1 1993-94 Outdoor and Experiential Education program begins

4 Convocation - B.Ed., Dip.in Tech.Ed., Consecutive and Concurrent final year

2 Summer term classes begin

### 1992

September							October								November						D	December						
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# 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 conomy. As early as 1832 the Provincial Government had been petitioned to end on without delay an institution, or professorships, for the education and training of young men for the ministry in connection with the Synod. This and other representations failing of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opered in March, 1842, with the Reverend DeLiddella sPrincipal. Plunds 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 in exessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were titled over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincia grant and the failure of the Commercial Bank, Jamos brought Provincial grant and the failure of the Commercial Bank, Jamos brought Provincial grant and the failure of the Commercial Bank, almost brought financial dissister. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, child among whom was Professor Mackernas. The country was consumed to the province of the province of the widespread interest aroused, \$113,000 was added to the

In 1877, Principal Snodgrass was succeeded by the Reverend G.M.Grant, who for a quarter of a century built with brilliant success upon

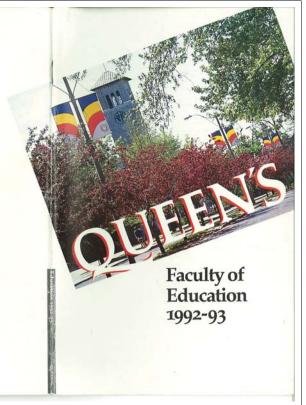
In 1977, Principal Shoograss was succeeded by the Reverend CM Canat, who for a quarter of a century bull with brilliant success upon the foundations laid by his predecessors.

Under him the University gained rapidly in size and prestige. By 1881 Queen's had a new building, an enlarged staff and a great increase of students. In 1887, as the result of an effort in commemoration of Queen Victoria's Golden Jublee, \$250,000 was raised, resulting in further extension and in the establishment of new professorships.

Principal Crant died in 1902 and was succeeded. In the following year by the Very Reverend D.M. Gordon. In 1916, because of ill-health Principal Cordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Hunce Taylor was appointed Netting Principal The Health and Septisting for four months, until Cotober, when W-Hamilton Fyle, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton College, Oxford, was installed as Principal of the University of Aberdeen. He was succeeded by Principal R. C. Wallace, President of the University of Aberdeen from 1928 to 1936. D'Allalace, President of the University of Aberdeen from 1928 to 1936. D'Allalace, President of the University of Aberdeen from 1928 to 1936. D'Allalace retired in September 1951 and was succeeded by Principal William A Mackintosh, the first Queen's graduate to hold the Principal-Stip.

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Prin-cipal were separated and Dr.Mackintosh became Vice-Chancellor. He was





Queen's Graphic Design Unit / Cover Photograph: Bob Weisnagel

# 2 History of the University

succeeded as Principal by Vice-Principal J.A.Corry, who since 1936 had been the Hardy Professor of Political Science and since 1931, the Vice-Principal of the University, in 1965 on the retirement of Dr.Mackinosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry was succeeded in September 1968 by Dr.J.Deutsch who had a distinguished as succeeded in September 1968 by Dr.J.Deutsch who had a distinguished at hoth Queen's and the University of British Columbia was succeeded as Comparison of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr.Deutsch was succeeded by Dr.Romald Lampman Walts, Rhodes Scholar and political scientist well known for his work in the area of Identification of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr.Deutsch was succeeded by Dr.Romald Lampman Walts, Rhodes Scholar and political scientist well known for his work in the area of Identification of the Faculty of Arts and Science 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 reorganized in 1866 as the Royal College of Physicians and Surgeons in affiliation with the Medical Faculty of Queen's was established. It was reorganized in 1866 as the Royal College of Physicians and Surgeons in affiliation with the University but in 1891 the original status was resumed.

The Faculty of Law opened in 1861 and closed in 1864, it reopened in 1869, and closed in 1888. In 1957 it was restored with the approval of the Law Society of Upper Canada under new arrangements whereby the Law Society of Upper Canada under new arrangements whereby the Law Society of Upper Canada under new arrangements whereby the Law Society of U

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 Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Graduate Studies was established. In 1969, Studies. In 1950, the exclusion of craduated studies was established. In 1968, the School of Carduated Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in 1970, programs leading to a Master's Degree in 1970, programs leading to a Master's Degree in 1970, a program leading to a Master's Degree in Education; and, in 1974, a program leading to a degree of Master of Art Conservation was implemented. History of the University 3

The School of Mining was founded in 1893 under an Ontario charter and was under the control of a separate Board until 1916 when it was amalgamated with the University, and now constitutes the Faculty of

In 1907 the Ontario government established at Queen's a Faculty of 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 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 Queen's University. The new building now occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 until his death in 1943. The Faculty of Education concend in 1968 offering more arms to university readuates leading to the Ontario from 1940 until his death in 1943. The Faculty of Education opened in 1968 offering programs to university graduates leading to the B&d. degree and to teaching certificates valid in the secondary and elementary schools of Ontario. And such other courses leading to qualification of teachers as may be determined jointly by the Minister of Education and the University. In 1971 a graduate program leading to the M&d. degree was introduced. Also in 1971 candidates were admitted to a program leading to the Diploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1973, with the program leading to the Diploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1973, with the program leading to the Diploma in Technical Education and the University of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.a. B&& and B&& B&& Deparatment of elementary teachers. A Concurrent B.a. B&& and B&& B&& Deparatment of the Empirical School of the Concurrent Based on the Concurrent Bas Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent BA A, B&E and B&E, R&E a program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with an Education degree. An earlier agreement with Trent University with respect to Concurrent Education was approved in 1974. Through this inter-university cooperation students pursue academic and education courses at Trent for three or four years and complete requirements for a Trent Arts and Science degree and a Queen's B&E degree during the final year. This program was renewed in 1979.

The Commerce program was established in 1919. In 1960 the program leading to the Degree of Master of Business Administration was changed to School of Commerce and Business Administration was changed to School of Commerce and Business Administration was changed to School of Education in 1974. The School of Nursing began in 1942, the School of Physical and Health Education in 1974, and the School of Realth Education in 1974.

of Nursing began in 1942, the School of Physical and Health Education in 1947, and the School of Relabilitation Therapy in 1997. In 1958 the Faculty of Arts became the Faculty of Arts and Science. New programs are continually developed within Faculties to fill changing in directests, such as, the programs leading to degrees of Bachelor of Offend by the Faculty of Arts and Science in 1994, and the program in Fench language, Translation of Science in 1994, and the program in Fench language, Translation, 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; correwere started in the summer of 1889, and the Summer **Faculty of Education** Calendar 1992-93

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

Ambury, G.G.
B.A.M.DiviQueen's).M.A.Syracuse) Ed.D.(Toronto) Associate Professor – Adult and Community Education

Berrill, D. B.A.(Northwestern), M.A.(Toronto). B.A.Northseetens, M.A.Hommos, Ph.D.(Last Anglia) Assistant Professor, Director — Queen's frent Concurrent Program

Bloom, J.W. B.S.(Guiffeed College); M.Ed., Ed.D.(Houston) Assistant Professor – Science Brown, A.N. B.Sc., B.Ed. (Queen's), M.Sc.(McMaster),

B.A. B.Ed (Toronto), M.A. (Syracuse) Associate Professor – Educational Technology Assistant Professor - Computer Science Campbell, D.S. Kemp, D.E. lington and Lee),M.A.(North Carolina).

Nempy, U.S.

B.A. (Queen's), M.Ed. (Bath), L.U.T.D. (London),
L.U.D.D.A. (Central School of Speech and Deama),
L.T.C.L., ET.C.L. (Trimity College, Lendon), FR.S.A.
Professor – Dramatic Arts, Ed D (Indiana)
Associate Professor —
Educational Technology and Psychology

- New Classica and Chair - Curriculum Studies and Professional Skills Area Cross-appointment Arts and Science (Drama)

Danby, M.
B.A.(Acadia), B.Ed.M.Ed.(Queen's)
Assistant Perfectors King, A.J.C. Ed.D.(Toronto)
Professor – Educational Contexts

Eastabrook, J.H.G. B.Ed., M.Ed.(Saskatchevan), Ph.D.(Calgary) Associate Professor – Native Teacher Education Director, Native Teacher Education B.A.M.A.(Western), Ph.D.(Toronto). Associate Professor — Educational Contexts Egnatoff, W.L.

MS- Ph Dillimonto) Kirby, J.R. B.A.(McGill).Ph.D.(Alberta) Associate Professor — Psychology of Education Coordinator of Graduate Studies and

Hill A.M.

Hill, R.J.

Hills, G.L.C.

Johnston, C.F.

BA(New Brunswick).M.Ed.(Toronto) Assistant Professor – Language Arts Chair – Elementary Area

B.Ed., M.Ed., Ph.D.(Alberta) Associate Professor – Philosophy

Ph.D. Simon Fraseri
Assistant Professor –
Psychology of Education
Chair – Psychology, Philosophy and
History of Education Area

Hutchinson, N.L. B.A.(Trentl.Dip.Ed.M.A.(McGill),

M.Div(Princeton),Ph.D.(Harvard) Professor – Human Dimensions in Krugly-Smolska, E.T. B.Sc., B.Ed., M.A., Ph.D.(Toronto) Assistant Professor – Science(Biology) Teaching and Learning

Higginson, W.C. B.A.(Queen's).Certificate in Education/Cam M.A.(Gueen's).Th.D.(Alberta) Associate Professor – Mathematics Chair – Interdiciplinary Area Lewis, M.A. B.A.(Waterlook,M.A.Fh.D.(Toro Assistant Professor – Educational Contexts

Loken, I.O. B.Ed (Alberta), M.Ed (Calgar Assistant Professor – Educational Contexts M.E.S.(Calmary) Ph.D.(Alberta)

Maclachlan, J. Jostanhill College of Education, Graduate Course Associate Professor — Psychology of Education Mandell, A.L.

B.A.LL.B.(Queen's),B Associate Professor – Law and Philosophy of Education Mansfield, B., B.A.M.Ed. Queen (M.A., Ph.D. (Rossota) Assistant Professor – Social Studies

Miller L.A. B.A.(Thiel College) M.A.(Duquemet, Ph.D.). Associate Professor – Reading and

Language Arts Munby, A.H. Professor - Curriculum

Munro, LR.M. B.A.(McMaster), M.Ed.(Oueen's) Associate Professor - Comparation Education, Social Studies Education O'Driscoll, D.C.

B.A.(London), B.Ed.(Alberta),
Ph.D.(Michigan)
Associate Professor – Comparative Education and History of Education

B.A.(Ouwer's), M.A.(Arizona State), Graduate of National Theatre School of Canada Associate Professor – Dramatic Arts

Olson, I.K. Toronto), Dip. Ed. (Bristol), Ph.D. (Birmingham) Professor - Science Professor – Science Coordinator – Mathematics, Science and Technology Education Group

Osser, H. B.A.(Queen's),Ph.D.(Cornell) Professor – Psychology of Education Park B.H. B.A.(Western), M.Ed.(Toronto) Assistant Professor – Language Arts Park, P.B. Professor - Science, Denn - Faculty of

Education

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

Pratt. D. B.A. M.A.(Oxford), M.A., Ph.D.(Torovis) Professor - Curriculum Planning

BIG REALMED PROPOSITIONS FROM Assistant Professor - Outdoor and Experiential Education

Rees. R. B.A.M.A. (Vork).M.Ed., Ph.D. (Toronto)
Assistant Professor – Educational Administration Associate Dean (Program)

Robertson, A. B.A., B.P.H.E.(Queen's), M.A.(University of the Professor - Health Education

Russell, T.L. A.B.(Cornell),M.A.T.(Harvard),Ph.D.(Toronto Professor - Science and Curriculum

Schiralli, M.G. B.A.(Queen's College,New York),M.A., Ph.D.(Illinois) Associate Professor – Philosophy

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

Sharples, B. M Ed.(Calgary), Ph.D.(Alberta)
Professor – Educational Administration Smith, D.C.M.

ARCT, Mus Bac, M.M. (Toronto) Associate Professor – Music, Cross-Appointment Arts and

4 History of the University

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; several of the Faculties have started programs in this area, and the Donald Gordon Centre for Continuing Education opened in the fall of 1974 as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in Septem-ber 1974. It functions as a resource centre the purpose of which is to

oer 1974. It functions as a resource centre the purpose of which is to encourage all ages wishing to undertake university work at any level. Queen's University, though founded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broadened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of denominational control.



# 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 1966-69 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 honours a distinguished Queen's historian and mable sevents was nearested for the insuranteed.

name, sevarutur; swince nohours a distinguished Queen's nisioonan apublic sevarutur; was reserved for the new academic-residentic-residentic-lead public and public sevarutur; was reserved to the new academic-residentic-residentic-residential complex housing the years Queen's has made a distinguished contribution to the academic of teachers for service in the schools of the province. Adultionally, for a period of thirteen years, 1907-1920, Queen's offered professional preparation 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 1919, the Faculty was forced to close. The establishment of the new Faculty of Education revives, then, the tradition of professional teacher preparation at Queen's University.

### **Duncan McArthur Hall**

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building snown as Durican McArtutr rian. In iss modern, well equippee outside 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-ductational resource. 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 area of the materials are supported to the superbording reduces the superbording reduces the superbording reduces the superbording reduces the superbording as well as for recention, for both day and resident students. Modern gas well as for recention, for both day and resident students. Modern days are superbording as well as for recention, for for the superbording as well as for recention, for for the superbording as well as for recention, for most subjects round out the teaching facilities.

facilities.

