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iv Sessional Dates

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.

Kingston

74 Campus Map

73 1990 Advisory Cor

.in Tech.Ed., and Concurrent final

21-26	Closure Activities
26	Winter term ends
31	May Convocation - B.Ed., Di year

18-28 Student Teaching 29 Good Friday

July 2 Summer term classes begin

September	October	November	December
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Sessional Dates September 1990 Orientation Week begins for Concurrent, Year 1 candidates 5 Fall terms begins 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 Registration for Concurrent Year 1 candidates (10am-3pm) Registration in the Jock Harty Arena, Division Street entrance for B.Ed. and Dip in Tech.Ed. candidates and for Concurrent final year candidates 6,7,10 Authorization of Arts and Science programs for Concurrent Year 2 and Year 3 candidates 14 Registration for Concurrent Year 2 and Year 3 candidates October 1 Last date for adding a full year course or Fall term course without approval of the Associate Dean 8 Thanksgiving Day (no classes) 10 Federation Day 15-31 Student Teaching 27 Fall Convocation November 1-2 Student Teaching 9 Last date for dropping a Fall term course Remembrance Day Service (classes cancelled from 10:30 am to 11:30 am) December 3-14 Student Teaching 14 Fall term ends January 1991 Winter term classes begin 11 Last date for adding a Winter term course without approval of the Associate Dean 25 Last date for dropping a full year course or a Winter term course

February 18 Heritage Day holiday (no classes) 25-28 Student Teaching

Aarch 1-8 Student Teaching 11-15 Winter Break

History of the University

Queen's University at Kingston owes its origin to the desire of the Synod of the Presbyterian Church in Canada for a ministry trained within the country, and for educational opportunity for the youth of a growing econ-omy. As early as 1832 the Provincial Government had been petitioned 'to endow without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod. 'This and other prepresentations falling of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Secutish the Synod to Cound a college at Kingston on the lines of the Secutish Her Majesty, Couren Victoria, for the establishment of Queer's Collego. Kingston, and the first classes were opened in March, 1842, with the Re-resend Dr.Liddell as Principal. Funds were convided in parth yearants from Kingston, and the tirst classes were opened in March, 1982, with the Kev-erend Dr.Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it nec-essary to have at first a preparatory school in connection with the college. In spite of many difficulties want taided over by the universited efforts of the early friends of Queen's, In 1867-68, the withdrawal of the Dravide to such the fibre of the Concerding and the college. Frontisal grant and the failure of Queen's an 1000-005, the windmawa on the Provincial grant and the failure of the Commercial Bank, almost brought financial classifer. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, child among whom was Pro-fessor Mackernas. The country was canvassed for subscriptions and as a result of the widespread interest aroused, ST3.000 was added to the

endowment. In 1877, Principal Snodgrass was succeeded by the Reverend G.M.Crant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessors. Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of stu-dents. In 1887, as the result of an effort in commemoration of Queen Victo-ria's Colden Jubles, \$25,000 was raised, resulting in further extension and in the establishment of new professorships. Principal Grant dida in 1902, and was succeeded in the following year by the Very Reverend D.M.Cordon. In 1916, because of ill-health Principal Gordon resioned his position. but continued in office until the autumn of

by the Véry Reverend D.M.Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R.Brace Taylor was appointed his successor. In 309 Principal Taylor resigned to live abroad and DrJ.G.Connell was appointed Acting Principal. He held this position for four months, until October, when W.Hamilton Pyle, Haadmaster of Chrisf's Hogental, Eng-land, and formerly Fellow of Merton College, Oxford, was installed Principal of the University. DrYler neigned in 1956 to accept the Princi-Principal of the University. DrYler neigned in 1956 to accept the Princi-Rec (Wallace, President of the University of Alberta from 1928 to 1996. Dr Wallace entried in September 1951 and was succeeded by Principal William A.Mackintosh, the first Queen's graduate to hold the Principal-ship.

sup. In 1961, by Act of Parliament, the positions of Vice-Chancellor and Prin-cipal were separated and Dr.Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A.Corry, who since 1936 had



Faculty of Education Calendar 1990-91

Queen's University Duncan McArthur Hall Union St. at Sir John A.Macdonald Blvd. Kingston, Ontario K7L 3N6 Telephone 613 545-6205

6 The Faculty of Education

social interaction which is one of the characteristic features of this faculty. 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 containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harborur site of the 1976 sailing Olympics. Students are able through the integrated building complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher education. Duncan the resources are at hand for effective teacher education. Duncan McArthur Hall has become a little campos 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 distance from Duncan McArthur Hall, Information concerning University Residences as well as application forms can be obtained from Residence Admissions, Gordon-Breckington Hall, Queer's University Residences as well as application forms. Accepted students are sent application forms. Accepted students are sent application from the number of university Residence and the students of the number of university Residence and the students of the number of university Residence and the students of the students of the number of university Residence and the students of well and the students of the number of university Residence and the students of wells accommendation in the Toroget and the students as onesting the students of th

nodation in this residence should apply as soon as possible.

The Faculty of Education 7

The Faculty of Education 9

Administrative Staff - 1990-91 Park, P.B., B.A (Western), M.Ed.C Dean, Faculty of Education Smith, H.A., B.Sc.New Brunswick).Ed Dip. (McGill, M.A. Ph.D. (Torosto) Associate Dean, Program White, W.G., B.Sc. M.Ed., Ph.D. (Ottawa) Associate Dean, Field Relations Hills, G.L.C., B.Ed., M.Ed., Ph.D.(Alberta) Coordinator of Graduate Studies and Research Sedgewick, K.H., B.A. (McMaster), M.Ed. (Onawa) Chair - Elementary Curriculum and Instruction Area Smith, D.C.M., A.R.C.T., Mus.Bac, M.M.(Torento) Chair - Secondary Curriculum and Instruction Area Whitehead, L.E., Blid Jid Dip.M.A.Fh.D.(Colgary) Chair – Educational Contexts and Administration Area Campbell, D.S., B.A. (Washington and Lee). M.A. (North Carolina), Ed.D. (Indiana) Chair - Curriculum and Professional Skills Area Kirby, J.R., B.A.OM-GBD, Ph.D. (Alberta) Chair - Psychology, Philosophy and History of Education Area Horwood, R.H., BA.M.Sc. Queen's Chair - Interdisciplinary Area Casey, S.S., B.A.Michigan State), B.L.S. (Toronto), M.Ed., M.P.A. (Queen'a) Education Librarian Fraser, J.A., B.A.M.L.S.(Burgers Assistant Education Librarian Jones, M., Administra inistrative Assistant to the Dean Niemann, J.U. ative Assistant - Office of the Registrar (Education) Perkins, B., Dip.Tech.Ed.(Queen's) Administrative Supervisory Assistant – Technological Studies Poole, L.C., BA(Queen's) Registrar, Faculty of Education Travers, A., B.A.M.Ed.(Queen's) Administrative Assistant – Hiring and Placement

Walker, T.

8 The Faculty of Education

Faculty 1990-91 Allen, H.A.J., B.Sc., M.A. (Toronto), Ph.D. (Waterloo) sor - Mathematics ciate Pro Ambury, G.G., B.A.M.Div/Queen's),M.A.(Synacuse),Ed.D.(To Associate Professor – Adult and Community Education w) Ed D (Tometo Bailey, LC., BA (Owner's) MA (Syracuse) Language Arts Balanchuk, M.L., B.A. Queen's M.Ed. (Toronto) Professor – Guidance and Service Learning Berrill, D., B.A.M.A.(Icecono) Assistant Professor, Director - Queen's-Trent Concurrent Program Bloom, J.W., B.S. (Guiltord College) M.Ed., Ed.D. (Houston) Assistant Professor - Science Brickett, G., B.A. (Queen's) M.Ed.(Onawa) Assistant Professor - Language Arts Campbell, D.S., B.A.(Washington and Lee).M.A.(North Carolina).Ed.D0rdiana) Associate Professor – Educational Technology and Psychology Chair – Curriculum Studies and Professional Skills Crawford, D.H., B.S., M.A. M.Ed./Glasgowi, Ph.D.(Synacuse) Professor – Mathematics and Curriculum Danby, M., B.A. (Acadia), B.Ed., M.Ed. (Queen's) sor - Drama in Education Eastabrook, J.H.G., B.A.M.A.(Western), Ph.D. (Decordo Associate Professor – Educational Contexts Egnatoff, W.J., B.A. (Saskatchesean).M.Sc. Ph.D. (Toronto) Assistant Professor - Computers in Education Freeman, R.M., B.A. Queen's), M.A. (Mansesota), M.Dev (Princetor), Professor – Human Dimensions in Teaching and Learning inortor).Ph.D.(Harvard Higginson, W.C., B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Eseter), Ph.D. (Alberta) ciate Professor - Mathematics Hill, A.M., B.Ed. Dip.Ed. McGall Assistant Professor – Technological Studies Hill, R.J., B.A.(New Brunswick), M.Ed (Toronto) Assistant Professor - Language Arts Hills, G.L.C., BEd.M.Ed. Ph.D.(Alberta) Associate Professor – Philosophy, Co-ordinator of Graduate Studies and Research Horwood, R.H., B.A.M.Sc. (Queen's) Professor – Outdoor and Experiential Education Chair - Inter lisciplinary Area Hutchinson, N.L., BA (Irent.Dip Ed. MA (McGB), Ph.D (Simon Fraser) Assistant Professor – Psychology of Education Johnston, C.F., BA., BEd. (Toeseno), MA. (Synacuse) Associate Professor – Educational Technology Kemp, D.E., B.A. (Queen's) M.Ed. (Bath) LUTD (London) LUD D.A. Central School of Speech and DramalLTCL.FTCL.(Trinity College.Lendon).FR5.A. Professor – Dramatic Arts, Cross-appointment Arts and Science(Drama) King, A.J.C., B.P.E.(Brith) Columbial M.Sc.(U.C.L.A.).Ed.D.(Townto) Professor – Educational Contexts

Kirby, J.R., BAMCHEJPAD (Aberta) Associate Professor – Psychology of Education, Chair – Psychology, History and Philosophy of Education Area Lewis, M.A., B.A. (Waterloo), M.A. Ph.D(Toronto) Assistant Professor – Educational Contexts Loken, J.O., BEd.(Alberta).MEd.(Calgary).Ph.D.(Alberta) Assistant Professor – Educational Contexts Maclachlan, J., Jordanhill College of Education, Graduate Course Associate Professor – Psychology of Education Mandell, A.L., B.A.J.L.BQueer's). Berister and Solicitor of the Bar of Ontario Associate Professor – Law and Philosophyof Education Mansfield, B., B.A.M.Ed. (Queen's).M.A.Jh.D.(Toronto) Assistant Professor - Social Studies Massey, D.A., B.A.M.A.(Cambridge), M.A.T.(Yale), Ph.D.(Queen's) Miller, L.A., B.A. (Thiel College), M.A. (Duquesse), Ph.D. (Albertal Associate Professor – Reading and Language Arts Munby, A.H., B.Sc. St. Andrews), M.A., Ph.D. (Toronto) Munro, I.R.M., B.A. (McMauer) M.Ed (Queer'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. Queer AM.A. (Arizona State).Graduate of National Theatre School of Canada Associate Professor – Dramatic Arts Olson, J.K., B.A.B.Sc (Queen's), M.Ed. (Toronto), Dip.Ed. (Bristol), Ph.D. (Birmingham) Osser, H., B.A.Queen's).Ph.D.ICornelD Professor - Psychology of Education Park, B.H., B.A. (Western).M.Ed. (Toronto) Assistant Professor - Language Arts Park, P.B., BA (Western) M.Ed (Torpeto) Professor - Science, Dean - Faculty of Education Perumiak, W.S., B.A.Queen's).M.Ed.(Toronto).Ph.D.(International College, Los Angeles) Professor – Educational Contexts Pratt, D., B.A.M.A.(Oxford).M.A.Ph.D.(Toronia Professor - Curriculum Planning Raffan, J., B.Sc. B.Ed., M.Ed. Queer (A.F.R.C.G.S. Assistant Professor - Outdoor and Experiential Education Rees, R., B.A.M.A. (York).M.Ed., Ph.D. (Toronto) Assistant Professor – Educational Administration Robertson, A., B.A.B.P.H.E.Queen'sJ.M.A.(University of the Pacific California Professor – Health Education Russell, T.L., A B/CorrelI/M A T.(Harvard/Ph.D.(Toronto) Associate Professor – Science and Curriculum Studies

Salter, H., B.A.Oorki, M.Ed. Queen's J.Ph.D. Syrac Associate Professor – Technological Studies

Schiralli, M.G., B.A.Russens College New York), M.A., Ph.D. Illinoisi Associate Professor – Philosophy

2 History of the University

been the Hardy Professor of Political Science and since 1951, the Vice-Prinbeen the Hardy Professor of Political Science and since 1951, the Vice-Prin-cipal of the University. In 1955 on the retirement of D-Mackintonh, Princi-pal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr.J.J.Deutsch who had a distinguished career in economic research, in government service, in university teaching at both Queen's from September 1969 to September 1963, and as Chairman of the Economic Council of Canada from October 1963 to September 1967, On his retirement in 1974, Dr.Deutsch was succeeded by Dr.Ronald Lampon the retretation at 1774, Discretation was succeeded by Dirkonan Lamp man Watts, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Sci-ence at Queen's from 1969 to 1974. In 1984, Dr.Watts was succeeded as Principal by distinguished economist David Chadwick Smith. A renowned scholar, teacher and government adviser on public policy, Dr.Smith joined the Department of Economics 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 reorga-

In 1864 the Medical Faculty of Queen's was established. It was reorga-nized in 1866 as the Royal College of Physicians and Surgeons in affilia-tion with the University but in 1891 the original status was resured. The Faculty of Law opened in 1861 and closed in 1864; it reopened in 1880, and closed in 1883. In 1957 it was restored with the approval of the Law Society of Upper Canada under new arrangements whereby the Law Society accords to approved university faculties of law an equal position with the Society is soon school a Ologoode Hall. As early as 1870 special classes in English and other subjects were formed for women but courses leading to a domes were not ensured to

As darly as 16/0 special classes in lengths and other subjects were formed for women but courses leading to a degree were not opened to them until 1878-79. In 1880 co-education was extended to the medical pro-gram, and in 1883 a separate Women's Medical College was opened and affiliated with Queen's. It was closed in 1894, as similar facilities were offered in Toronto and elsewhere. In 1983, for the first time in forty-nine years women were again admitted to the Faculty of Medicine. In the same

years women were again admitted to the Faculty of Medicine. In the same year the Faculty of Applied Schene admitted women for the first time. Graduate work at Queen's University was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accor-dance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master's program was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work. In 1941, the Faculty of Arts organized a formal Committee on Graduate

Independent work. In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Craduate Studies was established. In 1969, the School of Graduate 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 Administration and Master's Degree in Education, and, in 1974, a program leading to a Master's Degree in Education, and, in 1974, a program lead-ing to a degree of Master of Art Conservation was implemented. The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1916 when it was

History of the University 3

amalgamated with the University, and now constitutes the Faculty of Applied Science. In 1907 the Ontario government established at Queen's a Faculty of

