

Table of Contents

1. The Faculty, page 195
 - 1.1 Location
 - 1.2 Administrative Officers
 - 1.3 The Faculty Then and Now
 - 1.4 Faculty Facilities
2. Faculty Programs, page 197
 - 2.1 Programs of Initial Teacher Education
 - 2.1.1 Bachelor of Education Programs*
 - 2.1.2 Quebec Teacher Certification
 - 2.1.3 General Admission Requirements
 - 2.1.4 Additional Admission Requirements
 - 2.1.5 Intra-faculty Transfers
 - 2.1.6 Inter-faculty Transfers
 - 2.1.7 Advanced Standing/Transfer Credits
 - 2.1.8 Readmission
 - 2.2 Programs of Professional Development
 - 2.2.1 Certificate Programs
 - 2.2.2 Diploma Programs
 - 2.3 Programs for First Nations and Inuit
3. Faculty Regulations Bachelor of Education Programs, page 200
 - 3.1 Course Information
 - 3.2 Academic Standing
 - 3.3 Bachelor of Education Program Awards
 - 3.4 Graduation Requirements
 - 3.5 Attendance and Examination
4. Department of Educational and Counselling Psychology, page 204
5. Department of Integrated Studies in Education, page 206
 - 5.1 Bachelor of Education Programs
 - 5.1.1 Bachelor of Education General Secondary Two-Subject Option
 - 5.1.2 Concurrent Bachelor of Education In Music/ Bachelor of Music (Music Education) Program
 - 5.1.3 Concurrent Bachelor of Science (Major in Two Subjects for Teachers)/ Bachelor of Education (General Secondary Two-Subject Option)
 - 5.1.4 Bachelor of Education – Vocational Secondary One-Subject (90 credits)
 - 5.1.5 Bachelor of Education Kindergarten and Elementary Program
 - 5.1.6 Programme Intensif de Français Elementary Option
 - 5.1.7 Bachelor of Education Kindergarten and Elementary Program (Jewish Studies Option)
 - 5.1.8 Bachelor of Education in Teaching French as a Second Language
 - 5.1.9 Bachelor of Education in Teaching English as a Second Language
 - 5.2 Programs for First Nations and Inuit
 - 5.2.1 Certificate in Education for First Nations and Inuit
 - 5.2.2 Certificate in Aboriginal Literacy Education
 - 5.2.3 Certificate in Middle School Education in Aboriginal Communities
 - 5.2.4 Certificate in First Nations and Inuit Educational Leadership
 - 5.2.5 Bachelor of Education for Certified Teachers (Elementary Education)
 - 5.2.6 Certificate in Aboriginal Education for Certified Teachers
 - 5.2.7 Certificate in First Nations and Inuit Student Personnel Services
6. Department of Kinesiology and Physical Education, page 218
 - 6.1 Bachelor of Education Programs
 - 6.1.1 Bachelor of Education Major in Physical Education
 - 6.1.2 Bachelor of Education Kinesiology
7. Graduate School of Library and Information Studies, page 220
8. Course Descriptions, page 220

1 The Faculty

1.1 Location

3700 McTavish Street
 Montreal, QC H3A 1Y2
 Canada
 Telephone: (514) 398-7042
 Fax: (514) 398-4679
 Website: <http://www.education.mcgill.ca>

1.2 Administrative Officers

RATNA GHOSH, C.M., B.A.(Calcutta), M.A., Ph.D.(Calg.), F.R.S.C. (*WILLIAM C. MACDONALD PROFESSOR OF EDUCATION*) **Dean**

MARY H. MAGUIRE, B.A., B.Ed., M.A. (Montr.), M.Ed., Cert.Reading(McG.), Ph.D.(Ariz.) **Associate Dean (Academic Programs, Graduate Studies and Research)**

GLENN F. CARTWRIGHT, B.A.(Sir G. Wms.), M.A.(McG.), Ph.D.(Alta.), F.A.A.S.P., F.C.C.T. **Associate Dean (Information Technology and Professional Development)**

CHRISTOPHER S. MILLIGAN, B.A.(Sir G.Wms.) M.Ed.(McG.), Ed.D.(Tor.) **Associate Dean (Student Affairs and Physical Resources)**

JAMSHID BEHESHTI, B.A.(S.Fraser), M.L.S., Ph.D.(W.Ont.) **Director, Graduate School of Library and Information Studies**

ANTHONY W. PARÉ, B.Ed., M.Ed., Ph.D.(McG.) **Chair, Department of Integrated Studies in Education**

HÉLÈNE PERRAULT; B.Sc.(C'dia), M.Sc., Ph.D.(Montr.) **Chair, Department of Kinesiology and Physical Education**

SUSANNE P. LAJOIE, B.A., M.A.(McG.), Ph.D.(Stan.) **Chair, Department of Educational and Counselling Psychology**

BONNIE L. BRAYTON **Assistant to the Dean**

CHRISTINE ZILBERMAN **Faculty Administrator**

1.3 The Faculty Then and Now

The Faculty of Education traces its beginnings back to 1857 when the McGill Normal School was established at McGill by agreement between the University and the Government of Quebec. In 1907, it was re-named the School for Teachers and was moved to Sainte-Anne-de-Bellevue where it became part of Macdonald College. At this time also, the Macdonald Chair of Education was endowed at McGill University and a Department of Education was created in the Faculty of Arts and Science for the purpose of preparing candidates for the High School Diploma. The first graduate program was inaugurated in 1930, and in 1953 the University established the B.Ed. degree.

In 1955 the School for Teachers and the Department of Education were combined to become, within the Faculty of Arts and Science, the Institute of Education. To these was joined, in 1957, the McGill School of Physical Education (founded in 1912).

The Institute was reconstituted as the Faculty of Education in 1965 and the work continued both on the McGill and the Macdonald Campus. The St. Joseph Teachers College and the Faculty of Education were amalgamated in 1970 and relocated in a new building on the McGill Campus. In 1996, the Graduate School of Library and Information Studies (GSLIS) became affiliated with the Faculty.

The Faculty serves approximately 2,000 students enrolled in undergraduate, graduate and professional development programs. The Faculty is organized into three departments and the Graduate School of Library and Information Studies.

In addition, the Faculty has a number of research and service centres, several of an interdisciplinary nature.

Like other faculties of education in Quebec and Canada, the Faculty has had a traditional role in the initial training of teachers and leaders in education-allied occupations. It is also concerned with constructing knowledge through research and scholarship and with providing professional development services to the wider educational community.

In recent years a number of links have been established with counterparts in other countries for teaching, research and development purposes. Current active projects, some of which involve students as well as staff, include those in Japan, Indonesia, South Africa and Mexico.

1.4 Faculty Facilities

Centre for Educational Leadership (CEL)

CEL, a unit of the Department of Integrated Studies in Education, is committed to the idea that professional development is integrally related to teacher preparation, graduate studies and research. The Centre seeks to promote dialogue, partnerships and projects among teachers, policy makers and other educational leaders in the local community and beyond. The current focus is on providing professional development for credit in graduate studies. The recent changes to linguistic boards in Quebec, the new curriculum reform and the move to site-based leadership and management offer exciting possibilities for the kind of interface CEL hopes to achieve with the educational community and beyond.

Director: Dr. Lynn Butler-Kisber

CEL is located in the Faculty of Education (Room TBA).

Telephone (514) 398-4531

Fax: (514) 398-7436

<http://www.cel.mcgill.ca>

Centre for University Teaching and Learning (CUTL)

The Centre is a University unit dedicated to the study and improvement of learning and teaching in higher education. Its academic staff is cross-appointed in the Faculty of Education. The mandate of the Centre is: 1) to conduct research on the improvement of teaching and learning in higher education, 2) to carry out activities within the University that focus on the improvement of teaching and learning, course and program development, and evaluation and, 3) to participate in the development of policy regarding university teaching and learning. The Centre accommodates graduate students interested in research in higher and adult/professional education, instructional development, evaluation and educational innovation.

Director: Professor Lynn McAlpine

Office: Education Building, Room 544E

Telephone: (514) 398-6648

Fax: (514) 398-4679

Education Library and Curriculum Laboratory

The Education Library and Curriculum Laboratory are located on the first floor of the Faculty of Education Building. The Library houses a collection of over 95,000 volumes and 700 journal titles in all areas of education, including elementary and secondary education, educational psychology, counselling psychology, special education, education in second languages, educational administration, educational policy, and educational technology. Resources include books, journals, masters and doctoral theses, microforms, computer software, cd-roms, and government publications.

The Curriculum Laboratory in the room adjoining the Library houses the collection of elementary and secondary school textbooks, curriculum guides, teachers' resource materials, video and audio cassettes, kits, games, charts, and multi-media CD-ROMs. Library workstations provide access to CD-ROMs and to the Web. Audio and videocassette players are also available. A children's literature collection located at the back of the Laboratory.

Sessional Hours:

Monday to Thursday

08:30 – 21:00

Friday

08:30 – 17:00

Saturday

11:00 – 17:00

Sunday

12:00 – 16:00

Variations to these hours are posted outside the Library and are available on MUSE and the Library website <http://www.education.mcgill.ca/edlibrary>.

Education Undergraduate Society

The Society is the students' voice of undergraduates within the Faculty and its primary purpose is to serve and to inform the students. It also attempts to unify students through sponsorship of activities such as: conference participation, career placement, student orientation, participation in teachers' conventions, library donations, Career Day, and raising funds for the Foundation of Research into Children's Diseases. Other activities include the assignment of lockers for students; selling merchandise, and the coordination of the Graduation Ball. Students are encouraged to participate and to make their opinions known. The Society Office is located in the Lobby of the Education Building. Telephone: (514) 398-7048.

Media Services

Media Services, located in room 219, provides traditional and computer-based audiovisual and multimedia support services to students and staff in the Faculty of Education. Access to equipment and facilities is provided free of charge for all course-related work.

The equipment loan inventory includes multimedia projectors available with and without computers (PC and Mac), digital video and digital still cameras, video playback equipment, audiocassette kits for recording interviews or lectures, and CD/tape boomboxes for in-class audio playback. A small inventory of media-related consumables is available for sale over-the-counter.

The small high-end multimedia lab gives students access to several workstations equipped for a range of multimedia production tasks. Projects completed in the lab can be saved to a variety of media including CD-ROM, ZIP, videotape and audiotape.

Instructional functions comprise: small group workshops and Media Services facilities orientation tours (both by appointment only), individual equipment operation instruction and troubleshooting, and technical support to courses.

Media Services manages and maintains the Faculty web server and website, and provides production services for the Faculty newsletter available on that site at <http://www.education.mcgill.ca/herald>. In addition, technical support is provided for all Faculty of Education classroom activities including maintenance of the Jack Cram Memorial Auditorium multimedia presentation facilities.

Closed Saturdays, Sundays and holidays, service hours are:

September through mid-April:

Monday to Thursday

08:15 – 20:45

Friday

08:15 – 16:45

mid-April through July: Monday to Friday

08:15 – 16:45

August: TBA.

Microcomputer Facilities

The Faculty has a large microcomputer complex located in Room 328 of the Education Building. It houses a lab with IBM computers, a second lab with Apple Macintosh computers, and a smaller work area with additional computers. Laser printing and scanning facilities are available. The computers are supported by an extensive educational software collection and consultants are available for help. This facility is available for courses, workshops and individual use by students and university staff.

Closed Sundays, holidays and during August,

hours for the fall and winter terms are:

Monday to Thursday

09:00 – 21:00

Friday

09:00 – 17:00

Saturday

11:00 – 17:00

Up-to-date information is posted on our website:

<http://www.education.mcgill.ca/complab/>.

McGill Career and Placement Service (CAPS)

Refer to the General University Information section for further information on this service.

McGill Journal of Education

The *McGill Journal of Education* is published three times a year, in Winter, Spring, and Fall. It includes work in English and French from local, national and international sources. The Journal publishes peer-reviewed research articles, essays, reports from the field, and book reviews. It is concerned with major issues in education from a variety of perspectives, practical and theoretical, personal and collective. Its policy is to bring new ideas and research into a context open to teacher educators and scholars, as well as to parents, teachers, and administrators.

For annual subscriptions, contact:

Faculty of Education
McGill Journal of Education
3700 McTavish Street, Room 345
Montreal, Quebec, H3A 1Y2
Telephone: (514) 398-4246
Email: ann.keenan@mcgill.ca

Current rates (applicable taxes are extra):
\$25 for Faculty of Education member subscriptions;
\$35 for Canadian subscriptions; and
\$45 for International subscriptions.

Office of First Nations and Inuit Education (OFNIE)

The Office of First Nations and Inuit Education coordinates the work which the Faculty of Education carries out in partnership with various Aboriginal communities and institutions. All courses are normally given off campus. In collaboration with the Nunavut Teacher Education Program, the Kativik School Board, the Cree School Board, the Kahnawake Education Centre, the Kanehsatake Education Centre, and various other Aboriginal communities in Quebec, OFNIE delivers community-based teacher education programs leading to initial teacher certification and to the B.Ed.Cert.Teach. degree. OFNIE also works with departments to meet other educational needs of Aboriginal peoples.

Director: Professor Valentina de Krom
Office: Education Building, Room 614
Telephone: (514) 398-4533 Fax: (514) 398-2553
Email: valentina.de_krom@mcgill.ca

Office of Student Teaching (OST)

The Office of Student Teaching is responsible for the planning and implementation of field experiences and arranging with school boards and schools for the placement of student teachers in the Bachelor of Education programs. The Office coordinates student teaching among Departments within the Faculty, and develops partnerships with the education community.

Office Hours: Monday to Friday 08:30 - 17:00

Director: Dr. Spencer Boudreau
Office: Education Building, Room 430
Telephone: (514) 398-7046 Fax: (514) 398-3179
Email: spencer.boudreau@mcgill.ca

International Office

The International Office (IO) of the Faculty of Education was established in 1998. It is a self-funded, non-academic unit which develops Faculty expertise in international education and creates opportunities for students to learn about international educational projects in collaboration with departments within the Faculty. The IO works closely with the McGill Office of International Research. The main functions of the IO are: to seek large international development projects for Faculty members' participation, such as, the recent endeavours in South Africa and Indonesia; to develop international professional development non-credit courses; and to organize conferences and seminars on international and national education-related topics for foreign and domestic participants.

Office: Education Building, Room 212.
Telephone: (514) 398-3529 Fax: (514) 398-4233

Evolution Education Research Centre (EERC)

Opened in 2000, the EERC is an academic body with a mission to advance the teaching and learning of biological evolution at all educational levels through research. The Centre's international team currently consists of four research professors from McGill and four from Harvard, who have combined expertise in anthropology, biological evolution, educational psychology, geology, molecular biology, paleontology, philosophy of science, philosophy of education, and science education.

Director: Professor Brian Alters
Office: Education Building, Room 355
Telephone: (514) 398-5151

Research Group for the Study and Teaching of Writing

The Research Group for the Study and Teaching of Writing in the Department of Integrated Studies in Education serves the University, the larger educational community, business and the professions by offering writing courses, developing curriculum, providing consultation and workshops, and conducting research, especially in writing development and writing in academic and professional settings.

The Research Group is located in the Education Building, Room 244. Telephone: (514) 398-6960.

Seagram Sport Science Centre

The Seagram Sport Science Centre, opened in 1993, houses five laboratories for faculty and graduate students in the Department of Kinesiology and Physical Education. The laboratories for Human Performance, Exercise Physiology, Biomechanics, Psychology and the Cleghorn Hyperbaric Laboratory are supported by a full-time technician. The activities of the Centre include ongoing research programs of staff, physiological testing of elite athletes, joint research activities with other departments within McGill and industry.

Co-Directors:
Dr. David Montgomery, Faculty of Education
Dr. Eric Lenczer, Faculty of Medicine
Telephone: (514) 398-4184, ext. 0558

Student Affairs Office (SAO)

The Student Affairs Office is responsible for providing information and assistance to undergraduate students on academic issues related to their program of study and records. The Student Affairs Office also provides general advising services, however students should consult with departmental academic advisors regarding program requirements.

Office Hours: Monday to Friday 09:00 - 17:00
Office: Education Building, Room 243
Telephone: (514) 398-7042 Fax: (514) 398-4679

2 Faculty Programs

The Faculty of Education offers three different kinds of programs.

Programs of Initial Teacher Education

For those wishing to become teachers, the Faculty offers programs leading to the Bachelor of Education (B.Ed.) degree. For those already holding a university degree, advanced standing may be given in the B.Ed. programs.

Programs of Professional Development

For qualified teachers wishing to enhance their knowledge and skills, the Faculty offers a wide range of programs of professional development leading to specialized Certificates and Diplomas. Most courses that are required to complete these programs are offered in the evenings and in the summer.

Graduate Programs

The Faculty offers graduate programs for those already holding a university degree who wish to pursue advanced study and

research leading to masters and doctoral degrees in various fields of education and psychology.

Programs of initial teacher education are described in this Calendar, programs of professional development are described in the 2002-03 *Centre for Continuing Education Calendar*, and graduate programs are described in the 2002-03 *Graduate Studies Calendar*.

2.1 Programs of Initial Teacher Education

In compliance with the wishes of school boards, and the Ministry of Education guidelines for teacher education and education reform in Quebec schools, it is expected that applicants will be computer literate or be willing to take action to become so during their program.

2.1.1 Bachelor of Education Programs*

The Faculty of Education offers the following B.Ed. programs, which lead to Teacher Certification. Details of each program may be found in this Calendar under the headings of the appropriate department. The credit weights given are for students who have graduated from appropriate Quebec CEGEP programs; out-of-province students are normally required to complete an additional 30 credits. ***These programs are under revision.**

- B.Ed. General Secondary Two-Subject Option (120 credits) (Offered by the Department of Integrated Studies in Education – refer to [section 5.1.1](#))
- B.Ed. Kindergarten and Elementary Education (120 credits) (Offered by the Department of Integrated Studies in Education – refer to [section 5.1.4](#))
A programme intensif de français (PIF) Elementary Option (30 credits) is available for eligible students within the B.Ed. Kindergarten and Elementary program – refer to [section 5.1.5](#).
- B.Ed. Kindergarten and Elementary Education – Jewish Studies Option (126 credits) (Offered by the Department of Integrated Studies in Education – refer to [section 5.1.6](#))
- B.Ed. Teaching French as a Second Language (120 credits) (Offered by the Department of Integrated Studies in Education – refer to [section 5.1.7](#).)
- B.Ed. Teaching English as a Second Language (120 credits) (Offered by the Department of Integrated Studies in Education – refer to [section 5.1.8](#).)
- B.Ed. Vocational Secondary One Subject (90 credits) For practising vocational teachers (Offered by the Department of Integrated Studies in Education through the Office for Continuing Education – refer to [section 5.1.4](#))
- B.Ed. Major in Physical Education (123 credits) (Offered by the Department of Kinesiology and Physical Education – refer to [section 6.1.1](#).)
- Concurrent B.Ed. in Music/B.Music (Music Education) Program (157 credits) (Offered jointly by the Department of Integrated Studies in Education and the Faculty of Music – refer respectively to Faculty of Education [section 5.1.2](#) and Faculty of Music [section 7.5](#).)
- Concurrent B.Sc (Major in Two Subjects for Teachers)/B.Ed. (General Secondary Two-Subject Option) Program (135 credits) (Offered jointly by the Department of Integrated Studies in Education and the Faculty of Science – refer respectively to Faculty of Education [section 5.1.3](#) and to Faculty of Science [section 12.29](#).)

Also offered is the following program, which does not lead to teacher certification.

- B.Ed. Kinesiology Program (90 credits) (Offered by the Department of Kinesiology and Physical Education – refer to [section 6.1.2](#).)
This program entails a scientific and professional study of the assessment, maintenance and enhancement of human health and well being. It provides the foundations for careers in health instruction, fitness assessment, consulting, program adminis-

tration, exercise and sport leadership as well as preparation of further study in allied health fields and graduate studies. Professional certification in one or more of the fields listed may be obtained through this program.

- Normally, Bachelor of Education programs may only be followed on a full-time day basis.

ADMISSION IS COMPETITIVE AND IT MAY NOT BE POSSIBLE TO ACCEPT ALL APPLICANTS WHO MEET THE MINIMUM REQUIREMENTS.

A student who successfully completes any of these programs, (with the exception of the B.Ed. Kinesiology), and meets other requirements set out by the MEQ (Ministère de l'Éducation du Québec) is recommended for initial or permanent certification as a teacher in the province of Quebec (see [section 2.1.2](#)).

IMPORTANT NOTICE REGARDING MUSIC SPECIALIST TEACHER TRAINING	
Applicants should apply to the Concurrent Bachelor of Education in Music/Bachelor of Music (Music Education) program. Students who are already enrolled at McGill in the Bachelor of Music may transfer into the Concurrent program. Students who have partially completed a Bachelor of Music program are eligible to apply for advanced standing in the Concurrent program.	
Application to the Concurrent B.Ed./B.Mus. program may be made on-line at http://www.mcgill.ca/applying . Information is available on that site or may be obtained from: Admissions Office McGill University Faculty of Music 555 Sherbrooke Street West Montreal, QC H3A 1E3 Telephone: (514) 398-4546	
Those who have completed a Bachelor of Music degree may apply for advanced standing in the Bachelor of Education in Music program. Application to the Bachelor of Education in Music may be made on-line at http://www.mcgill.ca/applying/ . Information is available on that site or may be obtained from: Admissions, Recruitment and Registrar's Office McGill University 845 Sherbrooke Street West Montreal, QC H3A 2T5 Telephone: (514) 398-3910 Fax: (514) 398-4193	
Program details are provided in section 5.1.2 and are available from: Professor Joan Russell, Program Director Department of Integrated Studies in Education Telephone: (514) 398-2447.	

IMPORTANT NOTICE TO APPLICANTS TO THE B.ED. SPECIAL AREA PROGRAMS (Physical Education, Teaching English or French as a Second Language)
In September 1998 the Faculty of Education revised its B.Ed. Special Area Programs. These programs changed from 90 to 120 credits for Québec students and from 120 to 150 credits for out-of-province students.

2.1.2 Quebec Teacher Certification

Please note that graduates of initial teacher education programs are recommended by the University for Quebec Certification to the Quebec Ministry of Education (Ministère de l'Éducation du Québec) (MEQ).

Teacher Certification in Québec is the responsibility of the MEQ. Students who complete requirements for the Bachelor of Education degree and who meet the MEQ requirements (specified below) are recommended for certification.

All graduates of the 120-credit Bachelor of Education programs may apply for a permanent Teaching Diploma (Brevet) immediately upon graduation.

In order to be eligible for a "Permit to Teach" or a permanent Québec Diploma, candidates must be either Canadian citizens or Permanent Residents, or must possess a Work Permit.

In addition to meeting these requirements, candidates for Teacher Certification must be recommended by McGill University in each of the following areas:

1. "Adjustment of the personality for teaching"
2. "Command of the language of instruction"
3. "Theoretical knowledge in the field of psychopedagogy"
4. "Aptitude as a classroom practitioner"
5. "Academic competence in the area of concentration"
6. "Understanding of the Québec educational system"

Holders of a temporary Permit or of a permanent Diploma wishing to teach in another province or in another country must apply directly to the Teacher Certification Agency in the relevant province or country. Similarly, teachers from other provinces or countries who wish to teach in Québec must apply to the address given below:

Direction des permis et des brevets
150, boulevard René Lévesque est, 15e étage
Québec, QC G1R 5W8
Telephone: (418) 646-6531

OR

Ministère de l'Éducation
600 Fullum, 2e étage
Montréal, QC H2K 4L1
Telephone: (514) 873-8208

It is recommended that applicants intending to teach in other provinces obtain information beforehand concerning the requirements for certification in the appropriate province.

