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June 2002

Sessional Dates 2002-03

September 2002 2 Labour Day (University

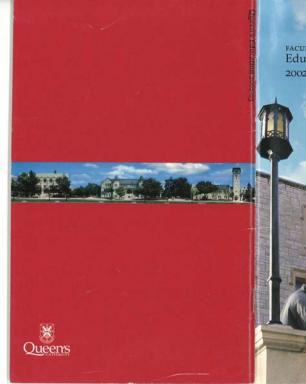
- 3 Fall term begins; registration for Consecutive and final year Concurrent students
- -27 Classes
 20 Last date to add or drop a Fall or Fall/Winter course
 30 Practicum begins for all
- October Practicum for all students Thanksgiving Day (University closed)
 - November Fall Convocation
- Practicum for all students Classes
 Remembrance Day service
 (classes cancelled 10:30 – 11:30
- a.m.)
 Practicum for all students
- December
 2-20 Practicum for all students
 6 Commemoration Day
 20 Fall term ends

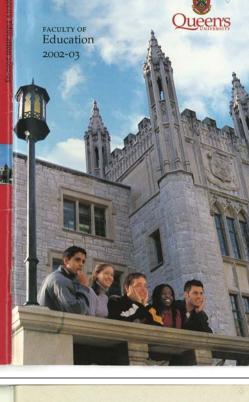
- January 2003 Winter term begins 17 Last date to add or drop a
- 1-14 Classes 17 Holiday (University closed) 17-28 Alternate practicum
- 1-6 Alternate practicum 10-14 March Break 17-31 Practicum for all students
- April
 1-4 Practicum for all students
 7-25 Classes
 18 Good Friday
 21 Easter Monday
 25 Winter term ends
- May 30 Convocation (tentative date)
- June
 16 Technological Education
 Summer Internship program
 begins
- 31 Technological Education Summer Internship program

The Heality of Education has made every effort to predict the effects on students chool placements which may corn because of vook disruptives in the achools. The Faculty is also ready to make further changes if unforescen situations develop. Such decisions will be made and announced by the Faculty as events even the control of the con

June 2002

Sessional Dates





Cindy

Pre-Service Teacher Education at Queen's University

Our vision of the graduate at Queen's University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as nactive agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that go beyond immediate pressures of daily practice. This teacher will have a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of children.

Characteristics of the program

Characteristics of the program

Seeing teaching as both an intellectual and a practical activity, and in line with Queen's principles, the program sustains a commitment to academic excellence and to learning how to learn.

The program recognizes that all candidates should possess the literacy and critical skills associated with an educated person.

The program promotes caring as a central value in the profession and inclusivity as a fundamental pedagogical principle.

The program integrates the following domains school context, curriculum, teaching and learning, assessment, evaluation and reporting educational ends, purposes and values and their philosophical and historical grounds.

grounds.

The following themes are embedded in the program: the use of technology in teaching and learning inclusivity and social justice; collaboration and leadership.

The 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 professorships, for the education and training of young men for the ministry in connection with the Synod.' This and other representations falling of their object, steps were taken by the Synod to found a college at Kingston on the lines of the Scottish National Universities. On 16 October, 1841, a Royal Charter was issued by Her Majesty, Queen Victoria, for the establishment of Queen's College, Kingston, and the first classes were opened in March, 1842, with the Revenend Dr. Liddell as Principal. Funds were provided in part by grants from the Presbyterian Church in Scotland and from the Canadian Government, and in part by liberal subscriptions from the friends of the young and growing University. The lack of good schools in the Province made it necessary to have at first a preparatory school in connection with the college. In spite of many difficulties and straitened circumstances, the progress was steady and financial difficulties were 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 financial disaster. The crisis was met by the determination of Principal Snodgrass and other self-denying workers, chief among whom was Professor Macked the widespread interest aroused, \$113,000 was called to the as a result of the widespread interest aroused, \$113,000 was called to the Revenue of the Counter of the Counter of the Revenue of the Rev

raised, resulting in further extension and in the establishment of new pro-ressorships.

Principal Grant died in 1902 and was succeeded in the following year by the Very Reverend D.M. Gordon. In 1916, because of ill-health Principal Gordon resigned his position, but continued in office until the autumn of 1917, when the Reverend R. Bruce Taylor was appointed his successor. In 1930 Principal Taylor resigned to live abroad and Dr. J.C. Connell was appointed Acting Principal. He held this position for four months, until October, when W. Hamilton Fyfe, Headmaster of Christ's Hospital, England, and formerly Fellow of Merton Collego, Oxford, was installed as Principal of the University Or Mertone Collego, Oxford, was installed as Principal of the University of Aberdeen. He was succeeded by Principal R.C. Wallace, President of the University of Alberta from 1928 to 1936. Dr. Wallace retired in September 1931 and was succeeded by Principal William A. Mackintosh, the first Queen's graduate to hold the Principalship.

Faculty-approved requirements and electives for completion of degree requires Circumstances beyond the control of the University, such as severe budget shortfalls,

may result in restrictions in the number and range of course and program choices available to students as compared with those listed benein or in other University publications. The courses or programs, and at its discretion, to withdraw particular programs, options, or courses altogether. In such circumstances the University undertakes to the best of its ability to enable students registered in affected pro-

grams to complete their degree require

The course listings and academic programs

described in this Calendar represent Senate- and

The Senate and The Board of Trustees of Queens University reserve the right to make changes in courses, programs and regulations described in this Calendar, in either its printed or electronic form, at any time without prior notice.

Notification of Disclosure to Statistics Canada Under the federal Privacy Act, individuals

can request access to their own, individual formation held on federal information banks, including those held by Statistics Canada.

The Federal Statistics Act provides the local authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

Students who do not wish to have their infor mation used are able to ask Statistics Canada to remove their identification and contact information from the national database.

Earther information on the use of this information can be obtained from Statistics Canada's web site: http://www.statcan.ca or by writing to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R.H. Coats Building, Tunney's Pasture, Ottawa, KIA0T6

Faculty of Education Calendar 2002-03

Address Faculty of Education Duncan McArthur Hall Union Street at Sir John A. Macdonald Blvd Queen's University Kingston, Ontario Canada K7L 3N6

Tel 613 533-6205 Fax 613 533-6203 Web http://educ.queensu.ca

Pre-Service Education

June 2002

June 2002

History

Faculty 2002-03

Archibald, Valerie A.
B.A.B.P.H.E.B.B.L.(Queen's)
Adjunct Lecturer – Elementary
Physical Education

Babbitt, Susan E. B.A.M.A. (Ottawa), M.A. Ph.D. (Cornell Cross-Appointment with Faculty of Arts and Science Assistant Professor – Philosophy

Berrill, Deborah B.A.(Northwestern), M.A. (Toronto), Ph.D.(East Anglia) Associate Professor – Language Education

Bond, Sheryl B.Sc.(Lewis & Clark), M.Sc., Ed.D.(Indiana), Ph.D.(BC) Ps.D.(SC) Associate Professor – Higher Education, Leadership and Cultural

Bruno-Jofré, Rosa (U.Nacional del Sur, Argentina), Ph.D. (Calgary) Dean, Faculty of Education Professor – Comparative Education

Boyce, William B.A.M.Sc.(McMaster), B.Sc.(Queen's), Ph.D. (teeento) Director of Social Program Evaluation Joint Appointment with Faculty of Health Sciences Associate Professor

Burney, Shehla B.A.(Osmania),Ed.I.,B.Ed.(Brandon),M.A. (Manisoba),M.Ed.(OSE),Ph.D.(Toecnto) Assistant Professor – Cultural Studies

Butler, Brian B.A. (New Brunswick), M.A., Ph.D. (Waterloo Cross-Appointment with Faculty of Arts and Science Associate Professor – Psychology

Cheng, Liying B.A.(Xian Jisotong),M.A.(Reading),Ph.D.(Hong Kong) Assistant Professor – Teaching English as a Second/Foreign Language

Chin, Peter M.K.
BSc.(Alberta),B.Ed.,M.Sc.(Calgary),Ph.D.
(British Columbia)
Associate Professor – Science

6 Faculty of Education

Christie, Catherine B.Sc.M.Sc.J.B.B.J.Ph.D.(Queen's) Adjunct Assistant Professor – Science

Colgan, Lynda B.Sc., B.Ed. (Toronto), M.Ed.(OISE), Assistant Professor - Elementary

Cote, Jean BSc (Ottawa) M.Ed (Montreal), Ph.D. (Ottawa) Cross-Appointment with School of Physical and Health Education

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

Deir, Elspeth M.
B.A.(Torono), B.Ed. (M.Ed. (Queen's)
Adjunct Assistant Professor –
Elementary Social Studies

B.A.(Loyola),M.A.(Ottawa),Ph.D.(McGill)
Cross-Appointment with Faculty of
Arts and Science
Professor - Professor -Donald, Merlin W. Professor - Psychology

Duffin, Jacalyn
M.D. (Toroso), F.R.C.P.(C),
Doct.III.č. (Sorbenne)
Cross-Appointment with
Department of Medicine
Professor – History of Medicine Eastabrook, J.H. Glenn

B.A.M.A. (Western), Ph.D. (Toecoto) Associate Professor – Educational Contexts Egnatoff, William J. B.A.(Saskatchewan), M.Sc., Ph.D.(Toronto) Assistant Professor – Computers in Education

Elliott, Stephen R. B.F.A.,B.Ed.,M.Ed./Queen's),Ph.D./Concordia) Associate Professor – Visual Arts

Frederickson, Karen B.Mus. Ed. (Colorado), M.Mus. (Oregon), Ed. D. (Arizona) Cross-Appointment with the School of Music Associate Professor

ment with Instructional

Stonley, Denis B.Ed. (Brock) M.Ed. (Brock) Assistant Professor

Taylor, Peter D.

BSc.MSc.(Queen's),Ph.D.(Harvard)

Cross-Appointment with the Faculty of

Arts and Science

Professor – Mathematics

Upitis, Rena B. B.A. LL B., M.Ed. (Queen's), Ed.D. (Harvard) Professor – Arts Education

Cross-Appointment with Faculty of

Teacher's Certificate(London), B.A. (Concordia),M.Ed.,Ph.D.(McGill) Associate Professor — Technological Education

Whitehead, LeRoy E. B.Ed. Ed. Dip. M.A. Ph.D. (Calgary)

Wade-Woolley, Lesly BA (Temessee), MA (McGill), Ph.D. (Toronto) Assistant Professor – Cognitive Studies

Taylor, Peter D.

Weisberg, Mark

Welch, Malcolm W.

June 2002

reeman, John A. B.Ed. M.Ed. (Queen's). B.Math. (Waterloo) (Michigan) stant Professor – Cognitive Studies

Higginson, William C. B.A.(Queen's).Certificate in Education (Cambridge).M.A.(Eseter).Ph.D.(Alberta). Associate Professor – Mathematics

Hill, Ann Marie B.Ed. Dip.Ed.(McGill), Ph.D.(Ohio State) Professor — Technological Education

Hills, George L.C. B.Ed.M.Ed.,Ph.D.(Alberta) Associate Professor - Philosophy Hutchinson, Nancy L. B.A. (Trent).Dip.Ed.M.A. (McGill).

Ph.D.(Simon Fraser) Professor – Psychology of Education Kirby, John R. B.A.(McGill),Ph.D.(Alberta) Professor – Psychology of Education

Klinger, Don A. B.Sc. (British Columbia Klinger, Don A. B.Sc.(British Columbia), B.Ed. (British Columbia) Ph.D.(Alberta) Assistant Professor

Knapper, Christopher B.A.(Sheffield),Ph.D.(Soskatchewzo) Cross-Appointment with Instructional Development Centre Professor – Psychology

Krugly-Smolska, Eva T. BSc, R Ed. M.A.Ph.D. (Toecotto) Coordinator of Graduate Studies and Research Associate Professor – Science (Biology)

Lamb, Roberta B.Mus.Ed.M.Mus.Ed.(Portland).Ed.D. (Countia) Cross-Appointment with Faculty of Arts and Science Associate Professor – Music

Lawrence, Diane M. M.Ed.(Queen's)
Adjunct Lecturer - Elementary Science Lewis, Magda A.
BA (Waterloo), MA Ph.D (Toronto)
Associate Professor – Educational
Contexts

Lloyd, Susan Certed (Cambridge), Dip.Ed.M.A. (London) Coordinator, Alternate Toucher Accreditation Program for Teachers with International Experience, Adjunct Lecturer – Elementary Learness

Luce-Kapler, Rebecca B.Ed.,M.Ed.,Ph.D.(Alberta) Associate Professor – Language and Henocu

MacEachren, Elizabeth BNS (Lakehead), B.Ed. (Lakehead), M.Sc. (NarT Audubon Expedition Irot. and Lesley College). Assistant Professor

Mansfield, T.Dickson B.A.(Hora.), M.Ed.(Queen's) Adjunct Lecturer – Geography

Martin, Andrea
BA (Hons)(Smith College), MA (Sussex),
MSc (LSE), B.Ed., M.Ed. (Queen's)
Adjunct Lecturer – Elementary Language

McAndrews Brian McAndrews, Brian
B.A (Wisdoor), M.Ed (Queen's)
Acting Coordinator of Queen's/Trent
Concurrent Education Program,
Coordinator of Practicum
Seconded Lecturer – English

McDuff, Joan E. B.A.(Manitoba),M.Ed.(Queen's) Adjunct Lecturer – Elementary Mathematics

Moore, Barbara B.A.(Hons.)(London)
Adjunct Lecturer – Computers in
Education

Moore Daigle, Jacqueline BA (Lawenian) M Ed (OISE) Coordinator of Aboriginal Teacher Education Assistant Professor – Aboriginal Teacher Education

Mueller, Andréa B.P.E. (Ottawa), B.Jid. (Recento), M.A. (Victoria), Ph.D. (Beitish Columbia) Assistant Professor – Elementary

Munby, A.Hugh B.Sc.(St. Andrews), M.A.Ph.D.(Toronto) Professor – Curriculum

Faculty of Education 7

In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A. Corry, who since 1936 had been the Hardy Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Corry was named Vice-Chancellor and Principal. Principal Corry as acceeded in September 1966 by Dr. IJ, Deutsch who had a distin-Frincipal Corry was named Vice-Chancellor and Principal, Principal Corry was succeeded in September 1968 by Dr. J.D. Deutsch who had a distinguished career in economic research, in government service, in university teaching at both Queen's and the University of British Columbia, as Vice-Principal of Queen's from September 1959 to September 1963 to September 1965 to 1974. In 1984, Dr. Watts was succeeded by Britinguished economist David Chadwick Smith. A renowned scholar, teacher and government adviser on public policy, Dr. Smith Joined the Department of Economics at Queen's in 1969 and served as Department Head from 1968 to 1981. He completed two five-year terms as 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 then Vice-Principal (Academic) at McGill University.

Graduate work at Queen's University was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain programs provided the candidate land instalast studies in 1919, however, a Masier's program was et up requiring a year of two Nebeyond the service and the program was et up requiring a year of two Nebeyond the service and the program was et up requiring a year of two Nebeyond the service and the program was et up requiring a year of work beyond the service and the program was et up requiring a year of work b

the introduction of a new system of undergraduate studies in 1919, how-ever, a Master's program was set up requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work. In 1941, the Faculty of Arts organized a formal Committee on Graduate

Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Graduate Studies was established. In 1969, the

ies. In 1963 the School of Graduate Studies was established. In 1969, the School of Kraduate Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master's Degree in 1970, programs leading to a Master's Degree in Public Administration and in Urban and Reglonal 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 implemented. In 1997 the Ontario government established at Queen's a Faculty of Education for the purpose of providing professional training for teachers in the secondary schools in the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Covernment to extent the scope of the normal schools and to create in Toronto, the Ontario College for Teachers. The origins of the present Faculty of Education date from an agreement in 1965 between the University and the Province, establishing a professional school known as McArthur College of Education. The first teacher candidates were enrolled for the 1968-69 academic year. To symbolize the full

integration of the College into the University structure, it was soon decided to alter the nomenclature; in the spring of 1971, the College was formally designated as the Faculty of Education, Queen's University. The building designated as the recursty of Education, Queen's University. The building occupied by the Faculty is named in honour of Duncan McArthur, Head of the Department of History at Queen's University from 1922 to 1934, and subsequently Minister of Education for the Province of Ontario from 1940 subsequently sunsisted of Education for the Province of Onlano from 1940 until file death in 1943. In 1974 a graduate program leading to the MEd. degree was introduced. Also in 1971 candidates were admitted to a program leading to the Delpdam in Technical Education and qualification to teach in the technical Education and qualification to teach in the technical departments of secondary schools In 1973, with the closing of the Peterborough Techne Scollege and the Inself of the faculty to Queen's through an agreement with the Ministry of Education, the Fac-ulty of Education undertook an augmented role in the preparation of ele-mentary teachers. A Concurrent B.A./B.Ed. and B.Sc./B.Ed. program was mentary teachers. A Concurrent B.A./ B.E.d. and B.S.c. (B.Ed. program was instituted in 1975 whereby candidates pursue an Arts and Science degree concurrently with an Education degree. An earlier agreement with Irent University with respect to Concurrent Education was approved in 1974. Through this inter-university program, students pursue academic and education courses at Trent for three or four years and complete requirements for a Trent Arts and Ecience degree and a Queen's B.Ed. degree during the final year. A plut program with the University of Waterloo was instituted in Queen's University, though founded by a church, was dedicated to the

Queen's University, mougn tounded by a church, was dedicated to the nation. As its constituency expanded, its constitution was gradually broad-ened, until finally in 1912, as a result of an amicable arrangement between the Presbyterian Church and the Trustees of the University, an act was passed by the Dominion Parliament removing the last vestige of denomi-

June 2002 June 2002

Munro, Iain R.M. B.A.(McMaster), M.Ed.(Queen's) Associate Professor – Comparative and International Education, History and Citizenship Education

Myers, Marie J.
B.A.M.A., Doct.III c. (Strasbourg)
Associate Professor – Applied
Linguistics/Language and
Communication

O'Farrell, Lawrence B.A.(Queen's),M.A.(Arizona State),Graduate National Theatre School of Canada Professor – Dramatic Arts

Rees, Ruth
B.A.,M.A. (York),M.Ed.,Ph.D. (Teeco Associate Professor – Educational Administration

Roulet, R. Geoffrey B.Sc.,M.Math(Waterloo),B.Ed.(Queen's), M.Ed.(Toronis),Ph.D.(OISE) Associate Professor — Mathematics

Russell, Tom A.B.(Cornell,M.A.T.(Harvard), Ph.D. (Teconto) Professor – Science Education and Teacher Development

Schiralli, Martin G.

Associate Professor – Philosophy nPE(McMaster,).Dip Ed. (Western). M Ed. (Queen's).Ph.D. (Virginia). Associate Professor – Evaluation, Planning and Assessment Spots.

Associate Dean
Associate Professor – Educational
Administration and Policy Wilcox, Susan B.A.Sc(Guelph), M.Ed.(Brock), Ps.D.(Toronto Cross-Appointment with Instructiona Development Centre Associate Professor Smith, Howard A.
B.Sc.(New Brunswick), Ed. Dip. (McGill),
M.A., Ph.D. (Toronto)
Professor – Educational Psychology

Williams, Tom R. Smithrim, Katharine L. Mus Bach, Art Dip (Toronto), B.Ed. (Queen's), B.Sc. M.A (McGill), Ph.D.(Michigan) Cross-Appointment with School of Policy Studies h.D.(Eastman) Associate Professor – Music Professor – Educational Leadership and Policy Solar, Angela BFA, BEd (Queen's) Adjunct Lecturer – Elementary Visual

Wilson, Robert J.
B.Ed.(British Columbia), M.Ed.,
Ph.D.(Washington)
Professor – Measurement and
Evaluation

Professors Emeriti

Applegate, M.W. B.A.(McMaster), M.A.(Toronto) Bailey, J.C. B.A.(Queen's),M.A.(Syracuse) Balanchuk, M.L. B.A.(Queen's),M.Ed.(Toronto)

Crawford, D.H. B.Sc., M.A., M.Ed. (Glas

Freeman, R.M.
B.A.(Queen's),M.A.(Minnesota),
M.Div.(Princeton),Ph.D.(Harvard)

Grime, A.R. ser) M Ed (Townsto): Ed D.

