaching, videotaped micro-teaching and working with local intermediate level classes which are resident in McArthur Hall for three one month periods during the year.

In addition to the basic eight weeks of practice teaching, a required

final week at the end of the program is arranged by each successful candidate in an education setting of his/her choice. Candidate in an education setting of his/her choice. Candidates are summer to the program is arranged by each successful candidate in an education setting of his/her choice. Candidates in a consistency of the program of the progra

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### SPEC 223/0.5 Effective Writing

This course examines and relates the lexicon, idiom, descriptive grammar and syntax of the English language to the writing process. It will emphasize, for students in all subject areas, methods and means to foster language development across the curriculum.

# SPEC 224/0.5 Drama Skills Sharing Workshop

This is an opportunity for students skilled in areas of Drama in Educa-tion to share those skills with other students who wish to learn more about the practice of drama in schools. The course will be supervised by a faculty member who will assign relevant topics such as advanced improvisation, actor preparation, directing, design, script interpretation, and theatre history

### SPEC 225/0.5 Arts Management

SPEC 225-05. Atts Management
This course is intended to provide students of the Artist in Community
Education Program in particular and students in the BEd. Program in
general with practical skills necessary in the administration of community arts organizations. The course will be presented in a variety of
formats. Several lecture-discussions will describe basic administrative
principles and organizational problems. Experts in specific administrative fields will be invited to assume leadership and consultant roles
with the students who will then undertake the application of principles in development-laboratory sessions. There will be a lab fee is expected that having completed this course the participants

- Be able to implement basic administrative principles in specific
- community arts organizations. Be familiar with the organizational and structural hierarchy within
- the Arts.

  Through the application of administrative principles, be able to ameliorate organizational problems in community arts programs.

  4 Be able to define and apply principles of financial management in
- community arts programs. 5 Be in a position to evaluate and implement marketing policies in
- arts management.

  6 Be familiar with the principles of small business as applied to the

### SPEC 229/0.5 Introduction to Teaching English as a Second Language

This course provides students with a fundamental background in linguistic skills - phonology, morphology, syntax and grammar - and in theories and methodologies for second language acquisition. Students will be prepared for later participation in the Ministry of Education's Three-Part-Specialist Course in Teaching English as a Second Language

### SPEC 230/0.5 Advanced Seminar in Curriculum

This course is intended as an enrichment experience in the area of curriculum planning for those expecting to teach at the elementary school level. Some of the topics explored in the course are: human needs as the basis for curriculum; public, personal, and interpersonal meaning in curriculum; developing intrinsic and exrinsic motivation;

# Courses of Study 53

instrumental and experiential approaches; strategies for cybernetic feedback; aspects of curriculum logistics. The course does not duplicate, but does build on content covered in SKII. 144. The course is open to all students in the Primary-Junior Program.

### SPEC 231/0.5 Survey Course in Children's Literature

This course is designed to introduce students to the wide range of literature written for children from Kindergarten to Grade 6. Several genres will be examined in order to develop criteria essential for selection and utilization of literature in the classroom. Practical applications will be an ongoing part of the course.

### SPEC 235/0.5 Teaching in a Multicultural Society

This course is designed to familiarize beginning teachers with the special teaching methods, materials and programs associated with multicultural education. The course content also includes the professional roles, curriculum planning strategies, and evaluation guidelines for developing and integrating race relations and ethnic studies in the

### SPEC 236/0.5 Introduction to Schools and Teaching

SPEC. 236/0.3 introduction to Schools and teaching.

To introduce Concurrent students in their first year of university to the study of educational issues and experiences, this course provides background information on school curriculum and organization as well as activities for studying classroom teaching and learning. The course also provides opportunities for systematic discussion of personal views of education and initial practicum experiences in schools.