Fluency (oral and written) in English is a requirement for all those seeking certification as a teacher in the province of Quebec, and those who cannot demonstrate such fluency will be required to withdraw from the Faculty.

For students in the B.Ed. Teaching French as a Second Language (TFSL) and/or the Programme intensif de français (PIF), fluency (oral and written) in French is also required for those seeking certification as a teacher in the province of Quebec, and those who cannot demonstrate such fluency will be required to withdraw from the Faculty.

2.1.3 General Admission Requirements – Bachelor of Education Programs

Except for the Concurrent Bachelor of Education in Music and Bachelor of Music (Music Education) program for which applications should be made to the Faculty of Music (Refer to [Section 2.1.5 Concurrent Programs](#) and to [Section 4.1.2 of this Calendar](#)), applications for all Bachelor of Education programs should be made to:

Admissions, Recruitment and Registrar's Office
McGill University
845 Sherbrooke Street West
Montreal, QC H3A 2T5
Telephone: (514) 398-3910 Fax: (514) 398-4193
Web: <http://www.mcgill.ca>

For application procedures and admission requirements for all Bachelor of Education programs, please refer to the information beginning on [page 13](#).

The Faculty of Education endorses the philosophy that teachers with diverse backgrounds should be available to the community and that faculty programs be equally open to male and female applicants.

If credits towards a degree were taken more than five years ago, the Faculty of Education reserves the right to require, where appropriate, that students demonstrate updated knowledge or take additional courses. Decisions are made on an individual basis. Notwithstanding the above, the Faculty of Education encourages students with relevant work, family or community experience to apply for admission.

Residents of Canada 23 years of age or older who lack the academic qualifications required for admission may apply for entry as mature students.

Applicants who are refused admission may request a review of their file by writing to the Director, Admissions, Recruitment and Registrar's Office, stating reasons why they feel their case should be reconsidered.

2.1.4 Additional Admission Requirements – Bachelor of Education Programs

B.Ed. General Secondary Two-Subject Option Program:

Those applying to the B.Ed. General Secondary Two-Subject Option Program and choosing **one or two subjects from biology, chemistry, mathematics, and physics** as their teachable subjects should have the appropriate background courses in those subjects in their DEC or equivalent. Students having other backgrounds will be considered for admission, but will be required to complete prerequisite courses in mathematics and science. This will increase the number of credits for the degree above the 120 normally required. Students from outside Quebec will complete the needed prerequisite mathematics and science courses within the additional 30 credits of course work required in their program.

B.Ed. Kinesiology: Although a Diploma of Collegial Studies (DEC) in Sciences is not required, those applying to the B.Ed. Kinesiology program will benefit from some background in biology, chemistry and physics, as these subjects will facilitate their studies in the science portions of their program.

B.Ed. Major in Physical Education Program: Although a Diploma of Collegial Studies (DEC) in Sciences is not required, those applying to the B.Ed. Major in Physical Education program will benefit from some background in biology, chemistry and physics, as these subjects will facilitate their studies in the science portions of their program.

B.Ed. Programs in Teaching French or English as a Second Language and PIF option: Applicants to these programs are required to pass written and oral language tests set by the Department of Integrated Studies in Education. Please call (514) 398-4525 for an appointment.

2.1.5 Intra-faculty Transfers

Students wishing to transfer programs within the Faculty of Education must see an advisor in the new program to obtain approval and a study plan. Normally, students who are registered for their first semester of university studies in the fall term cannot apply for a transfer in January.

Deadlines for application:

- November 1:** For the winter term. (Please note that not all programs are open to January admissions.)
June 1: For the fall term. Early applications are strongly encouraged since most programs have limited enrolment.

2.1.6 Inter-faculty Transfers

Students wishing to transfer to the Faculty of Education may apply to the Office of the Associate Dean (Student Affairs and Physical Resources). Normally, students who are registered for their first semester of university studies in the fall term cannot apply for a transfer in January.

Transfer applicants will be considered on the basis of both university work and previous studies. A CGPA of 2.70 (B-) is required for admission as a transfer student.

Deadlines for application:

- November 1:** For the winter term (Available for B.Ed. Kinesiology only).
June 1: For the fall term. Early applications are strongly encouraged since most programs have limited enrolment.

2.1.7 Advanced Standing/Transfer Credits

Advanced standing credit will be granted on an individual basis depending upon the student's academic background. A minimum of 60 credits must be completed in order to obtain a McGill Degree. Please note that transfer credit evaluation can only be determined after the formal application and all necessary supporting documents have been received by the Admissions, Recruitment and Registrar's Office. For more details, please refer to "[Admission Requirements](#)" on page 13.

Once enrolled in the B.Ed. program, students may not normally apply retroactively for credit obtained in other programs.

2.1.8 Readmission

Students, who are applying for readmission after a period of absence, are normally subject to the program and degree requirements in effect at the time of readmission. Students must apply in writing to the office of the Associate Dean (Student Affairs and Physical Resources), stating the reason(s) for their absence from the University and giving a summary of their activities during that period.

Students who withdrew from the University due to unsatisfactory academic standing may apply for readmission by appealing to the Committee on Student Standing, c/o Associate Dean (Student Affairs and Physical Resources). Students in unsatisfactory academic standing for a second time cannot apply for readmission.

Students who withdrew because of illness must provide a medical certificate indicating that they are ready to resume full-time studies.

Students who failed (F, J, KF, WF) any level of field experience cannot apply for readmission for at least one full year.

2.2 Programs of Professional Development

The Faculty of Education offers programs of professional development in several fields. All such programs are of 30 credits, unless otherwise indicated, and may be completed through part-time study. They are intended to provide an opportunity for teachers and other educators to enhance their existing knowledge and skills or to develop new ones, and thus are normally available only to those who are already certified as teachers.

Detailed information regarding general regulations, admission requirements and program profiles for the following certificates and diplomas may be found in the *2002-03 Centre for Continuing Education Calendar*. Additional information about these programs may be obtained from the departments offering them or from the following offices:

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 243
Montreal, QC H3A 1Y2
Telephone: (514) 398-7043. Fax: (514) 398-4679
Website: <http://www.education.mcgill.ca/conted>

2.2.1 Certificate Programs

The Faculty of Education currently offers, through the Office of Continuing Education or Distance Education, 30-credit certificate programs to university graduates. Certificate programs are available in the following fields:

Department of Educational and Counselling Psychology

Certificate in Educational Technology

Admission to this Certificate is temporarily suspended.

For current students only, courses will be available through Continuing Education and/or Distance Education.

Further information is available from the Program Secretary at (514) 398-4248.

Certificate in Inclusive Education

Program Secretary (514) 398-4248

Department of Integrated Studies in Education

These programs will not accept students in 2002-03.

Certificate in Business and Industrial Trainer Development
Certificate in Moral and Religious Education
Certificate in Teaching English as a Second Language (TESL)
Certificate in Teaching French as a Second Language (TFSL)
Certificate of Teaching in the Arts

Office of First Nations and Inuit Education (OFNIE)

Certificate in Aboriginal Education for Certified Teachers

For information about Certificates for First Nations and Inuit refer to [section 2.3](#).

2.2.2 Diploma Programs

The Faculty of Education currently offers, through the Office of Continuing Education or Distance Education, 30-credit Diploma programs to university graduates. Diploma programs are available in the following fields:

Department of Educational and Counselling Psychology

Diploma in Human Relations and Family Life Education

Further information is available from the Program Secretary at (514) 398-4248.

Diploma in Psychology and Education of the Gifted

Admission to this Diploma is temporarily suspended. Interested students are referred to the M.Ed. (Educational Psychology) Concentration in the Education of the Gifted. Please consult the *2002-03 Graduate Studies Calendar*.

2.3 Programs for First Nations and Inuit

The following programs are offered for Aboriginal teachers through the:

Faculty of Education,
Office of First Nations and Inuit Education (OFNIE)
3700 McTavish Street, Room 614
Montreal, Quebec, H3A 1Y2
Telephone: (514) 398-4533 Fax: (514) 398-2553
Website: <http://www.education.mcgill.ca/ofnie>

Detailed information about the following programs may be found in [section 5.2](#).

- B.Ed. for Certified Teachers (Elementary Education)
- Certificate in Aboriginal Literacy Education
- Certificate in Education for First Nations and Inuit
(This program replaces the former Certificate in Native and Northern Education.)
- Certificate in First Nations and Inuit Student Personnel Services
(This program is offered by the Department of Educational Psychology and Counselling through the Office of First Nations and Inuit Education. Restrictions apply to enrolment.)
- Certificate in Middle School Education in Aboriginal Communities
- Certificate in First Nations and Inuit Educational Leadership

3 Faculty Regulations Bachelor of Education Programs – Programs of Initial Teacher Education

Please consult the General University Information section for regulations and procedures regarding Registration, Fees, Course Load, Course Change (Drop/Add), Withdrawal, Verification, Examinations, Inter-University Transfer and Graduation. In addition, the following section provides regulations specific to Faculty of Education students.

NOTE: Each student in the Faculty of Education must be aware of and comply with the Faculty regulations as stated in this Calendar. While departmental and Faculty advisers and staff are

always available to give advice and guidance, the ultimate responsibility for complete and correct course selection and registration, for compliance with and completion of program and degree requirements, and for the observance of regulations and deadlines, and for academic records, rests with the student. It is the student's responsibility to seek guidance. Misunderstanding will not be accepted as cause for dispensation from any regulation, deadline, program or degree requirement.

Advising

Students must consult an academic adviser to obtain advice and approval of their course selection. Students accepted with advanced standing must present their transcripts and letters of admission at the Advising session. For a detailed description of advising and registration procedures, students should refer to two booklets which will be sent to them upon their acceptance: *Welcome to McGill*, sent by the Admissions, Recruitment and Registrar's Office, and the "Undergraduate Handbook for New Students", sent by the Faculty.

Advising for returning students takes place in March for the coming academic year. Students should refer to the department handbooks for returning students, available in early March.

NOTE: Students are reminded that advisors are available to assist them with program planning, however, students are ultimately responsible for their academic record.

3.1 Course Information

Course Load

Bachelor of Education programs leading to certification can only be followed on a full-time basis and part-time study is not normally permitted. Students must take a minimum of twelve (12) credits per semester unless the Associate Dean (Student Affairs and Physical Resources) gives them special permission. Special permission must be requested prior to the end of Course Add/Drop period.

Any absence or reduction in course load, that may impact the regular progression of a student's program, must have written approval by the Associate Dean (Student Affairs and Physical Resources.)

For Bachelor of Education students, the normal course load per term is 15 credits. Students in satisfactory standing may take up to 17 credits per term. Students whose GPA is above 3.00 may take up to 18 credits per term. Overloads are normally not allowed in major field experience terms.

Time Limit for Completion of Degrees

Students are expected to complete their program in no more than five (5) years after their initial registration for the degree. Students who enter in a freshman year become subject to these regulations one year after their initial registration. Students who exceed these limits must apply to the Faculty for permission to continue.

Notice to students enrolled in B.Ed. Special Area Programs prior to the 1998 academic year. These programs were entirely phased out by 2000. Students who did not complete their programs by that date are required to enrol in the 120-credit Bachelor of Education programs.

Course Requirements

All required and complementary courses used to fulfill program requirements must be completed with a grade of C or better. A failure (F, J, KF, WF) in any level of student teaching/field experience places a student in unsatisfactory standing requiring withdrawal from the University. Further details on requirements for student teaching/ field experience are listed in [section 3.5](#).

Course Registration

Students must register on Minerva, McGill's web-based registration system. The registration system is unable to verify whether or not Faculty regulations are respected; therefore, if in doubt, students must meet with their adviser within the course change deadlines.

Note: Students must register for both Fall and Winter semesters at the same time. Students are required to be registered on Minerva for Field Experience courses at least two months prior to commencement of the term. Students who are not officially registered by this date risk the possibility of not being placed for their Field Experience assignment. First year students must be registered for their first year Field Experience course by the end of August.

Courses offered through Continuing Education and Summer Studies

A wide range of courses enable students either to acquire prerequisite credits or to earn credit towards their degree, is offered through Continuing Education and Summer Studies.

For information on course registration, please contact:

Faculty of Education

Office of Continuing Education

3700 McTavish Street, Room 248

Montreal, QC H3A 1Y2

Telephone: (514) 398-7043

Fax: (514) 398-4679

Website: <http://www.mcgill.ca/summer>

Courses Taken as Transfer Credit

Students may, with the approval of their advisor and the Student Affairs Office, elect to register at another university for three (3) credits, or in exceptional cases, six (6) credits per term towards their degree. This privilege will be granted if there are valid academic reasons. Only grades of C or better are accepted for transfer credit. **Students should not take transfer courses during their graduating semester because of the time constraints for receipt of official transcripts.**

Courses taken under Satisfactory/Unsatisfactory Option

Required or Complementary courses cannot be taken under this option. Please consult the General University Information and Regulations [section 4.9](#).

Course Equivalencies

For the Bachelor of Education programs, the following 3-credit courses are considered equivalent:

EDEC 410 Multi-cultured/Multi-racial Class

EDER 464 Intercultural Education

EDEE 441 First Nations and Inuit Education

(Only one of these courses may be taken for credit.)

Also for the Bachelor of Education programs, the following 3-credit courses are considered equivalent:

EDES 201 Effective Written Communication

EDEC 202 Effective Communication

EDEC 203 Communication in Education

(Only one of these courses may be taken for credit.)

Dress Regulations

There are no specific dress regulations in force in the Faculty of Education, but all students enrolled in teacher certification programs are advised that school boards and individual schools may have regulations concerning acceptable attire. Students are advised to adhere to any such regulations.

Students in Kinesiology and Physical Education are required to wear appropriate clothing for activity courses as approved by the instructor(s). Students may also be responsible for providing some items of personal equipment.

3.2 Academic Standing

Academic standing is based primarily on students' cumulative grade point average (CGPA), but may also be affected by their term grade point average (TGPA). Academic standing, which is assessed after the end of term, determines if students will be allowed to continue their studies in the next term and if any conditions will be attached to their registration. Information about academic standing appears on records that are internal to McGill for

the information of students and others, such as academic advisers.

Decisions about academic standing in the fall term are based only on grades that are available in January. Grades for courses in which students have deferred examinations and fall-term grades for courses that span the fall and winter terms do not affect academic standing for the fall term, even though they will ultimately affect students' fall TGPA. Therefore, academic standings for the fall term are designated as "interim" and should be interpreted as advisory. **Interim standing decisions are mentioned below only if the rules for them differ from those for regular standing decisions.**

Satisfactory / Interim Satisfactory Standing

Students in satisfactory standing may continue in their program.

- New students are admitted to satisfactory standing.
- Students with a CGPA of 2.00 or greater and with a Pass grade in Field Experience courses are in satisfactory standing.

Probationary / Interim Probationary Standing

Students in probationary standing may continue in their program, but must carry a reduced load (maximum 14 credits per term) and raise their TGPA and CGPA to return to satisfactory standing (see above). They should see their departmental adviser to discuss their course selection. Students in probationary standing are not permitted to take any level student teaching/field experience course during that academic year.

Students in interim probationary standing may continue in their program, but should evaluate their course load and reduce it as appropriate. They are strongly advised to consult a departmental adviser, before the withdrawal deadlines, about their course selection for the winter term.

- Students who were previously in satisfactory standing will be placed in probationary standing if their CGPA falls between 1.50 and 1.99.
- Students who were previously in probationary standing will remain in probationary standing if their CGPA falls between 1.50 and 1.99 and their TGPA is 2.50 or higher, although the TGPA requirement will not apply to the summer term.
- Students who were previously in interim unsatisfactory standing will be placed in probationary standing if their CGPA falls between 1.50 and 1.99 and their TGPA is 2.50 or higher.
- Students who were previously in unsatisfactory standing and who were readmitted to the Faculty by the Associate Dean or the Committee on Student Standing will be placed in probationary standing if their CGPA is less than 2.00, but if they satisfy relevant conditions specified in their letter of readmission.

Readmitted Unsatisfactory Standing

Students who were previously in unsatisfactory standing and who were readmitted to the Faculty by the Associate Dean or the Committee on Student Standing will have their standing changed to readmitted unsatisfactory standing. Their course load is specified in their letter of readmission as are the conditions they must meet to be allowed to continue in their program. They should see their departmental adviser to discuss their course selection.

Unsatisfactory / Interim Unsatisfactory Standing

Students in interim unsatisfactory standing may continue in their program, but should evaluate their course load and reduce it as appropriate. They are strongly advised to consult a departmental adviser, before the withdrawal deadlines, about their course selection for the winter term.

Students in unsatisfactory standing have failed to meet the minimum standards set by the Faculty, so they may not continue in their program.

Appeals for readmission by students in unsatisfactory standing should be addressed to the Associate Dean no later than July 15 for readmission to the fall term. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other docu-

mentation). Students in unsatisfactory standing for the second time must withdraw permanently. Students who were placed in unsatisfactory standing due to a failure in student teaching/field experience cannot apply for readmission for at least one full year.

Normally supplemental examinations are not permitted; however, students in unsatisfactory standing may appeal to the Associate Dean for permission to write a supplemental examination, clearly stating the reasons for special consideration and providing proof as appropriate.

- Students will be placed in unsatisfactory standing (winter or summer term) or interim unsatisfactory standing (fall term) if their CGPA falls or remains below 1.50.
- Students who were previously in probationary, unsatisfactory readmitted, or interim unsatisfactory standing will be placed in unsatisfactory standing if their TGPA falls below 2.50 and their CGPA is below 2.00.
- Students who were previously in unsatisfactory standing and who were readmitted to the Faculty by the Associate Dean or the Committee on Student Standing and who have not at least satisfied the conditions to attain probationary standing that were specified in the letter of readmission will be placed in unsatisfactory standing.
- Student who receive a failure (F, J, KF, WF) in any level of student teaching/field experience course are automatically placed in unsatisfactory standing and must withdraw from the program.

Student in the Concurrent B.Sc./B.Ed. program who receive an F or J in any Education Field Experience course are placed in unsatisfactory standing. Although they may complete their semester, they are required to withdraw from the Concurrent program. However, they may apply to transfer to a conventional B.Sc., program as outlined in the Faculty of Science section "[Science for Teachers](#)".

Incomplete Standings

Standing awaits deferred exam.

Must clear K's, L's or Supplementals.

Standing Incomplete

Students with incomplete standings in the winter or summer term may register for the fall term, but their standing must be resolved by the end of the course-change period for that term; Students whose incomplete standing changes to satisfactory, probationary, or interim unsatisfactory standing may continue in the program. Students whose standing changes to unsatisfactory standing may not continue in their program.

Students whose standing changes to unsatisfactory and who wish to ask for permission to continue in their program must make a request to the Associate Dean as soon as they are placed in unsatisfactory standing. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation).

Students whose standing is still incomplete by the end of course change period should immediately consult with the Student Affairs Office.

3.3 Bachelor of Education Program Awards

Dean's Honour List Designation for Graduating Students

The designation Dean's Honour List may be awarded to graduating students under the following conditions:

- students must be among the top 10% of the Faculty's graduating students;
- students must have completed a minimum of 60 McGill credits to be considered;
- the designation is based on the cumulative academic record (CGPA).

Dean's Honour List Designation for In-course Students

The designation Dean's Honour List may be awarded to in-course students under the following conditions:

- students must be among the top 10% of the Faculty's students;
- students must have completed at least 27 graded credits during the academic year;
- the designation is based on the sessional GPA.

Scholarships and Awards

Various scholarships and awards are open to both graduating and in-course students. Full details may be found in the *Undergraduate Scholarships and Awards Calendar* available on the Web <http://www.mcgill.ca/courses/pdfs/>.

3.4 Graduation Requirements

To be eligible for the B.Ed. degree, students must complete the number of credits required in the program and stipulated in their letter of acceptance, obtain a grade of C or better in all courses except electives, and have a CGPA of at least 2.00. Normally, at least 60 credits must have been completed within the program as described above.

Students enrolled in Kinesiology and Physical Education programs (B.Ed. Major in Physical Education and B.Ed. Kinesiology) are required, before graduation, to show proof of certification in Standard Level Safety Oriented First Aid, and Level C in Cardiopulmonary Resuscitation, or equivalencies.

Students in the B.Ed. Elementary, Secondary, or Special areas programs must complete the degree requirements within five (5) years of admission to a program of 90 credits or more, and within four (4) years of admission to a program of 60 credits. Students in the part-time B.Ed. for Certified Teachers and B.Ed. (Vocational) programs are allowed a maximum of 12 years to complete the requirements for the degree.

It is the student's responsibility to ensure that all Faculty requirements are met before graduation.

Early in their graduating year all students should check with their advisor to make sure that they will meet all program requirements by graduation time. It is essential that students in their final year indicate the expected date of graduation on Minerva and verify this date on Minerva and on the verification forms. When a final year student changes the expected date of graduation, the student must notify the Student Affairs Office immediately. It is also the student's responsibility to complete the required waiver forms, and to check that his/her name appears on the graduation list. For further information, please contact the Student Affairs Office at (514) 398-7042.

Students are normally not permitted to take courses outside McGill University or through Distance Education during the last semester prior to graduation. Students selecting this option must be prepared to delay their expected date of graduation to the next session.

Students who fail to graduate as expected and who do not re-register must apply to the Associate Dean (Student Affairs and Physical Resources) to graduate. Application to graduate must be made sufficiently in advance of the expected graduation date to allow the Faculty to verify the student's record.

Information pertaining to the Convocation Ceremonies can be obtained on the McGill website <http://www.mcgill.ca>.

3.5 Attendance and Examination

The pattern of attendance necessary to satisfy the requirements of course work will vary according to the nature of different subjects and the professors' approaches to them. A course constitutes a contractual, professional, academic and social obligation between the professor and the student. It is, therefore, the responsibility of the professor to make students aware of the unique requirements of a course and the manner in which they may be fulfilled, and the responsibility of the student to meet these requirements.

Please note that specific attendance policies apply for student teaching/field experience courses offered by the Office of Student Teaching as well as for skill and technique courses offered by the Department of Kinesiology and Physical Education.

Students enrolled in Programs of Initial Teacher Education should be aware that Field Experiences will not be interrupted during the University-scheduled Study Break. Refer to the Calendar of Dates.

Students will not be allowed into intensive (6 to 7-week blocked) Education courses after the first 6 hours of class time.

Class Tests

Class tests counting for more than 25% of the final grade are not to be scheduled during the last week of lectures.

Class Tests in courses scheduled around major student teaching experiences are exempt from this rule, in accordance with the Faculty's examination policy.

Final Examinations

Student should refer to the General University Information [section 5.2](#) for further information about final examinations.

Supplemental Examinations

Students may apply for permission to write a supplemental examination for certain courses that have formal examinations. The following conditions apply:

- students must be in satisfactory or probationary standing;
- students must have received a final grade of D, J, F, or U in the course;
- students must avail themselves of this privilege at the time of the next supplemental examination period;
- students must have submitted an application to write a supplemental examination before the first Friday in March for Fall courses, and before the second Friday in July for Winter courses and courses that span Fall/Winter.

Students should be aware of the following:

- special permission is required to write supplemental exams totalling more than 7 credits;
- only one supplemental examination is allowed in a course;
- the supplemental result may or may not include the same proportion of class work as did the original grade. Students should consult with the instructor;
- the supplemental result will not erase the grade originally obtained; both the original mark and the supplemental result will be calculated in the CGPA.

Supplemental applications are available at the Student Affairs Office. A non-refundable fee for each supplemental paper is payable at the time of application. Students must confirm supplemental examination dates with the faculty offering the course.

Reassessment and Rereads

In accordance with the Charter of Student Rights, and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark and the right to discuss this submission with the examiner. If, after such discussion, students want to have a formal final examination or major paper reread, they must apply in writing to the Student Affairs Office.