Adjacent to and physically connected to Duncan McArthur Hall is Jean Royce Hall, a co-educational residence with accommodation for 576 students. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Jean Royce Hall has twelve flouses' each named after Queer's me and women whose distinguished careers have left their stamp, more permanent than brick and stone, on the lives of sware flouries' second.

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

### 10 The Faculty of Education

BA/Saskatcheward/MSc.Ph.I Assistant Professor – Computers in Education

Freeman, R.M.

B.A.(Queen's),M.A.(Mir

Smith H.A. B.Sc.(New Branswick), Ed.Dip (McGill, M.A., Associate Professor Stairs, A.

RSc (McGill), M.A. (Goddard College), Ph.D. (Carleton) Assistant Professo Psychology of Education Talesnick, I. B.A.M.A.Clount Professor - Chemistry

Thompson, L., B.A.(Tometo), M.A.(Roche Professor - English and Language Arts Turner, R.B.

Associate Professor - English B.A.J.L.B.M.Ed.(Queen's), Ed.D.(Harvant) Assistant Professor - Arts

White W.C. BSc,M.Ed.,Fh.D.(Ottawa) Associate Professor - Psychology, Acting Dean, Faculty of Educati Whitehead, L.E. RESERVED IN A Ph.D (Calgary Assistant Professor – Educational Administration and Policy Chair - Educational Contexts Area Coordinator of Contining Education Williams, T.R.

B.Sc., Teaching Diploma, M.A.(McGill), Ph.D.(Muhigan) Professor – Educational Administration Vice-Principal (Operations and Institutional Relations)

Wilson, R.J. mbia) M.Ed. Ph.D.(Wash Professor - Measurement and Evaluation

# Education Programs Leading to " Bachelor of Education or **Diploma** in Technical Education

One year consecutive programs are available in the Faculty of Education leading to the Bachelor of Education or the Diploma in Technical Education. In most cases these lead to recommendation to the Ontario Ministry of Education for the awarding of the Ontario Teacher's Certificate which of Education for the awarding of the Obtario Teacher's Certificate which qualifies the holder to teach in the publicly supported schools of Ortario. Some candidates may wish to qualify for the Bachelor of Education only y undertaking special practicum arrangements related to their special intendisting special practicum arrangements related to their special intendisting their properties of their special Additionally, concurrent teacher education programs are available at Queen's and in comparison with Trent University in Petrbertuph when y candidates and their programs are available at Queen's and in comparison with Trent University in Petrbertuph when y candidates on the programs of the programs are available at Queen's and in Comparison with Trent University in Petrophysics y candidates on the programs of the programs of

and Science courses.

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

Iunior-Intermediate Program

Junior-intermediate rrogram
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 intermediates. ate division.

Intermediate-Senior Program
This program prepares candidates to teach in the intermediate division, grade? To grade I on and the senior division, grade II to O.A.C. In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

Technological Studies Program
Candidates in this program are prepared to qualify for certification for teaching in technical 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 Djohom in Technical Education.

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

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

6 The Faculty of Education

heart of the west campus where students and staff meet informally, for the social interaction which is one of the characteristic features of this faculty. Just north of Duncan McArthur Hall is John Or. 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 habitary overlook Lake Ontario, the old village of Portsmouth, and the habitary overlook Lake Ontario, the old village of Portsmouth, and the habitary of the control of the con

The Faculty of Education 7

Hutchinson, N.L.

Higginson, W.C.

M.Ed.M.P.A.(Down's)

Education Librarian

Casey, S.S.

Fraser, J.A.

BA.MLS.Rut

Jones, M.D.

Perkins, B.

Dip.Tech.Ed.(Queen's

Niemann, J.U.

Chair - Psychology, Philosophy and History of Education Area

M.A.(Esster), Ph.D.(Alberta) Chair – Interdisciplinary Area

Assistant Education Librarian

Administrative Assistant to the Dean

Administrative Assistant - Office of the Registrar (Education)

Administrative Staff - 1992-93 Park, P.B. B.A.(Weiserro,M.Ed.(Toronto) Dean, Faculty of Education (Study Lenve 1992-93)

White, W.G. B5c.M.Ed.Ph.DitOttow Acting Dean, Faculty of Education (1992-93)

Rees, R. B.A.M.A.(Verb.)Ph.D.(Torontal Associate Dean, Program

Berrill, D. Director - Queen's/Trent Concurrent

Danby, M. B.A.(Acadis), B.Ed., M.Ed.(Queen)

Coordinator of Student Teaching Kirby, J.R. BAOM/GIB PLD (Albert Coordinator of Graduate Studies and

Research Whitehead L.E. B.Ed. Ed Dip.M.A.Ph.D.(Calgary)

Coordinator of Continuing Education

Chair - Educational Contexts Area Hill R.L B.A.(New Brunswick), M.Ed.(Tor. Chair - Elementary Curriculum and Instruction Area

Allen, H.A.J. BSc.M.A.(Ionenal,Ph.D.(Waterloo) Chair – Secondary Curriculum and Instruction Area

Campbell, D.S. B.A.(Washington and Lee),M.A.(North Carolina), Ed.D.(Indiana) Chair - Curriculum Studies and Professional Skills Area

Administrative Sovervisory Assistant Technological Studies Poole, L.C. B.A.(Queen's)
Registrar, Faculty of Education

Travers, A.

B.A.M.Ed.(Queen's)
Placement Coordinator Walker, T. Supervisor, Support Services

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
Jinguistics, and 3) mathematics (this requirement may also be satisfied by
Grade 12 advanced level or Grade 13 mathematics and a full-year university course in a quantitative science such as 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 full-year courses in the subject are required for the selection of all other subjects

- 1 A full-year course in Canadian history is needed for the selection of
- History as a teaching subject.

  2 Applicants selecting Visual Art as a teaching subject must include in Applicans secting visual rate is desting stoper most include their preparation one full-year or equivalent university course in comprehensive studio practice (including drawing, painting, plus printmaking and/or three-dimensional design), and one full-year or
- equivalent survey course in art history.

  Effective for Fall 1994 admission, a full-year (or equivalent) university course in mathematics or statistics offered in a university mathety course in manematics or statistics offered in a university mature matics or statistics department or faculty will be required for admis-sion to the Junior-Intermediate program option. University quantita-tive science courses will no longer be accepted in fulfillment of the
- Hammer and the Effective for Fall 1997 admission, a full-year (or equivalent) universi-ty course in a science will be required in addition to the above pre-requisites to the Junior-Intermediate program option.

intermediate-Senior candidates must have at least one full-year university course (or two half-year courses) in psychology. Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, Hatsory, Mathematics, Music (Vocal or instrumental) "Physical and Health Education, Physics or Wissal Arts. Five full-year courses are required for the selection of French, Music, or Physical 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 fullyear courses are required for the selection of another

- 1 A course in Canadian history is needed for the selection of History as
- a teaching subject.

  2 Applicants may not select both Music-Instrumental and Music-Vocal as teaching subjects
- as teaching subjects.

  3 Applicants for Biology must offer in their preparation at least one full-year course with a major laboratory component from a university biology department. Other courses, though not necessarily designated biology, should include both plant and animal (invertebrate and vertebrate) biology.

  4 Applicants selecting Chemistry as the second teaching subject should

- offer a full-year course equivalent in introductory chemistry and two full-year course equivalents taken from organic, analytical and physi-
- cal chemistry.

  5 Applicants selecting Visual Art as a teaching subject must include in their preparation one full-year (or equivalent) university course in comprehensive studio practice (including drawing, painting, plus printmaking and/or three-dimensional design), and one full-year (or
- printmasing and/or infree-unresonan designs, auto use unry-sa-equivalent survey course in thistory, equivalent survey course in thistory, experience of the survey of the survey of the survey of the full-year courses of the survey of the survey of the survey of the full-year courses of the survey of the survey of the survey of the culture of the survey of the surv course equivalents.

Technological Studies

Admission to the Diploma in Technical Education program requires the candidate to have completed the requirements for the Secondary School Graduation Diploma, or equivalent, by the middle of May 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 or a combination of work experience and post-secondary education totalling

An interview is arranged for all who are applying for the Technological Studies program.

### Artist in Community Education

In addition to meeting the academic requirements for admission to the Intermediate-Senior program, applicants for admission to the Artist in Community Education program will be invited 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
to be interviewed.

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

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

Special Studies

Courses numbered from SPEC 201 to SPEC 299

TOTAL REQUIREMENT FOR THE IUNIOR-INTERMEDIATE PROCE AM

roundational suggest Candidates must complete the equivalent of one and one half courses from the three areas of Foundational Studies. Credit must be earned in each area unless exemption is given by the chair of the appropriate area, in which case the candidate will select a replacement from one of the other

Education Programs 19

0.5 credit

5.0 credit

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

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

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-Senior program are selected, the first of which is Dramatic Arts, English, Music or Visual Arts.

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 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, b) working as an apprentice in an educational office in an Ontario gallery or theatre c) preparing an Arts program for implementation in the Faculty and local schools, or d) serving as an animator in a community-based theatre company.

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

Cooperative Program in Outdoor and Experiential Education
The Cooperative Program in Outdoor and Experiential Education
The Cooperative Program in Outdoor and Experiential Education is
intended to facilitate integration of conventional teacher education and
preparation for professional work in alternative settings. The program is
based on experiential education theory with emphasis on methodologies
appropriate to a variety of environmental contexts and to all teaching subgicts. Also considered are the development, organization, operation and
evaluation of experience-based educational programs. These include community education, adventure programs, rehabilitation for special populations, environmental education and outdoor education.

Applicants must meet the regular admission requirements for all B.Ed. candidates applying to Primary-Junior, Junior-Intermediate or Intermediate candidates applying to Primary-Junior, Junior-Intermediate or Intermedia-tate-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 aca-demic discipline is an advantage. Their currer interests should have a ser-vice orientation. They should be able to teach and learn effectively in vice orientation. Iney should be able to teach and learn effectively in 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 admission.

# Program Format

- Prinsai.

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

  See Special Studies course SPEC 217.

  b Two six-week supervised internships at selected outdoor or other expe-
- riential education centres. See Alternate Practicum PRAC 158.

  c A five-day residential course (5 days prior to the beginning of the Fall Term) to consolidate practicum learning and to prepare for the Fall Term. See Special Studies course SPEC 217.

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 228 during the fall and winter and Special Studies course SPEC 224 as a residential during the last week of April. It is recommended that the Poundational Studies course FOUN 454 Philosophy: Teachers and the Law be chosen as one of the Foundational Studies requirements. An additional tuition fee is required for Phase I. The three Special Studies courses require charges for food and

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 B.Ed. program to be
selected to concentrate their studies at the Early Primary level – Kindergarten and Grades 1/2, during the fall term. Five features differentiate this

- concentration from the regular Primary-Junior program.

  a Curriculum, Skills and Foundations courses are designed to facilitate
- b The program takes an integrated apporoach and many of the student
- The program takes an integrated apporoach and many of the student assignments reflect this;
   An extended seven week practicum in one setting instead of the regular four week pattern is scheduled for the fall term;

# 18 Education Programs

areas. The three areas are Educational Psychology, History and Philosophy of Education, and Educational Contexts.

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

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

Practicum

Candidates must pass PRAC 160, Student Teaching. This course comprises at least eight weeks of supervised student teaching in selected schools. Candidates should note that they will be required to provide for the costs. of travel and accome

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

Note Program components may be subject to change without notice.

### **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.

Service Charges for I Winter and Intern	Regularly Scheduled Examinations ship Candidates	\$160	
Additional Qualification (Regular and Individual Control of Contro	tion Course Candidates vidualized)		
Basic Level		100	
Advanced Level		160	
External and Rewrite	Candidates		
Basic Level	Theory	50	
	Performance	125	
Advanced Level	Theory	100	
	Douform on an	100	

Special Arrangement Surcharge Special arrangements must be requested in writing and must be

accompanied by p	sayment of exam service charge.	
Basic Level	Theory	25
	Performance	50
Advanced Level	Theory	25
	Performance	75

### Primary-Junior Program Components See also the section entitled The Program Components Foundational Studies Courses numbered from FOUN 414 TO FOUN 496 2.0 credit CURR 371 Reading and Language Arts, P-J (0.5) CURR 372 Mathematics, P-J (0.5) CURR 373 Social and Environmental Studies, P-J (0.5) CURR 374 The Arts, P-J (0.5) Professional Skill-0.5 credit Course SKIL 146 0.5 credit PRAC 160 Student Teaching 0.5 credit Courses numbered from SPEC 201 TO SPEC 299 TOTAL REQUIREMENT FOR THE PRIMARY-JUNIOR PROGRAM 5.0 credit Junior-Intermediate Program Components Foundational Studies Courses number from FOUN 414 to FOUN 496 CURR 375 Communications, J-I (0.5) CURR 376 Social and Environmental Studies, J-I (0.5) CURR 377 The Arts, J-I (0.5) plus one Intermediate Teaching Subject selected from even-numbered courses from CURR 312 to CURR 380 Professional Skills 0.5 credit Course SKIL 147 PRAC 160 Student Teaching 0.5 credit

### 14 Education Programs

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

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

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

### Application for Admission - Consecutive Programs

Application for Admission – Consecutive Programs
Application for all faculties of education in Ontario is made through the
Ontario Universities' Application Centre at Guelph. Application materials
any be obtained at any of the Ontario universities or by writing to the
Registrar, Faculty of Education, Queen's University, Kingston, Ontario R7.
NS. Offers of admission are made in April, and applications must reach
the Application Centre by the second Friday in December. Applicant
usus submit all necessary documentation to reach the Registrar, Faculty of
Education by the deadline date for application.
Each applicant to this Faculty of Education must submit official univermental programs. The programs of the Control of

tion of all academic requirements for admission.

