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

200			
2 Convo Final Y	cation - B.Ed., Dip.i fear	n Tech.Ed., and Cor	ocurrent
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	September 1988
	Orientation Week begins for Concurrent, Year 1 candidates
	All B.Ed. and Dip.in Tech.Ed. and Concurrent
	Final Year candidates meet in the Auditorium of Duncan
	McArthur Hall at 9:30 am
8	
	(10 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
8,9,12	Authorization of programs for Concurrent Year 2 candidates
0,0,14	and for the Arts and Science courses for Concurrent Year 3
	candidates
12	
14	
30	Last date for adding a full year course or Fall Term course
30	Last date for adding a rull year course or Fall Term course
	without approval of the Associate Dean
	October
10	Thanksgiving Day
12	Federation Day
	Student Teaching
28	Last date for dropping a Fall Term course
29	Fall Convocation
	November
11	
	11:30 am)
21-30	Student Teaching
	December
1-2	Student Teaching
16	
	January 1989
9	Winter Term classes begin
13	Last date for adding a Winter Term course without approval o
	the Associate Dean
27	
	course
	February
13.28	Student Teaching
	March
	Student Teaching
	Winter Break
24	Good Friday
	April
24.29	April Student Teaching
	Student leaching Winter Term ends
20	winter term ends

History of the University

Sessional Dates

10:30 am to

approval of

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Queen's University at Kingston	QUEEN
	Faculty of Education 1988-89
	JoAn

Faculty of Education Calendar 1988-89

Queen's University Duncan McArthur Hall Union St. at Sir John A.Macdonald Blvd. Kingston, Ontario K7L 3N6 Telephone: 545-6205

6 The Faculty of Education

informally for the social interaction which is one of the characteristic features of this faculty. Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey

high-rise contains 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour site of the 1976 sailing Olympics. Students are able through the integrated building complex to become

part of a very closely knit faculty where all the resources are thand for effective teacher education. Duncan McArthur Hall has become a little campus in itself, 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 air jonn A. reactonaud bouleward, a sincer distance from Duncan Morthur Hall. Information concerning University Residences as well as application forms can be obtained from Residence Admissions. Victoria Hall, Queers's University, Kingston, Married students should contact the Housing and Property Management Office, Queers' University, Kingston, Ontario. Accepted students are sent application forms. A set number of rooms in Jean Royce Hall will be held for students of

the Faculty of Education until 1 August. For this reason, students who wish accommodation in this residence should apply as soon as possible.

Administrative Staff - 1988-89 Park, P.B., B.A. (Wessen), M.Ed.(Tors Dean, Faculty of Education To be announced Associate Dean, Program To be announced Associate Dean, Field Relations To be announced Coordinator of Graduate Studies and Research Casey, S.S., B.A. (Michigan State). B.L.S. (Toronno), M.Ed. (Queen's) Education Librarian Fraser, J.A., BA.MLS (Rargers istant Education Librarias; Sedgewick, K.H., B.A.(McMaster), M.Ed.(Ottawa) Chair - Arts Watson, P.H., B.A. (Torens), M.A. (Acada) Chair - Communications and Social Sciences Rees, R., B.A.M.A. (Nork), M.Ed., Ph.D. (Toronto) Chair - Educational Contexts Campbell, D.S., B.A. (Weshington and Lee).M.A. (North Carolina).Ed.D.(Indiana) Chair - Curriculum Studies Schiralli, M.G., BA (Queens College, New York), M.A., Ph.D.(Blinois) Chair - Psychology and Philosophy Talesnick, L., B.A. M.A. (Tororas) Chair - Science, Mathematics and Technical Education Fisher, R. Administrative Assistant - Technological Studies Gargaro, B.A. Assistant to the Down Niemann, J.U. Administrative Assistant - Office of the Assistant Registrar Poole, L.C., BA (Querris) Assistant Registrar Travers, A., B.A., M.Et. (Queen's) Administrative Assistant – Hiring and Placement Walker, T. Supervisor, Support Services

The Faculty of Education 7

2 History of the University

had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr.Mackintosh, Principal Corry was named Vice-Chancellor and Principal Principal Corry was succeeded in September 1966 by Dr.J.J.Deutsch who had had a distinguished career in Economic Research, in Government Service, in University teaching at both Queers and the University of British Columbia, as Vice-Principal of Queers's from September 1968, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr.Deutsch was succeeded by Dr.Ronald Lampman Watts, Rhodes Scholar and political scientit well known for his work in the area of federalism. He served as Dean of the Faculty of Aris and Science at Queers's from 1969 to 1974. In 1984, Dr. Watts was succeeded as Principal by distinguished conomist David Chadwick Smith. A renovmed Scholar, teacher and govern-ment adviser on public policy, Dr. Smith joined the Department 16 Econo-nics at Queers'in 1960 and served as Department Head from 1968 to mics at Queen's in 1960 and served as Department Head from 1968 to

1981. In 1864 the Medical Faculty of Queen's was established. It was re-organized in 1866 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1891 the original status was resumed.

affiliation with the University but in 1891, the original status was reaumed. The Faculty of Law opened in 1861 and closed in 1864, it reopened in 1880, and closed in 1883. In 1987, it was restored with the approval of backets society of Upper Canada under new arrangements whereby the Law Society acores is a paproved university faculties of law an equal position with the Society's own school at Oggoode Hall. As early as 1870 special classes in English and other subjects were find the state of t

Jvov, ne school of viraduate studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Regional Planning; in 1971, a program leading to a degree of Master of Art Conservation was im-program leading to a degree of Master of Art Conservation was im-stant and the state of the state

The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1910 when it was amalgamated with the University, and now constitutes the Faculty of Applied Science.

amalganame with the University, and now constitutes the Facuity of Appled Science. In 1997 the Ottatio Government established at Queen's a Faculty of Education for the purpose of providing professional training for teach-training the purpose of providing profession at the purpose of the Faculty was clearly school in the Province. In 1920 the work of the Early was clearly and the purpose of the theory and to create in Toronto, the Ottation College for Teachers. In 1966, by and to create in Toronto, the Ottation College for Teachers. In 1966, by the Deartment of Education, in it was decided to establish error between the the Deartment of Education of the Province of Ontatio form 1940 until his dearth in 1943. The Faculty of Education opend in 1968 offering programs to university redures leadings to the REAL degree and to teaching certificates valid in the secondary and elementary schools of Ontatio, and such other ourses leading to Qualification of teachers as may be determined pointly by the Minister of Education of the Schers as may be determined pointly by the Minister of Education and the University.

course leading to Qualification of teachern as may be determined binkly by the Minister of Bataction and the University. In 1971 a Craduate Program leading to the MEM degree was introduced. Also in 1971 candidates were admitted to a program leading to the Di-departments of secondary schools. In 1973, with the cloing of the Preterborough magnetic weak schools and the school of the faculty to Queen's through an agreement with the Ministry of Education, the Faculty to Queen's through an agreement with the Ministry of Education, the Faculty to Queen's through an agreement with the Ministry of Education, the Faculty to Queen's through an agreement with the Ministry of Education, the Faculty to Queen's through an agreement with the Ministry of Education, the Faculty to Queen's through an agreement with the Ministry of Education, the Faculty to Queen's through an agreement BA/BM and BS/c/BM. program was in-stituted in 1973 whereby candidates pursue an Arts and Science degree university with an Education degree. An active agreement with Trent decucation courses at Trent Arts and Science degree and a Queen's tak degree during the final year. This program was reneved in 1979. The Commerce program was established in 1919. In 1960 the program Bading to the Degree of Master of Business Administration was intra-ded as aparate Faculty Board for the School of Runiness Administration was changed to School of Rehabilitation Therapy in 1967. In 1988 the continually developed wing bad for the School of Runings Becknool of Naring becknool of Runing Becknool of Ru

8 The Faculty of Education

Faculty 1988-89

Allen, H.A.J., B.Sc., M.A. (Toronto), Ph.D. (Waterlos) sor - Mathematics Ambury, G.G., B.A., M.Div /Queeris), M.A. (Synacus Assistant Professor - Human Dimensions in Teaching and Learning Bailey, J.C., B.A. (Queen's), M.A. (Synacuse) Professor - Language Arts Balanchuk, M.L., B.A.(Queen's), M.Ed.(To Professor - Guidance and Service Learning Berrill D BA M & Climate Lecturer - Queen's-Trent Program Bloom, J.W., B.S. (Galiford College), M.Ed., Ed. D. (Houston Assistant Professor - Science Brickett, G., BA (Oseen) M.Ed (Ottawa sistant Professor - Language Arts Bull, D., B.A.(Queenh) Assistant Professor - Art Campbell, D.S., B.A. (Vashington and Let.)M.A.(North Carolina). BLD (Indiana) Associate Professor – Educational Technology and Psychology Chair – Curriculum Studies Cowan, D.A., B.A. M.Ed. (Edisboro State College Assistant Professor - Art Crawford, D.H., B.S. M.A. M.M.Id (Glaupow) Ph.D.(Syncust) Professor - Mathematics and Curriculum Danby, M., B.A. (Acadia) B.Ed. M.Ed. (Oversid) Assistant Professor - Drama in Education Downes, W.E., B.A. (Queen's) M.Ed. (Toronto). Ph.D.(Ottawa) sor - Queen's-Trent Program Eastabrook, J.H.G., B.A.M.A.(Western).Ph.D.(Torono) Associate Professor - Sociology Fernatoff, W.I. B.A. (Saskatchessan) M.Sc. Ph.D. (Toronto) istant Professor - Computers in Education Freeman, R.M., B.A. (Queeris), M.A. (Minsesota), M.Div (Prinanos), Ph.D. Professor – Human Dimensions in Teaching and Learning ma) Ph D (Hat Higginson, W.C., B.A. Queen's). Certificate in Education (Cambridge). M.A. (Eveter). Ph.D.(Albe Associate Professor - Mathematics Hill, A.M., B.Ed., Dip.Ed. (McGill), Ph.D. (Ohio State) Assistant Professor - Technological Studies Hill, R.L., B.A.(New Brannwick), M.Ed.(Teronto) Assistant Professor - Language Arts Hills, G.L.C., B.Ed., M.Ed., Ph.D.(Alberta) Associate Professor - Philosophy Horwood, R.H., B.A., M.Sc.(Queenia) Professor - Outdoor and Experiential Education

The Faculty of Education 9

Hutchinson, N.L., B.A. (Trent) Dis Rd. M.A. (McGill) Ph.D. (Simon France Assistant Professor - Psychology Johnston, C.F., B.A., B.Ed. (Torresto), M.A. (Syracust) Associate Professor - Educational Technology Kellway, J., Dip.Ed., B.A. (Bristol) Part-time Lecturer - English, English as a Second Language Kemp, D.E., B.A.(Quenti).M.B.(Bach).LUTD.(London).LUDDA.(Central School of Speech and Disma).LTC.L.ETC.L.(Trinity College, London).F.R.S.A. Professor -Dramatic Arts, Cross-appointment Arts and Science (Drama) King, A.I.C., BPE (British Columbia) M Scill C L & 164 D (Domina) or - Sociology Kirby, J.R., B.A. (McGill), Ph.D. (Alb Associate Professor - Psychology

Loken, J.O., B.Ed. (Alberta), M.Ed. (Calgary), Ph.D.(Alberta) Assistant Professor - Sociology Maclachlan, J., Jordanhill College of Education, Graduate course Associate Professor - Psychology Mandell, A.L., B.A.LL.B.(Queen's), Barrister and Solicitor of the Bar of On ociate Professor - Law and Philosophy Massey, D.A., M.A. (Cambridge), M.A.T. (Yale), Ph.D. (Queenh) Professor - French and German Mellor, W.J., B.A. B.P.H.E. (Queer)a), M.S. (Oregon) Professor - Physical Education Miller, L.A., EA.(Thiel College), M.A. (Duquenne), Ph.D.(Alberta) Associate Professor - Reading and Language Arts Munby, A.H., B.Sc.(St. Andrews), M.A. Ph.D.(Tirrosto) Munro, I.R.M., BA (McMasser), M.Ed. (Queen's) Associate Professor - Comparative Education, Social Studies Education, O'Driscoll, D.C., B.A. (London), B.Ed., M.Ed. (Alberta), Ph. D. (Michigan) Associate 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 Olson, J.K., B.A., B.S. (Quern's), M.Ed. (Torunto), Dip. Ed. (Briand), Ph. D. (Biran Osser, H., B.A. (Queen's), Ph.D. (Cornell) Professor - Psychology Park, B.H., B.A. (Westers), M.Ed. (Escant Assistant Professor - Language Arts Park, P.B., B.A. (Westers) M.Ed. (Toronto) Professor - Science, Dean - Faculty of Education

Peruniak, W.S., B.A.(Queen's), M.Ed. (Decosto), Ph.D.(International College, Los Angeles) Professor - Educational Contexts

4 History of the University

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, interses-sion programs during May and June were instituted in 1972. More recent ly, the University has been developing in the field of continuing edu-cation; several of the Faculties have started programs in this area, and the Donald Cordon Centre for Continuing Education opened in the fall of The Donaid Goroon Centre for Continuing Education opened in the tail of 1974 as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in September 1974. If functions as a resource centre the purpose of which is to encourage all ages wishing to undertake university work at any

Queen's University, though founded by a church, was dedicated to the Queens university, though tounded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of the set of the se

Duncan McArth



The Faculty of Education 5

The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a pro-fessional school to be known as McArthur College of Education. The first tessional school to be known as MCArthur College of Education. The first teacher candidates were enrolled for the 1968-69 academic year. To symbolize the full integration of the College into the University struc-ture, it was soon decided to alter the nomenclature; in the spring of 1971, the College was formally designated as the Faculty of Education, Queerin University. The name, MCArthur, which honours a distinguished Queerin historian and public servant, was reserved for then wa cademic-cidential common in the factor. residential complex housing the Faculty, now officially known as Duncan McArthur Hall.