Application for rereads must be made by March 31 for courses ending in the Fall term and by September 30 for courses ending in the Winter term. Students are assessed a fee for formal rereads of a final examination or major paper, which will be refunded only if the reread results in an increased letter grade. Requests for rereads in more than one course per term will not be permitted. Grades may be raised, lowered or unchanged as the result of a reread.

Application for rereads in courses not administered by the Faculty of Education is made to the Student Affairs Office of the Faculty of Education, but is subject to the deadlines, rules and regulations of the particular faculty.

Any request to have term work re-evaluated must first be made directly to the instructor concerned.

Incomplete Courses

Students should refer to the General University Information section [page 34](#) for further information about incomplete courses.

Student Teaching/Field Experience

Students must be in satisfactory academic standing in order to do any level field experience course. Field Experience courses can only be done in sequence.

Students are required to be registered on Minerva for Field Experience courses at least two months prior to commencement of the term. Students who are not officially registered by this date risk the possibility of not being placed for their Field Experience assignment. First year students must be registered for their first year Field Experience course by the end of August.

Normally, all field experiences must be done in the province of Quebec in English schools. Students in the B.Ed. TESL programs are normally placed in French schools in the province of Quebec.

Failure (F, J, KF, WF) in any field experience places a student in unsatisfactory standing, requiring withdrawal from teacher education program. Therefore, students who fail their field experience will be required to withdraw from the program, as well as from the related professional courses at the time of failure. Students may be allowed to continue with the remaining components of their program until the end of the academic year.

The Director of Student Teaching has the authority to require an extension of the field experience practice. In such cases a "K" will be assigned and the student will not be permitted to register for the next level field experience course until successful completion of the previous level. Under exceptional circumstances, the Director also has the authority to grant special permission for a student to repeat a field experience. In such cases the student will be granted a "W", and will be required to register for the course during the next session for which it is scheduled. This privilege will only be granted once in a student's program. It must be understood that such arrangements would have implications on the progression and the completion of the program. The Director also has the authority to terminate a placement and assign a failing grade.

Students who transfer from the B.Ed. Kindergarten/Elementary to the B.Ed. General Secondary Two-Subject Option program, or vice-versa, will not be required to repeat the first and second professional seminars or field experiences.

Normally, all professional seminar and field experience courses will be taken in sequence. Exceptions must be approved by the Associate Dean (Student Affairs and Physical Resources).

Students with teaching experience acquired before entering the Bachelor of Education programs may, under certain circumstances, be granted advanced standing for the first or second year professional seminars and field experiences. Requests must be submitted with supporting documentation to the Director of the Office of Student Teaching upon admission to the program.

Students are expected to attend school regularly all day and to be on time every day of the field experience. **If, for any reason, student teachers are unable to attend their school, they must immediately notify the Office of Student Teaching at (514) 398-7046 and the cooperating teacher in the school to which they are assigned. Student teachers will be required to make up for absences.**

A conscious effort is made to place students within reasonable traveling distance, **but this cannot be guaranteed.** Therefore, each student must budget a sum of money to travel to and from a school each day of the field experience.

The Office of Student Teaching has sole responsibility for Student Teaching placements. Final decisions regarding field placements are the responsibility of the Director of Student Teaching.

Students should be aware that field experiences continue during the University-scheduled Study Break. Refer to the Calendar of Dates. In addition, attendance at scheduled University courses is required regardless of any school breaks during the field experience.

4 Department of Educational and Counselling Psychology

Faculty of Education
3700 McTavish Street, Room 513
Montreal, QC H3A 1Y2

Telephone: (514) 398-4248

Fax: (514) 398-6968

Website: <http://www.education.mcgill.ca/ecp>

Chair — Bruce M. Shore

Emeritus Professors

Eigil Pedersen; B.A.(Sir G. Wms.), M.A.(McG.), Ed.D.(Harv.)
Howard A. Stutt; B.A.(Queen's), B.Ed., M.Ed.(Montr.), F.C.C.T.

Professors

Mark W. Aulls; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia)
Jacob A. Burack; B.A.(Col.), M.S., M.Phil., Ph.D.(Yale)
Glenn F. Cartwright; B.A.(Sir G. Wms.), M.A.(McG.), Ph.D.(Alta.), F.A.A.S.P., F.C.C.T.
Jeffrey L. Derevensky; B.A.(C. W. Post), M.A., Ph.D.(McG.)
Janet G. Donald; B.A., M.A.(W. Ont.), Ph.D.(Tor.) (*joint appt. with the Centre for University Teaching and Learning*)
Florent R. Dumont; A.B.(Col.), M.S.(S. Conn. St.), Ed.D.(Mass.)
Carl H. Frederiksen; B.A.(Harv.), M.A., Ph.D.(Ill.)
Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.)
Bruce M. Shore; B.Sc., M.A.(McG.), Ph.D.(Calg.)

Associate Professors

Joyce F. Benenson; B.Sc.(Duke), Ph.D.(Harv.)
Antonio Bernardelli; B.Sc.(Loy. Coll. Montr.), M.Ed., Ed.D.(McG.) (PT)
Robert J. Bracewell; B.Sc., M.A.(McM.), Ph.D.(Tor.)
Alain Breuleux; B.Sc., M.Sc., Ph.D.(Montr.)
Jack de Stefano; B.A.(Loy. Coll., Montr.), M.A., Ed.D.(McG.) (PT)
Janet Donin; B.A.(Tor.), M.A.(Ill.), Ph.D.(Cal.) (*joint appt. with Integrated Studies in Education*)
James P. Hanrahan; B.A., B.Ed.(St. F. X.), M.A.(McG.), Ph.D.(Lond.)
Nancy L. Heath; B.A.(McG.), M.Ed.(Ott.), Ph.D.(Tor.)
Michael L. Hoover; B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)
Robert A. Lavers; B.A.(Bishop's), M.Sc., Ph.D.(McG.)
Evelyn Lusthaus; B.S., M.S., Ph.D.(S.U.N.Y. Buffalo)
Theodore J. Maroun; B.S.(S.U.N.Y. Potsdam), M.S.(Canisius), M.Ed.(S.U.N.Y. Buffalo), Ed.D.(Ind.)
Lynn McAlpine; B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.) (*joint appt. with Centre for University Teaching and Learning*)
David D. McWethy; B.S., M.A.(Mich. St.), Ph.D.(Iowa St.) (*joint appt. with Integrated Studies In Education*)
F. Gillian Rejskind; B.A., M.A.(Sask.), Ph.D.(C'dia)
Alenoush Saroyan; B.A.(Pahlavi), M.Ed.(Loy. U. Chic.), Ph.D.(McG.) (*joint appt. with Centre for University Teaching and Learning*)
Ada L. Sinacore; B.A.(Montclair St.), M.A., M.Ed., Ph.D.(Col.)
Ingrid E. Sladeczek; B.A., M.S., Ph.D.(Ariz.), A.A.(Maryland)
Renée Stevens; B.A.(U.C.L.A.), M.A., Ph.D.(McG.) (PT)
Barbara Wainrib; B.A.(Brooklyn Coll.), M.Sc.(McG.), D.Ed.(Mass.) (PT)
Cynthia B. Weston; B.A. (Georgetown), M.L.S.(S.U.N.Y.), D.Ed.(Wash.) (*joint appt. with Centre for University Teaching and Learning*)

Assistant Professors
Elizabeth Cole; B.S.(Wisc.), M.A.(Kent.), M.A., Ed.D.(Cin.) (*joint appt. with School of Communication Sciences and Disorders*) (PT)
Miranda D'Amico; B.A., M.A.(C'dia), Ph.D.(McG.) (PT)
Marlene Dworkind; B.A., M.Ed.(McG.) (PT)
Marilyn Fitzpatrick; B.A.(Tor.), M.Ed., Ph.D.(McG.)
Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.)

Adjunct Professors
Annie Alaku; B.Ed.(McG.) (*Kativik School Board*)

H. Don Allen; B.Sc.(McG.), M.S.T.M.(Santa Clara), Ed.M., Ed.D.(Rutgers)
 Franco Carnevale; B.Sc.N, MSCA, M.Ed., M.Sc., Ph.D.(McG.)
 Bertha Dawang; B.A.(Sir G. Wms.), M.Ed.(McG.)
 Marcia A. B. Delcourt; M.A.B., B.Sc.(Bloomsburg), M.A., Ph.D.(Conn.) (*Western Connecticut*)
 Michael J. Dixon; B.A., B.Sc.(Trent), M.A., Ph.D.(C'dia) (*Douglas Hospital*)
 Peter J. Doehring; B.A.(McG.), M.A., Ph.D. (C'dia) (*Douglas Hospital*)
 Jeanne Eddisford; B.A.(Bishop's), M.Ed.(McG.), Ph.D.(Tor.)
 Mary Elijassiapik; B.Ed.(McG.) (*Kativik School Board*)
 Micki Lane; A.B.(U.C. Berkeley), M.A., Ph.D.(U.C.L.A.) (*MVM Communications*)
 Elsa Lo; B.A.(Queen's), B.A.(Dalhousie), M.A., Ph.D.(McG.)
 Henry Markovits; B.Sc.(McG.), M.Sc.(Sussex), Ph.D.(Montr.)
 Judith A. MacArthur; B.A.(Sir G. Wms.), M.Ed.(McG.) (*Kativik School Board*)
 Margaret O'Burne; B.A.(C'dia), M.Ed.(McG.), Ph.D.(Montr.)
 Susan Pinker; B.A.(McG.), M.A.Sc.(Waterloo)
 Niki Saros; B.A., B.S.W.(McG.), M.A.Ps.(S.U.N.Y. N.Y.) (*Summit School*)
 Leonard Shenker; B.Sc.(C.C.N.Y.), Ph.D.(McG.)
 Marcos Silva; B.A.(C'dia), M.L.S., Ph.D.(McG.)
 Michael Thomas; B.A.(Univ.Coll. Wales), M.A.(Montr.)
 Vicki Zack; B.A., M.A. (Montr.), Ph.D.(McG.) (*St. George's School*)

Associate Members

Terry Gandell; B.A. M.Ed., Ph.D.(McG.)
 Mary H. Maguire; B.A., B.Ed., M.A.(Montr.), M.Ed.(McG.), Cert.Reading(McG.), Ph.D.(Ariz.)
 Joseph Rochford; B.A.(McG.), M.A.(Queen's), Ph.D.(C'dia)
 Lalit K. Srivastava; B.Sc., M.Sc.(U of Allahabad, India), Ph.D.(Jawaharlal U., New Delhi)
 Claire-Dominique Walker; B.Sc.(College Calvin, Geneva); Ph.D.(Salk Institute and U. of Geneva)
 Laura Winer; B.A.,M.A.,Ph.D.(C'dia)

Part-time Instructors

Maureen Baron, Diane Bateman, Alice Bender, Fiona Benson, Penny Bloch, Sam Bruzzese, Noel Burke, Edith Clarke, Phil Clovel, Scott Conrad, Dawn Cruchet, Adam Finkelstein, Diane Fyfe, Karen Gazith-Cohen, Elizabeth Guadya, Myrna Hynes, Ruth Karp, Frank Lilly, Audrey McAllister, Judy McBride, Rita McDonough, Kathryn McMorro, Sharon Miller, Jody Pickard, Rosemary Reilly, Lisa Reisinger, Tina Roth, Lynn Senecal, Judy Shenker, Joan Stafford, Scott Waugh, Gerry Weintraub, Carolyn Zanni-Donereau.

Educational Psychology encompasses a) the theoretical and applied study of learning, cognition, and instruction in a variety of educational settings across ages and domains; b) instructional technology and computers as cognitive tools in learning; c) cognitive and social processes in learning; d) evaluation and enhancement of learning and teaching; e) education of learners with special needs or difficulties; f) relationships of these or related phenomena to issues in human development, especially for children and adolescents; and g) the impact of family and community on children's learning and development.

At the undergraduate level, the Department of Educational and Counselling Psychology is responsible for the B.A. Minor Concentration in Educational Psychology (see Faculty of Arts [section 12.13](#)), and for a variety of undergraduate courses in the areas of learning, cognition and development, inclusive education, gifted education, educational media and computers, and educational measurement and evaluation.

In professional development, the Department offers diploma or certificate programs in Human Relations and Family Life Education, Educational Technology, Inclusive Education, the Psychology and Education of the Gifted, and First Nations and Inuit Student Personnel Services. For further information, refer to the *2002-03 Centre for Continuing Education Calendar*.

At the graduate level, it offers a Graduate Certificate in Counselling Applied to Teaching. In addition, there are graduate pro-

grams leading to Ph.D., M.A. (thesis and non-thesis) and M.Ed. degrees in instructional psychology, applied cognitive psychology, special populations of learners (special needs and gifted education), counselling psychology, school/applied child psychology, family life education, computer applications in education, adult professional education, and the psychology of gender. For further information, consult the *2002-03 Graduate Studies Calendar*.

Special services offered by the Department include a project in gambling and treatment; the McGill-EMSB Gifted Summer School (Explorations); Distance Education courses in Educational Technology, Inclusive Education, and other subjects; the Summer Institutes in Integrated Education and Technology and Education; and the Psychoeducational and Counselling Clinic.

Course descriptions may be found in [section 8](#).

4.1 Programs of Professional Development

The Department of Educational and Counselling Psychology offers programs of professional development in several fields. All such programs are of 30 credits, unless otherwise indicated, and may be completed through part-time study. They are intended to provide an opportunity for teachers and other educators to enhance their existing knowledge and skills or to develop new ones, and thus are normally available only to those who are already certified as teachers.

Detailed information regarding general regulations, admission requirements and program profiles on the following certificates and diplomas may be found in the *2002-03 Centre for Continuing Education Calendar*. Further information about these programs may be also obtained from the Department at (514) 398-4248 or from:

Faculty of Education
 Office of Continuing Education
 3700 McTavish Street, Room 243
 Montreal, QC H3A 1Y2
 Telephone: (514) 398-7043 Fax: (514) 398-2182
 Website: <http://www.education.mcgill.ca/conted>

CERTIFICATE PROGRAMS

The Department of Educational and Counselling Psychology currently offers, through the Office of Continuing Education or the Office of Distance Education, 30-credit programs leading to McGill Certificates in the following fields:

Inclusive Education

Educational Technology

Offered through Distance Education. Further information is available from the Program Secretary at (514) 398-4248.

First Nations and Inuit Student Personnel Services

This program is offered by the Department of Educational and Counselling Psychology through the Office of First Nations and Inuit Education. For detailed information about this program, please refer to [section 5.2](#).

DIPLOMA PROGRAMS

The Faculty of Education offers, through the Office of Continuing Education, 30-credit Diploma programs to university graduates. Diploma programs are available in the following fields:

Human Relations and Family Life Education

Further information is available from the Program Secretary at (514) 398-4248.

Psychology and Education of the Gifted

Admission to this Diploma is temporarily suspended. Interested students are referred to the M.Ed. (Educational Psychology) Concentration in the Education of the Gifted.

OTHER PROGRAMS

For the 15-credit Graduate Certificate in Counselling Applied to Teaching and all M.Ed., M.A., and Ph.D. degrees, please consult the *2002-03 Graduate Studies Calendar*.

5 Department of Integrated Studies in Education

Faculty of Education
3700 McTavish Street, Room 244
Montreal, QC H3A 1Y2

Telephone: (514) 398-4525

Website: <http://www.education.mcgill.ca/des/default.html>

Undergraduate Programs:

Telephone: (514) 398-4527

Fax: (514) 398-4529

Graduate Programs:

Telephone: (514) 398-4531

Fax: (514) 398-7436

Chair — Anthony Paré

Director of Undergraduate Programs — TBA

Director of Graduate Programs — TBA

Director of Jewish Teacher Training Program — Eric Caplan

Director of Music Education — Joan Russell

Director of TESL — TBA

Director of TFSL — TBA

Emeritus Professors

Patrick X. Dias; B.A., M.A.(Karachi), B.Ed., Ph.D.(Montr.)

Margaret Gillett; B.A., Dip. Ed.(Syd.), M.A.(Russel Sage),
Ed.D.(Col.) (*William C. Macdonald Emeritus Professor of Education*)

Wayne C. Hall; B.A., M.A.(Bishop's) (*William C. Macdonald Emeritus Professor of Education*)

Norman Henchey; B.A., B.ped., Lic.Ped.(Montr.), Ph.D.(McG.)

Jacques J. Rebuffot; B.ès L., L.ès L., D.E.S.(Aix-Marseilles),
Dip. I.E.P., Dr. 3rd Cy.(Strasbourg)

Professors

David Dillon; B.A.(St. Columban's), M.S.(S.W. Texas St. Univ.),
Ph.D.(U. of Texas, Austin)

Thomas A. Francoeur; B.A. Lic. Ped., D.Ed.(Montr.), M.A.(Ott.),
Dipl. Pst. Theol.(Brussels)

Ratna Ghosh; C.M., B.A.(Calcutta), M.A., Ph.D.(Calg.) F.R.S.C.,
(*William C. Macdonald Professor of Education*)

Barry Levy; B.A., M.A., BRE(Yeshiva), Ph.D.(N. Y.U.)

Mary H. Maguire; B.A., B.Ed., M.A.(Montr.), M.Ed.(McG.), Cert.
Reading (McG.) Ph.D.(Ariz.)

Bernard Shapiro; B.A.(McG.), M.A.T., Ed.D.(Harv.)

David C. Smith; B.Ed., M.A.(McG.), Ph.D.(Lond.), F.C.C.T.,
F.R.S.A.

R. Lynn Studham; N.D.D.(Sunder.), A.R.A.(Royal Acad., Copen.),
M.A.(E. Carolina), C.S.G.A., S.C.A.

Associate Professors

Helen Amoriggi; B.Sc., M.A.(Rhode Island), Ed.D.(Boston)

Ann J. Beer; B.A.(Oxon.), M.A.(Tor.), D.Phil.(Oxon.)

Jon G. Bradley; B.A., M.A.(Sir G.Wms.)

Lynn Butler-Kisber; B.Ed., M.Ed.(McG.), Ed.D.(Harv.)

June E. Cooper; B.A.(Acad.), M.Ed.(Stetson)

Janet Donin; B.A.(Tor.), M.A.(Ill.), Ph.D.(Cal.) (*joint appt. with Educational and Counselling Psychology*)

Winston G. Emery; B.Ed., M.A.(McG.), Ph.D.(Montr.)

Yarema G. Kelebay; B.A., B.Ed.(Montr.), M.A.(Sir G.Wms.),
Ph.D.(C'dia)

Cathrine Le Maistre; B.Sc., Dip.Ed.(Exeter), M.Ed., Ph.D.(McG.)
Denise Lussier; B.A.(Coll. Jesus Marie de Sillery), M.Ed.(Boston),
M.A., Ph.D.(Laval)

Charles S. Lusthaus; B.S., M.S.(Canisius), Ph.D.(S.U.N.Y.)

Roy Lyster; B.A.(Regina), M.A.(Paris VII), B.Ed., M.Ed.,
Ph.D.(Tor.)

David D. McWethy; B.S., M.A.(Mich. St.), Ph.D.(Iowa St.) (*joint appt. with Educational and Counselling Psychology*)

Christopher S. Milligan; B.A.(Sir G.Wms.), M.Ed.(McG.),
Ed.D.(Tor.)

Claudia A. Mitchell; B.A.(Brandon), M.A.(Mt. St Vincent),
Ph.D.(Alta.)

Ronald Morris; B.Ed., M.A., Ph.D.(McG.)

Anthony Pare; B.Ed. M.Ed., Ph.D.(McG.)

Howard N. Riggs; B.Ed.(Alta.), M.A., Ph.D.(Minn.)

Phyllis Shapiro; Dip.Ed.(McG.), B.A.(C'dia), M.Ed., D.Ed.(Boston)
Carolyn E. Turner; B.A.(Ariz.), M.Ed., Ph.D.(McG.)

Boyd White; B.A.(Sir G.Wms.), B.F.A.(C'dia), M.F.A.(Inst. Allende,
Guanajuato), Ph.D.(C'dia)

Lise Winer; B.A.(Pitts.), M.A.(Minn.), Cert. Ped.(C'dia),
Ph.D.(West Indies)

Assistant Professors

Brian J. Alters; B.Sc., Ph.D.(USC) (*William Dawson Scholar*)

Spencer Boudreau; B.A.(Don Bosco), B.A., M.A.(Sherb.),
Ph.D.(C'dia)

Eric Caplan; B.A.(Tor.), M.A.(Hebrew University), Ph.D.(McG.)

Valentina De Krom; B.A. (Ott.), Dip.Ed., M.Sc. (McG.)

Stephen Jordan; B.A.(Kent), M.Sc.(London), Ph.D.(McG.)

Kevin McDonough; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.)

Joan Russell; B.Mus., L.Mus., M.Ed., Ph.D.(McG.)

Ruth Wells Sandwell; B.A. (Carl.), M.A.(U.Vic.), Ph.D.(S.Fraser)

Mela Sarkar; B.A.(McG.), M.A., Ph.D.(C'dia)

Sylvia Sklar; Dip.Ed.(McG.), B.A.(C'dia), M.Ed.(McG.)

Elizabeth Wood; B.F.A.(York), B.F.A.(C'dia), Dip.Ed., M.A.,
Ph.D.(McG.)

Faculty Lecturers

Audrey Berner; B.A., M.Ed.(McG.), Ed.Dip.(Alta.)

Dan Cere; B.A., M.A.(McG. Ph.D.(C'dia)

Linda Cooper; B.A.(C'dia), M.A.(McM.)

Frances Levy; B.A.(Col.), M.Ed.(McG.)

Carolyn Pittenger; B.A., M.A.(SUNY Albany), M.Ed.(McG.)

Judith Ritter; B.A.(Michigan St.), M.A.(McG.), Dip.Adult Ed./
ESL(UBC)

Diane Russell; B.Sc.(American U.), M.Ed.(Boston)

Louise Savoie; B.S.S.(Laval), M.A.(Ott.)

Celina Segal; B.F.A., M.F.A.(C'dia)

Donna Lee Smith; B.A., M.A.(C'dia)

Sharron Wall; B.A. Dip.Human Relations, M.A.(McG.)

Adjunct Professors

Annie Alaku; B.Ed.(McG.) (*Kativik School Board*)

Abigail Anderson; B.A., Dip. Ed., M.A.(McG)

Betsy Annahatak; B.Ed., M.Ed.(McG.)

Patrick A. Baker; B.Com., B.A.(Sir G.Wms.), M.Ed.(McG.)

Mary Bear; B.Ed.(Québec)

Luci Bobbish-Salt; B.Ed.(U.Q.A.C.)

Tino Bordonaro; B.A.(Bishop's), M.A.(McG.)

Noel Burke; B.Ed., M.Ed.(McG.)

Gretta Chambers; B.A.(McG.)

Scott G. Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)

William E. B. Corrigan; M.T.M.(C'dia)

Debbie Cox; B.Ed.(Québec)

Edward Cross; B.A.(Carl.), M.Ed.(McG.)

Mary Eljassiapik; B.Ed.(McG.)

Elaine Freeland; M.A.(Montr.)

Jaswant K. Guzder; B.Sc., M.D.C.M., Dip. Psychiatry(McG.)

Kanahstasi Howard; B.A.(C'dia), Dip.Ed. (McG.)

Marja-Liisa Korhonen; B.A.(Windsor), B.Ed.(OISE)

Nellie Kusugak; B.Ed.(McG.)

Kaia'titake Jacobs; B.Ed.(Québec)

Charley Levy; B.A.(Sir G.Wms.), M.A.(Middlebury)

Alex McComber; B.A.(St. Francis Coll.), M.Ed.(McG.)

Noel McDermott; B.A.(Lond.), M.A.(Birming.), M.Phil.(Wat.)