# SPEC 237/0.5 Advanced Media Production

This course provides students with the opportunity to become involved with advanced media production techniques. Emphasis in the course will be on three types of mediated programs: the slide/tape, the super 8 motion picture and television. Students will be introduced to the process of planning and scripting a program appropriate to one of the three media and, working in production teams, will produce a program in one of the three media modes. Students are responsible for the cost of consumable supplies used in the course.

### SPEC 239/0.5 An Introduction to Alternative Learning Settings

We will use the course to examine the historical, political, sociolog-ical and philosophical antecedents underlying contemporary alternative learning-teaching forms. We also will analyse exemplary alternative forms noting who "uses" them and "user" expectations re: learner-teacher relationships and learner outcomes and the societal and individand implications of particular "schools". Among the exemplars will be thoses labelled "special", "free", residential and community schools operated by school boards and private groups, other social agencies (Corrections, Community Social Services, Health, Employment/Manpower)

This course will introduce students to the field of gerontology by exploring the political, physiological, biological and psychoso-

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penditures in order to cover the cost of both travel and accommodation enditures in order to cover the cost of both travel and accommodation.

Since placement in Kingston and area schools cannot be guaranteed, students are invited to identify communities in the Queen's designated. area wherein they would like to do their practice.

### PRAC 167/0.0 Practicum

Candidates in the second year of the Concurrent Program must complete two weeks of supervised Student Teaching in an approved elementary or secondary school. This may take place during the candidate's Winter break and/or immediately following the Winter term in April or May.

Candidates in the third year of the Concurrent Program must complete two weeks of supervised Student Teaching in an approved elementary or secondary school. This may take place during the candidate's Winter break and/or immediately following the Winter term in April or May.

### PRAC 169/0.5 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 ociate Schools normally in the Kingston area or in the Peterborough

### PRAC 170/0.00 Service-Learning Practicum in Alternate Settings

The aim of this practicum component of our program is to provide all students with a service-learning opportunity which will: a) complement in-class learning: b) provide a broadened base of practical experience: and c) stimulate the development of individual professional re-sponsibility. Learning outcomes are largely determined by the individual's objectives and degree of commitment. Personal rewards are often cited as benefits of this course. Communicating with a deaf person, using C.P.R. to save a life, hearing a handicapped child's first words are all examples. Community service experience has also opened up new employment possibilities for some; whereas, for others, the experience has provided an enriched base for school teaching. Certainly the re-wards are many and varied, depending on the individuals, their learning projects and the setting.

Students are expected to provide their service voluntarily in a pro-fessionally responsible manner and in co-operation with a hosting pro-fessional (such as a volunteer co-ordinator, a teacher or an agency director). The selection, planning and conduct of the service-learning project are carried out primarily by the student. Evaluation is a

### PRAC 180/0.0 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 employ-ment and related job security procedures, and the purposes, structure and practices of the teacher associations in Ontario.

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### SPEC 201/0.5 Values Education

Special Studies

This course assists candidates to understand the moral development of children and youth so that as teachers they will be better prepared to integrate values education within the curriculum. Several known approaches to values education are critiqued and new approaches are ex-plored in search of better ways to foster the moral development of students both as individuals and as members of the information society.

# SPEC 203/0.5 The Integrated Day

This course focuses upon a particular approach to schooling. Through the course students will acquire a knowledge of and skill in planning educational programs that cut across the traditional subject boundaries in elementary school classrooms. The course requirements will be met through a combination of plenary, small group, and laboratory sessions as well as field-based expe

### SPEC 204/0.5 The Arts and Adolescence

SPEC.204-0.5. The Arts and Adolescence
Although the typical adolescent is a voracious consumer of popular
gusic and art, school appreciation programs often presume the student
to be an empty vessel much in need of an easthetic transition. This
course will encourage prospective teachers in the arts to explore the
aesthetic value of the arts of adolescence and to become more familiar
with the near the adolescence and to become more familiar
vial judgement. Particular emphasis will be placed on strategies for using the existing aesthetic appetites of young adults as bridges to more complex experiences of fine art

### SPEC 205/0.5 Internship Research Project

This course is reserved for students in the final year of the concurrent education program. It directs students during their internship to use the classroom as a setting in which to observe, to derive hypotheses about the teaching and learning process, and to carry out systematic inquiry as a means of exploring these hypotheses. The project will be carried out as independent study under the direction of the faculty internship supervisor with the assistance of the associate teacher.