Over the years Queen's has made a distinguished contribution to the Over the years Queer's has made a distinguished contribution to the academic preparation of teachers for service in the schools of this province. Additionally, for a period of thirteen years, 1007-1020, Queeris offered professional perperantion as well, under the auspices of its first Faculty of Education. When the training of high school teach-nes was centralized in Toronto in 199, the Faculty was forced to close. The establishment of the new Faculty of Education review, then, the Indition of professional teacher preparation as Queeris 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 known as Unican witztruar raar. I nis modern, weil-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The various teaching areas are linked by loosed 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 the wo-appoints must be encoupled as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Associated with the library is an excellent media resource and service area where stu-dents may learn to use and to make supporting media materials. An acoustically super the heart-a-addiorium provides a setting for large acoustically supero theatre-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex in-cludes its own gymnasia for teaching as well as for recreation, for both day and reident students. Modern labs, an observation studio, a language laboratory, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities. Adjacent to and physically connected to Duncan McArthur Hall is Jean Brows Hall as devisional studies.

Royce Hall, a co-educational residence with accommodation for 576 stu-dents. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Jean Royce Hall its own lounge and kitchen for light food preparation. Jean Royce Hall has twelve houses' each named alter Queer's men and women whose dis-tinguished carees have left their stamp, more permanent than brick and stone, on the lives of young Queer's people. Server of the 'houses' nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, tuck shop, facilities for television viewing, and a music room. This has already become the social heart of the west campus where students and staff meet

14 Education Programs

preparation for professional work in alternative settings. The program is based on experiential education theory with emphasis on methodologis obsect on experiential education theory with emphasis on incincouncy less appropriate to a variety of environmental contexts and to all teach-ing subjects. Also considered are the development, organization, oper-ation and evaluation of experience-based educational programs. These include community education, adventure programs, rehabilitation for special populations, environmental education and outdoor education.

Admission

Admission Applicants must meet the regular admission requirements for all B.B.d. candidates applying to Primary-Junior, Junior-Intermediate or Inter-mediate-Senior programs. Concurrent program students also may be in-cluded within the Cooperative program if they meet the admission cri-teria for the program and can arrange appropriate concurrent internship placements in the Kingston area.

placements in the Kingston area. Applicants should have education and work experience that would en-able them to profit from the program. A strong academic discipline is an advantage. Their career interests should have a service orientation. They should be able to teach and learn effectively in settings whose values draw on humanistic foundations. The readines of applicants will be assessed by a resume and a personal interview.

Candidates are required to have a current certificate in Cardio-Pulmonary Resuscitation and Standard First Aid before graduation. It is an advantage to have these certificates on admission.

Program Format

PHASE1

a A ten-day residential interdisciplinary study period (May 1 to May 10). See Special Studies course SPEC 217.

b Two six-week supervised internships at selected outdoor or other experiential education centres. See Alternate Practicum PRAC 158. c A five-day residential course (5 days prior to the beginning of the Fall Term) to consolidate practicum learning and to prepare for the Fall Term. See Special Studies course SPEC 217.

PHASE II Candidates then enter the regular Fall and Winter Faculty of Education year in their chosen divisional program. Cooperative Program students are required to take Special Studies course SPEC 242 during the fall and winter and Special Studies course SPEC 243 as a residential dur-

and winter and optical studies course sets. As as a residential out-ing the last week of April. It is recommended that the Foundational Studies course FOUN 434 Philosophy: Beachers and the Law be chosen as one of the Foundational Studies requirements. An additional tuition fee is required for Phase I. The three Special Studies course require charges for food and transportation.

Note Studies in Outdoor and Experiential Education are also available within the regular consecutive and concurrent B.Ed. programs for stu-dents not enrolled in the Cooperative program.

Early Primary Education

The Barly Primary Education The Barly Primary Education option is organized to allow a small num-ber of candidates within the Primary-Junior Consecutive BEE program to be selected to concentrate their studies at the Early Primary level - Kindengarten and Grades 1/2, during the fall term. Five features differentiate this concentration from the regular

Primary-Junior program. a Curriculum, Skills and Foundations courses are designed to facili-

tate this specialization

tate this specialization; b The program takes an integrated apporoach and many of the student asignments reflect this; c An extended seven week practicum in one setting instead of the regular four week pattern is scheduled for the fall term; d Carefully selected classrooms with appropriate associate teachers are used for the practicum. There is a close liaison among students, forulty and sensitivate.

a bour two two processing of the purpose of ongoing discussion, workshops, lectures, and monitoring of the practicum experience is a re-

quired course selection. An Additional Qualification course, Childhood Education, leading to

recommendation to the Ministry of Education is available to candidates in the Early Primary Education section during Intersession (May). The additional fee for Ministry of Education courses applies here for those who select this course.

Admission

Applications for the Early Primary program option must first meet the regular admission requirements for B.Ed. candidates applying to the Primary Junior program. Applicants will be selected from those showing evidence of a strong program. Applicants will be selected from those showing evidence of a strong commitment to working with children in the early years of school by com-pleting a questionnaire and submitting a written statement describing previous academic courses and experiences of the candidate which have an Early Childhood orientation. A personal interview may be requested.

Application for Admission - Consecutive Programs

Application to all Faculties of Education in Ontario is made through the Ontario Universities' Application Centre at Guelph. Application materials may be obtained at any of the Ontario universities or by maximum may be obtained at any of the Ontario universities of by writing to the Assistant Registrar, Faculty of Education, Queen's Uni-versity, Kingston, Ontario K71, 3No. Offers of admission are made in the middle of March, and applications must reach the Application Centre by the third Friday in December. Applicants must submit all necessary documentation to reach the Assistant Registrar, Facily of Education by

documentation to reach the resultant negativation must submit official the deadline date for application. 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 confirming completion of all academic requirements for admission. Applicants may submit amendments to their applications through the orasing. Invisorities Application Centre or through the Assistant

Ontario Universities' Application Centre or through the Assistant

10 The Faculty of Education Pratt D. BA.M.A. (Oxford) M.A. Ph.D. (Terrento) or - Curriculum Planning Rees, R., BA.M.A.Ourki, M.B.I.Ph.D.Ou Assistant Professor - Educational Administration, Chair - Educational Contexts Ripley, R.D., B.A. (McMaster) M Ed (Toronto ociate Professor - Mathematics and Science Robertson, A., B.A., B.P.H.E. (Querrik), M.A. (University of the Pacific California) Professor - Health Education Russell TL A B (Correll) M AT (Hannel) IN D (Even) Associate Professor - Science and Curriculum Studies. Salter, H., B.A. (Nork).M.Ed. (Queen's).Ph.D.(Syracuse) Associate Professor - Technological Studies Schiralli, M.G., BA (Durren College New York) M.A. Ph.D.(Illinois ociate Professor - Philosophy, Chair - Psychology and Philosophy Sedgewick, K.H., B.A. (McMasser), M.Bd. (Onawa) Assistant Professor - Physical and Health Education, Chair - Arts Sharples, B., 8.5c (Birminaham), M.Ed. (Calaary), Ph.D. (Alberta) Professor - Educational Administratio Smith, DC.M., ARCT. Mus. Bac. M.M. (Toronto) Associate Professor - Music, Cross-appointment Arts and Science (Music) Smith, H.A., B.Sc. (New Brannetck), Ed.Dip. (McGill), M.A., Ph.D. (Toronto) Associate Professor - Educational Psychology Stairs, A., 8.Sc/McGilli,M.A./Goddard Collegel,Ph.D./Carleton Assistant Professor - Psychology Talesnick, L. BA.M.A (Teronte) Professor - Chemistry, Chair - Science, Mathematics and Technical Education Thompson, L., B.A. (Teronia), M.A. (Roches Professor - English and Language Arts Timmer R.B. B.A (Thronto) Associate Professor - English Upitis, R.B., B.A., I.L.B.M.Ed. (Queen's).Ed.D.(Harvard) Assistant Professor - Arts Watson, P.H., B.A. (Issueto) M.A. (Acadia) Professor – History, Economics and Political Studies Chair – Communications and Social Sciences White WG, also M Ed. Ph D.(Ottawa) Associate Professor - Psychology Whitehead, L.E., BELELIG, M.A. Ph.D.(Calgary) Assistant Professor – Educational Administration and Policy Williams, T.R., B.Sc. Teaching Diploma, M.A. (McGil), Ph.D. (Michigan) Professor - Educational Administration Vice-Principal (Institutional Relations) Wilson, R.J., B.Ed. (British Columbia) M.Ed., Ph.D. (Washin Professor - Measurement and Evaluation



16 Education Programs

Registrar, Faculty of Education. Applicants who have been offered admission and who have accepted the offer of admission may request changes only through the Assistant 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 Admission Commit-tee that their knowledge of the English language is adequate for them to pursue their processional 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 overall average nust be a B standing

must be a 8 standing. 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. Applicants to all programs will be asked to submit a complete stat-ment of previous experience relevant, in the broadest sense, to teach-ing. Lie attement must be well expressed and type-written if at all possible.

Selection is based on a) the number of places available in the program requested, b) the personal statement, and c) academic sta Equal weight is attached to b) and c).

Equal weight is attached to 9 and c). Note Applications may not select both Music-Instrumental and Music-Vocal as teaching subjects. Similarly, they may not select both Econom-ics and History, Applicants for Biology must have course designated Biology (not Anatomy, Physiology, etc.) and at least one must have a major laboratory component.

Special Admissions

Applicants who believe they merit special consideration for admission on the basis of such factors as sustained or distinctive teaching-related experience, a disability or a disadvantaged economic cultural or social background may notify the Assistant Registrar in writing outlining the reasons for such a claim. A limited number of spaces will be reserved for special admissions

Specific Requirements

Primary-Junior

Primary-Junior candidates must have at least one full-year university course (or two half-year courses) in each of 1) psychology, 2) language or linguistics, 3) mathematics (Grade 12 advanced level mathematics is also acceptable) 4) arts (visual arts, performing arts, or music) or equivalent (equivalency may be granted for conservatory qualifications

Education Programs 17

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in music, extensive production experience in drama, etc.), 5) social studies (history, geography, political science, sociology, or anthropology).

Junior-Intermediate

junior-intermediate candidates must have at least one full-year univer-sity course (or two half-year courses) in each of 1) psychology, 2) language or linguistics, and 3) mathematics (this requirement may also be satisfied by Grade 12 advanced level mathematics and a full-year be satisfied by Grade 12 advanced level mathematics and a true-year university course in a quantitative science such as computing science, physics or chemistry). Five full courses in the specific subject are required for the selection of French, Music, 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 teaching subject.

Intermediate-Senior

Intermediate-Senior candidates must have at least one full-year univer-sity course (or two half-year courses) 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

Technological Studies

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

In addition to meeting the academic requirements for admission to the In addition to meeting the academic requirements for admission to the Technological Studies program, applicants may be reduced if the applicant has post Crade 12 education but in all cases a minimum of two full per outside 12 education but in all cases a minimum of two full per outside work experience is required.

cal Studies program.

Artist in Community Education

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.

Cooperative Program in Outdoor and Experiential Education

In addition to meeting the academic requirements for admission to the specific divisional program, applicants for admission to the Coopera-tive Program in Outdoor and Experiential Education program will be required to be interviewed.