Education for the purpose of providing professional training for teachers in the secondary schools in the Province. In 1920 the work of the Faculty In the secondary schools in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. In 1965, by agreement with the Department of Education, it was decided to establish a Faculty of education at Queer's University. The we building now occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queer's University from 1922 to 1934, and subsequently Minister of Houciantion for the Province of Ontario from 1940 until his death in 1943. The Faculty of Education to the province of Department to Index of the Index of the Index of the Index of Department in 1943. The Faculty of Education of the Province of Ontario from 1940 until his death in 1943. The Faculty of Education the Index of Department in 1940. Until his death in 1943. The Faculty of Education of the Province of Department of Index of Inde opened in 1968 offering programs to university graduates leading to the B.Ed. degree and to teaching certificates valid in the secondary and ele-mentary schools of Ontario, and such other courses leading to qualification of teachers as may be determined jointly by the Minister of Education and the University. In 1971 a graduate program leading to the M.Ed. degree was introduced. Also in 1971 candidates were admitted to a proand the University in 1971 a graduate phogram reaching to the scale degree was introduced. Also in 1971 candidates were admitted to a pro-gram leading to the Diploma in Technical Education and quadication to design of the Eventocore ph Technol 2000 and the transfer of the facu-to design of the Eventocore ph Technol 2000 and the transfer of the facu-ty to Queen's through an agreement with the Ministry of Education, the Aculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent BLA/BEd and Ssc./ BEd program was instituted in 1975 whereby candidates pursue and Ars and Science degree concurrently with an Education degree. An earlier agreement with Trent University with the report to Concurrent Education was approved in 1974. Through this inter-university cooperation students pursue academic and education courses at Trent for three or four years and complete require-ments for a Trent Arts and Science degree and a Queen's BEd degree dur-get the Degree of Master of Business. An Hofe Ministration was intro-duced and the name of the School of Commerce and Business Administration was intro-duced and the name of the School of Business. In 1963 the program

duced and the name of the School of Commerce and Business Administra-tion was changed to School of Business. In 1965 the Board of Trustees established a separate Faculty Board for the school of Business. The School of Nursing began in 1942, the School of Physical and Health Education in 1947, and the School of Rehabilitation Therapy in 1967. In 1958 the Faculty of Artis became the Faculty of Arts and Science. New programs are contin-ually developed within Faculties to fill changing needs and interests, such as, the programs leading to degrees of Bachelor of Music and Bachelor of Fine Art (formerly Bachelor of Art Education) offered by the Faculty to the Arts became of a school of Arts Education offered by the Faculty of Arts and Science in 1969, and the program in French language, Transla-tion, French Canadian Studies all now offered in the Faculty of Arts and

Queen's has a long history of extension work in Arts and Science; corre-spondence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, intersession programs during May and June were instituted in 1972. More recently, the University has been developing in the field of continuing education; sev-

4 History of the University

eral of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in Septem-1974. It functions as a resource centre the purpose of which is to encourage all ages visibing to undertake university work at any level. Queen's University, though founded by a church, was dedicated to the nation. As its constitutioncy expanded, its constitution was gradually broadened, unit finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University maging and the Denominon Parlament removing the last vestion of was passed by the Dominion Parliament removing the last vestige of





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 professional school to be known as McArthur College of Education. The first teacher candidates were enrolled for the 1966/9 academic year To symbolize the full integration of the College into the University structure, it was soon decided to alter the nomenclature in the spring of 1971, the College was formally designated as the Faculty of Education. Queen's University. The name, McArthur, which forours a distinguished Queen's historian and public servant, was reserved for the new academic-residential complex housing the Faculty, now officially known as Duncan McArthur Hall. Over the years Queen's has made a distinguished contribution to the academic preparation of teachers for service in the schools of this province. Additionally, for a period of thirteen years, 1907-1920, Queen's province. Auditional proparation as well, under the auspices of its first Fac-offened professional proparation as well, under the auspices of its first Fac-ulty of Education. When the training of high school teachers was central-ized in Toronto in 1993, the Faculty was forced to close. The stabilishimetit of the new Faculty of Education revives, then, the tradition of professional teacher preparation at Queer's University.

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The various teaching areas are linked by closed circuit television. A production studio and several microteaching studios are included in the central television services. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date 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 together with a well-equipped microcomputer lab and classroom where students may learn to use and to make supporting media materials. An acoustically superb the atter-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gyrmasia for teach-ing as well as for recreation, for both day and resident students. Modern labs, an observation studio, an arts playground, drama studios, technical shops, and special worknooms for most subjects round out the teaching culities.

facilities. Adjacent to and physically connected to Duncan McArthur Hall is Jean 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 Jounge and kitchen for light food preparation. Jean Royce Hall has welve houses' each named after Queen's mean dwomen whose distin-guished careers have left their stamp, more permanent than brick and torme on the lines of source Oncear's neoned.

guastica catteres have environment stanting, more permanent than tortex and stone, on the lives of young Queen's people. Seven of the 'houses' nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, tuck shop, facilities for television viewing, and a music room. This has already become the social heart of the west campus where students and staff meet informally, for the

14 Education Programs

d Carefully selected classrooms with appropriate associate teachers are used for the practicum. There is a close liaison among students, faculty and associates;

and associates; e A 3 hour weekly seminar, SPEC 238, for the purpose of ongoing discus-sion, workshops, lectures, and monitoring of the practicum experience is a required course selection. An Additional Qualification course, *Collideod Education*, leading to recommendation to the Ministry of Education is available to candidates in the Early Primary Education section during Interession (May). The additional fee for Ministry of Education courses applies here for those who select this course

Aumission Applications for the Early Primary program option must first meet the regular admission requirements for B.Ed. candidates applying to the Pri-mary Junior program. Applicants will be selected from those showing evihary junior program. Apportants with the selected from times snowing ev-dence of a strong commitment to working with kildlere in the early years of school by completing a questionnaire and submitting a written state-ment describing previous academic courses and experiences of the candi-date which have an Early Childhood orientation. A personal interview may be requested.

Application for Admission - Consecutive Program: Application to all faculties of education in Orbario is made through the Orbario Universities' Application Centre al Gueph. Application materials may be obtained at any of the Ontario universities or by writing to the Registrar, Faculty of Education, Queen's University, Kingston, Ontario KA, No. Offers of admission are made in April, and applications must reach the Application Centre by the second Friday in December. Applicants usus submit all necessary documentation to mach the Registrar, Faculty of Education by the deadline date for application can be the december. Application Completion to this Faculty of Education must submit official univer-tion of the deadline date for application the december. Application, Completions to this Faculty of Education must submit official univer-tion of the deadline date for application the states of the application. Completion to this Faculty of Education must submit official univer-tion of the deadline date for application the transcripts comming completion of all academic requirements for admission. Marking outpression and who have accepted the offer of admission may application throws the second the offer of admission may application throws the second the defined and instance must content changes only through the Registrar, Faculty of Education.

Note 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 widence of competency in oral and written English to satisfy the Admissions Com-mittee that their knowledge of the English language is adequate for them to pursue their professional studies successfully. Normally examinations and assignments are to be submitted in English, except where the Faculty Board has approved an alternative practice or

16 Education Programs

As is the requirement for all Faculty of Education applicants, the special As is the requirement for all reacting of Education applicants, the special admission candidate will be asked to submit required academic docu-ments and a completed personal statement of experience form by the appropriate deadline dates. Candidates will be expected to complete all prerequisite courses for the program option they select. All applicants will be notified of decisions at the time offers of admis-sion are mailed by faculties of education in the province.

Specific Requirements Note The onus is on applicants to ensure that they understand and fulfill all prerequisite and subject preparation requirements by the end of April prior to proposed enrolment in the B.Ed. program.

Primary-Junio

Primary-Junior Primary-Junior candidates must have at least one full-year university course for two half-year courses) in each of 1) psychology, 21 language or Inguistics, 3) ats (visual arts, performing arts, or music) or equivalent (equivalency may be granted for conservatory qualifications in music, extensive production experience in drama, ec.), 4) social studies (history, geography, political science, sociology, or anthropology). In addition, can didates must have completed Grade 12 advanced level or Grade 13 math ematics, or a university half credit or semester course in mathematics.

Junior-Intermediate

Junior-Intermediate Junior-Intermediate candidates must have at least one full-year university 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 or Grade 13 mathematics and a full-year univer-Grade 12 advanced level or Grade 13 mathematics and a full-year univer-sity course in a quantitative science such as computing science, physics or chemistry). One teaching subject must be chosen from Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Education or Visual Arts. Five full-year courses in the specific subject are required for the selection of French, Music, or Physical and Health Education. At least three fullor rener, music, or rhysical and relatin Education. At least three ful-year courses in the subject are required for the selection of all other sub-jects. A full-year 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 university Intermediate-Genior candidates must have at least one full-year university course (or two balf-year courses) in psychology. Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Education, Physics or Visual Arts. Five and Health Education. For other subjects, at least five full-year courses are required for the selection of one teaching subject and at least three full-year courses are required for the selection of another. A course in Canadi-n history is needed for the selection of satisci as a teaching subject. *Not* Applicants may not select both Music-Instrumental and Music-Vocal at seaching subjects. Applicants for Biology must offer in their preparation at least one full-year course with a major laboratory component from a where a special agreement has been entered into between an instructor and a student, with the approval of the area chair, for submission of work in a language other than English.

Admission Requirements – Consecutive Programs To be eligible for admission to the Bachelor of Education program, appli-cants must have completed the requirements for an acceptable bachelor's degree by the end of April preceding proposed enrolment in the B.Ed. pro-gram. Candidates offering a three-year degree must have a B' standing on all passed undergraduate courses (the average is calculated as of the appli-cation deadline date). Preference will be given to those candidates who will have completed the requirements for an honours degree or twenty lell-year university redits by the end of April. Further preference will be given to candidates who will have completed the requirements for a grad-uate degree by the end of April.

given to canculates who win nave competent the requirements for a grad-tiate degree by the end of April. To be eligible for admission to the Diploma in Technical Education pro-gram, applicants must have completed the requirements for the Ontario Secondary School Diploma or the equivalent. Applicants to all programs will be asked to submit a complete statement

of previous experience relevant, in the broadest sense, to teaching. The statement must be well expressed and type-written. Selection is based on a) the number of places available in the program selection is based on a) the number of places available in the program selection is based on a) the number of places available in the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection of the program selection is based on a selection is based on a selection is selection is based on a selection selection is based on a selection se

requested, b) the personal statement, and c) academic status. Equal weight is attached to b) and c).

Special Admission The Faculty of Education recognizes that some excellent candidates may not be admissible under existing academic standards. Candidates failing into at least one of the following categories will be given special consider-ation for admission to the Faculty of Education: social, physical, or eco-nomic disadvantage distinctive cultural history; or extensive teaching or related experience (the equivalent of at least three school years on a full-time besid. time basis). Please note that on its own neither a candidate's age nor low grades is

These note that on its own neither a candidate's age nor low grades is sufficient reason to be considered for special admission. The special admission consideration, candidates must meet one of the fronditions specified above. Only those applications falling into one of the three categories will be reviewed by a committee to determine candidates possible acceptance to the Faculty Because the number of spaces is limit-ed, not all deserving candidates may be admitted. Candidates wishing to be considered under the special admissions pro-vision should apply for admission via the Ontario Universities' Applica-tion Centre by the application deadline date. In addition, a letter should be forwarded by this same date to the Registrar, Faculty of Education, Queen's University, stating classify the reason for requesting special admissions should a lobe submitted. Up to two letters of reference and a resume may be provided as well. Applications may be requested to come to the Faculty of Education for a personal interview.

university biology department. Other courses, though not necessarily des-

ignated biology, should include both plant and animal (invertebrate and vertebrate) biology.

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

of related work experience is required. An interview is arranged for all who are applying for the Technological

Artial is 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 Cooperative Program in Outdoor and Experiential Education program will be invited

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.

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, Profes-sional Skills, Practicum, and Special Studies.

Foundational Studies Candidates must complete the equivalent of one and one half courses

Candidates must complete the equivalent to the and one hast courses from the three areas of Foundational Studies. Credit must be earned in each area unless exemption is given by the chair 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 Philoso-phy of Education, and Educational Contexts.

Curriculum Candidates must complete the equivalent of two full courses in curricu-lum. The courses are numbered between CUR8 303 and CUR8 396. See the requirements under specific program components. Candidates will have an introduction to computers as part of their studies in Curricu-

Studies program.

to be interviewed.

Curriculum

Early Primary Education

10 The Faculty of Education

Sedgewick, K.H. B.A.(McManer)(M.Ed.(Onuva) Assistant Professor – Physical and Health Education Chair – Elementary Curriculum and Instruction Area Sharples, B., B.Sc.(Birmingham), M.Ed.(Calgary), Ph.D.(Alberta) Professor – Educational Administration Smith, D.C.M., ARCT. Mas Bar, M.M. (Toronto) Associate Professor – Music,Cross-Appointment Arts and Science(Music) Chair – Secondary Curriculum and Instruction Area Smith, H.A., B&Oew Brunswick/Ed.DipOAGGIDMA.Ph.D.(Toeonto Associate Professor – Educational Psychology Associate Deam (Program) Stairs, A., B.Sc.McGill, M.A.(Gohlard College), Ph.D.(Carleton) Assistant Professor - Psychology of Education Talesnick, L. B.A.M.A (Toronto) Professor - Chemistry Thompson, L., BA (Toronto), MA (Rochester Professor - English and Language Arts Turner, R.B., B.A. (Toronto) Associate Professor - English Upitis, R.B., B.A. JL.B.M.Ed. (Queen's).Ed.D.(Harvard) White, W.G., B.Sc., M.Ed., Ph.D.(Ottawa) Associate Professor – Psychology Associate Dean, Field Relations Whitehead, L.E., BEd.Ed.Dip.M.A.Ph.D.(Calgary) Assistant Professor – Educational Administration and Policy, Chair – Educational Contexts Area Williams, T.R., 8.5c.Teaching Diploma,M.A. (McGill),Ph.D. (Michigan) Professor – Educational Administration Vice-Principal (Operations and Institutional Relations) Wilson, R.J., B.Ed.(British Columbia), M.Ed., Ph.D.(Washington) Professor - Measurement and Evaluation

Education Programs Leading to 11 **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 avanding of the Ontario Teacher's Certificate which qualifies the holder to teach in the publicly supported schools of Ontario. Some candidates may wish to quality for the Bachelor of Education only understribute marked merian areas and the late the third rescalaby undertaking special practicum arrangements related to their special interests such as Artist in Community. Additionally, concurrent teacher education programs are available at

Queen's and in cooperation with Trent University in Peterborough where-by 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, Kindengarten 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, grander 7 to grade 10 and the senior division, grade 10 to O.A.C. In this pro-gram candidates select two teaching subjects for the study and develop-ment of teaching methods in these divisions.

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

Alternative Programs

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

Artist in Community

The Artist in Community Education program is intended to integrate a conventional teacher education program with preparation for full or part-

12 Education Programs

Education Programs 17

time employment as arts educators. Community arts centres, artists-, une empoyment as are eucators. Community arts centres, artusty-musiciane, and writers-in-residence, and community-based theatre com-panies are only a few of the opportunities for full or part-time employ-ment of the artist. There is a demand for competent aris educators in both public and private adult education programs and a continuing need for educational officers in art galleries and recreational facilities.

The program. Arisis in Community, is degraded to provide the needed emphasis in skills to prepare the arise to work with the community. It is intended for teacher training candidates who are graduates in the aris and who wish to develop an additional set of skills related to their interests in the aris which could be used to secure or create part-time commitments to the community

Admissio

Admission Applicants for the Artist in Community program apply through the Ontario Universities' Application Centre. The requirements for admission are the same as for admission to the Intermediate-Senior program. Two teaching subjects in the Intermediate-Genior program are selected, the first of which is Dramatic Arts, English, Music or Visual Arts.

Program Format Candidates in Artist in Community complete all the components as required for the Intermediate-Senior program. Foundational Studies requirements are normally selected for the fall term. Recommended Foundational Studies courses include FOUN 468 - Affective and Aesthetic Development and FOUN 448 - Philosophy - Aesthetic Education. Candi-dates register for SPEC 225 - Arts Management designed specifically for Artist in Community. In the fall term four weeks of student teaching are completed in the two

In the fail ferm four veeks 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 artist's field such as a) artist-in-residence in local schools, by working as an apprentice in an edu-cational office in an Ontario gallery or theatre c) preparing an Arts pro-gram for implementation in the Faculty and local schools, or d) serving as an animator in a community-based theatre company.

Certification

Certification The program qualifies the candidate for the Bachelor of Education. If a candidate wishes to qualify for the Ontario Teacher's Certificate in addi-tion to the degree, a special four-week practicum in the two teaching sub-jects in a secondary school can be completed after the regular session.