Arkt. 400-0.5 Open Country Explorations

A challenge and discovery-focussed introduction to outdoor education in its broadest 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-ottended. All participants, however, will be reasonably challenged. There may be opportunities to elect a week-end solo experience. Evidence is increasing that impelling experiences outside of classroom walls nevolden. ing that impelling experiences outside of classroom walls provide powerful opportunities for students and teachers to influence and integrate learning. Student-teacher relationships and roles can be enhanced by sharing resources in situations when consequences are less escap-able. The course runs on 3 weekends (Saturday, 8:30 am to Sunday, 5 pm) with at least one overnight required. One of the weekends will be in winter. There will also be brief preparatory and follow-up meetings for each outing. A fee for food and transportation will be charged.

in which the candidate has obtained at least second class or equivalent standing (B average) in at least twenty-seven credits (9 full courses) in the subject for which the candidate seeks qualification or, c holds qualifications the Minister considers equivalent to the qualifi-

c holds quantications the Minister considers equivalent to the quantications referred to in (2 a, b) and;
3 provide evidence of at least two years of successful teaching experience in Ontario, certified by the appropriate supervisory officer, at least one year of which is in the subject in which the Honour Specialist qualification is sought. (See statement on application form.)

### D HONOUR TECHNOLOGICAL STUDIES SPECIALIST

Successful completion of the equivalent of one year's full-time post-secondary study and,
2 Provide evidence of at least two years of successful teaching exper-

ence in technological studies in Ontario, certified by the appropriate supervisory officer. (See statement on application form.) and,
3 Provide an Ontario Teacher's Qualifications Record Card, indicating

qualifications in at least three of the subjects listed in Schedule C including at least one at both the basic and the advanced level or, have four basic level entries and a three-part Specialist qualification. Note The above represent the normal requirements. Exceptions may be

# made where circumstances warrant.

1 The registration form must be completed, signed and returned along with the Personal Data Form, information sheet, and appropriate documenwith the resonal Data form, information sneet, and appropriate occumentation for admission. Candidates for Part 2 and Specialist courses must have the teaching Experience Statement on the reverse side of the information sheet, completed and signed by the appropriate supervisory official. If the completed teaching Experience Statement and other necessary documents are not received in the Registrar's Office after the first three sessions of the course, then the student will be asked to the course, then the student will be asked to the course of the course, then the student will be asked to the course of the cours

to withdraw.

Confirmation of receipt of application will be forwarded as soon as it is received, however, official acceptance into a course will not be confirmed until final decisions regarding course offerings are made.

If a student registers and is accepted officially into a course then

finds it necessary to withdraw, the student is required to notify the Registrar's Office immediately in writing. A withdrawal form must then be completed in order to cancel the registration fees.

The university reserves the right to withdraw any course offering if there is insufficient enrolment.

### **Technical Proficiency Examinations**

Students taking Technical Education courses for which a Technical Proficiency Examination is required will have to pay an examination fee. Information regarding the actual fee may be obtained from the Registrar's Office. Ministry of Education Courses offered by the Office of Continuing Education Honour Specialist Qualification Three Session Additional

Qualification

Industrial Arts

Music-Vocal,

Primary-Junior

lunior Education

Music-Instrumental

Primary-Junior & Intermediate-Senior Primary Education

Technological Studies

Additional Basic Qualification Individual Study (A), (B)

Reading Special Education Visual Arts

Automotive (B)

Electricity (B) Electronic Computers (A) Machine Shop (B) Project Design (B)