Marianna McVey; B.A.(Carl.), M.A., Ed.D.(Syracuse)

Howard G. Martin; M.Ed.(McG.)

Dan Mason; Ph.D.(Ott.)

Kevin O'Donnell; B.A.(Montr.)

Allan Patenaude; B.A.(Ott.), B.Ed.(Montr.)

Linda Simon; B.Ed.(Montr.)

Clarence Tomatuk; M.Ed.(McG.)

Gilbert Whiteduck; B.Ed.(Québec), M.Ed.(Carl.)

Doris Winkler; B.A.(Sir G.Wms.), M.Ed.(Harv.)

Vikki Zack; B.A., Dip.Ed.(McG.), M.A.(Montr.), Ph.D.(McG.)

The Department of Integrated Studies in Education, created September 2001, incorporates the programs and staff previously associated with the Departments of Culture and Values in Education, Educational Studies, and Second Language Education.

The Department offers four-year programs for CEGEP graduates and five-year programs for out-of-province students leading to a B.Ed. Degree. The following programs are offered:

Bachelor of Education General Secondary Two-Subject Option Program (120 credits)

This program applies to students admitted to the 150-credit program in September 1996 and to all students admitted on or after September 1997.

The aim of the B.Ed. in Secondary Education is to prepare strong beginning teachers for the secondary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide background depth in two subject areas and professional studies centred on school-based practicum components which are supported by studies in pedagogy, curriculum and educational foundations. Students choose their two subjects from: Biology, Chemistry, Drama (not offered in 2002-03), English, General Science, Geography, History, Mathematics, Moral Education, Physics, Religious Education (Catholic, Jewish, Protestant).

Concurrent Bachelor of Education in Music/Bachelor of Music (Music Education) program (157 credits)

This program prepares music specialist teachers. Graduates of this program will be certified to teach music at the elementary and secondary levels and to teach a second academic subject at one of these levels. The two degrees are awarded during the same convocation period.

Concurrent Bachelor of Science (Major in Two Subjects for Teachers/ Bachelor of Education (General Secondary Two-Subject Option) (135 credits)

This program provides students with the opportunity to attain a Bachelor of Science degree and a Bachelor of Education degree concurrently. The two degrees are awarded during the same convocation period.

Bachelor of Education (Kindergarten and Elementary) (120 credits) *under revision

This program applies to students admitted to the 150-credit program in September 1996 and to all students admitted since September 1997.

This program leads to certification to teach children between the ages of 5 and 11 years. It consists of four years of full-time study requiring the completion of 120 credits (150 credits or five years for out-of-province students), of academic and professional courses and practica.

Options within the B.Ed. (Kindergarten and Elementary) program are:

Jewish Studies

Program intensif de français.

Available to students enrolled in the B.Ed. Kindergarten and Elementary who wish to teach French, or a school subject in French, in an immersion class.

Candidates will be selected by the Department of Integrated Studies in Education according to their mastery of French, which will be tested prior to admission to the option.

Bachelor of Education In Teaching French as a Second Language (120 credits) *under revision

The four-year B.Ed. in Teaching French as a Second Language prepares specialist teachers to teach French as a second language in regular and immersion programs, at both the elementary and the secondary levels. This integrated 120-credit program (150 credits for out-of-province students) consists of academic and professional components. The academic components provide students with opportunities to study language and language learning from linguistic, social, cultural and psychological perspectives and to concentrate on one subject area taught at the secondary level or to familiarize them with at least two subjects taught at the elementary level. The professional components

revolve around school-based field experiences which are supported by studies in pedagogy and educational foundations.

Bachelor of Education in Teaching English as a Second Language (120 credits) * under revision

This program prepares specialist teachers to teach English as a second language at both the elementary level (including regular and intensive ESL) and the secondary level (including regular ESL and ESLA – English Second Language Arts). This integrated 120-credit program (150 credits for out-of-province students) consists of academic and professional components. The academic components provide students with opportunities to develop a broad liberal education and to study language and language learning from linguistic, social, cultural and psychological perspectives. The professional components revolve around school-based field experiences which are supported by studies in pedagogy and educational foundations.

Graduate Programs

At the Graduate level, the Department offers M.A. programs with thesis and non-thesis options in the following areas: Culture and Values in Education, Educational Studies (Curriculum), Educational Studies (Leadership), and Second Language Education.

In-Service Programs

The Department of Integrated Studies in Education offers three in-service programs:

A 90-credit Bachelor of Education (Vocational) program offered through the Centre for Continuing Education for practising vocational teachers possessing a provisional teaching authorization in a vocational area.

A 30-credit Certificate in Second Language Teaching (TESL) currently offered through Distance Education. (This program will not accept students in 2002-03.)

A Certificate in Aboriginal Education for Certified Teachers through the Office of First Nations and Inuit Education.

The Office of First Nations and Inuit Education also offers a Certificate in Education for First Nations and Inuit, a Certificate in Aboriginal Literacy Education, and a Certificate in Middle School Education in Aboriginal Communities.

The Department is also involved in a variety of in-service activities with administrators, teachers, consultants and other educational leaders through the Centre for Educational Leadership (CEL).

Course descriptions may be found in [section 8](#).

5.1 Bachelor of Education Programs

5.1.1 Bachelor of Education General Secondary Two-Subject Option Program (120 credits)

[Program revisions are under consideration for September 2002. Go to <http://www.mcgill.ca> (Course Calendars) in July for details.]

CREDITS

57

ACADEMIC COMPONENTS

FIRST TEACHING OPTION:

A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses. Students who choose Religious Education (Jewish) as an option must take 33 academic credits in Jewish Studies.

SECOND TEACHING OPTION:

A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses.

PROFESSIONAL COMPONENTS	57
<i>PROFESSIONAL SEMINARS</i>	8
Required Courses	
EDEC 201 First Year Professional Seminar	1
EDPE 250 Second Year Professional Seminar	1
EDEC 306 Third Year Professional Seminar	3
EDEC 404 Fourth Year Professional Seminar	3
FIELD EXPERIENCES	19
Required Courses	
EDFE 200 First Year Field Experience	2
EDFE 251 Second Year Field Experience	2
EDFE 351 Third Year Field Experience (Sec.)	8
EDFE 451 Fourth Year Field Experience (Sec.)	7
FOUNDATION COURSES	9
Required Courses	
EDEM 405 Policy Issues in Québec Education	3
EDPE 300 Educational Psychology	3
Complementary Course	3
EDER 400* Philosophical Foundations	
or EDER 398 Philosophy of Catholic Education	
* Students who choose Religious Education (Jewish) as an option may take EDER 320 Visions and Realities of Jewish Education instead.	
PEDAGOGY COURSES	9
Required Courses	
EDPI 309 Exceptional Students	3
First Teaching Option Methodology	3
Second Teaching Option Methodology	3
EDES 361 Secondary School English 1	
EDES 353 Secondary School Mathematics 1	
EDES 370 Teaching General Science*	
EDES 389 Issues in Social Studies**	
EDET 360 Teaching Business Subjects	
EDET 373 Teaching Technical Subjects	
EDEC 334 Teaching Social Studies**	
EDEC 335 Teaching Secondary Science*	
*Students taking one science subject as an option should take: EDEC 335 Teaching Secondary Science	
Students taking a second science subject as an option should take: EDEC 335 Teaching Secondary Science and EDES 370 Teaching General Science	
**Students taking one social science subject as an option should take: EDEC 334 Teaching Social Studies	
Students taking a second social science subject as an option should take: EDEC 334 Teaching Social Studies and EDES 389 Issues in Social Studies	
Catholic Option takes: EDER 392 Guiding Religious Response - Sec.	
Protestant Option takes: EDER 372 Human & Rel. Values in Sec. School	
<i>Jewish Option takes one of the following:</i> EDER 250 Understanding and Teaching Jewish Living EDER 400 Teaching the Jewish Liturgy EDER 401 Teaching the Bible 1 EDER 404 Teaching Hebrew as a Second Language EDER 405 Teaching Yiddish as a Second Language EDER 420 Teaching Jewish History EDER 421 Teaching the Holocaust	
<i>Moral Education Option takes:</i> EDER 340 Moral Education C&I	
PEDAGOGICAL SUPPORT COURSES	12
Required Courses	
EDPE 304 Measurement & Evaluation	3
EDEC 302 Language and Learning-Curr.	3

Complementary Courses

A 3-credit course in Multicultural Education from the following list:	3
EDER 464 Intercultural Education	
EDEE 441 First Nations and Inuit Education	
EDEC 410 Multi-cultured/Multi-racial Class	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
EDPE 310 Educational Computer Applications	
EDPT 200 Applications Software	
EDPT 204 Educational Media 1	
EDEC 402 Media, Technology & Education	
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:	
EDPT 341 Instructional Programming 1	
EDPT 420 Media Literacy for Education	

ELECTIVE COURSES **6**

TOTAL CREDITS **120**

FOUR-YEAR PROGRAM OVERVIEW

A Academic Courses	57
P Professional Courses	57
PS Professional Seminars	8
FE Field Experiences	19
F Foundations	9
PD Pedagogy	9
Ps Pedagogical Support	12
E Elective Courses	6
TOTAL CREDITS	120

YEAR 1		
Term A		
A Academics		12
P/PS EDEC 201 First Year Professional Seminar		1
P/FE EDFE 200 First Year Field Experience		2
Term B		
A Academics		12
P/F EDER 400 Philosophical Foundations or EDER 398 Philosophy of Catholic Education		3

YEAR 2		
Term A		
A Academics		12
P/PS EDEC 410 Multi-cultured/Multi-racial or EDER 464 Intercultural Education or EDEE 441 First Nations and Inuit Education		3
Term B		
A Academics		9
P/PS EDPE 250 Second Year Professional Seminar		1
P/FE EDFE 251 Second Year Field Experience		2
P/F EDPE 300 Educational Psychology		3

YEAR 3		
Term A		
P/PS EDEC 306 Third Year Professional Seminar		3
P/FE EDFE 351 Third Year Field Experience (Sec.)		8
P/PD First Teaching Option C&I		3
Second Teaching Option C&I		3
Term B		
A Academics		9
P/PS EDEC 302 Language and Learning - Curriculum		3
EDEC 402 Media, Technology, Computers and Education (or equivalent)		3

YEAR 4		
Term A		
A	Academics	3
P/F	EDEM 405 Policy Issues in Quebec Education	3
P/Ps	EDPE 304 Measurement and Evaluation	3
E	Electives	6
Term B		
P/PS	EDEC 404 Fourth Year Professional Seminar	3
P/FE	EDFE 451 Fourth Year Field Experience (Sec.)	7
P/PD	EDPI 309 Exceptional Students	3

5.1.2 Concurrent Bachelor of Education In Music and Bachelor of Music (Music Education) Program (157 credits)

The Bachelor of Education in Music is an integrated 4-year, 120-credit program of initial teacher training that leads to certification as a teacher in the province of Quebec. When offered concurrently with the Bachelor of Music (Major in Music Education), the program offers students the opportunity to obtain a Bachelor of Education degree and a Bachelor of Music degree after the completion of 157 credits, normally 5 years (187 credits or 6 years for out-of-province students). The concurrent program combines academic studies in music and a second teachable subject, professional studies, and field experience. The two degrees are awarded during the same convocation period.

To be admitted to the Concurrent program, students must satisfy the regular admission requirements of the Faculty of Education and the Faculty of Music. Normally, students will be admitted to both components of the Concurrent program simultaneously. Applicants who already hold a Bachelor of Music degree may apply for advanced standing in the Bachelor of Education in Music program. Students who have partially completed a Bachelor of Music program are eligible to apply for advanced standing in the Concurrent program.

The components of the 157-credit Bachelor of Education in Music/ Bachelor of Music (Music Education) are as follows:

- 55 professional credits
- 78 music academic credits (including 9 music elective credits)
- 3 elective credits
- 21 credits in a second academic subject area to be chosen from the following Ministry-approved list:
 - Elementary level:
 - Arts (Drama, Movement and Art), Social Science, Moral and Religious Education (Catholic or Protestant).
 - Secondary level:
 - Biology, Chemistry, General Science, Geography, History, Moral Education, Physics, Religious Education (Catholic, Jewish, or Protestant).

Students who wish to complete only the Bachelor of Education in Music have the option of doing so after the successful completion of the first two years of the concurrent program. Students who decide to complete only a Bachelor of Music may transfer at any time into the Bachelor of Music, Faculty Program.

Students who opt for the Bachelor of Education in Music would be required to complete 62 academic credits, 3 elective credits, and 55 professional credits from the program given below, with the following notes:

1. B.Ed./B.Mus. students are required to complete MUTH 311. This course is required for the Bachelor of Music. Students who transfer to the Bachelor of Education after the successful completion of the second year of the Concurrent program may use these as elective credits.
2. Credits are required for completion of the Concurrent program.

3. Eight credits of ensemble are required for completion of the Concurrent program; 4 credits are required for completion of the Bachelor of Education program.

ACADEMIC COMPONENTS	CREDITS
	78
<i>THEORY COURSES</i>	14
MUTH 210 Tonal Theory and Analysis 1	3
MUTH 211 Tonal Theory and Analysis 2	3
MUTH 310 Middle & Late 19th-C. Theory & Analysis	3
MUTH 311 20th-Century Theory and Analysis – see Note 1 above.	3
MUTH 461 Arranging 1 – see Note 2 above.	2
<i>MUSICIANSHIP COURSES</i>	8
MUSP 229 Musicianship 3	2
MUSP 231 Musicianship 4	2
MUSP 329 Musicianship 5	2
MUSP 331 Musicianship 6	2
<i>PERFORMANCE COURSES</i>	16
Practical Concentration: 2 credits per term.	8
Completion of Concentration 2 Examination	
Basic Ensemble Training – see Note 3 above.	8
Orchestral Instruments: <ul style="list-style-type: none"> Winds: Orchestra, Wind Symphony or Contemporary Music Ensemble* Percussion: Orchestra, Wind Symphony or Contemporary Music Ensemble* Strings: Orchestra or Contemporary Music Ensemble* 	
Other Instruments: Choral Ensemble	
<i>COMPLEMENTARY MUSIC HISTORY</i>	6
– see Note 2 above.	
Music History, Literature or Performance Practice elective (courses with a MUHL or MUPP prefix, may include MUHL 362 Popular Music or MUHL 393 History of Jazz, but not both)	3
and one of:	3
MUHL 389 Orchestral Literature	
MUHL 397 Choral Literature after 1750	
MUHL 398 Wind Ensemble Literature after 1750	
<i>MUSIC EDUCATION COURSES</i>	25
MUIT 201 String Techniques	3
or MUIT 250 Guitar Techniques – see Note 2 above.	
MUIT 202 Woodwind Techniques	3
MUIT 203 Brass Techniques	3
MUIT 204 Percussion Techniques	3
MUCT 235 Vocal Techniques	3
MUGT 215 Basic Conducting Techniques	1
MUGT 356 Music for Children 1: Philosophy & Tech.	3
MUGT 401 Issues in Music Education – see Note 2 above.	3
MUCT 315 Choral Conducting 1	3
or MUIT 315 Instrumental Conducting 1 – see Note 2 above.	
<i>Music Education Electives</i>	6
– see Note 2 above.	
<i>Music Elective</i>	3
– see Note 2 above.	
Chosen from Faculty of Music offerings	
SECOND SUBJECT	21
Appropriately sequenced courses chosen from one of the following subject areas:	
Elementary level: Arts (Drama, Movement and Art), Social Science, Moral and Religious Education (Catholic or Protestant).	
Secondary level: Biology, Chemistry, General Science, Geography, History, Moral Education, Physics, Religious Education (Catholic, Jewish, or Protestant).	

ELECTIVE

Students who transfer to the Bachelor of Education after completion of the second year of the Concurrent program may use the 3 credits of MUTH 311 as elective credit for the Bachelor of Education – see Note 1 above.

PROFESSIONAL COMPONENTS

PROFESSIONAL SEMINARS

Required Courses

EDEA 206	First Year Professional Seminar Music	1
EDEA 207	Second Year Professional Seminar Music	1
EDEA 306	Third Year Professional Seminar Music	2
EDEA 406	Fourth Year Professional Seminar Music	2

FIELD EXPERIENCES

Required Courses

EDFE 205	First Year Field Experience Music	2
EDFE 206	Second Year Field Experience Music	2
EDFE 305	Third Year Field Experience Music	7
EDFE 405	Fourth Year Field Experience Music	8

FOUNDATION COURSES

Required Courses

EDEM 405	Policy Issues in Quebec Education	3
EDPE 300	Educational Psychology	3

Complementary Courses

one of:

EDER 400	Philosophical Foundations	3
EDER 398	Philosophy of Catholic Education	3

PEDAGOGY COURSES

Required Courses

EDEA 442	Elementary Music Curriculum & Instruction	3
EDEA 472	Secondary Music Curriculum & Instruction	3
EDPI 309	Exceptional Students	3
	Second subject Curriculum & Instruction	3

PEDAGOGICAL SUPPORT COURSES

Required Courses

MUGT 301	Technology and Media for Music Educators	3
EDPE 304	Measurement & Evaluation	3

Complementary Courses

one of:

EDER 464	Intercultural Education	3
EDEC 410	Multi-cultured/Multi-racial Class	
EDEE 441	First Nations and Inuit Education	

TOTAL CREDITS

157

Special Requirements:

* Contemporary Music Ensemble may be taken for a maximum of four credits of Basic Ensemble. (Basic Ensemble component change awaiting University approval.)

5.1.3 Concurrent Bachelor of Science (Major in Two Subjects for Teachers) and Bachelor of Education (General Secondary Two-Subject Option) Program (135 credits)

Coordinator, Faculty of Education — Professor Brian Alters
Coordinator, Faculty of Science — Professor Richard Harris

This program has been designed to provide students with the opportunity to attain a Bachelor of Science degree and a Bachelor of Education degree after 135 credits of study. In the B.Sc. component, the student must major in one of the following subject combinations:

- mathematics and biology,
- mathematics and chemistry,
- mathematics and physics,
- chemistry and physics,
- biology and chemistry,
- biology and geography.

To be admitted to the Concurrent program, students must satisfy the regular admission requirements of the Faculties of Science

3

and Education. Normally, students will be admitted to both components of the Concurrent program simultaneously, however, it is possible for students in a B.Sc. or B.Ed. program to transfer into the Concurrent program at any time. Students in the Concurrent program may change to either a B.Sc. or a B.Ed., but may not subsequently switch back to the Concurrent program.

55

Students in the Concurrent B.Sc./B.Ed. who receive an F or J in any Field Experience course are placed in unsatisfactory standing. Although they may complete their semester, they are required to withdraw from the Concurrent Program. However, they may apply to transfer to the conventional B.Sc. program as outlined in Faculty of Science [section 12.29](#).

The two degrees are awarded during the same convocation period.

Program Requirements

The requirements for the B.Ed. component are described in [section 5.1.1](#) with the following exceptions:

- A. Students in the Concurrent B.Sc./B.Ed. program must choose their 57 academic credits from the lists of required and complementary courses in their respective B.Sc. Majors.
- B. Students must take the following courses which will be required for the B.Sc. component:
 - EDER 400 Philosophical Foundations
 - EDEC 410 Multi-Cultured/Multi-Racial Class
 - EDEC 402 Media, Technology and Education

For further information about this program, please refer to the Faculty of Science [section 12.29](#).

5.1.4 Bachelor of Education – Vocational Secondary One-Subject (90 credits)

This program is available to applicants holding Provisional Teaching Authorizations in a vocational area who wish to qualify as teachers of vocational education subjects. The teaching option must be either a business or technical subject. Applicants should hold a Diploma of Collegial Studies, or its equivalent, or be eligible for mature student status, and have formal training in their professional area. Work experience is also considered. Application to this program should be made through the:

Faculty of Education
 Office of Continuing Education
 3700 McTavish Street, Room 243
 Telephone: (514) 398-7043 Fax: (514) 398-2182

The program components are as follows:

	CREDITS
Complementary Courses	75
Education Concentration	30
Courses that give attention to teaching methodologies, learning theories, educational philosophy, etc.	
Academic Concentration	30
Courses directly related to the subject option.	
Departmental Selections	15
Courses in vocational education that complement the professional concentration.	
Elective Courses	15
Courses selected in consultation with an advisor and which count for university credit.	
TOTAL CREDITS	90

5.1.5 Bachelor of Education Kindergarten and Elementary Program (120 credits)

[Program revisions are under consideration for September 2002. Go to <http://www.mcgill.ca> (Course Calendars) in July for details.]

The four-year program begins with the foundation courses in the first semester and has a higher concentration of academic courses in the first two years. The professional courses and practicum have a heavier weight in the final two years. The practicum consists of school-based experiences and a series of professional seminars

that provide an opportunity for students to reflect on that experience in a systematic way and with the guidance of a tutor.

ACADEMIC COMPONENT	CREDITS
This component provides background in the subject areas of the elementary school curriculum, namely: English Language Arts, Mathematics, Natural Sciences, Social Studies, Art, Physical Education, Moral and Religious Education, French. During their four years of study, students will take: 18 – 21 credits in one of these subject areas; at least 3 credits in each of five other subject areas; and EDEC 203 Communication in Education;	39
PROFESSIONAL COMPONENT	75
This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:	
PRACTICUM	27
Required Courses	
Field Experiences	
EDFE 200 First Year Field Experience	2
EDFE 252 Second Year Field Exp. (K/Elem)	2
EDFE 303 Third Year Field Exp. (K/Elem)	8
EDFE 403 Fourth Year Field Exp.(K/Elem)	7
PROFESSIONAL SEMINARS	
EDEC 201 First Year Professional Seminar	1
EDPE 251 Second Year Prof. Sem. (K/Elem)	1
EDEC 307 Third Year Prof. Sem. (K/Elem)	3
EDEC 405 Fourth Year Prof. Sem. (K/Elem)	3
FOUNDATIONS	15
Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDPI 309 Exceptional Students	3
EDPI 341 Instruction in Inclusive Schools	3
EDPE 300 Educational Psychology	3
Complementary Courses	
one of:	3
EDER 398 Philosophy of Catholic Education	
EDER 400 Philosophical Foundations	
PEDAGOGY	21
Required Courses	
EDEE 223 Language Arts	3
EDEE 332 Teaching Mathematics	3
EDEE 372 Teaching Science	3
EDEE 382 Teaching Social Studies	3
EDEC 310 Kindergarten/Elementary Curri.	3
Complementary Courses	6
Two other methodology courses chosen from: Art, Drama, Moral and Religious Education, Music, Physical Education, TESL, TFSL.	
PEDAGOGICAL SUPPORT	12
Required Course	
EDEC 302 Language & Learning - Curriculum	3
Complementary Courses	9
EDEC 402 Media, Technology and Education or, for students with a background in computers or other media applications in education, one of the following 3-credit courses may substitute the above: EDPT 341 Instructional Programming 1 EDPT 420 Media Literacy for Education one 3-credit course in Multicultural Education from the following list: EDER 464 Intercultural Education EDEE 441 First Nations and Inuit Education EDEC 410 Multi-cultured/Multi-racial Class one 3-credit course in Special Topics from the following list: EDEC 300 Special Topics 1 EDEC 301 Special Topics 2	
ELECTIVE COURSES	6
TOTAL CREDITS	120

FOUR-YEAR PROGRAM OVERVIEW

A Academic Courses	39
P Professional Courses	75
PS Professional Seminars	8
FE Field Experiences	19
F Foundations	15
PD Pedagogy	21
Ps Pedagogical Support	12
E Elective Courses	6
TOTAL CREDITS	120

YEAR 1		
Term A		
A	EDEC 203 Communication in Education	3
P/PS	EDEC 201 First Year Professional Seminar	1
P/FE	EDFE 200 First Year Field Experience 1	2
P/F	EDER 400 Philosophical Foundations or EDER 398 Philosophy of Catholic Education EDPE 300 Educational Psychology	3 3 3
P/Ps	EDEC 410 Multi-cultured/ Multi-racial Classroom or EDER 464 Intercultural Education or EDEE 441 First Nations and Inuit Education	3 3 3
Term B		
A	Academics	15
YEAR 2		
Term A		
A	Academics	15
Term B		
P/PS	EDPE 251 Second Year Prof. Sem. (K/Elem)	1
P/FE	EDFE 252 Second Year Field Exp. (K/Elem)	2
P/PD	EDEE 223 Language Arts EDEE 332 Teaching Mathematics EDEE 382 Teaching Social Studies	3 3 3
P/Ps	EDEC 402 Media, Technology, Computers and Education	3
YEAR 3		
Term A		
A	Academics	6
P/F	EDEM 405 Policy Issues in Quebec Education	3
P/PD	EDEE 372 Teaching Science Methods 1 (chosen from a list of courses offered by other departments)	3 3
Term B		
P/PS	EDEC 307 Third Year Prof. Sem. (K/Elem)	3
P/FE	EDFE 303 Third Year Field Exp. (K/Elem)	7
P/F	EDPI 309 Exceptional Students	3
P/PD	Methods 2 (chosen from a list of courses offered by other departments)	3
YEAR 4		
Term A		
P/PS	EDEC 405 Fourth Year Prof. Sem. (K/Elem)	3
P/FE	EDFE 403 Fourth Year Field Exp. (K/Elem)	8
P/F	EDPI 341 Instruction in Inclusive Schools	3
Term B		
P/PD	EDEC 310 Kindergarten/Elementary Curriculum	3
P/Ps	EDEC 302 Language and Learning - Curriculum EDEC 300 Special Topics 1 or EDEC 301 Special Topics 2	3 3 3
E	Electives	6

5.1.6 Programme Intensif de Français Elementary Option (30-credits) * under revision

This 30-credit option, known as Programme intensif de français (PIF), is addressed to students enrolled in the B.Ed. Kindergarten and Elementary program who wish to teach French, or a school subject in French, in an immersion class or a classe d'accueil.