Applicants may submit amendments to their applications through the Ontario Universities' Application Centre. Applicants who have been offered admission and who have accepted the offer of admission may request 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**

English Language Requirement
Candidates must be competent to communicate effectively in both oral
and written English. Applicants may be nequired to provide evidence of
competency in oral and written English to satisfy the Admissions Committee 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

Education Programs 15

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 cants must have completed the requirements for an acceptable bachelor's degree by the end of April preceding proposed enrolment in the B.B. program. Candidates offering a three-year degree must have a B' standing on all passed undergraduate courses (the average is calculated as of the application deadline date). Preference will be given to those candidates who will have completed the requirements for an honours degree or twenty full-year university credits by the end of April. Further preference will be even to candidate who will have completed the requirements for an end of the preference will be completed the requirements for an end of the preference will be completed the requirements for an end of the preference will be completed the programment of the preference will be completed the preference will be completed the programment of the preference will be completed given to candidates who will have completed the requirements for a grad-

uate degree by the end of April.

To be eligible for admission to the Diploma in Technical Education program, applicants must have completed the requirements for the Ontario Secondary School Diploma or the equivalent by the end of April preced-

ing proposed Education enrolment.

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

# **Specific Requirements**

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

Primary-Junior
Primary-Junior candidates must have at least one full-year university Primary from the first primor candidates must have a felt of the multi-gat lumage of the course for two classifications in each of the psychology, 24 language or linguistics, 37 arts (visual six, performing arts, or music) or equivalence in finite field in the first performing arts, or music) or equivalence in music, extensive production experience production experience in music, extensive production experience, sociology, or anthropology). In dudic hilboric, candidate, or music and the production experience of the production experience or Crade 13 mathematics, or an university half credit of a sensester course in mathematics.

- 1 Effective for Fall 1997 admission, an Ontario Academic Course or a 1 Eductive for feat indiversity on Uniterior Academic Course of ratiostics of fered in a university course in mathematics or statistics offered in a university mathematics or statistics offered in a university mathematics or statistics department or faculty will be regionally of the property of the
- year (or equivalent) university course in a science will be required in addition to the above prerequisites to the Primary-Junior program

when interim and final grades must be received by the Registrar's Office shall be clearly indicated on the list.

At the beginning of each course, the instructor of that course will notify in writing the session 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 BEd, program and

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

pass

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

PN - pass, no honours available in this course

PN – pass, no honours available in unstanding the property of the past of quality of work done, as determined by the instructor.

3.3 Additional academic record entries are:
IN – incomplete AU – Audit only
AG – aegrotat grade CR – credit

NW — course to taken
3.4 When a course is made up of two or more components, students
must pass all components in order to pass the course.
3.5 When a student has failed a course or a component of a course in the
B&D Degree program, in the Cutdoor and Experiential Education program, in the Artist in the Community program, in the Diploma in Technical Education or in Continuing Education, 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
contains a contraction.

nent that has been failed, the Faculty's administration shall not approve or make available any alternative course or component 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 components which the Faculty Board has determined are not to be graded.

5. The incomplete (DR) is a temporary designation which is used when, in the judgement of the instructor, a student merits an extension of time for the completion of a course. At the end of the academic year the instructor. for microphreus or a course. At the end of the abasement year the instance, but not 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 (RV) is automatically converted to Fall To if the student has not successfully completed the course by the time specified or, in appearance of the student has not successfully completed the course by the time specified or, in appearance to the student has not successfully completed the course by the time specified or, in appearance with no later than the velocity of the student successful the successful that the velocity of the student has not successful the student h date of the course

The Programs Committee has the authority to make exceptions to these 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 mem-

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-

No grade may be changed by administrative fiat.

7 No grade may be changed by administrative hair.
3.1 If it is the responsibility of each course instructor to report final grades for fall term courses, and interim grades for all appropriate sessions courses, to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those courses determined such by the Faculty Board and so indicated to 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 Fail (F) or whose progress is otherwise deemed unsatisfactory. It shall be the responsibility of the faculty advisor to counsel any of his advisees the responsibility or the factury across or to counset any or its activities whose progress is unsatisfactory and to make a written report to the Registrar's Office as soon as possible.

3.3 It shall be the responsibility of the Registrar, the Associate Dean, and the Dean to take any further action.

8.4 An enrolled student who wishes to question academic or faculty pro-

cedures should contact the Associate Dean (Program). The Associate Dean will advise the student concerning faculty review and appeal procedures.

9.1 To be eligible for the B.Ed. degree, the Diplin Tech.Ed., and any teaching certificate, a student must have grades of H, PA, PN, AG, or CR in all the minimum required courses or components of the program.

9.2 The Dean of the Faculty, in consultation with the Faculty Board, may

at any time, exercise the discretion of his Office to ensure that all candidates for the B.E.d. degree, the Dipan Teck.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

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
enforcement of the Code rests with the Alma Mader Society, and the Gradenforcement of the Code rests with the Alma Mader Society, and the Graduate Student Society on behalf of the Senate. Students who violate the date student society on benait of the Senate. Students who viorate the Code are brought before the AMS or CSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Foculty or School. Any recommendations for expulsion or suspension must be forwarded 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 regulations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University's system of non-academic discipline should not be regarded as a substitute for the

### 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 2.0 credit Two Teaching Subjects selected from odd numbered courses from CURR 303 to CURR 379. Professional Skills 0.5 credit Course SKIL 148 0.5 credit Practicum PRAC 160 Student Teaching Special Studies Courses numbered from SPEC 201 to SPEC 299 TOTAL REQUIREMENT FOR THE INTERMEDIATE-SENIOR PROGRAM Technological Studies Program Components See also the section entitled The Program Components Foundational Studies 1.5 credit Courses numbered from FOUN 414 to FOUN 496 2.0 credit CURR 367 Teaching Technological Studies (1.0) CURR 368 Curriculum Development in Technological Studies (1.0) Professional Skills Course SKIL 148 0.5 credit 0.5 credit PRAC 160 Student Teaching Special Studies SPEC 213 0.5 credit

TOTAL REQUIREMENT FOR THE TECHNOLOGICAL STUDIES PROGRAM 5.0 credit Note Program components may be subject to change without notice.

### Concurrent Teacher Education

Concurrent Teacher Education
In cooperation with the Faculties of Arts and Science of this University
and Form University in Peterborough, a concurrent teacher education
program is offered whereby candidates complete Education courses concurrently with their Arts and Science courses. Concurrent degrees and
Science Courses. Concurrent degrees and
Science Courses. Concurrent degrees and
With the strong led-centred orientation of the Education components
the Concurrent program has the advantages of clarifying vocational interthe Concurrent program has the advantages of clarifying vocational inter-

the Concurrent program has the advantages of claritying vocational inter-set, slarpening 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 Education 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 is based on equal consideration of the academic and personal background of all candidates.

Program Components and Format
The Concurrent B.Ed. degree requires the successful completion of five
courses in Education: two courses in Curriculum, one and one half course
to the course of Stille one half crurse in Special 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, at least three ten-day

rounds of practice teaching and the internship.

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

In Year 3, candidates normally enrol in five full courses in Arts and Science and in the following courses in Education: PRAC 168, which requires ten days of practice teaching, and one or two half courses in Foundations.

ten days of practice teaching, and one or two half courses in Foundations. Candidates who elect an Honours degree in Arts and Science will normally 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, Intermediate-Senior), one half course in Professional Skills (SKII, 146, 147 or 148), and any remaining Foundations requirement, a total of 1.5 Foundation courses are needed to graduate. As well, there is PRAC 169, which consists of a one, two or three-week practice teaching round (depending on the chosen divisions) in the fall, and an internship consisting of a 10 to 14-week school assignment in the winter.

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

b failure to comply with the directions of officials of the Conversal state.

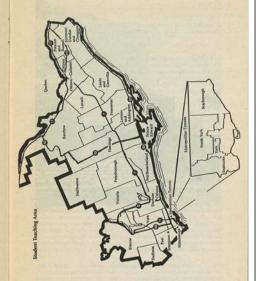
within the scope of their authority;
c theft, vandalism, and wilful or negligent damage to the property of Queen's or of a member of the University community, of the AMS, GSS

or of any other University organization;
d i assault of any nature;

ii discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual

e all forms of academic dishonesty such as plagiarism, cheating, furnish-ing false information to the University, forgery, misuse of University docu-

ments; f a violation of the rights of any member of the University community.



22 Education Programs

20 Education Programs

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), and Visual Arts. Approved teaching subjects in the Intermediate-Senior divisions are Computer Science. teaching subjects in the intermediate-sentor divisions are Computer Sci-ence, Dramatic Arts, Biology, Chemistry, History, English, French, Geogra-phy, 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 Science will be advised to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until removed from pro-bation. Continuation into the final year in the Bachelor of Education program requires an overall B average on all passed Arts and Science courses for those candidates who have completed a three-year degree. Candidates who have completed an honours degree or a three-year degree plus five additional courses for a total of twenty credits are not required to meet the

### Certification

Successful candidates are recommended to the Ontario Ministry of Educa-tion to be awarded the Ontario Teacher's Certificate. A requirement for recommendation for any Ontario teacher qualification is that the candi-date 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.

To accompany the Ontario Teacher's Certificate, the Ontario Ministry of Education issues the Ontario Teacher's Qualifications Record Card which Education issues the gree held and the criticate program taken at the Faculty of Includes the deprese held and the criticate program taken at the Faculty of Including the Continuation of Including the Inclu

Further Qualification

Holders of the Ontario Teacher's Certificate may earn additional qualifica-tions and these will be entered on a revised Ontario Teacher's Qualifications and under win in charge the meany to a diffusional basic Qualifications (such as principle). The such as the control of section on Continuing Education.

**Academic Regulations** 

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

Education Programs 23

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 Deam (Program).

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.

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

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

No students will be able to do supply teaching where a regular supply 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.

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 policy and initiate any and all approval arrangements with instructors necessary to release students from their regular programs.

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

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

the teacher's role as disciplinarian and to legal responsibilities imposed on all teachers by child welfare legislation.

Instructors in the Co-operative Program in Outdoor and Experiential Education recommend that students in that program enrol in FOUN

27. 2 Instructors in CURR 347, Physical and Health Education – Men (Intermediate-Senior) and CURR 349, Physical and Health Education – Women (Intermediate-Senior), recommend that students in those options enrol in FOUN 454 in the Fall term.

### **Educational Contexts**

tructional contexts. While specific courses in this area are based upon an examination of edu-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

FOUN 482/0.5 Human Dimensions in Teaching and Learning FOUN 482/0.5 Human Dimensions in Teaching and Learning (P.115). This course fosters the personal and interpressonal thriving of the candidate so that the /she can better assist students in their development. Anajor emphasis is placed on interpersonal aspects of education as related to self-esteem, motivation, and personal meaning as well as classroom management and evaluation. Through study of four basic human dimensions, candidates are invited to develop deeper self-awareness and a capacity to relate more positively and vitality to their students. The course has developed with the assistance of colleagues, both faculty and students, and is indispensed by the writings of James Luther Adams, and students, and is indispensed by the writings of James Luther Adams, faculty regulated to the control of the cont

Lerner, Rollo May, Jean Vanier, and Daniel Day Williams.

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

FOUN 485/0.5 Sociology of Deviant Behaviour FOUN 485/0.5 Sociology of Deviant Behaviour
A review of sociological theory which explains the causes of GP153
A review of sociological theory which explains the causes of GP153
behaviour is followed by a discussion of the teaching strategies and methods 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 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: (P.115)
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 (P.J.15)
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 490/0.5 Sociology – Seminar in Social Class and Gender (P J I S) 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

a critical understanding of the implications for children's educational experiences of the effects of social class background, sex/gender differences and racial background by focusing on three specific areas:

1) How is school experience affected by the cultural context of children's lives as these are lived in their homes, in their places of work and leisure, in their pear groups and in the school? 2) How of schools respond to these real or imagined differences? How does the culture of the school, the attitudes and expectations of teachers, the images in textbooks and the way curriculum content and provision is carried out contribute to the way children experience the school? We will examine the hidden curriculum of the dren experience the school? We will examine the hidden curriculum of the school with particular attention to the way this hidden curriculum 'speaks' differently to children depending on their social class, sex/gender or race background; 3) we will locate school practices as a part of the large-er social context within which school sexist. Special attention will be placed on developing the skills for a critical perspective which teachers might use to better respond to the diversity of student needs. The seminor-format is highly interactive between students and instructor throughout format is highly interactive between students and instructor throughout the course readings and assignments.

FOUN 491/0.5 Sociology of Education for Secondary School Teachers (I.S)
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 educa-

tional system.

FOUN 494/D. Sociology - Explorations in Learning Environments in the Benentary School

Those taking the course will share in exploring various learning environments provided for children at our elementary school levels. We will attempt to conduct our explorations from primarily three points of view: the teachers', the parents' and most importantly the students'.

