The course listings and academic programs described in this Calendar represent Senate and Faculty approved requirements and electives for completion of degree requirements. Circumstances beyond the control of the University such as severe budget shortfalls, may result in restric-tions in the number and range of course and program choices available to students as compared with those listed herein or in other University publications. The University reserves the right to limit access to courses or programs and, at its discretion, to withdraw particular programs, options or courses allogether. In such circumstances, the University multicated programs to complete their degree requirements. The Senate and the Board of Trustees of Queen's University reserve the right to make changes in courses, programs and regulations, at any time without prior notice.

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September 1996

4 Fall term begins B.Ed., Dip.Ed. and Concurrent final year candidates meet in the Auditorium of Duncan

Registration in the Jock Harty Arena for B.Ed.,

Dip.Ed. and Concurrent final year students

20 Last date to add a Fall or Fall/Winter course

14 October Thanksgiving Day (no classes)

16 University Day

course

21-31 Student teaching

November 1 Fall Convocation

1-8 Student teaching

December 6 Commemoration Day (no classes)

14 Fall term ends

2 Labour Day

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Queen's University at Kingston



OUEEN'S FACULTY OF Education 1996-97



Faculty of Education Calendar 1996-97

Sessional Dates 1996-1997

| January | February | March | April |
|----------------------|----------------------|----------------------|--------------------------|
| SMTWTFS | SMTWTFS | SMTWTFS | SMTWTFS |
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| 29-30 | 27 28 29 30 31 | 24 25 26 27 28 29 30 | 29 30 31 |
| 1997 | | | |
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| September | October | November | December |
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| 14 15 16 17 18 19 20 | 12 13 14 15 16 17 18 | 9 10 11 12 13 14 15 | 14 15 16 17 18 19 20 |
| 21 22 23 24 25 26 27 | 29 20 21 22 23 24 25 | 16 17 1B 19 20 21 22 | 21 22 23 24 25 26 27 |
| 28 29 30 | 26 27 28 29 30 31 | 23 34 25 26 27 28 29 | 28 29 30 31 |
| | | 30 | |

1996

| 6 | January 1997 Winter term begins |
|----|------------------------------------------------------------|
| 6 | Internship begins for Concurrent final year students |
| 10 | Last date for adding a Winter term course |
| 24 | Last date for dropping |

McArthur Hall at 9:30 am Last date for dropping a Winter or Fall/Winter course

3-21 Student teaching 17 Heritage Day

March 10-14 Winter break (no classes) 17-31 Student teaching

28 Good Friday 18 Last date to drop a Fall term

- April 1-4 Student teaching 26 Winter term ends
- May Spring term Continuing Education classes begin 30 Convocation – B.Ed., Dip.Ed. and Concurrent Final Year
- June 16 Technological Education Summer Internship program begins
- 2 July 2 Summer term Continuing Education classes begin

The four seasons at Queen's

Each season brings a different face to the beautiful campus of Queens University, which seamlessly blends the old and the new in its distinctive architecture. A winter snowfall blankets the elegant steps of Summerhill (upper right), the oldest building at Queens which now houses the Office of Advancement and is the Principal's which now houses the Office of Advancement and is the Principal's official reception area. Stauffer Library (top left), which opened in 1995, has been called the 'library of the 21st century' and supports the latest developments in computer-assisted research. Spring flowers border Queens internationally-renovned Agnes Etherington Art Centre (bottom left), targeted for expansion in the near future. Grant Hall (bottom right) is a university landmark, and the meeting place for feedom were done not intertuing a tellolities each Sorthenberg. for frosh groups during orientation activities each September. The University's Visitor and Information Centre (613 545-2794) (shown on the back cover) is strategically located in Queens bustling community building, the John Deutsch University Centre, at the corner of Union St. and University Ave.

PHOTON: Bernard Clark BRHON: Queens Graphic Design Unit

O This entire publication is printed on recycled paper.

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

The Faculty of Education

Duncan McArthur Hall

Duncan McArthur Hall The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one root. The well-appointed library has been designed as an educational resource centre with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodical. Associated with the library is an eccellent media resource and service area together with a well-equipped microcomputer lab with full Internet access and a classroom where students may learn to use and to make supporting media materials. An acoustically superb theatre-

to make supporting media materials. An acoustically superb theatre-auditorium provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasia for teaching as well as for recreation, for both day and resident students. Modern labs, an arts playground, drama studios, technical shops, and special worknowns for most subjects round out the teaching facilities. Adjacent to and physically connected to Duncan MArthur Hall is, found have a stranged in groups of twelve, each group found the stranged of the stranged of the stranged of the stranged Hall has twelve "houses" can media after day programing and Royce Hall has twelve "houses" can media the day program of an Royce whose distinguished careters have thus left their stamp on the lives of young Oueer's secole. young Queen's people. Seven of the 'houses' nestle around a social centre which includes

Seven of the revealed network and a social centre when the accurate offse shops a diming room, recardion rooms, louge, tack shop facilities for television viewing, and a music room. This has become the social heart of the west campus where students and staff meet informally for the social interaction which is one of the characteristic features of



Star 10

Duncan McArthur

6 The Faculty of Education

Faculty 1996-97

B.A., B.P.H.E., B.Ed. (Queen's)

Adjunct Professor – Elementary Physical Education

B.Sc.(Alberta), B.Ed., M.Sc.(Calgary) Assistant Professor - Science

Danby, M. B.A.(Acadia), B.Ed., M.Ed.(Queen's) Assistant Professor - Drama in

Education Coordinator of Student Teaching

Archibald, V.A.

Berrill D. B.A.(Northwestern),M.A.(Toronto),

Program

Campbell, D.S.

Chin, P.M.K.

Deir, E.M.

Eastabrook, I.H.G.

Egnatoff, W.I.

Education

Elliott S.R.

Fielding, J.

B.A.(Western) Seconded Professor - History

this faculty. Just north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments, which of the apartments overlook Lake Ontario, the old village of Portsmouth, and the harbour site of the 1976 sailing Olympics. Students are able through the integrated building complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher education. Duncan McArthur Hall has me a little campus in itself, a very human place which combines living and

earning.

Administrative Staff 1996-97 Upitis, R.B. Miller, L.A B.A.LL.B.M.Ed.(Queen's) B.A.(Thiel College).M.A.(Duquesne). Ph.D.(Alberta) Coordinator of Continuing Ed.D.(Harvard) Dean, Faculty of Education Education Whitehead, L.E. Acting Associate Dean, Faculty of Education Casey, S.S. B.A. (Michigan State), M.Ed., M.P.A. (Queen's), B.L.S., Ed.D.(Toronto) Education Librarian Berrill, D. B.A. (Northwestern), M.A. (Toronto), Reed, B Ph.D.(East Anglia) Director – Queen's/Trent Concurrent B.A., B.Ed., M.A., M.L.S. (Western Education Curriculum and Reference Services Librarian Lynch D. King, C. B.Ed., M.Ed. (Saskatchewan). Ph.D.(Calgary) Director – Aboriginal Teacher Education Services Librarian Jones, M.D. Assistant to the Dean Danby, M. B.A. (Acadia), B.Ed., M.Ed. (Queen's) Coordinator of Student Teaching Niemann, J.U. istant to the Registrat Hill A M (Education) B.Ed., Dip.Ed. (McGill), Ph.D. (Ohio State) Perkins, B. Coordinator of Technological Dip.Tech.Ed.(Queen's) Kirby, J.R. B.A.(McGill), Ph.D.(Alberta) Poole, L.C. Coordinator of Graduate Studies and Higginson, W.C. Travers, A. Fitigginson, W.C., B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Exeter), Ph.D. (Alberta) Coordinator of Mathematics, Science and Technology Education Group B.A.M.Ed.(Oueen's) Placement Coordina

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Program

Education

Research

JUNE 1996

Lewis, M.A.

B.A. (Waterloo), M.A., Ph.D. (Toronto) Associate Professor - Educational

The Faculty of Education 7

Pratt, D B.A. M.A. (Oxford) M.A. Ph.D. (Toronto) Professor - Curriculum Planning Raffan, J. B.Sc. B.Ed. M.Ed. Ph.D.(Oueen's).F.R.C.G.S Associate Professor – Outdoor and Experiential Education

Rees, R. B.A., M.A. (York), M.Ed., Ph.D. (Toronto) Associate Professor – Educational Administration Roulet, R.G. B.Sc., M.Math(Waterloo), B.Ed. (Queen's). M.Ed.(Toronto) Assistant Professor - Mathematics Russell, T.L. A.B.(Cornell), M.A.T.(Harvard), Ph.D.(Toronto) Professor - Science and Curriculum Studies Schiralli, M.G. Adminis Shulha, L.M. Smith, H.A.

B.A.(Queen's College,New York). M.A.,Ph.D.(Illinois) Associate Professor – Philosophy Sharples, B. B.Sc.(Birmingham),M.Ed.(Calgary), Ph.D.(Alberta) Professor - Educational BPE(McMaster,),Dip.Ed.(Western) M.Ed.(Queen's),Ph.D.(Virginia) Assistant Professor - Curriculum Design and Evaluation B.Sc.(New Brunswick), Ed.Dip.(McGill) M.A., Ph.D. (Toronto) Associate Professor - Educational Psychology Associate Professor – French Language Teaching Smithrim, K.L. Mus.Bach_Art.Dip.(Toronto),B.Ed.(Queen's). Ph.D.(Eastn B.A.(Queen's),M.A.(Arizona State), Graduate of National Theatre School of Assistant Professor - Music

B.A.B.Ed.(Queen's),M.L.S.(Toronto) Education Curriculum and Reference Administrative Supervisory Assistant – Technological Education B.A.(Queen's) Registrar, Faculty of Education

The Faculty of Education 5

2 History of the University

He was succeeded as Principal by Vice-Principal J.A. Corry, who since 1986 had been the Hardy Professor of Political Science and since 1951, he Vice-Principal of the University. In 1985 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal Principal Corry was succeeded in September 1968 by Dr. J.D. bettsch who had a distinguished career in economic research, in government service, in university teaching at both Queers's and the University of British Columbia, as Vice-Principal of Queers' from September 1999 to September 1963 to September 1967. On his retirement in 1974, Dr. Deutsch was succeeded by Dr. Ronald Lampman Wats, Rhodes Scholar and political scientist well known for his work in the area of federalism. He served as Dona of the Faculty of Arts and Science at Queers's from and pointain identiats were inforwer in the work in the area of relevants the served as Dean of the Faculty of Arts and Science at Queen's from 1969 to 1974. In 1984, Dr. Watts was succeeded as Principal by distin-guished economist David Chadwick Smith. A renowned scholar, teach-er and government adviser on public policy. Dr. Smith joined the Department of Economics at Queen's in 1986 and served as Department

IUNE 1006

Department of the economics and Douglets in PLOD Systement and Department Head from 1986 to 1981. He completed box for levey set remts as a Principal in August 1994 and was succeeded by Dr. William C. Leggett. Dr. Leggett. One of the world's most distinguished population biologists, began his term in September 1994 after serving as Dean of Science and hen Vice-Principal (Academic) at McGill University. Graduate work at Queen's University was established formally in accordance with the old Scottish pattern on the completion of Hon-ours work in certain programs provided the candidate had first Gass standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master's program was set up requiring a and a thesis or other piece of independent twork. In 1941, the Faculty of Arts organized a formal Committee on Grad-ates Studies. In 1963 the School of Graduate a program leading to the 1969, the School of Graduate a program set sublished.

ate studies, in 1963 me School of Graduate studies was estatosined. In 1969, the School of Graduate Studies initiated a program leading to the Master of Laws Degree (in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Regional Planning (in 1971, a program leading to a Master's Degree in Education, and, in 1974, a program leading to a degree of Master of Art Conservation was imple-

In 1907 the Ontario government established at Queer's a Faculty of Education for the purpose of providing professional training for teach-ers 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. The origins of the present Faculty of Edu-cation date from an agreement in 1965 between the University and Province, establishing a professional school known as McArthur Col-lege of Education. The first teacher conditiones were enrolted 1965-69 academic year. To symbolize the full integration of the College In 1907 the Ontario government established at Queen's a Faculty of

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 economy. As early as 1832 the Provincial Government had been petitioned 'to endow without delay an institution, or professor-ships, 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 the "John Control Church reveal Government and the synod.' The profile and Church reveal issued the Her Meisern Church of borns.' Kingston on the lines of the Scottish National Universities. On 16 Ccbc-ber 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Reverend Dr. Liddell as Princi-pal. Funds were provided in part by grants from the Presbyterian Clurch in Scottand and from the Canadian Government, and in part by Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the firends of the young and growing Uni-versity. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and strattened circumstances, the progress was steady and financial difficulties were tided over by the unwearied efforts of the early friends of Queen's. In 1867-68, the withdrawal of the Provincial grant and the failure of the Commercial Bank, almost brought filmical disaster. The crisis was met by the determination of whom was Professor Mackersa. The country was cany-ode for sub-scriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment.

whom was Professor Mackernas. The country was carvassed for sub-scriptions and as a result of the widespread interest aroused, \$113,000 was added to the endowment. In 1877, Principal Snodgrass was succeeded by the Reverend G.M.Grant, who for a quarter of a century built with brilliant success upon the foundations laid by his predecessors. The other hand the state of the state of the state of the other hand the state of the state of the state of the other hand the state of the state of the state of the data of the state of the state of the state of the state of students. In 1887, set the small of the state of the state of the of students. In 1887, set the small of the state of the state of the data of the state of the data of the state of the state of the state of the state of the principal Grant died in 1902 and was succeeded in the following year by the Ver Reverend D.M. Gordon. In 1916, because of Il-health Principal Grant died in 1902 and was succeeded in the following the statements appointed Acting Principal. Heal this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's accept the Principal And formerity Fellow of Aberden. He was suc-ceeded by Principal Reversity. Dr. Fyfe resigned in 1936 to a successfor a spinitely Acting and the University of Aberden. He was suc-ceeded by Principal Reversity and Aberden. He was suc-ceeded by Principal Reversity. A Meeting and was suc-ceeded by Principal Reversity and the state of the state state of the state of the state of the state of the state in 1930 for the state of the state of the state of the state in the state of the state of the state of the state of the state in the state of the state in the state of the state of

to hold the Principalship. In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor.

JUNE 1996

History of the University

into the University structure, it was soon decided to alter the nomenclainto the University structure, it was soon decided to alter the homencia-ture; in the spring of 1971, the College was formally designated as the Faculty of Education, Queen's University. The building occupied by the Faculty is named in honour of Duncan ACA-thrue, Head of the Depart-ment of History at Queen's University from 1922 to 1934, and subse-quently Minister of Education for the Province of Ontario from 1940 ment of rustory at Queer's Euroversity from 1922 to 1989, and succe-quenity Minister of Education for the Province of Ontario from 1940 until his death in 1943. In 1971 a graduate program leading to the M.Ed-degree was introduced. Also in 1971 candidates were admitted to a pro-gram leading to the Diploma in Technical Education and qualification to teach in the technical departments of secondary schools. In 1973, with the closing of the Peterborough Teacher's College and the transfer of the faculty to Queers' through an aggreement with the Ministry of Education, the Faculty of Education undertook an augmented role in the preparation of elementary teachers. A Concurrent B.A. B.Ed. and B.Sc. B.Ed. program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with respect to Concurrent Education was approved in 1974. Through than Education degree. An earlier agreement with Trent University with respect to Concurrent Education was approved in 1974. Through than Education degree. An ad Sci-ence degree and a Queer's B.Ed. degree during the final year. A similar program with the University of Vaterioo was instituted in 1982. Queer's has a long history of extension work in Arts and Science Correspondence courses were started in the summer of 1889, and the Summer School was formally established in 1910. In addition, interes-sion programs during May and June were Instituted in 1972. More

Summer School was formally established in 1910. In addition, interes-sion programs during May and June vere 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 101 of 1974 as a residential educational seminar and conference centre. The Ban Righ Foundation for Continuing University Education also opened in September 1974. If functions as a resource centre the purpose of which is to encourage people of all ages wishing to undertake university work at any level. Meen'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 Trustess of the University, an act was passed by the Dominion Parliament removing the last vestige of denominational control.

Higginson, W.C. B.A. (Queen's), Certificate in Education (Cambridge), M.A. (Exeter), Ph.D. (Alberta) Associate Professor – Mathematics Coordinator of Mathematics, Science and Technology Education Group Hill A.M. Ph.D.(East Anglia) Associate Professor Director – Queen's/Trent Concurrent B.Ed., Dip.Ed. (McGill), Ph.D. (Ohio State) Assistant Professor – Technological Education Coordinator of Technological Campbell, D.S. B.A (Washington and Lee),M.A.(North Carolina), Ed.D.(Indiana) Associate Professor – Educational Technology and Psychology Education Hill R.L. B.A.(New Brunswick), M.Ed.(Toronto) Assistant Professor – Language Arts Hills GLC. B.Ed., M.Ed., Ph.D. (Alberta) Associate Professor – Philosophy Hutchinson, N.L. B.A.(Trent).Dip.Ed.,M.A.(McGill), Ph.D.(Simon Fraser) Associate Professor - Psychology of Kemp, D.E. B.A. (Toronto), B.Ed. (Queen's) Adjunct Professor – Elementary Social B.A.(Queen's),M.Ed.(Bath),L.U.T.D.(London), L.U.D.A.(Central School of Speech and Drama), L.T.C.L., F.T.C.L. (Trinity College, ndon), F.R.S.A. Professor - Dramatic Arts B.A.,M.A.(Western),Ph.D.(Toronto) Associate Professor – Educational Contexts Joint Appointment Arts and Science (Drama) King, C B.Ed., M.Ed. (Saskatchewan), Ph.D. (Calgary) Professor - Aboriginal Teacher B.A. (Saskatchewan), M.Sc., Ph.D. (Toronto Assistant Professor – Computers in Education Director, Aboriginal Teacher Education B.F.A., B.Ed., M.Ed. (Queen's) Assistant Professor – Visual Arts Kirby, I.R. RIPOY, J.R. B.A.(McGill),Ph.D.(Alberta) Professor – Psychology of Education Coordinator of Graduate Studies and Research

Krugly-Smolska, E.T. B.Sc., B.Ed., M.A., Ph.D. (Toronto Assistant Professor - Science (Biology)

TUNE 1006

Contexts Lloyd, S. Cert.Ed.(Cambridge),Dip.Ed.,M.A.(London) Adjunct Professor - Elementary Language Mandell, A.L. B.A.,L.B. (Queen's).Barrister and Solicitor of the Bar of Ontario Associate Professor – Law and Philosophy of Education Mansfield, T.D. B.A.(Hons.),M.Ed.(Queen's) Adjunct Professor - Geography McAndrews, B. B.A.(Windsor),M.Ed.(Queen's) Seconded Professor - Science McDuff, I.E. B.A.(Manitoba Adjunct Professor – Elementary Mathematics Miller, L.A. B.A.(Thiel College),M.A.(Duquesne), Ph.D.(Alberta) Associate Professor – Reading and Language Arts Coordinator of Continuing Education Munby, A.H. B.Sc. (St. Andrews), M.A., Ph.D. (Toronto) Professor - Curriculum Munro LR M Murro, L.K.M. B.A.(McMaster),M.Ed.(Queen's) Associate Professor – Comparative Education, Social Studies Education Myers, M.J. B.A.,M.A.,Doctorat de 3e cycle(Strasbourg

O'Farrell, L.

Professor - Dramatic Arts

Canada

JUNE 1996

dent-centred learning with knowledge of the teaching/learning process and research on Aboriginal education. Campus and community-based components include a course specific to Aboriginal education (LERN 230), and practicum placements in First Nations schools.