Hennessy, P.H. B.A.(Queen's) Holomego, H. B.A.B.P.H.E.(Queen Od.M.A.(Western

Horwood, R.H. B.A.,M.Sc.(Queen's) King, A.J.C. BPE (British Columbia),M.Sc.(U.C.L.A.), Ed.D.(Toronto)

King, C. B.Ed. M.Ed. (Saskatcheward, Ph.D. (Calgary) Loney, D.E.

Massey, D.A. M.A.(Cambridge), M.A.T.(Yale), Ph.D.(Queen's)

Mellor, W.J. B.A.B.PH.E.(Queen's),M.S.(Cregon) Miller, Larry A.

B.A. (Thiel College), M.A. (Duquesne), Ph.D.
(Alberts)

Olson, J.K. B.A.,B.Sc.(Queen's),M.Ed.(Toronto) Dip.Ed.(Bristol),Ph.D.(Birmingham

Park, P.B. B.A.(Western), M.Ed.(Toronto)

Peruniak, W.S. B.A.(Queen's), M.Ed.(Toconto), Ph.D.(International College, Los Angeles Pratt, D.
BA,MA (Oxford),MA,Ph.D.(Toronto)

Robertson, A. B.A.B.P.H.E. (Queen's), M.A. (University of the Pacific)

Samuda, R.J. B.A.M.Ed.Ph.D.6 Talesnick, I B.A.M.A. (Toronto

Thompson, L. B.A.(Toronto),M.A.(Roc Watson, P.H.

The Faculty of Education

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncar McArthur Hall. This well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. 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 book and periodicals. Associated with the library is an excellent media resource and periodicals. Associated with the library is an excellent media resource and periodicals. Associated with the library is an excellent 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 theather-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, a visual extraction, for both day and resident students. Modern labs, a visual arts studio, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities.

most suspects round out the teaching facilities.

Adjacent to and physically connected to Duncan McArthur Hall is Jean
Royce Hall, a co-educational residence with accommodation for 576 students. Single rooms are arranged in groups of twelve, each group having
its own lounge and kitchen for light food preparation, Jean Royce Hall has
twelve 'houses', each named after Queen's men and women whose distinguished careers have thus left their stamp on the lives of young Queen's
peocole.

people.

Seven of the 'houses' nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, 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 interaccampus where students and staff meet informally, for the social interac-tion which is one of the characteristic features of this faculty, list north of Duncan McArthur Hall is John Orr Tower, a 16-storey high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Fortsmouth, and the harbour site of CORK (Canadian Olympics Regatta, Kingston). Students are able through the integrated building complex to become part of a very closely knit faculty where all the resources are at hand for effective teacher education. Duncan McArthur Hall has become a little campus in itself, a very human place which combines living and learning. Administrative Staff 2002-03

Bruno-Jofré, Rosa Licenciada en Historia, Profesora en Historia (U.Nacional del Sur, Argentina), Ph.D. (Calgary Dean, Faculty of Education

Whitehead, LeRoy E.
B.Ed, Dip.Ed, M.A., Ph.D. (Calgary)
Associate Dean Moore Daigle, Jacqueline B.A.(Laurentan),M.Ed.(OSE) Coordinator of Aboriginal Teacher Education

McAndrews, Brian BA. (Windser), M.Ed. (Queen's)
Acting Coordinator of Queen's/Irent
Concurrent Education Program
Coordinator of Practicum

Acting Coordinator of Technological Education

Krugly-Smolska, Eva T.
B.S., B.Ed. M.A., Ph.D. (Tecento)
Coordinator of Graduate Studies and
Research

Roulet, R Geoffrey B.Sc.,M.Math(Waterloo), B.Ed.(Queen's),M.Ed.(Toronto),Ph.D.(OISE) Coordinator of Mathematics, Science and Technology Education Group

Coordinator of Continuing Teacher Education

Lloyd, Susan Cert Ed (Cambridge), Dip Ed ,M.A (London) Co-ordinator, Alternate Teacher Accreditation Program for Teachers with International

History 3

Casey, Sandra S. B.A.(Michigan State), M.Ed., M.P.A. (Queen's), B.L.S., Ed.D.(Toronto) Education Librarian

Reed, Brenda B.A.B.Ed, M.A.M.L.S.(Western Public Services Librarian Lynch, Donna B.A., B.Ed. (Queen's), M.L.S. (Torceto) Coordinator of Teacher Resource Centre

Barclay, Lynda Administrative Assistant to the Dean

McCourt, Stephen CA Budget Manager

Perkins, Brian Dip.Tech.Ed.(Queen's) Administrative Supervisory Assistant – Technological Education

Peters, Cindy Assistant Faculty Registrar Poole, Lynne C. B.A.(Queen's) Faculty Registrar Travers, Alan B.A.M.Ed.(Queen's) Placement Coordinator

B Faculty of Education

Stairs, Arlene B.Sc.(McGill),M.A.(Goddard College), Ph.D.(Carleton) Associate Professor - Psychology of

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Faculty of Education

June 2002

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Faculty of Education 5

selected must be Dramatic Arts, Music or Visual Arts. In addition, applicants for admission to the Artist in Community Education program may be invited for an interview.

Format

Candidates in Artist in Community Education complete all the components as required for the Primary-Junior or Intermediate-Senior option. The Fall term practicum is spent in regular school settings. In the Winter term, the three-week February/March practicum is spent in a situation related to the artist's field such as artist-in-residence in a local school, working as an apprentice in an educational office in an Ontario gallery or heater, preparing an Arts program for implementation in the Faculty and local schools, or serving as an animator in a community-based theatre

Early Primary Education (IPE)
The Early Primary Education program track is intended for candidates wishing to qualify to teach in the Primary and Jurior divisions, who have a special interest in teaching at the early Primary level (Kindergarten and Grades 1/2). Candidates in Early Primary Education complete all the components required for Primary-Junior certification. In addition, the following features allow candidates to focus upon learning in the early Primary

- An alternate practicum in an early Primary classroom during the winter
- Opportunities to share ideas and resources with teacher candidates who have extensive knowledge and experience of teaching and learning in the early Primary grades;

 the early Primary grades;

 The program takes an integrated approach to learning, and course work reflects this.

Admission Applicants for Early Primary Education must meet the regular admission requirements for all candidates applying to the Primary-Junior program option. In addition, EPE applicants are required to complete a questionnaire and use the complete a questionnaire and examined to experience, which have an early childhood or contentation.

Outdoor and Experiential Education (OEE)

Outdoor and Experiential Education (OEB The Outdoor and Experiential Education Program Track is intended to facilitate integration of conventional teacher education and preparation for leading dynamic school and community-based outdoor, nature-oriented education activities. Courses are based on experiential education heavy with emphasis on methodologies appropriate to a variety of environmental contexts and to all teaching subjects. Also considered are skills required to develop, propose, organize, faciliate, operate and evaluate various outdoor experiential education programs.

Ambiguorian must meet the regular admission requirements for all B.Ed. can-didates applying to the Primary-Junior or Intermediate-Senior options. Concurrent candidates also may be included within the OEE program track if they meet the admission criteria. Applicants should have education and work experience that would enable them both to contribute and profit

14 Education Programs

from OEE. A strong academic discipline is an advantage. Career interests with a service orientation and readiness to teach in settings whose values draw on humanistic foundations are seen as destable. In addition to grades and completion of a Personal Statement of Experience, the readiness of applicants will be assessed by a resume, letters or ference and other documentation, such as the creation of an artifact that represents them. Candidates are required to law eurent certificates in cardiopulmonary resuscitation, standard first aid and an aquatic-based life asving (or equivalent) before graduation. It is an advantage to have these certificates on admission.

Outdoor Education candidates are required to take FOCI 260, EDST 417 and 442, which with other required courses makes a total program weight of 5.5 or 6.0 credits. In addition, the three Outdoor Education courses have additional charges for food, transportation and special equipment use.

Educational Studies courses in Outdoor and Experiential Education are normally available within the regular Consecutive and Concurrent programs for candidates not enrolled in the OEE track.

Application for Admission - Consecutive Program

Application to all faculties of education in Ontario is made through the Ontario Universities' Application Centre (OUAC) at Guelph. Candidates apply on-line through the Application Centre's westies: Applications must be submitted by the deadline date in December, and offers of admission are made in early April. Applications thust submit all necessary documentation to reach the Faculty Registrar, Faculty of Education by the deadline date for molicination to the Company of the Compan date for application.

case for application.

Each 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 requirements

for admission.

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 Faculty Registrar.

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

Equity Admission

For a designated number of places in the Bachelor of Education/Diploma in Education program, preference will be given to members of Aboriginal/First Nations People, racial, ethno-cultural, and differently-abled groups, currently underrepresented in the teaching profession; the number will be determined each year by the Admissions Committee.

June 2002

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Programs Leading to the Bachelor of Education Degree or the Diploma in Education

The Faculty of Education offers a one-year post-degree consecutive program leading to the Bachelor of Education degree or the Diploma in Education. The program also leads to recommendation to the Ontario College of Teachers for the awarding of the Certificate of Qualification as a teacher, which qualifies the holder to leach in the publicly supported schools of

Ontario:
Additionally, concurrent teacher education programs are offered at Queen's and in co-operation with Trent University, whereby candidates may take Education courses concurrently with Arts and Science courses. There is also a joint program with the University of Waterloo.

Program Options

PRIMARY-JUNIOR

PRIMARY-JUNION
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).

INTERMEDIATE-SENIOR

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

TECHNOLOGICAL EDUCATION

10 Education Programs

TECHNOLOGICAL EDUCATION
The Technological Education program option prepares candidates to be technology educators in Grades 9 and 10 of the Intermediate division and the Senior division (Grade 11 and 122). There is a demand for competent technological education 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 emphasis on broad-based technologies, are then than specific skilled technologies. Qualification is normally granted in one broad-based technologies and the state of the state o

cation is normally granted in one broad-based technology at both the basic and advanced level. Upon completion of the program, candidates who hold a university degree will receive a Bachelor of Education degree and the Certificate of Qualification. Candidates who hold an Ontario Secondary School Diploma (OSSD) or a College of Applied Arts and Technology (CAAT) diploma or equivalent will receive a Diploma in Education, as well as the Certificate of Qualification.

The Technological Education option is offered through two routes, each route aimed at a designated audience: One route is the full-time Fall/Win-

ter program. The other route is the Summer Internship. The Internship route is designed for teachers who are employed by Boards of Education and are teaching on a Letter of Permission, but are not qualified teachers. The Internship is offered over two full summers and candidates teach in schools during the intervening year.

Queen's University is the only Ontario university with a technology lab

and a technology computer lab

Admission Requirements
Application for the Lime Fall/Winter program is made through the Ontario Universities' Application for the Internship program are available from the Technological Education Office, Faculty of Education, Queen's University in mid-January.

Education, Queen's University in mid-January.

The following admission requirements are generic to both Technological Education routes, and are based on the Teachers' Qualifications Regulation under the Ontario College of Teachers Act, Regulation 184:

a the holding of an Ontario Secondary School Diploma or the successful completion of courses that are considered by the College to be the equivalent of such a diploma;

by proof of competence in the area or areas of technological studies selected as options in the program of professional education;

cone of the following:

 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 professional education:

to a test of technological studies seedered as options in the program of pre-fessional education;

2 a combination of education related to the area or areas of technological studies selected as options in the program of professional education that 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 sixteen months of which is continuous employment;

3. at least 3700 hours of wage-earning experience and successful comple-tion of a post-secondary education program acceptable to the College that includes at least twenty-four months of academic studies, if the wage-ear-ing experience and the educational program are related to the area or areas of technological studies selected as options in the program of professional education.

education.

The areas of technological studies available at Queen's are Communi-cations Technology, Construction Technology, Hospitality Services Tech-nology, Manufacturing Technology, Personal Services Technology, Technological Design, and Transportation Technology.

The Internship route has several additional entrance requirements as

a a copy of the candidate's Letter of Permission (a Ministry of Education and Training document);
b a letter from the school of employment confirming the candidate's

a letter from the school of employment caching experience;
 a completed Principal's Evaluation Form(a Queen's University document);
 d a letter from the school of employment providing proof of a teaching position for the internship during the intervening year.

Education Programs 11

English Language Requirement

Candidates must be competent 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 Admissions Committee that their knowledge of the English language is adequate for them to pursue their professional studies accessfully.

Permanent residents and candidates on student visas, who have been resident in Canada or another English-speaking country for less than three years as of the month of the term in which studies are to begin, must

achieve a satisfactory score on one of the following tests of facility in Eng-lish: TOEFL (minimum score of 580 paper-based, 237 computer-based); IELTS (minimum score of 7) and MELAB (minimum score of 90).

Normally examinations and assignments are to be submitted in Eng-lish, except where the Reculty 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 Brighish.

Admission Requirements - Consecutive Program

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.Ed. program. Candidates offering a three-year degree must have a "3 average on all passed undergraduate courses (the average is calculated as of the application deadline date). Preference will be given to those candidates who will have completed the requirements for an honours degree or wenty full-year university recities by mid-May. Further preference may be given to candidates who will have completed the requirements for a graduate degree or a community college diploma by mid-May.

To be eligible for admission to the Diploma in Education in Technological Education program, applicants must have completed the requirements for the Ontario Secondary School Diploma or equivalent by the middle of May preceding proposed Education enrolment.

All applicants are asked to submit a Personal Statement of Experience relevant, in the broadest sense, to teaching. The statement must be well relevant, in the broadest sense, to teaching. The statement must be well

Au appicants are assect to summit a Personal Statement of Experience relevant, in the broadest sense, to teaching. The statement 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 statement, and c) academic status. Equal weight is statched to b) and of the properties of the proper

Specific Requirements

Printary-JUNION
Preference will be given to applicants who have a half-year or semesterlength course in psychology, sociology or anthropology.
Preference will also be given to applicants who have an OAC, Gr.12 University or Gr.12 University College course, or equivalent, or a full-year
(or two half-year) university course in each or any of the following areas:
1) language or linguistics, 2) mathematics, 3) physical or natural science,

visual or performing arts. (Equivalence may be granted for demonstra-ble and extensive experience in any of the above areas.)

INTERMEDIATE-SENIOR

Preference will be given to candidates who have a half-year or semester-

Preference will be given to candidates who have a half-year or semester-length university curse in psychology, sociology or antinopology or antinopology or antinopology or antinopology or antinopology. Demistry Com-puter Science, Darmatic Arts, and the property of the

A full-year course in Canadian history is required for the selection of

1 A full-year course in Canadian history is required for the selection of History as a teaching subject.
2 Applicants may not select both Music-Instrumental and Music-Vocal as teaching subjects.
3 Applicants for Biology must offer in their preparation at least one full-year course with a major absorbary component from a university biology department. Other courses, though not necessarily designated Biology, should include topics in both plant and arinal (invertebrate and vertebrate) biology. No more than one course in human biology or biochemistry will be counted.
4 Applicants selecting Chemistry as a teaching subject should offer a full-war course equivalent in introductory chemistry and other courses which

4. Applicants selective in Chemistry as a teaching subject should ofter shull-year course equivalent in introductory chemistry and other course which include topics in organic, analytical physical chemistry. One full-course equivalent in biochemistry is acceptable.
5. The propriet of the propriet is a teaching subject must include in their preparation one full-year or equivalent university course in comprehensive studio practice (including drawing full-year or equivalent survey and for three-dimensional 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 considered for admission. In addition, it is suggested that applicants have one strong overall grammar review course at a minimum second year level, one comprehensive literature course, and one oral communication course.

7 Applicants selecting Dramatic Arts as a teaching subject must include in their preparation one full-year or two half eyear practical studio courses (acting or directing) and at least one half or semester-length course in the-

Technological Education
Admission to Technological Education requires the candidate to have completed already the requirements for the Ontario Secondary School Diploma, or equivalent, by the middle of May prior to the commencement off the program. In addition to meeting the academic requirements for admission to Technological Education, applicaments must present evidence of five years of related work experience or combination of work experience and postondary education totaling five years. An interview may be required for Technological Education applicants.

Both Technological Education routes follow the same admission proceour recursoring actuation routes tollow the same admission proce-dures. First, applicants complete the appropriate application form and sub-mit all required documents by the due dates. Following receipt of all documents, Queen's University faculty and an admission so committee will review all applications. A selected number of applicants may be invited to

Formal

Candidates in the Technological Education option complete all components as required. A mandatory Program Focus course, POCI 213, Broad-Based Technological Education, is taken. The proof of competence required by the Ontario College of Teachers is completed as part of this course.

In the Fall term, candidates do an extended school practicum in a technological education classroom, as well as beginning Curriculum and other courses in the periods of attendance at the Faculty of Education. In the Winfer term, candidates continue with courses at the featily and complete the control of the periods of attendance at the Faculty of Education in the Winfer term, candidates continue with courses at the featily and complete control of the Course of th logical competence and acquire further technological skills. There is a three-week practicum in an alternate setting and a further three-week school placement in March/April.

Program Tracks

The following program tracks are available in the Faculty of Education leading to the Bachelor of Education degree or the Diploma in Education.

Aboriginal Teacher Education (ATE)

Abrilia include consideration (ME). This unique program track provides an opportunity for candidates to specialize the abrilia of the abrilia delication, and is intended for Abordginal endication, and is intended for Abordginal candidates to Upon completion, candidates holding a previous university degree Upon completion, candidates holding a previous university degree reaction as the abriliance of Qualification of Education degree and the Certificate of Qualified the other abriliance of the Primary and Junior or Inter-tion as a teacher, allowing them to teach in the Primary and Junior or Inter-tion as a teacher, allowing them to teach in the Primary and Junior or Inter-tion as the Primary and Junior or Inter-tion as a teacher, allowing them to teach in the Primary and Junior or Inter-tion and Primary and Prima mediate and Senior divisions, depending upon their program option.

Candidates of Aboriginal ancestry who hold an Ontario Secondary School

Diploma (OSSD) or equivalent are eligible to receive the Diploma in Education and the Certificate of Qualification, allowing them to teach in the

cation and the Certificate of Qualification, allowing them to teach in the Primary and Junoir divisions.

The Aboriginal Teacher Education (ATE) program track is constituted 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 student-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 (FOCI 201), and practicum placements in First Nations schools, At the present time, the Diploma program is available only in the community-based option.

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

ATE has an admission policy which incorporates the following special

features:

a candidates may complete some prerequisites to admission as exit requirements 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 functionally in an Aboriginal language;

d affirmative action is employed in the provision that candidates for the Diploma of the Company of the Com

Format

Candidates in ATE complete all components of their selected program option, Primary-Junior or Intermediate-Senior. They take PCCI 201, Abordinal Teacher Education, and are placed in a dedicated section, when possible, of PROF 190/191, Theory and Professional Practice. Community-based courses are adapted to include Abordigated content. Community-based candidates are placed in Abordigated schools for a portion of the teaching practicum. Extended practicums for the campus-based candidates are sense of the programment of the programmen

Artist in Community Education (ACE)
The Artist in Community Education track is designed to integrate a conventional teacher education program with preparation for employment as an arts educator within the traditional school environment or within the broader context of community arts education. 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 in this broadened context. There is a demand competent arts educators in both public and private adult education processed to the context of the artist in the competent arts and the competent arts educators in both public and private adult education processed in the context of the context of the context of the context of the competent arts.