Accordingly a major part of our energies will be spent observing and participating both in various of the school's or schools' programs and in those non-school activities e.g., home, community affecting learning/ not learning and assessing our experiences. It is expected that curriculum and course. Some time will be spent in examining innovative programs currently being attempted in Ontario schools.



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-Ine time areas of Foundational Studies are Educational Psychology, rela-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 Arna Chair in either Psychology, Philosophy and History of Education or Educational Contrests that they have prior competence 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 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 (PJIS) appears to the right of the course number and name. If (PJIS) 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.

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

### FOUN 463/0.5 Psychology - Culture and Education

This course explores the collective, cultural aspects of learning and devel-opment. 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 cer-tain 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 464/0.5 Psychology – Learning and Development in Childhood (P.)
An overview of learning and development in childhood with emphasis on classroom applications from infancy to grade 6. Special attention is paid to the interface between teacher and student characteristics within the social matrix of modern schooling. Other topics are those considered relevant for current education such as cognition, affect, and influence of the social 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

### 32 Courses of Study

My own bias at the present time is that schools are not doing the educational job which must be done. My concern in the course is to find out why a number of children learn less than they might and how the school environment(s) might become more consistent/compatible with the chil-

### FOUN 496/0.5 Professionalization of Teachers

FOUN 496/05 Professionalization of reachers (P115) The course rests on the belief that teachers should not only know something about children and youth and how they learn but also something about the nature of the teaching profession and its place in society. Teachers can more effectively serve their pupils by facing such questions as the nature of the education bursaucracy, the purpose and activity of the teacher tunions, 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.

### PRIMARY - JUNIOR PROGRAM

- PRIMARY IONION PROCESSAN

  CURR 371/0.5. Reading and Language Arts (Primary-Junior)

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

  I knowledge and understanding of Ontario Ministry of Education
  guidelines and support documents on reading and writing;

  I knowledge and understanding of the reading and writing

  I knowledge and skill in using materials and strategies to promote pupil
  improvement in seedine and understanding.
- improvement in reading and writing;
  4 knowledge of children's literature and its role in an effective language
- 5 knowledge and understanding of integration in the language arts.

CURR 372/0.5 Mathematics (Primary-Junior)
The purpose of this course is to familiarize candidates with the content of the mathematics curricula in the Primary and Junior Divisions, and with a variety of methods for effectively teaching fundamental mathematics. with a variety of methods for effectively teaching fundamental mathematical concepts. A large portion of class time will be given to the use and analysis of a wide range of resources, particularly concrete materials, for mathematics instruction. The course will also provide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in the Primary and Junior Divisions. Fresent trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Learning Materials \$15

CURR 373/0.5 Social and Invironmental Studies (Primary-Junior)
The world with which the child is familiar is used as a starting point for
the development of values, attitudes, concepts and skills. The focus is on
aspects of the total environment: the social, biological and physical relationships of the child's world in time and space. This course has two com-

# Courses of Study 33

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 imple-mentation. A variety of evaluation strategies will be examined. Environmental Studies This course emphasizes the process approach,

through a series of workshop sessions stressing the problem-solving and a level of learning which is applied to specimen study, physical science, nat-ural phenomena, the outdoor setting, and the integrated learning experi-

ence.

The course includes work in sample units and group practice in curriculum adaptation and development. Starting points for curriculum considerations are used in a range of problem contexts, including that of environmental issues. The latter are explored as a vehicle for promoting wise decision-making in the future.

CURR 374/0.5 The Arts (Primary-Junior)
Children's growth and development are fostered through his imagination, personal explorations, reaction to the environment through all the senses and through the security gained from achievement and proficiency. It is through the Arts that children first express themselves and 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 Mussic), each provides for this devel-

opment in its own unique way.

Note Three of the following four Arts components are required for credit

in this course: 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 pro-gram designed to enhance children's visual awareness, sensitivity and some statements.

appreciation.

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

teaching various subject areas.

Music This is an introduction to teaching music in the elementary 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

Physical Education This activity-based component is designed to provide the student teacher with sufficient knowledge and skills to develop a prothe student teacher with sufficient knowledge and skills to develop a program which provides meaningful experiences for the children in the gymnasium. A rationale along with the related activities, will be 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 coop-

# 28 Courses of Study

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

FOUN 468/0.5 Psychology – Affective and Aesthetic Development in Childhood and Adolescence (Offered at Trent only)

This course will deal with the relationship between the education of the emotions and the formation of aesthetic response, approciation and judge-

FOUN 474/0.5 Psychology – Exceptional Children
This course is intended to help students identify the exceptional Child or
adolescent in a normal classroom setting. Discussions will focus on the
child who is working at an advanced level as well as the child who is
experiencing difficulty in a specific area. Topics include the use and impli-cations of the use of terms 'normal' and 'exceptional' by: a) educators; b)
the 'helping professions, such as social workers, psychologists, and psychiatrists; and c) the public at large. Specific lectures will cover maladied behaviour as revealed in the classroom.

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

FOUN 414/0.5 Contemporary Education Abroad FOUN 4140.5 Contemporary toucanon Aproasa 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. Some major models of education—those of the United States, Britain, France- are considered in terms of their characteristic approaches and of their significance, positive or otherwise, for education in the Third World.

# FOUN 415/0.5 Comparative Education – Canadian Education (P115) in Comparative Perspective Current issues in Canadian education are identified within their immediates.

ate settings and then discussed in terms of a range of relevant international and historical comparisons. These issues typically involve interaction at and instorical comparisons. These issues typically involve interaction, between schooling and various social, economic, political and personal factors, and have important implications for the organization, content and process of education. The comparative approach of the course is designed to promote a sophisticated awareness of the global and local expressions of this interaction, and of its varying effects on the role of the teacher as social agent and as personal model.

FOUN \$22/0.5 The Separate Schools of Ontario

(P J15)

This course is designed to familiarize students with the particular standard, sta

FOUN 440/0.5 Philosophy - Understanding Teaching 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.115) This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specification will include the problems involved in the identification and specification of criteria, testing and judging the 'object' to be valued, and justifying evaluative standards. Theoretical insights will be applied to problems faring classroom teachers. The advantages and disadvantages of alternative grading systems e.g. Numerical Grading, Letter Grading, Two-value Grading and Anectotal Reporting will be examined. The relation between 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 concer with teaching and learning.

FOUN 442/O.5 Philosophy – Ethics and Education (P 115)
This course will consider some of the moral problems which team and society as a whole face with regard to education. We will examine the concepts of education, human rights to education, equality, freedom and authority.

FOUN 443/0.5 Philosophy – Poetic Theory (I S)
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 cappreciation of poetry.

FOUN 444/0.5 Philosophy of Education for Teachers of (P.11S) Mathematics and Science
This course will examine a number of contemporary accounts of nature and structure of knowledge in mathematics and in the physical and biological sciences. The insights derived from this study will prove particularly the property of 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 (LS)
This course will examine a number of problems that are of particular core no teachers of the arts. The principal thrust of the course will be to try to discover the sources of our appreciation of works of aft so that we may be in a better position to bring others – most notably our students – to share in that appreciation.

FOUN 454/05. Philosophy – Teachers and the Law

(P.115)
Through the study of cases brought against school boards and teacher
this course will review the jurisprudence and analyze the standard of professional responsibility that the law requires. Cases will be studied that
involve injury to pupils in the gymnastium, shop and laboratory on school
grounds and premises as well as on field trips and in outdoor education
settings. Special attention will be paid to legal problems that arise out of

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 sem-

### CURR 322/0.5 French (Intermediate)

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

sen and written French.

This course prepares prospective teachers of French as a second language 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:

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 ad attonale of the methodology advocated by the authors of textbooks and materials used in schools:

gy advocated by the authors of 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 on the program of the program o

This course will be 60 hours in duration to include both the core and the

concentration in this subject.

CURR 134/N. 5 Geography (intermediate)

This course is designed to prepare candidates to teach geography at the Intermediate level (gr. 7-10). Using a geography context the program will provide instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluation as well as essential classroom management. Participants will have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who will provide input and strategies related to specialized areas of the geography program. This program will familiarize candidates with the current Ontario Ministry of Education guidelines in geography and provide specific preparation for implementing Ministry of Education curriculum initiatives in 'The

Transition Years' (gr. 7-10). Throughout the course a strong emphasis is placed on the cooperative development and sharing of curriculum ideas and resources by candidates. Learning materials \$10

CURR 328/0.5 Science - General (Intermediate)
This course will examine the basic methods of instruction for the Intermediate Division Sciences, Special attention will be given to implementation of the Intermediate Science Guideline of the Ontario Ministry of Education. Teaching resources and materials will be surveyed and analyzed. Methods of communication, planning and performing demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially

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 effective history programs, grades 7-10. Candidates will learn how to implement a variety of teaching strategies appropriate to student needs and Ministry philosophy. Resource material will be examined and candidates will develop a unit suitable for classroom implementation. Evaluation strategies will be explored. Considerable time will be devoted to helping candidates improve their knowledge and understanding of the forces and individuals who have helped to develop Canada. Learning materials \$10

CURR 344/0.5 Mathematics (Intermediate)

The purpose of this course is to prepare candidates to teach mathematics at the Intermediate level. Candidates will become familiar with the ties at the intermediate level. Candidates will become familiar with the content of the Intermediate level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, and activity approaches. The course will also provide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in the Intermediate Division. Present trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics, and its Leaching is a tion of a positive attitude towards mathematics and its teaching is a high priority of the course. Students may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably be expected to teach.

CURR 346/0.5 Music - Vocal (Intermediate)

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 emphasis will be on developing and improving competency and developing and and developing student aesthetic and creative paper list in a musical environment using materials and approaches relevant to the intermediate level. Classes are taken in conjunction with a portion of the Intermediate level. Classes are taken in conjunction with a portion of the Intermediate

erative and traditional games, gymnastics (movement education) and

JUNIOR - INTERMEDIATE PROGRAM

CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

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

distanct components:

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 Intermediate grades of an elementary school. Emphasis will be given to the devel-opment of basic pupil skills in reading, writing, speaking and listening. Consideration will be given to the concept of Language and Reading cross 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 effectively teaching fundamental mathematical concepts. Candidates will use and analyse a wide range of resources. The course will also provide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in the Junior and Intermediate grades 7 and 8. Present trends in mathematics ducation in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course.

CURR 376/0.5 Social and Environmental Studies
The world with which the child is familiar is used as a starting point for the development of values, attitudes, concepts and skills. The focus is on aspects of the total environment: the social, biological, and physical relationships of the child's world in time and space. This course is comprised

Social Studies (Junior and Grades 7 and 8) This component is designed to assist candidates in exploring ways of developing, implementing and evaluating an effective social studies (gr. 4-5-6) as well as a geography (gr. 7-8) and history (gr. 7-8) program. Emphasis will be on utilizing a variety 4-8) and missory (gr. 7-8) program. Emphasis will be on utilizing a varied to teaching and evaluation strategies appropriate to student needs and Ministry philosophy. A wide range of resource materials will be examined with a goal of assisting students in developing practical and effective learning materials suitable for classroom implementation. A strong emphasis is placed on cooperative development and sharing of curriculum ideas and resources. Whenever possible, the integrative links between the social studies, science, geography and history components will be

component views science activities in the elementary school as a basis for developing social and communication skills. Candidates will prepare teaching materials aimed at stimulations.

ing inquiry into natural phenomena and associated value issues. Varied These include using the out-of-door, project work and activity centres.

CURR 377/0.5 The Arts

The arts are ways of learning, knowing, creating and expressing. As such, the area are ways or tearing, knowing, creating and expressing, as set, they have a crucial role to play in the education of pupils in the junior and intermediate divisions. This course will prepare candidates to implement the arts in the classroom. Candidates will also be enabled to enhance their personal development and appreciation of the 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 Inter-

and studio sessions are used to explore the needs of the juntor and inter-mediate pupil in art education. Attention is given to the child's develop-ment and in the design of a Visual Arts program to meet this end. Dama (Junior and Grades 7 and 8 7 this component offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques in teaching various subject areas.

Music (Junior and Grades 7 and 8) This is an introductory component of the Music funder and Gradies 2 and 3.1 has is an introductory component of the teaching of music in the funitor-lintermediate 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 Haslik Education (Junior and Grades 7 and 8) The Health Education

tion section will focus on the methods, materials, and resources for the topics stipulated by the Ontario Ministry of Education guidelines for the unior Division. The Physical Education section will focus on the follow-

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 relat-

ed to specific team games

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

INTERMEDIATE TEACHING SUBJECTS

CURR 312/0.5 Dramatic Arts (Intermediate)

A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of personal resources in dramatic expression through improvisation and group project work. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the particular demands 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 candidates to teach a first course in Dramatic Arts in the Intermediate Division, and to serve as a resource-teacher who can assist in the use of drama as a learning method.

# 38 Courses of Study

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

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

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

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

education course will focus on the following areas:

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

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

taught in the Intermediate division.

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

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

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

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

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

CURR 380/0.5 Visual Arts (Intermediate) CURS 189(0).5 Visual Arts (Intermediate) Are course concerned with the practical needs of the teacher of art working in the Intermediate school setting. The program will stress teaching strate-less program planning, classroom management and budget planning. In the studio sessions the candidate will be able to acquire new and additional knowledge and skills in studio practice.

This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Visual Arts. Graduates of an Honourse program in art normally meet the academic qualifications for admission to the one seatest Menour Specialist and life state.

sion Honour Specialist qualification.