Aumission Application for full-time campus-based study in Aboriginal Teacher Education is made through the Ontario Universities' Application Cen-tre; application for part-time community-based study is made through the Aboriginal Teacher Education Office, Faculty of Education, Queen's University

ATE has an admission policy which incorporates the following spe-

ATE has an admission policy which incorporates the following spe-cial features: a students may complete some prerequisites to admission as exit require-ments rather than entrance requirements; b applicants of Aboriginal ancestry who hold the Ontario Secondary School Diploma or equivalent are eligible for admission to the Primary-Junior program option leading to the Diploma in Education: c ATE candidates may be granted prerequisite equivalencies for skills such as fluency or functionality in an Aboriginal language; d affirmative action is employed in the provision that candidates for the Dipl.f. must be of Aboriginal ancestry, and candidates for the B.Ed. will ordinarily be of Aboriginal ancestry.

Diplication must be of Aboriginal ancestry: ordinarily be of Aboriginal ancestry: 3 Aboriginal community representatives are participants in the applica-tion screening process in recommending candidates to the program through letters of community support.

Students in ATE complete all components of their selected program option Primary-Junior, Junior-Intermediate or Intermediate-Senior. They are required to take LERN 230, Advanced Seminar in Curriculum, They are required to take LERN 230, Advanced Seminar in Curriculum, and SOC 463, Culture and Education. LERN 482, Human Dimensions in Teaching and Learning, is recommended. Community-based courses are adapted to include Aboriginal content. Both community and cam-pus-based students will be placed in Aboriginal schools for a portion of the student teaching practicum. Students in the community-based program will normally be expected to complete the program within two years; students in the campus-based program will complete the program in one year.

Artist in Community Education The Artist in Community Education track is intended to integrate a The Artist in Community Education track is interaction integrate a conventional teacher education program with preparation for full or part-time employment as an arts educator. 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 employment of the artist. There is a demand for competent arts educators in both public and private adult education programs and a continuing need for educational officers in art galleries and recreational facilities

Artist in Community Education is designed to provide the needed emphasis in skills to prepare the artist to work with the community. It is

14 Education Programs

Format PHASEI

a A ten-day residential interdisciplinary study period (1-10 May). See course SOCS 217.

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

PHASE 11 Candidates then enter the regular Fall and Winter session in their cho-Candidates their program option. Cooperative students are required to sen divisional program option. Cooperative students are required to take LERN 242 during the fall and winter and SOCS 243 as a residential course during the last week of April. An additional tuition fee is required for Phase I. The three required courses have additional charges for food and transportation.

NOTE Studies in Outdoor and Experiential Education are also available within the regular Consecutive and Concurrent programs for students not enrolled in the Cooperative track.

Early Primary Education

Early Primary Education The Early Primary Education program track is intended for students wishing to qualify to teach in the Primary and Junior divisions, who have a special interest in teaching at the early Primary level (Kinder-garten and Grades 1/2). Candidates in Early Primary Leucation com-plete all the components required for Primary-Junior certification. In addition, the following features allow students to focus upon learning in the early Primary grades: a Curriculum, Skills and Educational Studies courses are designed to

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

ignments reflect this:

c An extended practicum in an early Primary classroom takes place in the Winter term, in addition to a three-week Junior placement in the Fall

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

 A 3 hour weekly seminar, LERN 238, for the purpose of ongoing discussion, workshops, lectures, and monitoring of the practicum experience is a required cou

Admission Applicants for Early Primary Education must meet the regular admis-sion requirements for all candidates applying to the Primary-Junior program option. In additon, EPE applicants are required to complete a questionnaire and to submit a written statement describing previous academic courses and experiences which have an early childhood ori-entation. Candidates may be invited for a personal interview.

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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 the con

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

Format Candidates in Artist in Community Education complete all the compo-nents as required for the Intermediate Senior option. Educational Stud-est requirements are normally selected for the Fall term. A recommend-ed Educational Studies course is LEIN 448, Aesthetic Education. Candi-dates register for SOCS 22, The Artist in Education, which is designed as the Community Education. In the Fall term A recommend-ent to the Fall term in Community Education are completed in more of the torus invahions enables in Student teaching are completed in the of the torus machine software in Student teaching and the states in the fall term.

In the Fall term, three weeks of student teaching are completed in one of the two teaching subjects in regular secondary school settings. In the Winter term, the first practicum is spent in the other teaching sub-ject while the second is spent in a situation related to the artis's field such as a artist-in-residence in local schools, b) working as an appren-tice in an educational officie in an Ortation gality or theatre c) preparing an Arts program for implementation in the Faculty and local schools, or 0) serving as an animator in a community-based theatre company.

Outdoor and Experiential Education

Outdoor and Experiential Education The Cooperative Program Track in Outdoor and Experiential Education is intended to facilitate integration of conventional teacher education and preparation for professional work in alternative settings. Courses are based on experiential education theory with emphasis on methodolo-gies appropriate to a variety of environmental contexts and to all teach-tion and evaluations of equal to the development, organization, opera-tion and evaluations of each are the development, organizations. These include community education, adventure providential populations, environmental education and outdoor education. Admio

Admission Applicants must meet the regular admission requirements for all B.Ed. candidates applying to the Primary-Junior or Intermediate-Senior options. Concurrent students also may be included within the Coopera-tive program track if they meet the admission criteria. Applicants should have education and work experience that would enable them to profit from the program. A strong academic discipline is an advantage. Their career interests should have a service orientation. They should be able to teach and learn effectively in settings whose values draw on humanistic foundations. The readiness of applicants will be assessed by a résumé, and a personal interview may be arranged. Candidates are required to have a current certificate in Cardio-Pulmonary Resuscita-tion and Standard First Aid before graduation. It is an advantage to have these certificates on admission.

8 The Faculty of Education

Stairs, A B.Sc.(McGill), M.A.(Goddard College), Ph.D.(Carleton) Associate Professor – Psychology of Education Upitis, R.B. B.A., LL.B., M.Ed. (Queen's), Ed.D. (Harvard) Associate Professor - Arts and Mathematics

Teacher's Certificate(London), B.A.(Concordia), M.Ed.(McGill) Assistant Professor – Technological

Dean, Faculty of Education

Professors Emeritus

Applegate, M.W. B.A.(McMaster), M.A.(Toronto)

B.Sc., M.A., M.Ed.(Glasgow)

Ph.D.(Syracuse)

Freeman, R.M.

Grime A.R.

Hennessy, P.H. B.A.(Queen's)

Holomego, H.

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

King, A.I.C.

Ed.D.(Toronto)

Loney, D.E.

B.Sc.(Queen's)

Welch, M.W.

Education

B.A., B.Ed. (Toronto), M.Ed. (Queen's Wilson, R.J. Ph.D.(Washington) Professor – Measurement and Evaluation

Massey, D.A. Mellor, W.I. Osser, H. Park, P.B. Peruniak, W.S. B.A. (Queen's), M.A. (Minnesota), M.Div. (Princeton), Ph.D. (Harvard) Ready VS B.A. (Manchester), M.Ed. (Toronto), Ed.D. (Oregon) B.A.LL.D.(Queen's) Robertson, A. the Pacific) Samuda, R.I B.A.B.P.H.E.(Oueen's), M.A.(Western) B.A.M.Ed.Ph.D.(Ottawa Talesnick, L B.A.M.A.(Toronto) Thompson, L. B.A.(Toronto), M.A.(Rochester) B.P.E.(British Columbia), M.Sc.(U.C.L.A.), Watson, P.H. B.A.(Toronto), M.A.(Acadia)

Teacher's Certificate, Candidates who hold an Ontario Secondary School Diploma (OSE) or a college of Applied Arts and Technology (CAAT) diploma or equivalent will receive a Diploma in Education. The Technological Education option is offered through two routes, each route aimed at a designated audience. One route is the full-time Hall/Winter program. The other route is the Internship program. The haternship program. The other route is the Internship program. The haternship roogram. The other soutes is the Internship program. The used is a standard of the source of the Internship program. The haternship teachers. This program is offered over two full summers and to qualified teachers. This program is offered over two full summers and a technology computer lab. The pedagogical foundation for the program is the designing and making of technology projects using these Incluites.

Application for the full-time Fall/Winter program is made through the

Application for the full-time Fall/Winter program is made through the Ontario Universities' Application Centre. Application forms are avail-able at any Ontario university in early October. Applications for the Internship program are available from the Technological Education Department, Faculty of Education, Queers's University in mid-January. The following admission requirements are generic to both Techno-logical Education programs and are based on the Ontario Teacher's Qualifications Regulation under the Education Act, Regulation 297: a the holding of an Ontario Secondary School Diploma or the successful ellent of such ad pipolary. By proof of competence in the area or areas of technological studies select-ed as outloon in the rorearm of trafessional ducation:

b) proof or complemence in the area or areas or technological studies selected as options in the program of professional education; c) one of the following: 1 five years of wage-earning business or industrial experience in the area or areas of technological studies selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-temportation of the selected as options in the program of pro-selected as options in the program of pro-selected as options in the program of pro-selected as options in the program of the selected as options in the program of pro-selected as options in the program of the selected as options in the select fessional education;

2 a combination of education related to the area or areas of technological 2 a communation of education related to the area or areas of technological studies selected as options in the program of professional education beyond that referred to in clause a and business or industrial experience in the area or areas of technological studies selected as options in the pro-gram of professional education that totals five years, including at least two years of wage-earning experience, no less than asideem nombs of which is is continuous employment; 3 at least 3700 hours of wage-earning experience and successful comple

3 at least 3000 hours of wage-earning experience and auccessful compac-tion of a post-secondary education program acceptable to the Minister that includes at least twenty-four months of academic studies, if the wage-earning experience and the educational program are related to the area or areas of technological studies selected as options in the program of profes-rience to activity. sional education

The areas of technological studies available at Queen's are Communcations Technology, Construction Technology, Hospitality Services Technology, Manufacturing Technology, Personal Services Technology, Technological Design, and Transportation Technology. The Internship program has several additional entrance require-

its as follows

Program Options Leading to , **Bachelor of Education Degree** or the Diploma in Education

The Faculty of Education offers a one-year post-degree consecutive pro-gram leading to the Bachelor of Education degree or the Diploma in Education. The program also leads to recommendation to the Ontario Ministry of Education and Training for the awarding of the Ontario reacher's Certificate, which qualifies the holder to teach in the publicly supported schools of Ontario.

supported schools of Ontario. Additionally, concurrent teacher education programs are offered at Queen's and in cooperation with Trent University and the University of Waterloo, whereby candidates may take Education courses concurrently with their Arts and Science courses

Primary-Junior

This program option 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 (Junior Kindergarten to Grade 3) and the Junior division (Grade 4 to Grade 6).

lunior-Intermediate

This program option prepares candidates to teach in the Junior division (Grade 4 to Grade 6) and the Intermediate division (Grade 7 to Grade O). In addition to a core program preparing generalist teachers, there is the opportunity for candidates to do further study in one Intermediate division teaching subject.

NOTE Beginning in 1997-98, the Junior-Intermediate program option will no longer be available.

Intermediate-Senior

Intermediate-Senior This program option prepares candidates to teach in the Intermediate division (Grade 7 to Grade 10) and the Senior division (Grade 11 to 12/OAC). In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

Technological Education

Technological Education The Technological Education program option prepares candidates to be technology educators in the Intermediate division (Grades 9 and 10) and the Senior division (Grade 11 and 12/OAC). There is a demand for competent technology teachers in public and private secondary schools, business and industry, adult and continuing education, and correctional

services. The Technological Education option is designed to provide empha-sis on broad-based technologies, rather than specific skilled technolo-gies. Qualifications can be sought in one broad-based technology at the Advanced level, or in two broad-based technologies at the Basic level. Upon completion of the program, candidates who hold a university degree will receive a Bachelor of Education degree and the Ontario

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a a copy of the candidate's Letter of Permission (a Ministry of Education

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and Training document); b a letter from the school of employment confirming the candidate's

teaching experience; c a completed Principal's Evaluation Form (a Queen's University document); d a letter from the school of employment providing proof of a teaching

a secore trom the sensor of employment providing proof of a teaching position for the internship during the intervening year. Both Technological Education programs follow the same admission procedures. First, applicants complete the appropriate application form and submit all required documents by the due dates. Following receipt of all documents, Queen's University faculty and an admissions com-mittee will review all applications. A selected number of applicants may be invited to an interview.

commit Candidates in the Technological Education option complete all compo-nents as required for the Intermediate-Senior option. One required Edu-cational Studies course, SOCS 213, Organization and Management in Technological Education, is taken in the Winter term. The proof of com-pletnoc required by the Ministry of Education and Training is a tech-

petence required by the Ministry of Education and Training is a tech-nology project, completed as part of this course. In the Fall term, candidates attend courses, design and make a group project in the technology labs, and complete three weeks of stu-dent teaching. The pedagogical foundation for the program is based on the designing and making of group technology projects. In the Winter term, candidates continue with courses, complete their individual tech-nology projects with SOCS 213 to show technical competence and acquire further technical skills, and complete six weeks of student teaching.

Special Program Tracks The following special program tracks are available in the Faculty of Education leading to the Bachelor of Education degree or the Diploma in Education

Aboriginal Teacher Education

This unique program track provides an opportunity for students to spe-cialize in Aboriginal education, and is particularly suited to Aboriginal candidates

candidates. Upon completion, candidates holding a previous university degree receive the Bachelor of Education degree and the Ontario Teacher's Cer-tificate, qualifying them to teach in the Primary and Junicy Iunior and Intermediate, or Intermediates of Aboriginal ancestry who hold an Ontario Secondary School Diploma (IOSE) or equivalent are eligible to configure the secondary School Diploma (IOSE) or equivalent are eligible to undifferent and and an anoma and the Ontario Teacher's Certificate, molificity of the secondary School Diploma (IOSE) or equivalent are eligible to the secondary School Diploma (IOSE) or equivalent are eligible to the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secondary School Diploma (IOSE) or equivalent are the secondary school of the secon

receive the Diploma in Education and the Uniario searcher's Uctuations qualifying them to teach in the Primary and Junior divisions. The Aboriginal Teacher Education (ATE) program track is constitu-ed as both community-based part-time and campus-based full-time. Community-based courses are adapted to local contexts and needs, and include Aboriginal perspectives, balancing Aboriginal-specific and stu-

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Teacher's Certificate. Candidates who hold an Ontario Secondary

Bailey, J.C. B.A.(Queen's), M.A.(Syracuse) Balanchuk ML B.A.(Queen's),M.Ed.(Toronto) Crawford, D.H.

Wilson, A. Adjunct Professor – Educational Studies

Whitehead, L.E. B.Ed.Ed.Dip.M.A.,Ph.D.(Calgary) Assistant Professor – Educationa Administration and Policy Acting Associate Dean,

Faculty of Education

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M.A.(Cambridge), M.A.T.(Yale), Ph.D.(Queen's) B.A., B.P.H.E. (Queen's), M.S. (Oregon) B.A.(Queen's),Ph.D.(Cornell) B.A.(Western).M.Ed.(Toronto) B.A.(Queen's),M.Ed.(Toronto), Ph.D.(International College,Los Angeles) B.A., B.P.H.E. (Queen's), M.A. (University of

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Application for Admission – Consecutive Program Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centre at Cueph. Application mate-rials may be obtained at any Ontario university or by writing to the Registrar, Faculty of Education, Queen's University, Kingaton, Ontario Krt. SNS, Offers of admission are made in late March or early April, and

NCL SNA: Others of admission are made in late March or early April, and applications entre by the first Firday in December at the latest. Application Centre by the first Firday in December at the latest. Application dates for alternative program tracks, such as Outdoor Education, may be earlier. Applicants must submit all necessary documentation to reach the Registrar, Faculty of Education by the deadline date for application. Taket, applicant must submit official university transcripts showing work completed to the time of application. Accepted applicants must submit official transcripts confirming completion of all academic reunimements for admission.

Applications and substitu-Applications 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 All documents and statements submitted in support of an appli-cation for admission become the property of Queen's University and are neither returned nor made available for photocopying.

For a designated number of places in the Bachelor of Education/Diploma in Education program, preference will be given to members of Abo-riginal/First Nations People, racial, ethnocultural, and differently-abled

groups, currently underrepresented in the teaching profession; the number will be determined each year by the Admissions Committee.

English Language exequirement Candidates must be completent to communicate effectively in both oral and written English. Applicants may be required to provide evidence of competence in oral and written English to satisfy the Admissiona Com-mittee that their knowledge of the English tanguage is adequate for them to pursue their professional studies successfully.

More than pursue their processional studies successions. Mormally examinations and assignments are to be submitted in English, except where the Faculty Board has approved an alternative practice or where a special agreement has been entered into between an instructor and a student, with the approval of the Associate Dean, for submission of work in a language other than English.

Admission Requirements – Consecutive Program To be eligible for admission to the Bachelor of Education program, applicants must have completed the requirements for an acceptable bachelor's degree by the middle of May preceding proposed enrolment in the B.E.d. program. Candidates offering, a three-year degree must have a 'B' average on all passed undergraduate courses (the average is

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requirements for admission

Equity Admission

English Language Requirement

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|---------------------------------------------------------------------------------------------------------|-------------|
| | |
| Intermediate-Senior Components | |
| Curriculum | 2.0 credits |
| Two teaching subjects selected from odd numbered courses from CURR 303 to 379. | |
| Educational Studies | 1.5 credits |
| Learning and Development in Education (LERN) | |
| Social and Contextual Studies in Education (SOCS) (Must include at least 0.5 credit from each area.) | |
| Professional Skills and Practice | 1.5 credits |
| PRAC 160 (1.0) Student Teaching | |
| SKIL 148 (0.5) Professional Skills IS | |
| TOTAL REQUIREMENT FOR INTERMEDIATE-SENIOR | 5.0 credits |
| Technological Education Components | |
| Curriculum | 2.0 credits |
| CURR 367 (1.0) Teaching Technological Education | |
| CURR 368 (1.0) Curriculum Development in Technological Edu | cation |
| Educational Studies | 1.5 credits |
| SOCS 213 (0.5) Organization and Management of Technological Education (includes technology profile) | - |
| Learning and Development in Education (LERN) | |
| Social and Contextual Studies in Education (SOCS) (Must include at least 0.5 credit from LERN area.) | |
| Professional Skills and Practice | 1.5 credits |
| PRAC 160 (1.0) Student Teaching | |
| SKIL 148 (0.5) Professional Skills IS | |

TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION

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year enrolment.

Note Program components are subject to change without notice.

2.0 credits in Curriculum in the chosen option (Primary-Junior, Junior, Intermediate, or Intermediate-Senior), 0.5 credit in Professional Skills (SKIL 146, 147 or 148), and any remaining Educational Studies require-ment (a total of 1.5 Educational Studies credits are needed to graduate).

As well, there is PRAC169, which consists of a two or three-week prac-tice teaching round (depending on the chosen program option) in the fall, and an internship consisting of a 14-week school assignment in the

Perequisites to Final Year Candidates entering the final year of the program must meet certain prerequisites according to the program option they select. These prereq-uisites are detailed in the Queen's Concurrent Teacher Education Hand-book or the Trent-Queen's Concurrent Teacher Education Program Handbook, and must be completed by the end of July preceding final ware enrolment.

year enrolment. NOTE Approved teaching subjects in the Junior-Intermediate option are: Dramatic Arts, English, French, Genetal Science, Geography, Histo-ry, Mathematics, Music (Instrumental or Vocal). Native Studies, and Visual Arts. Approved teaching subjects in the Intermediate-Senior option are Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Instrumental or Vocal). Native Studies, Physics, and Visual Arts. As these approved subjects may change, candidates are advised to consult annually the Education Cleinkar or the Concurrent Handbook.

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 required to concentrate their efforts on their Arts and

Science will be required to concentrate their efforts on their Arts and Science courses and to suspend their work in Education until removed from probation. Continuation into the final year in the Bachelor of Edu-cation 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

year degree plus me atomics to construct a total of them, techniq techniq techniq to not required to meet the B minimum. Concurrent students are expected to complete both Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

In cooperation with the Queen's Faculty of Arts and Science, a special in concurrent teacher education program is offered, leading to B.Sc.(Hon-ours)/B.Ed. degrees. The MAS program is intended to prepare science teachers for Grades 7 to 12/OAC. Designed to combine an early intro-

duction to the teaching profession with Honours Science courses, it is a pilot program, and is subject to change without notice.

Candidates in Honours Science programs may apply in their second year. Selection is based on academic standing and teaching-related experience, in accordance with Faculty of Education admission policy.