Early Primary Education

In addition to meeting the academic requirements for admission to the Primary-Junior program, completion of a questionnaire is required, and an interview may be requested.

12 Education Programs Leading to **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 Educa-tion. 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 candidate may wish to qualify for the Bachelor of Educa-tion only by undertaking special practicum arrangements related to their pecial interests such as Artist for Community. Additionally, concurrent teacher education programs are available at Queers and in cooperation with Tent University in Peterboroxyb whereby candidates may take Education courses concurrently with their Arts and Science courses.

Primary-Junior Program

This program is designed for candidates who intend to begin their teach-ing 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.

Intermediate-Senior Program

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 depree qualify for the Bachelor of Education. Other candidates qualify for the Diploma In Technical Education.

Alternative Programs

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

Education Programs 13

Artist in Community

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 of the opportunities for full or part-time employment of the artist. There is a demand for competent arts educators in both public and pri-vate adult education programs and a continuing need for educational officers in art galleries and recreational facilities.

orners in arg galleries and recreational facilities. The program, Aritis in Community, is designed to provide the needed emphasis in skills to prepare the artist to work with the community. It is interded for graduates in the arts who are not necessarily inter-ested in full-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 artistic development.

Admission Applicants for the Artist in Community program apply through the Ontario Universities' Application Centre. The requirements for admis-sion are the same as for admission to the Intermediate-Senior Pro-gram. 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 Forma

Forgian Format Candidates in Artist in Community complete all the components as re-quired for the Intermediate-Senior program. Foundational Studies re-quirements are normally selected for the fall term. Recommended Founda-tional Studies courses include FOUN 468 – Affective and Aesthetic De-velopment and ROUM 448 – Philosophy – Aesthetic Education. Candidates register for SPEC 225 – Arts Management designed specifically for Art-ist in Community.

regular for 575, 23 - Arts Management designed specifically for Art-is in Community. In the fall term four weeks of student teaching are completed in the two teaching subjects in regular secondary school settings. In the winter term the practicum is spent in a situation related to the artsis's field such as a) artist-in-residence in local schools, b) working as an apprentice in an 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,

Certification

The program qualifies the candidate for the Bachelor of Education. If a addition to the degree, a special four-week practicum in the two teach-ing subjects in a secondary school can be completed after the regular

Cooperative Program in Outdoor and Experiential Education The Cooperative Program in Outdoor and Experiential Education is in-tended to facilitate integration of conventional teacher education and

22 Education Programs

Concurrent Teacher Education

In cooperation with the Faculties of Arts and Science of this University and of Trent University in Peterborough, a concurrent teacher education

and or item: University in reteriborough, a concurrent teacher education program is offend whereby candidates complete Education courses concur-rently with their Arts and Science courses. Concurrent degrees are BA/ Bd, and BA/Honour/Bd, BA/Sc/Bd, and BS/(Honours/Bd, With the strong field-centred orientation of the education components, the Concurrent program has the advantages of Carlifying vocational the Concurrent program has the advantages of culturying vocational interest, sharpening awareness of issues inherent in teaching and learn-ing, 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 educa-tion of the studies of theoretical studies are provided with in-school tional portion of the program is developmental in nature culminating in a four month internship in the final year.

Admirelos

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 the Concurrent Education program ments 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 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.

Program Format

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

In Year 1, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: the half-course SPEC 236, Introduction to Schools and Teaching, and PRAC 170, Service In Year 2, candidates normally enrol in five full courses in Arts and

In test 2, candidates normally enrol in twe truit courses in Arts and Science and in the following course in Education: PRAC 167, which re-quires fifteen hours of classes on teaching skills and ten days of practice teaching. As well, students will take a 0.5 course in Found-ations where timetabling permits.

Education Programs 23

In Year 3, candidates normally enrol in five full courses in Arts and In Year 3, candidates normally enrol in tive nui courses in Arts awa Science and in the following courses in Education: PRAC 168, which requires ten days of practice teaching, and one or two half courses in Foundations where itmetabling and workload permit. Candidates who elect an Honours degree in Arts and Science will nor-

In the final year, candidates completion of that degree. In the final year, candidates complete the requirements for the BEd. degree in the Faculty of Education. In the fall term, candidates bed degree in the ractify of Education, in the fail term, candidates enrol in two full courses in Curriculum in the chosen divisions Primary-Junior, Junior-Intermediate, Intermediate-Senior), one half course in Professional Skills (Skill 146, 147 or 148), and the remaining Foundations requirement(s), if necessary; a total of 1.5 Founda-tions courses are needed to graduate. As well, there are two Practicum tions courses are needed to graduate. As well, there are two Practicum components: PRAC180, School Law and Policy, and PRAC169, which con-sists of one or two two-week practice teaching rounds (depending on the chosen divisions) in the fall, and an Internahip consisting of a 10 to 14-week school assignment in the winter.

Division Prerequisites

Candidates entering the final year of the program must meet the preequisite requirements in effect at the time of their admission to Concurrent program.

Note Approved teaching subjects in the Junior-Intermediate Program Note "Approved teaching subjects in the junior-intermediate Program are: Darmalic Arts, English, Prench, Goegraphy, General Science, Hisso-ry, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, and Visual Arts. Approved teaching subjects in the Inter-mediate-Senior divisions are Computer Science, Dramatic Arts, Biology, Chemistry, Exonomiss or History, English, French, Geography, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, Physics, and Yusual Arts. Hos, Music (voca) or instrumentally Enysical and Freater constantion, Physics, and Visual Arts. As these approved subjects may change, candidates are advised to consult annually the Calendar of the Faculty of Education.

Continuation in the Concurrent Program

Continuation in the Concurrent Program Academic programs will be reviewed at the conclusion of Years 1 and 2. Candidates 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 all passed Arts and Science courses (or over ten Arts and Science credits for those enrolled before September 1968).

Certification

Successful candidates who are Canadian Citizens or Permanent Residents Successin candidates who are canadian Cruster or remained resources 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 registration.

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The Program Components

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

Foundational Studies

Candidates must complete the equivalent of one and one-half courses from the three areas of Foundational Studies. Credit must be earned in each area unless permission is given by the chairperson of the appropriate area in which case the candidate will select a replacement from one of the other areas. The three areas are Educational Psychology, History and Philosophy of Education, and Educational Contexts and the courses are numbered between FOUN 414 and FOUN 496.

Curriculum

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 Curriculu

Professional Skills

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

Practicum

Three components must be completed in the practicum. Candidates must Three components must be completed in the practicals. Candidates must pass FPAC 160, Student Teaching, This course comprises eight weeks of supervised student teaching in selected by the candidate. With respect to travel and accommodation arrangements involved in supervised stud-ent teaching, candidates should note that they will be required to an teaching, candidates should not that they will be required to provide for the costs of such travel and accommodation. Candidates will complete PRAC 170, Service Learning. The final component to be completed in the Practicum is PRAC 180, School Law and Policy.

Special Studies

20 Education Program

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 specialty area for which a service charge is

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

THEORY during the first week of July during the first week of January PERFORMANCE during the Fall term, as arranged by Queen's. Service Charges for Regularly Scheduled Exan Winter and Internship Candidates \$ 145 Additional Qualification Course Candidates (Regular and Individualized Basic Level 75 Advanced Level 145 External and Rewrite Candidates Theory Performance Basic Level 50 125 Advanced Level Theory Performance 100 170 Special Arrangement Surcharge Special arrangements must be requested in writing and must be accompanied by payment of exam service charge. Theory Performance Basic Level Advanced Level Theory 25 Performance Note The above represents the normal normal requirements. Exceptions may

Technical Proficiency Examinations for Technological Studies Candidates

Examinations are regularly scheduled as follows

be made where circumstances w

SERVICE CHARGES

24 Education Programs

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

Further Qualification

Holders of the Ontario Teacher's Certificate may earn additional quali-fications 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 Qualifi-cations) or other Additional Qualifications (such as Special Education,

cations) or other Additional Qualifications (such as Special Butacation, Part 1). These courses are offered through the Office of Continuing Education during the summer or fall/winter terms. 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 toware the toware the summer seminary of the toware the toware to the summer seminary of the toware toware toware to the summer to the toware to the toware toware to the toware toware toware to the summer seminary of the toware toware toware to the toware toware to the toware toware toware toware toware to the toware toware toware to the toware toware toware toware to the toware toware toware to the toware toware toware toware to the toware toware toware to the toware to the toware to the toware to 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 Specialist 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 are case or two subjects, rourden courses in the two spectary subjects 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 a B standing. The specific admission requirements for the Honour Technological Studies Specialist include three subject areas listed on the Ontario Teacher's 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.)

Academic Regulations

Student Responsibility

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

Change of Registration

Change or Registration Students withing to make changes in course registration (with exception noted below) must do so on or before the appropriate deadline (see Sessional Dates) to avoid any penalities, information regarding such deadlines may be obtained from the Assistant Registrar's office, if a student wishes to droy a course in order to register in another course, the registration will be considered as a new registration. Students wishing to change teaching division or subject must apply in writing to the Assistant Registrar. Approval will be given if the student meets academic admission requir ments and if any openings are available.

Course Requirements

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

Education Programs 25

Academic Dishonesty

All forms of academic dishonesty, including misrepresentation in assigned work, are considered serious offences within the University community 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

Supply Teaching

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

exhausted these possibilities.

The Faculty will 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 practice teaching round may be expected to make up the time in regular practice in the April round.

practice in the April round. The Assistant Registrar's Office will be asked to administer the policy and initiate any and all approval arrangements with instructors necessary to release students from their regular programs. 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

Cracing system 1 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 date of each course and dates when interim and final grades must be received by the Assistant Registrat's Office shall be clearly indicated on the list. 2 At the beginning of each course, the instructor of that course will builty in writing the students taking it of the basis are obtain the

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 courses or components of the B.Ed. program and

the Dip.in Tech.Ed. program are: H - honours

PA - pass F - fail

(There are no numerical equivalents.) 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. 3.2 The honours grade is awarded solely on the basis of quality of work done, as determined by the instructor.

Education Programs	
Primary-Junior Program Components See also the section entitled The Program Components.	
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 Service Learning 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
Junior-Intermediate Program Components See also the section entitled The Program Components.	
Foundational Studies Courses numbered from FOUN 414 to FOUN 496.	1.5 course credi
Curriculum CURR 375 Communications, J-I, (0.5) CURR 376 Social and Environmental Studies, J-I, (0.5) CURR 377 The Arts, J-I (0.5)	2.0 course credi
plus one Intermediate Teaching Subject selected from courses from CURR 312 to CURR 380.	even-numbered
Professional Skills Course SKIL 147	0.5 course credi
Practicum PRAC 160 Student Teaching PRAC 170 Service Learning Practicum PRAC 180 School Law and Policy	0.5 course credi
Special Studies Courses numbered from SPEC 201 to SPEC 299.	0.5 course credi
	Primary-Junior Program Components See also the section entitled The Program Components. Fourses numbered from FOUN 814 to FOUN 496. CURR 377 Reading and Language Arts, FJ (0.5) CURR 373 The Antis, FJ (0.5) CURR 374 The Arts, FJ (0.5) Professional Stills Course SKLI 166 Practicum PRAC 120 School Law and Policy Special Studies Courses numbered from SPEC 201 to SPEC 299. TOTAL REQUIREMENT FOR THE IRMANN/RINICR IROGRAM CURR 375 Cost on entitled The Program Components. Foundational Studies Courses numbered from FOUN 414 to FOUN 496. Curriculum URR 375 Cost and an Environmental Studies, J-L (0.5) CURR 375 Cost and an Environmental Studies, J-L (0.5) CURR 375 Cost and and Environmental Studies, J-L (0.5) CURR 375 Cost and An Environmental Studies, J-L (0.5) CURR 375 Cost and Environmental Studies, J-L (0.5) CURR 375 Cost and An Arout An Environmental Studies, J-L (0.5) CURR 375 Cost and The Arout An Arout Parket An Arout An Arout Parket An Arout An Arout Parket An Arout Parket An Studies Stu

TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM 5.0 course credit

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 cours s from CURR 303 to CURR 379 Professional Skills 0.5 course credit Course SKIL 148 Practicum PRAC 160 Student Teaching 0.5 course credit PRAC 170 Service Learning Practicum PRAC 180 School Law and Policy **Special Studies** 0.5 course credit

Courses numbered from SPEC 201 to SPEC 200 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 SKIL 148 Practicum 0.5 course credit PRAC 160 Student Teaching PRAC 170 Service Learning Practicum

PRAC 180 School Law and Policy Special Studies 0.5 course credit Courses numbered from SPEC 201 to SPEC 200

TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM

5.0 course credit

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

FOUN 467/0.5 Psychological Processes of Reading and Writing FOUN 447/05. Psychological Processes of Reasing 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 judgement.