Artist in Community Education is designed to provide the needed

recreational facilities.

Artist in Community Education is designed to provide the needed exposure to a professional arts education environment to prepare the artist to work with the community. It is intended for teacher education 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 community.

Applicants for Artist in Community Education apply through the Ontario Universities' Application Centre. The requirements for admission are the same as for admission to the Primary-Junior and Intermediate-Senior options. For Intermediate-Senior, the first of the two teaching subjects

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CONCURRENT INTERMEDIATE SENIOR COLURGE STRUCTURE OFFICE ASSESSMENT

Year 1		LATOR COURSESTRUCTURE (NEW	2002)
(Fall) (Winter)	PROF 110 PROF 115 PRAC 111	Introduction to Teaching Introduction to Curriculum Experiences in Schools I	0.25
Year 2		S. C.	0.2
	PROF 130 PRAC 131	Professional Development Experiences in Schools II	0.25
Year 3			0.0
	PROF 101 PRAC 136	Critical Issues and Policies Experiences in Schools III	0.5
Final Year		and the same of th	Other
	CURR FOUN EDST or FOUN FOCI PROF 191 PRAC 190	Elective Elective Elective Theory and Professional Practice Practicum	2.0 0.5 0.5 0.5 0.25 1.0
AN ADDRESS ASSESSMENT ASSESSMENT	- Charles and the same		

INTERMEDIATE-SENIOR TRANSITION PLAN

Candidates entering year 1 of the program in the fall of 2002 will begin the new program.

ates entering year 2 of the program in the fall of 2002 will take Candidates entering year 3 of the program in the fall of 2002 will take PROF 130 Professional Development and PRAC 136 Experiences in Schools

III.

of Candidates entering the final year of the program in the fall of 2002 (and 2003 in the case of those taking the honours year in 2002-2003) will take two intermediate-senior CURR courses, one FOUN elective, one EDST or a second FOUN elective, one FOCI elective, PROF 100, PROF 191, and PRAC 191.

FOUN elective, one FOCI elective, PROF IOD, PROF 191, and PRAC 190. Preregulates to Final Vear - Concurrent Program
Candidates entering the final year of the Concurrent program must neet certain prerequisites according to the program option selected. These pre-requisites are detailed in the Queen's Concurrent Fastis or Education Handbook on the Queen's Handbook of the Concurrent Handbook of the Queen's Handbook of the Queen's Concurrent Handbook of the Concurrent Handbook of the Concurrent Handbook of the Concurrent Handbook of the Queen's Handbook of

Continuation in the Concurrent Program
Academic progress will be reviewed at the conclusion of each year in Arts
and Science. Candidates placed on academic probation by the Faculty of
Arts and Science at Trent or Queen's 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

22 Education Programs

June 2002

the Bachelor of Education program requires an overall B average on all passed Arts and Science courses for those candidates who have completed as three-year degree. Candidates who have completed an honous degree or a three-year degree plus five additional courses for a total of twenty credits are not required to meet the B minimum. Concurrent candidates are expected to complete both Education and Arts or Science degrees within six years of their first enrolment in the Concurrent program.

Queen's Concurrent Teacher Education in Mathematics and Science (MAS)
This program is not accepting new applicants in 2002. Program information for those already admitted to the MAS program is available on the
Education website at www.educ.queensu.ca/programs.

Joint Queen's/Waterloo 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-OpMathematics and Science programs with the Queen's Bachelor of Education program. Waterloo students may obtain information about teaching
ordion programs at that Visuation for the University of the Control Program of option programs at their Waterloo faculty offices.

Concurrent program components are subject to change without notice.

Certification

Carduates are recommended to the Ontario College of Teachers to be awarded the Certificate of Qualification as a teacher and to become members of the College. Lond application to the College. Condidates must submit a negative tuberculin test result or a normal chest x-ray administered during the program year or within one year prior to application to the College. Another document required for certification and College membership is a criminal record check, obtainable from a police department.

The Certificate of Qualification shows teachers' previous academic degrees as well as the divisions in which they are qualified. The Intermediate-Senior and Technological Education teaching subjects are also listed.

The Ontario Ministry of Education has announced that it plans to begin testing all newly graduated teachers in the spring of 2002. The Faculty must disclaim any responsibility for its graduates' success or failure in this

Additional Qualifications

Holders of the Certificate of Qualification may earn additional qualifica-tions and these will be entered on a revised Certificate. 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/Winter terms at Queen's and other faculties of education. For further information, please refer to the section in this Calendar on Continuing Teacher Education.

June 2002

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

Consecutive Program Components

To qualify for a Bachelor of Education or Diploma in Education candidates must complete a program having the equivalent of five credits made up of courses in Curriculum, Educational Studies, Foundations, Professional Studies, Program Focus, and Practicum.

Candidates must complete the equivalent of 2.5 (Primary-Junior) or 2.0 (Intermediate-Senior) credits in Curriculum.

Primary-Junior candidates must complete at least one half-credit elective from the Educational Studies, Foundations, or Program Focus area, Intermediate-Senior candidates complete two half-credit electives—one from the Program Focus area and one from the Educational Studies or Foundation.

Foundations
Candidates must complete one half-credit course in Foundations.

Professional Studies
Candidates must complete one half-credit in Professional Studies, comprised of two required quarter credit courses, PROF 100, Critical Issues and
Policies, and PROF 190/191, Theory and Professional Practice.

Practicum
All candidates take PRAC 190, which consists of a ten-week school placement in the Fall term, a three-week alternate placement in the Winterterm, and a further three-week school placement in March/April.

Program components are subject to change without notice.

Intermediate-Senior Components

Primary-Junior Components

CURR 358 (0.5) Language CURR 358 (0.5) The Arts CURR 383 (0.5) Mathematics CURR 385 (0.25) Social Studies

(0.5) Language

CURR 387 (0.5) Science and Technology CURR 395 (0.25) Physical and Health Education

Professional Studies
PROF 100 (0.25) Critical Issues and Policies

PROF 190 (0.25) Professional Practice

TOTAL REQUIREMENT FOR PRIMARY-JUNIOR

One course to be selected from EDST, FOCI, or FOUN

Practicum
PRAC 190 Final Year Concurrent and Consecutive Practicum

Program components are subject to change without notice

Curriculum CURR 355

Curriculum Two teaching subject courses 2.0 credits 0.5 credit One course to be selected from EDST or FOUN 0.5 credit Program Focus 0.5 credit Professional Studies
PROF 100 (0.25) Critical Issues and Policies
PROF 191 (0.25) Professional Practice 0.5 credit

Practicum TOTAL REQUIREMENT FOR INTERMEDIATE-SENIOR

PRAC 190 Final Year Concurrent and Consecutive Practicum Program components are subject to change without notice.

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0.5 credit

0.5 credit

0.5 credit

1.0 credit

1.0 credit

5.0 credits

Courses

Course Weight and Numbering

Weights are assigned as full, half, or quarter credits. The course weight fol-lows the course number preceded by an oblique. For example, CURR 303/1.0 is a full course; FOUN 465/0.5 is a half course; FOW 190/0.25 is a quarter course. The course number (e.g. 303 or 465) does not denote any

Curriculum

PRIMARY - JUNIOR

There is an overall \$64 learning materials charge for Primary-Junior Cur-

CURR 355/0.5 Language and Literacy: Development and Practice (Primary-Junior)
Intended to foster an understanding of the role of language in learning. Intendent to toster an understanding of the role of language in learning. Participants acquire an awareness of language development and the impli-cations of this understanding for curriculum planning. Candidates become familiar with Ministry of Education and Training guidelines as well as teaching strategies and materials reflecting current practice in the language arts. Teacher candidates are necouraged to develop a personal philosophy of language arts education based on selected professional readings, course-work, and observation of children in whook, work, and observation of children in schools.

CURR 358/0.5 The Arts (Primary-Junior)

The arts present unique and powerful ways of learning, knowing, creating and expressing. As such, they have a critical role to play in education. This course prepares teacher candidates to include drama, music and visual art in the curriculum.

In the curreculum.

CURS 330.75. Elementary Mathematics (Primary-busior)
Designed to help beginning teachers to i) examine how children learn
mathematics; iii) teache an positive attitude toward and an interest in mathematics; iii) teach mathematics with problem solving as the primary focus
iv) understand the elements of planning and assessing a comprehensive
mathematics curriculum; and v) establish a classroom environment that
supports children's learning of mathematics. Models experiences that help
teacher candidates to construct personal knowledge of mathematical techniques, skills and processes through meaningful opportunities to learn
(including the application of information technology).

CURR 385/0.25 Social Studies (Primary-Junior)

Provides teacher candidates with the opportunity to enhance skills, attitudes and understandings to enable them to teach, learn and function as informed

citizens in a culturally diverse society and world. Candidates explore ways to study communities, heritage, history, and geography, using the Ontario curriculum documents and a variety of strategies and resources.

CURR 387/0.5 Science and Technology (Primary-Junior)
Learning to teach elementary science and technology are explored through
a variety of approaches including student-centred learning, problem-based
learning, use of hands-on activities, and integrated learning experiences.
Teacher candidates become familiar with the science and technology curriculum mandated by the Ministry of Education. Candidates are encourreculum reachers of the complex of the complex forms of educational research with Classroom aged to combine knowledge of educational research with classroom experiences in order to become effective teachers. A major focus is for teacher candidates to develop the ability to become reflective practitioners.

CURR 395/0.25 Physical and Health Education (Primary-Junior)

CURR 395/0.25 Physical and Health Education (Primary-junior)
Provides teacher candidates with the opportunity to develop understandings, skills and attitudes to effectively teach physical and health education
and to help children develop an active, healthy lifestyle. Candidates
become familiar with Ministry of Education curriculum documents and a
variety of teaching/learning strategies and resources.

INTERMEDIATE SENIOR

CURR 301/10. Science – Biology (Intermediate-Senior)
Familiarizes candidates with science subject matter taught at the Intermediate/Senior levels in science and biology. Provides candidates with theoretical and practical aspects of implementing current curriculum guidelines, including exploration of a variety of teaching strategies along with laboratory-based learning. Candidates are expected to exhibit a degree of self-directed learning. Learning and lab materials \$20.

CURR 305/1.0 Science - Chemistry (Intermediate-Senior

CURR 3957.10 Science - Chemistry (Intermediate-Senior) Provides an introduction from a chemistry focus to the theoretical concepts and practical skills necessary for successful and effective teaching of Inter-mediate-Senior science. Cultizing a curriculum framework to explore the nature of science, science teaching, and learning, this course includes an examination of science content, teaching startegies (including laboratory work and diemonstrations), and ways of enhancing students' understand-ing; In addition, emphasis is placed upon lesson planning, meta-cognition, evaluation, and the internetionality plans between science, technology, and society. Learning and lab materials \$20.

CURR 309/1.0 Computer Science (Intermediate-Senior)
Preparse candidates to obtain a Computer Science qualification and to teach
courses in computer and information science and computer engineering
technology. Topics: Ministry expectations; College of Teachers standards of
practice; philosophy of teaching computer studies; teaching strategies;
designing and developing course outlines, units, lessons, assessment strategies, and teaching and learning resources; teaching problem-solving and
programming: project work; organizing computing facilities; ongoing professional development.

CURR 311/1.0 Dramatic Arts (Intermediate-Senior)
Concerned with the theory and practice of drama in education. Candidates explore the use of personal resources in dramatic expression and develop

Technological Education Components

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		2.0 credits
Elective One course to		0.5 credit
Foundations		0.5 credit
Program Focus FOCI 213	Broad-Based Technological Education	0.5 credit
PROF 100 (0	dies 25) Critical Issues and Policies	0.5 credit
	CURR 367 (1 CURR 368 (1 Elective One course to Foundations Program Focus FOCI 213 Professional Stur PROF 100 (0	CURR 367 (1.0) Teaching Technological Education CURR 368 (1.0) Curriculum Development in Technologic Blective One course to be selected from EDST or FOUN Foundations FOCI 213 Broad-Based Technological Education Professional Studies FOSE 100 (2.52) Critical Issues and Policies

Practicum PRAC 190 PRAC 190 Final Year Concurrent and Consecutive Practicum TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION 5.0 c Note

Program components are subject to change without notice.

Concurrent Teacher Education

Concurrent Teacner Education

In co-operation with the Faculties of Arts and Science at Queen's University and al Trent University and Peterborough, a concurrent teacher education program is offered whereby candidates complete Education courses concurrently with their Arts and Science courses. Concurrent degrees normally are BLA, AE&J, BA, Cheours) / BEA, BEA, BA, BEA, BA, Cheoursent House some properties, the Concurrent program has the advantages of clarifying vocational interest, sharpening awareness of issues inherent in teaching and learning, and achieving better integration of academic and professional studies. From the initial year candidates are provided with in-shool experiences which form the basis of theoretical studies. The Education portion of the program is developmental in nature, culminating in sixteen weeks of teaching practicum in the final year.

practicum in the final year.

Application for Admission - Concurrent Program

Candidates in the final secondary school year or equivalent, apply through the Candidates in the final secondary school year or equivalent, apply through the Trent Universities' Application Centre for Queen's University or for Trent University. Application materials may be obtained from OUAC or from the candidate's secondary school. Some candidates may apply on line through the Application Centre vs website. Applications was reach the Application Centre by the deadline dates stated in the application materials. Application to the Concurrent Education program is made at the same time as application to Aris and Science.

Admission Requirements - Concurrent Program

Admission Requirements - Concurrent Program

Admission is based on the equal consideration of academic and teachingrelated background of all candidates. Prerequisite courses are the same as
those for entrance into either the Bachelor of Arts or the Bachelor of Science
program at Queen's.

1.0 credit

5.0 credits

Program Components and Format
The Concurrent B.Ed. degree requires the successful completion of 7.0 credits in Education. The practicum includes at least seven weeks of school placement in the first three years, and sixteen weeks of school-based and alternative practicum in the final year.

Candidates will select either the Primary/Junior or the Intermediate/

Senior program at the end of first year.

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

CONCURRENT PRIMARY ILINIOR COURSE STRUCTURE OFFI

CONCORRENT PRINTERI-JUNIOR COURSE STRUCTURE (NEW 2002)						
	Year 1					
	(Fall)	PROF 110	Introduction to Teaching	0.25		
	(Winter)	PROF 115	Introduction to Curriculum	0.25		
		PRAC 111	Experiences in Schools I	0.25		
	Year 2					
		CURR 395	Physical and Health Education	0.25		
		PRAC 116	Experiences in Schools II	0.5		
	Year 3					
		PROF 120	Critical Issues and Policies	0.5		
		PRAC 121	Experiences in Schools III	0.25		
	Final Year		A CONTRACTOR OF THE PARTY OF TH			
		CURR	All remaining CURR courses	2.25		
		FOUN	Elective	0.5		
		EDST or FOUN	Elective	0.5		
		FOCI	Elective	0.5		
		PRAC 190	Practicum	1.0		

PRIMARY-JUNIOR TRANSITION PLAN

PROMAPJUNION RANSHINON PLAN
C and didate sentering year 1 of the program in the fall of 2002 will begin
year 1 of the new program.

C andidates entering year 2 in the fall of 2002 will take PROF 115/0.25
Introduction to Curriculum in the fall term of 2002, CURR 395/0.25 in the
winer term of 2002, CURR 395/0.25 in the
winer term of 2002, CURR 395/0.25 in the
winer term of 2003, CURR 395/0.25 in the
winer term of 2003, CURR 395/0.25 in the
winer term of 2003, CURR 395/0.25 in the
fall term of 2002 will take PROF 115/0.25
Experiences in Schools III in the fall term of 2002 and PRAC 121/0.25
Experiences in Schools III in the fall term of 2002 and PRAC 121/0.25

Introduction to Curriculum in the fall term of 2002 and PRAC 121/0.25 Experiences in Schools III.

Candidates entering final year in 2002 (and 2003 in the case of those taking their honours year in 2002-2003) will take all remaining CURR course requirements, FOUN elective, EDST or FOCI elective, PROF 100, PROF 190 and PRAC 190.

24 Courses

June 2002

20 Education Programs

lune 2002

Education Programs 21

10 projects and project reports. Grade 11 or 12 community-based project, project reports, part of a course profile, and an assessment package. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials \$10.

CURR 379/1.0 Visual Arts (Intermediate-Senior)

CURX 2794 Visual Arts (intermediate-Senior) and concerned vibration. Candidates explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and federated in the visual education as well as many concerned to the control of the control of the control of the visual education as well as many control of the visual education as well as many control of the visual education as well as well as the control of the visual education as well as well as the visual education as well as the visual education as well as well as the visual education as well as the visual education as well as well as well as the visual education as well as w hay to acquire processors seems received to each art in transform schools as well as alternate educational settings. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice. Learning materials \$15.

CURR 398/0.5 Curriculum Development in Technological Education, Part 1
(Technological Education Internalis) students only)
The ability to teach effectively depends to a large extent on a teacher's ability to organize a course with regard to long and short term planning. A
teacher's philosophy of education influences the way he or she organizes a course around subject content, cultural and societal needs, or learner needs, to name a few possibilities. A philosophy of technological education is developed and used as the foundation for curriculum development in is developed and used as the foundation for curriculum development in the candidate's subject area. Historical events in Canadian technological and vocational education are examined to further develop a philosophical perspective. Learning theories; an examination of the role of technology in society; preferred curriculum and teaching approaches. Issues of project management, planning, completion, and reporting through the completion of student-tentred projects. Development of project reports. Grade darks of Protect and project reports. Course expectations reflect the Standards of Protect the Standards of Protect and project reports. Course expectations reflect the Standards of Protect and project reports. Course expectations reflect the Standards of Protect and project reports. Course expectations reflect the Standards of Protect and Protect reports. Course expectations reflect the Standards of Protect and Protect reports. Course expectations reflect the Standards of Protect and Protect reports. Course expectations reflect the Standards of Protect and Protect reports.

CURR 399/0.5 Curiculum Development in Technological Education, Part 2
(Rechnological Education Internship students only)
Teacher candidates extent of their experiences from Part 1 to link the community to school technological education programs. Grade 11 or 12 community-based projects, project reports, part of a course profile, and an assessment package. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers.
PREREQUENT CURR 398

Educational Studies

Educational Studies courses are intended to develop professional knowledge and skill in specialized areas at the operational level.

EDST 406/03. Open Country Explorations or even.

(PJIS)
An activity-based introduction to outdoor education, this course involves a progressive sequence of challenges in a variety of all-weather outdoor settings. Activities adjusted to suit all readmess levels, but occur in various outdoor locations in the Kingston area. Shows how deducational experiences in the outdoors integrate learning, increase environmental sensitive

10 Courses

June 2002

ity, and enhance relationships between teachers and students. Candidates may organize a weekend outing. Food and transportation \$100.

EDST 408/0.5 Classroom Assessment Practices – Elementary
Grid Guides candidates in exploring teacher roles that are shaped by assessment activities: teacher as mentor, guide, accountant and reporter. Develops expertise in planning and constructing assessments inherent in at least one of these roles and challenges candidates to integrate never learnerone or uses loses and changes constants to suspend to here included approaches to assessment into their thinking and practice. Specifically, attention is paid to the use of observations, discussions, portfolios, journals, table of specifications, teacher-made tests, standardized tests, Ministry rubrics, and growth-oriented rubrics, as well as peer assessment, self assessment, and student-led conferencing.

as peer assessment, seit assessment, and student-rea countereautig.