Mathematics and Science (MAS) Late-Entry Concurrent Program

5.0 credits

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Admission

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

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

Admission Candidates for the initial year of the Concurrent program apply through the Ontario Universities' Application Centre for Queen's Uni-versity 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 teach-ing-related background of all candidates.

Program Components and Format

The Concurrent B.Ed. degree requires the successful completion of five credits in Education: 2.0 credits in Curriculum, 1.5 credits in Educational Studies, 0.5 credit in Professional Skills, and Practicum, which receives the weight of 1.0 credit. The practicum includes service learn-ing, at least three ten-day rounds of practice teaching and the intern-

Students must complete the equivalent of 1.5 credits from the two areas of Educational Studies – Learning and Development in Education (LERN), and Social and Contextual Studies in Education (SOCS). At least one half credit must be taken from each of the two areas. LERN 236, taken in the first year of the Concurrent program, is counted as a 0.5 credit toward the Education Studies requirement. In Year 1, candidates normally enrol in five courses in Arts and Sci-

ence and in the Education courses LERN 236, Introduction to Schools and Teaching, and PRAC 166.

In Year 2, candidates normally enrol in five courses in Arts and Science and in the Education course PRAC 167, which requires fifteen hours of classes on teaching skills and ten days of practice teaching. As

well, students may take a half course in Educational Studies. In Year 3, candidates normally enrol in five courses in Arts and Sci-ence and in the Education course PRAC 168, which requires ten days of practice teaching. An Educational Studies course may be taken, if

desired. 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 Fail term, candidates enrol in

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An interview may be required. Information concerning admission is available from the Faculty of Education at 545-6722.

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In year 3, the first year of the combined program in Science and Educa-tion, candidates will normally enrol in five full credits in Arts and Science, and in the Education courses LERN 236 and PRAC 163 (which requires a two-week school placement in May). In Year 4, candidates will complete their Honours Science degree

requirements and take PRAC 164.

requirements and take PRAC 164. In the firth or final year, candidates will complete the B.Ed. degree. In order to be eligible to enter the final year, candidates must have com-pleted the preparation for two teaching subjects from Biology, Chem-istry, Computer Science, Mathematics and Physics, Five credits are needed for the first subject, and four credits for the second. Biology may be used as a second subject only. In addition, a psychology credit is remained. is required.

1 Candidates must include a half course in the philosophy of science, such as PHIL 154*,203*, 381* or 450* as an elective in the Honours Science

SOCS 444 is recommended as part of the B.Ed. requiren

2 SOCS 444 is recommended as part of the B.E.d. requirements. 3 The requirements for admission to Honours and for the awarding of the B.S.c.Honours) degree are as given in the Arts and Science Calendar. It is emphasized that the MAS candidates must complete the full Honours Science degree in order to be eligible for the B.E.d. degree. 4 Both Science and Education degrees must be completed within six years of the initial entry into Year 1 in the Faculty of Arts and Science.

Waterloo Concurrent Program Queen's University and the University of Waterloo have created a joint program to prepare selected Waterloo students as secondary mathematics and science teachers. The program combines Waterloo's Honours Co-Op Mathematics and Science programs with the Queen's Bachelor of Education program.

NOTE Concurrent program components are subject to change without notice

New B.Ed./Dip.Ed. Program Beginning August 1997

The B.Ed./Dip.Ed. program has recently undergone a fundamental restructuring, affecting both the course components and the practicum. This new model will be put into effect in August 1997, and incorporates

This new mode white pair not effect in August 1997, and incorporates the following leatmes: 1 an extended practicum for all students to take place in the Fall term beginning on or before the first day of school, preceded by an intensive orientation period, and followed by an intensive consolidation period. Two core courses will be taught concurrently with the extended practicum, and there will be a student rotation of about two weeks in the

Faculty, focusing on coursework. 2 additional practicum of three weeks mid-way through the Winter term, and/or during May.

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 coeffis by mid-May. Fur-ther preference will be given to candidate who will have completed the requirements for a graduate degree or a community college diploma by mid-May.

mid-May. To be eligible for admission to the Diploma in Education program, applicants must have completed the requirements for the Ontario Sec-ondary School Diploma or equivalent by the middle of May preceding proposed Education enrolment. All applicants will be asked to submit a complete statement of pre-

vious experience relevant, in the broadest sense, to teaching. The state-ment must be well expressed and type-written or computer-generated. Selection is based on a) the number of places available in the option/ teaching subject requested, b) the personal academic status. Equal weight is attached to b) and c). sonal statement, and c)

Specific Requirements

NOTE The onus is on applicants to ensure that they fulfill all prerequi-site/recommended courses and subject preparation requirements by the middle of May prior to proposed enrolment in the Education program.

Primary-Junior candidates must have at least one half-year or semester length university course in psychology, sociology or anthropology. Preference will be given to applicants who have an Ontario Aca-demic Course or equivalent or a full-year (or two half-year) university ucinic course in each or any of the following areas: 1) language or linguistics, 2) mathematics, 3) physical or natural science, 4) visual or performing arts. (Equivalence may be granted for demonstrable and extensive experience in any of the above areas.)

Junior-Intermediate

The Junior-Intermediate program option will no longer be offered at Queen's beginning in 1997-98.

Intermediate-Senior

Intermediate-Senior candidates must have at least one half-year or semester-length university course in psychology, sociology or anthro-

semester-length university course in psychology, sociology or anthro-pology. Two teaching subjects must be selected from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Music (Vocal or Instrumental), Native Studies, Physical and Health Education, Physica or Visual Arts. Five full-year or requirea and Health Education, For other subjects, at least five full-year courses are required for the selection of one teaching subject and at least four full-year courses are required for the selection of the other.

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

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Candidates must complete the equivalent of 1.5 credits from the two areas of Educational Studies – Learning and Development in Education (LERN), and Social and Contextual Studies in Education (SOCS). At least one half credit must be taken from each of the two ar

Curriculum

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

1 Applicants may not select both Music-Instrumental and Music-Vocal as reaching subjects.
3 Applicants for Biology must offer in their preparation at least one full-event outs with a major laboratory component from a university biology department. Other courses, though not necessarily designated Biology, should include topics in both plant and animal (invertebrate and vertebrate) biology. No more than one course in human biology will be counted.
4 Applicants selecting Chemistry as a teaching subject should offer a full-year course equivalent in introductory demistry, and other courses which include organic, malytical and Arts as a teaching subject should offer a full-year selecting Chemistry is acceptable.
5 Applicants selecting Chemistry and the selecting chemistry course in compre-nersive studio practice (including drawing, painting, plus printmaking and /or three-dimensional design), and one full-year or equivalent survey course in isoty.

and for intre-entimensional design, and one full-year or equivalent survey course in art history. 6 Candidates for French as a teaching subject should note that they will be required to pass a test of oral and written French in order to be consid-ered for admission.

Technological Education Admission to Technological Education requires the candidate to have requires the control of technological Euclasion requires the cantolate to have completed at least the requirements for the Ontario Secondary School Diploma, or equivalent, by the middle of May prior to the commence-ment of the program. In addition to meeting the academic requirements ment of the program, in addition to meeting the academic requirements for admission to Technological Education, applicants must present evi-dence of five years of related work experience or a combination of work experience and post-secondary education totaling five years. An interview may be required for Technological Education appli-

cants

Artist in Community Education In addition to meeting the academic requirements for admission to the Intermediate Senior option, applicants for admission to Artist in Com-munity Education program may be invited for an interview.

Outdoor and Experiential Education

In addition to meeting the academic requirements for admission to the specific divisional program option, eligible applicants for Outdoor and Experiential Education may be invited for an interview.

Early Primary Education

Early rimary Education In addition to meeting the academic requirements for admission to the Primary-Junior option, completion of a questionnaire and written state-ment is required, and candidates may be invited for an interview.

Consecutive Program Components To qualify for a Bachelor of Education or Diploma in Education all candidates must complete a program having the equivalent of five credits made up of courses in Educational Studies, Curriculum, and Profes-sional Skills and Practice.

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Candidates must complete the equivalent of two credits in Curriculum. The courses are numbered between CURR 303 and 380.

Professional Skills and Practice

Professional Skills and Practice Candidates must complete one half credit in Professional Skills. The course offerings are skill. 146, 147 and 148. Candidates must also pass PRAC 160, Student Teaching, which 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

NOTE Program components are subject to change without notice.

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Primary-Junior Components | |
| Curriculum CURR 371 (0.5) Reading and Language Arts CURR 372 (0.5) Mathematics CURR 373 (0.5) Social and Environmental Studies CURR 374 (0.5) The Arts | 2.0 credits |
| Educational Studies Learning and Development in Education (LERN) Social and Contextual Studies in Education (SOCS) (Must include at least 0.5 credit from each area.) | 1.5 credits |
| Professional Skills and Practice PRAC 160 (1.0) Student Teaching SKIL,146 (0.5) Professional Skills PJ | 1.5 credits |
| TOTAL REQUIREMENT FOR PRIMARY-JUNIOR | 5.0 credits |
| Junior-Intermediate Components | ula change |
| Curriculum CURR 376 (0.5) Communications CURR 376 (0.5) Social and Environmental Studies CURR 377 (0.5) The Arts CURR 377 (0.5) Intermediate teaching subject selected f even-numbered courses CURR 312 to 380 | 2.0 credits |
| Educational Studies Learning and Development in Education (LERN) Social and Contextual Studies in Education (SOCS) (Must include at least 0.5 credit from each area) | 1.5 credits |
| Professional Skills and Practice PRAC 160 (1.0) Student Teaching SKIL 147 (0.5) Professional Skills JI | 1.5 credits |
| TOTAL REQUIREMENT FOR JUNIOR-INTERMEDIATE | 5.0 credits |
| | |

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The Committee shall report all such exceptions to the Registrar and any Faculty members involved 6 The Aegrotat (AG) may be granted by an instructor in cases where the

student because of serious illness, has been prevented from completing a course or component and where the instructor feels that the student would have completed the course or component successfully had not ill-ness intervened.

No grade may be changed by administrative fiat.

8.1 It is the responsibility of each course instructor to report final grades for Fall term courses to the Registrar's Office by the first day of the second term of that session. The only exceptions to this shall be those courses determined as such by the Faculty Board. Within two weeks of that date, students shall be advised by the University Registrar's Office of their

8.1 An enrolled student who wishes to question academic or faculty pro-cedures should contact the Associate Dean. The Associate Dean will advise the student concerning faculty review and appeal procedures. 9.1 To be eligible for the B.Ed. degree, the Dip.Ed., and the Ontario Teacher's 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 that Office to ensure that all candi at any nine, exercise the discretion of that office to ensure that an early dates for the B.Ed. degree, the Dip. Ed. and the Ontario Teacher's Certifi-cate conform satisfactorily with the general professional and ethical requirements of teachers as described in Section 233 (2) and 235 of the Education Act

Code of Conduct

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All students are required to adhere to the University's Code of Con-duct. They should also bear in mind that compliance with this code tack: may should also bear if india una comparise what has been 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 Al or consumption of alcoholic bevrages and generally maintaining the reputation of the University. Initial responsibility for the enforcement of the Code rests with the Alma Mater Society, and the Graduate Student Society on behalf of the Senate. Students who violate the Code are brought before the AMS or GSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the Senate for approval.

pension must be torwarded 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 regu-lations of the University and its subordinate jurisdictions and to the law of the land. Hence it must be emphasized that the University's system of non-academic discipline should not be regarded as a substitute for the civil or criminal law but rather as a complementary system that may be derived naturally from our existence as a clearly distinguish-able community of interests. The following conduct is unacceptable and constitutes an offence within the university community:

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

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d i assault of any nature; ii discrimination or harassment, based, among other grounds, on race, e discumination of natesimetry based, based of the provides, of rates, eligion, gender, handicap, ethnicity, national origin or sexual orientation;
 e all forms of academic dishonesty such as plagiarism, cheating, furnish-ing false information to the University, forgery, misuse of University docu-

f a violation of the rights of any member of the University community; NOTE Any reprisal or express or implied threat of reprisal for making and pursuing a complaint under any procedure authorized by the Uni-versity is deemed to be an offence against the University Code of Con3 an emphasis on case, experiential, and problem-based approaches to

learning in all courses.

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4 the expansion of program focus tracks to include all teacher candidates.
5 issues such as special needs, gender, race, use of technology to support learning, classroom management, and the connection of policy and practice permeating all courses. 6 a shift from the current "associate teacher" model to an "associate

school/associate department" model of the practicum, including a new approach to partnerships with associate schools.

Certification

Successful candidates are recommended to the Ontario Ministry of Education and Training to be awarded the Ontario Teacher's Certificate. A requirement for recommendation is that the candidate be free of active tuberculosis as evidenced by a negative tuberculin test or a nor-mal chest x-ray administered during the program year or within one

that cleak x-ray auminated using use program year of whim one year prior to recommendation. Teacher's Certificate, the Ontario Min-istry of Education and Training Issues the Ontario Teacher's Qualifica-tions Record Card, which shows the degree held and the program option taken at the Faculty of Education. In the case of candidates taking Junior-Intermediate or Intermediate-Senior, the teaching subject(s) are listed. Candidates in the Technological Education option will have this qualification recorded along with the subject and level undertaken.

Additional Oualifications

Holders of the Ontario Teacher's Certificate may earn additional qualifications and these will be entered on a revised Ontario Teacher's Qual-ifications Record Card. These may be Additional Basic Qualifications (such as Primary) or Additional Qualifications (such as Special Education, Part 1). These courses are offered during the Summer or Fall/Win-ter terms at Queen's and other faculties of education. For further infor-mation, please refer to the section on Continuing Education.

Academic Regulations

Succent Names As the University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data forms required for registration their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition must be accompanied by appropriate supporting documentation.

Student Responsibility

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

Change of Registration Students wishing to make changes in course registration may do so on or before the appropriate deadline (see Sessional Dates) by completing

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Using another student's data unless specifically allowed by the instructor and the author.

tor and the author. Allowing someone else to do the laboratory or field work without the knowledge and approval of the instructor. Using direct quotations or large sections of paraphrased material in lab-oratory or field report, research report, thesis, or publication without acknowledgement, ffor additional information refer to the Code of Research Ethics, Queen's Gazette, Vol. 19, 8 December 1987).

Fabricating or falsifying laboratory or research data. 3 Essays and Assignments

Submitting an essay written in whole or in part by someone else as one's own

Preparing an essay or assignment for submission by another student. Copying an essay or assignment, or knowingly allowing one's essay or assignment to be copied by someone else for the purposes of plagia-

nsm. Using direct quotations or large sections of paraphrased material with-out acknowledgement. Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism. Submitting the same piece or work in more than one course without the

permission of the instructor(s) Unauthorized removal from the library, or deliberate concealment of, library materials.

4 Official Documents

Altering transcripts or other official documents relating to student records.

Misrepresenting one's credentials. Creating or altering letters of reference.

Creating of antering precessor enterence. Individual instructors or academic units will normally point out areas of specific concern not covered above. Students are encouraged to con-sult instructors regarding procedures and use of materials if in doubt about how they may relate to academic dishonesty

Supply Teaching Students may be released from regular classes for supply teaching Students may be released from regular classes for supply teaching according to the following policy: 1 No student will be able to do supply teaching where a regular supply teacher is available. The school principal must confirm in writing that these possibilities have been exhausted. 2 The Faculty will maintain a registry of graduates available for supply

teaching; graduates will be given precedence over currently enrolled str

acns. 3 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 after the term ends.

that practice are note term check. 4 No student will be excused for supply teaching during the first term. Two weeks will be the maximum for any supply teaching assignment. The Registrar's Office will administer the policy and initiate approval arrangements with instructors necessary to release students from classes.

an academic change form available in the Registrar's Office. After the deadline date for adding or dropping courses, any course registration changes must be authorized by the Associate Dean.

Course Requirements

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Instructors will provide students with a written description of course requirements and the means of evaluation at the beginning of each course. Students are expected to fulfill requirements as described in course outlines in order to be successful in their courses.

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Religious Observance

A student discovering an exam scheduled at the same hour as a reli-gious observance should report the conflict to the Registrar's Office as soon as possible. Individual arrangements are made for each student. Student Debts

Any student with an overdue debt with the University will not be per-Any student with an overraue deet with the University will not be per-mitted to register or to receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made by the department(s) concerned. In no case will a diploma be released to a stu-dent with an outstanding debt with the University.

Academic Dishonesty All forms of academic dishonesty are considered serious offences with-All forms of academic dishonesty are considered serious offences with-in 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. Academic dishonesty includes plagiarism as well as any deliberate attempt to gain undria redvantage academically for oneself or others. Dishonest practices include fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism means presenting work done (in whole or in part) by someone else as if it were *new forcem*. one's own

one's own. Plagiarism should be distinguished from cooperation and collabora-tion. Often, students may be permitted or expected to work on assign-nents collectively, and to present the results either collectively or sepa-rately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledge-ment or by footnoting. The following are some examples of academic distonsety. As it is not possible to cover every circumstance of academic distonsety. As it is not possible to cover every circumstance of academic distonsety. As it is not possible to cover every circumstance of academic dishonesty or plagiarism, this list should be considered as a guide only. Exams and Tests

Impersonating someone in an examination or test. Copying from another student, or making information available to another student.

Submitting a take-home examination written, in whole or in part, by someone els

Failing to obey or comply with exam regulations or instructions of a proctor

2 Laboratories, Field Work and Research Reports Copying a laboratory or field report, or allowing someone else to copy one's report.

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Grading System

1 At the beginning of each session each Faculty member and each B.Ed. student will be supplied at registration with a list of all courses to be offered in that session.

2 At the beginning of each course, the instructor of that course will noti-2 At the beginning of each course, the instructor of that course will noti-fy in writing the students taking if of the basis on which the final grade will be assigned, the term work expected and the weight, if any, each assignment will contribute to the final grade. Students' progress in courses and practica will be monitored under the Procedures for Manitoring and Reporting on Tachetr Candidate Progress.
3.1 The grades for all courses or components of the B.Ed. program and the Dire Ed. program are:

Dip. Ed. program are: H - Honours

- PA 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 with the entry: PN – Pass, no honours available in this course

There are no numerical equivalents. 3.2 The Honours grade is awarded solely on the basis of quality of work

- done, as determined by the instructor. 3.3 Additional academic record entries are:
 - AG Aegrotat grade AU - Audit
 - CR Credit NW Course not taken IN - Incomplete

NW – Course not 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 BEd or Dip.Ed, program, 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 make available any alternative course or component without prior consultation with the appropriate area or discipling group in the Faculty to determine the suitability of the proposed alternative required.

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 (IN) is a temporary designation which is used when, in the judgement of the instructor, a student merits an extension of time for the judgement of the instructor, a student merris an extension of time for the completion of a course. At the end of the course the instructor will draft a statement indicating work to be completed and the due date with copies provided to the student, the Registrar and the Associate Dean. Incomplete (IN) is automatically converted to Fail (P) if the student has not successfully completed the course. The specified or in any event, no later than twelve calendar months from the original completion 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 due to, for example, serious illness.

Quebec 6 2 1 6 USA

| 1 Stormont, Dundas, Glengarry | 7 | Lennox & Addington | 13 | Victoria |
|-------------------------------|----|--------------------|----|----------------------|
| 2 Ottawa Carleton | 8 | Hastings | 14 | Durham |
| 3 Leeds Grenville | 9 | Prince Edward | 15 | Metropolitan Toronto |
| 4 Lanark | 10 | Northumberland | 16 | York Region |
| 5 Renfrew | 11 | Peterborough | 17 | Simcoe |
| 6 Frontenac | 12 | Haliburton | 18 | Peel |
| | | | 19 | Waterloo |

Education (LERN), and Social and Contextual Studies in Education (SOCS). Candidates are required to complete a total of 1.5 credits, including at least one half credit from each area.

Educational Studies

including at least one half credit from each area. NOTE Some courses in Educational Studies are intended primarily for specific candidates in terms of their divisional options. If a course is intended mainly for students in the Primary-junicor option, hen (?]) will appear to the right of the course number and name. It (PIIS) appears to the right of the course number and name, then this course is appropriate for candidates in any program option.