Small Engines (B) Welding (B)

Woodwork (B)

Drafting (B)

& Intermediate-Senior Physical & Health Education,

Dramatic Arts Geography

Mathematics Physical & Heath Education Political Studies Technological Studies Additional Basic Qualification Primary Education Junior Education Computer Science (Senior) Technological Studies (specific subjects see below)

One Session Additional Qualification Adult Education Childhood Education in Great Britain

aspects of aging in North America. Settings for senior 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. Cooperative Education SPEC 245/0.5 Computer Assisted Instruction Computers in the Classroom English as a Second Language nch as a Second Language

This course is disputed for students interested in becoming familiar with recent advances in the use of computers to assist in the instruction of the course will be devoted to the "hands or exploration of software chosen from diverse subject areas and an number of different levels of education. No previous seprences with computers is assumed.

# SPEC 246/0.5 Introduction to Computer Programming for Education

This course is intended for students with no previous programming experience. The general goal is to provide an introduction to programming for educational purposes. The student will select a computer language (e.g. BASIC, Pascal, APL, Logo) and through a program of self-study acquire a basic level of expertise.

### SPEC 263/0.5 Teaching International Development

This course provides a forum for questions and issues about global development in education. Students will consider a variety of teaching methodologies and skills which develop cirtical consciousness and awareness of global concerns. Experiential learning techniques and audio visual aids will be used.

### SPEC 271/0.5 Practical Theatre Production

This course provides an opportunity for an involvement in a theatre production as director, designer, actor or technician. The course will coincide with the preparation and presentation of a play that will be shown in March. Although the production will be supervised by a faculty member, most artistic decisions will be made by students.

### SPEC 286/0.5 A Study of the Religious Education Program in the

A Study of the Religious Education Program in the Roman Catholic Elementary Schools of Ontario

This course is an introduction to the central concepts which make up the Religious Education curriculum currently in use in the Catholic

Schools of Ontario.

Any teachers who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological and pedagogical principles underlying contemporary Catechetical teaching.

This course is conducted by the Religious Education Consultants of the local Separate School Boards.

SPEC 299/0.5 Private Studies
Private studies may be undertaken by a student to satisfy a particular Private studies may be undertaken by a student to satisty a particular need or to pursue a particular interest relevant to teaching. The stud-ent must submit an outline of the proposed Private Study to the ap-propriate faculty member for appraisal, approval, and acceptance of the responsibility for monitoring and evaluating the student's study. The faculty member must submit his/her written approval to the Registrar before a student may be registered for Private Studies.

# Duncan Faculty McArthur of Education

# 60 The Master of Education Program

The program leading to a Master of Education degree is for those teachers and educational administrators who wish to further their pro-fessional study. Two specializations are available; Curriculum and Instruction, and Administration and Policy. The ten half-credit degree may be completed through one year of full-time study or a minimum of two years of part-time study (evening and/or summers); a combination of full-time/part-time study is also possible. A candidate, with the assistance of a program supervisor, may tailor a program, which culminates in either a project or thesis, to the individual's interests and

To be considered for admission an applicant must posses evidence of

an undergraduate degree with second class standing or its equiva 2 a B.Ed. degree; or its equivalent equivalence may consist of pro-

fessional teacher certification or related employment experience;
3 successful teaching experience (four years with General B.A., two

years with flourus B.A.).
Further details may be disclosed by consulting the Calendar of the School of Graduate Studies and Research, Queen's University or by writing to Graduate Studies, Faculty of Education, Queen's University, Kingston, Ontario KVI. 3NA.

# General Information 61

The Board of Trustees reserves the right to make changes, without no-tice, in the published scale of fees, if in their opinion, circumstances

so require.

The scale of fees and the regualtions which apply are available each spring. This "Fee Information Sheet for Undergraduate Students and MBA Students" is mailed to each candidate who accepts an offer of admission. Please note that it is the responsibility of the student to be aware of this information.