### INTERMEDIATE-SENIOR PROGRAM

See Admission Requires

CURR 303/1.0 Science – Biology (Intermediate-Senior)
The course will familiarize students with science subject matter taught at the intermediate/senior levels in science and biology. It will provide students with theoretical and practical aspects of implementing current

Courses of Study 39

curriculum guidelines. This will include exploration of a variety of teaching strategies including laboratory-based learning. Students will be expected to exhibit a degree of self-directed learning. Course materials: Students will be required to either purchase a text for the course or pay a fee for photocopied materials.

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

CURR 309/1.0 Science - Chemistry (Intermediate-Senior)
This course is intended to prepare students to teach science at both the
Intermediate and Senior levels. Using a chemistry focus, students will
examine topics such as methods of teaching science, safe and effective
use of the laboratory, implementation of the Ontario science guideline,
resources for teaching science, evaluation of students and program, and
the interrelationships between science, technology and society. The
nature of science and technology is an underlying emphasis throughout
the course. Students will give numerous presentations, including laboratory activities, demonstrations, microteaching and seminars on issues
isociator exhaustion. Opportunities will also be provided for students
to explore science education issues of their own interest.

CURR 351/1.0 Science – Physics (Intermediate-Senior)
The Intermediate/Senior Physics course gives particular attention to
materials and strategies for the teaching of physics in Grade 12 and at
the OAC level. It also provides background for the teaching of science
at the Grade 9 and 10 general and advanced Levels. Written assignments focus on classroom events and on professional development as a teacher. Because this course runs through both terms of the B.Ed. program, emphasis is placed on synthesis and integration of program elements with practice teaching experiences in schools.

CURR 309/1.0 Computer Science (Intermediate-Senior)
This course is designed for those students who wish both to teach Computer Studies courses and to prepare themselves for leadership in integrating computers into the secondary school curriculum. The course will pre-pare students to teach courses in Computer Studies, Computer Science and Technology, and Computer Science, not in Data Processing or Com-

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-ities, 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, electorimum facilities for the students of the students of the students. In classification of the students of the students of the students of the students of the students. In the students of the students.

through designing learning activities related both to the courses which they expect to be teaching and to other courses; and through formulating and justifying an approach to computers in secondary education.

CURR 311/1.0 Dramatic Arts (Intermediate-Senior)
A course concerned with the theory and practice of drama in education. Students will explore the imaginative use of personal resources in dramatic expression through improvisation and group project work. They will 36 Courses of Study

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

### CURR 318/0.5 English (Intermediate)

CURR 318/0.5 English (Intermediate)
This course is designed for prospective teachers of Intermediate grades, who have university background in the subject of English. The program who have university background in the subject of English. The program who have university background imaginative presentations of literature who nave university ackegorant a limit subject of enginest. He programs as tresses careful explication on feliping students to see with feeling. The methods of instruction used in the course should display the primary use of instruction used in the course should display the primary use of instruction used in the course should display the primary that the primary use of instruction used in the course should display the primary that the primary t

### 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:

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; understand the psycholinguistic aims and rationale of the methodology advocated by the authors of textbooks and materials used in schools;
 prepare materials and activities to develop learners' French commu-

4 prepare materials and activities to develop learners' French communicative 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 Second 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

CURR 324/0.5 Geography (intermediate)

This course is designed to prepare candidates to teach geography at the Intermediate level (gr. 7-10). Using a geography context the program will provide instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluation as well as essential classroom management. Participants will have an encountrie to develop and utilize a wide range of instruction materia. weii as essential classroom management. Participants will nave a opportunity to develop and utilize a wider ange of instructional materi-als plus interact with resource people who will provide input and strategies related to specialized areas of the geography program. This program will familiarize candidates with the current Ontario Ministry of Education guidelines in geography and provide specific preparation for implementing Ministry of Education curriculum initiatives in 'The Courses of Study 37

Transition Years' (gr. 7-10). Throughout the course a strong emphasis is placed on the cooperative development and sharing of curriculum ideas and resources by candidates.

Learning materials \$10

CURR 328/0.5 Science - General (Intermediate)
This course will examine the basic methods of instruction for the Intermediate Division Sciences. Special attention will be given to implementation diate Univision 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, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially

### 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 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 suitable for classroom implementation. Evaluation 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. Learning materials \$10

### CURR 344/0.5 Mathematics (Intermediate)

The purpose of this course is to prepare candidates to teach mathematics at the Intermediate level. Candidates will become familiar with the content of the Intermediate level mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectecnniques appropriate to matmematics. Ine 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 and policies relating to the teaching of mathematics in the Intermediate Division. Present trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Students may be required to demonstrate to the satisfaction of the instructor competence in the mathematical con-tent that they could reasonably be expected to teach. Learning materials \$6

# CURR 346/0.5 Music - Vocal (Intermediate)

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-There will be into classessoro for transamentas or music. The emphasiss will be on developing and improving competence in teaching music and developing student aesthetic and creative capacities in a musical environment using materials and approaches relevant to the intermediate level. Classes are taken in conjunction with a portion of the Intermediate Senior program.

### Student Teaching (Consecutive)

PARCE to Subsight for teaching (Consection degree or diploma and an Ontario Income to the Consection of the Consection

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 MAA-thu-Hall for these

McArthur Hall for three one month periods during the year.

Candidates must be prepared to be assigned to schools within our designated area. This will mean that they may have to travel up to 200 miles ignated area. Into will mean that they may have a unwelling to a first from Kingston and they should be prepared for additional expenditures in order to cover the cost of both travel and accommodation. Since placement in Kingston and area schools cannot be guaranteed, students are invited to identify communities in the Queen's designated area wherein they would like to do their practice.

### PRAC 167 Practicum (Concurrent)

PRAC 167
Practicum (Concurrent)
Candidates in the second year of the Concurrent program must complete two weeks of supervised student teaching in an approved elementary or secondary school. This may take place during the candidate's winter break and/or immediately following the Winter term in April or May.

### Practicum (Concurrent)

PRACTOR

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.

### 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 area.

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

PRAC 170 Service Learning Practicum
All Year 1 Concurrent students will select a service learning placeme in a classroom setting within the regular school system, at any level from Kindergarten to Grade 10. This placement serves to introduce students to the professional teaching environment. It also provides the experiential basis for reflection and discussion for the course SEEC 236, Introduction to Schools and Teaching.

SPEC 205/0.5 Internship Research Project (Concurrent only)

SPC 289.0.5 Internship Research Project (Concurrent only). This course is reserved for students in the final year of the Concurrent program. It directs students during their internship to use the classroom as a setting in which to observe, to derive hypothese about the teaching and learning process, and to carry out systematic inquiry as a means of exploring these hypotheses. The project will be carried out as independent study under the direction of the faculty internship supervisor with the assistance of the associate bareher.

SFE 286/0.5 Open Country Explorations

An adventure oriented Introduction to outdoor education, this course
involves a progressive sequence of challenges in a variety of all-weather
outdoor settings. The challenges are adjusted to suit all readiness levels,
but do occur in places where the natural consequences of decisions are
inescapable. The course shows how powerful experiences outdoors
interests learning, increase environmental sensitivity and enhance relainterests learning, increase environmental sensitivity and enhance relaintegrate learning, increase environmental sensitivity, and enhance relationships between teachers and students. Students may organize a weekend outing. The course normally consists of 8 five-hour outdoor activities including a communal meal. A fee (\$85) is charged to defray the costs of food and transportation.

SPEC 207/0.5 Outdoor and Experiential Education, Practice and Theory
This course is designed for students with professional interests in outdoor and experiential education. It involves a series of adventure, enviother and experiential education. It involves a series of adventure, environmental and personal growth experiences which are blended into a study of the practice and theory of experience-based education. The course is applicable to the teaching of all subjects where it is desirable to extend classroom boundaries. The course normally meets for 5 hours, including a communal supper, for 8 sessions. As many as 3 sessions. sions may be extended in the of accommodate the oxigencies of out-door activities and real time. A fees of the oxigencies of out-door activities and transportation. Please note that his course is normally offered in the fall term, and forms a possible two-course concentration, space permitting, with SPEC 26s in outdoor and experiential education.

SPEC 208/0.5 Outdoor and Experiential Education, Schools and Programs
This course is designed for students with professional interests in
outdoor and experiential education. It studies the implementation of outdoor and experiential education in schools and special programs through a series of experiences with adventure activities, simulators, visits and guests. The course is applicable to teachers in all subjects at all grade levels. It normally meets for 5 hours, including a communal supper, for 8 sessions in the winter term. Some scheduling adjustments 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-dates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowledge strengths.

This course according to subject-knowledge strengths.

This course leads to eligibility for admission to Part 2 of the three part
Specialist qualification in Dramatic Arts. Graduates of an Honours program in Dramatic Arts normally meet the academic requirements for
admission to the one assisting Manages Care Mission to the one assisting the property of the control of the contr nission 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 techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small group work Close attention will be paid to recent work on teaching Economics, includ Close attention will be paid to recent work on teaching Economics, including that of Massialas and Lee on Inquiry methods and Oliver, Fraenkel, Kohlberg, and Simon on Value Clarification. Students will receive practice in instructional planning in the areas of defining objectives, lesson planning and test design. Candidates should note that:

1 History 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.

2 Only one of History and Economics can be selected as a teaching sub-

ject.

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)

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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 maginative presentation of literature with the primary aim of helping students to see feelingly. The methods of instruction used in the course should display a variety of approaches to the leaching of both literature and composition. The course will include micro-teaching, team-teaching, guest speakers, films, wordshops 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.

ken and written French.

The course prepares prospective teachers of French as a second language 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:

1. examine the guidelines for the French core program published by the Ministrias of Education of Ontario and of other provinces.

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

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'

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-

to 13 that includes the study in depth of grammar, oral and written communication, and selected literary works;

6 prepare tests to measure learners' progress and achievement in all the communicative skills taught in the core French program.

This course leads to eligibility for admission to Part 2 of the Ontario Ministry of Education's three part Specialist qualification in French as a Second Language. Graduates of an Honours program in French normally meet the academic qualifications for admission to the one session Honour Specialist qualification in French.

CURR 323/1.0 Geography (Intermediate-Senior)
This course is designed to prepare candidates to teach geography at the Intermediate-Senior level (Ignades 7-20A.5). Using a geography context the program will provide instruction in basic lesson planning, questioning techniques, field work methods, unit and course planning, evaluations of the provided in the course planning and the provided in the course planning and the provided in the course planning and the provided in the pr tion as well as essential classroom management. Participants will have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who will provide input and strategies rised to specialized areas of the geography program. This program will familiarize candidates with the current Ontario Date of the strategies of the geography and the strategies of the geography and provide specialized programs of the program of the strategies of th 11-12, OAC). Throughout the course a strong emphasis is placed on the cooperative development and sharing of curriculum ideas and resources by candidates. Learning materials \$10

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 techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and small-group work.

Close attention will be paid to recent work on teaching history/social science, including that of Massialas and Lee on Inquiry methods and Oliver. Frenchel, Kohlberg, and Simon on Value Clarification. Students will receive practice, instructional planning in the areas of defining objectives, lesson planning, and test design. Learning materials \$10

### 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 with the content of the Intermediate and Senior level mathematics air win the content or the intermentate and sentor lave mathematics courses through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics. The course will consist of lectures, discussions, student presentations, and activity approaches. The course will also provide an opportunity to examinations those Ministry of Education guidelines and politics relating to the

### 46 Courses of Study

may be made to meet special circumstances. A fee (\$85) is charged to defray the costs of food and transportation. The course is closely related to SPEC 207, but may be taken separately.

# SPEC 213/0.5 Organization and Management of Technological Studies This course is designed primarily for Technological Studies students

This course is designed primarily for Technological Stututes students, 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 laboratory management routines for both individual and group situations, inventory and the safety of the programs of the progr cy management routines for root incuvous an agroup situations, investing, and mark records. Different computer software packages will be used to apply the above topics. In addition, each candidate will undertake an individualized program to update in their subject skills or acquire additional related skills. This is a core course for Technological Studies and cents. 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
discipline of organizational theory. The course will include topics such as
motivation, goal setting, leadership, decision-making, planning, organizational climate and ethics, change processes, and problem solving. The presentation will be focused on the special needs of beginning teachers and
executable administrations.

Optimal learning environments are characterized by trusting relation Optimal learning environments are characterized by trusting relationships: trust is the critical variable. This course allows candidates to experiment with processes that build trust and promote learning. The experiment an on-didatic 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 tweekend, organized as an outdoor adventure away from campus. There is a small charge for travel and food.

# SPEC 217/0.5 Educational Uses of the Environment (Outdoor Education students only)

This two-part course is available only to students only)

This two-part course is available only to students registered in the Cooperative 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 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 wilderness setting may be included in the second part. Both components will be ness setting may be included in the second part. Both composition of the 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

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

Courses of Study 47

community arts organizations. The course will be presented in a variety of formats. Several lecture-discussions will describe basic administrative principles and organizational problems. Experts in specific administrative fields will be invited to assume leadership and consultant roles with the students who will then undertake the application of principles in 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

arts.

Through the application of administrative principles, be able to ameliorate 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

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

# SPEC 229/0.5 Introduction to Teaching English as a Second Language This course provides students with a fundamental background in linguis-

this course provides students with a fundamental oxecognoun in inguis-tic skills – phonology, morphology, syntax and grammar – and in theories and methodologies for second language acquisition. Students will be pre-pared for later participation in the Ministry of Education's Three-Part-Spe-cialist Course in Teaching English as a Second Language.