Course Weight and Numbering Weights are assigned as full or half credits. The course weight follows the course number preceded by an oblique. For example, CURR 303/1.0 is a full course; SOCS 462/0.5 is a half course. The course number (e.g.

The two areas of Educational Studies are Learning and Development in

303 or 462) is not intended to denote any particular year level.

LEARNING AND DEVELOPMENT IN EDUCATION

Courses in this area are concerned with sociological, psychological, his-torical, philosophical, aesthetic, political, and institutional studies in education with a focus on the individual learner.

LERN 205/0.5 Internship Research Project (Concurrent only) (PJIS) This course is reserved for students in the final year of the Concurrent program. It directs students during their internship to use the class-room as a setting in which to observe, to derive hypotheses about the teaching and learning process, and to carry out systematic inquiry as a means of exploring these hypotheses. The project will be carried out as independent study under the direction of the faculty internship supervisor with the assistance of the associate teacher.

LERN 207/0.5 Outdoor and Experiential Education,

Practice and Theory This course is designed for students with professional interests in out-door and experiential education. It involves a series of adventure, envi-Goo and operating conducts in process a series or advenue, environ-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 sension. As many as 3 sesource including a communal apper for a sessions. As many as a sessions may be extended in time to accommodate the exigencies of out-door activities and travel time. Please note that this course is normally offered in the Fall term, and forms a possible two-course concentration, space permitting, with SOCS 208 in outdoor and experiential education. Food and transportation \$90.

LERN 229/0.5 Introduction to Teaching English as a Second Language (PJIS) This course provides students with a fundamental background in lin-guistic skills – phonology, morphology, syntax and grammar – and in theories and methodologies for second language acquisition. Students

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(PIIS)

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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 deepend, problems identified and the various educational uses of the environ-erent interacted. Sci. problems identified and the various educational uses of the environ-ment integrated. Solos in wilderness setting may be included in the sec-ond part. Both components will be located in outdoor settings. An addi-tional tuition for this course and for PRAC 158 which together form Phase 1 of the Outdoor Education program track. Food and transportation \$190.

SOCS 222/0.5 The Artist in Education

Subsections and a state of the universities or for the general public in order to allow for integration across the arts; and to allow students in this course to experience in a practical way arts, other than those of their own major study.

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

Available only to students registered in the Cooperative Program Track in Outdoor and Experiential Education. This five-day residential course In Outdoor and Experimental Education. This five-day residential course is an intensive concluding analysis of the year-long cooperative pro-gram focussing specifically on group dynamics, risk management and he 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. Food and transportation charge \$120.

SOCS 250/0.5 Introduction to Aboriginal Education

SOCS 320/0.5 Introduction to Aboriginal Education (PIIS) This is an introductory course for students who elect to develop a basic understanding in and appreciation of Aboriginal education. Aboriginal education is a unique and evolving field of study which brings together detectionating it into a piperclaim of Arkerignial education. Aborginal educationating it is an appreciation of Arkerignial education. Aborginal different discipation of the approximate and approximate the world view of North perspectives of knowledge grounded in the excloseledges the legitimany can aborginal perspectives and fosters a sensitivity to traditional values of Aberginal perspectives and fosters endowledges as the legitimany the historical approprise. Emphasis of the course is on understanding the historical and sociological for the sense heir teachings and linking anthropological and sociological for a for-ference for teachers choosing to further Aborginal education. The torus provides an introduction to issues in Aborginal education, and an enrichment experience in the area of curriculum planning. Some of the topics explored area human needs as the basis for curriculum plant lic, personal and inter personal meaning in curriculum logistics as applied to the northern classrow; and material appropriate for use in teaching about Aborginal peoples. SOG 323/aS. Technology is fority: An Hematon Chool Baneration and an entrol and hemeration and the sense to four the sense of the sense of the teachers of the sense of the sense of the teachers of the sense of the sense of the sense of the sense applied to the northern classrow; and material appropriate for use in teaching about Aborginal peoples.

SOCS 253/0.5 Technology in Society: An Benentary School Perspective (PII) This course is designed to introduce the study of technology into the Early/Formative and Transition Years (JK to Grade 9) curriculum.

Open-ended problem solving through the use of design processes, designing and making of projects, activity-based curriculum develop-ment, and student-centrel dearning are pedagogical approaches that will be investigated. As well, human and environmental aspects of technological developments, and technological concepts, skills and knowledge will be learned. Resources – books, supplies, materials, equipment and tools – will be examined. Another component to this ocurse will be to examine ways of integrating technology with mathe-natics, science and other subject areas in keeping with the holistic approach to elementary education and The Common Curriculum. Pro-ject materials 520. t materials \$20.

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SOCS 28/6/0.5
 A Study of the Religious Education Program
 In the Roman Catholic 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 students who plan to teach in the Roman
 Catholic Separate Schools will find this course helpful as a basic orien tation in regard to the theological content and pedagogical principles in
 contemporary Catchetics: This course is conducted by the Religious
 Education Consultants of the local Separate Schools Boards. Candidates
 intending to teach in Ontario Roman Catholic Schools should note that
 this course is required by some Catholic boards, and recommended by
 others.

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

Discourse will explore the section and the School (PBS) 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

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SOCS 443/0.5 Poetic Theory (05) This course is intended to assist prospective teachers of literature to understand more fully the variety of ways in which literary works might be understood and to become aware of the experiential complexity of our appreciation of poetry.

SOCS 444/0.5 Philosophy of Education for Teachers of Mathematics and Science This course will examine a number of contemporary accounts of nature

and structure of knowledge in mathematics and in the physical and biological sciences. The insights derived from this study will prove par-ticularly relevant to the instructional concerns of teachers in these subject areas. Lab materials \$5.

SOCS 446/0.5 The Principles of Scientific Inquiry: Science and (PIII)

There are a number of accounts of the nature of scientific inquiry. Each offers a different view of the origins of scientific knowledge and how it changes over time. Using a hands-on, investigative approach, this course will explore these views and their implications for the teaching

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will be prepared for later participation in the three-part specialist course in Teaching English as a Second Language.

LERN 230/0.5 Advanced Seminar in Curriculum

(Aboriginal Teacher Education students only) (Aborgmal leacher Education students only) This course is intended as an enrichment experience in the area of cur-riculum 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.

LERN 236/0.5 Introduction to Schools and Teaching

LERV 239/03. 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 discussions of utilial an arctigma encodences in a choole. Lorming matheducation and initial practicum experiences in schools. Learning materials \$7.50.

LERN 238/0.5 Special Topics in Early Childhood Education (P) Visual and Language Arbs) (Early Primary students only) The early years to age 53 are viail for learning because it is during this period that children become aware of, and begin to react to, the envi-ronment. In this course students learn about various strategies, based

on selected aspects of visual and language arts, that can be used to sup-port children's aesthetic, creative and linguistic development.

port churches a sestence, creative and inguistic development. LERN 242,0-5. Principles and Programs in Experimital Education (Outdoor Education students only) Available only to students registered in the Cooperative Program Track-in Outdoor and Experiential Education, the course is a study of the the-ories of experience-based deucation as derived from the literature and tested analyses of experiential practices and programs. The class use-sions are distributed over the Fail and Winter terms to provide three-a naix of activities within the normal duration of a half-credit course. Food and transportation \$90. Food and transportation \$90.

LERN 245/0.5 Computers, Software, and Teaching

LERN 245/0.5 Computers, Software, and Teaching (PIIS) This course explores the use of computers in teaching and learning. A hands-on approach is used to extend computer skills developed in the Professional Skills course. Participants will work with painting and drawing programs, spreadsheets, databases, desk-top publishing, email, the World Wide Web, computer conference systems, videodisks, CD-ROM-based resources, and computer simulations. The class will examine current classroom practice. Year 1-4 Concurrent students tak-ing this course should contact the instructor in September to arrange for the completion of a preparatory skills unit (10-15 hours).

LERN 464/0.5 Learning and Development in Childhood (PJI) An overview of learning and development from infanyto to pre-adole conce. Topics such as cognitive processes, individual differences, moti-vation, classroom learning, and socio-cultural contexts will be consid-ered in relation to modern schooling.

LERN 465/0.5 Learning and Development in Adolescence (JIS) An overview of learning and development in adolescence with empha-sis on classroom applications from Grade 7 to OAC. Topics such as com-munication, management, student motivation, and instructional strategies are presented in the context of modern schooling

LERN 467/0.5 Psychological Processes of Reading and Writing

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

LERN 469/0.5 Psychology of Learning Problems

This course considers aspects of psychology relevant to the education of children, adolescents and adults with learning problems or learning

LERN 470/0.5 The Development of Symbol Systems (P) This course in educational psychology involves the investigation of symbol systems in several domains (e.g. music, language, and mathe-matics). Topics include an examination of how children develop an marks), ropics include an examination of now endered develop an understanding of and the ability to use symbol systems, ways that teachers can foster symbol development, and comparisons of symbol systems across domains and cultures.

UERN 476/0.5 Exceptional Children (PJIS) This course focuses on exceptional children and adolescents in the reg-ular classroom, identifying them, including them, and teaching them. We will consider how students learn and how teachers can help excep-tional students to learn. A range of exceptionalities will be considered including students with gittedness, mental handicaps, learning disabili-ties and phaseiure problems. ties, and behaviour problems.

LERN 482/0.5 Human Dimensions in Teaching and Learning (PIIS) This course fosters the personal and interpersonal thriving of the candi-date so that he/she can better assist students in their development. A major emphasis is placed on interpersonal aspects of education as relat-ed to self-esteem, motivation, and personal meaning as well as to class-room practice. Candidates are invited to develop deeper self-awareness and a capacity to relate more positively and vitally to their students. The course calls for self-directed learning and mutual exchange

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LERN 289/0.5 Teaching for Self-Directed Learning (PJIS) 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 study

LERN: 299/0.5 Private Studies (PJIS) Private studies may be undertaken by a student to pursue a particular Trivate studies may be undertaken by a student to pursue a particular interest relevant to teaching. At the beginning of term, the student must submit an outline of the proposed private study to the appropriate fac-ulty member for appraisal, approval, and acceptance of the responsibil-ity for monitoring and evaluating the student's study. The faculty mem-ber must submit written approval to the Registrate before a student may be registered for Private Studies.

be registered for Private Studies. LEN 41(0.6) Suese in Grading and Fealuation (PJIS) This course will consider theories and procedures for evaluation. Topics will include the problems involved in the identification and specifica-tion of criteria, testing and judging the 'object' to be valued, and justify-ing evaluative standards. Theoretical insights will be applied to prob-lems facing classroom teachers. The advantages and disadvantages of alternative grading systems, e.g., rumerical grading, letter grading, two-value grading and anecdotal reporting will be explicited including tests of academic achievement, aptitude and personal-social adjustment will be investigated. The course will be sufficiently flexible that individual students may develop applications relevant to their own special concerns with teaching and arining. own special concerns with teaching and learning.

LERN 448/0.5 Aesthetic Education (05) This course will examine a number of problems that are of particular concern to teachers of the arts. The principal thrust of the course will be to try to discover the sources of our appreciation of works of art so that we may be in a better position to bring others - most notably our stu-dents - to share in that appreciation.

LERN 461/0.5 The At Risk Adolescent, Part 1

This course addresses at risk adolescents at the intermediate level (JI and IS) - those students who exhibit behavioural and communications and is) – those students who exhibit behavioural and communications exceptionalities that place them at risk for shool failure, early leaving and delinquency. The aim of the course is to use psychological and soci-ological perspectives to understand the adolescent context, to explore conditions that appear to put some adolescents at risk, and to examine and assess community and school-based programs intended to help them. This course pursues the objectives through the research literature and provides opportunities to learn from experts in the field who work with at risk youth in schools and community agencies. This course is a prerequisite for SOCS 462.

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and learning of science in the elementary school. Topics will include the following: the nature and role of basic concepts (such as force, heat and light) in the historical development of scientific thinking and in chilngurj in ure nosorical oevenopment of scientine transling and in con-dern's learning of science, the relationship between scientific and non-scientific explanations of natural phenomena, the role of observation and theory in scientific inquiry. Students will be encouraged to develop and adapt investigative activities and materials for the classroom using the insight advant from this course. Lab materials \$5:

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SOCS 454/0.5 Teachers and the Law (PJIS) Through the study of legal actions brought against school boards and teachers, this course will examine the standard of professional responsi-bility that the law requires. The teacher's responsibility to ensure the safety of students and the teacher's legal liability when a student is safety or students and the teacher's legal inability when a student is injured will be examined through the study of cases involving injury to pupils in a variety of settings such as classrooms, gymnasia, shops, lab-oratories, playsgrounds, playing fields, field trips and outdoor educa-tion settings. Special attention will be paid to legal problems that can arise when a teacher is confronted by defination or violent behaviour and the legal dimension of the teacher's role as disciplinarian. Insurance and other protection available to teachers through their school boards and federations will be discussed. All teachers have a legal duty to report child abuse and this course will examine when and how that reporting duty must be fulfilled as well as the legal and professional consequences that may result from failure to fulfill it. All teachers must comply with regulations on professional ethics made under the Teach-ing Profession Act and this course will consider specific duties created by those regulations as well as the professional discipline that may result from a teacher's failure to fulfill those duties

 Instructors in the Co-operative Program Track in Outdoor and Experi-ential Education recommend that students in that program enrol in SOCS 454.

494. 2 Instructors in CURR 347, Physical and Health Education (Intermediate-Senior) recommend that their students enrol in SOCS 454 in the Fall term. 3 Instructors in CURR 367, Eachching Technological Subjects, 868, Curriculum Development in Technological Subjects, recommend that students in these courses enrol in SOCS 454. 4 Instructors in Early Primary Education recommend that their students

enrol in SOCS 454 SOCS 462/0.5 The At Risk Adolescent, Part 2

SOCS 964/05 The At Nak Adolecent, rat 2 (18) This gourse builds on LERN 461 and pursues the same aim through short-term community placements with local schools and agencies, and through independent study under the supervision of the instructor. PREREQUISITE LERN 461.

SOCS 463/0.5 Culture, Language and Education (PJIS) The situated, cultural aspects of human learning and development are explored in relation to formal education. Learning contexts are studied at ecological, social, and psychological levels. Language processes are

emphasized, including bi/multilingualism issues. Through exposure to a diversity of cultural learning models, with a focus on indigenous cultures, students are encouraged to expand their teaching repertoires.

SOCS 486/0.5 Antiracist, and Aboriginal, Racial and Ethnocultural Equity Education in Canada: Educational and Social Implications

ines the contemporary issues relating to antiracist, and This course examines the contemporary issues relating to antiracist, and Aboriginal, racial and ethnocultural equity education in school curricu-la and other school practice. By September 1995 each Ontario school board was required to have "policies and implementation strategies" toward antiracist, and Aboriginal, ethnocultural equity education. One set of issues relates to the questions. "Why due the transition from 'mul-tical transients' of horizontal entry entry and the transition from 'mul-tical transient' ethosis and Aboriginal and ethnocultural equity advises occurring?" "Horis is the informing of the save marcines exercised?" studies occur?" "How is the informing of the new practices occurring?" Perhaps more critically, "How is 'equity' reflected in the '"day-to-day' classroom experiences of Ontario students and teachers?". There will be opportunities for students to critique and develop curricular/ pedagog-ical practices germane to their own teaching specializations and levels.

SOCS 490/0.5 Seminar in Social Class, Gender and Race in Education (PIIS) A student's achievement in social class, between an eace in bucation (rps) class, sex/gender and race than it is by any teacher behaviour, curricutions, set/generating the bin is by any feature between the constraints, turned lum change or school organization. In this course we will examine and develop a critical understanding of the implications for children's edu-cational 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 peer groups and in the school? 2) How do schools respond to these real or imagined differences? How does the culture of 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 school with particular attention to the way this hidden curriculum 'peaks' differently to children depending on their social class, see/gender or race background; 3) we will locate school practices as a part of the larger social context within which schools exist. 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 seminar format is highly interactive between students and instructor throughout the course readings and

SOCS 491/0.5 Sociology of Education for Secondary School Teachers (15)

SQC3 491/05 — Sociology of Execution for Secondary School reachers (1)5) 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 subcul-tures, social class, ethnicity and other social forces influencing educ-tion will also be sulted within this context. Some time will be spent on ative practices in the schools and the essential characteristics of the Ontario educational syster

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disabilities in the areas of reading, spelling, writing and mathematics. Issues related to diagnosis and remediation are addressed. This course is recommended for students with a background in psychology. Students should have taken or be taking at least one course beyond the introductory level and have studied topics such as human learning, cognitive processes and individual differences.

through reading, plenary sessions and small groups meeting weekly as schedules permit.

Courses in this area are concerned with sociological, psychological, his-torical, philosophical, aesthetic, political, and institutional studies in education with a focus on the broader contextual aspects of education and achealtic studies. and schooling. SOCS 206/0.5 Open Country Explorations (PJIS) An adventure-oriented introduction to outdoor education, this course

SOCIAL AND CONTEXTUAL STUDIES IN EDUCATION

involves a progressive sequence of challenges in a variety of all-weath-er outdoor settings. The challenges are adjusted to suit all readiness lev-els, but do occur in places where the natural consequences of decisions are inescapable. The course shows how powerful experiences outdoors integrate 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. Food and transportation \$90.

SOCS 208/0.5 Outdoor and Experiential Education, (PII5) Schools and Programs This course is designed for students with professional interests in out-door and experiential education. It studies the implementation of out-door and experiential education in schools and special programs through a series of experiences with adventure activities, simulations, 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 may be made to meet special circumstances. The course is closely related to LERN 207, but may be taken separately. Food and transportation

SOCS 213/0.5 Organization and Management of Technological Education This course is designed primarily for Technological Education students, although students in other programs who have a technology back-ground may also enrol with the permission of the instructor. The safe and efficient management of secondary school laboratory facilities used to design and make technology projects will be examined. Included will be topics such as safety, budgeting, floor plans, equipment mäinte-nance, inventory, purchasing and ordering, day-to-day laboratory mar-gement notines for both individual and group situations, and marka above topics. In addition, each candidate, through the Technology Pro-lee will undertake an individual? afore optick in authority that childrands introduce the focusingly 1 of file will undertake an individualized program to update subject skills and to acquire additional related skills. The Technology Profile fulfills the proof of technological competence required by the Ministry of Edu-cation and Training for teacher certification. This is a core course for Technological Education students. There is a Technology Profile service charge of \$180 for this course. SOCS 127/0.5 Educational Uses of the Environment (Outdoor Education students only) This two-part course is available only to students registered in the Cooperative Program Track in Outdoor and Experiential Education.

Part 1 is a ten-day residential component orienting students to methods

orientation. These include using the out-of-door, project work and activity centres. Lab materials \$5.

CURR 377/0.5 The Arts

CURE 377/0.5 The Arts The arts are ways of learning, knowing, creating and expressing. As such, they have a crucial role to play in the education of pupils in the Junior and Intermediate drivisions. 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. *Visual Arts (Junior and Grades 7 and 8)*. Investigation of resource materi-

als and studio sessions are used to explore the needs of the Junior and Intermediate pupil in art education. Attention is given to the child's development and in the design of a Visual Arts program to meet this end. Learning materials \$7. Drama (Junior and Grades 7 and 8) This component offers opportunities

to students to explore the imaginative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques within an integrated curriculum.

Music (Junior and Grades 7 and 8) This is an introductory component of the teaching of music in the Junior-Intermediate years. This component the teaching of music in the junior-intermediate years. This component focuses on the integrative appeted of music in the curriculum and intro-duces strategies and materials suitable for sequential teaching of music. Experiential learning will be emphasized. *Physical and Health Education (Innior and Grades 7 and 8)* The health edu-cation section will focus on the methods, materials, and resources for the topics stipulated by the Ontario Ministry of Education and Training widelings for the lumior division. The abuted advantum exciton will section will focus on the section will advantum exciton and Training

guidelines for the Junior division. The physical education section will ocus on the following areas:

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

the development of motor skills and related activities;
 the development of methods, organizational considerations, and skills

related 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 use of resources in dramatic expression. 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. This course leads to eligibility for admisdrama as a learning method. This course leads to enguinity for admis-sion to Part 2 of the three part Specialist qualification in Dramatic Arts. Graduates of an Honours program in Drama normally meet the aca-demic requirements for admission to the one session Honour Specialist qualification.