Non-residents of Ontario must apply to their own province for any provincial aid that may be available, though they may apply through OSAP if all they need is Canada Student Loan assistance.

### Student Awards and Financial Aid

# Government Financial Aid Programs

Supplementary financial assistance is available for post-secondary study Supplementary immarcial assistance is available for post-secondary study or a need-sessment 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 the responsibility of substitution of the programs of the programs of the programs of the substitution of the programs of the programs of the substitution of the programs of the programs of the substitution of the programs of the programs of the substitution of the programs of the substitution of the programs of the substitution of substitu

his parents or spouse to provide for post secondary education.

In this province, the Ontario Student Assistant Program (OSAP) offers grant funds via the Ontario Study Grant Plan, as well as loan assistance through the Ontario/Canada Student Loan Plan. Students are normally eligible for grant assistant for the first four years of university study. After a student has used his grant eligibility periods, foan asstudy. After a student has used his grant eligibility periods, foan asstudent of the student and agrant under the CSAP program are determined by the federal and provincial governments, taking into consideration the financial resources of the student and his parents or spouse.

No interest or principal payments are required on the Canada or Ontario Student Loan while the student is in full-time attendance at an approvd post-secondary institution and for six months thereafter. Interest charges during this period are paid by the federal and provincial governments, which also guarantee repayment of the loan. After the interest-free period, interest charges, which are fixed annually by the begin to accrue on the unpaid balance of all previously

Ontario residents who may qualify for OSAP may obtain application Granto residents wino may quanty for CoAr may octain application forms and further information from the Assistant Registran. (Student Awards), Queen's University or the Ministry of Colleges and Universities, 8th floor, Mowat Block, Queen's Park, Toronto, Ontario. Completed application forms should be forwarded to the Assistant Registran/Student Awards), Queen's University, Kingston, Ontario. It is strongly recommended that such applications reach the Student Awards Office during

memoned that suck upper and the May or June. Non-residents of Ontario must apply to their own province for any provincial aid that may be available, though they may apply through OSAP if all they need is Canada Student Loan assistance.

# 56 Continuing Education

The Office of Continuing Education has as one of its major responsibiltiles the offering of Ministry of Education additional qualification courses for Ontario elementary and secondary teachers. A selection of the courses listed on page 59 is offered either in the Fall/Winter terms or during Summer School. In some cases, courses are offered at several off-campus course locations.

several oft-campus course locations.

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

### Admission Requirements

Students requiring recommendation to the Ministry of Education, when an additional qualification course has been completed successfully, must meet the minimum qualifications for admission to these courses as con-tained in Regulation 269 of the Ontario Ministry of Education and any additional requirements established by the Faculty. A summary of the current requirements is presented below:

# A ADDITIONAL BASIC COURSES

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

Iunior Division

hold or be deemed to hold an Ontario Teacher's Certificate hold an acceptable university degree

### Intermediate Division

hold or be deemed to hold an Ontario Teacher's Certificate hold an acceptable university degree and have two full university courses in the subject for which qualifica-

hold or be deemed to hold an Ontario Teacher's Certificate

hold an acceptable university degree and for applicants whose Ontario Teacher's Qualifications Record Card does not indicate "Senior" as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought or

which qualification is sought or 3b for applicants whose Ontario Teacher's Qualifications Record Card does indicate "Senior" as an initial area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought.

Note Students applying for admission to the Intermediate or Senior Division French, Music and Physical Education courses must have a minimum of five full university courses in that subject.

Continuing Education 57

Technological Studies

Technological Studies

1 hold an Ontario Teacher's Qualifications Record Card indicating initial qualifications in Technological Studies or Card and Card an

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

B THREE SESSION COURSES (PART 1, 2 AND SPECIALIST)

Hold an Ontario Teacher's Qualifications Record Card.