EDST 499/10. Classroom Assessment Practicer - Secondary (85)

Guides candidates in exploring teacher roles that are shaped by assessment activities: teacher as mentor, guide, accountant and reporter. Develops expertise in planning and constructing assessments inherent in at least one of these roles and challenges candidates to integrate newer learner-centred and growth-oriented approaches to assessment into their thinking and practice. Specifically, attention is paid to the use of observations, discussions, portfolios, journals, tables of specifications, teacher-made tests, standardized tests, Ministry rubries, and growth-oriented rubries, as well as peer assessment, self assessment, and student-led conferencing.

as possessensing, as a assessensing and practice of a highly popular educational approach to understanding the different ways of learning and knowing. The multiple intelligences (MI) perspective offers an optimized view of human capability that is applicable to every student. Teacher cardidates will be expected to become firmly grounded in MI theory and to develop units of study in their own areas of teaching competence.

EDST 417/0.5 Educational Uses of the Environment (PJIS) (Outdoor Education Program Track candidates only)
This two-part course is available only to teacher candidates registered in This two-part course is available only to teacher candidates registered in the OEE Program Track. Part I is a four-day field trip orienting candidates to methods and principles of adventure activities, environmental education and skill acquisition. So its in wilderness settings may be included in Part I. Part Z Is a three-week Practitioner's Workshop (two-week experimenship and one-week intensive follow-up) that replaces the winter practions of the CEE candidates. Parts of both course the winter praction of of-campus settlings. Food and transportation \$100.

EDST 428/0.5 Teaching English as a Second Language (Primary)lumfor) (PJ)
Designed to present Primary/Junior candidates with an introduction to methodologies, techniques and practices in teaching English as a second language (ESI), i.e. teaching English as a second language (ESI) or a foreign language (ESI), i.e. teaching English worseas). Candidates will become familiar with the current Ontario curricula and resources for teaching ESI/EID (English Literacy Development) in elementary schools (K to 6), and their rolevance to second language instruction to young cultidren at all skill levels—listering, speaking, reading and writing—in the regular classroom that contains both native and/or non-

an understanding of the nature of dramatic experience and its place in edu-cation. Consideration is given to the particular demands placed on a teach of Dramatic Arts and a variety of teaching techniques, which can be applied in this context. Almed at preparing candidates to teach a first course in Dra-matic Arts and to structure advanced-level courses according to subject-

CUBR 3171.0 English intermediate-Senior)
Provides an opportunity for teacher candidates to explore current trends and issues in English education and to extend their knowledge of theory and issues in English and secondary level. Intended to move between experiencing various learning events in English as a student to interpreting those events from the perspective of a teacher. A fee of \$10 may be charged for learning materials.

may be charged for learning materials.

CURR 321/1.0 Français langue seconde (intermédiaire et supérieur)

Dars 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 cornaissances et des applications pratiques dans le but d'amener tous les apprenants à développer leur style d'enseignement propre en adequation avec la situation actuelle dans le domaine des langues. Une comaissance supérieure du français est nécessaire. Toutefois l'y a lètue de parfaire ses connaissances durait l'année pour des corrections d'ordre minimal. Un séjour immersif d'une durée de six mois est recommandé. Les sujets abordés es rapportent aux avantées aux démarches, aux directives du ministère (timmersion, approche communicative…, restructuration, indigration, interdisciplinaire…), à la gestion du temps (objectifs, progression, planification, les savoirs, la culture et la litérature, le contrôle des connaissances), la la psychoplique des proprentes procédés et moyers, collaboration, et à la psycholiques fortiers des moments de l'accentration de l'entre de l'accentration de

CURR 323/1.0 Goography (Intermediate-Senior)
Designed to prepare candidates to teach geography at the IntermediateSenior level (grades 7-12). Using a geography context the program provides instruction in basic lesson planning, questioning techniques, field
work methods, unit and course planning, evaluation as well as essential work methods, unit and course planning, evaluation as well as essential classroom management. Participants have an opportunity to develop and utilize a wide range of instructional materials plus interact with resource people who provide input and strategies related to specialized areas of the geography program. Familiarizes candidates with the current Ontario Ministry of Education guidelines in geography, Includes a component dealing with the integration of subject areas. A strong emphasis on the coperative development and sharing of curriculum ideas and resources by candidates. Includes a lab component to provide hands-on experience in the use and application of computers and GS software packages appropriate for grades 7-12. Candidates with extensive prior experience in this area will be encouraged to develop classroom applications using the GIS software. Lab fee \$30; learning materials \$10.

26 Courses

June 2002

CURR 335/1.0 History (Intermediate-Senior)

CURR 3351.10 History (Intermediate-Senior)
Intended to prapare candidates to teach history and social science programs in Ontario schools. Candidates design, develop and implement history curricula and related integrated programs at both the Intermediate and Senior levels, in keeping with current Ontario guidelines for these levels. In addition to the acquisition of the necessary pedagogical skills and strategies, this course is founded on the belief that the development of a sense of history is a necessary intermediate in the pursuit of a lawpy and productive human file. It is the history program in any school that is central to the acquisition of the recommendation of the control plural demonstray and egalizations. This also includes the development of the skills and attitudes of critical thinking, in knowing who we are and where we came from, in an understanding of human the development of the skills and attitudes of critical thinking, in knowing who we are and where we came from, in an understanding of human nature, in the appreciation of the infinite richness and unity of the human spirit, and in the empathetic recognition of both the astounding and appalling variations in the human condition on our own small planet. This course is collaborative and both respects and draws from the life experience of each candidate. Candidates in this program deeper their commitment to the study of history as an essential prerequisite to helping young people appreciate and understand the tragecless, triumples and synergy of second appreciate and understand the tragecless, triumples and synergy of second source of welcome for the collective stewardship of our present and future worlds. Learning materials \$15.

CURR 341/1.0 Native Studies (Intermediate-Senior)
For candidates planning to teach Native Studies at the Intermediate and
Senior levels. Integrated with the Ontario Ministry of Education and Train-Senior levels. Integrated with the Ontario Ministry of Education and Train glocument, "People of Native Ancestry Curiculum Guideline for the Senior Division", and the sections of the Native Studies Intermediate Curriculum Guideline 1991 focusing specifically on the Ministry credit courses for Grades 9 and 10, "Native Peoples of Canada: Present Realities and Curture Directions", and "Native Perspectives on the Changing Global Community". Theories pertaining to curriculum development are examined in conjunction with curriculum models developed and implemented in Aboriginal schools. Reviews and evaluates Native Studies curriculum development for non-Aboriginal and integrated schools and Native Studies curriculum development for non-Aboriginal and integrated schools and Native Studies curriculum development between the Studies curriculum models, to evaluate theories of curriculum development and to design teaching units based on those theories. Allows both Aboriginal and non-Aboriginal cardidates to learn about materials and other resources that are available, and also familiarizes candidates with a variety of approaches for teaching also familiarizes candidates with a variety of approaches for teaching Native Studies in the Intermediate and Senior divisions.

CURR 343/1.0 Mathematics (Intermediate-Senior)

Intended to prepare candidates to teach mathematics in the Intermediate and Senior divisions. Candidates become familiar with the content of the mathematics taught in these divisions through an examination of a variety of teaching philosophies and instructional techniques appropriate to mathematics, processes to fectures, discussions, student presentations, activity approaches and a component related to achieving integration of subjects within the first processes and a component related to achieving integration of subjects and accomponent related an opportunity of subjects of the processes are processed as a properturity of subjects.

June 2002

Courses 27

native English-speaking students. Candidates are required to work with ESL students during the course.

ESI, students during the course.

EST 4290.5 Teaching English as a Second Language (Intermediate/Senior) (IS)
Designed to present Intermediate/Senior (and Technological Education)
candidates with an introduction to methodologies, techniques and praction of the student of the student of the student of the course (ISI, the chairing English as a second language (ISI, the respiral language
(ISI, the chairing English overseas). Candidates will become familiar with
the current Ohtario curricula and resources for teaching ESI, EHD (English
the current Ohtario Curricula and resources for teaching ESI, EHD (English
Literacy Development) in secondary schools (Grades 7-12), and their relevance to second language instruction at all skill levels—listening, speaking, reading and writing—in the regular classroom that contains both
native and/or non-native English-speaking students. Candidates are
required to work with ESI, students during the course.

PRESE 4270.8—Purches and Poszame in English-speaking of the resident of the properties.

(PRESE)

EDST 442/0.5 Principles and Programs in Experiential Education (Outdoor Education Program Track candidates only)

A study of the theories of experience-based education as derived from the literature and tested analyses of experiential practices and programs. Sessions vary in length to provide for a mix of activities within the normal duration of a half course. Food and transportation \$100.

EDST 445/0.5 Computers, Software, and Teaching
The use of computers in teaching and learning. Painting and drawing programs, spreadsheets, databases, deak-top publishing, e-mail, the World
Wide Web, computer conference systems, videodisks, CD-ROM-based

and computer simulation

resources, and computer simulation.

(PJS)

EDST 4500.5 Introduction to Aboriginal Education
Introductory course for candidates wishing to develop a basic understanding and appreciation of Aboriginal education, which is a unique and evolving field of study bringing together different disciplines and persoving field of study bringing together different disciplines and persoving field of study bringing together different disciplines and persover different disciplines and personal control of the study of Aboriginal perspectives and fosters a sensitivity to get the legitimacy of Aboriginal perspectives and fosters a sensitivity to get the legitimacy of Aboriginal perspectives and fosters as ensitivity to get the legitimacy of Aboriginal personal personal sensitivity and the sensitivity of Aboriginal education of Aboriginal education. Provides an introduction to issues in Aboriginal education and an enrichment experience in the area of curriculum; public, personal and inter-personal meaning in curriculum in the context of Aboriginal education; examples of instrument curriculum in the context of Aboriginal education; examples of instrument curriculum in the context of Aboriginal education; examples of instrument curriculum in the context of Aboriginal education; examples of instrument curriculum in the context of Aboriginal education; examples of instrument curriculum in the context of Aboriginal education; examples of instrument appropriate for use; in teaching about Aboriginal personal and material appropriate for use; in teaching about Aboriginal personal and material appropriate for use; in teaching about Aboriginal personal equipment of the aboriginal education and material appropriate for use; in teaching about Aboriginal personal end and material appropriate for use; in teaching about Aboriginal personal end and appropriate for use; in teaching about Aboriginal personal end and appropriate for use; in teaching about Aboriginal personal end and appropriate for use; in teaching about the aboriginal education and

EDST 456/05. A Study of the Religious Iducation Program in the Roman Catholic Schools of Ontario in the Roman Catholic Schools of Ontario in the Roman Catholic Schools of Ontario. Candidates who plan to teach in the Roman Catholic Separate Schools will find this course helpful as a basic orientation in regard to the theological content and pedagogical principles in contemporary Catechetics. Conducted by the

Religious Education Consultants of the local Separate School Boards. Candidates intending to teach in Ontario Roman Catholic schools should note that this course is required by some Catholic boards, and recommended by

EDST 467/0.5 Psychological Processes of Reading and Writing (P))
Designed to develop an understanding of reading and writing processes.
Emphasis on how pedagogical and curriculum decisions are affected by
theoretical views of these processes. Prime focus is to demonstrate the
developmental nature of language.

E051 476/0.5 Exceptional Children and Adolescents (PJIS)
An overview of exceptional children and adolescents in the regular classroom, including their identification, inclusion and teaching. Candidates consider how students learn, how teachers can help exceptional students to learn in the classroom, and how teachers can calaborate with parents and other professionals to enhance learning. A range of exceptionalities are considered including students with giftedness, mental handcass, learning disabilities, and behaviour exceptionalities. Learning materials \$15.

EDST 497/0.5 Spiritual Dimension of Faching
This course explores the mature of spirituality. Without attachment to any of
This course explores the mature of spirituality. Without attachment to any of
the world's regigions, perspectives on a spirituality that is communal, historical, theological and committed to justice are explored. There is also an
examination of how the spiritual dimension can be acknowledged and nuttured in classrooms. Experiences with the included in lists context of injustice
and the control of the c

Program Focus

June 2002

Program Focus courses offer an alternative format for candidates and faculty to explore areas of mutual intenst. The focus experience is grounded in practice and is closely tied to experience in schools and other settings. Normally, the candidate's choice of alternate practicum setting should be closely related to the candidate's Program Focus course, and offer a view of schools and education that is different from that achieved during the main exercision.

Procession.

FOC 2010.5 Aboriginal Teacher Education
(Aboriginal Teacher Education Program Track candidates only)
Prepares Aboriginal Teacher Education condidates to include Aboriginal curriculum as part of their classroom teaching. Explores Aboriginal curriculum as part of their classroom teaching. Explores Aboriginal curriculum packages and other resources; curriculum planning and evaluation. An experiental learning approach with aspects of the course applied during the candidates' practice teaching rounds. Practicum experiences are explored during class sessions with such reflections providing the basis for further learning in the areas of curriculum planning and evaluation.

FOCI 213/0.5 Broad-Based Technological Education (Tech) (Technological Education candidates only)
The Ontario College of Teachers requires that teachers gaining certification in technological education demonstrate "proof of... competence in the area... of technological adulcation demonstrate "proof of... competence in the area... of technological studies selected as an option in the program of pro-

those Ministry guidelines and policies relating to the teaching of mathematics at the Intermediate and Senior levels. Present trends in mathematics education in Ontario and other jurisdictions are examined. The acquisition of a positive attitude towards mathematics and its teaching is a high priority of the course. Candidates may be required to demonstrate to the satisfaction 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,

CURR 3457.10 Music - Vocal Intermediate-Senior)
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. Reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as stated in the Ontario Ministry of Education guidelines for music.

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

CURR 3471.0 Physical and Health Iducation Intermediate-Senior) Intended to explore health content, philosophy and methodologies from Grade? 16 12. The major method of delivery is participatory – lecture, demonstrations, student present of a delivery is participatory – lecture, demonstrations, student presents in the Ontario Curriculum Guide-lines are discussed. Compulsory and important health topics are fully developed and demonstrated. The impact of current health issues in the classroom is also reviewed. The physical education portion includes laboratory sessions in many sports including baskethall, dance, volleyball, socret, fitness, games of low organization, outdoor recreation and leisure time sports activities. These lab sessions demonstrate lesson sequences, class organization, use of materials and visual aids, safety considerations, and use of a variety of teaching styles. Included are methods of evaluation of students and programs, extensive lesson planning, curriculum development, and maintaining a balanced program of curricular, inter-school and intramural activities. Learning materials \$15.

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

CURR 3511.0 Science - Physics (Intermediate-Senior)
The Intermediate-Senior Physics course gives particular attention to materials and strategies for the teaching of physics in Grade Hand 12. Begins with special attention to lesson planning, demonstrations and laboratory 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 interaction with segments as continuing theme. Computer skills are essential. Learning and lab materials 250.

CURS 36/00.5 Teaching Technological Education, Part 1
(Ricknological Education Internship students only)

Effective teachers are able to encourage students' learning by using teaching methods and activities that inspire interest and facilitate intellectual growth. Readings, discussions and activities give the candidate an opportunity to combine knowledge of educational research with experience in order to understand and practise effective classroom teaching. Provides an introduction to lesson planning, teaching strategies, worshop and

classroom organization, questioning techniques, and responses to student behaviour. Emphasis on candidate's role as an active, reflective learner, with the nature of technological education as a continuing theme. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers. Learning materials \$10.

described by the Ontario College of Teachers. Learning materials \$10.

CURR 34(10.5 Teaching Technological Ideacation, Part 2

(Technological Ideacation Internship students only)

Effective teachers understand and use a range of teaching methods to shape instruction so that it helps students who learn in a variety of ways. Through readings, discussions and activities the candidate engages in further study of the following topics: lesson planning, cooperative learning, classroom and workshop organization, models of teaching, questioning techniques, motivation, responses to student behaviour, learning theory, and learning styles. The course requires teacher candidates to reflect on their practice and experiences. Course expectations reflect the Standards of Practice for the teaching profession described by the Ontario College of Teachers.

CURR 365/1.0 Music – Instrumental (intermediate-Senior)
Designed-to prepare candidates to teach instrumental music in the Intermediate and Seniori grades. Music at this level is most effectively taught by specialist teachers with considerable musical background, ability and performance experience. Reflects the concern for balance of performance skills with musical understanding, listening, creativity and aesthetic response to music as salted in the Ontario Ministry of Education guidelines.

CURB 367/1.0 Teaching Technological Education

Effective teachers are able to encourage students' learning by using teaching methods and activities that inspire interest and facilitate intellectual growth. Readings, discussions and activities provide opportunity to combine knowledge of educational research with experience in order to underbisk howeveldeg of educational seasonch with experience in order to under-bisk and and practise effective classroom teaching. An introduction to lesson planning teaching strategies, workshop and classroom organization, qua-turally and the strategies of the strategies, workshop and classroom organization, qua-turally and the strategies of the strateg

by the Chilato Courge or Teachers. Learning materials 31.0.

Curriculum Development in Technological Education
The ability to teach effectively depends to a large extent on a teacher's ability to oraginize a course with regard to long and short term planning. A teacher's philosophy of education influences the way he or she organizes a course around subject content, cultural and societal needs, or learner needs, to mame a few possibilities. A philosophy of technological education is developed and used as the foundation for curriculum development in the developed and used as the foundation for curriculum development in the candidate's subject area. Historical events in Canadian technological and vocational education are examined to further develop a philosophical per-spective. Learning theories, are examination of the role of technology in soci-ety: preferred curriculum and teaching approaches. Issues of project management, planting, completion, and reporting through the completion of student-centred projects. Development of project reports. Grade 9 and

32 Courses

June 2002

Courses 33

28 Courses

Courses 29

reform program. Candidates in this course will examine their own personal philosophies of mathematics while studying those provided by Platonism, Formalism, Instrumentalism, and Constructivism. Changes in mathematics curriculum and instructional methods suggested by teacher professional organizations and Ontario K-12 curriculum documents will be a supported to the control of the control of the nature of mathematics and new understandings of what it means to develop knowledge in the discioling. discipline

OS-panie.

FOUN 463/05. Culture, Language and Education

FPIS

The situated, cultural aspects of human learning and development in relation
to formal education. Learning contexts are studied at ecological, social, and
psychological levels. Language processes are emphasized, including by Irmulticultural issues. By considering the mutual making of community and selfthrough ethnic, linguistic, institutional, re-restitutional, family and other cultures, candidates are encouraged to expand their teaching repertoires.

FOUN 444/0.5 Learning and Development in Childhood
An overview of learning and development from infancy to pre-adolescence.
Topics such as cognitive processes, individual differences, motivation, classroom learning and socio-cultural contexts are considered in relation to

FIGUR 45:05. Learning and Development in Adolescence
An overview of learning and development in adolescence with emphasis on classroom applications from Grade 7 to 12. Topics such as communication, management, development, learning, and exceptionalities are presented in the context of modern schooling.

FOUN 490/0.5 Seminar in Social Class, Gender and Race FOUN 490/05 Seminar in Social Class, Gender and Race (1918). The goal is to develop a critical understanding of the implications for children's educational experiences of the effects of social class background, sex/gender differes and racial background by focusing on three questions: How is school experience affected by the cultural context of children's lives? How do schools respond to real or imagined differences among stiments? How does the culture of the school, the attitudes and expectations of teachers, the concepts conveyed by the "hidden" curriculum contribute to the way children experience school? A critical perspective is developed which teachers might use to better respond to the diversity of student needs.