### SPEC 230/0.5 Advanced Seminar in Curriculum

(Off-campus Native Education students only)
This course is intended as an enrichment experience in the area of curriculum planning. Some of the topics explored in the course are human needs as the basis for curriculum; public, personal and interpersonal meaning in curriculum; developing intrinsic and extrinsic motivation; instrumental and experiential approaches; strategies for cybernetic feedback; aspects of curriculum logistics.

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

SPEC 236/0.5 Introduction to Schools and Teaching (Concurrent Year 1 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 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.

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

# 42 Courses of Study

teaching of mathematics in the Intermediate and Senior Divisions. Present trends in mathematics education in Ontario and other jurisdictions will be examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Students may be required to demonstrate to the satisfaction of the instructor competence in the mathematical content that they could reasonably be expected to Learning materials \$12

### 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 musica satated in the Ontario Ministry of Education guidelines for music. This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Vocal Music (Intermediate Senior). Graduates of an Honours program in music normally meet the academic requirements for admission to the one session Honour Specialist 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-nity to practice a number of these styles during video-taped microteaching

lab sessions.

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

teaching styles. The Intermediate-Senior Ministry of Education curriculum documents will be studied, and the details of sound curricular planning will be until 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 intramural 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

approximately twenty-two hours of class work, labs, seminars, and work-shops. 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 454 Philosophy – Teachers and the Law during the Fall term.

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

CURE, 265/1.0 Music - Instrumental Untermediale-Senior)
A course designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience.

Courses of Study 43 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 Senior). Graduates 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. Students 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, practis-ing artists, authors and visual art administrators, the candidate will have the opportunity to acquire the professional skills needed to teach art in an

ducational setting.

Additional sessions are made possible for the candidate to further

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

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

### TECHNOLOGICAL STUDIES PROGRAM

CURR 36/71.0 Teaching Technological Subjects
This course is designed to help technical teacher candidates develop a personal style of teaching which is consistent with basic concepts and principles of the teaching //learning process. Techniques, strategies and skills in
relation to lesson preparation, questioning, evaluation, inter-personal relationships and motivation are examined in detail, particularly in relation to
their applicability to inschool stratutions.

### CURR 368/1.0 Curriculum Development in Technological Subjects

CURR 3869/1.0 Curriculum Development in Technological Subjects
The Radio Program of the Company of the Company of the Company of the India Company of India Company o

# Professional Skills

SKIL 146/0.5 Professional Skills for the Primary-Junior Divisions

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

SXII 148/0.5 Professional Skills for the Intermediate-Senior Divisions
These courses provide an introduction to basic and generic skills for appli-cation in the Primary-Junior, Junior-Intermediate, Intermediate Senior di

a that requires four years of university study, or the equivalent thereof, to 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 qualifications referred to in (2 a, b) and, the considers equivalent to the qualifications referred to in (2 a, b) and, the considers equivalent to the qualifications referred to in (2 a, b) and, the considers equivalent to the qualifications referred to in (2 a, b) and, the considers equivalent to the qualifications referred to in (2 a, b) and (2 a) and (3 a) and (3 a) are considered to the considere

3 provide evidence of a least two years of successful teaching experi-ence including at least one year 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 experience including at least one year in Ontario, in technological studies, certified by the appropriate supervisory officer 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

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 and appropriate doctimentation by the relevant desidine care. Language for Parl 2 and Specialist courses must have the teaching experience statement completed and signed by the appropriate supervisory official. Registrations not accompanied by the enguired forms and documents will not be processed. In addition, a cheque for the tuition fee must be submitted 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 Examinations
Students taking Technical Education courses for which a Technical Proficiency Examination is required will have to pay an examination service charge. Information regarding the actual charge may be obtained from the

Ministry of Education Courses offered by the Office of Continuing Education

Honour Specialist Qualification Dramatic Arts English French Geography Integrated Arts Mathematics

Physical & Heath Education Technological Studies Visual Arts Additional Basic Qualification Primary

Junior Intermediate Technological Studies (specific subjects see below) One Session Additional

Qualification Adult Education Childhood Education Integrated Arts Teaching Writing

Three Session Additional

Qualification Business Education – Data Processing Cooperative Education Computers in the Classroom Computer Studies - Computer Science

Dramatic Arts English as a Second Language French as a Second Language Guidance Industrial Arts
Intermediate Education Iunior Education Librarianship Mathematics in Primary Junior

Education Media Music-Instrumental Music-Vocal Physical & Health Education, Primary-Junior & Intermediate-Senior

Primary Education Reading Religious Education Science in Primary-Junior Educa Education Special Education Visual Arts

Technological Studies Additional Basic Qualification Individual Study (A), (B) Automotive (B) Drafting Comprehensive (B) Industrial Electronics (B) Electricity (B) Computer Electronics (A)
Precision Machining (B)
Small Powered Equipment (B)
Metal Fabrication (B)

period that children become aware of, and begin to react to, the environment. In this course students learn about various strategies, based or selected aspects of visual and language arts, that can be used to support children's aesthetic, creative and linguistic development.

SPEC. 24(2).6. "Principles and Programs in Experiential Education (Outdoor Education students only)

Available only to students registered in the Cooperative Program in Outdoor and Experiential Education, the course is a study of the theories of experience based education as derived from the literature and tested analyses of experiential practices and programs. The class sessions are distributed over the Fall and Winter terms to provide three-season access to outdoor settings. Sessions vary in length to provide for a nix of activities within the normal duration of a half-credit course. There will be a fee for

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

(Outdoor Education students only)

Available only to students registered in the Cooperative Program in Outdoor and Experiential Education. This five-day residential course is an intensive concluding analysis of the year-long cooperative program 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 student planning, operation and evaluation of this course. There will be a food and transportation charge.

FRC 248/D.5 Computers, Software and Teaching
Designed primarily for those with little or no computing experience,
this course explores the integration of computer software in teaching, A
handson approach is used to introduce students to various commercial
packages including simulations and to familiarize students with
instructional applications of 'too' software such as wordprocessors,
databases, and spreadsheets. Videodisks and COR-SOA's are also introduced. The 'Computers in the Classroom' component of Professional
Skills may be completed in conjunction with this course.

Statis may be compresed in Conjunction with this observation programming for Iducation This course is intended for students with or without previous programming experience. The general aim is to provide an introduction to problem solving as expressed through computer programming. Students will investigate the i) process of programming, il major programming-paradigms (imperative, declarative, and object-oriented), till importance of programming environment features, iv) fundamental concepts of good software design. The first half of the course will be devoted to a brief guided overview of programming languages and paradigms: Tur-ing, LOGO, Prolog, and Smalltalk. The remainder of the course is dedi-cated to individual student work in the design, implementation, debugging, and presentation of a programming project. The student may choose to undertake this programming a programming language (such as those student or others), an authoring system (such as Hypercard), an application program (such as a spreadsheet or database management system). SPEC 260/0.5 Peace Education

In this theoretical and practical course, instructor and candidates explore ways in which teachers can actively foster partnering attitudes and skills for interpersonal, multi-cultural and ecological well-being.

SPEC 286/0.5 A Study of the Religious Education Program in the Roman Catholic Hementary 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 Ontario. Any seateries who plan to teach in the comman carnous separate Schools will find this course helpful as a basic orientation in regard to the theological and pedagogical principles underlying contemporary Cate-chetical 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

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 sensitivity to the impact that family experiences have on teaching and learning.

SPEC 289/0.5 Teaching for Self-Directed Learning

The concept of self-directed students who contribute to what and how they learn has replaced the image of learners as mere recipients of information. Teachers must turn to strategies which inspire thinking. individuality, and creativity. Emphasis will be given to the design of resource-based learning programs, learning centres, and independent

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. At the begin-ning of term, the student must submit an outline of the proposed private ming or term, the student itsus submit an outtime of the proposed private study to the appropriate faculty member for appraisal, approval, and acceptance of the responsibility 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 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 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 terms of their full-time some to complete air course when when the three is or project. Thesis or project work can be completed in additional terms either on campus or off-carmy parts. All students are required to complete the degree requirements within five years of initial registration.

To be considered for admission an applicant must possess evidence of

1 Professional experience, a B.Ed. degree or its equivalent, and a minimum of a B-average in a Bachelor's degree or its equivalent

2 Two years professional or industrial experience, and a minimum of a B-average in a Bachelor's degree or its equivalent

3 A B.Ed. degree, and a minimum of a mid-B average in a Bachelor's degree or its equivalent.

Special Admission Requirements
Each year, up to five full-time students will be admitted who have
demonstrated exceptional ability to undertake research. These applicants need not have professional teaching experience, nor a B.Ed.
degree, but must possees a record of high academic achievement in an Honours degree or its equivalent, and must present courses that consti-tute preparation for research in education. Prior to admission, applicants in this category must develop a program of study, in Pattern I (thesis route), with a member of Graduate Faculty. The program of study may require more than the normal ten half-courses, and may include courses from other programs of the Faculty of Education. The program of study must be approved by the Graduate Studies and Research Committee of the Faculty of Education before the application

Assessment of the reading of the Education to the Calendar of the Further details may be obtained by consulting the Calendar of the School of Graduate Studies, Paculty of Education, Queen's University, Kingston, Ontario KrJ.Nic.

# Scholarships, Bursaries and 55 **Financial Assistance**

Fees are due and payable at or prior to registration. To be allowed to register, a student must have paid at least a first instalment of fees. Details regarding fees for the 1992-98 Fall-Winter session may be found in the Fee Information Sheet which is issued to all new and continuing students or may be obtained by writing the Registrar, Richardson Hall, Queen's University, Kingston, Ontario NTL NNs. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, cir-cumstances so warrant.

The deadlines for dropping and adding courses without financial penalty are contained in the Fee Information Sheet. These deadlines are not listed in the Calendar and do not necessarily correspond with the academic dead-lines listed in Sessional Dates. Students are advised to familiarize themselves with this information in order to avoid financial penalty resulting

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 Onion street. It administers the Ontaino Student Assistance Program for Ontaino residents attending Queen's University, the University's own student loan funds, as well as its bursary and undergraduate scholarship programs. The staff will be glad to discuss financial aid problems with any student of the University or other interested persons. Telephone 545-2216. The values shown for the awards in this section were those in effect at the time of publication.

Government Sponsored Financial Assistance Frograms
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, howevsource of names for scopenis with nave ammer mancinar resources, now ref, 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 Assistance Program (OSA?) offers grant funds via the Ontario Student Assistance Program (OSA?) offers grant funds via the Ontario Student Assistance Program (OSA?) offers

through the Ontario/Canada Sector Grain 1 rain, as were as to an assistance to the first four years of university study. After students have used their grant eligible for grant assistance for the first four years of university study. After students have used their grant eligibility 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 governments, taking into consideration the financial resources of the students

ments, fasing and consideration the infanctal resolutes of the states 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

# 50 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.

Sensor, in some cases, courses are oriered at several on-campus contains. The academic regulations governing these courses are the same as for the B.B. program and are found in other sections of this Calendar. It is expected that any student registering in these courses will be familiar with both the Ministry of Education regulations and those of this Faculty.

Admission Requirements Students requiring recommendation to the Ministry of Education, when an additional qualification course has been completed successfully, must meet the minimum qualifications for admission to these courses as con-tained in Regulation 299 of the Ontario Ministry of Education and any additional requirements established by the Faculty. A summary of the cur-rent requirements is presented below:

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

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

Intermediate Division

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

hold an acceptable university degree and have three full university courses in the subject for which qualification is sought.

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

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

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

1 Intermediate or Senior Division French, Music and Physical Education. Students registering for these courses require five full university courses

In this subject
 Intermediate Division Environmental Science. Three full university courses in Science are required, one of which must be Ecology.

3 Senior Division Environmental Science. For registrants whose Ontario Teacher's Qualifications Record Card does not indicate "Senior" as an inital area of concentration, five full university courses in Science are required, one of which must be Ecology. For registrants whose Ontario Teacher's Qualifications Record Card does indicate "Senior" as an initial area of concentration, two full university courses in Science are required, one of which must be Ecology.

Continuing Education 51

Technological Studies

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

2 for applicants whose Ontario Teacher's Qualifications Record Card does not indicate Technological Studies, evidence of at least skty months of wage earning experience related to the subject for which qualification is sought which must be submitted and approved by the Department of

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)

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.

I hold an Ontario Teacher's Qualifications Record Card indicating successful completion of Part 1, and
2 evidence of at least one year successful teaching experience in Ontario certified by the appropriate supervisery officer or one year successful teaching experience outside Ontario certified by the appropriate supervisory official.

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

root an Orlanto Tescher's Qualifications Record Card indicating successful completion of Part 2, and so successful teaching experience in Orlario of which at least one year includes experience in the subject, as certified by appropriate supervisory officer.

Additional admission requirements are in effect for some three-session courses. For further information, please consult the Continuing Teacher Education Calendar available in the Registrar's Office, Faculty of Educa-

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:

### The Andrina McCulloch Prizes for Public Speaking

These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following felds: public speaking the spresentation, reading /dramatistation, and debating. The categories of the awards and the cash value of the prizes in any year are determined by a committee of the Senate; value variable.