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CURR 318/0.5 English (Intermediate)

CORE 3140.5 trajents untermediate 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 seminars. Learning materials \$5.

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CURR 322/0.5 Français langue seconde (intermédiairo) Dans ce cours on se penche sur les notions pédagogiques en mettant Taccent sur l'enseignement au niveau intermédiairo. On vise à faire un tour d'horizon complet des connaissances et des applications pratiques dans le but d'ament rous les apprenants à developper leur style d'enseignement propre en adéquation avec la situation actuelle dans le domain de sur langues. Une connaissance supérieure du français est domaine das jangués. Une connaissance superieure du trançais est nécessaire. Toutefois il y a liu de parfaire sec connaissances durant l'année pour des corrections d'ordre minimal. Un séjour immersif d'une durée de six nois est recommandé. Les sujeits abordés se rapportent aux approches, aux demarches, aux directives du ministère (immersion, approche communicative..., restructuration, intégration, interdisciapproxime communicative, restrictionation meterome-plinaire...) Is gestion du temps (objectifs, progression, planification, les savoirs, la cultivie et la littérature, le contrôle des comaissances)... la syschopédagogie (rôles, groupements, procédés et moyens, collabo-ration), et à la psycholinguistique. De nombreuses applications pra-tiques individuelles et en groupes sont intégrées au programme Ce cours donne l'équivalence au niveau 1 des trois niveaux exigés par le Ministère pour être specialiste de français. Les étudiants devr tribuer \$5 pour couvrir les frais de photocopies.

CURR 324/0.5 Geography (Intermediate) This course is designed to prepare candidates to teach geography at the Intermediate level (Gz. 7:0). Using a geography context the program will provide instruction in basic lesson planning, questioning tech-niques, field work meltiods, unit and course planning, evaluation as niques, 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 materi-als plus interact with resource people who will provide input and strategies related to specialized areas of the goography program. This program will familiarize candidates with the current Ontario Ministry of Education and Training guidelines in geography and provide specific preparation for implementing Ministry curriculum initiatives in The Tunnition Years' (Gr.2-9). Throughout the course a strong emphasis is Transition fears (GL7-9). Introlignout the course a strong emphasis is placed on the cooperative development and sharing of curriculum ideas and resources by candidates. This course includes a lab compo-nent to provide hands-on experience in the use and application of comnext to provide nanda-on experience in the use and application of com-puters and GLS, software packages appropriate for grades 7-OAC. Stu-dents with extensive prior experience in this area will be encouraged to develop classroom applications using the GLS. software. Lab fee \$15; learning materials \$10.

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SOCS 4920.5 Current Issues in Education (PIIS) The purpose of this course is to make prospective teachers more knowl-edgeable about policy issues, educational trends, and administrative practices which may have significant effects on education in general and the classroom in particular. Current newspaper, magazine or jour-nal articles, case studies and class discussions may be used to provide students with an opportunity to critique emerging educational policies and administrative practices in order to formulate their own views on these matters. The focus of the course is to develop a thoughtful approach to the implications of developing trends and policies in edu-cation and to be able to discuss them in a knowledgeable manner.

cation and to be able to discuss them in a knowledgeable manner. SOCS 494/0.5 Exploration in Learning Invironments (PID) in the Elementary School Those taking the course will share in exploring various learning envir-ronments provided for children at our elementary school levels. We will attempt to conduct our explorations from primarily three points of view: the teachers', the parents' and most importantly the students' Accordingly, a major part of our energies will be spent observing and participating both in various of the school's or school's programs and in those non-school activities e.g., home, community affecting learning industing and assessing our experiences. It is expected that curviculum and field study requirements can be coordinated with the curvive programs currently being attempted in Ontario schools.

Curriculum

PRIMARY - JUNIOR

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 divisions. Emphasis will be placed on develop-

ing: 1 knowledge and understanding of Ontario Ministry of Education and Training guidelines and support documents on reading and writing: 2 knowledge and understanding of reading and writing processes; 3 knowledge and skill in using materials and strategies to promote pupil

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

arts program; 5 knowledge and understanding of integration in the language arts.

⁵ Enoweege and understanding or integration in the anguage arts. CUR8 372/6.2 Mathematics ("finanz-juniog"). The purpose of this course is to familiarize candidates with the content of the mathematics curricula in the Early and Formative Years, and with a variety of methods for effectively teaching fundamental mathe-matical concepts. A large portion of data stime will be given to the use and analysis of a wide range of resources, particularly concrete materi-als, for mathematics instruction. The course will also provide an oppor-tunity to examine those Ministry of Education and Training gamma and policies relating to the tacking of mathematics in the Early and

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lum and introduces suitable strategies and materials. Through experiential learning, students will develop their own self-confidence and musical skills.

musical skuits. Physical Education This activity-based component is designed to pro-vide the student teacher with sufficient knowledge and skills to devel-op a program which provides meaningful experiences for the children in the gymnasium. A rationale along with the related activities, will be In the gymnastum, 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 organiza-tion for children at these levels. In addition to motor skills, activities covered will be cooperative and traditional games, gymnastics (movement education) and rhythmics.

CURR 35:0-2. Language ("minary-junior) (New BEA Program Pilot Group Only) The purpose of this course is to foster an understanding of the role of language in learning. Participants will acquire an awareness of language development and the implications of this understanding for cur-riculum planning. Candidates will become familiar with Ministry of extension language. The second second second second second second extension and training guidelings are been as teaching strategies endi-detinetion and training guidelings are been as teaching strategies endi-Education and irraning guidelines as well as reacting strategies and materials reflecting current practice in the language arts. Teacher candi-dates will be encouraged to develop a personal philosophy of language arts education based on selected professional readings, coursework, and observation of children in schools.

CURR 354/0.5 Mathematics, Science and Technology (Primary-Junior) (New B.E.J. Program Pilot Group Only) The purpose of this course is familiarize candidates with the curricu-lum of mathematics, science and technology (MST) and the correspond-ing Ministry of Education and Training guidelines and policies. Partici-pants explore mathematics, science and technology through a variety of pedagogical approaches, such as student-centred learning, problem solving, use of hands-on activities, and both discrete and integrated learning experiences. The course includes cooperative and small group work with opportunities to examine current MST issues and to develop effective activity-based curriculum. The acquisition of a positive atti-tude toward mathematics, science and technology and their teaching is a high priority.

CURR 357/9.5 Penonal and Social Studies (Primary-Junior) (New BEJ. Program Pilet Group Only) This course provides teacher candidates with the opportunity to devel-op understandings, skills and attitudes to effectively teach personal and social studies, including physical and health education.

CURB 3540-2 The Arts (Finanzy-Innior) (New B.E.I. Program Pilot Group Only) The arts present unique and powerful ways of learning, knowing, creat-ing and expressing. As such, they have a critical role to play in educa-tion. This course prepares teacher candidates to include drama, music and visual art in the curriculum. Candidates have the opportunity to enhance their appreciation of the arts.

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Formative Years. 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. Learning materials \$10.

CURR 373/0.5 Social and Environmental Studies (Primary-Junior) The world with which the child is familiar is used as a starting point for

The world with which the child is failing is used as a satisfy point of 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

social Studies This component is designed to assist candidates to Section similars a transformation of the section of will be examined.

Environmental Studies The purpose of this course is to familiarize candi-dates with science curricula and methods for its effective teaching in the Formative Years. Participants will have an opportunity to explore science through a variety of approaches which focus on problem solv-ing, hand-son activities and integrated learning experiences. Ministry of Education and Training guidelines will be examined as they apply to science teaching in the Early Years. This course includes work in sample units and group activities, and current issues such as environmental concerns will be explored as starting points for curriculum considera-tion and development of decision-making skills. Learning and lab materials \$15.

CURR 374/0.5 The Aris (Primary-lunior) Children's growth and development are fostered through imagination, personal explorations, reaction to the environment through all the sen-es and through the security gained from achievement and proficiency. It is through the Arts that children first express themselves and communi-cate. The continued development of this personal and creative expres-sion is a major aim of the Arts. Although there are four distinct compo-nents (Visual Arts, Drama, Physical Education and Music), each pro-vides for this development in its own unique way. *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 shapere the focus on the levels of creative and mental growth and children's experiences when planning curriculum, selecting media and developing a Visual Arts program designed to enhance children's visual avareness, sensitivity and appreciation. Learning materials 57.

and appreciation. Learning materials \$7. Drama This component offers opportunities to students to explore the imaginative use of drama in the classroom and its place in the school in magnative use of drama in the classroom and its place in the school in general. Suggestions will be given on how to use dramatic techniques within an integrated curriculum. Music This is an introduction to musical activity in the elementary

om. It focuses on the integrative aspects of music in the curricu

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CURR 328/0.5 Science - General (Intermediate) This course will examine the basic methods of instruction for the Inter-This course will examine the basic methods of instruction for the Inter-mediate division sciences. Special altention will be given to implemen-tation of the Intermediate Science Guideline of the Ontario Ministry of Education and Training. Tesching resources and materials will be sur-veyed and analyzed. Methods of communication, planning and per-forming demonstrations, laboratory management and safety, the nature of student-teacher dialogue in sciences and the solving of numerical problems will be discussed and practised. Attention will be given to the role of science teaching in socially relevant issues. Lab materials \$5.

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Tole of science reacting in socially relevant issues. Lab materials So. CURR 336-0. Thistory (intermediate) This course is designed to assist candidates to explore ways of estab-lishing effective history programs, grades 7-10. Candidates will learn how to implement a variety of teaching strategies appropriate to stu-dent needs and Ministry philosophy. Resource material will be exam-ined and candidates will develop a unit suitable for classroom imple-mentation. Evolution strategies will be explored. Considerable time understanding of the forces and individuals 55. op Canada. Learning materials \$5.

CURR 340/0.5 Native Studies (Intermediate)

CURE 340/0.5 Native Studies (Intermediate) This course is an overview of the learning and development of the Abo-riginal child. It is grounded in the North American Aboriginal child's world and the world of the classroom. It is an overview of the educa-tional processes from traditional Aboriginal education to the Aboriginal control of Aboriginal education of the present. The course explores col-lective and cultural aspects of Aboriginal learning and their implica-tions for curriculum development; the implications of Aboriginal cul-ture and cultural change for education in the context of the real world of Aboriginal societies; revisionists' theories of cultural deprivation, integration and cultural difference as seen through "Aboriginal win-dwas" the bhiosophy of Aboriginal education integrated in contempoand a second sec

CURR 344/0.5 Mathematics (Intermediate) The purpose of this course is to prepare candidates to teach mathematics in the Transition Vaera and the tirst year of the Specialization Years. Can-didates will become familiar with the content of the Intermediate level mathematics courses through an examination of a variety of teaching 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 and Training guidelines and poli-cies relating to the teaching of mathematics in the Transition Vears and the Specialization Years. Present trends in mathematics education in Ontario and other purisdictions 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 satisfac-tion the instructor competence in the mathematical content that they could reasonably be espected to teach. Learning materials 52.

CURR 346/0.5 Music - Vocal (Intermediate)

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CORE 346/0.5 Music a vica (intermediate) Music at this level is most effectively taught by teachers with consider-able music background and previous experience in choirs and vocal ensembles. There will be little discussion of the fundamentals of music. ensembles. There will be little discussion of the fundamentals of music. The emphasis will be on developing and improving competence in teaching music and developing student aesthetic and creative capacities in a musical environment using materials and approaches relevant to the Intermediate level. Classes are taken in conjunction with a portion of the Intermediate Senior program. This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Vocal Music. 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 (Intermediate)

CURE 3440.5 Physical and Health Education (Intermediate) This Intermediate level course will consist of approximately ten lessons of health Education and Theory and approximately ten lessons of activ-tivy. focusing on the topic stipulated by the Ontario Ministry of Educa-tion and Training guidelines and supporting documents for the Inter-mediate division. The health education component is intended to explore much of the content, materials, resources, philosophy and methodologies for the topics specified. The computory and important health topics will be fully developed and demonstrated. The major method of delivery is participatory - lectrue, student presentations, and projects which will be skill-oriented and practical. The physical educa-tion component will include a proceram overview, both curricular and tion component will include a program overview, both curricular and co-curricular. Teaching materials and safety will be offered for the wide range of activities taught at this level. Other topics will include various methods of student and program evaluation and creating a partnership with parents/guardians and the community. Learning materials \$15.

CURR 366/0.5 Music - Instrumental (Intermediate) Music at this level is most effectively taught by teachers with consider-Music at this level is most effectively taught by teachers with consider-table music background and previous experience with band or orden-tral instruments. There will be little discussion of the fundamentals of music. The emphasis will be on developing and improving competence in teaching music and developing student aesthetic and creative capaci-ties in a musical environment using materials and approaches relevant to the intermediate level. Classes are taken in conjunction with a por-tion of the Intermediate series of the course leads to eligibility for ariumental to the Carl of the solution of the intermediate level of material environment program. This course leads to eligibility for ariumental to the Carl of the solution of the intermediate material encoder in the solution of the intermediate for administration of the one-session Honour Specialist qualification.

CURR 300/25 Valual Arts (Intermediate) A course concerned with the practical needs of the teacher of art work-ing in the intermediate school setting. The program will stress teaching strategies, program planning, classroom management and budget plan-ring. 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 Honours program in art

CURR 374/0.5 The Arts (Primary-Junior)

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JUNIOR - INTERMEDIATE

CORE SUBJECTS - JUNIOR AND GRADES 7 AND 8

CURR 375/0.5 Communication Communication has both expressive and receptive components, involv-ing all the ways in which children receive and interpret the ideas, atti-tudes and feelings of others. Communication also allows children to

tudes and feelings of others. Communication also allows children to record what hey wish to express and allows them to represent their experiences and their thinking through language and mathematics. *Raading and Language Arts (Junior and Grades 7 and 8)*. This course has two distinct components: *Reading and Language Arts (Junior and Grades 7 and 8)*. This component is designed to prepare prospective teachers to develop and implement an effective reading and language arts program in the Junior and Interme-development of basic pupil abilits in reading, writing, speaking and lis-tensing. Consideration will be given to the concepts of language and reading across the Curriculum.

mathematics (Formative and Transition Years) This component is designed Mathematics (rormative and transition rans). This component is designed to familiarize candidates with the content of the mathematics curricula in the Formative and Transition Years, and with a variety of methods for effectively teaching fundamental mathematical concepts. Candi-dates will use and a wide range of resources. The course will also pro-vide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in grades 4 through Present trends in mathematics education in Ontario and other juris-dictions 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 com-prised of two distinct components: Social Studies (Junior and Grades 7 and 8) This component is designed to

Social Studies (Junier and Grudes 7 and 8): This component is designed to assist candidates in exploring ways of developing, implementing and evaluating an effective social studies (Gc45,56) as well as a geography (Gr28) and history (Gc.78) program. Emphasis will be on utilizing a variety of teaching and evaluation strategies appropriate to student needs and Ministry philosophy). A vide 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 compo-rents will be emphasized.

nents will be emphasized. Science (Junior and Grades 7 and 8) This component views science activi-ties in the elementary school as a basis for developing social and communication skills. Candidates will prepare teaching materials aimed at stimulating inquiry into natural phenomena and associated value issues. Varied teaching methods will be explored to achieve an inquiry

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the OAC level. A second focus is the teaching of science in the Transition Years, and the course includes a component dealing with the inte-gration of subject areas within the Transition Years. The course begins with special attention to lesson planning, demonstrations and laborato with appear attention to reason planning, demonstrations and automative ry activities, and assessment of student work across a range of units in science and physics. Later emphases include the analysis of classroom events and taking charge of one's own professional development as a teacher of physics. The nature of science and technology and their inter-action with social issues is a continuing theme. Computer skills are essential. Learning and lab materials \$20.

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

A course designed to prepare candidates to teach instrumental music in the Intermediate and Senior grades. Music at this level is most effective-ly taught by specialist teachers with considerable musical background, b) faight by specialist teachers with considerable musical isotoground, ability and performance experience. This course reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Min-istry of Education and Training guidelines for music. This course leads to eligibility for admission to part 2 of the three part Specialist qualifica-tion in Instrumental Music (Intermediate-Senior), Graduates of an Hom-in and the state of the state of the constraint environment. For the state of ours program in music normally meet the academic requirements for admission to the one session Honour Specialist qualification.

CURR 367/1.0 Teaching Technological Education

This course is designed to help technological education teacher candi-dates develop a personal style of teaching which is consistent with conares develop a personal atype or teaching which is consistent with com-cepts and principles of the teaching/learning process. Fechniques, strategies and skills in relation to lesson preparation, teaching and faci-liating, project planning and making are examined in detail. Inter-per-sonal relationships and motivation are also examined in relation to their applicability to in-school situations.

CURR 364/1.0 Curriculum Development in Technological Education The ability to teach effectively depends to a large extent on the philoso-phy of the teacher and the way that the teacher organizes the subject content. A philosophy of technological education is developed by each student and used as the foundation for curriculum development in the student and used as the foundation for curriculum development in the broad-based technology of concern. Historical events of Canadian tech-nical and vocational education provide further development to philo-sophical perspectives. Basic concepts and principles of learning theory and adolescent development, an examination of the role of technology in our society, community involvement in schools, and project planning and making are used as bases to develop curriculum and assessment packages.

CURR 379/1.0 Visual Arts (Intermediate-Senior)

A course concerned with the theory and practice of art in education. The students will explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, class ar education as well as teaching strategies, curriculum planning, class-room management, studio processes and leadership in the visual arts. Program candidates will have the opportunity to acquire professional skills needed to teach art in traditional schools as well as alternate edu-

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cational settings. Program planning and delivery requirements of the Transition Years and Specialization Years will be addressed during the course. Practical work sessions, in a variety of media, will allow the candidates to further experiment with skills methods and materials involved in studio practice. This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Visual Arts. Graduates of an honours program in art normally meet the academic requirement for admission to the one session Honour Specialist qualifi-

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Courses 55

cation. Learning materials \$15. Professional Skills and Practice

SKIL 146/0.5 Professional Skills for the Primary-Junior Divisions SKIL 147/0.5 Professional Skills for the Lunior-Intermediate Divisions SKIL 148/0.5 ISSIL 148/0.5 Professional Skills for the Intermediate-Senior Divisions These courses provide an introduction to the variety of teaching/learn SKIL 146/0.5 SKI1 147/0.5 ing contexts found in Ontario schools and to the essential generic skills ing contexts tound in Ontario schools and to the essential generic souls required of teachers in the classroom. These include areas such as: 1) curriculum planning, 2) student assessment and reporting. 3) comput-ing in the classroom, 4) resource-based learning, and 5) classroom man-agement. Each component stresses the use of self-directed learning strategies. Students will be enrolled in the course offered for their divisional program option. Learning materials \$50.

PRAC 158/0.5 Alternate Practicum (Outdoor Education students only

This practicum which is divided into two six-week internships is avail-able only to those students who are registered in the Cooperative Pro-gram Track in Outdoor and Experiential Education. The first internship will take place in an outdoor school or school of natural science operat-ed by a Board of Education (mid May to the end of June). The second will take place in non-school settings during July and August. The internship will include supervision and completion of practicum-relat-ed assignments. An additional tuition fee is required for this course and for SOCS 217, which together form Phase 1 of the Outdoor Education program track

PRAC 160/1.0 Student Teaching (Consecutive)

In order to qualify for the Education degree or diploma and an Ontario Teacher's Certificate, each Consecutive candidate must successfully complete a minimum of eight weeks of practice teaching. This practice is done in the classrooms of selected Associate Teachers in the elemen-tary and secondary schools, including separate schools, of our teaching tary and secondary schools, including separate schools, of our teaching area. Candidates must be prepared to be assigned to schools within our designated area. This will mean that they may have to travel up to 325 km. from Kingston and they should be prepared for additional expen-ditures 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 where they would like to do their practice.