Cooperative Program in Outdoor and Experiential Education The Cooperative Program in Outdoor and Experiential Education and preparation for professional work in alternative settings. The program is based on experiential education theory with emphasis on methodologies to see on experiment education newsy with emphasis on inencoloogee appropriate to variety of environmental contexts and to all teaching sub-jects. Also considered are the development, organization, operation and evaluation of experience-based educational programs. These include com-munity education, adventure programs, rehabilitation for special popula-tions, environmental education and outdoor education.

Education Programs 13

Admission Applicants must meet the regular admission requirements for all B.Ed. candidates applying to Primary-Junior. Junior-Intermediate or Intermedi-ate-Senior programs. Concurrent program students also may be included within the Cooperative program if they meet the admission criteria for the program and can arrange appropriate concurrent internship placements in the Kingston area. Applicants should have education and work experi-ence that would enable them to profit from the program. A strong ac-demic discipline is an advantage. Their career interests should have a ser-vice orientation. They should be able to teach and learn effectively in settings whose values draw on humanistic Coundations. The readiness of settings whose values draw on humanistic foundations. The readiness of applicants will be assessed by a resume and a personal interview. Candi-dates 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 admi

Program Format PHASE1

A ten-day residential interdisciplinary study period (May 1 to May 10).

A vertail result and interdisciplinally study period way i to study to See Special Studies course SFPC 217.
 b Two six-week supervised internships at selected outdoor or other expe-riential education centres. See A literate 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 SFEC 217.

PHASE II Candidates then enter the regular Fall and Winter Faculty of Education 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 writer and Special Studies course SPEC 242 during the fall and week of April. It is recommended that the Foundational Studies course FOLN 454 Fhilosophy: Teachers and the Law be chosen as one of the Foundational Studies requirements. An additional tuition fee is required for Phase 1. The three Special Studies course require charges for food and the Phane function of the studies course require charges for food and the studies of the studies course require charges for food and the studies of the studies course require charges for food and the studies of the studies course require charges for food and the studies of the studies course require charges for food and the studies of the studies course require charges for food and the studies course requires the studies course require charges for food and the studies for the studies course requires the studies the studi

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

Early Primary Education

Early Primary Education The Early Primary Education option is organized to allow a small number of candidates within the Primary-Junior Consecutive BEd. program to be selected to concentrate their studies at the Early Primary Ivee! – Kinder-garten and Grades 1/2, during the fall term. Five features differentiate this concentration from the regular Primary-Junior program. - Curriculum, Stills and Foundations courses are designed to facilitate

this specialization; b The program takes an integrated apporoach and many of the student

assignments reflect this; c An extended seven week practicum in one setting instead of the regu-lar four week pattern is scheduled for the fall term;

22 Education Programs

Candidates who elect an Honours degree in Arts and Science will nor-Candidates who elect an Honours degree in Arts and Science will nor-mally devote the entire fourth year to the completion of that degree. In the final year, candidates complete the requirements for the B.Ed. degree in the faculty of Education. In the fall term, candidates enrol in two full courses in Curriculum in the chosen divisions (Primary-Junior, Junior-Intermediate, Interrendiate-Senior), one half course in Professional Skills (SKI: 146, 147 or 148), and any remaining Foundations requirement; total of 1.5 Foundation courses are needed to graduate. As well, there are two Practicum components PRAC 180, School Law and Policy, and PRAC Clif. ubble constitute of one are two Investment energing Interplating regulate 169, which consists of one or two two-week practice teaching rounds (depending on the chosen divisions) in the fall, and an Internship consist-ing of a 10 to 14-week school assignment in the winter.

Division Prerequisites Candidates entering the final year of the program must meet the prerequi-site requirements in effect at the time of their admission to the Concurrent

Note Approved teaching subjects in the Junior-Intermediate Program are: Dramatic Arts, English, French, Geography, General Science, History, Mathematics, Music (Vocal or Instrumental), Physical and Health Educa-tion, and Visual Arts. Approved teaching subjects in the Intermediate-senior divisions are Computer Science, Dramatic Arts, Biology, Chemistry, History, English, French, Geography, Mathematics, Physics, and Visual Arts

As these approved subjects may change, candidates are advised to con-sult annually the Calendar of the Faculty of Education.

Continuation in the Concurrent Program Academic progress will be reviewed at the conclusion of Years 1 and 2. Candidates placed on academic probation by the Faculty of Arts and Sci-ence 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 1988).

Certification Successful candidates who are Canadian citizens or permanent residents are recommended to the Ontario Ministry of Education to be awarded the Ontario Teacher's Certificate. Another requirement for recommendation or 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.

registration. 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 Faculty of Education. In the case of candidates taking Junio-Intermediate or Intermediate-Senior, the teaching subject(3) are listed. Candidates in the Technological Studies Program will have this qualification recorded along with the subject and level undertaken.

Education Programs 23

Holders of the Ontario Teacher's Certificate may earn additional qualifica-

tions and these will be entered on a revised Ontario Teacher's Qualifica-tions Record Card. These may be Additional Basic Qualifications (such as Primary if Junior-Intermediate is listed under Basic Qualifications) or

Primary II junior-intermediate is listed under Basic Qualifications) or other Additional Qualifications (such as Special Education, 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 on subjects and the Honour Technological Studies Special-ist (formerly Vocational Type A). In both cases teachers must attend a

as domeny vocational yype A/, in both case teachers must attend a summer seminar. Admission to this seminar requires that the teacher meet the academic requirements and have taught two years in Ontario, one of which must be in the speciality subject. The academic requirement for the Honour Specialist is a four year degree beyond Ontario Grade 13 and nine full courses in the speciality subject. The academic requirement for the full courses in the speciality subject. The academic requirement for the subject. The speciality subject. The academic for two subjects, fourteen the speciality subject. The academic for two subjects fourteen the speciality subject. The academic speciality of the speciality subject. The speciality subject. The academic speciality of the speciality subject. The academic speciality of the speciality subject. The speciality subject. The speciality subject. The academic speciality of the speciality subject. The speciality sub

full courses in the specially subject. In the case of two subjects, fourteen courses in the two specially subjects are required with at least six full courses in each. In all cases the average of the courses in each specially subject must be a 8 standing. The specific admission requirements for the Honour Technological Studies Specialist include three subject areas listed on the Ontario Technological Studies Specialist include three subject areas listed on the Ontario Technological Studies of the second areas disted at the Advanced Level, one year of post secondary education, and two year's teaching experience in Ontario, one of which must be in Technolog-ical Studies. (Refer also to the section on Continuing Education.)

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

Change of registration Students wishing to make changes in course registration may do so on or before the appropriate deadline (see Sessional Dates) by completing an academic change form available in the Registrar's Office. After the deadline date for adding or dropping courses, any course registration changes must be authorized by the Associate Dean (Program).

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

A student discovering an exam scheduled at the same hour as a religious

observance should report the conflict to the Registrar's Office as soon as possible. Individual arrangements are made for each student.

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.

Further Qualification

Academic Regulations

Change of Registration

Course Requirements

Religious Observance

Academic Dishonesty

18 Education Programs

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

Practicum

Practicom Three components must be completed in the practicum. Candidates must pass PRAC 160, Student Teaching. This course comprises eight weeks of supervised student teaching in selected schools and a week of student teaching in April in a school selected by the candidate. With respect to travel and accommodation arrangements involved in supervised student teaching, candidates should note that they will be required to provide for the costs of such travel and accommodation. Candidates will complete PRAC 170, Service Learning. The final component to be completed in the Practicum is PRAC 180, School Law and Policy.

Special Studies Candidates must complete one half course in Special Studies. These offer the candidates the opportunity to be involved in courses of special inter-

Technical Proficiency Examinations for Technological Studies Candidates SERVICE CHARGES

Examinations are regularly scheduled as follows: THEORY during the first week of July during the first week of January

PERFORMANCE during the Fall term, as arranged by Queen's.

Winter and Intern	ship Candidates	\$ 160
(Regular and Indi	tion Course Candidates vidualized)	
Basic Level		100
Advanced Level		160
External and Rewrite	Candidates	
Basic Level	Theory	50
	Performance	125
Advanced Level	Theory	100
	Performance	170
Special Arrangement	t Surcharge	
Special arrangeme accompanied by p	ents must be requested in ayment of exam service cl	writing and must be harge.
Basic Level	Theory	25
	Performance	50
Advanced I med	Theorem	25

Performance

20 Education Programs

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

SPEC 213

TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM 5.0 credit

Education Programs 19

See also the section entitled The Program Components	
Foundational Studies Courses numbered from FOUN 414 TO FOUN 496	1.5 credit
Curriculum CURR 372 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 credit
Professional Skills Course SKIL 146	0.5 credit
Practicum PRAC 160 Student Teaching PRAC 170 Service Learning Practicum PRAC 180 School Law and Policy	0.5 credit
Special Studies Courses numbered from SPEC 201 TO SPEC 299	0.5 credit
TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM	5.0 credit
Junior-Intermediate Program Components See also the section entitled <i>The Program Components</i>	in the second
Foundational Studies Courses number from FOUN 414 to FOUN 496	1.5 credit
Curriculum CURR 375 Communications, J-1 (0.5) CURR 376 Social and Environmental Studies, J-1 (0.5) CURR 377 The Arts, J-1 (0.5)	2.0 credit
plus one Intermediate Teaching Subject selected from ever courses from CURR 312 to CURR 380	-numbered
Professional Skills Course SKIL 147	0.5 credit
Practicum PRAC 160 Student Teaching PRAC 170 Service Learning PRAC 180 School Law and Policy	0.5 credit
Special Studies Courses numbered from SPEC 201 to SPEC 299	0.5 credit
TOTAL REQUIREMENT FOR THE JUNIOR-INTERMEDIATE PROGRAM	5.0 credit

Primary-Junior Program Components

Education Programs 21

Concurrent Teacher Education

Concurrent Teacher Education In cooperation with the Faculties of Arts and Science of this University and of Tent University in Peterborough, a concurrent teacher education program is Offered Whereby candidates complete Education courses con-currently with their Arts and Science courses. Concurrent degrees are BA/BEd, and BA/Ghooun/BEd. BSc/BEd. and BSc/Honoun/Bed. With the strong field-centred orientation of the Education components, the Concurrent program has the advantages of catrying vocational inter-tion of the Science Control of the Education components. the Concurrence program has the auvaluages of carrying vocational inter-est, sharpening awareness of issues inherent in teaching and learning, and achieving better integration of academic and professional studies. From the initial year candidates are provided with in-school experiences which form the basis of theoretical studies. The educational portion of the pro-gram is developmental in nature culminating in a four month internship in the final year.

Admission Candidates for the initial year of the Concurrent programs apply through the Ontario Universities' Application Centre for Queen's University or for Trent University. Application to the Concurrent education program is made at the same time as application to Arts and Science.

Admission by Transfer

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 Uners's University or at from year 1 of another university to Year 2 at Queen's University or at Trent University. Enquiries should be directed to the Assistant Registrar (Admissions), Queen's University or the Teacher Education Office, Trent University, Peterborough. Candidates who wish to transfer into Year 2 of the Concurrent program must complete a supplementary information form. The number of transfer spaces available will vary from year to year depending on enrolment levels in the Concurrent program

Program Format The Concurrent B.Ed. degree requires the successful completion of five The Concurrent B.Ed. degree requires the successful completion of five courses in Education: two courses in Curriculum, one and one half course es 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 tend-ay rounds of practice teaching and the internship. In Year 1, candidates normally enrol in five full courses in Arts and Sci-ence and in the following courses in Education: the half course SPEC 236, introduction to Schools and Teaching, and PRAC 170, Service Learning, In Year 2, candidates normally enrol in five full courses in at an end Sci-In Year 2, candidates normally enrol in five full courses in Arts and Sci-ence and in the following course in Education: PRAC 167, which requires fifteen hours of classes on teaching skills and ten days of practice teaching.

As well, students will take a half course in Foundations. As well, students will take a half course in Foundations. In Year 3, candidates normally enrol in five full courses in Arts and Sci-ence and in the following courses in Education: PRAC 168, which requires ten days of practice teaching, and one or two half courses in Foundations.

24 Education Programs Supply Teaching

Students may be released from regular classes for supply teaching according to the following guidelines: No student will be able to do supply teaching where a regular supply

teacher is available. The school agent must confirm in writer a regular suppry teacher is available. The school agent must confirm in writing that these possibilities have been exhausted. 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 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. The Registrar's Office will administer the pol-cy and initiate any and all approval arrangements with instructors neces-sary 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
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 Registrar's Office shall be clearly indicated on the list.

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

pass fail

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 available in this course The honours grade is awarded solely on the basis of quality of work done, as determined by the instructor.
 Additional academic record entries are:

AU - Audit only CR - credit

IN – incomplete AG – aegrotat grade NW – course not taken

NW - course is made up of two or more components, students must pass all components in order to pass the course. 35 When a student has failed a course or a component of a course in the B&D Degree program, in the Outdoor and Experiential Education Pro-gram, in the Artist in the Community Program, in the Diploma in Techni-cal Education or in the Continuing Education Program, and wishes to undertake an alternative course or component in substitution for the course or component that has been failed, the Faculty's administration shall not approve or make available any alternative course or component

for the completion of a course. At the end of the academic year the instruc-tor will draft a statement indicating work to be completed and the due date with copies provided to the student, the Registrar and the Associate Dean. Incomplete (IN) is automatically converted to Fail (F) 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.

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

ness intervened

such by the Faculty Board and so indicated on the list referred to in Item 1 above. Within two weeks of that date, students shall be advised by the University Registrar's Office of all their grades. 8.2 Faculty advisors will be notified by the Registrar's Office of the grades of their advisees, with a specific note of those advisees who have a Fall (47 or whose progress is otherwise deemed unsatisfactory it shall be the responsibility of the faculty advisor to counsel any of his advisees whose progress is unsatisfactory and to make a written report to the Reg-istrar's Office as soon as possible.

any time Learn or the Faculty in consultation with the Faculty Board, may any time, exercise the discretion of his Office to ensure that all candi-dates for the B.E.d. degree, the Dip in Tech.Ed. and the Ontario Teacher's Certificate conform satisfactorily with the general professional and ethical requirements of teachers as described in Section 233 (2) and 235 of the Education Act.

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without prior consultation with the appropriate area or discipline group in the Faculty to determine the suitability of the proposed alternative required. 4 The Credit (CR) shall be recorded only for those courses or compo-

The credit of share be recorded only for those courses or compo-nents which the Faculty Board has determined are not to be graded.
 The incomplete (IN) is a temporary designation which is used when, in the judgement of the instructor, a student merits an extension of time

The Programs Committee has the authority to make exceptions to these

bers 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 ill-

ness intervened. 7 No grade may be changed by administrative flat. 8.1 It is the responsibility of each course instructor to report final grades for fall term courses, and interim grades for all appropriate sessional courses, to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those course determined as such by the Faculty Board and so indicated on the list referred to in Item 1

istra's Office as soon as possible.
6.3 It shall be the responsibility of the Registrar, the Associate Dean, and the Dean to take any further action.
9.1 To be eligible for the EL4 degree, the Dipin Tech.Ed, and any teaching certificate, a student must have grades of H, PA, PN, AG, or CK in all the minimum required courses or components of the program.
9.2 The Dean of the Faculty in consultation with the Faculty Board, may a target time gravities on the Conference on th

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matrix of modern schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social cor text on adolescent behaviour.

FOUN 457/0.5 Psychological Processes of Reading and Writing (P) This course is designed to develop an understanding of reading and writing processes. There will be an emphasis on how predagogical and curricu-lum decisions are affected by theoretical views of these processes. A prime focus of the course is to demonstrate the developmental nature of lan-

FOUN 476/0.5 Psychology - Exceptional Children (P J15) This course is intended to help students identify the exceptional child or addescent 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 Calor more a minimum in an accurace average include the use and winds experiencing difficulty in a specific area. Topics include the use and impli-cations of the use of terms 'normal' and 'exceptional' by: a) educators; b) the helping professions, such as social workers, psychologists, and psy-chiatrists; and c) the public at large. Specific lectures will cover maladuat-ed behaviour as revealed in the classroom.