Competency in French

For students in the B.Ed. Teaching French as a Second Language (TFSL) and /or the Programme intensif de français (PIF), fluency (oral and written) is required for those seeking certification as a teacher in the province of Quebec, and those who cannot demonstrate such fluency, will be requested to withdraw from the Program.

Students will be selected by the Department according to their mastery of French. The mastery of French will be tested prior to admission to the option.

For further information about this option, please contact the Department at (514) 398-4527.

	CREDITS	
ACADEMIC CONCENTRATION	15	
Required Course		
EDSL 341 Littérature et littérature en FLS	3	
Complementary Courses	12	
Twelve credits in French taken as part of the academic component of the B.Ed. Elementary Program or B.Ed. Major in the Teaching of French (Second Language).		
EDUCATION CONCENTRATION	15	
Required Courses		
EDSL 301 Étude de la langue l'ens. du FLS	3	
EDSL 444 Enseignement du FLS au primaire	3	
EDSL 345 Enseignement du FLS par immersion	3	
Complementary Courses	6	
Two (2) Curriculum & Instruction courses (Mathematics, Science, Social Studies, Music, etc.). These courses could be taken either in the Faculty of Education or in a university where these courses are taught in French.		
TOTAL CREDITS	30	

5.1.7 Bachelor of Education Kindergarten and Elementary Program (Jewish Studies Option) (126 credits)

[Program revisions are under consideration for September 2002. Go to <http://www.mcgill.ca> (Course Calendars) in July for details.]

The Bachelor of Education in Kindergarten and Elementary Education (Jewish Studies Option) leads to certification to teach Jewish and general studies to students between the ages of 5 and 11 years. The program consists of four years of full-time study requiring the completion of 126 credits (156 credits or 5 years for out-of-province students), academic and professional courses and practica.

Students are encouraged to acquire a strong general background in Bible, Jewish prayer, Jewish holidays and Jewish history prior to registering in the program. Students lacking the ability to teach in Hebrew should consider spending a semester at an Israeli university.

Students wishing to teach Jewish and general studies at the secondary level should register for the two-subject program outlined in [section 5.1.1](#).

	CREDITS	
ACADEMIC COMPONENT	45	
This component provides background in the subject areas of the elementary school curriculum, namely: Art, English Language Arts, French, Mathematics, Moral and Religious Education, Natural Sciences, Physical Education, Social Studies. During their four years of study, students will take:		
30 credits in Jewish Studies (chosen with the Program Advisor from a list of approved courses published yearly);	30	

at least 3 credits in each of five other subject areas listed above

PROFESSIONAL COMPONENT 75

This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:

PROFESSIONAL SEMINARS	8
EDEC 201 First Year Professional Seminar	1
EDPE 251 Second Year Prof. Sem. (K/Elem)	1
EDEC 307 Third Year Prof. Sem. (K/Elem)	3
EDEC 405 Fourth Year Prof. Sem. (K/Elem)	3
FIELD EXPERIENCES	19
Required Courses	
EDFE 200 First Year Field Experience	2
EDFE 252 Second Year Field Exp. (K/Elem) (Jewish Studies - Kindergarten)	2
EDFE 303 Third Year Field Exp. (K/Elem)	8
EDFE 403 Fourth Year Field Exp. (K/Elem) (Jewish Studies - Grades 1-6)	7

FOUNDATIONS 15

Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDPI 309 Exceptional Students	3
EDPI 341 Instruction in Inclusive Schools	3
EDPE 300 Educational Psychology	3
Complementary Courses	3
one of:	
EDER 320 Visions and Realities of Jewish Education	
EDER 400 Philosophical Foundations (with permission of Program Director)	

PEDAGOGY 21

Required Courses	
EDER 250 Understanding and Teaching Jewish Living	3
EDER 400 Teaching Jewish Liturgy	3
EDER 401 Teaching the Bible 1	3
EDEE 223 Language Arts	3
EDEE 332 Teaching Mathematics	3
EDEE 372 Teaching Science	3
Complementary Courses	3
one of:	
EDER 420 Teaching Jewish History	
EDEE 382 Teaching Social Studies	
EDEE 421 Teaching the Holocaust	

PEDAGOGICAL SUPPORT 12

Required Course	
EDEC 302 Language & Learning - Curriculum	3
Complementary Courses	
one course in Multicultural Education chosen from:	3
EDER 464 Intercultural Education	
EDEE 441 First Nations and Inuit Education	
EDEC 410 Multi-cultured/Multi-racial Class	
one course in Media, Technology, Computers & Education chosen from:	3
EDPE 310 Education Computer Applications	
EDPT 200 Application Software	
EDPT 204 Educational Media I	
EDEC 402 Media, Technology & Education	
Students with a background in computers or other media applications in education may substitute the following course for one of the above four:	
EDPT 341 Instructional Programming 1	
one course in Hebrew or Yiddish chosen from:	3
EDER 404 Teaching Hebrew as a Second Language	
EDER 405 Teaching Yiddish as a Second Language	
With the approval of Program Advisor, any course beginning with the prefix EDER may be replaced with a relevant course from the Faculty of Arts or the Faculty of Education.	

ELECTIVE COURSES 6

TOTAL CREDITS 126

5.1.8 Bachelor of Education in Teaching French as a Second Language (120 credits)

[Program revisions are under consideration for September 2002. Go to <http://www.mcgill.ca> (Course Calendars) in July for details.]

The four-year B.Ed. in Teaching French as a Second Language prepares specialist teachers to teach French as a second language in regular and immersion programs, at both the elementary and the secondary levels. This integrated 120-credit program (150 credits for out-of province students) consists of academic and professional components. The academic components provide students with opportunities to study language and language learning from linguistic, social, cultural and psychological perspectives and to concentrate on one subject area taught at the secondary level or to familiarize themselves with at least two subjects taught at the elementary level. The professional components revolve around school-based field experiences which are supported by studies in pedagogy and educational foundations.

ACADEMIC COMPONENTS	51-54
Required Courses	24
LING 200 Introduction to the Study of Language	3
LING 350 Linguistic Aspects of Bilingualism	3
FREN 231 Linguistique française	3
FREN 336 La langue française	3
EDSL 300 Foundations of L2 Education	3
EDSL 304 Sociolinguistics and L2 Education	3
EDSL 305 L2 Learning in Classroom Settings	3
EDSL 341 Littérature et littérature en FLS	3

Complementary Courses	27-30
Students must take 21 credits from:	21

- approved courses in one of the following subject areas taught at the secondary level (Biology, Geography, History, Physics, Chemistry, Mathematics);
- or approved courses in two of the following subjects taught at the elementary level (Arts, Mathematics, Natural Sciences, Social Sciences, Moral and Religious Education).

Students must take 6 to 9 credits selected from a list of 6 - 9 approved courses in the Department of French Language and Literature and the Department of Linguistics:

- 9 credits if the above 21 credits were chosen at the secondary level;
- or 6 credits if the above 21 credits were chosen at the elementary level.

PROFESSIONAL COMPONENTS	60-63
--------------------------------	--------------

PROFESSIONAL SEMINARS	8
Required Courses	
EDSL 209 First Year Professional Seminar	1
EDSL 259 Second Year Professional Seminar	1
EDSL 319 Séminaire professionnel 3	3
EDSL 419 Séminaire professionnel 4	3

FIELD EXPERIENCES	19
Required Courses	
EDFE 209 First Year Field Experience	2
EDFE 259 Second Year Field Experience	2
EDFE 359 Third Year Field Experience (ESL/FSL)	8
EDFE 459 Fourth Year Field Experience (ESL/FSL)	7

FOUNDATION COURSES	9
Required Courses	
EDEM 405 Policy Issues in Québec Education	3
EDPE 300 Educational Psychology	3
Complementary Courses	3

- one of:
- EDER 400 Philosophical Foundations
 - EDER 398 Philosophy of Catholic Education

PEDAGOGY COURSES	12-15
-------------------------	--------------

Required Courses	
EDSL 444 Enseignement du FLS au primaire	3
EDSL 472 Enseignement du FLS au secondaire	3
EDSL 402 Mesure et évaluation en FLS	3
Complementary Courses	3-6

Three to six credits of pedagogy in approved subjects: 3 credits in one subject area if the 21 complementary academic credits were chosen at the secondary level; or 6 credits (3 in each subject area) if the 21 complementary academic credits were chosen at the elementary level.

PEDAGOGICAL SUPPORT COURSES	
------------------------------------	--

Required Courses	12
EDSL 301 Étude de la langue ens. du FLS	3
EDSL 345 Enseignement du FLS par immersion	3
EDSL 506 Computer/Internet & L2 Learning	3
EDPI 309 Exceptional Students	3

ELECTIVES	6
------------------	----------

TOTAL CREDITS	120
----------------------	------------

5.1.9 Bachelor of Education in Teaching English as a Second Language (120 credits) * under revision

The four-year B.Ed. in Teaching English as a Second Language prepares specialist teachers to teach ESL at both the elementary level (including regular and intensive ESL) and the secondary level (including regular ESL and ESLA – English Second Language Arts). This integrated 120-credit program (150 credits for out-of- province students) consists of academic and professional components. The academic components provide students with opportunities to develop a broad liberal education and to study language and language learning from linguistic, social, cultural, and psychological perspectives. The professional components revolve around school-based field experiences which are supported by studies in pedagogy and educational foundations.

ACADEMIC COMPONENTS	CREDITS
----------------------------	----------------

Required Courses	24
LING 200 Introduction to the Study of Language	3
LING 301 Structure of English	3
LING 350 Linguistic Aspects of Bilingualism	3
ENGL 200 Survey of English Literature	3
EDES 366 Literature for Young Adults	3
EDSL 300 Foundations of L2 Education	3
EDSL 304 Sociolinguistics and L2 Education	3
EDSL 305 L2 Learning in Classroom Settings	3

Complementary Courses	33
33 credits selected from a list of approved courses in the Faculties of Arts and of Science, 12 credits of which must be from the Department of English (ENGL), the Department of Linguistics (LING), and/or EDEA 394, EDEA 494, EDEE 325, EDEC 202, EDEC 203.	

PROFESSIONAL COMPONENTS	57
--------------------------------	-----------

PROFESSIONAL SEMINARS	8
Required Courses	
EDSL 209 First Year Professional Seminar	1
EDSL 259 Second Year Professional Seminar	1
EDSL 309 Third Year Professional Seminar	3
EDSL 409 Fourth Year Professional Seminar	3

FIELD EXPERIENCES	19
Required Courses	
EDFE 209 First Year Field Experience	2
EDFE 259 Second Year Field Experience	2
EDFE 359 Third Year Field Experience (ESL/FSL)	8
EDFE 459 Fourth Year Field Experience (ESL/FSL)	7

FOUNDATION COURSES	9
Required Courses	
EDEM 405 Policy Issues in Québec Education	3
EDPE 300 Educational Psychology	3

Complementary Course	3
one of:	
EDER 400 Philosophical Foundations	
EDER 398 Philosophy of Catholic Education	
PEDAGOGY COURSES	9
Required Courses	
EDSL 447 TESL in Elementary Schools	3
EDSL 458 TESL in Secondary Schools	3
EDSL 412 Measurement and Evaluation in TESL	3
PEDAGOGICAL SUPPORT COURSES	12
Required Courses	
EDPI 309 Exceptional Students	3
EDSL 311 Language Study for ESL Teachers	3
EDSL 506 Computer/Internet & L2 Learning	3
Complementary Course	3
one of:	
EDPI 341 Instruction in Inclusive Schools	
EDSL 330 L2 Literacy Development	
ELECTIVES	6
TOTAL CREDITS	120

5.2 Programs for First Nations and Inuit

The following programs are offered in Aboriginal communities for Aboriginal teachers through the:

Faculty of Education
 Office of First Nations and Inuit Education (OFNIE)
 3700 McTavish Street, Room 614
 Montreal, Quebec H3A 1Y2
 Telephone: (514) 398-4533 Fax: (514) 398-2553
 Website: <http://www.education.mcgill.ca/ofnie>

5.2.1 Certificate in Education for First Nations and Inuit (60 credits)

(This program replaces the former Certificate in Native and Northern Education.)

This 60-credit program provides an opportunity for Algonquin, Cree, Inuit, Mi'kmaq and Mohawk people to become qualified as teachers. It is offered on a part-time basis in Aboriginal communities throughout Quebec in collaboration with the Cree School Board, the Kativik School Board, and various Mi'kmaq, Mohawk and Algonquin education authorities. A full-time and part-time program is also available to Inuit in Nunavut, in collaboration with the Nunavut Teacher Education Program of Nunavut Arctic College, Iqaluit, NU.

Graduates of this program receive Ministry (MEQ) certification to teach at the elementary level in Aboriginal schools.

Admission to the Certificate in Education for First Nations and Inuit

An applicant will normally be employed as a teacher or as a classroom assistant, have a valid teaching authorization from the appropriate teaching authority or a community education committee, be recommended by the school principal and an officer of the education authority, be recommended by a local community education committee, and be at least 21 years of age. Younger applicants will be considered for admission if they hold a Grade 12 High School Diploma or a Diploma of Collegial Studies. The right of final decision for acceptance of candidates rests with McGill.

Those intending to complete the programs offered in cooperation with the Kativik School Board or the Nunavut Teacher Education Program must be fluent and literate in Inuktitut/Inuinnaqtun. Fluency in Algonquin, Cree, Mi'kmaq or Mohawk is not a condition for acceptance for applicants from these communities, but is considered an asset. Courses are available in all four of these languages for those teaching in immersion classes and other teaching situations where a knowledge of the Aboriginal language is essential.

Time Limit

The time limit for completion of the 60-credit Certificate in First Nations and Inuit Education is 12 years. The University reserves the right to request that a student retake a course or courses after a ten-year period if it is felt that too long a break has occurred in the ongoing nature of the training.

PROGRAM PROFILE – CERTIFICATE IN EDUCATION FOR FIRST NATIONS AND INUIT (60 credits)

	CREDITS
a) THE ABORIGINAL SCHOOL AND CLASSROOM	6
Required Courses	
EDEM 202 Educ. & Admin. Institutions	3
EDEE 245 Orientation to Education	3
b) LANGUAGE	6
FOR INUIT STUDENTS	
Required Courses	
EDEE 249 Inuktitut Orthography and Grammar (The term "Inuktitut" in all course descriptions includes "Inuttit" and "Inuinnaqtun".)	3
Complementary Courses	
One 3-credit course from Language complementary course list	3
FOR ALGONQUIN, CREE, MI'KMAQ AND MOHAWK STUDENTS	
Required Courses	6
Two of the following according to language group and fluency:	
EDEE 293 (3) Algonquin Second Language 1	
EDEC 234 (3) Algonquin Second Language 2	
EDEE 294 (3) Algonquin Language 1	
EDEE 295 (3) Algonquin Language 2	
EDEC 241 (3) Cree Language 1	
EDEC 242 (3) Cree Language 2	
EDEC 237 (3) Mi'kmaq Second Language 1	
EDEC 238 (3) Mi'kmaq Second Language 2	
EDEC 239 (3) Mi'kmaq Language 1	
EDEC 240 (3) Mi'kmaq Language 2	
EDEE 296 (3) Mohawk Second Language 1	
EDEC 236 (3) Mohawk Second Language 2	
EDEE 297 (3) Mohawk Language 1	
EDEE 298 (3) Mohawk Language 2	
c) CONTENT AND TEACHING METHODS	18
(at least 18 credits)	
Required Courses	
EDEA 242 Cultural Skills	3
Complementary Courses	15
At least five 3-credit courses from Content and Teaching Methods complementary course list.	
At least three of these five courses should be in different subject content areas.	
For trainees specializing in Physical Education:	
Required Courses	
EDKP 241 Aboriginal Culture: Physical Skills (replaces EDEA 242 Cultural Skills)	3
EDKP 342 Physical Education Methods	3
EDKP 493 Administration (EDKP 342 and EDKP 493 replace any two of the Content and Teaching Methods courses.)	3
Complementary Courses	9
At least three 3-credit courses from Content and Teaching Methods complementary course list.	
d) PSYCHOLOGICAL, SOCIAL AND PHYSICAL DEVELOPMENT OF THE CHILD	12
Required Courses	
EDPI 211 Social and Emotional Development	3
EDPI 212 Perceptual Motor Development	3
EDPI 341 Instruction in Inclusive Schools	3
EDEE 246 Cultivating Language and Thought	3

e) PRACTICUM

FOR ALL STUDENTS EXCEPT NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS **12**

Required Courses

EDFE 444 Field Experience – Elementary School **3**
The purpose of this practicum, which occurs fairly early in the program, is to determine the student's suitability for teaching.

EDFE 394 Field Experience – Elem. and Sec. Schools **3**
The purpose of this practicum is to give exposure at the elementary and secondary levels, where available.

EDFE 422 Aboriginal Education Practicum 1 **3**
EDFE 423 Aboriginal Education Practicum 2 **3**
(Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.)

FOR NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS **9**

Required Courses

EDFE 444 Field Experience – Elementary School **3**
The purpose of this practicum, which occurs fairly early in the program is to determine the student's suitability for teaching.

EDFE 422 Aboriginal Education Practicum 1 **3**
EDFE 423 Aboriginal Education Practicum 2 **3**
(EDFE 394 is an option for students enrolled in the Nunavut Teacher Education Program. These students can take another complementary course in lieu of EDFE 394.)

f) ELECTIVE COURSES (not more than 6 credits) **6**
Students make up the total of 60 credits from courses listed below, or any other suitable courses approved by the Director of the Office of First Nations and Inuit Education.

- EDPE 377 (3) Adolescence and Education
- EDEA 241 (3) Basic Art Media for the Classroom
- EDSL 247 (3) Sec. Lang. Ed. in Aboriginal Cmmts.
- EDPT 200 (3) Applications Software
- EDEE 240 (3) Use and Adaptation of Curricula
- EDEE 247 (6) Individualized Instruction
- EDEE 340 (3) Special Topics: Cultural Issues
- EDEE 342 (3) Inter. Inuktitut/Amerindian Language
- EDEE 344 (3) Adv. Inuktitut/Amerindian Language
- EDEE 345 (3) Literature and Creative Writing 1
- EDEE 346 (3) Literature and Creative Writing 2
- EDEE 290 (3) Cooperative Learning
- EDEE 291 (3) Cultural Values and Socialization
- EDEE 292 (3) Using Instructional Resources
- EDEE 441 (3) First Nations and Inuit Education
- EDEE 444 (3) First Nations and Inuit Curriculum
- EDKP 204 (3) Health Education
- EDKP 224 (3) Foundations of Movement Education
- EDEC 200 (3) Introduction to Inuit Studies
- EDEC 220 (3) Curriculum Development
- EDEC 243 (3) Teaching in Multigrade Classrooms
- EDEC 244 (3) Issues in Aboriginal Education
- EDEC 403 (3) The Dialects of Inuktitut

g) FOR TRAINEES SPECIALIZING IN PHYSICAL EDUCATION

Trainees specializing in Physical Education take 6 one-credit skill courses from the Physical Education Complementary course list. These courses replace the 6 credits of electives.

TOTAL CREDITS 60

COMPLEMENTARY COURSE LIST

Language

- EDEE 241 (3) Teaching Language Arts
- EDEE 248 (3) Reading and Writing Inuktitut/Cree
- EDEE 342 (3) Inter. Inuktitut/Amerindian Language

Content and Teaching Methods

- EDPE 304 (3) Measurement and Evaluation
- EDEE 223 (3) Language Arts Part I
- EDEE 230 (3) Elementary School Mathematics
- EDEE 241 (3) Teaching Language Arts
- EDEE 242 (3) Teaching Mathematics
- EDEE 243 (3) Reading Methods in Inuktitut/Cree
- EDEE 247 (6) Individualized Instruction
- EDEE 248 (3) Reading and Writing Inuktitut/Cree
- EDEE 261 (3) Reading Clinic – Early Childhood
- EDEE 270 (3) Elementary School Science
- EDEE 312 (3) Activities for the Kindergarten
- EDEE 372 (3) Teaching Science
- EDEE 382 (3) Teaching Social Studies
- EDKP 204 (3) Health Education
- EDKP 224 (3) Foundations of Movement Education
- EDKP 342 (3) Physical Education Methods
- EDKP 494 (3) Curriculum Development
- EDEC 243(3) Teaching in Multigrade Classrooms

Physical Education

- EDKP 214 (1) Basketball I
- EDKP 216 (1) Gymnastics I
- EDKP 217 (1) Track and Field I
- EDKP 218 (1) Volleyball I
- EDKP 223 (1) Basic Games
- EDKP 226 (1) Badminton
- EDKP 229 (1) Ice Hockey I
- EDKP 240 (1) Winter Activities

On completion of the Certificate requirements, trainees may apply for admission to the B.Ed. for Certified Teachers program with up to 30 credits advanced standing. Certain non-credit academic upgrading courses may be required of B.Ed. applicants.

5.2.2 Certificate in Aboriginal Literacy Education (30 credits)

This 30-credit program is designed for Algonquin, Cree, Inuit, Mi'kmaq and Mohawk people who wish to gain a deeper understanding of their Aboriginal language, especially in its written form. It is aimed mainly at those who will be teaching their Aboriginal language and is only available through partnerships with the communities concerned.

Admission to the Certificate in Aboriginal Literacy Education

Students admitted to this program will be designated by their communities (as is presently the case with the Certificate in Education for First Nations and Inuit). If the program is used for professional development, students will be Aboriginal teachers employed in local schools. As with the Certificate in Education for First Nations and Inuit, they must be mature students, or hold a Secondary V diploma or equivalent.