Note In the cases(s) Primary Education, Junior Education and Intermediate Education the Ontario Teacher's Qualifications Record Card must have an entry for the area of concentration for the corresponding divi-

1 hold an Ontario Teacher's Qualifications Record Card indicating successful completion of Part 1, and

evidence of at least one year successful teaching experience in Ontario certified by the appropriate supervisory officer or one year successful teaching experience outside Ontario certified by the appropriate supervisory official.

hold an Ontario Teacher's Qualifications Record Card indicating successful completion of Part 2, and

2 evidence of at least two years of successful teaching experience in Ontario of which at least one year includes experience is such subject, as certified by appropriate supervisory officer. (See statement on application form).

# Additional Admission Requirements for the following Three-Session

1 French as a Second Language, Part 1. Applicants must pass a French

proficiency test.

2 Music (Intermediate/Senior Vocal and Instrumental) Specialist, Grade 10 Diploma of the Royal Conservatory of Music, Toronto or, five full university level Music, Coronto or, five full university level Music, Coronto or, five full university level Music, Coronto or equivalent. Candidates not having this diploma will be required to demonstrate performance ability at this level.

hold or be deemed to hold an Ontario Teacher's Certificate

a degree of Bachelor of Arts, or Bachelor of Science from an Ontario university in a program:

### Performing Arts Office

Performing Arts Office is responsible for programming performing from Performing Arts 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. Sym-phony orchestras are also featured.

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.

A number of additional events are presented to satisfy the increasing audience demand for quality performing arts events.

Since these events are an important part of the co-curricular educa-tion of the students at Queen's University, both the University and the Richardson Memorial Trust Fund provide subsidies that enable students to

Remarkson openoral rivar funi provise substances that instance sculents. Students wishing to become involved with the presentation of performing arts events can do so by participating in related committee work 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 emphasizing the supreme importance of the dignity, freedom and responsibility of
the individual in human society is presented each year. Distinguished
persons from around the world are invited to Queen's to deliver these
lectures, which are open to members of the university community and the general public free of charge.

### The Agnes Etherington Art Centre

68 Academic Facilities and Student Services

The Agnes Emeragion Art Centre
The Agnes Etherington Art Centre offers to students in all faculties a
varied program of specially prepared art exhibitions, ranging from the
radditional to the contemporary, throughout the year. It also houses the
permanent collection of art of the University, which includes many
important gifts. Selections from the collection are on exhibition and important girls. Selections from the collection are on exhibition and provide original source material for students of Art History. Admission to the exhibitions is free.

Supplementing the exhibition program are public lectures on art, film

programs, studio workshop sessions, music recitals and other special and 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.

CFRC, (1490 kilohertz), one of Canada's oldest AM radio station, was first granted a broadcast license in 1922. CFRC-FM (91.9 megahertz), 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 CFRC Radio Club under the guidance of the Station Manager. The stati 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.

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 Cellidh) 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 Montreal. Campus Cleaners, 'te Olde Tuck Shoppe, the College Book Merchant, and a campus bait stylist.

Other tenants include the AMS (Student Government), student

newspapers 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 and the Graduate Student Residence

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

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 instruc-

tional programs.

The stadium and track, six illuminated fields, the pool, arena, three gymnasiums, indoor track, squash and handball courts, and other athletic and recreational facilities afford the interested student many choices 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 Intercollegiate Athletic Association and, as such, abides by the constitutions of these associaresociation and, as surfu, source by the Constantions of these associations, including their playing regulations and elliptibility bylaws. Students who wish to participate in intercollegiate sports are bound by these regulations. Copies are available for perusal in the Senate Office and the Administrative Office Athletics and Physical Education in the Physical Education.

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 concerns and needs. The activities of the following services are co-ordinated through the office of the Director, Student Services Group: Career 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 Disabled Persons, the Day Care Centre Inc., the Dean of Women's Office, the Student Health Service and the University Residences.