History and Philosophy of Education Courses in this area represent the ways in which philosophical, jurispru-dential and historical expertise can be brought to bear upon problems con-cerning educational aims and objectives, the analysis of issues in educa-tional practice and policy, the analysis of the law as in relates to education, and the historical and comparative analysis of schooling.

FOUN 414/0.5 Contemporary Education Abroad (P J I S) The international orientation of this course is intended to promote a more

expansive view of education among candidates in general, and also to accommodate those who may be interested in teaching abroad at some time. Four major models of education – those of the United States, Britain, time: routinapoint models of ecucation — those of the Onice States, of hairs, of the prance and the Soviet Union — are considered in terms of their characteris-tic approaches and of their significance, positive or otherwise, for educa-tion in the Third World.

FOUN 415/0.5 Comparative Education – Canadian Education PIIS

FOUN 415,0.5 Comparative Education – Canadian Education (P 115) in Comparative Perspective Current issues in Canadian education are identified within their immedi-ate settings and them discussed in terms of a range of relevant internation-al and historical comparisons. These issues typically involve interaction between schooling and various social, economic, political and personal factors, and have important implications for the organization, ownen and to promote a sophisticated avarenees of the global and local expressions of this interaction, and of its varying effects on the role of the teacher as social acent and as personal model. social agent and as personal model.

FOUN 432/0.5 The Separate Schools of Ontario FOUN 432/0.5 The Separate Schools of Onlario (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 acquaint them with some comparable systems in other Canadian provinces and abroad. The course caters to students who may wish to teach in Catholic schools at Courses of Study 29

home and elsewhere, and to those with an interest in church-state relations as these affect denominational schools in general

FOUN 440/0.5 Philosophy - Understanding Teaching (P 115) This course is intended as an introduction to the philosophy of teaching young children. Topics will include the nature and aims of education, the activities of teaching and learning and the structure of the curriculum.

FOUN 441/0.5 Philosophy – Issues in Grading and Evaluation Theory (P J15) This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification an include use process involved in the isoenineation and specification of criteria, testing and judging the 'object' to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems fac-ing classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading. Letter Grading. Two-value Grading and Anecdolal Reporting will be examined. The relation between the systems are applied and the system of the system of the systems and systems and the systems and the system of the system of the system of the systems and the system of the system of the system of the systems and the systems and the system of the system of the system of the systems and the system of the system of the system of the system of the systems and the system of the system of the system of the system of the systems and the system of th systems of grading and various instruments of evaluation including tests of academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and learning.

FOUN 413/0.5 Philosophy – Poetic Theory (0.5) This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of poetry.

10014 444/0.5	ranosophy of Education for Teachers of	(P)15
	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 bio-logical sciences. The insights derived from this study will prove particu-larly 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 448/0.5 Philosophy – Aesthetic Education

Tours 4440.3 Philosophy - Aesthetic Education This course will examine a number of problems that are of particular con-cern 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 arts of that we may be in a better position to bring others – most notably our students – to share in that appreciation.

FOUN 454/0.5 Philosophy – Teachers and the Law (P | 1 5) Through the study of cases brought against school boards and teachers, Invogin the study of cases brought against school boards and teachers, this course will preview the jurisprudence and analyze the standard of pro-fessional responsibility that the law requires. Cases will be studied that involve injury to pupils in the gymnasium, aboy 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 al laboratory by child welfare legislation. all teachers by child welfare legislation.

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Code of Conduct

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 responsibility for the inforcement of the Code rests with the Alma Mater Society. Inc. and the Graduate Student Society on behalf of the Senate. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the

Recommendations for expussion or suspension must be norwarded to the Senate for approval. In general terms, acceptable conduct does not infringe the rights of other members of the University community and conforms to the negula-tions of the University and its subordinate jurisdictions and to the law the land. Hence it must be emphasized that the University's system of non-academic discipline should not be regarded as a substitute for the effect or seminate law but rather as a complementary system that may be civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguishable commu-nity of interests. The following conduct is unacceptable and constitutes an

offence within the university community: a 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 officials of the University acting within the scope of their authority;

within the scope of their adultity, e assault, sexual harassment,* theft, or other forms of intimidation, van-dalism, 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 uni-

versity organization; d all forms of academic dishonesty such as plagiarism, cheating, furnish ing false information to the University, forgery, misuse of university docu-

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

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



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Course Weights

Weights are assigned as full or half credits. The course weight follows the course number preceded by (/); CURR 303/1.0 is a full course. FOUN 487/0.5 is a half course.

Foundational Studies

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

Note Courses in Foundational Studies are intended primarily for specific For Courses in roundational social are menacing primarily for specing 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 (PI)s appears to the right of the course number and name, then this course is appropriate for candidates in the Primary Division or the Junior Division or the Intermediate Division or the Senior Division.

Educational Psychology Courses in this area are 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 n educational settings

FOUN 463/0.5 Psychology – Culture and Education (P J1 S) This course explores the collective, cultural aspects of learning and development. Humans do not learn in isolation, but within a particular cultural context of ecological, social, cognitive, and linguistic systems. The 'real life' learning models of majority and minority cultures in Canada (and certain other regions) are studied in relation to formal school learning. Through exposure to a diversity of cultural learning models, with an emphasis on native cultures, students are encouraged to expand their teaching repertoires and to deal with life/school discontinuities in learn-

FOUN 444/0.5 Psychology – Learning and Development in Childhood (P) An overview of learning and development in childhood with emphasis on classroom applications from indiary to grade 6.5 Special attention is paid to the interface between teacher and student characteristics within the social natrix of modem schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social con text on children's behaviour.

FOUN 465/0.5 Psychology - Learning and Development in Adolescence (I S) An overview of learning and development in adolescence with emphasis on classroom applications in grades 7-OAC. Special attention is paid to the interface between teacher and student characteristics within the social

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Educational Contexts

While specific courses in this area are based upon an examination of eduvisite specific consistent use are are cased upon an examinator of each cational problems from a political, legal, social or economic perspective, the shared focus of the courses in this area is to assess the impact of the setting of educational institutions upon educational activities.

setting of educational institutions upon educational activities. FOUN 482,05. Human Dimensions in Tacking and Learning (P115) This course foaters 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 manage-ment and evaluation. Through study of four basic human dimensions, candidates are invited to develop deeper self-awareness and a capacity to relate more positively and vitality to their students. The ocurse has developed with the assistance of colleagues, both faculty and students, and is influenced by the writings of James Luther Adams, Martin Buber, Riane Eislee, Erik Erikson, Marilyn Ferguson. Fritiof Capra, Paulo Ferier, Elizabeth Dodson Gray, Staniska Grof, Rollo May, Jean Baker Miller, Jean Vanier, and Daniel Day Williams. The course calls for self-directed learning and mutual exchange through

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

POUN 485/0.5 Sociology of Deviant Behaviour (P115) A review of sociological theory which explains the causes of deviant behaviour is followed by a discussion of the teaching strategies and meth-ods which are used to change these behaviours. Parents and educators 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: (P115) Educational and Social Implications This course examines the concepts and strategies for implementation of the policies of multiculturalism in the schools. It explains the history and philosophy of those policies, and examines attitudes, assessment procedures and counselling issues in a multicultural society.

FOUN 487/0.5 Sociology - Education and Society

run var/Ro.3 sectedge-futuration and Society (P115) The course will explore the role of the teacher and the school in social transformation. The primary question will be whether the school simply reflects and ensures the survival of the present social structure, or whether it can contribute to the shape of the future. The class will choose current social, economic and political issues and examine their implications for educators and schools.

FOUN 490/0.3 Sociology – Seminar in Social Class and Gender (P115) and Race in Education A student's achievement in school is better predicted by his/her social class, sex/gender and race than it is by any teacher behaviour, curriculum change or school organization. In this course we will examine and develop a critical understanding of the implications for children's educational

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experiences of the effects of social class background, sex/gender differ-ences and racial background by focusing on three specific areas: 1) How is school experience affected by the cultural context of hidman's lives as these are lived in their homes, in their places of work and leisun; in their peer groups and in the school? 2) How ochehols respont to these real or imagined differences? How does the culture of the school, the atti-tudes and expectations of teachers, the images in textbooks and the way, curriculum content and provision is carried out contribute to the way chil-dren experience the school? We will coarnie their social class, sex/gender or race background; 3) we will locate school practices as a part of the larg-er social context within which schools exist. Special attention will be placed on developing the skills for a critical perspective which teachers inght use to better respond to the diversity of student needs. The seminar format is highly interactive between students and instructor throughout the course readings and assignments. the course readings and assignments.

FOUN 491/0.5 Sociology of Education for Secondary School Teachers The major emphasis in this course will be given to the dynamics of interaction within the classroom setting. Disciplinary practices and teaching methods will be analyzed. The impact of adolescent subcultures, social class, ethnicity and other social forces influencing education will also be studied within this context. Some time will be spent on innovative prac-tices in the schools and the essential characteristics of the Ontario educational system

FOUN 494/0.5 Sociology - Explorations in Learning Environments in (P11)

FOUN494/0.5 Society- Fubrations in teaming twivenments in the fumerary School The Demotrary School Society of the Society of the Society of Soc

ment(s) might become more consistent/compatible with the chil dren's world.

POLV 959/0.5 Professionalization of Teachers (P115) The course rests on the belief that teachers should not only know some-thing about the nature of the teaching profession and its place in society. Teach-ers can more effectively serve their pupils by facing such questions as the nature of the education bureaucracy, the purpose and activity of the teach-

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CURR 322/0.5 French (Intermediate)

Candidates for this course are expected to possess a high degree of ability 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:

Canada. Candidates wit: 1 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 methodolo-

gy advocated by the authors of textbooks and materials used in schools; gy auvocated of the authors or textbooks and materials used in schools; 4 prepare materials and activities to develop learners? French commu-nicative skills in a sequential program from Grades 4 to 10; 5 examine available tests and prepare sample tests to measure learners' level of competence and performance in French. This course leads to eligibility for admission to Part 2 of the Ontario

Ministry of Education three part Specialist qualification in French as a Sec-ond Language. Graduates of an Honours program in French 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 different this come was provide instruction in plentaing and presenting university types of lessons used in the teaching of geography. The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geography at the intermediate level. Throughout the course, efforts will be made to strengthen those per-sonal qualities that enhance the teaching process and to eliminate those that do not. Evaluation will be based on the following areas of perfor-

nance: classroom participation

regular assignments
 peer group teaching.

CURR 328/0.5 Science - General (Intermediate)

This course will examine the basic methods of instruction for the Interme-diate Division Sciences. Special attention will be given to implementation of the Intermediate Science Guideline of the Ontario Ministry of Education. Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, in advantagement and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of Science teaching in socially relevant issues.

CURR 336/0.5 History (Intermediate) This course is designed to assist candidates to explore ways of establishing effective history programs, grades 7-10. Candidates will learn how to

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implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material will be examined and candi-dates will develop a unit stutiable for classroom implementation. Evalua-tion strategies will be explored. Considerable time will be devoted to help-ing candidates improve their knowledge and understanding of the forces and individuals who have helped to develop Canada.

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er unions, the teacher-parent balance of power, and, not least, the efficacy of the school as a place of learning for citizenship in a democracy. In summary, the course is intended to launch the student teacher on a search for the meaning of professionalism in the public system of education.

Curriculum

PRIMARY - JUNIOR PROGRAM

CUR8 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: I knowledge and understanding of Ontario Ministry of Education

a knowledge and support documents on reading and writing;
 knowledge and understanding of the reading and writing processes; 3 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.

CRR9.72(0): Anthematic Winnary-lance) The purpose of this course is to familiarize candidates with the content of the mathematics curricula in the Primary-lance) the mathematics curricular 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 mathe-matics instruction matics instruction.

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

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

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

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

ponents: Social Studies This component is designed to assist candidates to explore ways of establishing an effective social studies program. Candidates will learn how to implement a variety of teaching strategies appropriate to stu-dent needs and Ministry guidelines. Resource material will be examined and students will develop learning materials suitable for classroom impleand accounts will detergo featuring a line task studies to characterize the internation. A variety of evaluation strategies studies to characterize *Environmential 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, nat-ural phenomena, the outdoor setting, and the integrated learning experi-rul phenomena, the outdoor setting, and the integrated learning experience

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they wish to express and allows them to represent their experiences and their thinking through language and mathematics. This course has two

Reading & 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 Interme-diate grades of an elementary school. Emphasis will be given to the development of basic pupil skills in reading, writing, speaking and listening, Consideration will be given to the concept of Language and Reading across the Curriculum.

across the Curriculum. Mathematics (Junior and Grades 7 and 8) This component is designed to familiarize candidates with the content of the mathematics curricula in the Junior and Intermediate Divisions and with a variety of methods for effecjunior and intermediate Divisions and with a variety of methods for effects tively teaching fundamental numbernatical concepts. Candidates will use and analyse a wide range of resources. It will also provide an opportunity to examine Ministry of Education guidelines relating to the teaching of mathematics in the junior and Intermediate grades 7 and 8. The acquisi-tion of a positive atitude toward mathematics and its teaching is seen as a bin or a positive annuale loward mannematics and its reaching is seen as a high priority. Students will be required to demonstrate to the satisfaction of the instructor competence in the Mathematics 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 rela-tionships of the child's world in time and space. This course is comprised

of two distinct components: Social Studies (Iunior and Grades 7 and 8) This component is designed to assist candidates to explore ways of establishing an effective studies pro-gram. Candidates will learn how to implement a variety of teaching 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.

will be examined. Science (Junior and Grades 7 and 8) This component views science activities in the elementary school as a basis for developing social and communica-tion skills. Candidates will prepare teaching materials aimed at stimulatnon-skus. Cardinates will prepare teaching materials ameed at sumulat-ing inquiry into natural phenomena and associated value issues. Varied teaching methods will be explored to achieve an inquiry orientation. These include using the out-of-door, project work and activity centres.

CURR 377/0.5 The Arts

CURR 377/05 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 funior and Intermediate divisions. This course will prepare candidates to implement the Arts in the classroom. Candidates will also be enabled to enhance their me rule classical call appreciate with also be endoted to endote the order and personal development and appreciation of the 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 InterThe course includes work in sample units and group practice in curricu-lum adaptation and development. Starting points for curriculum considerations are used in a range of problem contexts, including that of environ-mental issues. The latter are explored as a vehicle for promoting wise decision-making in the future.

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CURR 374/0.5 The Arts (Primary-Junior) Children's growth and development are fostered through his imagination, emote scolarities and development are observed unloger to magnatom, 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 communicate. The continued development of this personal and creative expression is a major aim of the Arts. Although there are four distinct components (Visual Arts, Drama, Physical Education and Music), each provides for this development in its own unique way. Note Three of the following four Arts components are required for credit

in this cou

in this ocurse: Visual Arts This component explores the needs of children from kinder-garten to Grade 6 in Art Education, through investigation of resource materials and studio sessions. It is intended to sharpen the focus on the levels of creative and mental growth and children's experiences when planning curriculum, selecting media and developing a Visual Arts program designed to enhance children's visual aware ess, sensitivity and

gain to estigate to entimite a structure is visual awareness, sensitivity and appreciation. Drama This component offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques in teaching various subject races.