Practicum

38 Courses

PRAC 111/0.25 Experiences in Schools 1 (PIIS)
The equivalent of two full weeks in schools, with half the time spen to primary-junior setting, and half in an intermediate (grade severa and eight) setting. The format is to be very flexible, but pre-planned. For example, candidates may choose to do a series of half-days, or two full-time weeks, or a combination of half-days, full-days and/or full weeks. Full-time weeks may be done during the fall or winter reading weeks. or of fine-occusary at the end to the daring the fall or winter reading weeks, or (if necessary) at the end of the term in May, or a reasonable combination of these options.

PRAC 112/0.25 Experiences in Schools (Interim) II (PJIS)
PRAC 112 will be available during the transition period only to allow candidates entering year 2 of the Concurrent Education program to complete the

June 2002

Bachelor of Education degree within the 7.0 course limit. The equivalent of two full weeks in a primary-junior setting (JK to grade six). The format is to be very flexible but pre-planned. For example, candidates may chose to do a series of half-days, or three full-time weeks, or a combination of half-days, and call-days and of rull weeks. Full-time weeks may be done during the fall or winter reading weeks, or (if necessary) at the end of the term in May, or a reasonable combination of these options. Pre-requisite: successful completion of PRAC 168

PRAC 1210.25 Experiences in Schools (Primary/Junior) III

The equivalent of three full weeks in a primary-junior setting (JK to grade six). Normally, a placement with special needs a public is recommended. The format is to be very flexible but pre-planned. The example, candidates may choose to do a series of half-days, or three full. The example candidates may do do a series of half-days, full-days and/or full weeks. Pull-time so may be done during the fall or winter reading weeks, or (if necessary) and of the term in May, or a reasonable combination of these options. Pre-requisites successful completion of PRAC 116 – Experiences in Schools (Primary-Junior) II, or PRAC 112, or equivalent.

Junior Ji, or FRAC 114, or equivalent.

PRAC 136.025 Experiences in Schools intermediate/Senior) III

The equivalent of three full weeks in an intermediate-senior setting (grades nine to week). Normally, a placement with special needs pupils is recommended. The format is to be very flexible pre-planned. For example, and didates may chose to do a series of half-order to the full-time weeks, or a combination of half-days, full-days and/or full was defined utting the fall or winter reading weeks, or (if III) the weeks and because the senior of t

PRAC 164/0.5 Year 4 Mathematics and Science Third-Year Entry (MAS)
Concurrent Practicum
All Year 4 Mathematics and Science Late-Entry Concurrent candidates
complete either a two-week full-time practicum in a secondary placement,
or the equivalent of two weeks in an approved alternate education or com-PREREQUISITE: PRAC 163 and EDST 436

PRAC 167/0.5 Year 2 Concurrent Practicum/Professional Development (PJIS) PRACT 167/0.5 Year 2 Concurrent Practicum/Professional Development (PJIS)
All Year 2 Concurrent teacher candidates complete a two-veck practicum,
normally in a secondary school placement, and attend required professtoral development sessions. The practicum consists of either ten continuous full-time days, or five continuous full-time days proceeded by the
equivalent of five full days. Topics for professional development sessions
may include assessment, planning for teaching, classroom management,
and adapting curriculum to meet student needs.
PREDEQUISTRE EDST 436 and PRAC 166

PRAC 1901.0 Concurrent Final Year and Consecutive Practicum (PIIS)
After an intensive orientation period at the Faculty of Education, Consecutive and final year Concurrent teacher candidates complete an extended teaching placement from October to December in selected associates echools.
These schools are selected from a number of geographic areas including

Courses 39

[Oil 21540.5] Arts-Based Education in the Elementary School Designed to present a view of elementary schools where arts-based activities and environments form the focus for learning, not only in the arts, but in other academic subjects as well. Topics include arts and cognition; how math, science, technology, personal and social studies, and language can be authentically incorporated in arts-based learning; how arts programs can include change in achools, and the role of social learning and communication of the programs of the communication of the c

FOCI 222/0.5 Arist in Community Education
(Arist in Community Program Track candidates only)
(Candidates explore the interface between the artist and education. Issues associated with professional practice and the world of education in visual art, drama and music are addressed. Investigations will be sufficiently Revible to meet the needs and interests of students in each of their specific dissiplings. Majorist, 500

fessional education". Technological competence is demonstrated by com-pleting an individualized program that permits each candidate to broaden and deepen their range of skills. A technology profile is used to track the range and level of skills. Materials \$180.

ciplines, Materials \$20. FOCI 225/0.5 Co-op Education and Workplace Learning FOOL 257:03. Co-op inducation and Workplace Learning
Secondary school programs give their students topportunities to gain credits
for working and learning in workplace settings. Teacher candidates in this
focus will develop expertise in this important component of secondary education, and will develop an undenstanding of varieties or workplace learngian in the formary practicum, candidates are in workplace settings to
gain in stabland experience of co-op education. The links between careers
and co-op education placements are explored.

FOCI 238/0.5 Early Frimary Education Program Track candidates only)

Building on their prior knowledge and understandings, teacher candidates study the learning of early primary students (junior kindergarten to grade only, who are making the transition from pre-school to early primary classees. Professional readings, research and workshops are related to practicum experiences in a primary classoes. In a school or an alternative practicum experiences in a primary classoes, in a school or an alternative

Secting.

(FOI 240/9.5) - Nature-Based Environmental Education

(FOII) -

FOCI 245/0.5 French Methodology at the Benentary Level (Pf)
At the elementary level a variety of programs are offered along the language-learning continuum. French language teaching is examined in the light of social context, educational context, pupils needs and teachers' expertise. Teaching immersion, billingual, or context, pupils regress differences the programs requires differences the programs of the programs requires differences the program of the programs requires differences the programs of the programs requires the program of the programs of the

ent approaches to tasks and to collaboration. These are the focus in a self-directed teaching process. Assessment is based on designing a series of evaluation tasks to show the understanding of tasks for language use, including the evaluation of motivation.

PREREQUISITE: Fluency in the French language

FOCI 255/0.5 Educators Abroad This program focus introduces candidates to the complexities of preparing for professional practice in international settings. Candidates are asked to identify an early interest in one of four areas: (a) teaching in international schools, (b) teaching abroad in English speaking countries, (c) teaching English in non-English speaking countries or (d) working in alternative educa-tional contexts in non-English speaking countries. Developing expertise in one of these areas will occur through a combination of structured classes, self-directed academic inquiry and an alternative practicum. An interna-tional practicum placement is not a requirement for this course, but sup-port and resources may be available for candidates who wish to pursue this form of learning. The course is also intended to enhance the quality of teaching and learning in Canadian cross-cultural, multicultural and multi-ethnic contexts. Learning materials \$10.

FOCI 260/0.5 Outdoor and Experiential Education (PJIS) (Outdoor Education Program Track candidates only)
Prepares candidates for leading dynamic school and community based outreparts officialism on founding visit and a variety of environmental contexts in all teaching subjects. Also considered are alternative experiential settings including museums, adventure programming, integrated learning, rehabilitation for special populations, expeditionary learning, and environmental education.

FOCI 270/0.5 Resource-Based Teaching and Learning FOCI 2700.5. Resource-Based Teaching and Learning. Resource-based teaching and learning involve students actively in the meaningful use of appropriate print, non-print, electronic, and human resources and provide students with learning activities and resources which suit their interests and learning styles. Emphasis is placed on active learning, information skills, critical thinking, and "learning how to learn' with the intention of creating independent learners capable of life-long learning, Educational programs based on principles of resource-based teaching and learning are equally relevant in classrooms or other educational settings such as museums, art galleries, conservation and science centres, and zoos

FOCI 275/0.5 School Leadership (PJIS) Intended for candidates interested in working toward positions of added meracular characteristic and the control of the con which leadership and organizational concepts apply to schools.

FOCI 280/0.5 Schools, Learning and Telecommunication in Education The creative and effective use of telecommunication in concaton (Trust and other software to support learning and teaching in schools and other educational settings. No special expertise or experience is required.

FOCI 285/0.5 Teachers in Business and Industry (PJIS) Intended for candidates interested in exploring career possibilities in work-place training of employees in business, industry, government, the armed

PROF 115/0.25 Introduction to Curriculum Basic introduction to lesson planning, ministry curriculum planners, report cards, reporting to parents, introduction to curriculum documents, peer review of professional portfolio to date.

PROF 130/0.25 Professional Development (Intermediate/Senior) (IS)
Literacy and numeracy at the secondary school level, Teacher Advisor Proups pasic introduction to concepts of Guidance.

Advancement of the non-academic stream, basic introduction to concepts of
alternative school models and adolescents at 178.

PROF 190/0.25 Theory and Professional Practice (Primary-Junior)

PROF 191/0.25 Theory and Professional Practice (Intermediate-Senior) This course begins the process of constructing and documenting professional knowledge acquired by experience. With an emphasis on classroom activities and teaching strategies, the course provides opportunities to interpret and modify practices from one's own perspective and that of experienced teachers, fellow teacher candidates, and relevant educational

PROF 195/0.5 Theory and Professional Practice in Aboriginal Education (PT) (Prinary-Junior)

This course begins the process of constructing and documenting professional Anowledge acquired from experience. With an emphasis on Aboriginal leaching activities and Aboriginal teaching strategies, the course professional p

forces, and non-profit organizations. Such careers might include offering workplace-training courses, managing and evaluating training programs, and training trainers.

FOCI 290/0.5 Teaching At-Risk Adolescents and Young Adults FOLI 290.0.5 Teaching A-Risk Adolescents and Young Adults Examination of various categories of at-risk students and assessment of strategies for working with them, both in schools and community agencies. Learning is primarily through on-site observation and experience, comple-mented by readings in relevant psychology and sociology literature. Self-directed collaborative groups pursue shared interests and means for disseminating their work with the education community.

ossenmanting iner work with the education community.

FOCI 293/05 Teaching Exceptional Children
Addresses exceptional children, including children who are gifted, children
with learning disabilities, chronic health conditions, developmental delays,
and behaviour and emotional difficulties. Opportunities to learn from experience, workshops, reading, peers and mentors, as well as opportunities to develop competence and conditioner in teaching exceptional children and to
provide leadership in this area. The organization is highly experiential, selfdirected and collaborative, within a group who share an interest in working
with exceptional children. Learning materials \$15.

36 Courses

Foundations courses deal with broad issues and with the intellectual and theoretical underpinnings of the education enterprise. Traditionally, Foundations courses are drawn from disciplinary areas such as philosophy, psychology, sociology, anthropology and history.

FOUN 403/0.5 History of Education in Canada: An International Perspective (PJIS) FOUN 402-05 History of silucation in Canada: An International Perspective (PHS) Opers with an examination of historiographical developments with particular reference to the history of education in Canada. Students are expected to a become critical readers of historical writings pertaining to education in Canada; b) identify main interpretative and methodological trends; o) become eative of intellectual relevance of producing concepts adequate to historical explanation; d) examine the role of gender, class, and race issues in the articulation of Western historical thoughlet by understand that current educational arrangements in different provinces and territories contain historical components which need to be examined; b) be able to discuss the tensions mediating the discourse about schooling and school practice.

FOUN 415/0.5 Comparative Education - Canadian Education in

FOUN 415.06.5 Comparative fluctation – Canadian Education in (PHS) Comparative frespective
Current issues in Canadian education are identified within their immediate settings and then discussed in terms of a range of relevant international and historical comparisons. These issues typically involve interaction between schooling and various social, economic, political and personal factors, and have important implications for the organization, content and process of education. The comparative approach of the course is designed to promote a sophisticated awareness of the global and focal expressions of this interaction, and of its varying effects on the role of the teacher as social agent and as personal model.

FOUN 416/0.5 Catholic Education
Designed to introduce teacher candidates to the Catholic education tradition in Ontario. Topics include the history of Catholic education in Ontario,
the philosophical underprinnings of a Catholic school system, the critical
assessment of values embedded in the curriculum including development
of a curricular philosophy which reflects the particular requirements of the
Catholic education system, and the support systems presently available for
Catholic teachers in the schools of Ontario.

FOUN 437/03. Philosophy of Poetry and the fine Arts
A conceptual model for teaching poetry and the fine arts will be developed that deals explicitly with strategies for engaging and supporting student learning. Focusing inductively on the problems of appreciation and poetic response, the theoretical orientation presented will strate she interpretation of poetic meaning and visual, aural and dramatic values. The course will provide both a firm conceptual basis for arts pedagogy and a useful practical base for teaching poetry and the arts in an innovative way.

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

activities of teaching and learning and the structure of the curriculum.

FOUN-441-95. Issues in Grading and Evaluation
Polities and practices associated with grading and evaluation play a very
important but grading and problematic role in today's schools.

Candidates are encourses and and problematic role in today's schools.

Candidates are encourses are successed as the strategy as a variety of contemporary policies and practices as as was directly as seen and the contemporary policies and practices as we are expensively as the strategy of the proposes and functions of grading and evolutions for reform, including
the purposes and functions of grading and evolutions for reform, including
the purposes and functions of grading and evolutions of the propose o

FOUN 449/0.5 Philosophy of Bementary Education
An introduction to the philosophy of education for teachers at the Primary and Junior levels? Topics include ethics and the nature and aims of education; epistemology and the structure of the elementary school curriculum; the concepts of "learning" and "experience"; and "play" as an educational process.

DIMASKAD, Philosophy of Professional Practice (PIS) Reveal to the Standards of Practice of the Ontario College of Teachers, this course provides philosophical perspectives on professional knowledge, teaching practice, leadership, and community. The course aims to develop-citeria for critiquing educational activities that can also function as the basis for a genuinely professional approach to ongoing professional learn-ing, and community involvement.

FOUN 459/0.5 Philosophy of Education for Mathematics Educators (PJIS)
This course will provide an opportunity to explore the philosophical and
epistemological ideas underlying the present mathematics education

Kingston, Peterborough, Toronto, 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 March/April. This course consists of a minimum of twelve weeks of in-school practice.

of twelve weeks of in-school practice.

FRAC 1941.0 Technological factoration internship Fracticum

(TECH)

After an intensive on-campus period at the Faculty of Education from midJune until the end of July and the successful completion of the first summer

(Fart 1) of the Technological Education internship, teacher candidates complete an extended teaching placement in their sponsoring /hring school

Traditionally, the minimum amount of required teaching in this internship

period has been full-time for one semester (September to Ducember of June Du
unary to June). or part-time for two semesters from September to June. Du
ing the extended practicum, candidates work closely with associate

teachers, school principals and faculty members, and must complete two

full days of observation of other teachers' methods and organizational tech
fulgues. Candidates are placed in paid positions and are granted a Certifi
cate of Qualification (Limited) by the Ontario College of Teachers.

PRAC 1931.0 Particinum Aborinial Teacher Ericeptics Communicipals.

PRAC 195/1.0 Practicum (Aboriginal Teacher Education Community-Based Candidates Only)

A twelve-week (minimum) practicum for candidates in the Aboriginal Teacher Education part-time, community-based program track. Candidates are placed in First Nations Federal or Provincial schools which follow

Professional Studies

PROF 100/0.25 Critical Issues and Policies (Primary/Junior)
This course is an introduction to issues and policies that are critical for beginning and experienced teachers. It invites candidates to build on their experience rights and responsibilities as teachers, to begin to learn about data pring instruction for exceptional learners, and to begin to learn about equity issues they will face in schools. Learning materials \$15.

PROF 195/03 Critical Issues and Policies in first Nations Classrooms
This course is an introduction to issues and policies that are critical for
beginning and experienced teachers in Aboriginal education. It invites candidates to build on their experiences in classrooms and associates schools,
to learn about their legal rights and responsibilities as First Nations teachers, to learn about adapting instruction for exceptional Aboriginal learners,
and to learn about equity issues they will face in Provincial and first
Nations schools.

PROF 110/0.25 Introduction to Teaching (PJIS)
Current issues in education, introduction to professionalism, reflective practice, introduction to classroom management, begin professional portfolio.

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Graduate Programs in Education

Master of Education
The program leading to a Master of Education degree is for teachers and others who wish to further their professional and academic studies. Two fields of study are offered: Curriculum and Instruction and Educational Studies. Coursework messarch emphasize the application of knowledge to teaching and leading, and the development of students as professional leaders with a strong scholarly knowledge base. The field of Curriculum and Instructions of teachers, more students' understanding of the complex interactions of teachers, many and the curriculum, and foster those capacities and skills basic cap, and the curriculum, and foster those capacities and skills basic cap deep states to the season of the complex of the

To be considered for admission an applicant must possess evidence of the

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

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

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

Applicants whose native languages do not include English must obtain a score of 580 or more on the Test of English as a Foreign Language (TOEFL).

46 Graduate Programs

Special Admission Requirements

Each year, up to five full-time students may be admitted who have demonstrated exceptional ability to undertake research. These applicants need not have professional teaching experience, nor a BEA degree, but must possess a record of high academic achievement in an Honours degree or its equivalent, and must present courses that constitute preparation for research in education. Prior to admission, applicants in this category must develop a program of study in Pattern I (thesis routle), with a member of major the faculty. The program of study may require more than the normal function of the program of the program of the faculty of the faculty of the program of study must be approved by the Graduate Studies and Research Committee of the Faculty of Education to the program of the program of the School of Graduate Studies and Research Office, Faculty of Education to the Graduate Studies and Research, Queen's University, or by writing to the Graduate Studies and Research Office, Faculty of Education, Queen's University, Contario, Ontario K71. NN6.

Dectoral Program

Detoral Program of study leading to the Fh.D. in Education is designed to educate researchers and professionals to address critical educational issues in curriculum, culture, and learning, within and beyond the traditional formal school systems; to educate these researchers of destinated from an integrated and interdisciplinary perspective through participation in one going research programs; and to provide these researchers and professionals with the scholarly, methodological, and critical knowledge and skills to conduct original research in these fields.

Admission Requirements

Admission Requirements
Admission to the Doctor of Philosophy in Education program is based
upon completion of a Master's degree in Education or related discipline
with first class standing at a recognized university. Professional experience
in education, or a related field is an asset. Applicants are required to submit a brief research proposal (one to two pages).

Applicants whose native languages do not include English must obtain
a score of 580 or more on the Test of English as a Foreign Language.

Fields of Study.

Three fields are central to this programs curriculum studies, cultural studies, and cognitive studies. These fields are strongly interelated; curriculum studies concerns the nature of the material to be learned and the teaching methods employed; cognitive studies examines the mental processes of the individual learner and cultural studies concerns the social or cultural context within which learning takes place.

Application Deadline

Applications to resiline
Applications for both Master's and Ph.D. programs must be submitted by
31 January 2003. Master's students may apply to begin studies in the 2003
summer, 2003 fall, or the 2004 winter term. Dectoral studients may apply to
commence their program in the 2003 fall term only.

Graduate Programs 47

Continuing Teacher Education

The Faculty of Education has, as one of its major responsibilities, the offering of Ontario College of Teachers additional qualifications courses for Ontario elementary and secondary teachers. A selection of courses is offered on-campus in the Fall/Winter session and during the Summer term. Courses are also offered on-line and at several off-campus loca-tions. Information about course offerings may be obtained from the Fac-ulty Registrar's Office, Faculty of Education or on our website

unity Acgistrals of Other, Faculty of Education of on our websites, www.coursesforteachers.ca.

The academic regulations governing these courses are in nost cases the same as for courses in the B.Ed./Dip.Ed. program and are found in other sections of this Calendar. It is expected that any candidate registering in these courses will be familiar with both the College of Teachers regulations and those of this Faculty.