PRAC 163/0.0 Practicum (Mathematics and Science Late-Entry Concurrent) In the spring at the end of the third year of their Science program, stu-dents will complete a two-week supervised practicum at an approved

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In addition to the course descriptions below, all Intermediate-Senior students will be expected to participate in integrated curriculum devel-

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 at the interintential sector revers in science and biology, it will provide students with theoretical and practical aspects of implementing current 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. Learning and lab materials \$20.

CURR 305/1.0 Science - Chemistry (Intermediate-Senior) From a chemistry focus, this course provides an introduction to the the-oretical concepts and practical skills necessary for successful and effective teaching of Intermediate-Senior science. Utilizing a curriculum framework to explore the nature of science, science teaching, and learning, this course will include an examination of science content, teaching ing into course with include an examination of science content, teaching strategies (including laboratory work and demonstrations), and ways of enhancing students' understanding. In addition, emphasis will be placed upon lesson planning, meta-cognition, evaluation, and the inter-relationships between science, technology, and society. Learning and lab materials 520.

lab materials \$20. CUR8 309/1.0 Computer Science (intermediate Senior) This course is designed for those students who wish both to teach Com-puter Studies courses and to prepare themselves for leadenship in inte-grating computers into the secondary school curriculum. The course will prepare students to teach courses in Computer Studies, Computer Science and Technology, and Computer Science, not in Data Processing or Computer Technology. In preparation for teaching, students will study the curriculum guidelines and Ministry regulations, develop course outlines and learning activities, study the teaching of program-no and the schools and to exceen and evaluate software. Students will be introduced to databases, telecommunications facilities, and soft-ware development. Students will have an opportunity to learn through through the schools and the schement and through win or introduced to database, telecommunications facilities, and soft-ware development. Students will have an opportunity to learn through coaching peers, students, and teachers; through reflecting and reporting on personal learning experiences; through analysing the work of teach-ers and their students; through designing learning activities related both to the course which they expect to be teaching and to other courses; and through formulating and justifying an approach to computers

CURR 311/1.0 Dramatic Arts (Intermediate-Senior) A course concerned with the theory and practice of drama in education. Students will explore the use of personal resources in dramatic expres-

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This program will familiarize candidates with the current Ontario Minristy of Education guidelines in geography and provide specific prepa-ration for implementing Ministry of Education curriculum initiatives in The Transition Years' (Gr. 7-9) as well as The Specialization Years' (Gr. 10-12/OAC). The course will include a component dealing with the integration of subject areas within the Transition Years. Throughout the course a strong emphasis is placed on the cooperative development and sharing of curriculum ideas and resources by candidates. This course includes a lab component to provide hands-on experience in the use and application of computers and G.J.S. software packages appropriate for grades 7-OAC. Students with extensive prior experience in this area will be encouraged to develop classroom applications using the G.I.S. software. Lab fee \$30; learning materials \$10.

CURR 335/1.0 History (Intermediate-Senior)

classroom skills, including classroom management and motivational classroom skuls, including classroom management and motivational techniques. Candidates will become familiar with a wide range of teaching strategies, such as audiovisual aids, simulations, and smal-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, Pranelke, Kohlberg, and Simon on value clarification. Students will receive practice, instructional planning in the areas of defining objectives, lesson planning, and test design. Learning mate-

CURR 341/1.0 Native Studies (Intermediate-Senior

This is a course for students planning to teach Native Studies at the Intermediate and Senior levels. The course is integrated with the Ontario Ministry of Education and Training document, "People of Native Ancestry: Curriculum Guideline for the Senior Division", and Parity Antesty, Cirriculum Guideme for the Senior Division , and the sections of the Native Studies Intermediate Curriculum Cildeline 1991 focusing specifically on the Ministry credit courses for Grades 9 and 10, "Native Peoples of Canada Present Realities and Future Direc-tions", and "Native Perspectives on the Changing Global Community", Theories perturbationing to curriculum development are examined in conjunction with curriculum models developed and implemented in Abo riginal schools. The course reviews and evaluates Native Studies cur-riculum development for non-Aboriginal and integrated schools and Native Studies curricula developed under Aboriginal control. The course provides the student with skills to evaluate teaching materials and assess curriculum models, to evaluate theories of curriculum development and to design teaching units based on those theories. The course allows both Aboriginal and non-Aboriginal students to learn about materials and other resources that are available, and also famil iarizes students with a variety of approaches for teaching Native Stud-ies in the Intermediate and Senior divisions.

CURR 343/1.0 Mathematics (Intermediate-Senior) The purpose of this course is to prepare candidates to teach mathemat-ics in the Transition and Specialization Years. Candidates will become

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sion. They will develop an understanding of the nature of dramatic experience and its place in education. Consideration is given to the par-ticular 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 candidates to teach a first course in Dramatic Arts and to structure advanced-level courses according to subject-knowl-edge strengths. This course leads to eligibility for admission to Part 2 of the three part Specialist qualification in Dramatic Arts. Graduates of an Honours program in Dramatic Arts normally meet the academic requirements for admission to the one session Honour Specialist quali-

CURR 1171.0 English (intermediate-Senior) The course is designed to prepare prospective teachers for the teaching of English in the high school. The program stresses careful explication and imaginative presentation of literature with the primary aim of helping students to see feelingity. The methods of instruction used in the course should display a variety of approaches to the teaching of both literature and composition. The course will include micro-teaching, team-teaching, guest speakers, films, workshops and seminars. Learn-ting materials 510.

CURR 321/1.0 Français langue seconde (Intermédiaire et supérieur) Dans ce cours on se penche sur les notions pédagogiques en mettant l'accent sur l'enseignement aux niveaux intermédiaire et terminal. On vise à faire un tour d'horizon complet des connaissances et des applica-Vise a faite un tour o horizon complet des contaissances et des applica-tions pratiques dans le but d'amener tous les appenants à développer leur style d'enseignement propre en adéquation avec la situation actuelle dans le domaine des langues. Une contaissance supprieture du français est nécessaire. Toutefois il y a lieu de parfaire ses contaissances durant l'année pour des corrections d'order minimal. Un ségoir immerdurant a tante pour use correctores o conte manual. Ot sopial manes il d'une durée de six mois est recommandé. Les sujets abordés se rap-portent aux approches, aux démarches, aux directives du ministère (immersion, approche communicative..., restructuration, intégration, interdisciplinaire...) à la gestion du temps (objectifs, progression plan-fication, les avoirs, la culture et la littérature, le contrôle des connaisneaton, ses savorts, la cuture et la interature, le controle des contais-sances), à la psychopédagogie (rôles, groupements, procédés et moyens, collaboration), et à la psycholinguistique. De nombreuses applications pratiques individuelles et en groupes sont integrées au programme. Ce cours donne l'équivalence au niveau 1 des trois niveaux exigés par le Ministère pour étre specialiste de français. Les étudiants devront contribuer \$5 pour couvrir les frais de photocopies.

CURR 32:1/1.0 Geography thermodule 29 point courts in the rates to photocopies. CURR 32:1/1.0 Geography thermoediate-Senior 2. This course is designed to prepare candidates to teach geography at the Intermediate-Senior level (grades 7-0AC). Using a geography context the program will provide instruction in basic lesson planning, question-ing techniques, field work methods, unit and occurse planning, evalua-tion as well as essential classroom management. Participants will have material plaus interact with resources people who will provide input and strategies related to specialized areas of the geography program.

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familiar with the content of the mathematics taught in the Transition and Specialization Years through an examination of a variety of teach-ing philosophies and instructional techniques appropriate to mathe-matics. The course will consist of Jectures, discussions, student preserve ing philosophies and instructional techniques appropriate to manne-matics. The course will consist of lectures, discussions, student presen-tations, activity approaches and a component related to achieving inte-gration of subjects within the Transition Years. The course will also provide an opportunity to examine those Ministry of Education guidelines and policies relating to the teaching of mathematics in the Transition and Specialization Years. 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 prioripositive autoue ownras mantenance and its enclude is a logit priori ty of the course. Students may be required to demonstrate to the satis-faction of the instructor competence in the mathematical content that they could reasonably be expected to teach. Learning materials \$10.

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

A course designed to prepare candidates to teach vocal music in the Intermediate and Senior grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience. This course reflects the concern for ability and performance experience. This course reflects the concern for balance of performance skills with musical understanding. Isfening, creativity and aesthetic response to music as stated in the Ontario Min-sitry of Education and Training guidelines for music. This course leads to eligibility for admission to Part 2 of the three part Specialist qualifica-tion in Vocal Music. Graduates of an Anonuss program in music mor-mally meet the academic requirements for admission to the one session Honour Specialist qualification.

Protour specialist quantization. CUR8 347/10. Physical and Health Education (Intermediate-Senior) This course will consist of twenty classes of health education and theo-ry and twenty classes of physical education. It is intended to explore health content, philosophy and methodologies from Grade 7 to OAC. The major method of delivery is participatory – lecture, demonstra-tions, student presentations, and projects which will be skill-oriented and practical. Some of the health topics in the Ontario Curriculum Guidelines will be discussed. Compulsory and important health topics will be full developed and demonstrated. The impact of current health issues in the classroom will also be reviewed. The physical education portion of the curre will include laboratory essions in many sports portion of the course will include laboratory sessions in many sport including basketball, dance, volleyball, soccer, fitness, games of low organization, outdoor recreation and leisure time sports activities. These lab sessions will demonstrate lesson sequences, class organiza-tion, use of materials and visual aids, safety considerations, and use of a variety of teaching styles. Included in this course will be methods of evaluation of students and programs, extensive lesson planning, cur-riculum development, and maintaining a balanced program of curricu-lar, inter-school and intramural activities. Learning materials \$15.

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

secondary school. The practicum will focus on one of the student's cho-sen teaching subjects and may include teaching in the Intermediate

division. PRAC 164/0.0 Practicum (Mathematics and Science Late-Entry Concurrent) During the fourth year of their Science program, students will complete a supervised practicum at an approved elementary or secondary school. The practicum will consist of regular meetings, the equivalent of two weeks, throughout the academic year together with meetings with the MAS coordinator for planning and review. The practicum will be arranged by the students at an approved secondary or elementary school and in consultation with the MAS Coordinator.

PRAC 166/0.0 Practicum (Concurrent)

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All Year 1 Concurrent students will select a service learning place in a classroom setting within the regular school system, at any level from Kindergarten to Grade 8. This placement serves to introduce students to the professional teaching environment. It also provides the experiential basis for reflection and discussion for the course LERN 236, Introduction to Schools and Teaching.

PRAC 167/0.0 Practicum (Concurrent) Candidates in the second year of the Concurrent program must com-Elete two weeks of supervised student teaching in an approved elemen-tary or secondary school, and five weeks of classes in the Winter term. The student teaching may take place during the candidate's winter break and/or immediately following the Winter term in April or May. Learning materials \$6.

PRAC 168/0.0 Practicum (Concurrent)

PRAC 168(0.0) Practicum (Concurrent) Candidates in the third year of the Concurrent program must complete two weeks of supervised student teaching in an approved elementary or secondary school. This may take place during the candidate's winter break and / or immediately following the Winter term in April or May.

PRAC 169/L0 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

PRAC 190/1.0 Practicum

(New B.Ed. program pilot group only) After an intensive orientation period at the Faculty of Education, Conextended teaching placement from September to December in selected associate schools. These schools are selected from a number of geoassociate scnools. Ineee scnools are selected from a number of geo-graphic areas including Kingsion, Peterborough, Toronto, Waterloo and Ottawa, (Candidates should be aware that they may be assigned to associate schools outside their preferred area.) During the extended practicum, candidates work closely with associate teachers and faculty members, and have a two-week rotation at the Faculty of Education. Additional practicum experience takes place in the Winter term and during May

CRIT 100/0.5 Critical Issues and Policies

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(New B.Ed. program pilot group only) This course is an introduction to issues and policies that are critical for beginning and experienced teachers. It invites candidates to build on their experiences in classrooms and associate schools, to learn about their rights and responsibilities as teachers, and to begin the process of recognizing, understanding, and making decisions about matters that will affect their professional practice.

FOCI 200/0.5 Program Focus

(New B.Ed. program pilot group only) The program focus component is designed to create small interest groups, apart from division or curriculum courses, that build a home groups, apart from division or curriculum courses, that outd a nome learning community for teacher candidates within the Faculty. Selected from a range of options, this course serves to integrate field experience and coursework within the area of interest.

PROF 190/0.5 Research, Theory, and Professional Practice

PROF 1990/b.5 Research, Theory, and Professional Practice (New B.Ed. program pilot group only) This course begins the process of constructing and documenting profes-sional knowledge acquired by experience. With an emphasis on class-room activities and teaching strategies, the course provides opportuni-tion of the strategies of the course provides opportuni-tion. ties to interpret and modify practices from one's own perspective and that of experienced teachers, fellow teacher candidates, and relevant educational literature.

The program leading to a Master of Education degree is for those teach-ers and educational administrators who wish to further their profes-sional study. One specialization is available: Curriculum and Instrucatoma souty. One specimization is available: Curricolum and instruc-tion. Within this specialization, students may follow a general program or one of the following fhree concentrations: Cultural Studies, Educa-tional Psychology, or Mathematics, Science and Technology Education (MSTE). The minimum time period for completion of the ten balf-course equivalent degrees is 12 months of full-time study or 23 months of parttime 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 possible to complete all course-work within the three terms of their full-time year, and to have begun work on the thesis or project. Thesis or project work can be completed in additional terms either on-campus or off-campus. Can be completed in automatic terms enter on campus of on-campus. 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

- be considered to a second secon
- OK 2 Two years professional or industrial experience, and a minimum of a B- average in an Honours 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.

Social Admission Requirements Each year, up to five full-time students will be admitted who have demonstrated exceptional ability to undertake research. These appli-cants need not have professional teaching experience, nor a B.E.d. degree but must posses 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. Theories to dmission, applicants in this category must develop a program of study, in Pattern 1 (thesis route), with a member of Graduate Faculty. The program of (thesis route), with a member of charatate racuity, 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 can be approved.

Further details may be obtained by consulting the Calendar of the School of Graduate Studies and Research, Queen's University, or by writing to Graduate Studies, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6.

62 Scholarships. Bursaries and Financial Assistance

University, or the Ministry of Education and Training, Student Support Branch, P.O. Box 4500, 189 Red River Road, 4th Floor, Thunder Bay, ON P78 6G9, after 1 April. Completed application forms should be forward-ed to the Assistant Registrar (Student Awards) prior to 1 July. Students who are not residents of Ontario must apply through their own province for assis

Work Bursary Program This program aims to assist students who find that their award from 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 in campus departments. The costs of the program are shared by the campus departments and the Ministry of Education and Training. The program is open to full-time students from all provinces, and to visa students. Application may be made in the Student Awards Office from August until the last day or registration in September:

Once from ranges turn the task any of regularization in september. Outrico Special Burnary 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 undergradu-ate level for specific reasons. They must be taking less than 60% of a full course load at an Ontation university or college of applied arts and tech-nology. The bursary covers tution, books and equipment to a maxi-mum of \$2300 per years. Some assistance is available for local trans-portation and child care costs. Application forms are available from the Assistant Registrate (Slutent Avards), Queer 15 University.

The Ontario Child-Care Bursary The Child-Care Bursary is one of the components of the Ontario Stu-dent Assistance Program (OSAP). The Child-Care Bursary is a non-repayable, taxable bursary provided to eligible students who must incur child-care costs in relation to their participation in a post-secincur ennovane costs in relation to their participation in a possesse ondary program. When a student's regular (26XP) application has been processed through the Ministry of Education and Training, an applica-tion form for the Child-Care Bursary is sent directly to the student if the student's OSAP application shows that the student has custedy of at least one child under 12 years of age, and the student has been assessed with at least one dollar of loan need

The Special Needs Bursary The Special Needs Bursary is one of the components of the Ontario Student Assistance Program (OSAP). Special needs students who demon-strate at least a one dollar need through OSAP may be eligible to receive non-repayable, provincial and federal assistance to purchase education ally-related equipment and/or supplies. Students must be registered with the Special Needs Office at Queen's University. This bursary is considered taxable income. Application forms are available at the Special Needs Office and Student Awards.

NOTE The Ontario Special Bursary Program, the Ontario Child-Care Bursary and the Special Needs Bursary are under review by the Provin-cial government. Contact the Student Awards Office for changes to these programs.

Scholarships, Bursaries and 61 **Financial Assistance**

Fees

Fees are due and payable 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 1996-97 Fall/Winter session may be found in the regarding tees for the 1990-97 ratio value session may be louding and the Blue Book, which is issued to all new and continuing students or may be obtained by writing the Registrar, Richardson Hall, Queen's University, Kingston, Ontario KX, 30K. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, circumstances so warrant

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become overdue.

Queen's University Student Loan Funds

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The deadlines for dropping and adding courses without financial penalty are contained in the Blue Book. These deadlines are not listed in the Calendar and do not necessarily correspond with the academic deadlines listed in Sessional Dates. Students are advised to familiarize themselves with this information in order to avoid financial penalty resulting from a change of registration.

Financial Assistance, Scholarships and Prizes The Student Awards section of the Registrar's Office is located in the Victoria School Building. It administers the Ontario Student Assistance Program for Ontario residents attending. Queen's University the Uni-versity's own student loan funds, as well as its bursary and undergradversity 5 own student part titles, as were as to oursary and totological unate scholarship programs. The staff will be glad to discuss financial aid problems with any student of the University or other interested per-sons. Telephone 545-2216.

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

at the time of punctions. Government Sponserde financial Assistance Programs Each province in Canada has financial assistance available on a need-assessment basis for post-secondary study. These government aid pro-grams are the major source of funds for students who have limited inancial resources; however, government aid programs are based on the assumption that it is primarily the responsibility of the students and The Chone's Student' Assistance Program (OSAF) combines assis-tance available through the Canada Student Loan Plan and the Ontario Student Loan Plan. The amount of loan under the CSAP torogram.

student Loan Flan. The amount of loan under the OSAP program, which is determined by the provincial government, takes into consider-ation the financial resources of the student and 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. Interest charges during this peri-od are paid by the federal and provincial governments. After the inter-est free period, interest charges begin to accrue on the unpaid balance

of all consolidated loans. Ontario residents can obtain OSAP application forms and further information from the Assistant Registrar (Student Awards), Queen's

Queen's University, its graduates and friends have established a num

ber of loan funds for the assistance of undergraduate and graduate stu-dents. Loans are made on the basis of financial need, academic merit,

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. Anoth-

er loan for the next year may be granted if the student applies and justi-

It is 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.

apply at least two weeks in advance of the actual need. Application for a university loan should be made at the office of the Assistant Registrar (Student Awards), Victoria School Building, Queen's University, Kingston, Ontario K7L 3N6. Telephone: 613 545-

The Paul Park 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 awarded on the basis of academic excellence and the recommendation

avarated on the basis of adademic 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; Inter-mediate-Senior Computer Science; or Junior-Intermediate with a Math-ematics or General Science Intermediate used, ing subject One will be

awarded to a student entering Technological Education; value variable The A.Lome Cassidy Award Established by the Rideau Chapter #523, Council for Exceptional Chil-

dren, in memory of A.Lorne Cassidy, B.A.(Queer), B.E.d., M.E.d. (Toronto). Awarded to the graduating student in the Faculty of Education Pro-gram leading to the Ontario teacher qualification who, in the opinion of

Scholarships, Bursaries and Financial Assistance 63

56 Continuing Education

The Faculty of Education has as one of its major responsibilities the offering of Ministry of Education and Training 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 session or during Summer term. Courses are also offered at several off-campus

locations. The academic regulations governing these courses are the same as for the BEd, 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 regulations and those of this Faculty.