(P115)

(P115)

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 transmitting these skills to their students.

FOUN 476/0.5 Psychology - Exceptional Children

This course is intended to help students identify the exceptional child or adolescent in a normal classroom setting. Discussions will focus on 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 maladiusted behaviour as revealed in the classroom

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 tracking 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.

(PIIS)

Courses of Study 33

FOUN 415/0.5 Comparative Education - Canadian Education in (2115) 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 International and nustorical 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 model model

FOUN 432/0.5 The Separate Schools of Ontario

FOUN 432.0.5 The Separate Schools of Ontario (P115) 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 acquain them with some comparable systems in other Canadian provinces and abroad. The course caters to students who may wisk to teach in Catholic schools at home and elsewhere, and to those with an interest in church-tate relations as these affect demoninational actions 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 and value-systems reneared 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 ideolog-ical 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 teach-ing young children. Topics will include the nature and aims of education, the activities of teaching and learning and the structure of the

FOUN 441/0.5 Philosophy - Issues in Grading and Evaluation Theory (P J I S) This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specifica-tion of criteria, testing and judging the object' to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems facing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, aiternative grading systems e.g. Numerical Grading, Letter Grading, Too-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 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.

26 Education Programs

33.4

Addition:	al academic record	entries are:	
IN -	incomplete	AU -	audit only
AG -	aegrotat grade	CR -	credit
NW -	course not taken		

4 The Credit (CR) shall be recorded only for those courses or compo-4 The Credit (CR) shall be recorded only for those courses or compo-nents which the Faculty Board has determined are not to be graded.
5 The incomplete (IN) 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 a statement indicating work to be completed and the due date with copies provided to the student, the Assistant Registrar and the Associate Dean. Incomplete (IN) is automatically converted to Fall (P) if the student has not successfully completed the course by the time specified or, in any event, no later than twelve calendar months from the original completion date of the course. The Program Committee has the authority to make exceptions to these

unable to complete the course, for example, serious illness. The Commit-tee shall report all such exceptions to the Assistant 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

ness intervened. 7 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 Assistant 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 indi-ated 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. 8.2 Faculty advisors will be notified by the Assistant Registrar's ad recurity advisors will be notified by the Assistant registrate office of the grades of their advises, with a specific note of those advises who have a fall (F) or whose progress is otherwise deemed unsatisfactory. It shall be the responsibility of the faculty advisor to counsel any of his advises whose progress is unsatisfactory and to make a written report to the Assistant Registrar's Office as soon as

possible. 48.3 It shall be the responsibility of the Assistant Registrar, the Associate Dean, and the Dean to take any further action. 9.1 To be eligible for the B.R.d. degree, the Dujan TechE.d., 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-

gram. 9.2 The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of his Office to ensure that all

28 Education Programs

Hiring and Placement

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 bards of education in Ontario regarding their hiring procedures and expected needs for teach-Ontario regarding their hings procedures and expected needs for teach-ers. School boards are encouraged to come to Queen's to speak with and interview interested students. Baching opportunities in other provinces and countries are also actively investigated. The Bachelor of Education program prepares students not only for teaching carcers 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 positions. A substantial number of graduates of teaching situations available and the diversity of related fields of teaching situations available and the diversity of related fields a current list of such possibilities and is committed to the constant pursuit of other employment opportunities for our graduates. The placement service operates year round to facilitate contacts born 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 individual's employment aspirations.

candidates for the B.Ed. degree, the Dip.in Tech.Ed. and the Ontario Teacher's Certificate conform satisfactorily with the general pro-fessional 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 Conduct. They should also bear in mind that compliance with this code implies non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally maintaining the reputation of the University. Initial re-

generally maintaining the reputation of the University. Initial re-sponsibility for the enforcement of the Code rests with the Alma Mater Society, Inc. and the Graduate Student Society on behalf of the Senate. In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the regu-lations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University's system of new surface indications achieved the University's system of non-academic discipline should not be regarded as a substi-tute for the civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. The following conduct is unaccept-able and constitutes an offence within the university community:

a violation of published rules and regulations of the University or of any authorized rule-making body within the University;
 b failure to comply with the directions of officals of the University

 a manake to compare the concertions of oriclas of the University acting within the scope of their authority;
 a assault, sexual harassment, I theft, or other forms of intimidation, 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 rsity organization;

university organization; d all forms of academic dishonesty such as plagiarism, cheating, furni-shing false information to the University, forgery, misuse of university

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

f For a definition of 'sexual harassment', see commentary to Section 7 in the Senate Statement on Grievance, Discipline and Related Matters.

Student Responsibility

Queen's University is a self-regulating community bound together by Queen's University is a set-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 Queen's student is also a citizen of the City or kingston and as such expected to respect the rights and promote the well-being of his or her fellow (titzens. 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.

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

Foundational Studies The three areas of Foundational Studies are Educational Psychology, History and Philosophy of Education, and Educational Contexts. Candi-dates are required to complete the equivalent of one half course from each of the areas for a total of one and one-half course. Candidates who can satisfy the appropriate Faculty Area Chair in either Psychol-ogy, Philosophy and History of Education or Educational Contexts that they have prior competence in one of the areas may be allowed to sub-stitute a course from one of the remaining areas to fulfil the Foundational Studies requirement.

Note Courses in Foundational Studies are intended primarily for specif-Note Courses in roundational Studies are intended primarity for speci-ic 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 (P 115) appears to the right of the course number and name, then this course is appro-priate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

Educational Psychology

Courses in this area are concerned with the traditional topics of cognitive, affective, moral, and social development, but also represent current approaches to understanding better how teaching and learning take place in educational settings.

FOUN 464/0.5 Psychology - Learning and Development (PJ) in Childhood An overview of learning and development in childhood with emphasis on

classroom applications from infancy to grade 6. Special attention is paid to the interface between teacher and student characteristics within the social matrix of modern schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social context on children's behaviour.

FOUN 465/0.5 Psychology - Learning and Development in Adolescence

An overview of learning and development in adolescence with emphasis on classroom applications in grades 7-13. Special attention is paid to the interface between teacher and student characteristics within the social matrix of modern schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social context on adolescent behaviour.

0.51

FOUN 466/0.5 Psychology - The Development of School (P115) Knowledge

This course will be concerned with the nature of school knowledge and the strategies students develop to accommodate to it. Other topics

32 Courses of Study

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 0.5 Flow 442/03 Phalosoph - Literary incorp This course is intended to assist prospective teachers of literarure 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 cand-dates 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 (PILS) 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 This course is intended to develop the student-teacher's ability to exercise professional judgement in both instructional and general edu-cational contexts. Toward informing that judgement, topics such as Understanding Students, Coming to Know, and the Pragmatics of Schooling' will also be treated.

FOUN 446/0.5 Philosophy - Principles of Scientific Inquiry

There are two influential and competing accounts of the nature of sci-ence. This course will examine and analyze the hypothesis-confirmation theory, and the conjecture-refutation theory, and will explore implica-tions 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 (P115) 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 Social Science.

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 (PIIS)

This course will consider the alternatives open to teachers in estab-lishing the patterns of authority within their classrooms and will con-sider the moral, institutional and prudential reasons which are used to defend particular patterns of authority. Examples ranging from the fanctive of the free classroom to the 'yranny' of the 'regimented' classroom will be studied. Students will be helped to establish their alms 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 studprofessional responsibility that the law requires. Cases will be stud-ied that involve injury to pupils 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 impact of the setting of educational institutions upon educational

FOUN 422/0.5 Human Dimensions in Teaching and Learning

PIOUN 422/03. Human Dimensions in feacining and Learning (P | 15) This course footers the personal development of the candidate so that he/she can better assist students in their personal development. A major 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 canceritor trafface noor newiting or devision.

unmentions, canutates are invites to develop veryer serie-awartises and a capacity to relate more positively and vitally to their students. The course has developed over a dozen years under the influence of contagents, hold facility memories and graduates of the course. Others students and the student memory and the students of the students. Weitor Fankl, Jean Yan, and Freier, Erk Erkson, Martin Pergu-es = 4 Stanklar Graduate.

victor Pranki, Jean Vanier, Paulo Preire, Erik Erikson, Marilyn Fergus-on and Stanisław Grof. The course calls for self-directed learning and mutual exchange through reading, plenary sessions and small groups meeting weekly as schedules permit.

Courses of Study 31

titudes and feelings of others. Communication also allows children to 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:

This could has two businet components: Reading 6 Language Arts (Junior and Grades 7 and 8) This component is designed to prepare prospective teachers to develop and implement an 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 Contribution. Reading across the Curriculum.

Mathematics (Junior and Grades 7 and 8) This component is designed to in the function of the second 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.

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 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 course is comprised of two distinct components: Social Studies (Junior and Grades 7 and 8) This component is designed

Sound statutes (Januer and Onder 7 and 6). This component is designed to assist candidates to explore ways of establishing an effective stud-lee program. Candidates will learn how to implement a variety of teach-ing strategies appropriate to student needs and Ministry Philosophy, Resource materials will be examined and students will develop learning materials suitable for classroom implementation. A variety of evaluation strategies will be examined.

uation strategies will be examined. Science (liurior and Grades 7 and 8) This component views science activ-tities 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 contror

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 candi-

40 Courses of Study

CURR 318/0.5 English (Intermediate)

This course is designed for prospective teachers of Intermediate grades, who have university background in the subject of English. The program who nave university ouckground in the subject of English. Ine program stresses careful 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 micro-teaching, team-teaching, guest speakers, films, workshops and seminars,

CURR 322/0.5 French (Intermediate)

Candidates for this course are expected to possess a high degree of ability in spoken and written French.

abuity in spoken and written French. This course prepares prospective teachers of French as a second lan-guage in the Junior and Intermediate core programs. Emphasis is placed on developing the knowledge and skills required for teaching French in the schools of English-speaking communities in Ontario and other parts of Canada. Candidates will:

 examinates that is examine the guidelines for French core programs published by the Ministries of Education of Ontario and other provinces; 2 develop techniques and procedures for teaching French as a second

language in the Intermediate grades; 3 understand the psycholinguistic aims and rationale of the methodology advocated by the authors of textbooks and materials used in

4 prepare materials and activities to develop learners' French cominicative skills in a sequential program from Grades 4 to 10; examine available tests and prepare sample tests to measure learn-

5 examine available tests and prepare sample tests to measure learn-res' level of competence and performance in Prench. This course leads to eligibility for admission to Part 2 of the Ontario Ministry of Education three part Specialist qualification in Prench as a Second Language. Graduate of an Honours program in Prench normally meet the academic qualifications for admission to the one session Honour Specialist qualification in French.

This course will be 60 hours in duration to include both the core and the concentration in this subject.

CURR 324/0.5 Geography (Intermediate)

This course will provide instruction in planning and presenting differ-

This course will provide instruction in planning and presenting differ-ent types of leasons 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 that do not.

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

3 peer group teaching.

dates to implement the Arts in the classroom. Candidates will also be enabled to enhance their personal development and appreciation of the arts.

arts. 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 to meet this end.

Drama (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.

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 resources for the topics stipulated by the Ontario Ministry of Education guidelines 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 related to specific team games 4 the development of methods, organization considerations, and skills related to educational and formal gymnastics.

INTERMEDIATE TEACHING SUBJECTS

See Admission Requirements

CURR 312/0.5 Dramatic Arts (Intermediate)

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of personal resources in dramatic expression through improvisation and group project work. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands

In pase in esucation. Consuderation is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching tech-niques which can be applied in this context. 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 asist in the use of drama as a learning method.

who can assist in the use of drama as a rearning 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 gualification

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CURR 328/0.5 Science - General (Intermediate)

This course will examine the basic methods of instruction for the Inter-mediate Division Sciences. Special attention will be given to im-plementation of the Intermediate Science Guideline of the Ontario Ministry of Education. Teaching resources and materials will be surveyed and analyzed.

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)

COA 3940.2 inforty untermediate This course is designed to assist candidates to explore ways of estab-lishing effective history programs, grades 7-10. Candidates will learn how to implement a variety of teaching strategies appropriate to stu-dent needs and Ministry philosophy. Resource material will be examined and candidates will develop a unit suitable for classroom implementation. Evaluation strategies will be explored. Considerable time will be devoted to helping candidates improve their knowledge and understand-ing of the forces and individuals who have helped to develop Canada.