Requirement
Candidates requiring recommendation to the Ontario College of Teachers,
when an additional qualifications course has been completed successfully,
must meet the minimum qualifications for registration in these courses as
contained in Regulation 184 of the Ontario College of Teachers Act and
any additional requirements established by the Faculty. A summary of the
current requirements is presented below:

A ADDITIONAL BASIC QUALIFICATIONS (ABQ)

Primary Division
1 hold or be deemed to hold a Certificate of Qualification;

2 hold an acceptable university degree.

Junior Division
1 hold or be deemed to hold a Certificate of Qualification; 2 hold an acceptable university degree.

Intermediate Division

Intermediate Division

1 hold or be deemed to hold a Certificate of Qualification;

2 hold an acceptable university degree;

3 for candidates whose Certificate 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,

3b for candidates whose Certificate does indicate Intermediate as an initial area of concentration, a minimum of two full courses in the teaching subject for which qualification is sought.

Senior Unision

1 hold or be deemed to hold a Certificate of Qualification;

2 hold an acceptable university degree;

3 for candidates whose Certificate does not indicate Senior as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought, or

Continuing Teacher Education

for the corresponding division. hold a Certificate of Qualification indicating successful completion of

must be in ecology.

Note

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

3b for candidates whose Certificate 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.

Intermediate or Senior Division French, Music and Physical Education.
Candidates registering for these courses require five full university courses in that subject.

in that subject.

2 Intermediate Division Environmental Science. Three full university courses in Science are required, one of which must be in ecology.

3 Senior Division Environmental Science. For registrants whose Certificate does not indicate Senior as an initial area of concentration, five full university courses in science are required, one of which must be in recology. For registrants whose Certificate indicates Senior as an initial area of concentration, two full university courses in science are required, one of which must be in recology.

Technological Education
1 hold a Certificate of Qualification indicating initial qualifications in Technological Studies, or
for candidates whose Certificate does not indicate Technological Stud-

ies, 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 Education Office.

In the case of some courses, additional requirements have been established by the Faculty. Candidates should check with the Faculty Registrar's Office

1 in the case of all qualifications except Computers in the Classroom, Co-operative Education, Guidance, Design and Technology, Media, Multicul-turalism in Education, Music — Instrumental, Music — Vocal (Primary, Junior), Music — Vocal (Intermediate, Senior), Special Education, The Blind, The Deaf, The Deaf Blind, and Visual Arts, the candidate's Certificate The Deaf, The Deaf Blind, and Visual Arts, the candidate's Certificate Intermediate Certificate (Intermediate) and Certificate (Inter

division in general studies.

In the case of Primary Education, Junior Education and Intermediate Education, the Certificate must have an entry for the area of concentration

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

Part 1
1 hold a Certificate of Qualification.

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Faculty Policies and Regulations

The Faculty of Education may be obliged to make changes to the curric-All a rough descriptions, and course descriptions in this Calendar. In that case, the corrections will appear in the Minutes of the Faculty Board. In the event of discrepancies between statements that appear on the Faculty Web Sites and the corresponding statements in this Calendar and the Faculty Board Minutes, the latter versions will apply.

The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of the Dean's Office to ensure that all candidates for the Bachelor of Education degree, the Diploma in Education and the Certificate of Qualification conform satisfactorily with the general professional and ethical requirements of teachers.

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

Change of Registration
Students wishing to make changes in course registration are required to
make the change before the appropriate deadline (see Sessional Dates) on
the Queen's Computer Access to Registration Database (QCARD), QCARD
and be accessed via the Internet at www.qcard.queensu.ca. After the deadline date, any course registration changes must be authorized by the Factions. ulty Registrar's Office.

Voluntary voluntary voluntarily prior to deadlines published in this Cal-endar (see Sessional Dates). It is recommended that students consult with the Faculty Registrar's Office before withdrawing. Students wishing to return after having withdrawn completely must reapply through the Ontario Universities' Application Centre (OUAC) by the application deadline.

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

Deferals
Successful applicants are offered full-time admission for a specific academic year in the Bachelor of Education/Diploma of Education Consecutive
programs. Therefore, deferrals are not normally permitted. An applicant
who has accepted an offer by returning the Admission Response Form to
the Ontario Universities' Application Center (OAC), and then determines
that it is not possible to attend for that academic year, should withdraw
his/her acceptance by writing to the Faculty Registrar. The applicant
would need to reapply through the OACs for the following academic year.

An appeal may be made, in writing, to the Faculty Registrar in exceptional

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

1 At the beginning of each course, instructors will provide a clear statement of the basis on which the final grades are 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 menitored under the Procedures for Monitoring and Reporting on Teacher Candidate

2.1 The grades for all courses or components of the B.Ed. and Dip. Ed.

H House PA Pass F Fail Honours

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

PN Pass, no Honours available in this course There are no numerical equivalents. 2.1 Additional academic record entries are:

NW not written IN incomplete

CR credit

GD grade deferred

GD grade electrica
AG aegrotat grade
DR dropped
IP in progress
2.3 When a course is made up of two or more components, candidates
must pass all components in order to pass the course.
2.4 A candidate who has received a grade of Fail (F) in a course, and who
the to establish the failed events are to undertake an alternative course in.

2.4 A Candidate with a last received a grade of Fail (F) in a course, and wino wishes to retake the failed course, or to undertake an alternative course in substitution for the or permission to do so within four weeks of the grade Associate Dean Roseciate De mentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean after consultation

remission is at the discretion of the Associate Dean after consultation with relevant members and/ or officers of the Faculty.

2.5 When a candidate has failed a course or a component of a course in the B.Ed. or D) p.Ed. program, or in Continuing. Teacher Education, and has been given permission 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.

cessful teaching experience outside Ontario certified by the appropriate supervisory officer.

hold a Certificate of Qualification indicating successful completion of

Thou a Certificate or Qualification indicating successful completion of Part 2;
 evidence of at least two years of successful teaching experience including at least one year of experience in Ontario in the subject, as certified by the appropriate supervisory officer.

Note

Additional requirements are in effect for some three session courses. Candidates should check with the Faculty Registrar's Office about such

hold or be deemed to hold a Certificate of Qualification; hold a degree of Bachelor of Arts, or Bachelor of Science from an

2 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 hall courses) and, b in which the candidate has obtained at least second class or equivalent standing (B average) in at least twenty-seven credits (9 full courses) in the subject for which the candidate seeks qualification or, c holds qualifications the College considers equivalent to the qualifications referred to in 2 a,b).

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 officer.

D HONOUR TECHNOLOGICAL STUDIES SPECIALIST
1 Hold an Ontario Secondary School Diploma (OSSD) or have successfully completed the equivalent of one year's full-time study in a program for which an OSSD or its equivalent is required for admission;
2 Provide evidence of at least two years of successful teaching experience including at least one year in Ontario in technological education, certified but the annovariate sumersions officer.

including a test one year in Ontatio in includiogical education, certified by the appropriate supervisor in includiogical education, certified 3. Provide a Certificate of Qualification, including at least one at both the three of the subjects listed in Schedule B including at least one at both the basic and the advanced level, or have four basic level entries and a three-part Specialist Qualification.

E PENDEMAS QUALIFICATIONS PROCISAM
The Principals 'Qualifications Program (PQP) is a two-part program
required by those who intend to become vice principals and principals in
Ontario's public's supported schools Part 1 is a three-week, 125-boar program centred around the theme of 'what it means to be a principal'. Following the class component, candidates must complete a 60-hour
practicum, where they take part in and then document a leadership expetence in their school/board, PQP Part 2 is another three-week, 125-hour
course. The theme for Part 2 is 'principal as leader'.

Prerequisites for Part 1 include:

1. An acceptable university undergraduate degree.

2. Five years of successful teaching experience.

3. Qualifications in three teaching divisions, one of which must be the Intermediate division.

1. Two Specialist qualifications; OR a Master's degree or its equivalent; OR one Specialist qualification and one-half of a Master's degree.

Prerequisites for Part 2 include:
1 Proof of a completed practicum.
2 Proof of successful completion of PQP Part 1.

2 Proof of successful completion of PQP Part 1.

Registration forocodures

The registration forom must be completed, signed, and returned along with the appropriate documentation by the relevant deadline date. Candidates for Part 2 and Specialist courses must have the teaching experience statement completed and signed by the appropriate supervisory official. Registrations not accompanied by the required foroms and documents will not be processed. In addition, a cheque or credit card authorization for the tuition for must be submitted with the registration form.

Candidates are required to notify the Faculty Registrar's Office immediately if they decide to withdraw from a course. Failure to do so may result in financial penalty, or a failing grade in the course.

Enrolment in each course is limited, and in some cases demand 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. Course offerings are subject to Faculty approval pending discussions with the Ortario College of Teachers.

Technical Proficiency Examinations

Technical Proficiency Examinations
Candidates taking Technological Education courses for which a Technical
Proficiency Examination is required will have to pay an examination service charge. Information regarding the fee for this may be obtained from the Faculty Registrar's Office.

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Faculty Policies and Regulations

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- onsequently, users should...
 maintain secure passwords for all accounts assigned to them
 take precautions against others obtaining unauthorized access to their
 computing resources. This obligation applies particularly to users who are responsible for confidential information
- not willingly divulge passwords and other access control information for their personal accounts to any other person.

- not use or attempt to use computing facilities or accounts to which they have not been granted explicit access by an appropriate system admin-
- use computing facilities and services only for the purposes for which
- respect all copyrights and licenses associated with university computing facilities
- ing ractimes
 not attempt to interfere with the normal operation of a shared system
 not attempt to encroach on others' use of computing facilities or to
 deprive others of resources
- not attempt to subvert the restrictions associated with their computing
- o not use computing facilities to send obscene, vulgar or harassing mes-
- not attempt unauthorized access to computing installations outside of Queen's using Queen's computers or communications facilities. Alleged violations of the Code shall be dealt with as outlined in the document Procedures for Cases of Computer Abuse. Individuals or groups who feel that there has been a violation of the Code are directed to the document Procedures for Lodging a Complaint of Computer Abuse

Code of Conduct.

All students are required to adhere to the University's Code of Conduct. They should also bear in mind that compliance with this code implies non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws governing the possession and/or consumption of alcoholic beverages and generally maintaining the reputation of the University, Initial responsibility for the enforcement of the Code rests with the Alma Mater Society, and the Graduate Student Society on behalf of the Senate. Students who violate the unter structers society on benait of the Sertate. Students who violate the Code are brought before the AMS or CSS Judicial Committees. Jurisdiction in cases involving non-academic discipline in an academic setting, and academic dishonesty, rests with the relevant Faculty or School. Any recommendations for expulsion or suspension must be forwarded to the

Senate for approval.

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

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June 2002

interests. The following conduct is unacceptable and constitutes an offence

within the university community:

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

any autoroized ruse-massing pody within the University;
b failure to comply with the directions of ficials of the University acting
within the scope of their authority;
c theft, vandalism, and willful 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; assault of any nature;

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

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

Any reprisal or express or implied threat of reprisal for making and pur-suing a complaint under any procedure authorized by the University is deemed to be an offence against the University Code of Conduct.

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Faculty Policies and Regulations 55

or component without prior consultation with the appropriate area or discipline group in the Faculty to determine the suitability of the proposed

3 The Credit (CR) shall be recorded only for those courses or components,

3. The Credit (CR) shall be recorded only for those courses or components, which the Faculty Board has determined, are not to be graded.
4. The Incomplete (IN) is a temporary designation, which is used when, in the judgement of the instructor, a candidate merits an extension of time for the completion of a course. At the end of the course the instructor will complete an incomplete Grade Statement indicating work to be completed and the due date with a copy provided to the candidate and he Faculty Registrar. Both the instructor and candidate must sign the Incomplete Grade Statement. Incomplete (IN) is automatically conincomplete Grade statement: incomplete (nx) is automatical, vor-verted to Fail (f) if the candidate has not successfully completed the course by the time specified or, in any event, no later than twelve caler-dar months from the original completion date of the course. The Pro-grams Committee has the authority to make exceptions to these rules where, because of extenualing circumstances, a candidate has been unable to complete the course due to, for example, serious illness. The Committee shall report all such exceptions to the Faculty Registrar and any Faculty members involved.

any racupy memoers involved.

5. The Aegroid (AG) may be granted by an instructor in cases where the candidate because of serious illness, has been prevented from completing course or component and where the instructor feels that the candidate would have completed the course or component successfully had not illness intervente.

ness intervened.

6 No grade may be changed by administrative fiat.

7 It is the responsibility of each course instructor to report final grades to the Faculty Registrar's Office within ten working days of the last day of the term or session. The only exceptions to this shall be those courses determined as such by the Faculty Board.
7.1 An enrolled candidate who wishes to question academic or faculty

procedures should contact the Associate Dean. The Associate Dean will advise the candidate concerning faculty review and appeal procedures.

Appeal of A Failed Grade

University Policies

Students with Disabilities

8 Students have the right to appeal a failed grade assigned in a course subject to the marking scheme set out by the course instructor(s).
 8.1 As a first step, the student should request an informal review with the

instructor concerned, and instructors are strongly encouraged to consent This request should be made within 10 working days of the grade being received. Normally the instructor will provide a reconsidered grade within a further 10 working days of the receipt of the request and any further information being submitted by the student.

8.2 If the request for an informal review is denied or if the student is not

satisfied with the decision, a formal appeal may be submitted to the Associate Dean. The appeal must be submitted in writing with copies of all relevant documents not later than 10 working days after either the original grade or the reconsidered grade being received and must be accompanied by a faculty appeal fee (A certified cheque or money order payable to Queen's University for \$25.00). The fee will be refunded to the student if,

Student Names
As the University is committed to the integrity of its student records, each

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 docu-

Students with Disabilities Queen's University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the adminis-tration, faculty, staff and students at Queen's are expected to provide rea-sonable accommodation to students with disabilities. Reasonable accommodation may require members of the University community to exercise creativity and fielobility in responding to the needs of students with disabilities while maintaining academic standards. social success of students is their responsibility both to demonstrate self-reliance and to identify needs requiring accommodation.

Student Debts

Any student with an overdue debt with the University will not be permit-

ted 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 depart-ment(s) concerned. In to case will a diploma be released to a student with an outstanding debt with the University.

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Faculty Services

Education Computing Services

A variety of computing seources are available to R.Ed., Dip.Rd., M.Bd., Ph.D., and Continuing Teacher Education candidates for class presentations, preparation of teaching resources, and review of educational software. Two general computing labs contain Macintosh and Windows-based computers. Additional computing labs contain Macintosh and Windows-based computers Additional computing the huilding. All computers are connected to the local Education computing networks and to the Internet. Most classrooms and lecture theatres have network connections; portable computers with overhead display projectors are available for large group demonstrations. Two sets of wireless laptop computers are also available for class use as required. Specialized peripherals include laser printers, scanners, digital cameras, synthesizers, and specialized software for such things as art, music, multi-media production and internet publishing. (Limited printing resources are available to the form of the printing resources are available for and internet publishing. (Limited printing resources are available to the form of the printing resources are available for the printing resources are available for the printing resources are available for their printing resources are available for their printing resources are available for their own computers with the variety of the printing resources are available for their printing resources are available for th aged to bring their own computer and printing equipment when they are on campus.)

on campus.)

Educational software is catalogued by the Education library and is installed on the local networks. Documentation and some software, such as CDs, may be borrowed from the Education library for local use. Emphais is is placed on curriculum related software, software that supports col-laboration, and on general-purpose tools such as spreadsheets, database management systems, painting and drawing programs, and telecommu-

management systems, painting and drawing programs, and telecommunications programs.

Incoming candidates are encouraged to have at least basic skills in computer use, including fluency with a basic word processor, database, spreadsheet and the Internet. Candidates are encouraged to increase their skill level by taking part in workshops or online tutorials before they arrive, or by registering for workshops provided by Queen's Information Technology Services. The Faculty of Education offers workshops for teacher candidates on the educational uses of technology.

The Education Computing Services (E.C.S.) website can be found at http://educ.queensu.ca/-ecs

Education Library

coación utoray. The Education Library serves the students, faculty, and staff of the Faculty of Education and is a resource for area teachers. The collection consists of approximately 200,000 books, nearly 500 education-related journals in print format and nearly 500 education-related journals in electronic format and nearly 500 education-related journals in electronic format. As well, the Education Library's patrons are able to access thousands and the control of t mat. As Well, the Education Library's patrons are able to occess industrials of additional electronic journals covering all academic fields of inquiry. The Education Library also houses more than 10,000 teaching resources including kits (mixed media), educational games, videos, audio recordings, and picture sets and a substantial collection of textbooks approved for use in Ontario's schools since 1960. An important research resource is the collection of well over one million microfiche, including the ETS Collection of Tests on Microfiche and the Educational Resources Information Center (ERIC) collection. The latter collection is now available electronically from 1996 forward via EPSubscribe. During the academic year the reference desk is staffed by a librarian on weekdays, as well as four evenings a week and Sunday aftermoons. The Education Library's website can be visited at https://library/queersuca/webedu.

visited at http://libraryqueensu.ca/webedu.

Teacher Resource Centre is a unique partnership between Queen's University, the Limestone District School Board, and the Algonquin and Lakeshore Catholic District School Board, created to serve the resource needs of local area teachers, faculty and teacher candidates working in schools writhin these boards. The collection consists of over 2000 video cassetties, dass sets of novels with teacher support material, kits, hands-on labs, books, audio cassettes and software for all subjects and grade levels, Kindergarten to OAC. Resources are available in English and French. Each reare school receives weekly courier service. Evening and weekend hours are sprovided during the school year. Individual instruction and group workshops are provided. Visit the resource Centre's web site for hours, What's New, and search the catalogue at http://library.queensu.ca/webtrc.

Placement Office

Placement Office

The Faculty of Education's commitment to assisting graduates in their efforts to find employment is demonstrated by the existence of a full-time on-site Placement Office for the primary use of Education students. Year-round, Placement Office saff are available to respond to candidates' questions and concerns of all kinds, including advice on hiring procedures, help with preparation of applications and resumes and with preparing for interviews. The advice offered is based on up-to-date placement statistics and an informed view of educational trends, ensuring that graduates have the information necessary for an effective job search. Furthermore, the Placement Office facilitates contacts between hiring officials and graduates through such activities as job fairs, information sessions, on-campus recruiting and a placement service after graduation. This job search assistance is reflected in the high proportion of Queen's graduates able to secure employment, and in the interesting variety of placements reported.

The Placement Office takes a broad view of career opportunities for educators, which includes, but is not limited to, teaching in Ontani'o's classrooms, While most of the teaching placements are in southern Ontario, some graduates prefer to teach in the north or in other provinces, in addition, because the Faculty of Education has developed and maintained substantial characteristic and contacts and resources, each year a substantial extensive infantise.

extensive international contacts and resources, each year a substantial number of graduates accept teaching positions overseas. Other graduates also choose employment in education-related fields. The Placement Office, through its network, resources and expertise is in a position to support a wide range of educational career aspirations.

Website: http://educ.queensu.ca/~placment

Academic Dishonesty

All forms: Dishonesty
All forms of academic dishonesty are considered serious offences within
the University community and a student who commits such an offent
run thirties for 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 unfair includes plagiarism as well as any deliberate attempt to gain unfair advantage acceleracily 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 one's own. Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results either collectively or separately. This is not a problem so long as it is clearly understood whose

separately. This is not a protein so long as it is clearly understood writes work is being presented, for example, by way of formal acknowledgement or by footnoting. The following are some examples of academic dishonesty, as it is not possible to cover every circumstance of academic dishonesty or plagiarism, this list should be considered as a guide only.

Frams and Tests

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

as a result of the review, a failing mark is raised to a pass. The reconsidera-

tion will be by two reviewers appointed by the Associate Dean; one reviewer will be the original instructor, if possible. The work under question will be reviewed and the student will be informed of the reconsidered

grade, normally within two weeks of receipt of the written appeal.