Academic Facilities and Student Services 69

Career Planning and Placement, in the St.Lawrence Building, (547-2992) 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 Cres-The City House is a comtortable old house located and 3.7 Queens Venet. 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 friends and relax. Sponsored jointly by the University and the Alma Mater Society, the house accommodates the Queen's Student Community Services Croup (\$347-2856, \$472-2806), as well as the office of the Denomtional Chaplains (547-6995).

The John Deutsch University Centre (547-2931) is conveniently located on the corner of Union Street and University Avenue. The Centre offers a place where staff, faculty and students may meet, relax and dine. The facilities include 4 meeting rooms, reading lounges, games room area, a music listening room and a central meeting area. Two eating facilities and two pubs as well as several commercial outlets are housed within the centre. Other facilities include the AMS (Alma Mater Society - the student government), student newspapers, yearbook, clubs and societies, the Performing Arts office and the Alumni office.

The International Centre in the John Deutsch University Centre, (547-2807) exists as a community and campus service designed to help promote 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 In Statem conselling services, including individual counselling, psychological 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 Mackintosh-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 \$47-2640.

Queen's Day Care Centre provides day care for approximately 82 children Queens Day Care Centre provides 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 as 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 waiting list for the available spaces. The Day Care facilities are located at 98 Queen's Crescent and at 169 Union Street,

The Dean of Women and her staff are available to students for conversa-tion, as a sounding board for ideas, and to give counsel when personal problems arise. The Dean's administrative responsibilities include the Women's Residences and she 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; tele-

Student Health Service serves the physical and emotional health needs of all students through the Medical Clinic and Psychiatric Division, located in the St. Lawrence Bullding on Queen's Crescent. The Service is open Monday through Friday from 9 am to 4.30 pm; telephone \$47-6106. Appointments with the Psychiatric Division may be made in person or by telephoning 547-2889.

The University provides residence accommodation in single and double rooms for 136 undergraduate men, 1383 undergraduate women and approximately 300 graduate students. In addition, 393 student apartments are provided. Information about the University's residences and off-campus accommodations is contained in the publication, A Residence Brochure.

This brochure, a residence application form and a residence fee schedule are sent to each student who is offered admission to Queen'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 Queen's Crescent, telephone 547-2890. Queen's University Student Loan Funds

62 General Information

Queen's 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

general integrity. An applicant for a chriveshig loan must nave nach as 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 19 on loans of this kind, with a minimum charge of 52. A short term loan may not exceed the value of a term's tuition fee.

exceed the value of a term's tuition 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 itself not
compounded are made only after the first term. Under ordinary circumstances 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
committee must be satisfied that the applicant hase exhausted all other
sources of assistance. A long-term loan may not exceed the value of a
session's tuition fee. The anclinant must be a Canadian citizen or a
session's tuition fee. The anclinant must be a Canadian citizen or a session's tuition fee. The applicant must be a Canadian citizen or a 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 after graduation, the due date is usually 30 September 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 students.

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 cannot guarantee to meet every appli-cation for assistance that is received. Students contemplating an ap-plication for University loan assistance should determine their income plication for furthersity ican assistance should determine their income and expenditures for the session and apply at least two weeks in advance of the actual need. Application for a University loan is made through the Assistant Registrar Student Awards, 131 Union Street.

### The Andrina McCulloch Prizes for Public Speaking

The Aprilar ace are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fields: public speaking his presentation, reading/dramatization, and debating. The categories of the awards and the cash value of the privation any year are determined by a committee of the Senate; value variable.

### 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 the Sciences, Value variable.

The E.D.Sawyer 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 OSSTF 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 in his having a sense of humour in periods of crisis. The value of the award is \$100 annually. The OSSTF will present the

The value of the award is \$100 annually, The OSST will present the Sawyer Award to the student in regular attendance during the whiter session of the Faculty of Education of Queen's University, in the Intermediate-Senior Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarships, teaching ability and character.