This certificate may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled. (See section 5.2.5.)

PROGRAM PROFILE – CERTIFICATE IN ABORIGINAL LITERACY EDUCATION (30 credits)

Required Courses 12

- A beginning course in the Aboriginal language as a first language (e.g. EDEC 241 Cree 1) **3**
- A second-level course in the same language (e.g. EDEC 242 Cree 2) **3**
- EDEE 342 Inter. Inuktitut/Amerindian Language **3**
- EDEE 344 Adv. Inuktitut/Amerindian Language **3**

Complementary Courses 12

- Four courses to be chosen from the following list:
- EDPE 304 (3) Measurement and Evaluation
 - EDES 365 (3) Experiences in Communication
 - EDEA 242 (3) Cultural Skills
 - EDEE 223 (3) Language Arts Part 1
 - EDEE 224 (3) Language Arts Part 2
 - EDEE 240 (3) Use and Adaptation of Curricula
 - EDEE 243 (3) Reading Methods in Inuktitut/Cree

- EDEE 247 (6) Individualized Instruction
- EDEE 248 (3) Reading and Writing Inuktitut/Cree
- EDEE 345 (3) Literature and Creative Writing 1
- EDEE 346 (3) Literature and Creative Writing 2
- EDEC 220 (3) Curriculum Development
- EDEC 403 (3) The Dialects of Inuktitut

Elective Courses

Two suitable 3-credit courses approved by the Director of the Office of First Nations and Inuit Education

6

TOTAL CREDITS

30

5.2.3 Certificate in Middle School Education in Aboriginal Communities (30 credits)

This 30-credit program focuses on developing the particular skills and abilities required of the Aboriginal teacher in the middle school of his/her community. It does not lead to provincial certification. Rather, it prepares Aboriginal teachers who are bilingual or have some knowledge of their Aboriginal language and who have already established themselves as teachers to teach students at this level in ways that are developmentally and culturally appropriate. The program focuses on the particular psychological, emotional and social needs of Aboriginal adolescents and the teacher's role in facilitating the transition between elementary and high school.

Admission to the Certificate in Middle School Education in Aboriginal Communities

Applicants will normally have completed or be completing their B.Ed. for Certified Teachers. It is strongly recommended that they have some competence in their Aboriginal language as indicated by the successful completion of at least two language courses. For those applying with degrees from other universities, additional courses may be required to match the McGill B.Ed. for Certified Teachers profile. As the program and courses will be delivered in the partnership communities, applicants must be recommended by their school boards or teaching authorities.

PROGRAM PROFILE – CERTIFICATE IN MIDDLE SCHOOL EDUCATION IN ABORIGINAL COMMUNITIES (30 credits)

	CREDITS
Required Courses	27
EDPE 377 Adolescence and Education	3
EDFE 210 Middle School Practicum	3
EDEC 245 Middle School Teaching	3
EDEC 246 Middle School Curriculum	3
EDEC 302 Language and Learning - Curriculum (for teachers of first language students)	3
or EDSL 305 Sec. Lang. Learning in the Classroom (for teachers of second language students)	
Two 3-credit courses in the major subject area of the B.Ed. for Certified Teachers.	6
Two 3-credit courses in the minor subject area of the B.Ed. for Certified Teachers.	6
Elective Course	3
one chosen from:	
EDEA 241 (3) Basic Art Media for the Classroom	
EDSL 247 (3) Sec. Lang. Ed. in Aboriginal Cmmts.	
EDSL 305 (3) Sec. Lang. Learning in the Classroom	
EDPT 200 (3) Applications Software	
EDEE 291 (3) Cultural Values and Socialization	
EDEE 444 (3) First Nations and Inuit Curriculum	
EDKP 241 (3) Aboriginal Culture: Physical Skills	
EDEC 220 (3) Curriculum Development	
EDEC 243 (3) Teaching in Multigrade Classrooms or other courses which may be approved by the Director of the Office of First Nations and Inuit Education	
TOTAL CREDITS	30

This certificate may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled. (See [section 5.2.5.](#))

5.2.4 Certificate in First Nations and Inuit Educational Leadership (30 credits)

This 30 credit program is designed for First Nations and Inuit educational administrators who will develop their role as leaders within the educational community. The program will focus on: developing the core competencies of educational leaders, e.g., decision making and problem solving; fostering a self-reflective leader able to partner with parents to create community outreach; cultivating awareness of the holistic learning and developmental cycles of a child and the role of the educational leader in enhancing that development; maintaining the continuity of community and cultural values and aspirations within the structure of the administration of the school and other educational milieu; and understanding and supporting the pedagogical objectives and the administrative framework of the educational system.

Admission to the Certificate in First Nations and Inuit Educational Leadership

Students admitted to this program will be recommended by their communities (as is presently the case with the Certificate in Education for First Nations and Inuit). As with the Certificate in Education for First Nations and Inuit, they must be mature students (21 years of age), or hold a Secondary V diploma or equivalent. Students must speak, read, and write fluently the language of instruction as agreed upon between the Office and the contracting School Board or Education Centre. For Nunavik applicants, students must have experience in a Nunavik educational or community organization. The right of final decision for acceptance of candidates rests with McGill.

PROGRAM PROFILE – CERTIFICATE IN FIRST NATIONS AND INUIT EDUCATIONAL LEADERSHIP (30 credits)

	CREDITS
Required Courses	15
EDEC 221 Leadership and Group Skills	3
EDEC 222 Personnel Management & Support	3
EDEC 311 Resource Management	3
EDEC 312 Practicum in Educational Leadership	3
EDEE 441 First Nations and Inuit Education	3
Complementary Courses	15
Five of the following:	
EDEM 202 (3) Educ. & Admin. Institutions	
EDPI 341 (3) Instruction in Inclusive Schools	
EDES 365 (3) Experiences in Communication	
EDEE 240 (3) Use and Adaptation of Curricula	
EDEE 245 (3) Orientation to Education	
EDEE 340 (3) Special Topics: Cultural Issues	
EDEC 220 (3) Curriculum Development	
EDEC 244 (3) Issues in Aboriginal Education or any other course by the Director of the Office of First Nations and Inuit Education	
TOTAL CREDITS	30

This certificate may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled. (See [section 5.2.5.](#))

It may also be followed concurrently with the Certificate in Education for First Nations and Inuit (see [section 5.2.1.](#))

5.2.5 Bachelor of Education for Certified Teachers (Elementary Education) (90 credits)

The Faculty of Education offers a 90-credit program for teachers who are already certified to teach in elementary schools and who wish to upgrade to first degree status. Normally, a minimum of 60 credits must be taken in the program, and no more than 30 credits may be transferred from other institutions. Credits may be transferred from programs leading to the Certificates in Educational Technology, Moral and Religious Education, Second Language Teaching, Inclusive Education, Teaching of the Arts, or Aboriginal Literacy Education taken concurrently. Credit may be also trans-

ferred from the Certificate in Education for First Nations and Inuit which is normally completed before the B.Ed.

Students completing the Bachelor of Education for Certified Teachers following the Certificate in Education for First Nations and Inuit will have accumulated a total of 120 credits, 60 for the Certificate and a further 60 for the B.Ed.

Admission Requirements for the B.Ed. for Certified Teachers

Applicants apply on the basis of having completed the Certificate in Education for First Nations and Inuit or equivalent and must have the continued support of their education authority to attend community-based courses.

PROGRAM PROFILE – B.ED. FOR CERTIFIED TEACHERS

(90 credits)

Candidates enrolled in the program must complete course work within the following general pattern:

COMPLEMENTARY COURSES

Academic Concentration

CREDITS

30

In five (5) subject areas relevant to elementary education in a 12-9-3-3-3 pattern (i.e. 12 credits in one subject, 9 credits in a second subject, and 3 credits in each of three other subject areas), or 30 academic credits in three subject areas in a 15-9-6 pattern.

Note: Subject areas relevant to elementary education, in broad terms are the Arts (Art, Music and Drama), English, French, Science, Mathematics, Physical Education, Moral and Religious Education, Social Studies, Educational Technology, or an Aboriginal language.

Cultural Development

15

Chosen from courses which will enhance the candidate's cultural development. These are to be chosen in consultation with the Director of the Office of First Nations and Inuit Education.

ELECTIVE COURSES

15

Courses selected by the candidate after consultation with the Director of the Office of First Nations and Inuit Education.

EDUCATION CONCENTRATION

30

Normally the Education concentration is completed within the Certificate in Education for First Nations and Inuit.

TOTAL CREDITS

90

Students having completed the Certificate in Education for First Nations and Inuit and following the Bachelor of Education for Certified Teachers will have accumulated a total of 120 credits, 60 for the Certificate and a further 60 for the B.Ed.

The Certificate in Aboriginal Literacy Education, the Certificate in Middle School Education in Aboriginal Communities, or the Certificate in First Nations and Inuit Educational Leadership may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled.

This program does not lead to further certification.

5.2.6 Certificate in Aboriginal Education for Certified Teachers (30 credits)

This 30-credit professional development program provides training to assist mainstream teachers in becoming more effective teachers in First Nations and Inuit communities. It is designed to address subjects of particular interest and need in First Nations and Inuit schools, such as cultural socialization, cooperative learning, second language teaching, and curriculum development.

Admission to the Certificate in Aboriginal Education for Certified Teachers

Applicants must provide the following:

- A Diploma of Collegial Studies (DEC) or its equivalent;
- Evidence of having completed teacher training at an approved institution;
- A letter of recommendation from a competent authority.

All courses (except EDEE 441) are normally given off-campus and are normally limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

PROGRAM PROFILE – CERTIFICATE IN ABORIGINAL EDUCATION FOR CERTIFIED TEACHERS (30 credits)

	CREDITS
Required Courses	21
EDSL 247 Sec. Lang. Ed. in Aboriginal Cmmts.	3
EDEE 291 Cultural Values and Socialization	3
EDEE 441 First Nations and Inuit Education	3
EDEE 444 First Nations and Inuit Curriculum	3
EDEE 240 Use and Adaptation of Curricula	3
EDEC 220 Curriculum Development	3
Introductory language course in the language of the community, e.g. EDEE 341 Inuktitut for Beginners.	3
Complementary Courses	9
Selected from:	
EDEM 202 (3) Educ. & Admin. Institutions	
EDEA 242 (3) Cultural Skills	
EDSL 200 (3) Intro. to Second Language Teaching	
EDEE 290 (3) Co-operative Learning	
EDEE 247 (6) Individualized Instruction	
EDEC 200 (3) Introduction to Inuit Studies	
or any other suitable course approved by the Director of the Office of First Nations and Inuit Education.	
TOTAL CREDITS	30

5.2.7 Certificate in First Nations and Inuit Student Personnel Services (30 credits)

This program is offered by the Department of Educational and Counselling Psychology through the Office of First Nations and Inuit Education.

This program is designed to provide Aboriginal school personnel advisors with a training program which will enable them to learn about the principles and practice of personnel services as generally applied in educational settings, to help Aboriginal student personnel advisors develop their personal skills, and to modify or adapt their services and the content to best suit the cultural and educational needs of Aboriginal students; to encourage Aboriginal student personnel advisors to take leadership in developing educational programs which address the social needs of their communities, to up-grade their academic qualifications and professional development; and to develop and make available, in English and the languages of instruction, collections of professional and scholarly knowledge about students' needs, and services in First Nations and Inuit communities.

Bearer of this Certificate will be qualified to work as Educational and School Personnel Advisors within the employ of an Aboriginal educational authority.

Admission Requirements

1. Speak, read, and write fluently the language of instruction as agreed upon between the Department and the contracting school board.
2. Hold a student advisor position in an Aboriginal community. This may be a new appointment concurrent with registration in the program. The position must be sufficient to meet the practicum requirements of the program.
3. Be recommended by the local education authority.
4. Be at least 23 years of age (except for special permission). By this means students will qualify for admission as Mature Students under McGill regulations, and thereby not be required to have a Diploma of Collegial Studies (DEC).
5. Be recommended and selected by the school administration in collaboration with McGill personnel.

PROGRAM PROFILE – CERTIFICATE IN FIRST NATIONS AND INUIT STUDENT PERSONNEL SERVICES

Required Courses	CREDITS
EDPC 201 Introduction to Student Advising	3
EDPC 202 Helping Skills Practicum 1	3
EDPC 203 Helping Skills Practicum 2	3
EDPC 205 Career/Occupational Development	3
EDPC 208 Native Families' Social Problems	3
EDPC 209 Basic Crisis Intervention Skills	3
EDPC 210 Field Experience	3

Complementary Courses	9
Nine credits from the following:	
EDEM 202 (3) Educ. & Admin. Institutions	
EDPC 206 (3) Group Leadership Skills	
EDPC 207 (3) Aboriginal Adolescent Development	
EDPC 211 (3) Special Topics in Stud. Pers. Serv.	
EDPI 211 (3) Social and Emotional Development	
EDKP 204 (3) Health Education	
or any other suitable course approved by the Program Coordinator.	

TOTAL CREDITS 30

Registration in EDEM 202, EDKP 204 or any other courses offered by departments other than Educational and Counselling Psychology or in other programs of this Department is dependent on availability (e.g., through a concurrently offered program) or on an arrangement made with that department or program. The Program Coordinator will attempt to make these contacts whenever required.

6 Department of Kinesiology and Physical Education

Currie Gym
475 Pine West
Montreal, QC H2W 1S4
Telephone: (514) 398-4184 Fax: (514) 398-4186
Website: http://www.education.mcgill.ca/phys_ed/default.html

Chair — Hélène Perrault
Director of Undergraduate Programs — Greg Reid
Director of Graduate Programs — Hélène Perrault
Professors
David Montgomery; B.Sc.(Guelph), M.Sc., Ph.D.(Purdue)
Hélène Perrault; B.Sc.(C'dia), M.Sc., Ph.D.(Montr.)
Greg Reid; B.Ed.(P.E.)(McG.), M.S.(Calif.), Ph.D.(Penn. State)
A. Edward Wall; B.Ed., M.A.(McG.), Ph.D.(Alta.)
Associate Professors
Margaret J. Downey, B.Ed., M.A., Ph.D.(McG)
Graham I. Neil; B.Ed.(P.E.), M.A.(McG.), Ph.D.(Ore.)
David J. Pearsall; B.A., BPHE, M.Sc., Ph.D.(Queen's)
René A. Turcotte; H.B.P.H.E.(Lauren.), M.Sc., Ph.D.(Alta.)
Assistant Professor
Gordon Bloom; M.A.(W.Ont.), M.A.(York), Ph.D.(Ott.)
Faculty Lecturer
Jane Wardle; Dip.P.E.(Camb.), M.A.(McG.)
Adjunct Professor
Karen Johnston; B.Sc., M.D., Ph.D.(Tor.)

The Department of Kinesiology and Physical Education offers two programs leading to a B.Ed. degree, and a Minor in Kinesiology for Science Students (see Faculty of Science section 12.14).

The Department also offers programs at the graduate level leading to an M.A. and possibilities for doctoral studies. For further information, see the 2002-03 Graduate Studies Calendar.

Course descriptions may be found in section 8.

6.1 Bachelor of Education Programs

6.1.1 Bachelor of Education Major in Physical Education (120 credits)

This four-year, 123-credit (153-credits for out-of-province students) specialist program prepares students to teach physical education at the elementary and secondary levels, as well as a second subject at one of these levels.

Graduation Requirement

All students in Physical Education programs are required, before graduation, to show proof of certification in Standard Level Safety Oriented First Aid, and Level C in Cardiopulmonary Resuscitation, or equivalencies.

Note: As of September 2002, the Ministry of Education will no longer be certifying students in the P.E. with a minor option.

PROGRAM PROFILE

[Program revisions are under consideration for September 2002. Go to <http://www.mcgill.ca> (Course Calendars) in July for details.]

PHYSICAL EDUCATION THEORY	33
Required Courses	
EDKP 205 Structural Anatomy	3
EDKP 206 Biomechanics of Human Movement	3
EDKP 207 Evaluation of Human Performance	3
EDKP 261 Motor Development	3
EDKP 330 Physical Activity and Health	3
EDKP 331 Homeostatic Physiology	3
EDKP 391 Ergo-physiology	3
EDKP 392 Nutrition and Wellness	3
EDKP 492 Psychology of Motor Performance	3
EDKP 496 Adapted Physical Activity	3
EDKP 498 Social Psychology of Sport	3

MINOR IN SECOND TEACHING SUBJECT 21

A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels totalling 21 credits. This sequence will include required and complementary courses. Minors may be selected from the following:

- Elementary level:
Moral and Religious Education, Arts, Social Science.
- Secondary level:
Moral Education, General Science, Biology, Chemistry, Physics, Geography, History.

SKILL AND TECHNIQUE COURSES 18

Required Courses	11
EDKP 202 Rhythmic Activities	1
EDKP 210 Educational Gymnastics	1
EDKP 213 Aquatics I	1
EDKP 214 Basketball I	1
EDKP 216 Gymnastics I	1
EDKP 217 Track & Field	1
EDKP 218 Volleyball I	1
EDKP 223 Basic Games	1
EDKP 226 Badminton	1
EDKP 236 Softball	1
EDKP 243 Dance	1

Complementary Courses 7

one of:
EDKP 233 Soccer
EDKP 238 Field Hockey I
and six Skill and Technique courses offered by the Department of Kinesiology and Physical Education.

FIELD EXPERIENCES 18

Required Courses	3
EDFE 246 First Year Field Experience (Elem.)	3
EDFE 373 Second Year Field Experience (Sec.)	3
EDFE 348 Field Experience Elem. School	6
EDFE 479 Field Experience Secondary	6

FOUNDATION COURSES	9
Required Courses	
EDEM 405 Policy Issues in Québec Education	3
EDPE 300 Educational Psychology	3
Complementary Course	3
EDER 400 Philosophical Foundations or EDER 398 Philosophy of Catholic Education	
PEDAGOGY COURSES	12
Required Courses	
EDKP 342 Physical Education Methods	3
EDKP 442 Physical Education Pedagogy	3
EDKP 494 Curriculum Development	3
A 3-credit Teaching Methods course in the area of the teaching minor to be selected from the offerings of the Department of Integrated Studies in Education.	3
PEDAGOGICAL SUPPORT COURSES	6
Complementary Courses	
A 3-credit course in Multicultural Education from the following list	3
EDER 464 Intercultural Education	
EDEE 441 First Nations and Inuit Education	
EDEC 410 Multi-cultured/Multi-racial Class	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
EDPE 310 Educational Computer Applications	
EDPT 200 Applications Software	
EDPT 204 Educational Media 1	
EDEC 402 Media, Technology & Education	
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:	
EDPT 341 Instructional Programming 1	
EDPT 420 Media Literacy for Education	
ELECTIVE COURSES	6
Students are encouraged to select courses that will contribute to their academic proficiency and professional preparation.	
TOTAL CREDITS	123

6.1.2 Bachelor of Education Kinesiology (90 credits)
 The focus of the 90-credit (120-credit for out-of-province students) Bachelor of Education Kinesiology three-year program is to provide a scientific and professional study of the assessment, maintenance and enhancement of human health and well-being. Students will gain experience for careers in health instruction, fitness consulting and administration, exercise and sport leadership, as well as preparation for further study in other allied health fields and graduate research. Within this program, students may seek professional certification in one or more of the careers defined above, but excluding teacher certification.

Graduation Requirement

All students in Physical Education programs are required, before graduation, to show proof of certification in Standard Level Safety Oriented First Aid, and Level C in Cardiopulmonary Resuscitation, or equivalencies.

PROGRAM PROFILE

KINESIOLOGY THEORY	CREDITS
Required Courses	45
PSYC 215 Social Psychology	3
EDKP 205 Structural Anatomy	3
EDKP 206 Biomechanics of Human Movement	3
EDKP 261 Motor Development	3
EDKP 311 Athletic Injuries	3
EDKP 330 Physical Activity and Health	3
EDKP 331 Homeostatic Physiology	3
EDKP 391 Ergo-physiology	3
EDKP 392 Nutrition and Wellness	3

EDKP 485 Exercise in Chronic Health Conditions	3
EDKP 492 Psychology of Motor Performance	3
EDKP 493 Administration	3
EDKP 495 Scientific Principles of Training	3
EDKP 496 Adapted Physical Activity	3
EDKP 498 Social Psychology of Sport	3

KINESIOLOGY PROFESSIONAL COMPONENT **18**

Required Course	3
EDKP 201 Physical Activity Leadership	3

Complementary Courses **15**

MATH 203 Principles of Statistics 1	3
or PSYC 305 Statistics for Experimental Design	
EDPT 200 Applications Software	3
or COMP 102 Computers and Computing	

Nine credits from *one* of the Option lists given below. **9**

A) SOCIAL PERSPECTIVE OF HEALTH OPTION

SOCI 210 (3) Sociological Perspectives	
SOCI 225 (3) Medicine and Health in Modern Society	
SOCI 305 (3) Socialization	
SOCI 422 (3) Sociology of Health Care Providers	
PSYC 331 (3) Inter-Group Relations (prerequisite: PSYC 215)	
PSYC 333 (3) Personality and Social Psychology	
SWRK 463 (3) Social Work Practice with the Elderly	
EDPC 501 (3) Helping Relationships	
EDPE 377 (3) Adolescence and Education	

B) MANAGEMENT AND ADMINISTRATION OPTION

ORGB 420 (3) Group Dynamics (prerequisite: MGCR 222)	
ORGB 435 (3) Women as Global Leaders and Managers	
MRKT 351 (3) Marketing and Society (prerequisite: MGCR 352)	
MRKT 452 (3) Consumer Behavior	
MGCR 211 (3) Introduction to Financial Accounting	
MGCR 222 (3) Organizational Behavior	
MGCR 331 (3) Information Systems	
MGCR 352 (3) Marketing Management 1	
EDEC 202 (3) Effective Communication	

C) CERTIFIED FITNESS APPRAISER (CFA) OPTION

This option leads directly to certification as a Certified Fitness Appraiser by the Canadian Society of Exercise Physiology.

EDPC 501 (3) Helping Relationships	
EDPC 504 (3) Practicum in Interviewing Skills	
EDKP 553* (3) Physiological Assessment in Sport	
EDKP 452* (3) Fitness Appraisal Practicum	
(* required)	

D) PERSONAL TRAINER CERTIFICATION OPTION

This option prepares candidates to take the certification exam of any of four international agencies certifying personal trainers.