The Gordon A. Saider Prize in the History of Technology
Established by colleagues and family of Gordon Snider, B.A. 74, respected
teacher and ardent 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 econology. This essay must extinuit throrough research and foriginating via illustrate the impact of technology on the community. Preference will be given to a Canadian topic. Selection will be made by an inter-faculty con-nities 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 Marchy value \$1500.

The Watts family Track and Field Prize
Established by John Watts, BSc '49 (Metallurgical Engineering) in honour of his father Ernest Estram Watts, BSc '12 (Mining Engineering),
MSc '14 (Metallurgical Engineering), and his grandfather, Esra Watts,
MD 188. Awarded annually to a student entering third or fourth year,
who is registered in any faculty or school at Queen's, and who is on the
Notes of Endit of Consections was The sections will demonstrate who is registered in any faculty or school at Queen's, and who is on the Track and Fleid or Cross-Country team. The recipient will demonstrate initiative, a high level of athletic performance, a minimum of second class standing, and make a significant contribution to the team in terms of leadership and character. Application by letter should be made prior as 1 March to the Assistant Registrar (Student Awards). The applicant should list two persons who have been asked to submit a confidential elter about his or her qualifications for the award. The recipient will be chosen by a Selection Committee comprising the Director of the School of Physical Education, the Registrar, and the Chair of the Senate Committee on Scholarships and Student Aid. The prize will be awarded in the fall value is 1,000

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

plete the academic year. NEED is the primary consideration in the awaru
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 2D-minute information session at the Student Awards Office prior to submitting a bursary application. A schedule of these sessions is available at
the Student Awards Office. In the case of an extreme emergency where
immediate assistance is required, students should contact the Student
Awards Office. In the case of an extreme emergency where Awards Office.

AMS Sesquicentennial Bursaries
Established in 1990 by the Alma Mater Society of Queen's University. Established in Joy die and faculty or school with preference given to single parents with day care expenses. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

The AMS Bursaries for the Disabled

The AMS Buraries for the Diabled Through contributions from student activity fees from 1989-1993 the AMS has established bursaries for undergraduate disabled students. To be eligible for this assistance, students must be registered with the Spe-cial Needs Office and have completed an application form. The selec-tion committee is made up of the Coordinator of the Special Needs Office, the AMS Vice-President (University Affairs), the Chair of the AMS Accessibility Task Force, and the Assistant Registrar (Student Awards). Applications may be submitted to the Special Needs Office or the Student Awards Office and should be received by 1 December;

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 Gtudent Awards), Queen's University, prior to 1 December of the year of application. Restricted to students domiciled in Quebec prior to enrolment at Queen's University; value vari-

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)

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

student for interest-free status. Interest charges during this period are paid by the federal and provincial governments, which also guarantee repayment of the loan. After the interest-free period, interest charges, which are fixed annually by the government, begin to accrue on the unpaid balance of all previously crossolidated loans.

Ontario residents who may quality for CSAP may obtain application forms and further information from the Assistant Registrar, (Student Awards), Queen's University or the Ministry of Colleges and Universities, Student Support Branch, 260 Park Avenue, Thunder Bay, Ontario, 778 SIA. Completed application forms should be forwarded to the Assistant Registrar (Student Mayards), Queen's University, Rispston, Ontario, 787. SIA. Compisets application forms include to the valvations on the Assistant Registrar (Student Ayards), Queen's University, Kingston, Ontario, KTJ 386. It is strongly recommended that such applications reach the Student Awards Office during May or June. Non-residents of Ontario must apply to their own province for aid under the Canada Student Loans Plan in addition to any provincial aid that may be available.

any provincial and that may be available.

AMS/Outair Work Bursary Program
This program aims to assist students who find that their award from the
various government assistance plans is inadequate or non-existent. Applicants who establish need under the program are given access to part-time
jobs either in campus departments or in Kingsion social-service agencies.
The costs of the program are shared by the Alma Mater Society, the camjous departments and the Ministry of Colleges and Universities. The program is open to students from other provinces, but not to visa students.
Application may be made in the Student Awards Office from late August
until February.

Ontario Special Bursary 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 of a specifity incessors. They may take up to 60% of a full course food at an observation on university, both of the course food at a full course food at an observation university, both of the course food at a full course food at an observation of the course food at a full course food at an observation of the course food at a full course food at a full can be designed to the course food at a full course food at a full course to food at a full course food at a full course food at a full course food at the designed food at a full course food at the food at a full course food at a full course food at a full course food at the food at a full course f

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 genal at integrity. An applicant for a University loan must have had satisfactory

an integrity. An approach for a University to an must have had satisfactory standing in the Session immediately prior to application.

Short term loans of ninety days or less may be granted to students who are temporarily in need of funds and who can produce satisfactory evidence that they will have sufficient money to make repayment on or before the due date. A service charge of 2% of the principal amount (minimum \$5) is charged at the time the loan is obtained. No other interest service charges accurately also may be a few loans in and allowed the become or service charges accrue so long as the loan is not allowed to become

General or long-term loans can be available for students who require deneral or long-term loans can be available for students who requires assistance for more than ninety days. Before financial assistance is given, the loan committee must be satisfied that the applicant has applied to all other eligible sources of aid. The interest rate on general loans is the same as the bank rate the University is able to obtain for itself, and the interest is compounded monthly. Students will be 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 outstanding 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 should determine their income and expenditures for the session and apply at least two weeks in advance of the actual need. All students are encouraged 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 Regular (Student Awards), 131 Union Street, Queen's Universi-

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

Mathematics, Science and Technology Education Scholarships
To encourage students entering the Faculty of Education to teach in the
fields of Mathematics, Science and Technology, the Faculty of Education
has established eight entrance scholarships. These scholarships will be has established eight entrance scholarships. These escholarships will be awarded on the basis of academic excellence and the recommendation of the MSTE Executive Committee. Seven will be awarded to students entering at least one of the following specialties: intermediate-Senior Mathematics, Intermediate-Senior Biology, Chemistry or Physics, Intermediate-Senior Computer Science of funior-Intermediate-Wish; Intermediate-Senior Computer Science of funior-Intermediate-Senior Mathematics, or Science Intermediate-Senior and Computer Science of funior-Intermediate-Senior Computer Science of funior-Intermediate-Senior Mathematics or Science Intermediate-Senior Biology, Chemistry and Computer Science of the Computer Science o

The A.Lorne Cassidy Award
Established by the Rideau Chapter #523, Council for Exceptional Children, Established by the Nideau Chapter #025, Council for Exceptional Children, in memory of A.Lorne Cassidy, B.A. (Queer's), B.B.A. (Bacer's), B.B.A. (Bacer's), B.B.A. (Bacer's), and the graduating student in the Faculty of Education Program leading to the Orlation teacher qualification who, in the opinion of the Selection Committee, best displays outstanding talents and interests in the education of exceptional children during his or her program of studies at the University, value \$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 teacher, value \$135.

The Frank J.Fowler Award

The Frank JFowler Award
Established by the Frontenac-Lennox and Addington County Roman
Catholic Separate School Board in recognition of Frank J Fowler, a distinguished teacher and educational leader in primary education.

Awarded annually on the recommendation of the Faculty of Education

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

### 62 Scholarships, Bursaries and Financial Assistance

A. Vibert Douglas Bursaries

A. Vibert Douglas Bursaires Established by friends and colleagues of A. Vibert Douglas, LL.D., Dean of Women from 1939 to 1959 and a pioneer in the teaching of asstu-physics. Awarded on the basis of need to students in any Faculty or School, with preference given to women students. Application should be made to the Assistant Registrar (Student Awards) prior to 1 Decem-

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 Bursary
Established by colleagues and friends of Lin Good on the occasion of her retirement from Queen's University where she served as a librarian from 1959 to 1986 in a number of positions, including those of Associate Librarian 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,

The John Miles Hamilton Memorial Bursary

Replan 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 Inuit Bursary
Awarded to an Inuit student in financial need. Applications to be made to the Assistant Registrar (Student Awards) by 1 December; value \$200.

The James Boyd Keddie Memorial Bursaries

The James Boyd Kine Chrolish Review of the late James Luke Keddie.

Established in accordance with the wishes of the late James Luke Keddie.

Manded on the basis of financial need with preference given to students from the Cty of Oshawa and surrounding area who intend to enter the teach flugground to the state of th

The Khaki University and V.M.C.A. Memorial Fund

The khaki University and Y.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 noe 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 I 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 financial Financial Assistance 63

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) prior to 1 December; value variable.

The A.F. MacRae Bursaries

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) that to I Describer to I Describer to a school or the Assistant Registrar (Student Awards)

The MacRae Bursaries

Established by Isabella MacRae of Saginaw, Michigan. Awarded on the basis of merit and need to male undergraduate students in any faculty or school: value variable.

The Willhelmina McArthur-Humphries Bursaries
Established by Wilhelmina 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 residence is in Wellington or Lanark County. Two bursaries are offered to students from Wellington County and two bursaries are offered to students from Wellington County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and two bursaries are offered to students from the County and the Count vided a 65% average is maintained and may be held in any undergraduat Faculty of School. If in any year there are not sufficient entrance candi dates to use up the income, the award may be given to an eligible upperyear 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 County, Ontario, who gives evidence of outstanding academic achievement and leadership, and is in need of financial assistance. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 Decem ber; value up to \$1,000.

The Rehab Therapy Society Sesquicentennial Bursary
Established by the Rehab Therapy Society in 1990, in celebration of
Queen's Sesquicentennial. The bursary is awarded on the basis of finan-cial need to undergraduate and/or graduate students in any faculty
who are challenged with a physical disability. Applications to be made
to the Assistant Registrar (Student Awards) by 1 December; value vari-

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 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-

58 Scholarships, Bursaries and Financial Assistance

curriculum, outstanding performance in student teaching, and contribu-tion to student life in the Faculty of Education.

non to student the in the Facuity of Education.

Application should be made to the Registrar, Faculty of Education, prior to 10 March. Letters of recommendation may be requested from each of the candidate's instructors and associate teachers. Final selection from a short-list of up to six candidates will be made following interviews of the finalists by a committee of five faculty members from relevant areas; value \$315.

The D.E. Loney Prize
Established in honour of Professor D.E. Loney, an untiring contributor Established in honour of Professor D.E. Loney, an untiring contributor to the development of technological education in the province of Ontario, through the generosity of many teachers and supporters of Technological Studies education from across the province. Awarded on the recommendation of the Faculty Board of the Faculty of Education to a student in an initial teacher qualification program of technical teacher education who has shown the most outstanding qualities of characted and scholarship and demonstrated potential as a teacher, value \$135.

The F.D.Sawyer Memorial Award

The SD-Sawyer Memorial Award
The Sawyer Memorial Award was established in the memory of Frank
D-Sawyer who was a member of the Provincial Executive during some of
its most stirring years from 1952 to 1959 and President of OSSTF in 1954.
At the time of his death in 1960 he was principal of Petrolla District
High Schook MrSawyer's great contribution to Federation lay in his ability to discover the basic issues in the many difficulties which arose in
eacher-board relationships during his term of office and in his having a
sense of humour in periods of crisis. The OSSTF will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty of Education of Queen's University, in the Intermediate-Senior Program who, in the opinion of the Faculty Board of the Faculty of Education, has shown the most outstanding qualities of scholarships, teaching ability and character; value \$250.

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, value \$115.

The John R.McCarthy, Scholarship Carthy, B.A. '43, LL.D. '67, former Deputy Minister of University Affairs and Deputy Minister of Education for the Province of Ontario. Awarded to a student graduating with at least second-class standing from either a three-year of our-year degree program in the Faculty of Arts and Science who is normally domiciled in Ontario. in the Faculty of Arts and Science who is normally domicated in Onlario and will be enrolling in the Faculty of Education at Queen's University in the fall 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-ness 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-

Scholarships, Bursaries and Financial Assistance 59

mit confidential letters of reference. The award will be made in the Fall upon registration in the Faculty of Education; value \$950.