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

Physical Education This activity-based component is designed to provide Project Education I instactivity-oased component is designed to provide the student teacher with sufficient knowledge and skills to develop a pro-gram which provides meaningful experiences for the children in the gym-nasium. A rationale along with the related activities, will be developed, dealing with the nature and development of motor skills in young children. This component will examine curriculum concerns and familiarize the candidate with the activities and gymnasium organization for children at these levels. In addition to motor skills, activities covered will be cooperative and traditional games, gymnastics (movement education) and rhythmics

JUNIOR - INTERMEDIATE PROGRAM

CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

CURR 375/0.5 Communication Communication has both expressive and receptive components, involving all the ways in which children receive and interpret the ideas, attitudes and feelings of others. Communication also allows children to record what

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CURR 366/0.5 Music - Instrumental (Intermediate)

Music at this level is most effectively taught by teachers with considerable music background and previous experience with band or orchestral instruments

There will be little discussion of the fundamentals of music. The empha-sis will be on developing and improving competence in teaching music and developing student assthetic and creative opacifies in a musical envi-ronment using materials and approaches relevant to the intermediate evel. Classes are taken in conjunction with a portion of the Intermediate

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

CURR 380/0.5 Visual Arts (Intermediate)

A course concerned with the practical needs of the teacher of Art working 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 addition-al knowledge and skills in studio practice.

ar knowledge and skins in studio practice. 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 Requirem

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

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

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

CURR 331/1.0 Science – Physics (Intermediate-Senior) Students electing any *one* of the three credits in Science Education (Biolo-gy, Chemistry, Physics) may be sectioned so that each of the Science Edu-cation classes consists of a mixture of candidates in each of the disciplines. The course will examine basic methods of instruction common to all sci-ences. 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. Meth-

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

CURR 309/1.0 Computer Science (Intermediate-Senior) This course is designed for those students who wish both to teach Com-puter Studies courses and to prepare themselves for leadership in integrat-ing computers into the secondary school curriculum. The course will prepare students to teach courses in Computer Studies, Computer Science

and Technology, and Computer Science, not in Data Processing or Com-

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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 mathematics courses through an exami-

Contents of the interincipation is even induced in the content of a variety of teaching and the content of the

The acquisition of a positive attitude toward mathematics and its teach-ing is seen as a high priority. Students will be required to demonstrate to the satisfaction of the instructor competence in the Mathematics content

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

There will be little discussion of the fundamentals of music. The empha

sis will be on developing and improving competence in teaching music and developing student aesthetic and creative capacities in a musical envi-ronment 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. Graduates of an Honours program

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

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

materials, and resources for those topics stipulated by the Ontario Min-istry of Education guidelines for the Intermediate Division. The physical

A program overview, both curricular and co-curricular for the Intermediate diate Division as stipulated in Ontario Ministry of Education documents.

The use of a supported tracking the tracking of the state of a support of the state of a support of the state of the state

3 Identification of those factors that will provide a safe learning environ-

4 Various methods of evaluating students and reporting results to par-

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

education course will focus on the following areas:

CURR 350/0.5 Physical and Health Education – Women (Intermediate)

that they could reasonably be expected to teach.

CURR 346/0.5 Music - Vocal (Intermediate)

Intermediate Division.

and technology, and computer Science, not in Data Processing or Com-puter Technology. In preparation for teaching, students will: study the curriculum guide-lines and Ministry regulations, develop course outlines and learning activ-tites, study the teaching of programming, and learn how to organize com-puting 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 bases, telecom nications facilities, and software development.

Students will have an opportunity to learn: through coaching peers, stu-dents, and teachers; through reflecting and reporting on personal learning experiences; through analysing 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 they expect to be teaching and to other courses; and through form and justifying an approach to computers in secondary education.

CURR 311/1.0 Dramatic Arts (Intermediate-Senior)

A course concerned with the theory and practice of drama in education. A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of personal resources in dramat-ic expression through improvisation and group project work. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context. This course aims at preparing candi-level course according to subject-through edge atvanced level courses according to subject-through edge renegation. This course leads to eligibility for admission to Part 2 of the three part Desclaids traditionion in Dramatic Arts. Graduates of an Homours pro-

Specialist qualification in Dramatic Arts. Graduates of an Honours pro-gram in Dramatic Arts normally meet the academic requirements for on to the one session Honour Specialist qualification

CURR 313/1.0 Economics (Intermediate-Senior) (Concurrent only) 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 inques. 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 Economics, includ-ing that of Massialas and Lee on Inquiry methods and Oliver, Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson plan-ning and test design. Candidates should note that: History and Economics acadidates used in the hearest provide the structure of the students of the structure of

1 History and Economics candidates will take the same instructional Pristory and Economics candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required competencies.
Only one of History and Economics can be selected as a teaching sub-

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

CURR 317/1.0 English (Intermediate-Senior) The course is designed to prepare prospective teachers for the teaching of English in the high school. The program stresses careful explication and

mediate pupil in Art Education. Attention is given to the child's developmectate pupil in Art Education. Attention is given to the Child's develop-ment and in the design of 4^{13} scala Arts program to meet this end. Drama (lunior and Grades? 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 technologues in teaching various subject areas. Music (Junior and Grades 7 and 8) This is an introductory component of the methylic plane in the Junior elamondist the sub-rest Table component for the

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teaching of music in the Junior-Intermediate years. This component focus-es on the integrative aspects of music in the curriculum and introduces strategies and materials suitable for sequential teaching of music. Experi-

ential learning will be emphasized. *Physical and Health Education (Junior and Grades 7 and 8)* The Health Educa-tion 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:

I an overview of the program of Physical and Health Education, and its objectives; in the Junior and Intermediate Divisions, as stipulated in Ontario Ministry of Education documents

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

4 the development of methods, organization considerations, and skills related to educational and formal gymnastics.

INTERMEDIATE TEACHING SUBJECTS

CLIPP 312/0.5 Dramatic Arts (Intermediate)

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 dramat-ic expression through improvisation and group project work. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands placed on a teacher of Dramatic Arts and a variety of teaching techniques which can be applied in this context.

The aim is to prepare and dates to teach a first course in Dramatic Arts in the Intermediate Division, and to serve as a resource-teacher who can assist in the use of drama as a learning method.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Dramatic Arts. Graduates of an Honours pro-gram in Drama normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CURR 318/0.5 English (Intermediate)

This course is designed for prospective teachers of Intermediate grades, who have university background in the subject of English. The program stresses careful explication and imaginative presentations of literature with the primary aim of helping students to see with feeling. The 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 semorder 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 (Concurrent

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

PRAC 169 Internship (Concurrent) 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 anea

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 Program 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 Edu-cation (mid May to the end of June). The second will take place in nonschool board settings during July and August. The internship will include supervision and completion of practicum-related assignments. An addi-tional tuition fee is required for this course and for SPEC 217 which together form PHASE I of the Cooperative Program.

PRAC 170 Service Learning Practicum in Schools or Alternate Settings

In order to qualify for the degree or diploma, all students must successful-ly complete PRAC 170 during the academic year. This course complements the prescribed practice teaching rounds with a self selected practicum of of 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 stimacusents integrate acusentic tearing on a continuing basis and C to sum-ular erflection on the nature of personal and professional development. PRAC T70 is based on an adult learning model, and with assistance from the Service Learning Office students will take responsibility for determin-ing their own placement and negotiating their own learning expectations. The learning outcomes from this Practicum are determined by the individ-

The balancing outcomes from this Franciscum are determined by the individ-ual's objectives and degree of involvement. As with student teaching, students are expected to learn and contribute their services in a professionally responsible manner. Guidance will be provided during the practicum by a hosting professional such as a volum-teer coordinator, a teacher, or an agency representative. Student evaluation in this course is shared by the student, the Faculty of Education and the Uran Professional Host Professional

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A wide variety of experiences are available to those registered in the one-year program, and consecutive students are encouraged to consider a placement outside the traditional school setting. Service Learning place-ments in alternative settings have opened up new employment opportu-nities for some; for others the experience has provided a rich base for classroom teaching. All Year 1 Concurrent students will select a Service Learning placement in a classroom setting within the regular school sys-tem, at any level from Kindergarten to Grade 10. This placement serves to introduce students to the professional teaching environment. It also pro-vides 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

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, will provide an overview of the legal aspects of teaching in Ontario. Attention will be focused on the Education Act 1974 and the Teaching Profession Act, R.S.O. 1970 and selected regulations supporting these statutes. Candidates will receive basic information about the lega 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 educa-tional programs that cut across the traditional subject boundaries in ele-mentary school classrooms. The course requirements will be met through a combination of plenary, small group, and laboratory sessions as well as field-based cogretiences.

SPEC 205/0.5 Internship Research Project

This course is reserved for students in the final year of the concurrent edu-cation program. It directs students during their internship to use the classtakin program a varies national using this minimum to use inclusion room as a setting in which to observe, to derive hypotheses about the teaching and learning process, and to carry out systematic inquiry as a means of exploring these hypotheses. The project will be carried out as independent study under the direction of the faculty internship supervi-sor with the assistance of the associate teacher. ance of the associate teacher.

SPEC 206/0.5 Open Country Explorations A challenge and discovery-focussed introduction to outdoor education involving a progressive sequence of natural and man-made forces in a

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imaginative presentation of literature with the primary aim of helping stu-dents 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, just speakers, films, workshops and seminars.

CURR 321/1.0 French (Intermediate-Senior

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

the naid written Freich. The course prepares prospective teachers of French as a second lan-guage 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. Candidates will: esamine the guidelines for the French core program published by the

Ministries of Education of Ontario and of other provinces; 2 understand the major theories of second language learning and teach-

mg; 3 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 learners'

5) prepare materiaas and activities to develop and mannam the earners motivation and positive attitudes in a sequential program from Grades 7 to 13 that includes the study in depth of grammar, oral and written com-munication, 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 Education's three part Specialist qualification in French as a Second Language Graduates of an Honours program in Prench normally meet the academic qualifications for admission to the one session Honour Specialist qualification in French.

CURR 22/1.0 Ceography (Intermediate-Senior) This course is designed to prepare candidates to teach Geography at the Intermediate/Senior level. The program will provide instruction in lesson planning, lesson presentation, different types of lessons, different methods instruction, effective questioning, the use of various instructional mate-rials, and basic skills in classroom management.

The program will also provide for an examination of those guidelines issued by the Ministry of Education which relate to the teaching of Geog-raphy at the Intermediate and Senior levels.

Throughout the course, efforts will be made to strengthen those person-al qualities that enhance the teaching process and to eliminate those that

do not. There will be three contact hours per week, with an additional three hours required for reading and the preparation of assignments. Evalua-tion will be based on the following areas of performance: 1 classroom participation 2 peer-group teaching

regular assignments

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variety of all-weather settings which require decision-making, action, and critical thinking. The program's stresses are adjustable to all readiness lev-els. All participants will be reasonably challenged. There may be opportu-nities to elect a week-end experience. Evidence is increasing that impelling experiences outside of classroom walls provide powerful opportunities for students and teachers to integrate learning. Student-teacher relationships and roles can be enhanced by sharing resources in situations when conse-quences are less escapable. There will be a charge for food and transporta-tion, and scheduling may involve some weekend time.

SPEC 207/0.5 Outdoor and Experiential Education. Part 1

This is the first course in a possible two-course sequence designed for those persons who are interested in teaching and other helping profesthose persons who are interested in teaching and other helping profes-sions which are attempting to improve the quality of human use of natural environment. It is intended to present opportunities for an intensive exploration of the educational possibilities of outdoor and other forms of experiential education including travel, work, alternate semesters, service, and other forms of community involvement. The overall aim is to help participants develop appropriate attitudes, skills, and other resources, here has an experiences. Participants which are useful in most subjects. The course involves a series on interested adventure, environmental.

extending classroom boundaries which are useful 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, pro-cess development, underlying rationales, integration possibilities evalua-tion 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 ex-gencies of outdoor activities and travel time. There will be a charge for food and transportation.

Free and usergor autom data preview in seasonally appropriate outdoor skills and instructional review in seasonally appropriate outdoor skills and instructional review in seasonally appropriate outdoor skills and inter-related environmental, and personal growth aspects will continue. Extensive attention will be given to planning, pro-gram design, sately awareness, conseeling skills, group problem to free the tevorks will be established. This course has the scene time requir-ments as for SFFC 2027/0.5 at similar food and transportation for 6c. Com-pletion of SFFC 2027/0.5 is prerequisite for entry into SFFC 2087/0.5.

preton or strik. 20/10.9 is prerequisite for entry into strik. 206/10.5. SFEC 213/0.5 Organization and Management of Technological Studies This course is designed primarily for Technological Studies Studies although students in other programs who have a technical education background or work experience may also enrol. The safe and efficient management of secondary school laboratory facilities will be examined. Included will be topics such as safety, budgeting, efficient organization of equipment and floor plans, equipment maintenance, day-to-day laborato-ry management fourtines for both individual and group situations, inver-tory, and mark records. Different computer software packages will be used

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to apply the above topics. In addition, each candidate will undertake an individualized program to update in their subject skills or acquire addi-tional related skills. This is a core course for Technological Studies students. Special permission must be obtained from the instructor to take another Special Studies course.

SPEC 214/0.5 Human Resources and Organizational Processes This course will introduce students to human resource issues utilizing the This clouds with another student is not natural resource issues attaching the discipline of analysis and theory. The course will include topics such as motivation, goal setting, leadership, decision-making, planning, organiza-tional climate and ethics, change processes, and problem solving. The pre-sentation will be focused on the special needs of beginning teachers and

SPEC 215/0.5 Education and the Writer (Consecutive students only) SPC 179425 Education and the writer (Contexcutive students only) Intended for writers enrolled in the Artist in the Community Education Program, this course will permit students and guests to explore the writ-er's relationship to society, the nature of his or her educational "mission," and the ways in which writers might become more involved in communi-ty education. The workshop format will encourage group discussion of the education. students' and guests' work-in-progress

SPEC 216/0.5 Group Process

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

SPEC 217/0.5 Educational Uses of the Environment

SPL 17/8.5 Educational Uses of the travenament (Outdoor Education students only) This two-part course is available only to students registered in the Cooper-ative Program in Outdoor and Experiential Education. Part 1 is a ten-day residential component orienting students to methods and principles of adventure activities, environmental education and skill acquisition. Part 2 adventure activities, environmental education and skull acquisition. Part 2 is a five-day residential component in which the practica experiences are analyzed, theoretical connections deepened, problems identified and the various educational uses of the environment integrated. Solos in wilder-ness 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 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 32I French (Inter-mediate-Senitor), and CURR 322 French (Intermediate) and who have passed a French language proficiency test administered by the Faculty early in the Fall Term.

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 schools of

CURR 335/1.0 History (Intermediate-Senior)

This course is intended to provide candidates with competence in basic classroom skills, including classroom management and motivational tech-niques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small-group work. Close attention will be paid to recent work on teaching history/social sci-Close attention will be paid to recent work on teaching history/social sci-nece, including that of Massials 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. Candidates will take the same instructional model but will use their respective discipline as the knowledge and skill base for the completion of their required completencies: 2 only one of History and Economics can be selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selected as a teaching sub-formation of the selection of the selection of the selected as a teaching sub-formation of the selection of t

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

CURR 343/1.0 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 at the interineutide and Senior levels. Calculates with Decoule ramma with the content of the Intermediate and Senior level mathematics courses through an examination of a variety of teaching philosophies and instruc-tional techniques appropriate to mathematics. The course will consist of

tional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, and activity approaches. The course will also provide an opportunity to examine those Ministry of Education guidelines relating to the teaching of mathematics in the Intermediate and Senior Divisions. The acquisition of a positive atiltude toward mathematics and its teaching is seen as a high priority. Students will be required to demonstrate to the satisfaction of the instructor compe-tence 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 Inter-mediate 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 quidification in Vocal Music (Intermediate Senior). Conduates of

an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CURR 347/1.0 Physical and Health Education - Men (Intermediate-Senior)

CURR 349/1.0 Physical and Health Education – Women (Intermediate-Senior) The analysis of teaching behaviour as it relates to the teaching of physical activities will be a major focus of this course. Alternative styles of teaching will be presented and analysed in detail. Students will have the opportu-

42 Courses of Study

nity to practice a number of these styles during video-taped microteaching

Gymnasium laboratory sessions will be held in basketball, dance, gym-nastics, 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.

teacting systes. The Intermediate-Senior Ministry of Education curriculum documents will be studied, and the details of sound curricular planning will be out-lined. Included in this study will be organizing core programs, detailed lesson planning, evaluation of students and programs, and maintaining a balanced program of curricular, inter-school, and intrarunal activities. Adaptations of program for basic, general, advanced, and special educa-tion students will be discussed. Health Education is an integral part of this course, and consists of

proximately twenty-two hours of class work, labs, seminars, and work-abproximately twenty-two hours of class work, labs, seminars, and work-abops. A heavy emphasis will be placed on methods and materials partic-ularly in the area of audiovisual aids. Note: It is highly recommended that students in this option enrol in FOUN 43 Philosophy – Teachers and the Law during the Fall term.