# The Senator Frank Carrel Scholarships

The Senator Frank Carrel Scholarships have been established at Oueen's University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gulf Division in the Legislative Council of the Province of Quebec for many years

in the Legislative Council of the Province of Quebee for many years prior to his death in 1940.

Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University or for at least one year prior to 30 April if enrolled in an upper year have been and remain until the expiry of their scholarship domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Galf Division of the Legislative Council of Quebec as constituted at 30 July 1940, including Rimouski Bonaventure, Gaspe-est, Gaspe-ouest and lles de la Madeleine. The Senator Frank Carrel Scholarships: Several scholarships are awarded annually on the basis of general proficiency. All eligible candidates will be considered automatically; Value up to

### Senator Frank Carrel Bursaries

Established by the late Senator Frank Carrel of the City of Quebec Established by the late Senator Frank Carrel of the City of Quebec. Several Bursaries 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 expiry of their scholarship have been and remain domictled 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 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.

IBM Canada Bursary Program
IBM 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

# 64 General Information

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.

Bursary funds are intended to assist primarily in emergency situations. They are also a final resource availabe when the student's own financial contribution to the cost of his or her education, parental assistance, government aid and Queen's loans still leave the student with insufficient funds to complete the academic year. Need is the

primary consideration in the award of a bursary.

Applications for bursaries must be submitted to the Assistant Registrar (Student Awards) prior to December 1 of the year of application unless otherwise stated in the descirption of a particular bursary. Application forms are availabe in the Awards Office and applicants should arrange an interview with an Awards Officer after October 1.

Cranted 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

# John Watson Award

Granted to the graduating Bachelor of Education student in the Primary-Junior Program or the Junior-Intermediate Program and based upon excel-lence in Student Teaching.

# and Student Services

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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. The Douglas Library building as well as housing the major holdings of

The Douglas Library building as well as housing the major hostings of the humanities and social sciences and the university archives, contains the administrative 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.

Education are considered to be in the category of graduate students. Facilities which are available to graduate students and other researchers include study carrels, microfilm readers, photocopy equipment and bibliographic training courses. Holdings of other Ontario University Libraries, are made available through the interlibrary loans

Education Library

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 Information Centre (ERIC) of the United States Department of Health, Educational Resources Information Centre (ERIC) of the United States Department of Health, Educational Resources Information Centre (ERIC) of the United States Department of Health, Educational Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department of Health, Education Resources Information Centre (ERIC) of the United States Department (ERIC) of the United States Department (ERIC) of the United States (ERIC) of the ation and Welfare. This collection grows at the rate of approximately 12,000 microfiche per annum. Computer-assisted reference service (CARS) is also available to library patrons to facilitate specialized research requirements and information retrieval. The Resource Centre in the library houses a growing collection of audio-visual materials relevant to the curricula in the schools and in the Faculty.

### The Computing Centre

The Queen's University Computing Centre provides computing services to meet the needs of education, research and administration. All academic meet the needs of countrion, reserval and administration. All additions, computing is carried out on an ISM 3681 model G, running WACHS. The principal languages are API, FORTRAN, PASCAL and WATFV. Mass storage on magnetic disk, and tage devices are also available to all users. All facilities are provided in a time-sharing environment. This environment does provide the capacity for an on-line preparation and submisment does provide the capacity for an on-line preparation and submisment does provide the capacity for an on-line preparation and submission of batch jobs.

ive computing is provided on an IBM 4341 model group 2

All services are provided in the sites in Jeffery Hall and MacIntosh-Corry Hall, where advising offices are located. There are 10 semi-public sites throughout campus, totalling 240 terminals.

The Faculty of Education maintains 20 Apple computers, 4 Commodores, 3 ICONs, 2 Tls, and 1 TRSS0, divided between the computer lab (Bills) and Boy? Basic, logo, and Pascal are available, as well as several educational series and utilities, for further information, see DetWEgnateft, room AZI2, Durana Modrhurt Hall.