Requirements Students requiring recommendation to the Ministry of Education and Training, when an additional qualification course has been completed from the state of the state Act and any additional requirements established by the faculty. A sum-mary of the current requirements is presented below:

A ADDITIONAL BASIC QUALIFICATIONS

Primary Division

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

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

Intermediate Division 1 hold or be deemed to hold an Ontario Teacher's Certificate;

 India an acceptable university degree;
 3a for candidates whose Ontario Teacher's Qualifications Record Card does not indicate "Intermediate" as an initial area of concentration, a minimum of three full courses in the teaching subject for which qualification is sought or,

36 for candidates whose Ontario Teacher's Qualifications Record Card does indicate "Intermediate" as an initial area of concentration, a mini-mum of two full courses in the teaching subject for which qualification is sought.

Senior Division 1 hold or be deemed to hold an Ontario Teacher's Certificate;

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

tion is sough, or 36 for applicants whose Ontario Teacher's Qualifications Record Card does indicate "Senior" as an initial area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought.

58 Continuing Education

1 hold an Ontario Teacher's Qualifications Record Card indicating successful completion of Part 2; 2 evidence of at least two years of successful teaching experience includ-ing at least one year of experience in Ontario in the subject, as certified by

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appropriate supervisory officer.

NOTE Additional requirements are in effect for some three-session courses. For further information, please consult the Additional Qualifi-cations Handbook available in the Registrar's Office, Faculty of Educa-

C HONOUR SPECIALIST

hold or be deemed to hold an Ontario Teacher's Certificate;
 hold a degree of Bachelor of Arts, or Bachelor of Science from an

Ontario university in a program: a that requires four years of university study, or the equivalent thereof, to a total of at least sixty university credits (20 full courses) and,

tions referred to in (2 a,b); 3 provide evidence of at least two years of successful teaching experience including at least one year in Ontario in the subject in which the Honour Specialist qualification is sought, certified by the appropriate supervisory teaching.

D HONOUR TECHNOLOGICAL STUDIES SPECIALIST 1 Successful completion of the equivalent of one year's full-time postsec ondary study;

2 Provide evidence of at least two years of successful teaching experience including at least one year in Ontario in technological studies, certified by

Heating in easily and year in the intervention of the appropriate supervisory officer;
 Provide an Ontario Teacher's Qualifications Record Card, indicating qualifications in at least three of the subjects listed in Schedule C including

Registration Procedures

Registration Procedures The registration form must be completed, signed and returned along with the information sheet and appropriate documentation by the rele-vant deadline date. Candidates for Part 2 and Specialist course must lawe the teaching experience statement completed and signed by the appropriate approvingor ydificial. Registrations not accompanied by the required forms and documents will not be processed. In addition, a cheque or credit eard authorization for the tuition fer must be submitted with the registration form.

ted wim 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.

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

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Suberia repairing to unsee course require live run university course in that subject. 2 Intermediate Division Environmental Science. Three full university course in Science are required, one of which must be in ecology. 3 Senior Division Environmental Science. For registrants whose Ontario Teacher's Qualifications Record Card does not Indicate "Senior" as an initial area of concentration, five full university courses in science are required, one of which must be in 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 in ecology.

Technological Education

Lectinological Lincition 1 hold an Ontario Teacher's Qualifications Record Card indicating initial qualifications in Technological Studies, or 2 or applicants whose Ontario Teacher's Qualifications Record Card does not indicate Technological Studies, evidence of at least sixty months of wage-earning experience related to the subject for which qualification is sought which must be submitted and approved by the Technological Edu-

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

8 THREE-SESSION COURSES (PART 1. 2 AND SPECIALIST)

Part 1 1 Hold an Ontario Teacher's Qualifications Record Card.

NOTES 1 In the case of all qualifications except Computers in the Classroom, Co-operative Education, Guidanco, Design and Technology, Media, Mulitcu-turalism in Education, Music – Instrumental, Music – Vocal (Primary, Junior), Music – Vocal (Intermediate, Senior), Special Education, The Blind, The Deaf /Blind, and Visuaj Aris, the candidate's Record Card must have an entry showing qualifications in the Primary division the Junior division, the Intermediate division in general studies, or the Senior division in general studies.

Senior division in general studies. 2 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.

Part 2 1 hold an Ontario Teacher's Qualifications Record Card indicating suc-

 2 submit evidence of at least one year successful teaching experience in Ontario certified by the appropriate supervisory officer or one year suc-cessful teaching experience outside Ontario certified by the appropriate supervisory officer

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Enrolment in each course is limited, and in some cases demands may exceed the limitations placed on enrolment. The University reserves the right to cancel any course if there is insufficient enrolment or if teaching staff is not available.

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Technical Proficiency Examinations Students taking Technological 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 Registrar's Offic

Additional Qualifications Courses Offered

Honour Specialist Computer Studies - Computer Science Biology Chemistry Dance Design and Technology Dramatic Arts English as a Second Language Dramatic Arts English Environmental Science **Family Studies** Environmental Science French Family Studies French as a Second Language Geography History Integrated Arts Mathematics Guidance Intermediate Education Junior Education Librarianship Mathematics in Primary Junior Music Physics Physical and Heath Education Education Media Music-Instrumental Science Technological Studies Visual Arts Music-Vocal Physical and Health Education, Additional Basic Primary-Junior and Intermediate-Senior Primary Junior Primary Education Intermediate Reading Religious Education Senior Technological Studies Science in Primary-Junior (specific subjects see below) Education One Session Adult Education Special Education Visual Arts Childhood Education Technological Studies Additional Integrated Arts Teaching Writing Basic Communications Three Session Business Education -Construction Manufacturing Data Processing Cooperative Education Services Transportation Computers in the Classroon

acrus. Loans are made on the basis of Imancial need, academic Werll, and general integrity. An applicant for a Lniversity loan must have had satisfactory standing in the session immediately prior to application. Short term loans of innety 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 S5) is charged at the time the loan is obtained. No other (minimum \$5) is charged at the time the loan is obtained. No other interest or service charges accrue so long as the loan is not allowed to General or long-term loans can be available for students who require assistance for more than ninety days. Before financial assistance is given, the loan committee must be satisfied that the applicant has is given, the ioan committee must oe statistica mat me appricant nas applied to all other eligible sources of all. 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

a total of at least saxy university creatis (20 Juli courses) and, b in which the candidate has obtained at least second class or equivalent standing (B average) in at least twenty-seven credits (P Juli courses) in the subject for which the candidate seeks qualification or, c holds qualifications the Minister considers equivalent to the qualifica-tions referred to in (2 ab);

at least one at both the basic and the advanced level, or have four basic level entries and a three-part Specialist qualification

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 circumstances". Money from this fund is disbursed annually to one or more students in the third or later years in any faculty.

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The Campbell Memorial Bursaries Established by the children of Milton Neil Campbell and Hazel May Campbell (Dixon). Awarded on the basis of financial need with preference given to student(s) from Saskatchewan. Application should be submitted to the Assistant Registrar (Student Awards) by 1 December; value variable

The Senator Frank Carrel Bursaries

The Senate Frank Carrel Buraries Several bursaries are awarded annually on the basis of deemed need to students enrolled in any year in any program. Applications should be submitted to the Assistant Registrar (Shuden Awards), Queens' Univer-sity, prior to 1 December of the year of application. Restricted to stu-dents domiciled in Quebec prior to enrolment at Queen's University; value variable

The Canadian Officers Training Corps (C.O.T.C.) Bursaries

Awarded on the basis of need to upper-year undergraduate students. Applications should be made to the Assistant Registrar (Student Awards) prior to 1 December: value variable.

The Disabled Students' Bursaries

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

A.Vibert Douglas Bursaries Established by friends and colleagues of A.Vibert Douglas, LL.D., Dean Established by include and conseques or Action Douglas, LLD, Dean of Women from 1395 to 1595 and a pioneer in the teaching of astro-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 December; value variable.

The John Farnham Memorial Bursary Established by the Alma Mater Society of Oueen's University from a bequest from John Farnham, B.Sc. 66, M.B.A. 68, contributions from col-leagues at Towers Perrin, family and friends. Awarded to a student in financial need who has demonstrated leadership in student govern ment. Application should be made to the Assistant Registrar (Student Awards) by 1 December; value variable.

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

Lin Good Burkary 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

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The MacRae Bursarie

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 Wilhelmina 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 res-idence is in Wellington or Lanark County. Two bursaries are offered to idence is in Wellington or Lanark County. Two bursaries are ötteroit to students from Wellington County, and two bursaries are öftered to stu-dents from Lanark County. The bursaries may be renewed for up to four years provided a 63% average is maintained and may be held in any undergraduate Faculty of School. If in any year there are not suff-cient entrance candidates to use up the income, the award may be given to an eligible upper-year candidate (rom Wellington or Lanark Coun-ties, Application forms may be obtained from the Assistant Registrar (Student Awards) and must be returned prior to 1 May; value variable.

The Helen Talcott Medburst 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. Applica-tions should be submitted to the Assistant Registrar (Student Awards) prior to 1 December; value up to \$1,000.

The Ottawa Women's Canadian Club Bursary

Established by the Ottawa Women's Canadian Club and awarded to an undergraduate student on the basis of financial need. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; value \$400.

The Oueen's International Student's Society Bursary

Established in 1993 by the Queen's International Student's Society and awarded on the basis of financial need. Preference will be given to an international student. Application should be made to the Assistant Reg-istrar (Student Awards) prior to 1 December; value variable.

The Rehab Therapy Society Sesquicentennial Bursary

Interseaso Interapy society sequicentennial turnary Estabilished by the Rehab Therapy Society in 1990, in celebration of Queers's Sesquicentennial. The bursary is awarded on the basis of financial read to undergraduate and //or graduate students in any faculty who are challenged with a physical disability. Applications to be made to the Assistant Registrat Riudent Awards by 1 December, value variable.

The Alexander Morton Robertson Awards

The arexander Motron Koperson 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 certifi-cate in the sciences; value variable.

The Queen's International Student's Society Bursary

Established in 1993 by the Queen's International Student's Society and awarded on the basis of financial need. Preference will be given to an

Librarian and Acting Chief Librarian. Awarded to students in any fac-

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ulty or school who are in need of financial assistance. Applications should be made to the Assistant Registrar (Student Awards) prior to I December; value variable.

The Adelaide Haggart Bursaries

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Established from a bequest by Adelaide E. (Haggart) Robinson and awarded to a student in any faculty or school on the basis of financial need. Application should be made to the Assistant Registrar (Studen Awards) by 1 December; value variable.

The John Miles Hamilton Memorial Bursary Established by the family of the late John Miles Hamilton, Comm'41(Queen's), M.B.A.(Harvad). Awarded to students in any under-graduate 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

Established in accordance with the wishes of the late James Luke Ked. die. Awarded on the basis of financial need with preference given to students from the City of Oshawa and surrounding area who intend to enter the teaching profession. Application should be made to the Assis-tant Registrar (Student Awards) prior to 1 December; value variable.

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 one or more bursaries to undergraduate stu-dents 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) to 1 December.

The Alice Kingdon Bursaries

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

The Dr. James Brown MacDougall Bursaries

Awarded on the basis of need to upper-year undergraduate students. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The A.E.MacRae Bursaries

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variable.

The Sutton Rursaries

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

international student. Application should be made to the Assistant Reg-

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 University who is a dependent of a member of Queen's University Staff Association in good standing. Application should be made to the Assistant Registrar (Student Awards) prior to 1 December.

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

The sutton Bursares Established by Gerald D. Sutton, B.Comm.'48,M.Comm.'49, and Margaret (Scall') Sutton, B.A.'48, to be awarded to students in need of financial assistance. Applications should be submitted to the Assistant Registrar (Student Awards) prior to 1 December; value variable.

The Irwin Talesnick Science Education Bursary Established by the organizing committee of ChemEd 89, in recognition of the contribution made by Professor Irwin Talesnick to the teaching of

or the controlution made by robessor invin latestick to the teaching or science and chemistry. Awarded on the basis of financial need to Con-secutive and final year Concurrent BEA students in the Intermediate-Senior program option taking two teaching subjects from Biology. Chemistry or Physics. Students taking one of these sciences as a first teaching subject and Mathematics as a second subject are also eligible.

Application is to be made to the Assistant Registrar (Student Awards)

A fund established by George Taylor and Lilian Goleman Taylor pro-vides bursaries for competent but needy students from Leeds County registered in any faculty of the University.

The time tool 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 futilion fees, value \$325.

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, Eliza-beth Wallace, the widow of a former Principal, Dr. R.C. Wallace, Appli-cations should be made to the Assistant Registrar (Student Awards)

istrar (Student Awards) prior to 1 December; value variable

The Queen's University Staff Association Bursary

The Pauline Schubert Russary

by 1 September; value variable

The Erie Todd Bursary

The George and Lilian Coleman Taylor Bursary Fund

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studies at the University; value \$310.

L.W.Copp Award

by teacher; value \$110.

The Frank J.Fowler Award

The D.E.Loney Prize

John Watson Award

The E.D.Sawyer Memorial Award

the selection committee, best displays outstanding talents and interests in the education of exceptional children during his or her program of

CWX.opp Award Granted to a 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

Established by the Frontenac-Lennox and Addington County Roman

Catholic Separate School Board in recognition of Frank J.Fowler, a dis-tinguished teacher and educational leader in primary education. Awarded annually on the recommendation of the Faculty of Education

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

riculum, outstanding performance in student teaching, and contribu-tion to student life in the Faculty of Education. Application should be made to the Registrar, Faculty of Education, prior to 10 March. Letters

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.

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 character and scholarship and demonstrated potential as a teacher; value \$105.

The Sawyer Memorial Award was established in the memory of Frank D.Sawyer who was a member of the Provincial Executive during some

of its most stirring years from 1952 to 1959 and President of OSSTF in 1954. At the time of his death in 1960 he was principal of Petrolia Dis-trict High School. Mr. Sawyer's great contribution to the Federation lay

in his ability to discover the basic issues in the many difficulties which arose in teacher-board relationships during his term of office and in his

having a sense of humour in periods of crisis. The OSSTF will present the Sawyer Award to the student in regular attendance during the win-ter 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 \$350.

For wason wason Granted to the graduating Bachelor of Education student in the Prima-ry-Junior option or the Junior-Intermediate option and based upon excellence in student teaching: value \$100.

inspired countless students and teachers of physics. Awarded on the recommendation of the Department of Physics to an outstanding stu-dent beyond the second year who has a concentration in physics and who has indicated his/her intention of teaching physics, preferably at the high school level. Applications should be made prior to 1 April to the Assistant Registrar (Student Awards): value \$1100

The Barbara Paul Memorial Award Established in memory of Effie Barbara Paul (Paithouski), B.A.'74(Car-Established in memory of Effie Barbara Paul (Pathouski), B.7.4(Cashen), by here ron NJoseph Pathouski, B.7.3(Sas,Ceng.y8), and award-ed to a student 25 years or older. The student(s) should be nearing the completion of their academic work, and combining family and /or employment and/or other responsibilities with academic studies. Preference will be given to a woman. Application should be made in writing to the Director and the Board of the Ban Righ Foundation for Conng University Education. This is a monetary award. Value variable

The Andrina McCulloch Prizes for Public Speaking

These prizes are awarded annually for the promotion and encourage-ment of public speaking in the University. Awards are made in the fol-lowing fields: public speaking/thesis presentation, reading /dramatization, and debating. The categories of the awards and the cash value of the prizes in any year are determined by a committee of the Senate; value variable

The Barbara Paul Prize

Established in memory of Effie Barbara Paul (Paithouski), B.A.'74(Car-leton), by her son, N.Joseph Paithouski, B.A.'79,B.Sc (Eng.)'80. The Prize is leton, by ner son, N-doepn raintoussi, AA-YdAS (Eng. 30). The First is a medaliton awarded to a graduating student with good academic standing who is completing a degree on a full-time or part-time basis while combining family and/ or employment and/or other responsibil-ties, and who has had barriers to overcome. Preference will be given to a woman. The nomination must be made in writing and directed to the a woman rise incomination must be made in wirning and checket to the Director of the Ban Righ Foundation by 1 April. Please include personal and academic information and letters of support from faculty and col-leagues from the University and of or the community. The selection of the recipient of the medallion will be made by the Board of the Ban Righ Foundation for Continuing Duriversity Education.

The Gordon A.Snider 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 some aspect or technology. This easy must exhibit morough research and originality and illustrate the impact of technology on the communi-ty. Preference will be given to a Canadian topic. Selection will be made by an inter-faculty committee chaired by an appointee of the Dean of the Faculty of Applied Science. Applications should be submitted to the Assistant Registrar (Student Awards) by 15 March, value \$200.

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The John R.McCarthy Scholarship

The Jone RMCArthy Scholarship Established in 1987 by John RMcCarthy, BA' 43,1LD: 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 sec-ond-class standing from either a three-year or four-year degree pro-gram in the Faculty of Arts and Science at Queen's University who is gram in the facility of Arts and Science at Queen's Oniversity who normally domiciled in Ontario and who enrols in the Faculty of Educa-tion 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 fondness and aptitude for sports and displayed leadership and sense of fair play in athletic endeavours. Application by letter should be submitted to the Dean of Education by 1 October: The applicant should list two persons who have been asked to submit confidential letters of reference. Value \$925.

The Ted Reeve Memorial Award Established by friends and associates of Ted Reeve, who was a football coach and a long time friend of Queen's. Awarded in the fall to upper-year students to recognize outstanding academic achievement and demonstrated qualities of courage, team loyalty and fair play on an intercollegiate team. Preference will be given to members of the Queen's Senior Football Team and to students who do not hold awards of equal or greater value. 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 letsubult and two periods with three been taken to multimic continemant even terrs about his or her academic ability and qualification, and submit an official transcript. The recipient will be chosen by a Selection Commit tee, including representatives of former Queen's football players, the Chairperson of the Senate Committee on Scholarships and Student Ald and an additional member of the Scholarship Committee, value at least \$1,000.

The Senator Frank Carrel Scholarships The Senator Frank Carrel Scholarships have been established at Queen's University through the generosity of the late Senator Frank Carrel, noted publisher, executive and author who represented the Gulf Division in the Legislative Council of the Province of Quebec for many years prior to his death in 1940. Candidates for Carrel Scholarships must for at least one year prior to their application for admission to Queen's University or for at least one year prior to 30 April if enrolled Queen's University or for at least one year prior to 30 April it enrolled in an upper year have been and remain until the expiry of their scholar-ship domiciled in the Province of Quebec and as far as possible in the City or County of Quebec or in the Gulf Division of the Legislative Council of Quebec as constituted at 30 July 1940, including Rimouski Bonaventure, Gaspe-est, Gaspe-enest and Iles de la Madeleine. The Senator Frank Carrel Scholarships: Several scholarships are awarded and the division of the Legislative Bonaventure, and Lucibiothe genetidates will be provide the division of the Legislative Scholarships are awarded and the division of the Legislative Bonaventure, and Lucibiothe genetidates will be provide the division of the Bonaventure of the Scholarships are awarded and the scholarship scholarships are awarded annually on the basis of general proficiency. All eligible 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, Professor at Queen's until his death in 1977. By his understanding and enjoyment of physics, by his writing, and by his own example, he

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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, govern-ment aid and Queen's loans still leave the student with insufficient funds to complete the academic year. NEED is the primary consideration in the award of a bursary. Normally, applications for bursaries must be submitted to the Assis-

tant Registrar (Student Awards) prior to 1 December. Funds will be dis-tributed at the beginning of the Winter Term. In the case of an extreme emergency where immediate assistance is required, students should contact the Student Awards Office

AMS Sesquicentennial Bursaries Established in 1990 by the Alma Mater Society of Queen's University. Established in 1990 by the Anna Water Society of Queen's University. Awarded to students in any 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 Disabled 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; value variable. value variable.

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.