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 effectively the internet and being grades what a his reversion background, abil-ity 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 Instrumental Music (Intermediate-Senicr). Grad-uates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualifica-

CURR 379/1.0 Visual Arts (Intermediate-Senior)

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

educational setting. Additional sessions are made possible for the candidate to further experiment and to acquire new knowledge and skills in studio practice in a variety of media and crafts.

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 sion Honour Specialist qualification.

Courses of Study 43

TECHNOLOGICAL STUDIES PROGRAM

CURR 367/1.0 Teaching Technological Subjects

This course is designed to help technical teacher candidates develop a per-sonal style of teaching which is consistent with basic concepts and princi-ples of the teaching/learning process. Techniques, strategies and skills in relation to leave on the relation of the second structure of the second structure of the second second structure of the second s

CURB 364/10 Curriculum Development in Technological Subjects The ability to teach effectively depends to a large extent on the philosophy of the teacher and the way that the teacher plans and organizes the subject content. A philosophy of technical education is developed by each student and used as a basis for a systematic approach to curriculum development in the subject of concern. The basic concepts and principles of learning the ory and adolesent development, and a total view of the role of technolo-gy in our society are used as a base from which curriculum development proceeds.

Professional Skills

proceeds

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

Sktl. 144/0.5 Professional Skills for the intermediate-Senior Division These courses provide an introduction to basic and generic skills for appli-cation in the Primary-Junior, Junior-Intermediate, Intermediate Senior divisions. Each course provides instruction in skill areas such as 10 gener-al orientation to teaching skills, 2) curriculum design and evaluation, 3) educational media, and 4) computers in the classoom. Students will be enrolled in the course offered for their divisional program. Students will be piploma in Technical Education Program will be enrolled in SKIL 148/0.5 Professional Skills for the Intermediate Senior Divisions.

each consecutive candidate must successfully complete a minimum of eight weeks of practice teaching. This practice is done in the classrooms of selected Associate Teachers in the elementary and secondary schools

including separate schools of our teaching area. In preparation for the regular practicum, various instructors may arrange experiences in peer teaching, videotaped micro-teaching and

working with local intermediate level classes which are resident in McArthur Hall for three one month periods during the year. In addition to the basic eight weeks of practice teaching, a required final

In addition to be costs eight vertex to practice example a required man week (the April Round) at the end of the program is arranged by each suc-cessful candidate in an education setting of his/her choice. Candidates must be prepared to be assigned to schools within our de-ignated area. This will mean that they may have to travel up to 20 million from Kingston and they should be propared for additional expenditures in

Practicum PRAC 160 Student Teaching (Consecutive) In order to qualify for the B.Ed. degree and an Ontario Teaching Certificate

52 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 55 is offered either in the Fall/Winter terms or during Summer School. In some cases, courses are offered at several off-campus locations. Center in some cases, Course are onlined at several our dampus relations. 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 Regiments Students requiring recommendation to the Ministry of Education, when an additional qualification course has been completed successfully, must meet the minimum qualification course has been completed successfully, must inited in Regulation 269 of the Ontario Ministry of Education and any additional requirements established by the Faculty. A summary of the cur-rent 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

- **Iunior** Division

hold or be deemed to hold an Ontario Teacher's Certificate 2 hold an acceptable university degree

Intermediate Division

- termentate Unitsion 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

1 hold or be deemed to hold an Ontario Teacher's Certificate 2 hold an acceptable university degree and 3a 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 qualifica-tion of the second tion is sought or

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

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

Technological Studies

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

tial qualifications in Technological Studies or 2 for applicants whose Ontario Teacher's Qualifications Record Card

Continuing Education 53

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 Registrar's Office about such requirements

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

Part 1 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 division.

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

Certified by the appropriate supervisory officer or 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.

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

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 course 1 French as a Second Language, Part 1. Applicants must have completed five full credit university courses in French and pass a French proficiency

Music (Intermediate/Senior Vocal and Instrumental) Specialist. Grade ² invise cutor meaning/sensor vocal and instrumentary Specians. Grade D Diploma of the Royal Conservatory of Music, Toronito or, five fall uni-versity level Music courses plus a minimum of Grade 6 Diploma of the Royal Conservatory of Music, Toronito or equivalent. Candidates not hav-ing this diploma will be required to demonstrate performance ability at this level.

HONOUR SPECIALIST

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:

that requires four years of university study, or the equivalent thereof. b a total of at least sixty university credits (20 full courses) and,
 b in which the candidate has obtained at least second class or equivalent standing (B average) in at least twenty-seven credits (9 full courses) in the subject for which the candidate seeks qualification or, c holds qualifications the Minister considers equivalent to the qualifica-

tions referred to in (2 a, b) and:

Ministry of Education Courses offered by the Office of Continuing Education

48 Courses of Study

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 225/0.5 Arts Management (Artist in Community students only) This course is intended to provide students of the Artist in Community Education Program 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 tornats. Several lecture-discussions will describe basic administrative principles and organizational problems. Experts in specific administrative fields will be invited to assume leadership and consultant roles with the students who will then undertake the application of principles in develop-ment-laboratory sessions. There will be a lab fee. It is expected that having completed this course the participants will: 1 Be able to Implement basic administrative principles in specific com-

munity arts organizations. 2 Be familiar with the organizational and structural hierarchy within the

Ans.
 Through the application of administrative principles, be able to amelio-rate organizational problems in community arts programs.
 Be able to define and apply principles of financial management in com-

munity arts programs. 5 Be in a position to evaluate and implement marketing policies in arts

management. 6 Be familiar with the principles of small business as applied to the individual artist

SPEC 229(A):5 Introduction to Teaching English as a Second Language This course provides students with a fundamental background in linguis-tic skills – phonology, morphology, syntax and grammar – and in theories and methodologies for second language acquisition. Students will be pre-pared for large participation in the Ministry of Education's Three-Part Spe-cialist Course in Teaching English as a Second Language.

SPEC 231/0.5 Survey Course in Children's Literature This course is designed to introduce students to the wide range of litera-ture written for children from Kindergarten to Grade 6. Several genres will be examined in order to develop criteria essential for selection and utiliza-tion of literature in the classroom. Practical applications will be an ongo-

SPEC 236/0.5 Introduction to Schools and Teaching (Concurrent only) To introduce Concurrent students in their first year of university to the study of educational issues and experiences, this course provides back-ground information on school curriculum and organization as well as

SPEC 238/0.5 Special Topics in Early Childhood Education (Visual and Language Arts) (Early Primary students only) 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 environ-

ment. 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.

Courses of Study 49

SPEC 242/0.5 Principles and Programs in Experiential Education (Outdoor Education students only)

(Outdoor Education students only) Available only to students registered in the Cooperative Program in Out-door and Experiential Education, the course is a study of the theories of experience-based education as derived from the literature and tested analexperience-based education as derived from the interature and used anal-yess of experiential practices and programs. The class sessions are dis-tributed over the Fall and Winter terms to provide three-season access to outdoor settings. Sessions yavy in length to provide for a mix of activities within the normal duration of a half-credit course. There will be a fee for food and transportation.

SPEC 243/0.5 Outdoor and Experiential Education: A Synthesi (Outdoor Education students only)

SPEC 244/0.5 Arts-Based Education

is assumed.

Available only to students registered in the Cooperative Program in Out-door and Experiential Education. This five-day residential course is an intensive concluding analysis of the year-long cooperative program focussing 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 program by

This course will focus on using music, visual arts, movement and drama to cut across traditional curriculum boundaries. A radically different view

to cut across tradinotian currecumi to contrastres. At fautrany dialectivit vew of elementary schools 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, sci-ence, 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.

SPEC 245/0.5 Computer Assisted Instruction This course is intended for students interested in becoming familiar with recent advances in the use of computers to assist in the instructional pro-cess. A major component of the course will be devoted to the 'hands ort' exploration of software chosen from diverse subject areas and a number of

student planning, operation and evaluation of this course. There will be a food and transportation charge.

ing part of the course.

activities for studying classroom teaching and learning. The course also provides opportunities for systematic discussion of personal views of edu-cation and initial practicum experiences in schools.

different levels of education. Assignments include peer tutoring, and case study work with school students. No previous experience with computers

Courses of Study 51

SPEC 246,0.5 Introduction to Computer Programming for Education This course is intended for students with no previous programming expe-rience, but will accommodate experienced programmers. The general goal is to provide an introduction to educational software design. The student will select a computer programming language (e.g., Logo, Pascal, O er an authoring system (e.g., HyperCard, Course of Action, Learning Came Generator) or a appropriate loos oftware (e.g. a spreadsheet or database

must submit an outline of the proposed Private Study to the appropriate faculty member for appraisal, approval, and acceptance of the responsibil-ity for monitoring and evaluating the student's study. The faculty member must submit written approval to the Registrar before a student may be registered for Private Studies.

54 Continuing Education

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

D HONOUR TECHNOLOGICAL STUDIES SPECIALIST

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

secondary study and, 2 Provide evidence of at least two years of successful teaching exper-ence in technological studies in Ontario, certified by the appropriate supervisory officer. See statement on application form) and, 3 Provide an Ontario Teacher's Qualifications Record Card, indicating qualifications in at least three of the subjects listed in Schedule C including at least one at both the basic and the advanced level or, have four basic level entries and a three-part Specialist qualification

Registration Procedures

Registration Procedures The registration form must be completed, signed and returned along with the personal data form/declaration of fee status form, information sheet and appropriate documentation by the relevant deadline date. Candidates for Part 2 and Specialist courses must have the teaching experience statu-ment completed and signed by the appropriate supervisory official. Regis-trations not accompanied by the required forms and documents will not be probased. In indicition, a checupe for the tuition fee must be submitted with the registration form.

with the registration form. Students are required to notify the Registrar's Office immediately if they decide to withdraw from a course. Failure to do so may result in financial penalty, or a failure in the course.

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

Technical Proficiency Examination

Recurator Protection Comparison of the American Profi-Students taking Technical Education courses for which a Technical Profi-ciency Examination is required will have to pay an examination service charge. Information regarding the actual charge may be obtained from the Resolutions? Office. Registrar's Office

Dramatic Arts Economics English ench Geography Math Music Physics Physical & Heath Education Political Studies Technological Studies Additional Basic Qualification Primary Junior Intermediate Senior Technological Studies (specific

Honour Specialist Qualification

Biology

Chemistry

Integrated Arts Teaching Writing

subjects see below) Primary Education One Session Additional Qualification Adult Education

Religious Education Science in Primary-Junior Educa-Special Education ual Arts

Three Session Additional

Computer Science Dramatic Arts

Cooperative Education Computers in the Classroom

English as a Second Language

Mathematics in Primary Junior

Physical & Health Education:

French as a Second Languag Guidance Industrial Arts

Intermediate Education

Junior Education

Music-Instrumental Music-Vocal

Primary-Junior &

Intermediate-Senior

Librarianship

Education

Media

Reading

Qualification

Continuing Education 55

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)

50 Courses of Study

ment system) and through a program of self-study acquire a basic level of expertise.

SPEC 260/0.5 Peace Education This course focuses on the human dimensions' aspects of both peace-mak-Ins course roctuse of the minimum timesions aspects of our peace-make ing and peace-learning. Candidates explore ways in which the classroom teacher can actively promote positive approaches and attitudes withing and among students towards the attainment of peace in our society.

SPEC 263/05 Teaching International Development This course provides a forum for questions and issues about global devel-opment in education. Students will consider a watery of teaching method-ologies and skills which develop critical consciousness and awareness of global concern. Experiential learning techniques and audio visual aids vill be used.

SPEC 271/0.5 Practical Theatre Production

This course provides an opportunity for an involvement in a theatre pro-duction 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 in regard to the theolog-ical and pedagogical principles underlying contemporary Catechetical

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

SPEC 287/0.5 The Family, the Teacher and the School

SPEC 287/0.5 The Family, the Teacher and the School This course will explore the structure and function of different types of family units and will focus on the attitudes and skills that help teachers relate to children from varied family backgrounds. Special emphasis will be placed on the development of the teacher's use of language and non-verbal behaviour. Activities are designed to increase the teacher's sensitiv-ity to the impact that family experiences have on teaching and learning.

SPEC 289/0.5 Teaching for Self-Directed Learning One of the most important assets we can offer students is the ability to investigate any subject independently, efficiently and effectively. Teachers need to become experts at finding, analyzing, and applying information in order to help themselves and their students become self-directed learners. Emphasis will be given to resource-based learning programs as described in Partners in Action.

SPEC 299/0.5 Private Studies Private studies may be undertaken by a student to satisfy a particular need or to pursue a particular interest relevant to teaching. The student

60 Scholarships, Bursaries and Financial Assistance

The F.D.Sawyer Memorial Award

The Sawyer Memorial Award was established in the memory of Frank D.Sawyer who was a member of the Provincial Executive during some of Lossayer who was a memory or the revenues a second of the second teacher-board relationships during ins term of office and in in snaving a sense of humour in periods of crisis. The OSTF will will present the Sawyer Award to the student in regular attendance during the winter ses-sion of the Faculty of Education of Queer's University, in the Intermedi-ate-Senior Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarships, teaching ability and character; value \$250.

The John R.McCarthy Scholanhip Established in 1987 by John R.McCarthy, B.A. '43, LLD. '67, former Deputy Established in 1987 by John RMCcarthy, B.A. '43, L.D.' 67, former Depuity Minister of University Affairs and Depuiy Minister of Education for the Province of Ontario. Awarded to a student graduating with at least sec-ond-class standing from either a three-year or four-year degree program in the Faculty of Arts and Science who is normally domiciled in Ontario and will be enrolling in the Faculty of Education a Queen's University in the fail session immediately following graduation. 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 fond-made a personal contribution to the life of the University shown a fond-

made a personal controlution to the life of the University shown a lotter nees 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 sub-mit confidential letters of reference. The award will be made in the Fall upon registration in the Faculty of Education: Value \$900.

The Ted Reeve Memorial Award Established by friends and associates of Ted Reeve, who was a football Established by friends and associates of teal Keeve, who was a rootour coach and a long time friend of Queer's. Awarded in the fall to upper-year students to recognize outstanding academic achievement and demonstrat-ed qualities of courage, team loyalty and fair play on an intercollegiate team. Preference will be given to members of the Queen's Senior Football

Team. Application by letter should be made prior to 1 March to the Assistant Registrar (Student Awards). The applicant should list two persons who have been asked to submit confidential letters about his or her academic ability and qualification. The recipient will be chosen by a Selection Com-inite, including representatives of former Queer's football players, the Chairperson of the Senate Committee on Scholarships and Student Ald and an additional member of the Scholarship Committee, value at least \$1,000

The Senator Frank Carrel Scholarships The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gulf Division in the

Scholarships, Bursaries and Financial Assistance

Legislative Council of the Province of Ouebec for many years prior to his

death in 1940. Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University or for

year prior to their application for admission to Queen's University or for at least one year prior to 30 April If enrolled in an upper year have been and remain until the expiry of their scholarship domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Gulf Division of the Legalative Council of Quebec as constituted at 30 July 1940, including Rimouski Bonaventure, Gaspe-est, Gaspe-ouest and lies de la Madeleine. The Senator Frank Carrel Scholarships Several scholar-

ships are awarded annually on the basis of general proficiency. All eligible candidates will be considered automatically; value up to \$1,000.

The Water Thum Memorial Scholarship in Physics The Water Thum Memorial Scholarship in Physics Established by his family and friends in memory of Walter Thumm, Pro-fesor at Queer's will his death in 1977. By his understanding and enjoy-ment of physics, by his writing, and by his own example, he inspired countless students and teachers of physics. Awarded on the recommenda-tion 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 Gludent Awards). Value \$1000.