8.3 If the student is not satisfied with the decision after the review referred to in 8.2, the next stage of review lies with the Programs Committee. The student must send an appeal in writing, within 15 working days of receiving the decision to the Programs Committee. The Programs Committee will assign two of its members to review the material in question

and to submit their recommendation to the Committee at its next meeting. The decision of the Programs Committee is final.

Requirements for Graduation
To be eligible for the B.Ed. degree, the Dip.Ed., and the Certificate of Qualification as a teacher, a candidate must have grades of H. PA, PN, AG, or CR in all the minimum required courses or components of the program.

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

Failing to obey or comply with exam regulations or instructions of a proc-

2 Laboratories, Field Work and Research Reports
Copying a laboratory or field report, or allowing someone else to copy one's report.
Using another student's data unless specifically allowed by the instructor.

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 laboratory or field report, research report, thesis, or publication without acknowledgement. (For additional information refer to the Code of Research Ethick, Queen's Gazette, Vol.19, 8 December 1987).

Fabricating or falsifying laboratory or research data.

1 Essays and Assignments
Submitting an essay written in whole or in part by someone else as one's

DVII.

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 plagiarism.
Using direct quotations or large sections of paraphrased material without

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,

4 Official Documents

Altering transcripts or other official documents relating to student records.

Misrepresenting one's credentials.

Creating or altering letters of reference.

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

Computer Code of thics
The information below is an extract of the Senate's policy on use of computers. Students are responsible for making themselves fully aware of the complete policy, which is available at the following web address: http://www.quesnus.ca/pscretaris/tesnet/policis/cs/cast.html
Users are ultimately responsible for any and all use of their computing accounts.

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Faculty Policies and Regulations

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The Senator Frank Carrel Scholarships
The Senator Frank Carrel Scholarships have been established at Queen's
University through the generostity 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 in an upper year have been and
remain until the expiry of their scholarship domiciled in the Province of
Gulf Division of the Legislative Council of Quebec as constituted at 30 July
1940, including Rimouski Bonaventure, Caspé-est, Gaspé-ouset and lles
de la Madeleine. The Senator Frank Carrel Scholarships: Several scholarships are awarded annually on the basis of general proficiency. All eligible
candidates will be considered automatically; value up to \$1,000.

The A.Lorne Cassidy Award
Established by the Rideau Chapter #523, Council for Exceptional Children, psacoinsect of the Rudeat Chipper #522, Council for Perceptional Challed in memory of A. Lome Cassidy, B. A. (Queer's, B.B.S. M.E. (Tenonto). Awarded to the graduating student in the Faculty of Education program leading to Ontario teacher qualification who, in the opinion of the selection committee, best displays outstanding talents and interests in the education of exceptional children during his or her program of studies at the University; value \$450.

L.W.Copp Award
Granted to a graduating Bachelor of Education student in the Primary-Junior program or Junior-Intermediate program and based upon high overall achievement and demonstration of those personal qualities esteemed by teachers; value \$190.

he frank Jrowck ward

Established by the Frontenac-Lennox and Addington County Roman

Catholic Separate School Board in recognition of Frank JFowler, a distinguished teacher and educational leader in primary education. Awarded

annually on the recommendation of the Faculty of Education Primary
Junior curriculum instructors to the Primary-Junior candidate who best

demonstrates the qualities of an exemplary primary educator. The award

will be made on the basis of high academic standing in curriculum, outstanding performance in student teaching, and contribution to student life

in the Faculty of Education. Application should be made to the Registrar,

Faculty of Education, prior to 10 March. Letters of recommendation may

be requested from each of the candidate's instructors and associate teach
res. Final selection from a short list of up to six candidates will be made fol
lowing interviews of the finalists by a committee of five faculty members

from relevant areas; value \$4.60.

The Stewart Langdop Memorial Award

The Stewart Langdog Memorial Award

Established in memory of Stewart Langdon, athletic trainer at Queen's

University from 1945-1966, by his friends and associates. Awarded annually upon the recommendation of the University Council on Athletics to a

student in any faculty who has completed at least one year at Queen's with

satisfactory accelerates tanding and who has made a special contribution to

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athletic training at Queen's or who has demonstrated specific plans to continue study in the field of athletic training; value \$505.

The D.E.Loney Prize
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
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 gualification moreone or behaviorable. teacher qualification program of technological teacher education who has shown the most outstanding qualities of character and scholarship and demonstrated potential as a teacher; value \$200.

Charles C.Lorimer Memorial Award

Established in memory of Dr. Charles C.J. Lorimer, B.Sc., M.D. Awarded to a Established in memory of Dc Charles C.J. Lorimer, B.S., M.D. Awarded to a student in an upper year of science, medicine or another Faculty who, while maintaining good academic standing, has shown an understanding of the partnership of people with the natural world in the preservation and enrichment of the vitality and beauty of the earth. The recipient will have demonstrated this participation in wilderness living, travel, hiking, canoeing, by involvement in conservation or by similar activities. Applica-tion should be made by letter to the Associate University Registrar (Stu-dent Awards) by 1 December; value \$1720.

dent Awards) by 1 December; value \$1720.

The A.E. MacRae Award in Creative teadership

Founded by the late A.E. MacRae of Ottawa. Awarded annually under the
following conditions: the object of this prize is to promote on the part of
the individual the practice of effectively appraising action from the point of
view of others concerned. It is based on the idea that social progress
requires of education the instilling in individuals the capacity to lead others in their actions, which are for the continuing good of all in the long
term. It is intended to encourage students a Queen's to strive to evaluate
competing interests and to seek out and advocate creative solutions, fairly
and wisely balancing those interests. The recipient is required to write a
short article on the purpose of the award and give his or her views of the
methods by which the intentions of the award may be realized. The award
is posentied annually to the student in attendance at Queen's University
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has financey value, so the John R. McCarthy, B.A. '43,LL.D. '67, former Deputy Established in 1987 by John R.McCarthy, B.A. '43,LL.D. '67, former Deputy Minister of University Affairs and Deputy Minister of Education for the Province of Ontario. Awarded to a student who has graduated with at least second-class standing from either a three-year or four-year degree program in the Faculty of Arts and Science at Queen's University, who is normally domicified in Ontario and who enrols in the Faculty of Education at Queen's University in the fall session immediately following graduation. The student selected will have displayed leadership in student government and student affairs, made a personal contribution to the life of the

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2002 Faculty of Education Advisory Committee

FACULTY OF EDUCATION LeRoy Whitehead Associate Dean

Lyn Barclay Faculty of Education Rosa Bruno-Jofre,

Janeen Bates President Education Student Society

ASSOCIATIONS O.C.S.O.A. - Ontario Catholic

Callista Markotich Algonquin & Lakeshore Catholic District School Board

O.P.S.O.A. – Ontario Public Supervisory Officials Association Mr. Barry O'Connor (Co-Chair) Limestone District School Board

FEDERATIONS O.T.F. - Ontario Teachers' O.E.C.T.A. - Ontario English Catholic Dennis Quinn (Co-Chair) E.T.F.O. - Elementary Teachers Federation of Ontario George Gough Barbara Camen O.S.S.T.E. - Ontario Secondary School

Alan Wilkinson MINISTRY OF EDUCATION AND TRAINING Ms. Evelyn Shapka Ms. Nadine Cuccar

MINISTRY OF EDUCATION CATHOLIC PRINCIPALS'
COUNCIL OF ONTARIO

ONTARIO PRINCIPALS' COUNCIL

Associate Boards 2002-03

Algonquin-Lakeshore Catholic District

Dufferin Peel Catholic District Durham Catholic District **Durham District**

Catholic District School Board of Hastings and Prince Edward Dis-

Kawartha Pineridge District Limestone District

Ottawa-Carleton District Ottawa-Carleton Catholic District

Peterborough, Victoria, Northum-berland and Clarington Catholic District

Renfrew County District Toronto District Toronto Catholic District Trillium Lakelands District

Upper Canada District York Catholic District

York Region District

Advisory Committee/Associate Boards

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 2002-03 Fall/Winter ession may be found in the Blue Book, which is issued to all new and continuing students or may be obtained by writing the University Registrar, Richardson Hall, Queen's University, Kingston, Ontario K7L3No. It is also available on the internet at www.queensu.ca/registrar. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, circumstances so warrant.

ree aujustments
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

Financial Assistance, Scholarships and Prizes

Scholarships, Bursaries and Financial Assistance

The Student Awards section of the University Registrar's Office is located in Richardson Hall, room 101. It administers the Ontario Student Assis-tance Program for Ontario residents attending Queen's University, the University's own student loan funds, as well as its bursary and undergraduate scholarship programs. The staff will be glad to discuss financial aid problems with any student of the University or other interested persons. Telephone 613 533-2216; Website http://www.queensu.ca/regis-

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

Government Sponsored Financial Assistance Programs
Each province in Canada has financial assistance available on a needassessment basis for post-secondary study. These government aid programs are the major source of funds for students who have limited

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 their purchs or spouses to provide for post-secondary education. The Chairoi Student Assistance Program (IGSAP) combines assistance available through the Canada Student Loan Filam and the Ontario Student Land The amount of four under the CSAP program, which is deter-lated by the provincial government, takes into consideration the financial

June 2002

Scholarships, Bursaries and Financial Assistance

University, shown a fondness and aptitude for sports and displayed lead-University, snown a forames and appround ms sports and unspayed acadership and sense of fair play in athletic endeavours. Application by letter should be submitted to the Faculty of Education Registrar by 1 October of the candidate's Education year. The applicant should ask two persons to submit confidential letters of reference. Value \$1440.

The Andrina McCulloch Prizes for Public Speaking

In a national MCLIBOGE PUTES for FUNES to PUTES for FUNES (PERM).

These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fielder public speaking the single presentation, reading dramatization, and debating. The categories of the awards and the cash value of the prizes any year are determined by a committee of the Senate, value variable.

The I.W. Minkler Award Established by Dr. Frederick W. Minkler who, in his years in the field of education, introduced many innovative measures in the continually expanding system. Awarded annually to the upper year student whose integrity, scholarship and contribution to Queen's University is outstanding. Application should be made prior to 1 March to the Associate University Registrar (Student Awards). Two letters of reference are required. Selection will be made by the Senate Committee on Scholarships and Student Aid. Value \$1,995

Nower's Early Primary Name

Established by Moyer's to assist a new Early Primary Education teacher to
set up his /her classroom. Students currently enrolled in the Early Primary
Education Program are eligible. Toward the end of the winter term, EPE
instructors, in consultation with the Associate Dean, will review the files of
all EPE students to identify the individual who is deemed to be outstanding by the instructors. All available relevant data will be considered,
including practicum reports, Faculty of Education course work and class
participation. Selection will be made by 31 March. Value: classroom-related
materials donated by Moyer's

The Ontario Hockey Association Scholarship
Awarded to a Queen's student beyond second year on the basis of the candidate's academic qualifications and on the student's rating as a clean and effective hockey player. Value: \$725

The Ottawa Ladies' College Scholanships
Ottawa Ladies' College Scholanships
Ottawa Ladies' College was incorporated by Statute of the Province of
Ontario in 1899 at the request of the citizens of Ottawa 'for the purpose of
establishing and conducting a seminary of learning of a collegiate character for the education of female youth'. Its first president was E.B. Eddy,
and secretary, the Reverend William Moore. Its building was expropriated and secretary, the Reverend William Moone. Its building was expropriated for war purposes in 1942 and it then ceased to function for the specific purpose for which it was incorporated. In order that it might use its assets for wider educational purposes its Act of Incorporation was amended in 1948 and it has now transferred its funds in trust to Carleton University, Ottawa, and Queen's University at Kingston. Five scholarships are awarded each year on the basis of general proficiency to undergraduate lady students from the Ottawa secondary schools, without restriction to year of attendance at Queen's. Value \$1,000

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 Technological Education, the Faculty
of Education has established entrance scholarships. These scholarships will
be awarded on the basis of academic excellence and the recommendation
of the MSTE Executive Committee. Candidates entering Technological Education or at least one of Intermediate-Senico Biology, Chemistry, Computer
Science, Mathematics, or Physics are eligible; value variable.

The Barbara Paul Memorial Award

The Barbara Paul Memorial Award Established in memory of Effic Barbara Paul (Paithouski), B.A.74(Carleton), by her son N.Joseph Paithouski, B.A.79,B.S.(Eg.,)80, and awarded 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 Continuing University Education. This is a monetary award; value variable.

Education. This is a monetary award; value variable.

The Barbars Paul Frize
Established in memory of Effite Barbara Paul (Paithouski), B.A. 74(Carleton), by her son, N. Joseph Paithouski, B.A. 79.8.2.6. Eng. 380. The Prize is a medallion 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 responsibilities, 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 Director of the Ban Righ Foundation by I April. Please include personal and academic information and letters of support from faculty and colleagues from the University and/or the community. The selection of the recipient of the medallion will be made by the Board of the Ban Righ Foundation for Continuing University Education.

Betalished by friends in memory of Charles Ambrose Poynton, B.Sc. 1921.

Betalished by friends in memory of Charles Ambrose Poynton, B.Sc. 1921.

Awarded annually to an eligible member of the intercollegiate football team entering the final year of any course leading to a degree, who by his leadership, academic record and athletic participation has exemplified the highest ideals of Queen's University. The recipient must be a student-athlete who has been a full-time student in or at least two semesters in an academic year and academic Variety of the student of the student of the University Register (Student-Awards) by 15 Octables Selection will be made on the recommendation from the University Council on Athletics. Value 5270

The Ted Reeve Memorial Award

The fed 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 loyally 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 Associate University

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 period are paid by the federal and provincial governments. After the interest free period, interest charges begin to accrue on the unpaid balance of all consolidated loans.

Ontario residents can obtain information and apply on-line on the OSAP website at the following address: http://OSAP.gov.on.cs. Paper applications are also available from the Associate University Registrar Ostudents of the Company of the Comp

Awards) prior to 1 July.

Students who are not residents of Ontario must apply through their home province for assistance.

Work Study Program
This program aims to assistance.

This program aims to assist students in the greatest financial difficulty who have the fewest options to secure their own funding. Applicants who apply and are approved on this program are given access to part-time jobs or-campus and various non-profit organizations. The costs of the program are shared by the departments and the Ministry of Training, Colleges and Universities. This program is open to all full-time students. Applications are available in the Student Awards Office in mid-April, or on the Student Awards website at http://www.queensu.ca/registrar/awards.

Ontario Special Bursary Program (OSB)
In order to be eligible for an Ontario Special Bursary, you must be a Canadian citizen or permanent resident of Canada and you must meet the Mincuan citizen or permanent resident or cafacia and you miss need use sustity's guidelines for Ontario residency. You must be enrolled in a program leading to a degree or diploma. You may take a maximum 40% course load (1.0 credit per term), You cannot have a provious post-secondary degree or diploma. The government has outlined the maximum total family gross income and assets per family size a student must meet in order to qualify for assistance. A student must also meet the government's target group for containing activities (6, so, use, area, so de sucrosor to yourset, with order to provide the programment of the for assistance. A stitu (fi.e., vot. are as sole support perfect the staget group for part-lime studies (i.e., vot. are as sole support perfect the staget group for part-lime studies (i.e., vot. are as sole support perfect by the university to part-lime studies, etc.). This part-lime program only considers direct educational costs (i.e., tuition, considers direct educational costs (i.e., tuition, considers direct educational costs (i.e., tuition, costs) (

Part-time Canada Student Loan/High Need Part-time Canada Study Grant Program In order to be eligible for a Part-time Canada Student Loan/High Need Part-time Canada Study Grant, you must be a Canadian citizen or perma-nent resident of Canada, as well as a resident of a province or territory that participates in the Canada challent Loans Program. You may take a maxi-participates in the Canada Student Loans Program. You may take a maxi-mum 40% course load (1.0 credit per term). This part-time program only considers direct educational costs (i.e., tuition, compulsory fees, required texbooks, etc.); there is no assistance to cover living expenses. The gov-errment has outlined the maximum total family gross income and assets

per family size a student must meet in order to qualify for assistance. The maximum amount of loan available is \$4,000. These loans are not interestince. In order to qualify for the High Need Part-ime Canada Study Grant you must meet the government's target group for part-time studies (i.e., you are a sole support parent with children under the age of 11, you are disabled, you are restricted by the university to part-time studies, etc.). The maximum amount of grant assistance available is \$1,200 per year (May' to April). Applications are available in the Office of the University Registers (Tshaderi Awards).

Registra (Student Awards).

Bruaris for Students with Disabilities (BSWD)

Special Needs students who have applied for funding through one of the following government student financial assistance programs (Ontario Student Assistance Program (OSAP), Canada Student Loan, Part-Time Canada may be digible to receive additional (non-reparable) bursary assistance to help cover the cost of educational (non-reparable) bursary assistance to help cover the cost of educationally-related equipment and/or services. Students must be registered with the Special Needs Office, Queen's University of the Cost of the County of the Cost of the Cost of the County of the Cost of the Co

versity. The student must meet with a Special Needs Advisor to determine eligibility (come restrictions apply).

Queen's University, Student Loan Funds.

Queen's University, Student Loan Funds.

Queen's University, Stag advatales and friends have established a number of loan funds for the assistance of undergraduate and graduate students. Loans are made on the basis of financial need, academic merit, and general integrity. An applicant for a University loan must have had satisfactory standing in the session immediately prior to application.

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

General or long-term loans can be available for students who require assistance for more than rinterly days. Before financial assistance is given, the loan committee must be satisfied that the applicant has applied to all other eligible sources of aid. The interest rate on general loans is the same as the bank rate the University is able to obtain for itself, and the interest is compounded monthly Students will be activated of the interest rate in effect each year and the men is made. Interest rates will be set on 30 September that follows the date on which the boar made yande by the substanding loans. Another loan for the next year may be granted if the student paper.

Repayment of long-term loans are placation 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.

Application for a University loan should be made at the office of the Associate University, Registrar (Student Awards), Richardson Hall, room 101, Queen's University, Kingston, Ontario K

The Elwin and Beverley Derbyshire Award

the trivin and severey userhyshre Award Established by Eliwin Derbyshire, B.Sc. 1965, and Beverley Derbyshire. Awarded to students enrolled full-time in any four-year program on the basis of financial need, academic ability, proven leadership qualities, and involvement in the men's inter-collegiate ice hockey program.

The A.Ephraim Diamond Awards

the Acpusant Diamond Awards
Established by Mr. A.Ephraim Diamond, B.Sc.(Eng.) 1943 and awarded
annually to full-time undergraduate students on the basis of financial
need, satisfactory academic performance, leadership qualities, and
involvement in extra-curricular activities.