CURR-339/1.0 Classical Studies - Latin (not offered 1988-89)

The course is designed to prepare prospective teachers for the teaching of Latin and Classical Civilizations in the Intermediate and Senior Divisions. Candidates will have opportunities to review the rationale for studying Latin and Classical Civilizations, to analyse programs and course, to explore different types of lessons and to pracrime akillis in using these teaching methods, to examine the purpose and methods of students evaluation, to appreciate the value of extra-curricular activ-ites in Latin and Classical Civilizations courses and to consider ways of oreanizing them

CURR 344/0.5 Mathematics (Intermediate)

The purpose of this half-course is to prepare candidates to teach mathe-matics at the Intermediate level. Candidates will become familiar with the content of the Intermediate level, 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 lec-

tures, 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 termediate Division. The acquisition of a positive attitude toward mathematics and its

teaching is seen as a high priority. Students will be required to demon-strate to the satisfaction of the instructor competence in the Mathemat-ics content that they could reasonably be expected to teach.

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 ensembles

34 Courses of Study

FOUN 484/0.5 Sociology of Recreation and Leisure Activities The course is for two types of students (1) those who have had little The counts is for two types of students (1) those who have had little or no experience in sociology as a 'discipline', particularly as it might apply to teaching, in areas related to recreation (e.g., out-door/experiential education, environmental science, senior citizens, community education, PHE, 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. Oner course will base in the source of the s

Commandon in the suboy of educational prenomena. 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 fevelum in Curricuma sections or pupe critics in topic serveropment (project work), or may involve more societal or community related areas, e.g., three-day work week, 'forced' retirement, or under-employment, depending upon class member interests. At least a third possibility exists - that of investigating the implications of these changing work-play patients for the school and its personnel.

FOUN 485/0.5 Sociology of Deviant Behaviour

A review of sociological theory which explains the causes of deviant behaviour is followed by a discussion of the teaching strategies and methods which are used to change these behaviours. Parents and educamethods which are used to change mese behavious. Farens and could tors who may have contributions and important insights may be invited to the class. At least one case study will be presented. Other events may include videos, films and exposure to programs that attempt to make a positive impact on deviant students.

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.

(P115)

(P115)

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 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 evaminad

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 is, and what, if anything, can and should be done about it. We will focus on three questions

36 Courses of Study

ing for citizenship in a democracy. In summary, the course is intended to launch the student teacher on a search for the meaning of pro-fessionalism in the public system of education.

Curriculum

PRIMARY - IUNIOR 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: 1 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; 5 knowledge and understanding of integration in the language arts.

CURR 372/0.5 Mathematics (Primary-Junior)

The purpose of this course is to familiarize candidates with the conthe purpose of this court of maintaine constants whit the con-tent 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 concrete materials, for mathematics instruction.

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 cou

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 ex-

Social ontaines a finite components is treagned to assist canonates to be plore ways of establishing an effective social studies program. Candi-dates 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 classroom 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 learning experience

Courses of Study 35

Courses of Study 37

How are children of different sexes and social classes brought up differently? Are there biological differences, intellectual differ-ences, differences in self esteem, in achievement drive, in response to authority figures etc?

authority neurose encr 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

use or resulting, 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 service and differences in achievement useful for the society? Statistical differences in achievement useful for the society? Statistical service as to do library work. Classes will be run as a service and the run as the set of both provides the run as seminar discussions or task groups

FOUN 491/0.5 Sociology of Education for Secondary

FOUN 947-05 Sociology of Education for Secondary (15) School Teacher 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, thehicity 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

(9.1) Contrast Sociology - Explorations in Learning (9.1) Environments in the Clementary School Territory and the Contrast of the Clementary School Levis. We can share the contrast of the Clementary School Levis. We can share the contrast of the Clementary School Levis. We can share the contrast of the Clementary School Levis. We can share the contrast of the Clementary School Levis. We can share the contrast of the Clementary School Levis. We can share the contrast of the Clementary School Levis. The Clementary School Levis. We can share the contrast of the School School Levis and the Clementary School Levis and School Levis a

FOUN 496/0.5 Professionalization of Teachers

FOUN 949-03 Professionalization of Teachers (P118) 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 bureaurcay, the puppose and activity of the teacher unions, the teacher-parent balance of power, and, not least, the efficacy of the school as a place of learn-

The course includes work in sample units and group practice in cur-

The course includes work in sample units and group practice in cur-riculum 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 pro-moting wise decision-making in the future.

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 commu-

It is through the Arist that chainen hist express themseives and commu-nicate. The continued development of this personal and creative expres-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

Note Three of the following four Arts components are required for

Visual Arts This component explores the needs of children from kinder-garten to Grade 6 in Art Education, through investigation of resource

gauent to urace e in Art zaucation, 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 awareness, sensitivity

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

Music 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

Physical Education This activity-based component is designed to provide

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 symansium. A rationale along with the ratided 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 clandidate with the activities and gymnasium organ-ization i or children at these levels. In a didition to motor skills, with the state of the

activities covered will be cooperative and traditional games, gymnas-

Communication has both expressive and receptive components, involving all the ways in which children receive and interpret the ideas, at-

CURR 374/0.5 The Arts (Primary-Junior)

its own unique way

credit in this course:

and appreciation.

teaching various subject areas.

tics (movement education) and rhythmics.

CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

IUNIOR - INTERMEDIATE PROCRAM

CURR 375/0.5 Communication

skills be can be developed.

model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies; 2 only one of History and Economics can be selected as a teaching sub-

it is required that candidates selecting History have at least one full course in Canadian History;

CURR 343/1.0 Mathematics (Intermediate-Senior)

CURK 342/10 Mathematics (intermediate Senior) The purpose of this course is to prepare candidates to teach mathematics at the Intermediate and Senior levels. Candidates will become familiar with the content of the Intermediate and Senior level mathematics course sthrough 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

The course will also provide an opportunity to examine those willings 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 seen as a high priority. Students will be required to demon-strate to the satisfaction of the instructor competence in the Mathematics content that they could reasonably be expected to teach

CURR 345/1.0 Music - Vocal (Intermediate-Senior)

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

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

music. 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 - Men

CURR 349/1.0 Physical and Health Education - Women

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

styles or reacting will be presented and analysed in detail, ortudents 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 leisure 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 Intermediate-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 porgrams, detailed lessing planting, evaluation of students and programs, and maintaining a balanced program of curricular, inter-school, and in-tranural 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 workops. A heavy emphasis will be placed on methods and materials pararea 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. CURP 351/1.0 Science - Physics

See description under CURR 303 above.

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

A course designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effec-tively taught by specialist teachers with considerable musical background, 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 Sp qualification.

CURR 379/1.0 Visual Arts (Intermediate-Senior)

CURE 379/1.0 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 stresse teaching strategies, curriculum planning, classroom management, budget planning and leadership in the Visual Arts. By enabling the candidate to work with professional arts educators, practing artists, authors and visual art administratory, 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 a variety of media and crafts. 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.

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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). Graduate 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, 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: A program overview, both curricular and co-curricular for the Inter-mediate Division as stipulated in Ontario Ministry of Education docu-

ments. 2 The use of appropriate tracking 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 con-siderable music background and previous experience with band or orchestral instruments

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

intermentate sever. Classes are taken in conjunction with a portion or the Intermediate Senior program. This course leads to eligibility for admission to Part 2 of the three part Specialize qualification in Instrumental Music. Graduates of an Honours program in music normally meet the academic requirements for admission to the one-session Honour Specialize qualification.

CURR 380/0.5 Visual Arts (Intermediate)

CURE 300-0.5 Visual Arts (intermediate) As course concerned with the practical needs of the teacher of Art work-ing in the Intermediate school setting. The program will stress teaching strategies, program planning, classroom management and budget planning. In the studio sessions the candidate will be able to acquire new and additional knowledge and skills in studio practice.

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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 will develop an uncerstanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching tech-niques which can be applied in this context. This course aims at pre-paring candidates to teach a first course in Dramatic Arts and to struc-ture advance/level courses according to subject-knowledge strengths. This course leads to eligibility for admission to Part 2 of the three estimations and the context of the teach decourse of the teach decourse strengths.

Cons J31/3 Common lumentularia summerization and the sense of the sens work: close attention will be paid to recent work on reacting recordings, 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 ob-jectives, lesson planning and test design. Candidates whould note that: I History and Economics candidates will take the same instructional model but will use their respective discipline as the knowledge and model but will use their respective discipline as the knowledge and

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.

CURK 3171.0 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)

Const 20130 refers untermensional constraints and the posterior of constitutes for this course are expected to possess a high degree of ability in spoken and uniten French. The course prepares prospective teachers of French as a second langu-age in the Intermediate-Senior core program. Emphasis is placed on developing the knowledge and skills required for teaching French in the schools of English-speaking communities of Ontario and other parts of Canada Concidentes will: Canada, Candidates will:

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Courses of Study 45

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 Require

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

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

CURR 351/1.0 Science - Physics (Intermediate-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 instruc-tion 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 309/1.0 Computer Science (Intermediate-Senior) This course is designed for those students who wish both to teach Computer Studies courses and to prepare themselves for leadership in inte-grating computers into the secondary school curriculum. The course will gramm computers into the secondary school curricuitin. The Course with prepare students to teach courses in Computer Studies, Computer Science and Technology, and Computer Science, not in Data Processing or Computer Technology. In preparation for teaching, students will: study the curriculum guidelines and Ministry regulations, develop course outlines and learn-ing activities, study the teaching of programming, and learn how to organize computer facilities can be developed to teaching activates and gramming activities.

organize computing facilities. As background to teaching, students will learn to use microcomputers and software common in the schools and to screen and evaluate software. Students will be introduced to data

Screen and evaluate sortware. Students will be introduced to data base, telecommunications facilities, and software development. Students will have an opportunity to learn: through coaching peers, students and teachers, through nanalysing the work of teachers and their students; and teachers, through nanalysing the work of teachers and their students; through designing learning activities; related both to the courses which they expect to be teaching and to other courses; and through formulating and justifying an approach to computers in second-ary education.

1 examine the guidelines for the French core program published by the

Ministries of Education of Ontario and of other provinces; understand the major theories of second language learning and teach-

develop appropriate teaching materials and techniques to develop and

improve learner's communicative skills in French; 4 analyse and adapt effectively the textbooks and materials used in Canadian schools to teach French as a second language;

5 prepare materials and activities to develop and maintain the learn-

ers' motivation and positive attitudes in a sequential program from Grades 7 to 13 that includes the study in depth of grammar, oral and Grades 7 to 13 that includes the study in depth of grammar, one any written communication, and selected literary works: 6 prepare tests to measure learners' progress and achievement in all the communicative skills taught in the core French program. This course leads to eligibility for admission to Part 2 of the Ontario Ministry of Educations' three part Specialist qualification in French as a Second Language. Graduates of an Honours program in French membrane the sevelence qualifications for admission to the one

This course is designed to prepare candidates to teach Geography at the Intermediate/Senior level. The program will provide instruction in lesson planning, lesson pre-

sentation, different types of lessons, different methods of instruction, effective questioning, the use of various instructional materials, and

The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the Intermediate and Senior levels. Throughout the course, efforts will be made to strengthen those per-sonal qualities that enhance the teaching process and to eliminate those

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:

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

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

History and Economics candidates will take the same instructional

normally meet the academic qualifications for admi session Honour Specialist qualification in French.

CURR 323/1.0 Geography (Intermediate-Senior)

basic skills in classroom management.

classroom participation

Candidates should note that:

CURR 335/1.0 History (Intermediate-Senior)

peer-group teaching

that do not.

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TECHNOLOGICAL STUDIES PROGRAM

CURR 367/1.0 Teaching Technological Subjects This course is designed to help technical teacher candidates develop a This course is designed to nep recruical inserter canonaues devices a perional style of teaching which is consistent with basic concepts and principles of the teaching/harming process. Techniques, strategies and skills in relation to lesson preparation, questioning, evaluation, inter-personal relationships and motivation are examined in detail, particularly in relation to their applicability to inschool situations.

CURR 368/1.0 Curriculum Development in Technological Subjects The ability to teach effectively depends to a large extent on the phi-losophy 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 cur-riculum 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 eval-uation, and 3) educational media. Students will be enrolled in the course offered for their divisional program. Students in the Diploma in Technical Education Program will be enrolled in SKIL 148/0.5 Pro-fessional Skills for the Intermediate-Senior Divisions.