The Ted Reeve Memorial Award Established by friends and associates of Ted Reeve, who was a football assatistated by irreduces and associates or test never, who was a notional coach and a long time friend of Queen's. Awarded in the fall to upper-year students to recognize outstanding academic achievement and demonstrated qualities of courage, team loyally and fair play on an intercollegiste team. Preference will be given to members of the Queen's Senior Football

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 Committee, including representatives of former Queen's football players, the Chairperson of the Senate Committee on Scholarships and Student Aid and an additional member of the Scholarship Committee; value at least

he 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
Legislative Council of the Province of Quebee for many years prior to his
death in 1940. Candidates for Carrel Scholarships must for at least one
year prior to their application for admission to Queen's University or for
at least one year prior to 30 April if emolled in an upper year have been
and remain until the expiry of their scholarship domicfied in the Province
of Quebec and as far as possible in the City or County of Quebec or in the
Gulf Division of the Legislative Council of Quebec as constituted at 30 July
1940, Including Rimouski Bonaventure, Gaspe-est, Gaspe-ouest and lies
de la Madeleine. The Senator Frank Carrel Scholarships: Several scholarships are awarded annually on the basis of general proficiency. All eligible
candidates will be considered automatically yabue up to 51,000. candidates will be considered automatically; value up to \$1,000

The Walter Thumm Memorial Scholarship in Physics

Established by his family and friends in memory of Walter Thumm, Pro-fessor at Queen's until his death in 1977. By his understanding and enjoy-ment of physics, by his writing, and by his own example, he inspired countless students and teachers of physics. Awarded on the recomm tounities on the recommendation of the recom

The Barbara Paul Memorial Award

The Barhara Paul Memorial Award Established in memory of Effie Barbara Paul (Patthouski) B.A. "74 (Carleton) by her son N. Joseph Patthouski, B.A. "79, B.S. (Eng.) "80, and awarded to a student 25 years or older, nearing the completion of studies who is combining family and /or employment responsibilities with cacdemic studies. Perference 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 Queen's program is committed to a broad-based philosophy which provides students with a very wide diversity of opportunity for participations of the provides students with a very wide diversity of opportunity for participation and the provides of the programs participate in their respective Ontario Associations and as such, students must comply with the playing rules and eligibility by-laws of those associations. The Men's, Women's and Co-Ed Intramural programs are marked by high student participation in 68 beam, individual and tournament activities. The 28 recreation clubs give students a chance to ry 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 lifetime leisure endeavours. For those seeking unstructured activities the Centre leisure endeavours for those seeking unstructured activities the Centre swimping, sugas, badminton, paddleball, recuperball and castaal play. Brochures providing further information are available in the Physical Education Centre. Telephone 545-2500. 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.

available for student use in pto search and careft planning. The Student Affairs Centre is a comfortable old house located at 51 Queen's Crescent. Open to all members of the university, this home like environment can be used for meetings, as informal study space or simply as a place to meet friends and relax. Sponsored jointly by the University and he Aliam Mater Society, the house accommodates the Queen's Student Community Services Group C45-2958, as well as the office of the Denomination of Chaplains C45-2905.

inational Chaptains (545-2662). The International Centre aims to stimulate and support the academic and personal development of students, faculty and staff through a broad range of programs and services which promote a discerning, cross-cultural awareness and sensitivity within the Queen's and Kingston communities. Activities include international student reception, orientation and counselling; international clubs; social and cultural events, development education programs and resources; and information on work, study and travel abroad. The Centre also houses the local CUSO office.

aronad: The Centre also houses the local CUSO office.

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

The Stauent Counselling Service, 22 Queen's Crescent (545-2893), offers confidential personal counselling as well as educational and career counselling for students, staff and aculty.

Special services include personal problem solving, study skills development, career exploration, communication skills, public speaking, stress reduction, relaxation training, support for students with learning disabili-

ties, as well as interest testing and ability assessment. These services involve both individual counselling and group programs.

The Special Needs Office assists students with arrangements necessary for persons with a physical or a learning disability in a university setting. It provides liaison with academic, residential, and administrative departments, information on policies, procedures, and support systems, and advocacy and courselling to both full-time and part-time students. A learning disability specialist is available for testing, assessment and coun-

selting. Queen's can provide a variety of information access technologies. Cur-rently a number of technical aids are available for print disabled and hear-ing disabled students, eg., computers equipped with speech synthesizers, large-screen catalogue terminals, four-track tape recorders, etc. A booklet documenting, wheelchair accessibility at the university is available. Requests for information should be directed to the Coordinator, Office for Requests for information stouds of entereds to the Cooumanary, Office for Students with Special Needs, Students with a disability are upged to meet the Coordinator prior to the beginning of term. Students are welcome call or visit the office at any time during the year. The Special Needs Office is open 9 a.m. 4:30 p.m. and is located at 72 Queen's Crescent. Telephone 545-646" or 545-660, 70D 545-6566.

Child Care arrangements should be made by contacting child care centres several months in advance of the date needed. Information about child care centres can be obtained by contacting the Child Care Resource Centre, 380 Bagot Street, Kingston, Ontario K7K 339. Telephone: 613 542-4915.

Queen's Day Care Centre Inc. provides day care for approximately 90 children from families of students, faculty, staff, and other members of the dren from families of students, faculty, staff, and other members of the Kingston community. As a co-op, parents are actively involved and con-tribute one hour per week, assisting with various duties. Full day care is provided for children six months to five years of age and a half-day pro-gram is available for kindergarten children. The Pre-school Centre is local-ed at 169 Union Street 0546-055 or 549-6612 and the Infant Centre is at 054 Queen's Crescent (547-4373). Families are encouraged to make applica-tions of the processible. tions as early as possible

tions as earry as possion. The Dean of Wiener and her staff are available to students for conversation, as a sounding board for ideas, and to give counsel when personal profilems arise. The Dean's a diministrative responsibilities include the Women's Residences and she works closely with student government 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 moon; telephone 645-253.

Student Health Service serves the physical and emotional health needs of all students through the Medical Clinic and Psychiatric Division, located in the St. Lawrence Building on Queen's Crescent. The Service is open Monday through Friday from 9 am to 4.30 pm; telephone 543-520 Appointments with the Psychiatric Division may be made in person or by telephoning 545-2506.

The University provides residence accommedation in single and double rooms for 1186 undergraduate men, 1383 undergraduate women and approximately 300 graduate students. In addition, 393 student apartments are provided. Information about the University's residences and off-campus

64 Scholarships, Bursaries and Financial Assistance

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 Decemberry 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:

### The Frie Todd Bursary

The trie fold Bursary Established by the Todd Family in memory of Miss Eric 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 \$225.

The Elizabeth Wallace Bursary
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 George R. Webb Burnary Fund

A trust created by the late George R. Webb of Gananoque provides for bursaries for the assistance of students from Leeds Countly in good actionation and any faculty or school of Queen's University. In awarding the bursaries, the Scholarship Committee takes into account he moral character and intellectual promise of the candidate as well as the financial need, Preference is given to students already registered with the University tut candidates for admission are also 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. Application must be made by 1 December on forms which may be obtained from the Assistant Registrat (Gudent Awards) of the University, Bursaries to individual candidates are limited to \$1,000 in any year.

66 Academic Facilities and Student Services

Marian Webb 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 women 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 Webb bursaries shall be made in writing to the Marian Webb Bursary Committee in care of the Board of the Ban Righ Foundation for Continuing University Education.

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

unique in its contacts and resources. Each year a substantial number of graduates accept teaching positions overseas. Many graduates accept teaching positions overseas. Many graduates abso choose 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 practice 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 educational trends.

Performing Arts Office .

The Performing Arts Office, better known as the PAO, provides extracurricular programming in music and dance. The Royal Winnipeg Baltet, the Tallis Scholars, the Orford Quartet and the Desrosiers Dance
Company are some of the world-class artists who have appeared
recently at Queen's. Series subscriptions offering substantial discounts
are available in the early fall. The Performing Arts Student Club offers a
chance for students to become involved with the office and meet the
artists. Tickets and information are available at Queen's Box Office,
John Deutsch Centre, 545-2558.

There are a number of public lectures throughout the year provided for through various endowments. Distinguished scholars from around the world are invited to Queen's to deliver these lectures, which are open to members of the University community and the general public free of

### Academic Facilities 65 and Student Services

Education Library
The Education Library serves the students and faculty of the Faculty of 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 Centre ERICX, the William S. Grup Research Col-lection in Routing, the ETS Collection of Tests on Microfiche, the Canadian Cur-riculum Guideling, and the Onterios collection or research reports. You onajor data bases on CD ROM are found in the Education Library, ERIC and Psych-IIT Searches or those data beause are few and desidated in creatives and LIT. Searches on these data bases are free and individual instruction and LIT. Searches on these data bases are free and individual instruction and workshops are given in searching techniques. The Teaching Alds area of the Education Library houses 7500 kits, games, videos, and so forth which 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 once of three Faculty Libraries (with Law and Health Sciences) and one of 18 libraries in the Queen's Chivrestry Libraries (with Law and Health Sciences) and one of 18 libraries in the Queen's Chivrestry Libraries (with Law and Health Sciences) and one of 18 libraries in the Queen's Chivrestry Libraries (with Law and Health Sciences) and one of 18 libraries in the Queen's Chivrestry Libraries.

Educational Computing Resources
The Faculty of Education is well equipped with computers and educational software currently available in Ontario schools. The two main computal software currently available in Ontario schools. The two main comput-ing areas, the instructional Computing Room (8307) and the Computing Room (B118) are in the library complex; additional computers are in Media, Technological Studies, the Arts playground, 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, omputers plus individual Apple II, Macintosh, Commodore 64, and Acorn computers. A variety of perpherals are available including graphics tablets, a scanner, laser print-er, and synthesizer. Access to the mainframe is available through two semi-public sites provided by the Queen's Computing Centre. All computing 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 materialse available in these computer nominos assist student sound resource description (Computer and Computer Computer Computer Computer Computer and Computer Computer

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 placements reported.

### 70 Academic Facilities and Student Services

accommodations is contained in the publication, A Residence Brochure. This

accommodations is contained in the pulsication, A Residence procedure, I inside brocking, a residence application form and a residence fee schedule are sent to each student who is offered admission to Queen's. Housing Service, a division of the Office of Apartment and Housing Service, provides assistance for students interested in locating off campus 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 tool of University Avenue, the Writing Centre offers a range of free services to all students. Workshops on basic principles of effective writing and occasionally on more specialized topics, are offered frequently during the fall and winter terms. Students may also meet with tutors on a one-too ne basis for help at each stage of the writing process, from the initial outline onwards. In addition, drop-in consultations are available at the Writing of the Conference of the Writing of the Writing Centre also honesembots, handouts, tapes, and computer programs on writing and related issues.

# Associate Boards 1992-93 71

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Mrs.I.Sedgewick

Change.

The Agnes Etherington Art Centre

The Agnes Etherington Art Centre

The Agnes Etherington Art Centre is one of Canada's most respected
art museums. Its varied permanent collection comprises more than
8,000 works including paintings, sculpture and graphics by major

Canadian artists, European Old Master paintings, Inuit art decorative
arts; and an outstanding collection of African art, unique in Canada.

Constantly changing exhibitions, ranging from the traditional to the
contemporary, are offered throughout the year. The Art Centre also
serves the University, city and region with a lively public program of
artists' talks, tours, films, concerts and workshops. Nominal admission

fee, Free admission to Queen's faculty, staff and students on presentation of an ID card. For further information telephone 545-2190. CFRC was founded in 1922; CFRC-FM (101.9) began broadcasting in 1953. The station, located in Carruthers Hall, is owned by Radio Queen's University with programming provided year-round by voluteer broadcasters from the Kingston and University communities under the direction of a full-time station manager. The station's format includes all types of alternative music, sports and spoken word pro-

Queen's Television Department (QTV) is located at west campus, in McArthur Hall, and is the centre for Queen's University's television, video and related needs.

Academic Facilities and Student Services 67

video and related needs.

Production facilities include portable broadcast quality 'U-matic SP' electronic field production equipment for videotaping at any location, as well as a professionally equipped studio. Post-production facilities include a 'U-matic SP' edit sulte with freeze-frame capability, computer graphics and tiles, and a special effects switcher. Videotapes, Ismm films or 35mm slides can be transferred (with proper written permission from the legal copyright holder) onto videotape, CIV provides a full spectrum of production services; from script-writing to multiple VIS release constant.

full spectrum of production services; from script-writing to multiple VIS release copies.

Television equipment can be booked through QTV for classroom playback purposes. Most large lecture theaters are equipped with tele-vision monitors or large screen projection systems. A portable large screen projection system is also available. In addition, QTV has a multi-standard VITS unit which will play the world's three television stan-dards. QTV has a small viewing room that can be reserved to preview videotispes. A replat service for most television cameras, VCIs and TVs.

A library of 5000 Li-maits videotispes. I form films and sorne VISS.

is provided.

A library of 5,000 U-matic videotapes, 16mm films, and some VHS videotapes is maintained for departmental use. Listings are published in the videotapes is maintained for departmental way be loaned for instructional and teaching purposes. Another service QTV provides is the ordering and distribution of films and videos from external sources.

Some sources include: the NFB, CBC, BBC, TVO, other Ontario universities and commercial Canadian film distributors.

QTV provides television/video consultation for: system designs,

the John Deutsch University Center
The John Deutsch University Center
The John Deutsch University Centre (545-2794) is conveniently Jocated on
the corner of Union Street and University Avenue. The Centre offers a
place where staff, faculty and students may meet, relax and dine. The facilities include four meeting rooms, reading Jounges, games room area, a
music listening room, and a central meeting area. Two eating facilities and
two pubs as well as several commercial outlets are housed within the Centre. Other facilities include the AMS (Alma Mater Society – The Student
Government), the student newspaper, yearbook, clubs and societies and
the Performing Arts Office. the Performing Arts Office.

Affelicia and Eccration

Affelicia and Eccration

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

# n Ontario Teacher's Federation **Affiliate Representatives** for Kingston

Association des enseignants franco-ontariens (A.E.F.O.) M. Lebouris Ecole Secondaire Catholique Marie-Rivier 130 Russell Kingston K7K 2E9 545-1902

Federation of Women Teachers' Associations of Ontario (E.W.T.A.O.)
Suzanne Faulkner, President
Frontenac County
Women Teachers' Association
153 Van Order Drive Kingston K7M 1B9 546-7072

Ontario English Catholic Teachers' Association (O.E.C.T.A.) H. Murphy, President 786 Bath Road

Ontario Public School Teachers' Federation (O.P.S.T.F.) President 153 Van Order Drive

Kingston K7M 1B9 549-5823

Ontario Secondary School Teachers Federation (O.S.S.T.F.) President 153 Van Order Drive

# 1992 Advisory Committee - 73 **Faculty of Education**

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Dr. W.G. White Acting Dean Faculty of Education Queen's University Kingston, Ontario K7L 3N6 613 545-6210