(3) Three 1-credit physical activity skill and technique courses	
EDKP 451* (3) Personal Trainer Practicum	
EDPC 501 (3) Helping Relationships	
EDPC 504 (3) Practicum in Interviewing Skills	
(* required)	

E) SCIENCE OPTION

Students with the appropriate prerequisites may select three courses from one of the following areas:

Biology	
BIOL 200 (3) Molecular Biology	
BIOL 201 (3) Cell Biology and Metabolism	
BIOL 202 (3) Basic Genetics	
BIOL 205 (3) Biology of Organisms	
BIOL 206 (3) Methods in Biology of Organisms	
BIOL 208 (3) Introduction to Ecology	
Chemistry	
CHEM 150 (3) World of Chem: Food	
CHEM 160 (3) World of Chem: Technology	
CHEM 201 (3) Modern Inorganic Chemistry	
CHEM 203 (3) Survey of Physical Chemistry	
CHEM 212 (4) Organic Chemistry 1	
CHEM 213 (3) Physical Chemistry 1	

- CHEM 257 (4) Analytical Chemistry
 CHEM 307 (3) Environmental Analysis
- Mathematics**
 MATH 221 (3) Practical Methods of Mathematics
 MATH 223 (3) Linear Algebra
 MATH 235 (3) Algebra 1
 MATH 318 (3) Mathematical Logic
 MATH 323 (3) Probability Theory
 MATH 324 (3) Statistics
 MATH 338 (3) History and Philosophy of Mathematics

- Physics**
 PHYS 230 (3) Dynamics of Simple Systems
 PHYS 232 (3) Heat and Waves
 PHYS 241 (3) Signal Processing
 PHYS 253 (3) Thermal Physics
 PHYS 331 (3) Mechanics
 PHYS 333 (3) Thermal and Statistical Physics
 PHYS 340 (3) Electricity and Magnetism

- Psychology**
 PSYC 211 (3) Learning and Motivation
 PSYC 212 (3) Perception
 PSYC 213 (3) Cognition
 PSYC 337 (3) Intro: Abnormal Psychology 1
 PSYC 354 (3) Interpersonal Relationships

SKILL AND TECHNIQUE COURSES

- | | |
|--------------------------------------|----------|
| Required Courses | 5 |
| EDKP 200 Weight Training | 1 |
| EDKP 213 Aquatics I | 1 |
| EDKP 244 Dance and Fitness | 1 |
| EDKP 248 Resistance Training | 1 |
| EDKP 249 Physical Activity Appraisal | 1 |

- | | |
|------------------------------|----------|
| Complementary Courses | 4 |
|------------------------------|----------|

Four Skill and Technique Courses offered by the Department of Kinesiology and Physical Education

PRACTICA

- | | |
|-------------------------|----------|
| Required Courses | 9 |
| EDKP 250D Practicum 1 | 3 |
| EDKP 350D Practicum 2 | 3 |
| EDKP 450D Practicum 3 | 3 |

ELECTIVE COURSES

Students are encouraged to select courses that will contribute to their academic proficiency and professional preparation.

TOTAL CREDITS	90
----------------------	-----------

7 Graduate School of Library and Information Studies

McLennan Library Building, Room MS57
 3459 McTavish Street,
 Montreal, QC H3A 1Y1

Telephone: (514) 398-4204 Fax: (514) 398-7193
 Email: gslis@mcgill.ca
 Website: <http://www.gslis.mcgill.ca>

Director — Jamshid Beheshti

Emeritus Professors

Effie C. Astbury; B.A., B.L.S.(McG.), M.L.S.(Tor.)
 Violet L. Coughlin; B.Sc., B.L.S.(McG.), M.S., D.L.S.(Col.)

Professor

J. Andrew Large; B.Sc.(Lond.), Ph.D.(Glas.), Dip.Lib.(Lond.)
 (CN-Pratt-Grinstad Professor of Information Studies)
 Peter F. McNally; B.A.(W. Ont.), B.L.S., M.L.S., M.A.(McG.)

Associate Professors

Jamshid Beheshti; B.A.(S. Fraser), M.L.S., Ph.D.(W. Ont.)
 John E. Leide; B.S.(M.I.T.), M.S.(Wis.), Ph.D.(Rutg.)
 Diane Mittermeyer; B.A., B.L.S.(Montr.), M.L.S., Ph.D.(Tor.)
 Lorna Rees-Potter; B.A.(U.N.B.), M.L.S.(McG.), Ph.D.(W.Ont.)

Assistant Professor

France Bouthillier; B.Ed.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.)

Professional Associate

Eric Bungay; B.A., B.Ed.(Memorial), M.L.I.S.(McG.)

Faculty Lecturers

Daniel Boyer; B.A.(McG.), B.C.L.C.(UQAM), M.L.I.S.(McG.)
 Gordon Burr; B.A., M.L.I.S.(McG.)
 Louise Carpentier; B.L.S.(Tor.), M.Bibl.(Montr.), M.P.P.P.A.(C'dia)
 Larry Deck; B.A.(Windsor), M.A.(Montr.), M.L.I.S.(McG.)
 Lisa Goddard; B.A.(Queen's), M.L.I.S.(McG.)
 Sharon Grant; B.A.(C'dia), M.L.I.S.(McG.)
 Luc Grondin; B.Sc.(U.Q.A.M.), M.Sc.(Laval), Ph.D.(Montr.)
 Richard Virr; B.A.(Tulane), M.A.(Queen's), Ph.D.(McG.)

The Graduate School of Library and Information Studies focuses upon the knowledge and skills necessary to identify, acquire, organize, retrieve and disseminate information so as to meet people's varied information needs.

The School offers a two-year program, accredited by the American Library Association, leading to the Master of Library and Information Studies (M.L.I.S.). The M.L.I.S. prepares professionals to manage information resources and services in libraries and the information industry. There is also a Graduate Diploma in Library and Information Studies providing professional librarians and information specialists with formal, for credit, continuing education opportunities to update, specialize, and redirect their careers for advanced responsibility. Students wishing to pursue doctoral studies may do so under the Ph.D. Ad-Hoc Regulations of the Faculty of Graduate Studies and Research.

For further information concerning programs, requirements, and courses, consult the Graduate School of Library and Information Studies section of the 2002-03 Graduate Studies Calendar or the website.

8 Course Descriptions

For the Term (Fall and/or Winter), days, and times when courses will be offered, please refer to the 2002-2003 Class Schedule on the Web <http://www.mcgill.ca/minerva-students>. Class locations and names of instructors are also provided.

Students preparing to register are advised to consult the Class Schedule website for the most up-to-date list of courses available. New courses may have been added or courses rescheduled after this Calendar went to press.

Undergraduate courses offered by the Faculty of Education in various degree, diploma and certificate programs are listed by Subject Code. Some courses will be available in the evenings only, through the Centre for Continuing Education, or will be offered during the Summer term. The schedule of courses to be offered in Summer 2003 will be available on the website in January.

Courses are listed alphabetically by Subject Code prefix. These code are associated with the Faculty in general or with specific Departments as follows:

Faculty

- EDEE - Elementary Education – formerly 433
- EDES - Secondary Education – formerly 425
- EDFC - Bachelor of Education Core – formerly 448
- EDFE - Student Teaching – formerly 435
- EDVT - Vocational Education – formerly 436

Educational and Counselling Psychology

- EDPC - Ed Psych & Couns (Counselling) – formerly 412
- EDPE - Ed Psych & Couns (Psychology) – formerly 416
- EDPH - Ed Psych & Couns (Collegial) – formerly 449
- EDPI - Ed Psych & Couns (Inclusive) – formerly 414
- EDPT - Ed Psych & Couns (Media) – formerly 432

Integrated Studies in Education

Note: All courses in this Department have limited enrolment.

- EDEA - Arts Education – formerly 424, 426, 429
- EDEC - Curriculum and Instruction – formerly 455
- EDEM - Admin & Policy Studies in Education – formerly 411
- EDER - Religious Studies – formerly 415, 421, 422, 423
- EDSL - Education in Second Languages – formerly 431

Kinesiology and Physical Education

- EDKP - Physical Education

The course credit weight is given in parentheses after the title.

COURSE SYMBOLS

- Denotes courses not offered in 2002-03.
- ★ Denotes courses taught only in alternate years.
- † Denotes courses not available as Education electives.
- ▲ Denotes courses offered by the Faculty of Education which, if appropriate to the student's program, may be included in the academic concentration.
- ◆ Denotes courses requiring Departmental approval prior to registration; available from the Student Affairs Office, Education Building, Room 243, unless otherwise indicated.
- * Denotes courses which, because they are scheduled around practice teaching, are open only to Bachelor of Education (U3).
- Denotes courses with limited enrolment.

8.1 EDEA – Arts Education

- □ ▲ **EDEA 201 BASIC MUSICIANSHIP TEACHING 1.** (3) (Offered through Distance Education)
- ▲ **EDEA 204 DRAWING.** (3) Development of sound drafting skills through the study of organic forms and the human figure in various media.
- ▲ **EDEA 205 PAINTING 2.** (3) (Prerequisite: EDEA 204) Investigation of color, media, tools, techniques. Studies of natural forms, the human figure.
- EDEA 206 1ST YEAR PROFESSIONAL SEMINAR.** (1) (Corequisite: EDFE 205) This seminar along with First Year Field Experience Music serves as an orientation to the culture of the school and to teaching as a profession. Emphasis is on the general functioning of elementary and secondary schools. Topics include the role of the arts in the curriculum.
- **EDEA 207 2ND YEAR PROFESSIONAL SEMINAR.** (1) (Prerequisites: EDEA 206 and EDFE 205. Corequisite: EDFE 206)
- ▲ **EDEA 241 BASIC ART MEDIA FOR CLASSROOM.** (3) An introduction to media that can be easily adapted to elementary classroom studio exploration.
- ▲ **EDEA 242 CULTURAL SKILLS.** (3)
- ▲ **EDEA 296 BASIC DESIGN.** (3) Exploration of the basic elements of visual art through two dimensional composition and three-dimensional constructions. Investigation of materials and tools and the processes of manipulating and relating materials.
- * **EDEA 301 FOUNDATIONS OF EDUCATION IN THE ARTS.** (3) (Offered through Distance Education)
- ▲ **EDEA 302 SPECIAL TOPICS.** (3) Selected topics and contemporary issues in education in the arts. The content will vary from year to year and will be announced prior to registration.
- □ ▲ **EDEA 303 MUSICIANSHIP FOR TEACHERS 2.** (3) (Offered through Distance Education) (Prerequisites: EDEA 201 or EDEA 214 and permission of instructor)
- ▲ **EDEA 304 PAINTING 3.** (3) (Prerequisite: EDEA 205) Continuation of course EDEA 205 with emphasis on drawing and structure.
- ▲ **EDEA 305 PAINTING 4.** (3) Continuation of course EDEA 304 with emphasis on advanced composition.

EDEA 306 3RD YEAR PROFESSIONAL SEMINAR. (2) (Prerequisites: EDEA 207 and EDFE 206. Corequisite: EDFE 305) This seminar emphasizes classroom management in the elementary classroom and the development of strategies for teaching music to large groups; critical examination of the school, the program, the teacher and the student body and how these elements converge in the elementary classroom.

- □ ▲ **EDEA 307 DRAWING 2.** (3) (Prerequisite: EDEA 204)
- □ ▲ **EDEA 314 INSTRUMENTS IN THE CLASSROOM.** (3) (The ability to read notation is not a prerequisite)
- **EDEA 324 CREATIVE DRAMA AND CHILDREN'S LITERATURE.** (3)
- **EDEA 325 CREATIVE MOVEMENTS AND DRAMATICS.** (3)
- † **EDEA 332 ART CURRICULUM AND INSTRUCTION - ELEMENTARY.** (3) An introduction to theories on children's visual expression and perception, lesson planning, and classroom-oriented studio practice.
- □ ▲ **EDEA 341 LISTENING FOR LEARNING.** (3) (Offered through Distance Education) (The ability to read notation is not a prerequisite)
- † **EDEA 342 CURRICULUM AND INSTRUCTION IN DRAMA EDUCATION.** (3) Pedagogical theory and practical applications in the teaching of developmental drama, dramatic forms, improvisation and theatre arts.
- **EDEA 343 ART CURRICULUM AND INSTRUCTION FOR ART MAJORS.** (3)
- † **EDEA 345 MUSIC CURRICULUM AND INSTRUCTION FOR GENERALISTS.** (3) Study of materials and instructional techniques grounded in an understanding of basic musical concepts and contemporary theories of music teaching and learning. Definition of musical objectives and rationales, selection and development of materials, review of MEQ guidelines. Participation through singing, movement, listening, discussion and lesson planning and implementation.
- ▲ **EDEA 352 MUSIC LISTENING IN EDUCATION.** (3) A perceptual development approach to music listening focusing on the relationship between the affective response and the musical stimulus. Designed to enhance the listening experience and to facilitate meaningful discourse about music. No formal music training is required.
- □ ▲ **EDEA 362 MOVEMENT, MUSIC AND COMMUNICATION.** (3)
- **EDEA 391 USES OF DRAMA: FACILITATING PERSONAL DEVELOPMENT.** (3)
- ▲ **EDEA 394 CREATIVE DRAMATICS FOR CLASSROOM.** (3) (Offered through Continuing Education) A participatory course in creative drama and the use of improvisational techniques in the pursuit of student development.
- □ ▲ **EDEA 396 SPEECH IN DRAMA EDUCATION.** (3) (Offered through Continuing Education)
- ▲ **EDEA 404 PAINTING 5.** (3) (Prerequisite: EDEA 305) Major problems in graphic expression. A tutorial course where the student selects the instructor. Individual conferences and criticism leads the student to an independent approach to painting.
- ▲ **EDEA 405 PAINTING 6.** (3) (Prerequisite: EDEA 404) The student will be required to work in a variety of sizes up to mural painting. Exploration of selected media and new dimensions of design.
- EDEA 406 4TH YEAR PROFESSIONAL SEMINAR.** (2) (Prerequisites: EDEA 306 and EDFE 305. Corequisite: EDFE 405) Continuation of topics from Third Year Professional Seminar Music with emphasis on philosophical issues of music teaching at the secondary level.
- □ **EDEA 410 AESTHETICS AND ART FOR THE CLASSROOM.** (3)
- * † **EDEA 442 ELEMENTARY MUSIC CURRICULUM AND INSTRUCTION.** (3) Preparation for Third Year Field Experience. Includes the study of curriculum content and instructional approaches, classroom management issues, lesson planning and program development for elementary schools.

For course symbol legends, see [page 221](#)

* † **EDEA 472 SECONDARY MUSIC CURRICULUM AND INSTRUCTION.** (3) Preparation for Fourth Year Field Experience. Includes the study of curriculum content and instructional approaches, classroom management issues, lesson planning and program development for secondary schools.

● **EDEA 492 DRAMA/PLAY PRODUCTION IN EDUCATION.** (3) (Prerequisites: one or more of the following, or the permission of the instructor: EDEA 394, EDEA 494, ENGL 269)

● □ **▲EDEA 494 IMPROVISATIONAL THEATRE ARTS FOR CLASS.** (3) (Prerequisite: EDEA 394)

□ **▲EDEA 496 SCULPTURE 1.** (3) (Offered through Continuing Education) An investigation of basic sculpture methods and concepts with a view toward developing personal aptitudes. Development of three-dimensional thinking through direct experience with processes using new and traditional materials.

● □ **▲EDEA 497 SCULPTURE 2.** (3) (Prerequisite: EDEA 496)

Note: For other courses in Art History see the Faculty of Arts [section 12.4](#).

8.2 EDEC – Curriculum and Instruction

ENGLISH/COMMUNICATION

▲EDEC 202 EFFECTIVE COMMUNICATION. (3) (Not open to students who have taken EDES 201, EDEC 203, EDEC 204, EDEC 205 or EDEC 206) (Offered through Continuing Education) (Note that Arts students are allowed 6 credits in writing courses and may only take an EC course before EFRL 250.) A course designed to help students develop the quality and effectiveness of their writing and speaking (in English) in a variety of academic disciplines and professional situations. Emphasis is on identifying, analyzing, and solving writing and speaking problems.

▲EDEC 203 COMMUNICATION IN EDUCATION. (3) (Restricted to Education students who have not taken EDES 201 or EDEC 202) (Because this course uses a workshop format, attendance at first class is desirable.) Written and oral communication in Education (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in education, with a particular focus on classroom communication.

EDEC 204 COMMUNICATION IN SOCIAL WORK. (3) (Restricted to Social Work students who have not taken EDES 201 or EDEC 202) (Because this course uses a workshop format, attendance at first class is desirable.) Written and oral communication in Social Work (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in social work.

EDEC 205 COMMUNICATION IN MANAGEMENT 1. (3) (Placement test required) (Restricted to B.Com. students who have not taken EDES 201 or EDEC 202) (Because this course uses a workshop format, attendance at first class is desirable.) Written and oral communication in Management (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in management.

EDEC 206 COMMUNICATION IN ENGINEERING. (3) (Limited enrolment) (Restricted to B.Eng. students who have not taken EDES 201 or EDEC 202) (Because this course uses a workshop format, attendance at first class is desirable.) Written and oral communication in Engineering (in English): strategies for generating, developing, organizing, and presenting ideas in a technical setting; problem-solving; communicating to different audiences, editing and revising; and public speaking. Course work based on academic, technical, and professional writing in engineering.

EDEC 305 COMMUNICATION IN MANAGEMENT 2. (3) (Restricted to B.Com. students. Prerequisite: EDEC 205 or based on the results of Placement Test.) (Because this course uses a workshop format,

attendance at first class is desirable.) Advanced course (in English) in professional written and oral communication in Management. Assignments include résumés, business proposals, public relations documents and oral presentations. Students use a wide variety of communication technologies such as presentation software, video equipment, e-mail and the Internet.

EDEC 500 TUTORING WRITING. (3) Theory and practice of teaching writing through one-on-one conferencing. Focus on composition theory and research, rules of English usage, and tutorial teaching strategies. Practical experience offered through work in Writing Tutorial Service. Relevant for anyone who teaches or will teach in English at any level in any subject.

FIRST NATIONS AND INUIT EDUCATION

All courses are normally given off-campus and are normally limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

▲EDEC 200 INTRODUCTION TO INUIT STUDIES. (3) An introductory survey of Inuit history, language and culture, and of the social and political issues affecting contemporary Inuit life.

● **EDEC 220 CURRICULUM DEVELOPMENT.** (3)

● **EDEC 221 LEADERSHIP AND GROUP SKILLS.** (3) (Restriction: Normally for students registered within Certificate in First Nations and Inuit Educational Leadership)

● **EDEC 222 PERSONNEL MANAGEMENT AND SUPPORT.** (3) (Restriction: Normally for students registered within Certificate in First Nations and Inuit Educational Leadership.)

● **▲EDEC 234 ALGONQUIN SECOND LANGUAGE 2.** (3) (Prerequisite: EDEE 293)

● **▲EDEC 236 MOHAWK SECOND LANGUAGE 2.** (3) (Prerequisite: EDEE 296)

● **▲EDEC 237 MI'KMAQ SECOND LANGUAGE 1.** (3)

● **▲EDEC 238 MI'KMAQ SECOND LANGUAGE 2.** (3) (Prerequisite: EDEC 237)

● **▲EDEC 239 MI'KMAQ LANGUAGE 1.** (3)

● **▲EDEC 240 MI'KMAQ LANGUAGE 2.** (3) (Prerequisite: EDEC 239)

● **▲EDEC 241 CREE LANGUAGE 1.** (3)

● **▲EDEC 242 CREE LANGUAGE 2.** (3) (Prerequisite: EDEC 241)

● **EDEC 243 TEACHING: MULTIGRADE CLASSROOMS.** (3)

● **▲EDEC 244 ISSUES IN ABORIGINAL EDUCATION.** (3)

● **EDEC 245 MIDDLE SCHOOL TEACHING.** (3)

● **EDEC 246 MIDDLE SCHOOL CURRICULUM.** (3) (Prerequisite: EDEC 245)

● **EDEC 311 RESOURCE MANAGEMENT.** (3) (Restriction: Normally for students registered within the Certificate in First Nations and Inuit Educational Leadership)

● **EDEC 312 PRACTICUM IN EDUCATIONAL LEADERSHIP.** (3) (Restriction: Normally for students registered within the Certificate in First Nations and Inuit Educational Leadership)

● **▲EDEC 403 THE DIALECTS OF INUKTITUT.** (3) (Prerequisite: EDEE 344)

GENERAL

EDEC 201 FIRST YEAR PROFESSIONAL SEMINAR. (1) (Corequisite: EDFE 200) (Open to B.Ed. Secondary and B.Ed. K/Elem. students only) This seminar in conjunction with the field experience serves as an orientation to the culture of the school and to teaching as a profession. The focus of the seminar is on the general functioning of schools.

● **EDEC 201D1 FIRST YEAR PROFESSIONAL SEMINAR.** (0.5)

● **EDEC 201D2 FIRST YEAR PROFESSIONAL SEMINAR.** (0.5)

EDEC 300 SPECIAL TOPICS 1. (3) (Offered through Continuing Education) Topic 1: Learning To Write Poetry. Explore techniques for getting poems started such as free-writing and active imagining. Learn to hone texts using such tools as line-breaks, simile, metaphor, and metrical patterns. Draft and revise 10 or so pages of poetry for your portfolio while discovering a community of sup-

portive readers for your work. Topic 2: Learning To Write Fiction. Explore techniques for developing your voice and for getting a short story started. Experiment with character development, dialogue, point of view, description, setting, and plot. Learn to draft and revise a short story for your portfolio while discovering a community of supportive readers for your work.

EDEC 301 SPECIAL TOPICS 2. (3) (Offered through Continuing Education) Selected topics and contemporary developments in the areas of elementary and/or secondary education. The content will vary from year to year and will be announced prior to registration.

EDEC 302 LANGUAGE AND LEARNING - CURRICULUM. (3) (Not for credit if EDSL 301 or EDSL 311 has been or is being taken) This course on language and learning across the curriculum will explore the central role of pupils' language, both oral and written, in their learning and the implications for using this learning tool in teaching. It will also consider "languages" (e.g. computers, media, etc.) in teaching and learning.

EDEC 306 THIRD YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: EDPE 250 or EDSL 251 and EDFE 251. Corequisite: EDFE 302) (Open to B.Ed. Secondary students only) The primary focus of this seminar is on classroom management. Other topics will include cooperative and collaborative learning and the use of computers, video and visual aids in the classroom.

EDEC 307 THIRD YEAR PROFESSIONAL SEMINAR (K/ELEM). (3) (Prerequisites: EDFE 252 and EDPE 251. Corequisite: EDFE 303) (Open to B.Ed. K/Elem. students only) The seminar focuses on planning classroom teaching and puts into practice the students' knowledge of subject methodologies. Specific topics will include: the use of visual aids, music and video; the use of computers; classroom management; commonalities among subjects/grade levels; cooperative and collaborative learning strategies.

EDEC 310 KINDERGARTEN/ELEMENTARY CURRICULUM. (3) This course provides a general orientation to pedagogy and the pre-school/elementary school program. The main ideas in the elementary school subject areas (language arts, second language, mathematics, social studies, science, expressive arts, moral and religious education, and physical education) are explored individually and as an integrated whole.

□ **EDEC 402 MEDIA, TECHNOLOGY AND EDUCATION.** (3) Orientation to the equipment and systems of educational technology. Examination of theories of educational technology, media education and technology education and the exploration and development of possible applications in school settings.

EDEC 404 FOURTH YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: EDEC 306, EDFE 302. Corequisite: EDFE 402) (Open to B.Ed. Secondary students only) This seminar will focus on: a) the relationships beyond the classroom, particularly at home, community and professional organizations; b) advanced methodology in the two teaching subjects.

EDEC 405 FOURTH YEAR PROFESSIONAL SEMINAR (K/ELEM). (3) (Prerequisites: EDFE 303 and EDEC 307. Corequisite: EDFE 403) (Open to B.Ed. K/Elem. students only) This seminar accompanies the second major block of student teaching. Measurement and evaluation will be central to the concerns and issues addressed in this seminar, as well as mainstreaming, special needs students, and responsibility for the learning of all students.

□ **EDEC 410 MULTI-CULTURED/MULTI-RACIAL CLASS.** (3) (Not for credit if EDER 464 or EDEE 441 has been or is being taken) This course addresses cultural diversity in Canadian classrooms. Students will consider the social, personal, pedagogical and political dimensions of classroom practice in a multi-lingual, multi-cultural, multi-racial society. It will be specifically related to the cultural diversity in schools in the Montreal area, as well as schools in Aboriginal communities.

SCIENCE

* **EDEC 334 TEACHING SECONDARY SOCIAL STUDIES.** (3) An examination of Quebec and other secondary school social studies curricula: Objectives; theoretical orientation; course structures; curriculum resources. Teaching and learning methodologies both

common to the social studies and specific to the disciplines of history, geography, and economics.

* **EDEC 335 TEACHING SECONDARY SCIENCE.** (3) A survey of the philosophy and curriculum principles behind modern high school courses in the physical and life sciences, especially related to the Quebec context. An examination of teaching methods for junior and senior high school science.