The Barbara Paul Memorial Award Established in memory of Effie Barbara Paul (Paithouski) B.A. '74 (Car-leton) by her son NJoseph Paithouski, B.A. '79, B.S.; (Eng.) '80, and award-ed 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. Applications must be made in writing to the Director and the Board of the Ban Righ Foundation for Continuing University Education.

The Andrian ACCullect Prizes for Public Speaking These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fields: public speaking vithesis presentation, reading /dramatization, and destating. The categories of the awards and the cash value of the prizes in any year are determined by a committee of the Senate; value variable.

ally yeal are determined by a committee of the Sentaty value variation. The Gorden A. Shifer Yrice in the History of Technology and engineering in Established by collesgues and family of Gordon Sulder, B.A. '74, respected teacher and and real student of the history of technology and engineering in Canada. Awarded annually to an undergraduate student in any faculty or school for the best essay on the historical development of some aspect of technology. This essay must exhibit thorough research and originality and flustrate the impact of technology on the community. Preference will be given to a Canadian topic. Selection will be made by an inter-faculty com-nittee chaired by an appointee of the Dean of the Faculty of Applied Sci-ence. Applications should be submitted to the Assistant Registrar (Student Awards) by 15 March; values 2185.

The Barbara Paul Memorial Award

56 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 professional and educational administrators who wish to further their professional 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 summers). Normally, full-time students can anticipate needing at least eighteen months in order to complete the degree requirements. Most full-time students will find it pos-sible to complete all course-work within the three students of their full-time students are negarized on the thesis or project. Thesis or project work can be completed in additional terms either on-campus or off-cam-tive, and its duces are required to complete the degree requirements within five years of initial registration. To be considered for admission an applicant must possess evidence of the following: A Bachelor's degree with second class standing, or the equivalent.

A Bachelor's degree with second class standing, or the equivalent. 2 A B.Ed. degree, or its equivalent. Equivalence to the B.Ed. degree may be completion of a certification program for elementary or secondary teachers. Where teacher education is not a requirement for employment

teachers. Where teacher education is not a requirement for employment, applicants may be granted an equivalence on the basis of two years relat-ed professional or industrial experience. Applicants who have had professional experience in or related to edu-cation are invited to submit evidence of such experience in support of their application.

The overall professional and academic record of each applicant is exam-ined to determine admissibility. (Admission is conditional upon the avail-

ned to determine admissibility (vdmission is conductual upon the avail-ability of space). The second secon

Scholarships, Bursaries and 57 **Financial Assistance**

Fees Fees are due and payable at or prior to registration. To be allowed to regis-ter, a student must have paid at least a first instalment of fees. Details regarding fees for the 1990-JF Tal-Winter session may be found in the For Information Sheet which is issued to all new and continuing students or may be obtained by writing the Registrar, Richardson Hall, Queer's Uni-versity, Kingston, Ontario KT. 2006. The Board of Trustees reserves the light to make changes in the published scale of fees II, in its optimion, chr-light to reake changes in the published scale of fees II, in its optimion, the feest of the state of the s cumstances so warrant

Fee Adjustments The deadlines for dropping and adding courses without financial penalty are contained in the Fee Information Shert. These deadlines are not listed in the Calendar and do not necessarily correspond with the academic dead-lines listed in *Sessional Datas*. Students are advised to familiarize them-selves with this information in order to avoid financial penalty resulting from a change or registration.

Financial Assistance, Scholarships and Prizes The Student Awards section of the Registrar's Office is located at 131 Union Street. It Administers the Ontario Student Assistance Program for Ontario residents attending Queer's University the University's own stu-dent loan funds, as well as its bursary and undergranduate scholanship pro-grams. The staff will be glad to discuss financial aid problems with any student of the University or other interested persons. Telephone 55-2216. The values shown for the awards in this section were those in effect at the literacid realization. the time of publication

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

grant funds via the Ontario Study Grant Plan, as well as loan assistance through the Ontario/Canada Student Loan Plan. Students are normally eligible for grant assistance for the first four years of university study. After students have used their grant eligiblity periods, loan assistance to meet educational needs is available. The amounts of loan and grant under the OSAP program are determined by the federal and provincial govern-ments, taking into consideration the financial resources of the students

and their parents or spouse. No interest or principal payments are required on the Canada or Ontario Student Loan while the student is in full-time attendance at an approved post-secondary institution and for six months thereafter. In the case of the Ontario Student Loan, part-time registration also qualifies the

62 Scholarships, Bursaries and Financial Assistance

Bursaries

Bursaries In addition to the following specific bursaries, Queen's University has a limited amount of general bursary funds available to students. Bursary funds are intended to assist primarily in emergency situations. They are also a final resource available when the student's own financial contribution to the cost of his or her education, parental assistance, government aid and Queen's loans still leave the student with insufficient funds to complete the academic year. NEED is the primary consideration in the award of a bursary.

of a bursary. Normally, applications for bursaries must be submitted to the Assistant Registrar (Student Awards) prior to 1 December. Funds will be distributed at the beginning of the Winter Term. All students are encouraged to attend a 20 minute information session at the Student Awards Office prior to suba 20-minute information session at the student Awards Onke prior to sub-mitting a bursary application. A schedule of these sessions is a valiable at the Student Awards Office. In the case of an extreme emergency where immediate assistance is required, students should contact the Student Awards Office

The Atkinson Charitable Foundation Bursaries

Established by the Atkinson Charitable Foundation. Awarded annually to Ontario students in any undergraduate faculty or year who are in need of financial assistance: value variable.

H. Graham Bertram Foundation Bursaries The will of the late H. Graham Bertram of Dundas provides for bursary assistance for deserving students at Queen's University who have received the greater part of their public and secondary school education in schools of the town of Dundas or the surrounding area, exclusive of the city of Hamilton; value variable depending on need.

The Robert Bruce Bursaries The will of the late Robert Bruce of Quebec provided for an annual sum to be given in bursaries "to students of promising ability but straitened cir-cumstances". Money from this fund is disbursed annually to one or more students in the third or later years in any faculty.

The Senator Frank Carrel Bursaries Several bursaries are awarded annually on the basis of deemed need to students enrolled in any year in any program. Applications should be sub-mitted to the Assistant Registrar (Student Awards), Queen's University, prior to 1 December of the year of application. Restricted to students domiclicad in Quebec prior to enrolment at Queen's University, value vari-able.

The Canadian Officers Training Corps (C.O.T.C.) Bursaries Awarded on the basis of need to upper-year undergraduate students. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December: value variable.

The Disabled Students' Bursaries Established by the Alma Mater Society and Arts and Science '82 to assist disabled students attending Queen's University. Awarded on the basis of need. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December: value variable.

Scholarships, Bursaries and Financial Assistance 63

The David A. Gillies and Jessie Herchmer Gillies Bursaries Awarded on the basis of academic proficiency and financial need with preference given to upper-year students; value variable.

Lin Good Bursan

Awards) by 15 March: value: \$185.

Lun Loose Burkary Established by colleagues and friends of Lin Good on the occasion of her retirement from Queers' University where she served as a librarian from 1999 to 1986 in a number of positions, including those of Associate Librar-ian and Acting Chief Librarian. Awarded to students in any faculty or school who are in need of financial assistance. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable

The John Miles Hamilton Memorial Bursary Established by the family of the late John Miles Hamilton. (Comm. '41, Queen's, M.B.A., Harvard). Awarded to students in any undergraduate faculty or school who are in need of financial assistance value variable.

The Celesta Hibbert Hunter Bursary Awarded on the basis of need to a resident of the United States registered in an undergraduate degree program; value variable

The James Boyd Keddie Memorial Bursaries Established in accordance with the wishes of the late James Luke Keddie. Established in accordance with the wishes of the large Janus Luke Nedule. Awarded on the basis of financial need with preference given to students from the City of Oshawa and surrounding area who intend to enter the teaching profession. Application should be made to the Assistant Regis-trar (Student Awards) prior to 1 December; value variable.

The khaki University and V.M.C.A. Memorial Fund This fund is part of a sum left from the Khaki University after the First World War, which was divided among the Canadian universities. The interest is used to award one or more bursaries to undergraduate students in any faculty. In awarding these bursaries, preference is given to returned men, or sons or daughters of soldiers of the World Wars. Applications are received by the Assistant Registrar (Student Awards) up to 1 December.

The Alice Kingdon Bursaries Established by Mrs. Alice Kingdon of Brantford, Ontario. Awarded to students in any undergraduate faculty or school who are in need of finan cial assistance; value variable.

The Dr. James Brown MacDougall Bursaries Awarded on the basis of need to upper-year undergraduate students. Application should be made to the Assistant Registrar (Student Awards) or to 1 December: value variable

The A.E. MacRae Bursaries

The A.T. MACRAE BURNING Established in memory of the late A.E. MacRae of Ottawa. Awarded to students in any undergraduate faculty or school on the basis of need. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The MacRae Bursaries Established by Isabella MacRae of Saginaw, Michigan. Awarded on the

58 Scholarships, Bursaries and Financial Assistance

student for interest-free status. Interest charges during this period are paid student tor interest-new status, matterest changes during use periods are pairs by the federal and provincial governments, which also guarantee repay-ment of the loan. After the interest-free period, interest charges, which are fixed annually by the governments, begin to accure on the unput Dalance of all previously consolidated loans. Ontarior residents who may qualify for OSAP may obtain application

forms and further information from the Assistant Registrar, (Student Awards), Queen's University or the Ministry of Colleges and Universities, Student Awards Branch, 260 Park Avenue, Thunder Bay, Ontario, P7B 51.4. Studient Awards Braistic, 200 raik Avenue, finitume long- table and table and the statistical Regis-trar Grudent Awards), Queer's University, Kingston, Ontario. It is strong-by recommended that such applications reach the Student Awards Office during May or June. Non-residents of Contario must apply to their own province for aid under the Canada Student Longs Plan in addition to any

Provinces and user may be available. MS(Ontain Work Burnary Yorgan) This program aims to assist students who find that their award from the various government assistance plans is inadequate or non-existent. Appli-cants who establish need under the program are given access to part-time lobe either in campus departments or in Kingshon social service apercan-the costs of the program Ministry of Colleges and Universities. The pro-gram is open to students from other provinces, but not to visa students. Application may be made in the Student Awards Office from late August util February. until February

Ordario Special Burary Program For part-time students. The program is intended to help students who have a low family income and must study part-time at the undergraduate level for specific reasons. They may take up to 64% of a full course load at an Ontario university or college of applied at and technology. The bur-sary covers tuition, books and equipment, local transportation, and child care costs of up to 53.00 per class hour. Application forms are available from the Assistant Registrar (Student Awards), Queen's University.

Scholarships, Bursaries and Financial Assistance

as the bank rate the University is able to obtain for itself, and the interest is compounded monthly. Students will be advised of the interest rate in

compounded monitury. Students will be advised 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 will apply to all custanding loans. Repayment of long-term loans must be normally made by the 30 September 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 the need.

Students contemplating an application for university loan assistance Students contemplating an application for university loan assistance should determine their income and expenditures for the session and apply at least two weeks in advance of the actual need. All students are encour-aged to attend a twenty minute information session at the Student Awards Office prior to submitting a loan application. Application for a university loan should be made at the office of the Assistant Registrar (Student Awards) loan Stoud be the Cytemy Universi-ty, Kingston, Datrio KT, SNs. Telephone: 613-645-2216.

The Alorne Cassidy Award Established by the Rideau Chapter #523, Council for Exceptional Children, in memory of Alorne Cassidy, B.A. (Queen's) and B.Ed., M.Ed. (Toronto). Awarded to the graduating student in the Faculty of Education Program leading to the Ontario teacher qualification who, in the optimized of the selection 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 number 5210. the University; value: \$310.

L.W.Copp Award

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

John Watson Award Granted to the graduating Bachelor of Education student in the Primary-Junior Program or the Junior-Intermediate Program and based upon excellence in Student Teaching.

The Frank Jewater Maximum The Frank Jewater Maxad Established by the Frontenac-Lennox and Addington County Roman Catholic Separate School Board in recognition of Frank J.Fowler, a distin-guished 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 evenplary primary educator. The award will be made on the basis of high academic standing in curriculum, outstanding performance in student teaching, and contribu-tion to student life in the Faculty of Education. Amplication educid be made to the Ansistent Resistence Results of Edu-

aon to student are in the ractury of Education. Application should be made to the Assistant Registrar, Faculty of Edu-cation, prior to 10 March. Letters of recommendation may be requested from each of the candidate's instructors and associate teachers. Final selec-tion from a short-list of up to six candidates will be made following inter-views of the finalists by a committee of five faculty members from relevant areas, Value \$300.

provincial aid that may be available.

Oueen's University Student Loan Funds

Queen's University Student Loan Funds 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 gener-

Loans are made on the basis of financial need, academic merit, and gener-al integrity. An applicant for a University loan must have had astisfactory 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 evi-dence 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 S5) is charged at the time the loan is obtained. No other interest or service charges accrue so long as the loan is not allowed to become numbus.

Concerned to construct the second sec

gifts. Selections from the collection are on exhibition and provide original source material for students of Art History. Admission to the exhibitions is free. Supplementing the exhibition program are public lectures on art, film programs, studio workshop sessions, music recitals and other special and experimental events. The Art Centre serves not only the whole University experimental events. The Art Centre serves includy the most of a state but also the Kingston and region community and is helped by an active Gallery Association. Membership in the Association is open to all and stu-dents are specially welcome. A monthly Bulletin of Art Centre events is published and is mailed to members.

CFRC (1490 kilohertz) was founded in 1922; CFRC-FM (91.9 megahertz) CFRC (1490 kilohertz) was founded in 1922; CFRC-194 (91.9 meganertz) began broadcasting in 1953. The stations, located in Carruthers Hall, are owned by Queen's University with programming provided year-round by volunteer broadcasters from the university community under the direc-tion of a full-time station manager. The non-commercial stations' format includes all types of music, sports and spoken word programming.

The John Deutsch University Centre The John Deutsch University Centre (545-2794) is conveniently located on The John Deutsch University Centre (545-2794) is conveniently located on the corner of Union Street and University Avenue. The Centre offers a place where staff, faculty and students may meet, relax and dime. The facil-lities include four meeting rooms, reading lounges, games room area, a music listening room, and a central meeting area. Two eating facilities and two pube as well as everal commercial outlets are housed within the Cen-tre. Other facilities include the AMS (Alma Mater Society – The Student Government), the student newspaper, yearbook, clubs and societies and proversities of the student newspaper, yearbook, clubs and societies and more student and the student newspaper. Student and the student newspaper, yearbook, clubs and societies and proversities of the student newspaper. Student and the student newspaper. Student an the Performing Arts Office.

Athletics and Recreation The Physical Education Centre (P.E.C.) at Queen's University serves as a The Physical Education Centre (P.EC.) 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 Education. The Cen-tre includes three gymnasis, 12 indoor racquet courts, swimming pool, lockey areas with poging track, two weight rooms, combative and pro-jectile rooms, dance studio, and a fitness assessment centre. Outdoor factor all-weather track, and 16 temis courts. Ibroad-based philosophy which The Queen's program is committed versity or oppertunity for participan-ing at various skill levels. The 44 teams of the Men's and Women's Inter-olleviate moreans participanies in their respective Ontario Associations

ing at various sam averses. The set teams or the meets same volume a simulation of the set of the s and tournament activities. In e.2 recreation clubs give students a classic to try sports at a more informal level, while the non-credit low cost sports skills instruction courses allow facility users to receive expert instruction in a wide variety of physical activities which are attractive as allefitime leisure endeavours. For those seeking unstructured activities the Centre provides the opportunity to participate on an individual basis by the daily

Academic Facilities and Student Services 69

reservation of facilities for such recreational purposes as skating, jogging, swimming, squash, badminton, paddleball, racquetball and casual play. Brochures providing further information are available in the Physical Edu-cation Centre. Telephone 545-2500.

Student Services The University has established the following services to help students deal with a variety of concerns and needs.