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

A.Vibert Douglas Bursaries
Established by friends and colleagues of A.Vibert Douglas, LL.D., Dean of Women from 1939 to 1959 and a pioneer in the teaching of astrophysics. Awarded on the basis of need to students in any Faculty or School, with preference given to women students

The Education '97 Bursary
Established by the class of Education '97 and awarded to a student registered in the Faculty of Education on the basis of financial need

The Charles Martyn Elliott and Kathleen Mead Elliott Award for Travel Fellowships

in fiducation in formation of Charles Martyn Elliott (Arts '44, and the first Superintendent of schools in the City of Oshawa) and Kathleen Mee Elliott (Arts '42, and a member of the executive of the Queen's Summer School Association) by a bequest from the estate of Kathleen Meed Elliott. Elliott Tixvel Fellowships may be awarded to Queen's Education students, including concurrent and consecutive Belt and Dip Ed students, Continuing Teacher Education students, and graduate students in Education, for ing Teacher Education students, and graduate students in Education, for the Continuing Teacher Education students, and graduate students in Education, for the Continuing Teacher Education students, and graduate students in Education, for the Continuing Teacher Education students, and graduate students in Education, for the Continuing Teacher Education students, and graduate students in Education, for the Continuing Teacher Education students, and graduate students in Education, for the Continuing Teacher Education students and the Continuing Teacher Education students. ing Teacher Education students, and graduate students in Education, rost study outside Canada in the field of teacher education, pedagogy, or a related field. To be eligible for this award, applicants must demonstrate financial need in accordance with Queen's policies on student assistance. Recipients of Elliott Travel Fellowships are expected to return to Canada and to produce a report or paper outlining the results of their studies abroad. In addition to travel expenses and an allowance for living companies the fall-tunking many come paradimpting fees mayable to Queen's abroad. In addition to travel expensess and an allowance for living expenses, these fellowships may cover academic fees payable to Queen's University and to other academic institutions in connection with the studies undertaken. At this time, the areas of Culture, Cognition and Curriculum are to receive preference in awarding Elliott Travel Fellowships and Applications for Elliott Travel Fellowship acknown for the Chair of the Elliott Travel Fellowship acknown Committee, Faculty of Education. Student applicants must also submit Financial Information forms to the Queen's Student Awards Office. Application forms and Financial Information forms are available in Room AlOi, McArthur Hall.

The Faculty of Education Bursaries
Established from donations made by friends and awarded to students registered in any year in the Faculty of Education on the basis of financial

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The John Farsham Memorial Bursay
Established by the Alma Mater Society of Queen's University from a
base of the Company of the Company of the Company of the Company
Terror, Jamily and Friends. Awarded to a student in
financial need who has demonstrated leadership in student government.

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.

Lin Good Bursary

Established by colleagues and friends of Lin Good on the occasion of her netirement from Queen's University where she served as a librarian from 1959 to 1986 in a number of positions, including those of Associate Librarian and Acting Chief Librarian. Awarded to students in any faculty or those those of the property of the property

The Adelaide Haggart Bursaries
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.

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

The Monsignor J.G.Hanley Memorial Bursary

Established by the Kingston Newman Alumni in memory of Monsignor J.G.Hanley and awarded to an upper year undergraduate student in finan-

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

The Inuit Bursary
Awarded to an Inuk student in financial need; value \$100.

The James Boyd Keddie Memorial Bursaries

The James Boyon Keedie Memorial Bursaries
Established in accordance with the wishes of the late James Luke Keddie.
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

The Khaki University and YMCA Memorial Fund
This fund is part of a sum left from the Khaki University after the First
World War, which was divided among the Canadian universities. The
interest is used to award one or more bursaries to undergraduate students
in any faculty. In awarding these bursaries, preference is given to returned
men, or sons or daughters of soldiers of the World Wars.

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

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Registrar (Student Awards). The applicant should list two persons who have been asked to submit confidential letters about his or her academic ability and qualification, and submit an official transcript. The recipient will be chosen by a Selection Committee, including representatives of former Queen's football players, the Chalpresson of the Senate Committee on Scholarships and Student Aid and an additional member of the Scholarship Committee; value at least 5500. value at least \$2,500.

The F.D.Sawyer Memorial Award
The Sawyer Memorial Award was established in the memory of Frank The Sawyer Memorial Award was established in the memory of Frank DSawyer who was a member of the Provincial Executive during some of its most stirring years from 1952 to 1959 and President of CeSTF in 1954. At the time of his death in 1960 he was principal of Petrolia District 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 in the chambour of the control of crisis. The CSSTF will present the Sawyer Award to the student in regular attendance during the winter session of the Faculty to option who, in the opinion of the Faculty Board of the Faculty Seaton of the ability and character: value \$350.

ability and character, value \$350.

He Gordon A Siddler 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 through research and originally and
illustrate the impact of technology on the community. Preference will be
given to a Canadian topic. Selection will be made by an inter-faculty committee chaired by an appointee of the Data of the Faculty of Applied Selmittee chaired by an appointee of the Data of the Faculty of Applied SelRegistrar (Student Awards) by 15 March; value \$270.

The Edward Somppi Awards
Established by Edward Somppi, Commerce '43. Up to six prizes are
awarded to members of the Queen's Players or the Queen's Musical Theatre who are full-time undergraduate students. Selection is based on conatre who are full-time undergraduate students. Selection is based on contribution to club activities and preference is given to members who have appeared in public performances. The prizes are awarded by a committee comprising the AMS. Campus, Activities Commissioner, the chair of the Senate Committee on Scholarships and Student Aid, the Associate Diviser Style Registrar (Student Awards), the president of the Queen's Players, the president of the Queen's Players, the president of the Queen's Musical Theatre and one member at-large from each club. Nominations from any member of the Queen's Players or the Queen's Musical Theatre and to deep the Queen's Musical Theatre are to do not provide the Queen's Players or the Queen's Musical Theatre are to do not provide the Queen's Players or the Queen's Musical Theatre are to do not provide the Queen's Players or the Queen's Musical Theatre are to do not provide the Queen's Players or the Queen's Musical Theatre are to do not provide the Queen's Players or the Queen's Musical Theatre are to do not provide the Queen's Players or the Queen's Players or the Queen's Musical Theatre are to do not provide the Queen's Players or the Queen's Players or the Queen's Musical Theatre are to do not provide the Queen's Players or the Queen'

The Robert W. Southam Memorial Scholarship
Established by his family in memory of Robert W. Southam, B.A. 1936,
H.L.D 1980, and awarded to a student in any faculty or school on the basis
of a) academic achievement and extracurricular activities, and b) demon-

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strated proficiency in writing on any relevant Canadian issue (past, pre-sent or future). The applicant should submit a resume and a written sub-mission of approximately 500-750 words outlining the above. Application should be made to the Associate University Registrar (Student Awards) by 1 March. Selection will be made by a sub-committee of the Senate Committee on Scholarships and Student Ald. Value 510,415

Awarded annually to the outstanding woman student from Leeds County registered in any faculty of Queen's University, Value: \$880

registered in any laceiny of Queen's University, value: 2000.

The Walter Humm Memorial Scholarship in Physic.

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 inspired countless students and teachers of physics. Awarded on the recommendation of the Department of Physics to an outstanding student beyond the second year who has a concentration in physics and who has indicated his/her intention of teaching physics, preferably at the high school level. Applications should be made prior to 1 April to the Associate University Registrar (Student Awards); value \$1785.

Granted to a graduating Bachelor of Education student in the Primary-Junior or the Junior-Intermediate program and based upon excellence in student teaching; value \$170.

Queen's University has general bursary funds available to students. Bursary funds are intended to assist primarily in emergency situations, but are also available to help cover educational costs after the student's own francial constantibution to the cost of his costs after the student's own francial constantibution.

are also available to help cover educational costs after the student's own financial contribution to the cost of his or her education, parental assistance, government aid and Queen's loans have been exhausted. NEED is the primary consideration in the award of a bursary.

Applications for bursaries are available on-line at: www.queensu.ca/
Applications for bursaries are desposited to the student's bution account if there is a balance owing and any remaining funds are paid by cheque.

The ACC Bursary
Established from the partial proceeds of the Queen's ACC long distance
discount program. Awarded on the basis of financial need to a student in
any faculty or school at Queen's University.

AMS Sesquicentennial Bursaries
Established in 1990 by the Alma Mater Society of Queen's University.
Awarded to students in any faculty or school with preference given to sin-

The Lilian Coleman Taylor Prize

John Watson Award

Bursaries

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The Rolf Lund Award

The tool tool Award

Established by Friends and colleagues and awarded to a full-time upper
year student on the basis of financial need and at least a B standing, who
has completed a minimum of one full year with the Track and Field
and/or Cross Country team. A general bursary application, along with
two letters of reference, should be submitted to the Student Awards Office by 31 October. Selection will be made in consultation with the Oueen's track Booster Club; value up to \$1500.

The Dr. James Brown MacDougall Bursaries

rded on the basis of need to upper-year undergraduate students.

The Donald defrayne Macintosh Bursary
Established in memory of Dr. Donald deFrayne Macintosh, Director of the
School of Physical and Health Education from 1965 to 1984 and professor
until his death in 1994. Awarded to a third or fourth year student on the basis of financial need and contribution to leadership in student governent, athletics/recreation, or as a volunteer in the community.

The J.Gordon MacKay Bursary
Established by John G.MacKay in memory of his father, J.Gordon MacKay,
and awarded to a student in faculty or school on the basis of financial

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.

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

The Arthur Mandell Education Bursary
Established in March 2001 by the Education class of 1999 in memory of
Arthur Mandell, B.A. 1965, LtB 1978, who was a professor in the Faculty of
Education (1970-1998). This bursary honours Professor Mandell's commisment to all students. In keeping with his belief that education should be
accessible to everyone, this bursary assists those in financial need to study
at Queen's Faculty of Education.

The Reverend Dr. Alexander Dawson Matheson Award
Established by John Matheson in memory of the Reverend Dr. Alexander
Dawson Matheson, B.D., M.A. (Queen's), D.D. (McGill), and awarded to an undergraduate student in any faculty or school on the basis of financial

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 admissions are awarded on the basis of merit and need to candidates for admissions. saires are awaroued on the basis of merit and need to candidates for admission to an undergraduate program whose permanent place of residence is in Wellington or Lanark County. Two bursaries are offered to students from Wellington County and two bursaries are offered to students from Lanark County. The bursaries may be renewed for up to four years provided a 65% average is maintained and may be held in any undergraduate Faculty of School. If in any year there are not sufficient entrance candidates to use up the income, the award may be given to an eligible upper-year candidate from Wellington or Lanark Counties. Application forms may be obtained from the Associate University Registrar (Student Awards) and must be returned prior to 1 May.

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; value up to \$1,000.

The Medis Awarded on the basis of financial need to a Metis Training Institutes and awarded on the basis of financial need to a Metis Training Institutes and awarded on the basis of financial need to a Metis student registered in any year in any faculty or school at Queen's University. Application, along with a Metis verification form, should be submitted to the Associate University Registrar (Student Awards) by 31 October. Selection will be made in consultation with the Metis Nation of Ontario.

The Caroline Mitchell Bursary Established in March 2001 by the Canadian Federation of University Established in March 2001 by the Canadian Federation of University Women, Kingston Club, in memory of Caroline Mitchell, B.A. 1926, a founding member of the C.F.U.W. Kingston Club. Awarded to mature female full- or part-time students in any faculty or school on the basis of financial need

The Alison and I.G. Morgan Bursary
Established to honour the retirement of Alison and I.G. Morgan from
Queen's, and awarded on the basis of financial need to a student in any

The Gladys R. Munnings Bursary in Education
Established by Gladys R. Munnings (B.A. Honours, 1932; LLD, 1976) and awarded on the basis of financial need to student(s) registered in the Faculty of Education.

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.

Established from donations made by parents of Queen's University stu-dents and awarded on the basis of financial need to students in any faculty or school at Queen's.

The Frederic H. Peters Bursary
Established by Frederic H. Peters, B.A. 1974, and awarded on the basis of financial need to a student in any faculty or school

The Plumley Family Award for Football

Ine Funney Family Award for Football Established by Kent Plumley, 8.5. (Chem.Eng.) 1960, LLB. 1963, and San-dra Macdonald Plumley, B.A. 1966. Awarded to second-, third-, or fourth-year students enrolled in any program on the basis of financial need and who play on the Queen's Golden Gaels Football Team. The maximum amount of each bursary will be according to OUA regulations and will adhere to all other OUA and CIS guidelines for Athletic Awards.

ATF Bursaries for the Disabled Through contributions from student activity fees from 1989-1993, the Accessibility Task Force has established bursaries for undergraduate stu-Accessibility Task Force has established bursaries for undergraduate stu-dents with dissibilities. To be eligible for this assistance, students must be registered with the Special Needs Office and have completed an applica-tion form. The selection 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 Associate University Registrar (Gudent Awards). Applications may be submitted to the Special Needs Office or the Student Awards Office.

The Anna Jean and Ross 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.

The E.Stanley and Nadine M. Beacock Bursary Established by E. Stanley Beacock, Arts 1942, and Nadine M. Beacock and awarded on the basis of financial need to an undergraduate student in any

The Hugh and Bernie Bedore Bursary
Established by the family of Hugh and Bernie Bedore, whose family business close to Queen's was of valued service to the Queen's community.
Awarded to a student on the basis of financial need. Preference is given to
a student who has had experience or involvement in the retail industry.

The Agnes Benidickson Bursary
Established by the Alram Mater Society and named in honour of the Chan-cellor Emeritus, Agnes Benidickson, Funds have been donated by students through the Student Activity Fees and raised through Project Millennium. Awarded to an undergraduate student in financial need in any year of any faculty or school at Oueen's University.

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 dépending on need

The Board of Trustees Bursary
Established through donations by the Board of Trustees of Queen's University and awarded on the basis of financial need to a student in any faculty or school at Queen's University.

The Patricia Bogstad Bursary
Established by colleagues and friends on the occasion of Patricia Bogstad's retirement from Queen's University to honour her many years of valued service. Awarded on the basis of financial need to an undergraduate student in any faculty or school.

gle parents with day care expenses.

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

students in the third or later years in any faculty. The 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.

The Canadian Officers Training Corps (C.O.T.C.) Bursaries Awarded on the basis of need to upper-year undergraduate students.

The Caribbean Student's Association Bursary

Established by The Caribbean Student's Association (CARIBSA) and
awarded on the beass of financial need to a Caribbean student who is registered in at least 3.0 credits. Preference will be given to students who are
members of the Caribbean Student's Association (CARIBSA).

The Senator Frank Carrel Bursaries
Several bursaries are awarded annually on the basis of deemed need to
students enrolled in any year in any program. Restricted to students domiciled in Quebec prior to eurolment at Queen's University. The Cartwright-Duncan Trust Bursary
Established by a bequest from the estate of Kenneth Abdul Routf in memory of Lewis Duncan, Q.C. and Henry Cartwright and awarded on the basis of financial need to an aboriginal student in any faculty or school at

The David F. and Sylvia L. Cassillis Award

The David F, and Syrva L Cassins Award Established from the estate of David Fleming Drummond Kennedy Cas-sillis and awarded to student(s) in any faculty or school on the basis of financial need, academic standing, and involvement in extra-curricular activities

The Chaplain's Bursary
Established from funds donated by the Toronto Alumni Branch and
friends and awarded on the basis of financial need to an Ontario resident. registered in any faculty or school at Queen's University. Application should be made to the University Chaplain. Selection will be made in consultation with the Student Awards Office.

Established in March 2001 by Martha J. Crane, B.A.(Hon.) 1976, B.Ed. 1977. and awarded on the basis of financial need to an undergraduate student in any faculty or school. Preference will be given to a student from Elmira District Secondary School or from a high school in the Kitchener/Waterloo

Established by a bequest from Olive Beatrice David, B.A. 1926, and awarded on the basis of financial need to women students

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The Anne Home Protti Award
Established by friends and family of Anne Home Protti, Arts 1961, and awarded on the basis of financial need and academic excellence to a stu-dent who has already demonstrated a passion for teaching, not necessarily in traditional settings.

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 international student.

The Queen's University Staff Association Bursary
Awarded on the basis of merit and need to an upper-year student at
Queen's University who is a dependent of a member of Queen's University Staff Association in good standing.

The Rehab Therapy Society Sesquicentennial Bursary
Established by the Rehab Therapy Society in 1990, in celebration of
Queen's Sesquicentennial. The bursary is awarded on the basis of financial
need to undergraduate and /or graduate students in any faculty who are
challenged with a physical disability.

The Alexander Morton Robertson Awards
Established in memory of Alexander Morton Robertson, M.A. 1896.
Awarded annually on the basis of merit and need to a student enrolling in
a program in the Faculty of Education leading to a teaching certificate in

The Pauline Schubert Bursary
A bursary given by the Faculty Women's Club of Queen's University in memory of the late Pauline Schubert, a former President of the Faculty Women's Club, to assist a female student.

The Sutton Bursaries
Established by Gerald D. Sutton, B.Comm.'48,M.Comm.'49, and Margaret
(Scally) Sutton, B.A.'48, to be awarded to students in need of financial

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 science and chemistry. Awarded on the basis of financial need to Consecutive and final year. An additional of the theorem is a students in the Intermediate Senior program option taking two teaching subjects from Biology, Chemistry 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 Associate University Registrar (Student Awards) by 1 September.

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

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The Frank Tindall Bursary
Established by friends and colleagues of Frank Tindall and awarded on
the basis of financial need to student(s) in any undergraduate program.
Awarded to second-, third-, or fourth-year students enrolled in any program on the basis of financial need and who play on the Queen's Golden
Gaels Football Team. The maximum amount of each bursary will be
according to OUA regulations and will adhere to all other OUA and CIS
guidelines for Athletic Awards.

The frie Todd Bursary

The frie Todd 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 Teshman player) on the Gaels football team. The bursary is
to be credited against tuition fees; value \$450.

The TD Bank Financial Group Bursaries
Established by the TD Bank Financial Group and awarded to part- or fulltime undergraduate students on the basis of financial need.

The TD Bank Financial Group General Bursaries
Established by the TD Bank Financial Group and awarded to part-or full-time undergraduate students on the basis of financial need.

The Toronto-Dominion Bank Higher Education Awards
Established by the Toronto-Dominion Bank and awarded annually to fulltime or part-time students in any faculty or school on the basis of demonstrated financial need and high academic standing.

University Council Bursary
Established by members of University Council and awarded on the basis of financial need to students in any faculty or school at Queen's University.

The Upitis International Study Award

The Upilis International Study Award
Awarded annually to full-time students in teacher education and graduate
programs in the Faculty of Education wishing to broaden their studies in
the international environment. Awarded on the basis of financial need, acdemic achievement and involvement in extra-curricular activities, preferably volunteer work for humanitarian causes. Selection is made in
consultation with the Faculty of Education.

The van Nostand/Hoft Family Bursary

Betablished by Alison Hoft, Arts 1987, former staff member in Alumni
Affairs and Communications, and Innes van Nostrand, Science 1986, former Director of Alumni Affairs, as well as their fineds at Queen's Awarded
on the basis of financial need to an undergraduate student in any faculty or
school at Queen's University, with preference to those who have shown
personal commitment to community service.

The Elizabeth Wallace Bursary
A bursary given by the Faculty Women's Club of Queen's University to
assist a female student, is named in honour of its first President, Elizabeth
Wallace, the widow of a former Principal, Dr. R.C. Wallace.

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The George R.Webb Bursary Fund

The George Revebb Burgary Fund A trust created by the late George ReVebb bor Gananoque provides for bursaries A trust created by the late George ReVebb of Gananoque provides for bursaries from Leeds County in good academic standing in any year in any faculty or school of Queen's University. In award Interest, the Scholarship Committee takes in the Committee takes will be award controlled to the Committee takes will as the moral character and intellectual promise of the candidate as well as the financial need. Preference is given to students already registered with the University but candidates for admission are also considered for awards. Students applying on Grade 13 standing must have at least 66 percent on the papers in the credits required for admission and written in the year of the award; students already registered with the University must have maintained second class standing on the work of the previous year. Value up to \$1,000.

Marian Webb Bursary Fund
The capital is to be held in trust by Queen's University and the income the capital is to be to used for this typical capital Foundation for Continuing University Education

The Peter N.T.Widdrington Awards
Established by Peter N.T. Widdrington, B.A.(Hons.), Economics, 1953, and awarded annually to full-time undergraduate students on the basis of financial need, academic ability, and leadership qualities.