The Anna Jean Baker Bursary

Established from a bequest by Edward Ross Baker in memory of his mother, Anna Jean Baker, and awarded to a student in any Faculty or School at Queen's University on the basis of satisfactory academic standing and financial need. Application should made to the Assistant Registrar (Student Awards) prior to 1 December; 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 George R.Webb Bursary Fund A trust created by the late George R.Webb of Gananoque provides for

prior to 1 December: value variable.

bursaries for the assistance of students from Leeds County in good aca-

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Student Support Facilities

Accommodation Listing Service LOCATION 169 University Avenue HOURS Monday-Friday 10am-4:30pm PHONE 545-6706 FAX 545-6300 USING ASSISTANT Elaine Caird Offers assistance for students into in locating off-campus privately-owned accommodation. Produces handouts of advertised apartments, houses, rooms shared units. Listings can also be accessed via the Queen's mainfram computer. Just log on as usual, and type ing the system is menu driver

Apartment and Housing

LOCATION 169 University Avenue HOURS Monday-Friday 10am-4:30pm PHONE 545-2501 FAX 545-6300 OUSING ASSISTANT Elaine Caird Manages University-owned rentals in the Oueen's core area and two apartment complexes in West Campus: John Orr Tower and An Clachan.

Ban Righ Foundation LOCATION 32 Queen's Crescent HOURS Monday-Friday 9am-3:30pm PHONE 545-2977 DEECTOR Mary Davis Little The Ban Righ Centre - "Supporting Women Learning" - is a drop-in centre for women continuing formal and informal education. Resources: infor-mal counselling on academic and personal goals, a speakers' program, videos, discussion groups, bursaries, referral, advocacy. It was founded in 1974 by women graduates of Oueen's

Child Care LOCATION 390 Bagot Street THONE 542-4915 Parents wishing child care in Kingston

should contact the Child Care Resource Centre several months in advance of the date needed. Information about child care centres can be obtained by contacting the Child Care Resource Centre. The Centre also operates dropin programs

Day Care Centre LOCATION 169 Union Street DIRECTOR Eileen Beauregard Oueen's Day Care Centre Inc. provider child care for approximately 85 children from families of students, faculty, staff, and other members of the Kineston com munity. As a co-op, parents are actively involved and contribute two hours per month assisting with various duties. Care is provided for children six months to six years of age and a kindergarten program is provided. The Centre has 2 locations: 169 Union Street (546-6955 or

549-6612) and 96 Queen's Crescent (542-4373). Families are encouraged to make applications as early as possible.

Human Rights Office LOCATION Old Medical Building

THONE 545-6886 DIRECTOR Ms Irene Bujara The office reports on administrative matters to the Secretary of the Universi ty and on policy matters to the Senate. The Human Rights Office has a primary responsibility to develop educationa programs and recommend policies on human rights issues for the universit community. It also provides fully con dential support for people with com plaints of discrimination and /or ssment. A priority of the office is to help the university develop and review mal procedures for dealing with

complaints of harassment and discrimi nation International Centre

LOCATION John Deutsch Univ. Centre PHONE 545-2604 DIRECTOR Wayne Myles We welcome all Queen's students, and support those involved in international education: international students at

Oneen's and students interested in or returning from, study abroad. Acade ic/personal interests of international dents and their families are served through programs/services such as

health insurance, reception, orientation, **Physical Education Centre** English language support, and the International Student Advisor. Study abroad and exchange students can

lounge are open to everyone.

PRONE 545-2794

DIRECTOR Tack Sinnott

retail and food services.

LOCATION 96 Albert Street

and evenings THONE 545-2534

Le centre français de Oueen's

French non-credit courses, tran

Office of the Dean of Women

and employs a part-time counsellor.

Enquiries welcome from students, staff

free provincial health insurance

be completed. Dependants arriving

upcoming academic year or term.

ion form was signed and the fee

paid. Payment will be returned, if no

other debts are outstanding. When Queen's records indicate non-registr

immediately if no clarifying note is received from the Registrar's Office.

an alternate health insurance plan to

in Kineston (546-3811).

PHONE 545-2533

and faculty.

LOCATION Union Street PHONE 545-2500 FACILITIES AND SERVICES John McFarlane access the Resources Library and the The Physical Education Centre ser Country Representatives Program, and consult the Education Abroad Advisor. as a recreation facility for students, fac ulty and staff, as a practice and playing Our International clubs, social/cultural site for women's and men's inte events, information sessions and versity, intramural and recreational clubs, and as a teaching and research facility for the School of Physical and John Deutsch University Centre Health Education. The Centre includes LOCATION University and Union racquet courts, swimming pool, arena, three gymnasia, weight rooms, dance studio, indoor track, other activity areas Oueen's "community building" brings and a lifestyle fitness centre together students, faculty and staff in spirited interactions. Programs show-

General Information 77

Residences case Oueen's talent and stimulate LOCATION Victoria Hall

effection and debate on campus issu PHONE 545-2550 DIRECTOR Dr Graham Brown interesting spaces accommodate quiet study, spontaneous conversation and The University provides residence accommodation in single and double lively meetings. Plus: offices of the Alma Mater Society, Graduate Student rooms for approximately 2,800 under Society and Rector and convenient graduate students and 300 graduate students. An information brochure, application form, and residence fee hedule are sent to each student who is offered admission to Queen's. For HOURS Monday-Thursday 11am-3pm. more information, contact the Res dence Admissions Office. XEFCTOR B. Castel and M. Myers Special Needs Advisor Student

Le Centre français de Queen's provide a comfortable setting for francophiles. wides Counselling Service LOCATION St. Lawrence Building HOURS Monday-Thursday 9am-4:30pm ADVISOR Barbara L. Roberts The Centre offers various services such s conversation sessions, drop-in place, The University provides a range of services to students with disabilities, including special exam and registration and activities such as films. French table, trips to Quebec, and much more. ents, notetakers, assistance arrance with adaptive technology, learning sup-LOCATION Mackintosh-Corry, Rm D217 port, counselling, referral services library aids for print material, and liai-son with faculty and staff. For more The Office of the Dean of Women acts as a resource, particularly on issues of speinformation, and an informative cial concern to women, sponsors special events and programs, and is available to students as a sounding board for ideas. brochure, please call the Special Needs Advisor. All students (new and returning) must register with the Special The office has some emergency financial assistance available for female students Needs Advisor by appointn year. Appointments may be booked

throughout the summer and fall; fall

72 Scholarships, Bursaries and Financial Assistance

demic standing in any year in any faculty or school of Queen's Univer-sity, In awarding the bursaries, the Scholarship Committee takes into nt the moral character and intellectual promise of the candidate as well as the financial need. Preference is given to students already regis tered with the University but candidates for admission are also consid ered 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 may be obtained from the Assistant Registrar (Student Awards) of the University. Bursaries to individual candidates are limited to \$1,000 in any year.

TUNE 1006

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 earned mitteoit to be used for burshy assistance to women audotion 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 burshrst shall be made in writing to the Marian Webb Burshry Committee in care of the Board of the Ban Right Foundation for Continuing Duversity Education.

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to providing all possible assistance to graduates in their efforts to find em-

ployment. This commitment is demo strated 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

Queen's graduates able to secure teach

Ing positions in recent years and in the

General Information

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reflected in the high proportion of

Education Library

plus individual Apple II, Macintosh, Commodore 64, and Acom computer The Education Library serves the students and faculty of the Faculty of A variety of peripherals are available A variety of peripherals are available including graphics tablets, a scanner, laser printer, and synthesizer. Access to the mainframe is available through two Education and is a resource for area teachers. The collection consists of approximately 110,000 volumes and 500 journal subscriptions which includ the major publications in the field. An ni-public sites provided by the en's Computing Centre. All comimportant research resource is the colputing rooms are used for courses, indilection of nearly 1,000,000 microfiche idual study, the preparation of teachhich include the Educational ing materials and completing assign-Resources Information Center (ERIC). mts. The hours of operation vary but the William S. Gray Research Collection in Reading, the ETS Collection of Tests the Instructional Computing Room and the Computing room are open during the regular library hours. Educational software may be borrowed from the on Microfiche, the Canadian Curricum Guideline, and the Onteris collec tion of research reports. Two major data library for three hour periods. Addition bases on CD ROM are found in the Edu urce materials are available in cation Library, ERIC and PsychLIT. these computer rooms to assist student Searches on these data bases are free in developing curriculum units. The and individual instruction and work-shops are given in searching tech-Computer Coordinator, and the Liaison Officer for Computers in Education are niques. The Teaching Aids area of the responsible for overseeing the computer rooms during the day and student com-Education Library houses 7500 kits, games, videos, and so forth which are puter monitors are available during the vening and at weekends. of use in the classroom. There is an extensive collection of computer soft-Placement Office The Faculty of Education is committed

ware which may be borrowed for use with the Faculty of Education. The Education Library is one of three Faculty Libraries (with Law and Health Sciences) and one of 18 libraries in the Queen's University Library System. Altogether the libraries in the system hold nearly 5 million items. Educational Computing Resources

The Faculty of Education is well equipped with computers and educa-

tional software currently available in Ontario schools. The two main comput sting variety of placements reported. While most of the placements are in ing areas, the Instructional Computing Room (B307) and the Computing Room southern Ontario, some graduates pre-fer to teach in the north or in other (B118) are in the library complex; additional computers are in Media. Technoprovinces or overseas. For those inter logical Education, the Arts playground, and the math and science classrooms. ested in international opportunities, Queen's Faculty of Education, is unique Included in these sites are a network of in its contacts and resources. Each year a substantial number of graduates ICONs, a network of Macintosh com-puters, a class set of Apple II computers accept teaching positions overseas.

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pleted by 15 November, and final exam ments by 15 March. Student Counselling Service LOCATION St. Lawrence Bldg, Grd flr. HOURS 9am-4:30pm PHONE 545-2893 DIRECTOR Mike Condra, Ph.D., C.Payda The Student Counselling Service pro vides assistance to students in their aca-demic, career and personal development during their time at university. Personal Counselling Confidential and professional cours professional counselling, arming Support Individual and groups programs designed to enhance students' ability to be effective learn Career Counselling Individual and groups programs to help students explore career interests and make good career choices. Aboriginal Counselling An aboriginal counsellor is available for personal

holidays. Crescent

counselling, learning support and traditional to onal training. ming Disabilities Specialist Specialized services for students with learning disabilitie SERVICES INCLUDE psychoeducational assessment, personal counselling, aca mic support, career exploration and

support groups. Student Health Service LOCATION St. Lawrence Bldg, (across the street from Victoria Hall) HOURS Monday-Friday 8:30am-4:30pm

Wed 10am-4:30pm 19HONE 545-2506

Other Facilities

Alumni Associatio LOCATION Summerhill THONE 545-2060 All graduates and former students are mbers of the Alumni Association. The 80,000-strong Association keeps alumni in touch with Queen's and their

DIRECTOR Dr Mike Condra The Student Health Service provides medical, psychiatric and nursing care to all students; it also provides a range of educational programs on health issues. Consultations are by appointment; some requests for same-day appointments can be accommodated. Appointments for nursing care are not required. Annoint its may be made by phone or in per son. A 24-hour emergency answering service is available and a physician is on-call at night, on the weekends and

Medical Appointments: 545-2506 Cancellation line: 545-2506 Psychiatric Appointments: 545-2508 Cancellation Line: 545-2508 Nurse Line 545-2506 Health Education 545-2506

Student and Community Services Group

LOCATION The Grey House, 51 Queen's PHONE 545-2958 COORDINATOR Student The Oueen's Student and Community Services Group (QSCSG) offers a wide variety of services to members of both the Queen's and Kingston communiti The QSCSG consists of Telephone Aid Line Kineston (TALK) (544-1771) the Kingston Lesbian Gay Bisexual Associ tion (531-8981), the Sexual Health Resource Centre (545-2059) and the Women's Centre (545-2963). Run by volunteers, the groups always welcome new members. Call 545-2958 for infor mation on any of these groups.

classmates through the Alumni Review magazine; provides Branch activities und the world; organizes events such as the fall reunion weekend; and

offers services such as insurance, the

MasterCard, travel, retirement plan

ce affinity program.

ning, alumni merchandise and long dis

Medical and Hospital Insurance Parking LOCATION Fleming Hall, Rm 202 Students are required at registration to produce evidence of hospital and med cal insurance effective in Ontario ital and medi-

PHONE 545-2552 RECTOR Howard C. Pearce The parking of vehicles on all universi ty parking lots is restricted to permit holders and the demand for permits throughout the academic session, or to obtain insurance at registration. Cana-dian students from other provinces are advised to inform their local Ministry exceeds the number of parking spaces available. Therefore, permits are issued of Health that they will be studying in Ontario. Canadian students from outon a priority basis.

side Canada are advised to apply for Students and staff may apply for a parking permit but permits will be (Ontario Health Insurance Plan) while usued in accordance to Section 2.5 of studying in Ontario. Application form and information are available at the the Parking Regulations i.e., students in residences receive lower priority. Students who wish to do so may purchas International Centre and the Regional Health Insurance Commission (see below). International students must West Campus permit (approx. 1 mile from Main Campus). enrol in UHIP (University Health Insu

Information about parking, a sched-ule of parking fees, etc., are available ance Plan) through the Queen's Inter-national Centre before registration can from the Parking Office in Fleming Hall.

mational students, or depen-LOCATION Fleming Hall dants who arrive at a later date, must PHONE 545-2552 be enrolled in UHIP withing 30 days of their arrival in Ontario. You are not eli-NRECTOR Howard C. Pearce The Security program operates 24 hours a day with security supervisor(s) gible for UHIP if you do not complete the Queen's registration process for the and emergency report centre operator(s) on duty at all times. In addi-tion, security patrols walk throughout enardless of whether the UHIP applicampus from 6 p.m. to 6 a.m. The department offers an escort program for persons who wish to be accompanied from one point on campus to tion. UHIP enrolment will be rescinded another, and a work alone program for persons who wish to be checked while working after hours in isolated areas. Should enrolment in LIHIP be refused. There are 60-70 students employed you are advised to enrol immediately in as security patrol officers and applications for these positions are received in January-February for employment the prevent significant health bills should an accident occur. The University following September. If interested, con accepts no responsibility for uninsured ct the Security Department. Anyone who experiences an emertact the Sec medical expenses incurred by a student or their dependants. For further inforgency of any kind may contact security mation, contact the International Centre staff by phoning 6111 or using any (545-2604), or the Regional Office, Ontario Health Insurance Commission

Emergency phone.

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ment in related fields.

Agnes Etherington Art Centre CONTACT Betty Clark torical art; lively programs (receptions, brown bag lunches with artists, lectures catalogues. Our permanent collection includes over 11,000 works of art. Free admission for Oueen's community on ntation of identification cards LOCATION Clark Hall HOURS Weekdays 9am-5pm Sat. 10am-4mm

across campus.

A campus-wide fiber optic network provides access to networks including ONet, CA*net, and worldwide Internet Dial-up modem service is available, providing access to QLINK, QLINE (Queen's library system), and the Internet.

Provides management of the Unielectronic resources are distributed versity owned telephone and voice mail systems, installation of data con munication facilities, maintenance of the University radio station (CERC-EM). und provision of audio-visual services A wide range of video services are available as well as TV's and VCR's for

well as 14 branch libraries including art, music, industrial relations, the natural

space, online information retrieval, ref rence and instructional services and interlibrary loan services, photocopiers microform readers and printers. A limit-ed number of study carrels are assigned to graduate students as well as visiting

The library system operates an inte grated online system, QLINE, which pro vides users with access to the catalogue of Queen's library holdings and a variety of bibliographic and statistical databases; library service information including hours of opening: access to the library catalogues of many other universities, and a broad range of Inter net resources. Additional disciplinary

Television LOCATION McArthur Hall, Rm B229 179CNE 545-6570 DIRECTOR Richard Webb Queen's Television (QTV) provides a full spectrum of video production service from scriptwriting to multiple VHS release copies. Video playback equip ment can be booked and self serve VHS/SVHS editing facilities are available. Films and videos from the

throughout the library system. OLINE an be searched from terminals and computers on campus, and dial-in access is available from off campus Performing Arts Office LOCATION John Deutsch Univ. Centre PHONE 545-2557 DIRECTOR Peter Sudbury

viewing videos. Libraries

THONE 545-2524 FAX 545-6362 CHIEF LIBRARIAN Paul Wiens The library system at Queen's Universi ty is decentralized. The Joseph S. Stauf fer Library houses the major holdings in the humanities and social sciences, including the government documents and maps collection, as well as admini trative offices and other services. Dur-ing the renovation of Douglas Library, the reserve service and Special Collections will be in Stauffer Library. There are three professional faculty libraries Health Sciences, Law, and Education; as

LOCATION Carruthers Hall 1930NE 545-2121 DIRECTOR Maureen Plunkett

and applied sciences. Facilities available include, study

programs

Queen's collection as well as other ces may be ordered through OTV

74 General Information Many graduates also choose employ-The placement service operates year round to facilitate contacts between hi ing officials and graduates. Staff are

available to respond to students' ques-tions and concerns of all kinds. This may include advice on hiring proce-

LOCATION University at Queen's Cres PHONE 545-2190 JAX 545-6765 DIRECTOR Dr David McTavish The Art Centre offers constantly chang-ing exhibitions of contemporary and his tours, art classes); art cards, posters and

Campus Bookstore

PHONE 545-2955 MANAGER Mr J.F.Patterson The Campus Bookstore in Clark Hall (operated by Queen's Engineering Soci ety) stocks required textbooks, calculators, lab/medical/drafting supplies, reference material and study aids for all university courses. Most text books are discounted. The Bookstore also carries popular general reading and reference ooples, as well as licensed university sportswear, giftware and rings. Special ordering services and film processing are available

Computing and Communications Services LOCATION Stauffer Library PHONE 545-2244 DIRECTOR Stan Yagi CILD WIDE WEB

http://www.ccs.queensu.ca/

ates have the information and skills necessary for an effective job search. All advice offered is based upon up-to-date placement statistics and an informed view of future educational trends. Academic-Program Support Facilities

Dupuis Hall, NW G13 (545-2244) TRANC CREWNS Jeffery Hall 162 (545-2012) and Mackintosh-Corry Hall B113 (545-2031) COMPUTING INFOR Stauffer Library 119 (545-6666) CAMPUS COMPUTER STORE Dupuis Hall, NW G25 (545-2058) MICROCOMPUTER HARDWARE RI

Dupuis Hall, NW G30 (545-2054) Fleming Hall-Jemmett Wing, Rm 100 (545-2001) Stauffer Library (545-2817) Provides computing and data commu

dures, help with preparation of applica-tions and resumes, and practice inter-

views. The aim is to insure that gradu

nications services and support for instructional, research, and administrative users for supported computers; sells and provides hardware service for IBM PC and compatibles and Macintosh es: sells SUN and IBM (RS/6000) Unix orkstations; sells software for support ed computers; supports QLINK (the stu dent access to the Internet), the central

ATTRE ACTOR

IBM mainframe for academic and administrative use. Provides consulting, training, and documentation for supported products. Public access to computers and printing facilities is provided at several sites

\$6 and \$7. As well, there is the Performing Arts Club for those who wish to become involved behind the scenes. All Radio - CFRC-FM

Canada's oldest campus radio statio CFRC was founded in 1922. Owned by "Radio Queen's University", and based in Carruthers Hall, CFRC-FM is operated year-round by both University and munity volunteer broadcasters

scholars in the Stauffer Library.

offering all types of alternative music as well as sports events and spoken word

The Performing Arts Office provides

the Queen's community with truly world- class entertainment. Many of

the best artists seen in New York, Lon

on, Toronto or Montreal are prese

for your recreation with low prices of

⁸² 1996 Advisory Committee – Faculty of Education

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Mr. Dennis Quinn Holy Cross Catholic Separate School 1085 Woodbine Road Kingston, Ontario K7L 4V2 613 384-1919

Ms E.Shapka Teacher Education Policy Unit Ministry of Education and Training Mowat Block, Queen's Park Toronto, Ontario M7A 1L2 416 325-4336 Energib Email: evelyn.shapka@edu.gov.on.ca Dr. M.Stott Department of Physics Queen's University Kingston, Ontario K7L 3N6 613 545-2680 Email: stott@mjs.phy.queensu.ca

Ms M.Thompson Frontenac County Women Teachers' Association 207-115 Barrett Court Kingston, Ontario K7L 5H6 613 542-0633 (Glenburnie PS) Dr. R. Upitis (ex-officio) Dean, Faculty of Education Queen's University Kingston, Ontario K7L 3N6 613 545-6210

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