Career Planning and Placement in the St.Lawrence Building, (545-2992) offers a variety of services and information in the areas of part-time, sum-mer 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 Student Affairs Centre is a comfortable old house located at 51 Queen's The student Agains Centre is a comfortable old house located at 51 Queen's Crescent. Open to all members of the university, this home like environ-ment can be used for meetings, as informal study space or simply as a place to meet friends and relax. Sponsored jointly by the Luiversity and the Alma Mater Society, the house accommodates the Queen's Student Community Services Group (G45-295), as well as the office of the Denom-inational Chaplains (545-296).

The International Centre ains to stimulate and support the academic and personal development of students, faculty and staff through a broad range of programs and services which promote a discerning, cross-cultural awareness and sensitivity within the Queen's and Kingston communities. Activities include international student reception, orientation and coun-selling, international clubs, social and cultural events, development educa-tion. tion programs and resources; and information on work, study and travel abroad. The Centre also houses the local CUSO office.

abroad The Centre and neuses the neuron CoSO unice. 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.)

The Student Counselling Service, 32 Queen's Crescent (545-2893), offers con-fidential personal counselling as well as educational and career coun-selling for students, staff and faculty.

selling for students, staff and faculty. Special services include personal problem solving, study skills develop-ment, career exploration, communication skills, public speaking, stress reduction, relaxation training, support for students with learning disabil-ties, as well as interest testing and ability assessment. These services involve both individual counselling and group programs.

The Office of the Co-ordinator of Services for Persons with a Disability is located in Brockington House. 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 Coordinator at 545-6467

Quern's Day Care Centre provides day care for approximately 90 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 ago, and a half-day program is available for chil-dren who attend kindergarten. Families interested in using the facilities

Mrs.L.McGonigal

64 Scholarships, Bursaries and Financial Assistance

basis of merit and need to male undergraduate students in any faculty or school; value variable

The Wilkelmian McArthur-Humphries Bursaries Established by Wilhelminan McArthur-Humphries, B.A. 1918. Four bursaries are awarded on the basis of merit and need to candidates for admission to an undergraduate program whose permanent place of resi-dence is in Wellington or Lamark. County, Two bursaries are offered to stu-dents from Wellington County and two bursaries are offered to students provided a GSV average in smallanted and may be held in any undergrad-uate Faculty of School. If in any year there are not sufficient entrance can-didates to use to the income. He award may be used to solve to an elicible upperdidates to use up the income, the award may be given to an eligible upper-year candidate from Wellington or Lanark Counties. Application forms may be obtained from the Assistant Registrar (Student Awards) and must be returned prior to 1 May; value: \$700 each.

The Helen Talcott Medhurst Award

To be awarded to a female student, preferably from Prince Edward To be awarded to a remain student, preventing from Prince Edward County, Ontario, who gives evidence of outstanding academic achieve-ment and leadership, and is in need of financial assistance. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 December; value: up to \$1,000.

The Alexander Morton Robertson Awards Established in memory of Alexander Morton Robertson, M.A. 1896. 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 Queen's University Staff Association Bursary Awarded on the basis of merit and need to an upper-year student at Queen's University who is a dependent of a member of Queen's Universi-ty Staff Association in good standing. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December.

The Pauline Schubert Bursary A bursary given by the Faculty Women's Club of Queen's University in memory of the late Pauline Schubert, a former President of the Faculty Women's Club, to assist a female student. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December; value vari-

The George and Lilian Coleman Taylor Bursary Fund A fund established by George Taylor and Lilian Coleman Taylor provides bursaries for competent but needy students from Leeds County registered in any faculty of the University.

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and Student Services

The trie Todd Burnary Established by the Todd Family in memory of Miss Erie Todd, a sister of the late Royal M. Todd, to be presented at mid-year to the winner of the Royal Todd Memorial Trophy which is awarded annually to the "Rookie of the Year" (top freshman player) on the Gaels football team. The bursary is to be credited against tuition fees; value \$325.

Education Library The Education Library serves the students and faculty of the Faculty of

Education and is a resource for area teachers. The collection consists of approximately 110,000 volumes and 500 journal subscriptions which include the major publications in the field. An important research resource

is the collection of nearly 1,000,000 microfiche which include the Educa-tional Resources Information Center (ERIC), the William S. Gray Research Col-lection in Roading, the ETS Collection of Tests on Microfiche, the Canadian Cur-

riculum Guideline, and the Onteris collection of research reports. Two major data bases on CD ROM are found in the Education Library, ERIC and Psych-

LIT: Searches on these data bases are free and individual instruction and workshops are given in searching techniques. The Teaching Aids area of the Education Library houses 7500 kits, games, videos, and so forth which

the Education Library houses / 200 Libs, games, viacos, and so forth windo-are of use in the classroom. There is an extensive collection of computer software which may be borrowed for use with the Faculty of Education. The Education Library is one of three Faculty Librares (with Law and Health Sciences) and one of 18 libraries in the Queen's University Library System. Allogenether the libraries in the system hold energy 5 million items.

Educational Computing Resources The Faculty of Education is well equipped with computers and education-al software currently available in Ontario schools. The two main comput-

ing areas, the Instructional Computing Room (B307) and the Computing Room (B118) are in the library complex; additional computers are in

Koom (B118) are in the library complex, additional computers are in Media, Technological Studies, the Arts playpround, and the math and sci-ence classrooms. Included in these sites are a network of ICONs, a network of Macintosh computers, a class set of Apple II computers plus individual Apple II, Macintosh, Commodore 64, and Acorn computers. A variety of peripherals are available including graphics tables, a scamer, laser print-er, and synthesizer. Access to the mainframe is available through two semi-public sites provided by the Queen's Computing Centre. All com-puting rooms are used for courses, individual study, the preparation of

putting rooms are used for courses, individual study, the preparation of teaching materials and completing assignments. The hours of operation vary but the Instructional Computing Room and the Computing room are open during the regular library hours. Educational software may be bor-rowed from the library for three hour periods. Additional resource materi-als are available in these computer rooms to assist students in developing curriculum units. The Computer Coordinator, and the Liaison Officer for Computers in Education are responsible for overseeing the computer rooms during the day and student computer monitors are available dur-to the source of the computer constitutions of the computer rooms during the day and student computer monitors are available dur-to the source of the computer constitutions of the computer rooms during the day and student computer monitors are available dur-

Placement Office The Faculty of Education is committed to providing all possible assistance to graduates in their efforts to find employment. This commitment is demonstrated by the existence of a full-time placement office within the

Faculty for the exclusive use of education students. The benefits of this assistance are reflected in the high proportion of Queen's graduates able to secure teaching positions in recent years and in the interesting variety of

ing the evening and at weekends.

placements reported.

Scholarships, Bursaries and Financial Assistance 65

A bursary given by the Faculty Women's Club of Queen's University to assist a female student, is named in honour of its first President, Elizabeth Wallace, the widow of a former Principal, Dr. R.C. Wallace. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December, value variable.

The Elizabeth Wallace Bursary

December; value variable. The Googe R, Webb Burary Find A trust created by the late George R. Webb of Gananoque provides for bursaries for the assistance of students from Leeds County in good acc-demic standing in any year in any faculty or school of Queeris University. In awarding the bursaries, the Scholarship Committee takes into accou-te moral character and intellectual promise of the candidate as well as the financial need. Preference is given to students already registered with the University bur candidates for admission are aloo considered for awards. Students applying on Grade 13 standing must have at least 66 percent on the papers in the credits required for admission and written in the year of the award; students already registered with the University must have maintained second class standing on the work of the previous year. Appli-cation must be made by 1 December on forms which may be obtained to mit dual candidates are limited to 51,000 in any year. Maria WebB Burars fund

Marian Web Bursary Fund The capital is to be held in trust by Queen's University and the income earned thereon to be used for bursary assistance to vomen students over the age of 25 years. Preference is to be given to a woman who is either a landed immigrant in Canada or is the daughter of a landed immigrant. Applications for the Marian Web bursaries shall be made in writing to the Marian Web Bursary Committee in care of the Board of the Ban Righ Foundation for Continuing University Education.

Academic Facilities and Student Services

While most of the placements are in southern Ontario, some graduates prefer to teach in the north or in other provinces or overseas. For those interested in international opportunities, Queen's Faculty of Education, is unique in its contacts and resources. Each year a substantial number of

and/or in its contacts and resolutes: Jeach year a substantial number of and/usite accept teaching positions overseas. Many graduates accept employment in related fields. The placement service operates year round to facilitate contacts between hiring officials and graduates. Staff are available to respond to students' questions and concerns of all kinds. This may include advice on hiring procedures, help with preparation of applications and resumes, and prac-tice interviews. The aim is to insure that graduates have the information and skills necessary for an effective job search. All advice offered is based opon up-to-date placement statistics and an informed view of future edu cational trends.

Performing Arts Office The Performing Arts Office was established to bring to Queen's a variety of professional events in music, theatre and dance. International artists, as well as Canadian stars, are presented each season, and there are often spe-cial productions, including concerts by Queen's VAGHY STRING QUARTET. The President and Vice-President of the Student Performing Arts Club sit The prevailables, and visually indicate by Queer's Verforming Arts Club sit on the Senite Performing with the Soft the Studies Netro Floring Arts Club sit on the Senite Performing arts in the Studies of the Studies Netro Club membership is open to all students interest of the Studies and Club membership is open to all students interest of the NEB-torming arts, learning about attra management, or having an opportunity to participate in these performances and meeting the artists. The NEB-best artists touring the world today. The CANADIAN ARTISTS SERIES brings the best in Canadian talent in the more informal setting of Dunning Hall. The DANCE SERIES brings major Canadian and international compa-nies performing bable and modern dance. Students receive a substantial discount of up to 50% on their series subscription, which assures them of some planning to their social calendar. There are also special prices for Queer's Students only, to all three series performances. Information about the Club, tickets, and coming events is available from the Performing Arts office, John Dustich University Centre. The Queen's Box Office is open Monday – Priday, 11 am 4:30 pm.

Public Lectures

Through an endowment set up in honour of Charles A.Dunning, a past Invoga an encourter see up in noncost of classes Accounting a pairs chancellor of Queer's University, a series of public lectures emphasizing the supreme importance of the dignity, freedom and responsibility of the individual in human society is presented each year. Distinguished persons from around the world are invited to Queer's to deliver these lectures, which are open to members of the university community and the general public free of charge.

The Agnes Etherington Art Centre The Agnes Etherington Art Centre offers to students in all faculties a var-The Agnes Etherington Art Centre oriers to students in an accurace a var-ied program of specially prepared art exhibitions, ranging from the tradi-tional to the contemporary, throughout the year. It also houses the perma-nent collection of art of the University, which includes many important

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are encouraged to make application as early as possible since there is usu-ally a waiting list for the available spaces. As a co-op day care, parents are actively involved and contribute one hour per week. The Day Care facili-ties are located at 96 Queen's Crescent and at 169 Union Street, telephone 546-6955.

340-0505. Parents wishing day care in Kingston should contact child care centres several months in advance of the date needed. Information may be obtained from the Child Care Resource Centre, 380 Bagot Street, Kingston, Ontario, K7K 3B9, (613) 542-4915.

The Dean of Women and her staff are available to students for conversation as a sounding board for ideas, and to give counsel when personal prob-lems arise. The Dean's administrative responsibilities include the tems arise. The Dean's administrative responsibilities include the Women's Residences and she works closely with student opverment and student organizations. Her office is in Victoria Hall and also on a part-time basis at the John Deutsch University centre, Monday and Fridays from 11 am to 2 pm and Wednesday from 10 am to 12 noon; telephone 545-2533. Student Health Service serves the physical and emotional health needs of all students through the Medical Clinic and Psychiatric Division, located in students intrough the Metical Links and Psychiatric Division Academic in the St. Lavrence Building on Queen's Crescent. 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 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 fee schedule are sent to each student who is offered admission to Queen's.

Heasing Service, a division of the Office of Apartment and Housing Ser-vice, provides assistance for students interested in locating off campus pri-vate accommodation. The Housing Service is located at 169 University Avenue, telephone 545-2502.

The Writing Centre Located in a pleasant house at 140 Stuart Street, near the The Writing Centre Located in a pleasant house at 140 Stuart Street, near the foot of University Avenue, the Writing Centre offers a range of free ser-vices to all students. Workshops on basic principles of effective writing, and occasionally on more specialized lopics, are offered frequently during the fail and winter terms. Students may also meet with tutors on a one-tone basis for heigh at each stage of the writing process, from the limital out-line onwards. In addition, drop-in consultations are available at the Writ-ing Centre at regular hours during the week: watch for announcements or phone 542-2153 for further details. The Writing Centre also house books, handouts, tapes, and computer programs on writing and related issue

Associate Boards 1990-91 7

Associate Boards of Education and	Petawawa CFB Board
Practicum Liaison Officers	Mr.A.Bair
Carleton Board	Peterborough County Board
Mr.Kyle Murray	Dr.Hawkins
Carleton R.C.S.S. Board	Peterborough Victoria
Mr.Philip Rocco	Northumberland & Newcastle Bo
Dufferin-Peel R.C.S.S. Board	Mr.P.L.Roach
Mrs.B.Easton	Prescott and Russell Board
Durham Board	Mr.Donald Farrow
Mr.B.R.Walker	Prince Edward County Board
Durham Region R.C.S.S. Board	Mr.Larry Langdon
Mrs.M.Goddard	Renfrew County Board
Frontenac County Board	Mr.R.Holmberg
Mrs.Myrna Alport	Renfrew R.C.S.S. Board
Frontenac-Lennox & Addington	Mr.Lorne Keon
Board	Scarborough Board
Mr.P.Slack	Mr.F.Plue
Haliburton County Board	Simcoe Board
Mr.S.Baker	Mrs.J.Somerville
Hastings County Board	Stormont Dundas and Glengarry
Mrs.P.Cronkright	Board
Hastings-Prince Edward R.C.S.S.	Mr.Gerald Samson
Board	Stormont Dundas and Glengarry
Dr.J.Brown	R.C.S.S. Board
Kapuskasing Board Mr.D.Duchesne	Mr.Kevin Lyndon Sudbury Board Mrs.P.Barber
Lanark County Board Mr.G.W.Slinger Lanark Leeds and Grenville Board	Sudbury District R.C.S.S. Board Mr.R.Hammond
Mr.Greg McNally	The Board of Education for the
Leeds and Grenville Board	City of Etobicoke
Mr.M.Beverley	Mr.R.S.Prentice
Lennox and Addington Board Mr.D.E.Thompson	The Board of Education for the City of North York Mr.H.Johnson
Metropolitan S.S. Board	Toronto Board
Mrs.B.Goldring	Mrs.J.Rae
Northumberland and Newcastle Board Mr.S.Green	Trenton CFB Board Mr.F.Rose
Ottawa Board	Victoria County Board
Dr.M.K.McVey	Ms. Moira Crawford
Ottawa R.C.S.S. Board Mrs.Mairi Warnock Peel Board	York Region Board Mrs.Irene Sedgewick



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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.

Sessional Dates ...

September 1991

- Orientation Week begins for Concurrent Year 1 candidates
 Fall terms begins
- 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

(11am-3pm) Registration in the Jock Harty Arena, Division Street entrance for B.Ed. and Dip.in Tech.Ed. candidates and

Street entrance for B.Ed. and Dip in Tech.Ed. candidates and for Concurrent final year candidates 5 Registration for Concurrent Year I candidates 5.6.9 Authorization of Arts and Science programs for Concurrent Year 2, Year 3 and Honours Year 4 candidates 10, 13 Registration for Concurrent Year 2, Year 3 and Honours Year 4 candidates

October

- October 1 Last date for adding a full year course or Fall term course 14 Thanksgiving Day (no classes) 15-31 Student Feaching 16 Special Sesquicentennial Convocation

1 Student Teaching

- 2 Fall Convocation
- Las clate for dropping a Fall term course
 Remembrance Day Service (classes cancelled from 10:30 am to 11:30 am)

- 2-13 December Student Teaching Fall term ends
- January 1992

6 Winter term begins 10 Last date for adding a Winter term course 31 Last date for dropping a full year course or a Winter term course

February 17 Heritage Day holiday (no classes)

- Alarch 2-13 Student Teaching 16-20 Winter Break
- 23-31 Student Teaching