Practicum 160, 170, 180/0.5 (Consecutive Program)

PRAC 160 Student Teaching

In order to qualify for the B.Ed. degree and an Ontario Teaching Certificate, each consecutive candidate must successfully complete a minim-um of eight weeks of practice teaching. This practice is done in the classrooms of selected Associate Teachers in the elementary and second-

classrooms of selected Associate feachers in the elementary and second-ary schools including separate schools of our teaching area. In preparation for the regular practicum, various instructors may arrange experiences in pere 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

In addition to the basic eight veess of practice teaching, a required final week (the April Round) at the end of the program is arranged by each successful candidate in an education setting of his/her choice. Candidates must be prepared to be assigned to schools within our designated area. This will mean that they may have to travel up to 200

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miles from Kingston and they should be prepared for additional expenditures 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 Practicum

Candidates in the second year of the Concurrent Program must complete 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.

PRAC 168 Practicum

Candidates in the third year of the Concurrent Program must complete two Candidates in the furd 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

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

PRAC 158 Alternate Practicum This practicum which is divided into two six-week internships is available only to those students who are registered in the Cooperative Pro-gram in Outdoor and Experiential Education. The first internship will take place in an outdoor school or school of natural science operated by a Board of Education (mid May to the end of June). The second will take place in non-school board settings during July and August. The internship will include supervision and completion of practicum-related assignments. An additional tuition fee is required for this course and assignments. An additional tuition ree is required for an experiment of the Cooperative Pro-for SPEC 217 which together form PHASE I of the Cooperative Pro-

PRAC 170 Service Learning Practicum in Schools or Alternate Settings

In order to qualify for the degree or diploma, all students must suc-cessfully complete PRAC-170 during the academic year. This course Cessiully complete IFAC-170 during the academic year. This course complements the prescribed practice teaching rounds with a self-selected practicum of 30 hours. The goals of this program are: a) to increase the variety or depth of experience that students take with them to the job market, b) to have students integrate academic learning on a continuing basis and c) to stimulate reflection on the nature of personal and professional development. PRAC:170 is based on an adult learning model and with assistance force the Sension Learning Officia learning model, and with assistance from the Service Learning Office students will take responsibility for determining their own placement and negotiating their own learning expectation. The learning outcomes from this Practicum are determined by the individual's objectives and

As with student teaching, students are expected to learn and contribute their services in a professionally responsible manner. Guidance 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)

a Construction of the completion of their required competencies.
 2 Only one of History and Economics can be selected as a teaching

CURR 317/1.0 English (Intermediate-Senior)

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

This course is intended to provide students of the Artist in Community Education Program in particular and students in the B.Ed. 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 principle in development-laboratory sessions.

It is expected that having completed this course the participants 1 Be able to implement basic administrative principles in specific

nmunity arts organizations. Be familiar with the organizational and structural hierarchy within

the Arts. Through the application of administrative principles, be able to

a meliorate organizational problems in community arts programs.
 Be able to define and apply principles of financial management in

mmunity arts programs. Be in a position to evaluate and implement marketing policies in 6 Be familiar with the principles of small business as applied to the

individual artist

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

SPR. 2294.3 Introduction to teacning Englinh & 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-Specialis 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 extrinsic motivation; instrumental and experiential approaches; strategies for cybernetic feedback; aspects of curriculum logistics. The course does not dupli-cate, but does build on content covered in SKIL 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

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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 multi-cultural 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 th

SPEC 236/0.5 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

The 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 silde/ape, the super 8 motion picture and television. Students will be introduced to the pro-cess 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 nable supplies used in the course.

SPEC 238/0.5 Special Topics in Early Childhood Education (Visual and Language Arts)

The early years (to age 5) are vital for learning because it is during this period that children become aware of, and begin to react to, the this period that cliniter become aware or, and begin to react to, the environment. In this course students learn about various strategies, based on selected aspects of visual and language arts, that can be used to support children's aesthetic, creative and linguistic development.

SPEC 239/0.5 An Introduction to Alternative Learning Settings

We will use the course to examine the historical, political, sociolog-ical and philosophical antecdents underlying contemporary alternative learning-teaching forms. We also will analyze exemplary alternative forms noting who 'uses' them and 'user' expectations re: learner teacher relationships and learner outcomes and the societal and individual implications of particular schools'. Among the exemplars will be unal 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) Labour

SPEC 241/0.5 Education and Senior Adults

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

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will be provided during the practicum by a hosting professional such as a volunteer coordinator, a teacher, or an agency representative. Stu-dent evaluation in this course is shared by the student, the Faculty of Education and the Host Professional.

Education and the Host Protessional. A wide variety of experiences are available to those registered in the one-year program, and consecutive students are encouraged to con-sider a placement outside the traditional school setting. Service Learn ing placements in alternative settings have opened up new employment opportunities for some; for others the experience has provided a rich

base for classroom teaching. All year-one concurrent students will select a Service Learning placement in a classroom setting within the regular school system, at any level from Kindergarten to Grade 10. This placement serves to introduce students to the professional teaching environment. It also provides the experiential basis for reflection and discussion for the course SPEC-236 Introduction to Schools and Teaching. Details regarding the course are available from the Service Learning Office, A106, Faculty of Education.

PRAC 180 School Law and Policy

PRAC 180 School Law and Poicy 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 In Ontario, Attention will be located on the bacardon regulations support-ing these statutes. Candidates will receive basic information about the legal duties of education personnel, the teacher's contract of employment and related job security procedures, and the purposes, structure and practices of the teacher associations in Ontario.

Special Studies

SPEC 201/0.5 Values Education

This course examines the contribution of the teacher to the values education of students. Attention is given to how personal qualities of the teacher are a major factor in this ongoing contribution, both through their direct influence and also through their manifestation in classroom management practices and in evaluation procedures. Special attention is given to values linked with interpersonal relating.

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 experie

SPEC 204/0.5 The Arts and Adolescence

Although the typical adolescent is a voracious consumer of popular Autoign the typical adoresent is a volaciost consume the student music and art, school appreciation programs often presume the student to be an empty vessel much in need of an aesthetic transfusion. This course will encourage prospective teachers in the arts to explore the aesthetic value of the arts of adolescence and to become more familiar

cial 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 concur-rent education program. It directs students during their internship to the education program. It directs students during their internanty to use the classroom as a setting in which to observe, to derive hypothe-ses 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.

with the nature and extent of the young person's sensibility and criti-

SPEC 206/0.5 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 accision-making, action, and critical thinking. The program's stresses are adjustable to all readiness levels. No one will be over-extended, All participants, however, will be reasonably challenged. Evidence is increasing that impelling experiences outside of classroom walls pro-vide 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 escapable. The course runs on 3 weekends (Saturday, 8:30 am to Sunday, 5 pm) with at least one overnight required. There will also be brief preparatory and follow-up meetings for each outing. There will be a charge for food and transportation,

SPEC 207/0,5 Outdoor and Experiential Education, Part 1

Proc. 2019.3: Gaussian and expension two-course, part of This is the first course in a possible two-course sequence designed for those persons who are interested in teaching and other helping profe-sions which are attempting to improve the quality of human use of natural environment. It is intended to present opportunities for intensive exploration of the educational possibilities of outdoor and intensive exploration of the educational possibilities of outdoor and thensive exploration of the educational possibilities of outdoor and thensive exploration of the educational possibilities of outdoor and thensive exploration of the educational possibilities of outdoor and thensive exploration of the educational possibilities of outdoor and thensive exploration of the educational possibilities of outdoor and the education of the exploration of the educational possibilities of outdoor and the education of the educational possibilities of outdoor and the education of the education other forms of experiential education including travel, work, alternate other forms or experimental cuacation including traver, work, attentiate sensiters, service, and other forms of community involvement. The over-all 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 in most subjects.

in most subjects. 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, process development, underlying rationales, integration possibilities evaluation feedback procedures, and equipment and facility needs and care. A series of program models will be examined. This course normally meets for five hours, including a communal 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. There will be a charge for food and transportation.

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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

SPEC 242/0.5 Principles and Programs in Experiential Education

SPCL 24/03. Principles and Programs in Experiential Education Available only to students registered in the Cooperative Program in Outdoor and Experiential Education, the course is a study of the theor-ies of experience-based education as derived from the literature and tested analyses of experiential practices and programs. The class see sions are distributed over the Pall and Winter terms, to provide threeseason access to outdoor settings. Sessions vary in length to provide for a mix of activities within the normal duration of a half-credit course. There will be a charge for food and transportation.

SPEC 243/0.5 Outdoor and Experiential Education: A Synthesis

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

SPEC 244/0.5 The Integrated Day: Arts-Based Education

This course will focus on using music, visual arts, movement and drama to cut across traditional curriculum boundaries. A radically different ub cut actous tradicional curreculum boundaries. At taucany dimetenti view of elementary schoola as we now know them will be presented, where an arts-based learning environment becomes a place to learn not only about the arts, but also about the "more traditional" subjects (mathematics, science, language, social sciences) as well. Students will study two examples of elementary arts-based environments, and carry out a small-scale arts project with a small group of children. No prior training in music, visual arts, movement, or drama is required to enrol in this course. Offered in fall term only.

SPEC 245/0.5 Computer Assisted Instruction

This course is intended for students interested in becoming familiar This course is intended for students interested in becoming familiar with recent advances in the use of computers to assist in the instruc-tional process. A major component of the course will be devoted to the hands on exploration of software chosen from diverse subject areas and a number of different levels of education. No previous experience 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 programexperience. The general goal is to provide an introduction to program ming for educational purposes. The student will select a computer lan-guage (e.g. BASIC, Parcal, APL, Logo) and through a program of self-study acquire a basic level of expertise.

SPEC 263/0.5 Teaching International Development

This course routing animatonal Development This course provides a fortun for questions and issues about global development in education. Students will consider a variety of teaching methodologies and skills which develop critical consciousness and aware-ness of global concerns. Experiential learning techniques and audio visual adds will be used.

Courses of Study 57

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 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 opparate schools theological and pedagogical principles underlying contemporary Catechet-ical teaching.

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

SPEC 299/0.5 Private Studies

SPEc 2990.3 revails studies Private studies may be undertaken by a student to satisfy 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-repartiate faculty member for appraisal. approval, and acceptance of the The most submit 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 Assistant Registrar before a student may be registered for Private Studies.

52 Courses of Study

SPEC 208/0.5 Outdoor and Experiential Education, Part 2

Preparation, practice, and instructional review in seasonally appropriaspects 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 charge. Completion of SPEC 207/0.5 is prerequisite for entry into SPEC 208/0.5.

SPEC 210/0.5 Seminar in Community Education

SPEC 110.0.5. 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 postpore selec-ter of the second student and them have convented with tion of a Service Learning project until after they have consulted with

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 signi-ficant consideration to individual differences. Objectives include an 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 Stud

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 individualized program in subject skills or additional related skills.

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 problem-solving. 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 educational 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 relation-ships: trust is the critical variable. This course allows candidates to experiment with processes that build trust and promote learning. The experiment with processes in at ound trust and promote learning. The experiential non-didactic approach will appeal to individuals who pre-fer to learn by doing and discovering. Formal classes are minimal in number; the course consists essentially of one toeekend, organized as an outdoor adventure away from campus. There is a small charge for travel and food.

SPEC 217/0.5 Educational Uses of the Environment

This two-part course is available only to students registered in the Cooperative Program in Outdoor and Experiential Education. Part Is as then day residential component orienting students to methods and prin-ciples of adventure activities, environmental education and skill acqui-sition. Part 2 is a five-day residential component in which the pracrecomposition as a structury reasonant component in which the prac-blems identified and analyzed, liberartical connections dependend, pro-blems identified and analyzed, liberartical connections dependend inflagrated. Solos in wilderness setting may be included in the second part. Both components will be located in outdoor settings. A food and transportation charge will be required for this course. An additional actionation of the second second settings of the second se tuition fee is required for this course and for PRAC 158 which together form PHASE 1 of the Cooperative Program.

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

This course is open only to candidates enrolled in CURR 321 French Intermediate Senior), and CURR 322 French (Intermediate) and who have passed a French language proficiency test administered by the Faculty early in the Fall Term.

Faculty early in the Fall Itern. The course involves a one-week practicum to be completed in April. Candidates will examine the curricula as well as the teaching materials and procedures used in the French immersion programs of achools of Ontario and other provinces. They will also compare the major findings of the various research studies and evaluations of immersion programs in Ontario and elsewhere in Canada.

SPEC 223/0.5 Effective Writing

SPC 22503. Encode 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 Worksho

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

62 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 minimum time period for completion of the ten half-course equivalent degree is 12 months of full-time study or 24 months of part-time study (evening and/or summerfull-time study or 24 months of part-time study (evening and/or summer-9.) Normally, full-time students can anticipate needing at least eigh-teen months in order to complete the degree requirements. Most full-time students will find it possible to complete all course-work within the three terms of their full-time year, and to have begun work on the thesis or project: Thesis or project work can be completed in addi-tional terms either on-campus or off-campus, All students are required to complete the degree requirements within five years of initial regis-

To be considered for admission an applicant must possess evidence of the following: 1 A Bachelor's degree with second class standing, or the equivalent

2 A B.E.d. degree, or its equivalent. Equivalent to the B.E.d. de-gree may be completion of a certification program for elementary or secondary teachers. Where teacher education is not a requirement for employment, applicants may be granted an equivalence on the basis of two years related professional or industrial experience. 3 Successful Teaching Experience: (a) Two years in the case of ap-

plicants possessing an Honours degree. The overall professional and academic record of each applicant is

mined to determine admissibility. (Admission is condi the availability of space.)

the availability of space.) Further details may be obtained by consulting the Calendar of the School of Graduate Studies and Research, Queen's University or by writ-ing to Graduate Studies, Faculty of Education, Queen's University, Kineston Ontario K71 3N6

ed application forms should be forwarded to the Assistant Registrar

(Student Awards), Queen's University, Kingston, Ontario, It is strong-ly recommended that such applications reach the Student Awards Offic-

during 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.

AMS/Ontario Work Bursary Program This program aims to assist students who find that their award from the

The program and so assis suscents who this has their award room to various government assistance plans is handequate or non-existent. Applicants who establish need under the program are given access to part-line jobs either in campus departments or in Kingston social-service agencies. The costs of the program are shared by the Alma Mai-er Society, the campus departments and the Ministry of Colleges and er Society, the campus departments are the Ministry of Colleges.

Universities. The program is open to students from other provinces, but

not to visa students. Application may be made in the Student Awards Office from late August until February.

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

satisfactory standing in the Session immediately prior to application. Short term loans of ninety days or less 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. A service charge of 2% of the principal amount (minimum \$5) is payable in cash at the time the loan is obtained. No other interest or service charges accrue so long as the loan is not

allowed to become overdue. General or long-term loans can be available for students who require

assistance for more than ninety days. Before financial assistance is given, the loan committee must be satisfied thi the applicant has applied to all other eligible sources of aid. The interest rate on general loans is the same as the bank rate the University is able to obtain for

itself, and the interest is compounded monthly. Students will be ad-vised of the interest rate in effect at the time application is made.

Interest rates will be set on 30 September each year and the new rate interest rates will be set on 30 September each year and the new rate will apply to all outstanding loans. Repayment of long-term loans must be normally made by the 30 Septemb-er that follows the date on which the loan was granted. Another loan for the next year may be granted if the student applies and justifies

Students contemplating an application for university loan assistant

should determine their income and expenditures for the session and apply at least two weeks in advance of the actual need.

sity, Kingston, Ontario K7L 3N6, Telephone: 613-545-2216.

Application for a university locan should be made at the office of the ssistant Registrar (Student Awards), 131 Union Street, Queen's Univer-

64 Financial Assistance

the need.

during May or June

Queen's University Student Loan Funds

Financial Assistance 63

Rees are due and payable at or prior to registration. To be allowed to register, a student must have paid at least a first instalment of fees. Details regarding fees for the 1988-89 Fall-Winter Session may be found in the Fee Information Sheet which is issued to all new and con-tinuing students or may be obtained by writing the Registrar, Richard-son Hall, Queen's University, Kingston, Ontario K7L 3N6. The Board of Trustees reserves the right to make changes in the published scale o fees if, in its opinion, circumstances so warrant.

Fee Adjustment

Fees

The deadlines for dropping and adding courses without financial penalty The usualines iso dropping and adoing courses without transcial penalty are contained in the *Fee Information Sheet*. These deadlines are not listed in the Calendar and do not necessarily correspond with the aca-demic deadlines listed in *Sectional Dates*. Students are advised to familiarize themselves with this information in order to avoid finan-cial penalty resulting from a change of registration.

Scholarships, Bursaries and Financial Assistance

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

Government Financial Aid Programs

Supplementary financial assistance is available for post-secondary study on a need-assessment basis to both undergraduate and graduate students in each province of Canada. These government aid programs are the major source of funds for students who have limited financial resources; boute of randa or students who nave limited financial resources; however, in each province, government aid programs are based on the assumption that it is primarily the responsibility of the student and his parents or spouse to provide for post secondary education. In this province, the Ontario Student Assistant Program (OSAP) offers grant funds via the Ontario Student Assistant Program (OSAP) offers grant funds via the Ontario Student Loan Plan. Students are normally elliphib for grant 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, loan and grant under the OSAP program are determined by the federal and provin-cial 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-line attendance at an

approved post-accondary time to survein a in fun-time attendance at an approved post-accondary institution and for six months thereafter. Interest charges during this period are paid by the federal and pro-vincial governments, which also guarantee repayment of the loan. After the interest-free period, interest charges, which are fixed annually by the government, begin to accure on the unpaid balance of all previously negotiated loans.

Ontario reads. Ontario reads. forms and further information from the Assistant Registrar, (Student Awards), Queen's University or the Ministry of Colleges and Universi-ties, 8th floor, Mowat Block, Queen's Park, Toronto, Ontario. Comple-

The prime are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fields: public speaking thesis presentation, reading/dramatization, and debating. The categories of the awards and the cash value of the prizes

The Alorme Casidy Award Established by the Rideau Chapter #523, Council for Exceptional Children, in memory of A.Lorne Cassidy, B.A.(Queen's) and B.B.J. M.B.(J.Coronk). Awarded to the graduating student in the Faculty of Education Program leading to the Ontario teacher qualification who, in the opinion of the Selection Committee, best displays outstanding talents and interests in the education of exceptional children during his or her program of studies at the University value; 5315.

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

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

Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J, Fowler, a distinguished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education

Primary/Junior curriculum instructors to the primary/Junior candidate who best demonstrates the qualities of an exemplary primary educator. The award will be made on the basis of high academic standing in cur-

riculum, outstanding performance in student teaching, and contribution to student life in the Faculty of Education. Application should be made to the Assistant Registrar, Faculty of

Approaction should be made to the Assistant Registrar, Faculty of Education, prior to 10 March. Letters of recommendation may be request-ed from each of the candidate's instructors and associate teachers. Final selection from a short-list of up ut osis candidates will be made following interviews of the finalists by a committee of five faculty members from relevant areas. Value '300.

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 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

The Andrina McCulloch Prizes for Public Speaking

The A.Lorne Cassidy Award

LW.Copp Award

John Watson Award

The Frank J.Fowler Award

The Alexander Morton Robertson Awards

The F.D.Sawyer Memorial Award

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58 Continuing Education

The Office of Continuing Education has as one of its major responsibilities the offering of Ministry of Education additional qualification courses for Ontario elementary and secondary teachers. A selection of the courses listed on page 61 is offered either in the Fall/Winter terms or during Summer School. In some cases, courses are offered at

several off-campus locations. The academic regulations governing these courses are the same as for the B.Ed. 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 this Faculty.

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

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

Junior Divisio

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 three full university courses in the subject for which qualification is sought.

Senior Division

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

 hold or be deemed to hold an Ontario Teacners Curruicate
 hold an acceptable university degree and a 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 3b for applicants whose Ontario Teacher's Qualifications Record Card

does indicate 'Senior' as an initial area of concentration, a minim of two full university courses in the teaching subject for which quali-

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.

60 Continuing Education

thereof, to a total of at least sixty university credits (20 full

h in which the candidate has obtained at least second class or equiv alent 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 quali-fications referred to in (2 a, b) and;

qualification is sought.

Successful completion of the equivalent of one year's full-time post-secondary study and.

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

Registration Procedures

The registration form must be completed, signed and returned along with the personal data form/declaration of fee status form, information

mitted with the registration form. Registration forms will be acknowledged as soon as they are received; however, they will not be processed until final decisions regarding

Technological Studies

1 hold an Ontario Teacher's Qualifications Record Card indicating ini-

Continuing Education 59

1 holds an Ontario teachers Quantications record Card indicating mutial qualifications in Technological Studies or 2 for applicants whose Ontario Teacher's Qualifications Record Card does not indicate Technological Studies, evidence of at least sixty months of wage-earning experience related to the subject for which qualification is sought which must be submitted and approved by the Department of Technological Studies.

Note In the case of some courses, additional admission requirements have been established by the Faculty. Students should check with the Assistant Registrar's Office about such requirements B THREE-SESSION COURSES (PART 1. 2 AND SPECIALIST)

Hold an Ontario Teacher's Qualifications Record Card.

Note In the case of 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-

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

cessui completion or rart 4, and 2 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 in the subject, as certified by appropriate supervisory officer.

Additional Admission Requirements for the following Three-Session

French as a Second Language, Part 1. Applicants must have completed four full credit university courses in French and pass a French pro-

ficiency test. 2 Music (Intermediate/Senior Vocal and Instrumental) Specialist, Grade

2 music untermediate/Senior vocal and Instrumental) Specialist, Grade 10 Diploma of the Royal Conservatory of Music, Toronto or, five fall university level Music courses plus a minimum of Grade 6 Diploma of the Royal Conservatory of Music, Toronto or equivalent. Candidates not having this diploma will be required to demonstrate performance ability at this level.

C HONOUR SPECIALIST

French

Music Physics

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: a that requires four years of university study, or the equivalent

courses) and,

3 provide evidence of at least two years of successful teaching exper-ience in Ontario, certified by the appropriate supervisory officer, at least one year of which is in the subject in which the Honour Specialist utilization of the subject in which the Honour Specialist

D HONOUR TECHNOLOGICAL STUDIES SPECIALIST

poss-secondary study and, 2 Provide evidence of at least two years of successful teaching exper-ience 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 qualifi-

Sheet and appropriate documentation by the relevant deadline date. 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. Regis-trations not accompanied by the required forms and documents will not be processed. In addition, a cheque for the tuition fee must be sub-

ourse offerings are made. Students are required to notify the Assistant Registrar's Office

immediately if they decide to withdraw from a course. Failure to do so may result in financial penalty. Enrolment in each course is limited, and in some cases demands may

exceed the limitations placed on enrolment. The University reserves the right to cancel any course if there is insufficient enrolment or if teaching staff is not available.

Technical Proficiency Examinations

Recting a romeney Examinations Students taking Technical Education courses for which a Technical Pro-ficiency Examination is required will have to pay an examination serv-ice charge. Information regarding the actual charge may be obtained from the Assistant Registrar's Office.

Continuing Education 61 Ministry of Education Courses offered by the Office of Continuing Education

Honour Specialist Qualification Three Session Additional Biology Chemistry Qualification Cooperative Education Computers in the Classroom Dramatic Arts Dramatic Arts Economics English Geography Mathematics Physical & Heath Education Political Studies Technological Studies Additional Basic Qualification Primary Education Junior Education Computer Science (Senior)

Reading Visual Arts Technological Studies Additional Basic Qualification Individual Study (A), (B) Automotive (B) Drafting (B) Electricity (B) Electronic Computers (A) Machine Shop (B) Project Design (B) Small Engines (B) Welding (B)

Woodwork (B) Special Education Behavioural Except. (Basic)

Behavioural Except. (Advanced) etc.

Technological Studies (specific subjects see below) One Session Additional Qualification Adult Education Childhood Education in Great Britain

English as a Second Language French as a Second Language Guidance Industrial Arts Intermediate Education

Junior Education Music-Instrumental Music-Vocal

Physical & Health Education. Primary-Junior & Intermediate-Senior Primary Education

70 Academic Facilities and Student Services

the Technological Studies Computer Room and various classrooms. Bas-ic, Logo and Pascal are available, as well as several educational series and utilities. For further information see Marlo Whitehead, room B118, or Barbara Moore, room B307.

Performing Arts Office

The 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. Symphony 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

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 Queers University, both the University and the Richardson Memorial Tirus Fund provide subsidies that enable students to buy tickest at greatly reduced prices. Students wishing to become involved with the presentation of perform-ing arts events can do so by participating in related committee work and

in front-of-house management.

In front-ot-nouse management. For further information contact the Performing Arts Office in the John Deutsch University Centre (545-2557) or the Administrative Office.

Public Lectures

Through an endowment set up in honour of Charles A.Dunning, a past chancellor of Queen's University, a series of public lectures emphasiz-ing the supreme importance of the dignity, freedom and responsibility of ing the supreme importance or the uginty, including an exponential 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 neral public free of charge

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

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 velcome. A monthly Bulletin of Art Centre events is published and is mailed to members.

Academic Facilities and Student Services 71

CFRC, (1490 kilohertz), one of Canada's oldest AM radio stations, was first granted a broadcast license in 1922. CFRC-FM (91.9 megahe 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 stations formats include a wide variety of music, news, sports and public af-

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

The John Deutsch University Centre

The University Centre conveniently located at the corner of Union Street and University Avenue, is a place for the students, staff and faculty of

and University Avenue, is a place for the students, start and tacuity of Queen's to meet, relax and be entertained. The facilities include four meeting rooms, a reading lounge, games room area with billiard tables, board games, electronic and pinball games, a music listening room and the Central Meeting area (the Ceilidh) where displays and noon hour performances are held. There are these eating facilities, two pubs as well as the following commercial outlets: The Bank of Montreal, Campus Cleaners, Ye Olde Tuck Shoppe, the College Book Merchant, and a campus hair stylist. Other tenants include the AMS (Student Government), student news-

Other tenants include the AMS (Student Government), student news-papers and yearbook, an information centre, many student clubs and societies, the Performing Arts Office box office and the Alumni Of-fice. Contiguous to the University Centre are the International Centre and the Graduate Student Residence.

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

Athletics and Recreation

The Physical Education Centre (P.E.C.) at Queen's University serves as a recreation facility for students, faculty and staff, as a practice and playing site for men's and women's intercollegiate and intramural teams, and as a teaching facility for the School of Physical and Health Balling, and all a location. The Centre includes litree grammasia, 12 indoor racquet Bducation. The Centre includes litree grammasia, 12 indoor racquet courts, swimming pool, hockey areas with jogging track, two weight rooms, combative and project leraoum, dance studio, and a fitness assessment centre. Outdoor facilities include a football stadium, five additional playing fields, a 400 metre all-weather track, and 16 tennis

The Queen's program is committed to a broad base of philosophy which provides students with a very wide diversity of opportunity for par-ticipating at various skill levels. The 44 teams of the Men's and Wominclusing at various sour levels. Ine 44 teams of the Men's and Veni-er's Intercolligate programs participate in their respective Ontario Associations and as such, students must comply with the playing rules and eligibility by-laws of those associations. The Men's, Momen's and Go Ed Intramural programs are marked by high student participation in 68 team, individual and tournament activities. The 28 recreation clubs give students a chance to try sports at a more informal level, while

66 Financial Assistance

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

arose in teacher-board relationships during his term or orner and in his having a sense of humour in periods of crisis. The value of the avard is \$100 annually. The OSTF will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the intermediate-Senior Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities s, teaching ability and character.

The John R.McCarthy Scholarship

Established in 1987 by John R. McCarthy, B.A. '43, LLD. '67, former Deputy Minister of University Affairs and Deputy Minister of Education for the Province of Ontraio. Awarded to a student graduating with at least second-class standing from either a three-year or four-year degree program in the Faculty of Arts and Science who is normally domi-ciled in Ontario and will be enrolling in the Faculty of Education at Queen's University in the fall session immediately following gradu-Gueens University in the rail session initiatiaty following groups ation. The student selected will have displayed leadership in student government and student affairs, made a personal contribution to the life of the University, shown a fondness and aptitude for sports and

life of the University, shown a fondness and aptitude for sports and displayed leadership and sense of fair play in athletic endeavours. Application by letter should be submitted to the Dean of Education by 1 May. The applicant should list two persons who have been asked to submit confidential letters of reference. The award will be made in the Fall upon registration in the Faculty of Education: Value \$850

The Ted Reeve Memorial Award

Established by friends and associates of Ted Reeve, who was a football coach and a long time friend of Queen's.

coach and a long time friend of Queeris. Awarded in the fall to upper-year students to recognize outstanding academic achievement and demonstrated qualities of courage, team loyalty and fair play on an intercollegiate tam. Preference will be given to members of the Queeri's Senior Football Team. Application by letter should be made prior to 1 March to the Assist-ant Registrar (Student Awards). The applicant should list two persons who have been asked to submit confidential letters about his or her scademic ability and qualification. The recipient will be chosen by a scademic ability and qualification are reservatives of former Omerof Marchine Interview Chosen States and the states of the scale Selection Committee, including representatives of former Queen's football players, the Chairperson of the Senate Committee on Scholar-ships and Student Aid and an additional member of the Scholarship Committee; value at least \$1,000.

The Senator Frank Carrel Scholarships

Marian Catharine Webb Bursary Fund

ing University Education.

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

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

bursed at the beginning of the second term. All students are encouraged

to attend a twenty minute information session at the Student Awards Office prior to submitting a bursary application. A schedule of these

sessions is available at the Student Awards Office. In the case of an extreme emergency where immediate assistance is required, students should contact the Student Awards Office.

Marian Catharine WebB lussary fund The will of the late Marian Catharine Webb of Kingston provides for bursary assistance for women students over the age of twenty-five years. Preference is given to women who are either landed immigrants in Canada or daughters of landed immigrants. Applications for the Mar-ian Webb bursaries shall be made in writing to the Marian Webb Bursary Committee in care of the Board of the Ban Righ Foundation for Continu-

Academic Facilities 69

and Student Services

The University Libraries

\$1.000

Senator Frank Carrel Bursaries

of the year of application. Value variable.

The Barbara Paul Memorial Award

The Walter Thumm Memorial Scholarship in Physics

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 volume

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

The Douglas Library building as well as housing the major holdings of the humanities and social sciences and the university archives, contains the administrative offices and other related library services. For the purpose of library privileges students of the Faculty of Education are considered to be in the category of graduate students. Facilities which are available to graduate students and other researchers include study carrels, microfilm readers, photocopy equipment and bibliographic training courses. Holdings of other Ontais Investity Libraries, are made available through the interlibrary loans service.

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 microliche distributed by the Educational Resources Information Centre (ERIC) of the United States Department of Health, Educ-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 computing is carried out on an IBM 3081 model G, running VM/CMS. The principal languages are FORTRAN, PASCAL and WATFIV. The prim-ary data analysis tool is SAS. Mass storage on magnetic disk, and tape devices are also available to all users. All facilities are provided in a time-sharing environment. This environment does provide the capacity for on-line preparation and submission of batch jobs. Administrative computing is provided on an IBM 4341 model group 2

running VMS

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

The Faculty of Education maintains 20 Apple computers, 14 ICONs, 18 Macintosh, 2 Commodores, and 2 Acorns. The majority of these computers are in the two computer rooms in the library complex, the Instructional Computing Room (B307) and the Computing Room (B18). The rest are in

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the non-credit, low cost sports skills instruction courses allow facility users to receive expert instruction in a wife variety of physical activities which are attractive as lifetime leisure endeavours. For those seeking unstructured activities the Centre provides the opportunity to participate on an individual basis by the daily reservation of ity to participate on an individual basis by the daily reservation of facilities for such recreational purposes as skating, logging, wimm-ing, squash, badminton, paddleball, racquetball and casual play. Broch-ures providing further information are available in the Physical Edu-cation Centre. Telephone 545-2500.

Student Services

The University has established services in a number of areas to help The University has established services in a number of areas to help students deal with a variety of concerns and needs. The activities of the following services are co-ordinated through the office of the Director, Student Services Groups: 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 atudents 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.

Career Planning and Placement, in the St.Lawrence Building, (545-2992) 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-cent. Open to all members of the university, this home like environ-ment can bue def or 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 Group (545-2958), as well as the office of the Denominational Chaplains (545-2962).

The International Centre aims to stimulate and support the academic and personal development of students, faculty and staff through a broad range of programs and services which proote a discerning, crossrange of programs and services writes probe a directing, tobe collural awareness and sensitivity within the Queers' and Kingston communities. Activities include international student reception, orientation and counselling; international clubs; social and cultural events; development education programs and resources; and information on work, study and travel abroad. The Centre also houses the local CUSO office

The Centre's lounge offers a comfortable setting for relaxation, reading, conservation and meeting people from other countries Afternoon tea-time, a long-standing tradition at the Centre, is daily at 3:30 pm. (John Deutsch University Centre. Telephone 545-2604.)

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The Student Counselling Service (545-2893) provides free psychological and counselling services, including individual counselling, psychological ical testing, and group programs for all students, staff and faculty, The Counselling Service is located at 32 Queen's Crescent.

The Office of the Co-ordinator of Services for Ditabled Persons is located in Mackintoth-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 \$454-560.

Queen's 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 six months to five years of age, and a half-day program is available for children who attend kindergarten. Families interested in using the citilities are scouraged to make anglication as earder an possible ejoce 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 96 Queen's Crescent and at 169 Union Street, telephone 546-6955

The Dean of Women and her staff are available to students for conversa-The Dain of Women and her start are available to students for conversa-tion, as a sounding board for idea, and to give counsel when personal problems arise. The Dean's administrative responsibilities include the Women's Reidences and the works closely with student government and student organizations. Her office is in Victoria Hall and also on a partitime basis at the John Dutsch University centre, Monday and Fridays from 11 am to 2 pm and Wednesday from 10 am to 12 noon; telephone 545-4561

Student Health Service serves the physical and emotional health needs of all students through the Medical Clinic and Psychiatric Division, locatan addens indensity of the second cance and represent the Service is open Monday through Friday from 9 am to 4.30 pm; telephone 545-2506. Appointments with the Psychiatric Division may be made in person or by historical for 2006 telephoning 545-2506

The University provides residence accommodation in single and double rooms for 1186 undergraduate men, 1383 undergraduate women and approxi-mately 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 for exclude ule are sent to each student who is offered admission to Queeris.

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 169 University Avenue, telephone 545-2502.

one year prior to 30 April if enrolled in an upper year have been and remain until the expiry of their scholarship domicided in the Province of Quebec and as fra a possible in the City or County of Quebec or in the Galf Division of the Legislative Council of Quebec as constituted at 30 July 1960 incuding Rimouski Bonaventure, Gaspeed, Gappe-gouest and lies de la Madeleine. The Senator Frank Carrel Scholarships: Several scholarship candidates will be considered automatically: Nalue up to a considered automatically. Subsci endo

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 profer to their application and until the expiry of their scholarship have been and remain domiciled in the Province of Quebee 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 1904. Applications should be submitted to the Assistant Registrar (Student Awarda) prior to 1 October of the vear of anolication. Value variable.

The value r turnin viennorial schearing in physics Established by his family and friends in memory of Walter Thumm, Pro-fessor at Queen's until his death in 1977. By his understanding and enjoyment of physics, by his writing, and by his own example, he in-spired counties students and teachers of physics. Awarded on he re-commendation of the Department of Physics to an outstanding student

beyond the second year who has a concentration in physics and who has indicated his/her intention of teaching physics, preferably at the high

school level. Applications should be made prior to 1 April to the Assistant Registrar (Student Awards). Value \$1000.

The barbas rain memory of Effe Barbara Paul (Paithouski) B.A. 74 (Car-leton) by her son N. Joseph Paithouski, B.A. 79, B.Sc. (Eng.) (30, and awarded to a student 25 years or older, nearing the completion of studies who is combining family and/or employment responsibilities

with academic studies. Preference will be given to a woman. Appli-cations must be made in writing to the Director and the Board of the Ban Righ Foundation for Continuing University Education.

Queen's University has a limited amount of general bursary funds avail-

able to students. Bursary funds are intended to assist primarily in emergency situ-

ations. They are also a final resource available when the student's own financial contribution to the cost of his or her education, parental marking controlution to the cost or nis or ner enucation, parential assistance, government aid, and Queers' loans still leave the student with insufficient funds to complete the academic year. Need is the primary consideration in the award of a burnary. Normally, applications for burnaries must be submitted to the Assist-ant Registrar (Student Awards) prior to 1 December. Funds will be dis-

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The Writing Centre Located in a pleasant house at 140 Stuart Street, near the foot of University Avenue, the Writing Centre offers a mage of free services to all students. Workshops on basic principles of effective writing, and occasionally on more specialized topics, are differed frequently during the fall and writer terms. Students may also meet with fustors on a one-to-one basis for help at each stage of the writing process, from the fullial outline onworks. In addition, drep-in computations are availed on the output of the start of the start start of the start start of the start start of the start start of the start o

545-2153 for further details. The Writing Centre also houses books, handouts, tapes, and computer programs on writing and related issues.

Associate Boards 1988-89 75

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