8.3 EDEE – Elementary Education

EDEE 223 LANGUAGE ARTS PART 1. (3) This course will explore the current research and theory of language learning and the practices which provide meaningful language experiences in the context of the pre-school and elementary classroom.

● □ † **EDEE 224 LANGUAGE ARTS PART 2.** (3) (Prerequisite EDEE 223)

▲ **EDEE 230 ELEMENTARY SCHOOL MATHEMATICS.** (3) (Offered through Continuing Education) A course specially designed for elementary school teachers to provide the basic foundations, insight and understanding of the Quebec modern elementary mathematics programs.

● **EDEE 234 ELEMENTARY SCHOOL GEOMETRY.** (3)

▲ **EDEE 270 ELEMENTARY SCHOOL SCIENCE.** (3) (Offered through Continuing Education) (Not open to students with CEGEP Science) Science as a means of exploring and explaining our environment. A study of some of the fundamental concepts and process skills common to most elementary programs.

▲ **EDEE 325 CHILDREN'S LITERATURE.** (3) (Offered through Continuing Education) (Not open to students who have taken ENGL 240, ENGL 341) (Limited enrollment) Selection and use of literature suitable for children in the elementary school.

EDEE 332 TEACHING MATHEMATICS 1. (3) Curriculum trends in teaching mathematics to children. Programs, methods, materials and evaluation procedures appropriate for the elementary school. Please check timetable information for labs schedule.

EDEE 372 TEACHING SCIENCE. (3) (Students must check timetable information for labs schedule) A study of science programs and teaching strategies appropriate for providing elementary school children with an appreciation of the nature and method of science inquiry.

EDEE 382 TEACHING SOCIAL STUDIES. (3) Programs, materials and strategies for social studies from Kindergarten through grade six.

● **EDEE 435 MATHEMATICS TOPICS.** (3) (Permission of instructor) (Offered through Continuing Education)

● **EDEE 467 SPECIAL TOPICS IN READING.** (3)

● ▲ **EDEE 473 ECOLOGICAL STUDIES.** (3) (Offered through Summer Studies)

▲ **EDEE 474 PROBLEMS OF THE ENVIRONMENT.** (3) (Offered through Summer Studies) A modern study of environmental problems designed for elementary school teachers. The role of humanity in the web of life in relation to conservation, the population explosion, waste disposal, sewage treatment, air and water pollution, chemical and radiation pollution.

FIRST NATIONS AND INUIT EDUCATION

All courses, with the exception of EDEE 441 and EDEE 444, are normally given off-campus and limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

● **EDEE 240 USE AND ADAPTATION OF CURRICULA.** (3)

● **EDEE 241 TEACHING LANGUAGE ARTS.** (3) (Prerequisite: Fluency in Inuktitut or another Aboriginal language)

● **EDEE 242 TEACHING MATHEMATICS.** (3)

For course symbol legends, see [page 221](#)

EDEE 243 READING METHODS IN INUKTITUT/CREE. (3) (Prerequisite: Fluency in Inuktitut/Cree syllabics) Overview of reading theories and their application to Inuktitut/Cree; processes used by proficient readers. Methods of teaching reading.

EDEE 245 ORIENTATION TO EDUCATION. (3) The First Nations or Inuit classroom as a unique pedagogical setting. Introduction to planning and maintaining a learning environment for First Nations or Inuit children. Study and application of differential learning styles.

- **▲EDEE 246 CULTIVATING LANGUAGE AND THOUGHT.** (3)
- **EDEE 247 INDIVIDUALIZED INSTRUCTION.** (6)
- **EDEE 247D1 INDIVIDUALIZED INSTRUCTION.** (3)
- **EDEE 247D2 INDIVIDUALIZED INSTRUCTION.** (3)
- **EDEE 248 READING AND WRITING INUKTITUT/CREE.** (3) (Prerequisite: Fluency in Inuktitut/Cree syllabics)
- **▲EDEE 249 INUKTITUT ORTHOGRAPHY AND GRAMMAR.** (3) (Prerequisite: Fluency in Inuktitut)
- **EDEE 290 COOPERATIVE LEARNING.** (3)
- **EDEE 291 CULTURAL VALUES AND SOCIALIZATION.** (3)
- **EDEE 292 USING INSTRUCTIONAL RESOURCES.** (3)
- ▲ **EDEE 293 ALGONQUIN SECOND LANGUAGE 1.** (3) Students will develop a basic knowledge of the Algonquin phonological system and gain some understanding of the morphological and syntactic rules, the stress and intonation patterns which control the language, and how Algonquin culture is reflected in the language.
- ▲ **EDEE 294 ALGONQUIN LANGUAGE 1.** (3) Students will learn the Algonquin phonological system. They will focus on animate/inanimate and inflections for agreement, aspect, tense and number. They will analyze word generation conventions and derive Algonquin labels to describe how Algonquin operates.
- **▲EDEE 295 ALGONQUIN LANGUAGE 2.** (3) (Prerequisite: EDEE 294)
- ▲ **EDEE 296 MOHAWK SECOND LANGUAGE 1.** (3) Students will develop a basic knowledge of the Mohawk phonological system and have some understanding of the morphological and syntactic rules, the stress and intonation patterns which control the language, and how Mohawk culture is reflected in the language.
- ▲ **EDEE 297 MOHAWK LANGUAGE 1.** (3) Students will learn the Mohawk phonological system (including glottal stop, length mark, up and down stress). Syntactically and morphologically, they will focus on the pronoun system (tense included). Word generation conventions will be analyzed and Mohawk labels developed to describe how the language functions.
- **▲EDEE 298 MOHAWK LANGUAGE 2.** (3) (Prerequisite: EDEE 297)
- **▲EDEE 340 SPECIAL TOPICS: CULTURAL ISSUES.** (3)
- ▲ **EDEE 341 INUKTITUT FOR BEGINNERS.** (3) An introduction to the basic structures of Inuktitut, with intensive drill and classroom practice in the use of the language.
- **▲EDEE 342 INTERMEDIATE INUKTITUT/AMERINDIAN LANGUAGE.** (3) (Prerequisite(s): EDEE 249 or equivalent, e.g. EDEE 295, EDEE 298 or permission of Director) A study for Inuktitut/Amerindian language speakers, of Inuktitut/Amerindian language phonology and structure, emphasizing the connection between the two, demonstrating the orderliness of many dialectic differences.
- ▲ **EDEE 344 ADVANCED INUKTITUT/AMERINDIAN LANGUAGE.** (3) (Prerequisite(s): EDEE 342 or permission of Director)
- **▲EDEE 345 LITERATURE AND CREATIVE WRITING 1.** (3)
- ▲ **EDEE 346 LITERATURE AND CREATIVE WRITING 2.** (3) (Prerequisite: EDEE 345) A continuation of course EDEE 345.
- **† EDEE 402 CURRICULUM DEVELOPMENT.** (3) (Corequisite: EDFE 431)
- **EDEE 402D1 CURRICULUM DEVELOPMENT.** (1.5)

- **EDEE 402D2 CURRICULUM DEVELOPMENT.** (1.5)

EDEE 441 FIRST NATIONS AND INUIT EDUCATION. (3) (Not for credit if EDEC 410 or EDER 464 has been or is being taken) Study of First Nations and Inuit schools as diverse social, cultural, linguistic, political and pedagogical settings. Considers school and community minority-majority interactions and their influence on teaching and learning in educational settings. Examines how a teacher's personal practice can be influenced by an understanding of these factors.

- **EDEE 444 FIRST NATIONS AND INUIT CURRICULUM.** (3)

8.4 EDEM – Admin & Policy Studies in Education

EDEM 202 EDUCATIONAL AND ADMINISTRATIVE INSTITUTIONS (3) (Limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education) A study of the inter-dependency of the various institutions affecting the education of Inuit or First Nations children. Relationships of non-education institutions, such as Co-ops, Health and Social Services, and other government services, to educational services.

EDEM 405 POLICY ISSUES IN QUÉBEC EDUCATION. (3) This course examines the organization of education in Quebec from various perspectives, including historical, political, social and legal. It aims to provide students with sufficient knowledge that they can begin the life-long learning process of a professional educator, aware of, and contributing to, the policy talk on school.

- **EDEM 405D1 POLICY ISSUES IN QUÉBEC EDUCATION.** (1.5)
- **EDEM 405D2 POLICY ISSUES IN QUÉBEC EDUCATION.** (1.5)
- **EDEM 407 EDUCATION AND SOCIETY IN QUEBEC.** (3)
- **EDEM 411 EDUCATION POLICY ACROSS CANADA.** (3) (Offered through Summer Studies)
- EDEM 450 CURRICULUM ALTERNATIVES.** (3) (Offered through Summer Studies) An examination of various curriculum designs which cross boundaries of subject, method and culture, and the applications to programs for different populations of students.
- **EDEM 470 ISSUES IN EDUCATIONAL POLICY.** (3) (Offered through Summer Studies) (Prerequisite: EDEM 204, EDEM 404 or EDEM 405)
- **EDEM 511D1 GENERAL ADMINISTRATIVE PRACTICES.** (3)
- **EDEM 511D2 GENERAL ADMINISTRATIVE PRACTICES.** (3)

8.5 EDER – Religious Studies

- **▲EDER 203 PHILOSOPHY OF RELIGION.** (3)
- **▲EDER 204 MAN BEFORE REALITY.** (3)
- **▲EDER 207 'WHO IS CHRIST?'** (3) (Offered through Continuing Education)
- **▲EDER 208 PHILOSOPHY OF HUMAN NATURE.** (3).
- ▲EDER 209 SEARCH FOR AUTHENTICITY.** (3) (Offered through Continuing Education) A search for meaning in contemporary living as reflected in selected authors.
- EDER 252 UNDERSTANDING AND TEACHING JEWISH LIFE.** (3) An exploration of Jewish holidays and life cycle rituals. Emphasis is placed on their historical development and philosophical meaning. Curriculum developed for teaching this material in various Jewish educational frameworks is examined and evaluated.
- **▲EDER 290 GUIDE TO READING THE BIBLE.** (3)
- **EDER 300 COMPLEMENTARY VALUES: JEWISH EDUCATION.** (3)
- **▲EDER 309 THE RELIGIOUS QUEST.** (3) (Offered through Continuing Education)
- EDER 320 VISIONS AND REALITIES OF JEWISH EDUCATION.** (3) A course in the philosophy of Jewish education. Various perspectives on the purpose of Jewish education are explored, and consideration is given to how contemporary Jewish ideologies can be translated into educational forms. Challenges facing Jewish education as it approaches the millennium are examined. Research in Jewish education is evaluated.

- □ ▲ **EDER 324 VALUES AND HUMAN SEXUALITY.** (3) (Offered through Distance Education)
- **EDER 331 DEVELOPMENTAL APPROACHES TO MORAL/RELIGIOUS EDUCATION.** (3)
 - **EDER 332 GUIDING RELIGIOUS RESPONSE - ELEMENTARY.** (3) Religious and moral phases in the development of the elementary school child and an exploration of various programs and procedures for cultivating this development.
- EDER 333 MORAL/RELIGIOUS EDUCATION ELEMENTARY CURRICULUM.** (3) The elementary curriculum in moral and religious education: content structure, guidelines and contextual policies; methods and materials related to moral and religious education in classroom settings.
- * **EDER 340 MORAL EDUCATION CURRICULUM AND INSTRUCTION.** (3) Critical assessment of theories and models of moral education, including cognitive and affective approaches; moral education curricula and teaching methods; aims, strategies and evaluation techniques.
- **EDER 370 CLASSROOM STRATEGIES: JEWISH STUDIES.** (3)
- * **EDER 372 HUMAN AND RELIGIOUS VALUES IN SECONDARY SCHOOL.** (3) An enquiry into teaching methods in two areas: (1) Religion (as a phenomenon of human experience). (2) The development of moral judgment in social and personal issues.
- * **EDER 392 GUIDING RELIGIOUS RESPONSE - SECONDARY.** (3) A study of developmental religious and moral life of the secondary school student, and of the programs and procedures designed to meet this development.
- ▲ **EDER 394 PHILOSOPHY OF GOD.** (3) (Offered through Continuing Education) A critical study of the concept of God from a variety of religious, philosophic and mystical perspectives.
- □ ▲ **EDER 395 MORAL VALUES AND HUMAN ACTION.** (3)
- □ ▲ **EDER 396 SEMINAR: CONTEMPORARY THEOLOGY.** (3) (Offered through Continuing Education)
- * **EDER 398 PHILOSOPHY OF CATHOLIC EDUCATION.** (3) An exploration of the philosophy of Catholic education, and its relevance in the world today.
- * **EDER 400 PHILOSOPHICAL FOUNDATIONS OF EDUCATION.** (3) Ideas essential for the development of a coherent educational theory and sound professional practice. Reflections on: the nature of the person, of reality, of knowledge, and of value; the aims of education, the nature of the school and the curriculum, the roles and responsibilities of professional educators.
- □ **EDER 401 TEACHING BIBLICAL LITERATURE - JEWISH SCHOOL 1.** (3)
- **EDER 402 TEACHING BIBLICAL LITERATURE - JEWISH SCHOOL 2.** (3) (Prerequisite: EDER 401 and permission of instructor)
- EDER 404 TEACHING HEBREW AS A SECOND LANGUAGE.** (3) (Prerequisite: JWST 340 or its equivalent) A study of the most up-to-date methods and theories related to the teaching of Hebrew as a second language in both day schools and supplementary settings.
- □ ▲ **EDER 406 COMPARATIVE EDUCATION.** (3)
- □ **EDER 407 TEACHING THE JEWISH LITURGY.** (3) (Prerequisite: JWST 333 or permission of instructor)
- □ ▲ **EDER 408 HUMAN VALUES AND EDUCATION.** (3) (Offered through Distance Education)
- □ **EDER 409 WOMEN AND EDUCATION.** (3) (Core course for the Women's Studies Minor Program)
- □ **EDER 410 WOMEN IN HIGHER EDUCATION.** (3) (Core course for the Women's Studies Minor Program)
- **EDER 411 TEACHING YIDDISH AS SECOND LANGUAGE.** (3)
- □ **EDER 420 TEACHING JEWISH HISTORY.** (3)
- **EDER 421 TEACHING THE HOLOCAUST.** (3) Approaches, strategies and techniques of teaching the holocaust. Examination of the holocaust to learn how to teach about it and how to use it as a base of teaching about prejudice, cultural identity, racism, human rights and moral responsibility.

EDER 451 TUTORIAL IN JEWISH EDUCATION. (3) A reading course for students who wish to explore intensively the literature in a particular area related to teaching Jewish studies.

□ ▲ **EDER 461 SOCIETY AND CHANGE.** (3) Factors influencing patterns of stability and change in major social institutions and the implications for formal and non-formal education.

● **EDER 462 LEARNING IN CONTEMPORARY SOCIETY.** (3)

□ * **EEDER 464 INTERCULTURAL EDUCATION.** (3) (Not for credit if EDEC 410 or EDEE 441 has been or is being taken) Issues of learning and teaching in multicultural classrooms; development of understanding of different cultures and cultural perspectives.

□ ▲ **EDER 473 LIVING WITH INSIGHT.** (3) An examination of the moral and spiritual challenges of the modern and post-modern world. Emphasis will also be placed on the role and responsibility of education in meeting these challenges.

● □ ▲ **EDER 491 THEOLOGICAL THEMES.** (3) (Offered through Continuing Education)

□ ▲ **EDER 494 ETHICS IN PRACTICE.** (3)

● ▲ **EDER 495 THE EUCHARIST.** (3)

● **EDER 502 SOCIAL FOUNDATIONS OF EDUCATION.** (3)

● □ ▲ **EDER 505 EDUCATION AND SOCIAL ISSUES.** (3)

8.6 EDES – Secondary Education

● **EDES 303 PLANNING FOR TEACHING.** (3)

* † **EDES 353 SECONDARY SCHOOL MATHEMATICS 1.** (3) (Prerequisites: 18 credits in post-secondary mathematics) Directed observations in secondary schools and the study of the general objectives and curriculum trends. The learning problems, teaching strategies and mathematical concepts encountered in the High School curriculum.

● **EDES 353D1 SECONDARY SCHOOL MATHEMATICS 1.** (1.5)

● **EDES 353D2 SECONDARY SCHOOL MATHEMATICS 1.** (1.5)

* † **EDES 361 SECONDARY SCHOOL ENGLISH 1.** (3) Examination of appropriate materials related to the high school English programs; exploration of various techniques of teaching language, literature, writing and dramatics in the secondary school.

● **EDES 365 EXPERIENCES IN COMMUNICATIONS.** (3) (Offered through Continuing Education)

▲ **EDES 366 LITERATURE FOR YOUNG ADULTS.** (3) (Offered through Continuing Education) Selection and use of literature for the differing abilities and interests of high school students.

* † **EDES 370 TEACHING GENERAL SCIENCE.** (3) (Prerequisite: EDEC 335) Principles and procedures for implementation of the general science curriculum in the secondary schools of Québec. A survey of teaching methods and laboratory management appropriate to the junior and senior high school level.

* **EDES 389 ISSUES IN SOCIAL STUDIES.** (3) (Corequisite: EDEC 334) This course will examine the nature, content, and methodology of social studies education in the secondary school.

8.7 EDET – Vocational Education

● **EDET 258 TRAINING METHODOLOGIES.** (3) (Offered through Continuing Education)

● **EDET 352 TECHNOLOGY: SPECIAL THEMES.** (3) (Prerequisite: EDET 351)

● **EDET 355 PRODUCT DEVELOPMENT.** (3)

EDET 358 SPECIAL PROJECT. (3) (Offered through Continuing Education) A self designed project that demonstrates an integration and application of competencies acquired throughout the core courses. Project proposal prepared in consultation with a faculty advisor.

* **EDET 360 TEACHING BUSINESS SUBJECTS.** (3) (Offered through Continuing Education) A course in general teaching principles which will include the teaching and learning process, lesson plan-

For course symbol legends, see [page 221](#)

ning, unit planning, and techniques of instruction specific to: a) Accounting and Business Machines b) Typewriting and Short-hand.

- **EDET 360D1 TEACHING BUSINESS SUBJECTS.** (1.5)
- **EDET 360D2 TEACHING BUSINESS SUBJECTS.** (1.5)

* **EDET 373 TEACHING TECHNICAL SUBJECTS.** (3) (Offered through Continuing Education) Methods and techniques of instruction in vocational education subjects. Classroom management and administration. Lesson planning and use of instructional materials. Individual assignments, demonstrations and reports. Special problems of the teacher.

- **EDET 373D1 TEACHING TECHNICAL SUBJECTS.** (1.5)
- **EDET 373D2 TEACHING TECHNICAL SUBJECTS.** (1.5)
- **EDET 378 FIELD EXPERIENCE: PROCESS.** (3) (Offered through Continuing Education)
- **EDET 379 FIELD EXPERIENCE: PROCESS.** (6) (Offered through Continuing Education)

* **EDET 395 PRINCIPLES AND FOUNDATIONS.** (3) (Offered through Distance Education) A study of leaders, movements, legislation, events, and institutions that have contributed to the formation and development of vocational education. Special attention given to economic, social and philosophical factors.

- **EDET 395D1 PRINCIPLES AND FOUNDATIONS.** (1.5)
- **EDET 395D2 PRINCIPLES AND FOUNDATIONS.** (1.5)

EDET 398 SPECIAL PROJECT. (3) (Offered through Continuing Education) (May also be offered through Distance Education.) A project related to the student's teaching concentration will be investigated, developed, produced, implemented, and/or evaluated, depending on the nature of the project. Students must identify the problem or topic to be investigated and obtain approval of the instructor. Includes preparation and submission of a written report.

- **EDET 461 TEACHING ACCOUNTING.** (3) (Offered through Distance Education) (Prerequisites: MGCR 211 or equivalent)
- **EDET 476 SPECIAL SEMINARS.** (3)

EDET 477 FIELD EXPERIENCE: METHODOLOGY. (3) (Offered through Continuing Education) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

EDET 478 FIELD EXPERIENCE: METHODOLOGY. (6) (Offered through Continuing Education) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

EDET 482 SELECTED STUDIES. (3) (Offered through Continuing Education) (Prerequisite: normally taken at the U3 level) A specially designed course related to the teaching specialities of the individual student. Involves a study of contemporary technological developments from business or industry. In addition to meeting the requirements of the training program, students must submit a comprehensive report.

8.8 EDFC – Bachelor of Education Core

- * **EDFC 301 ORIENTATION: SECONDARY SCHOOL TEACHING.** (0) (Corequisite to all practice teaching courses in the secondary school level; required for secondary IG Diploma and B.Ed. U3 programs.)
- **EDFC 497 INDIVIDUAL RESEARCH PROJECT.** (3)
- **EDFC 498 INDIVIDUAL RESEARCH PROJECT.** (6) (Prerequisites: open only to U3 level students and students who have completed

most of the requirements of a certificate or diploma program, and with permission of the program advisor or director)

8.9 EDFE – Student Teaching

EDFE 200 FIRST YEAR FIELD EXPERIENCE. (2) (Corequisite: EDEC 201) (Open to B.Ed. Secondary and B.Ed. K/Elem. students) Students will participate in organized visits to schools to observe a range of school settings, sizes and orientations within the contemporary education system. Students are then assigned to a school for a "participant observer" stage.

EDFE 205 FIRST YEAR FIELD EXPERIENCE (MUSIC). (2) (Corequisite: EDEA 206) Students participate in organized visits to elementary schools to observe a range of school settings, sizes and orientations and may be involved in some limited music teaching in an elementary classroom.

● **EDFE 206 SECOND YEAR FIELD EXPERIENCE (MUSIC).** (2) (Prerequisites: EDEA 206 and EDFE 205. Corequisite: EDEA 207) (Open to B.Ed. in Music students)

EDFE 209 FIRST YEAR FIELD EXPERIENCE. (2) (Prerequisite: EDSL 300. Corequisite: EDSL 209) This field experience involves observation in second language classrooms for the equivalent of about ten days. Observations will include the use of observation schemes designed to capture information about second language classrooms and programs.

● **EDFE 210 MIDDLE SCHOOL PRACTICUM.** (3) (Prerequisite: At least 24 credits in the program must have been completed) Supervised practice to provide classroom teaching experience in the middle school context designed to prepare individuals to teach effectively at this level; seminars where participants discuss how best to respond to the social and emotional issues their students face.

● **EDFE 246 FIRST YEAR FIELD EXPERIENCE (ELEM.).** (3) (Prerequisite: EDKP 342)

EDFE 251 SECOND YEAR FIELD EXPERIENCE. (2) (Prerequisites: EDEC 201 and EDFE 200. Corequisites: EDPE 250 or EDSL 251) (Open to B.Ed. Secondary students only) The student teacher will be assigned to a school and will work with individuals or small groups of students under a mentor-teacher.

EDFE 252 SECOND YEAR FIELD EXPERIENCE (K/ELEM). (2) (Prerequisites: EDFE 200 and EDEC 201. Corequisite: EDPE 251) (Open to B.Ed. K/Elem. students only) Students will teach a specified number of days in an early childhood environment. This will provide students with the competence to work effectively in such settings and will complement the two later field experiences (III and IV) conducted at cycles one and two of the elementary level.

EDFE 259 SECOND YEAR FIELD EXPERIENCE. (2) (Prerequisite: EDSL 209 and EDFE 209. Corequisite: EDSL 259) During the second-year field experience, the student will assist experienced school personnel in a variety of classroom learning situations for the equivalent of about ten days.

EDFE 303 THIRD YEAR FIELD EXPERIENCE (K/ELEM). (7) (Prerequisites: EDFE 252, EDEE 223, EDEE 332 and EDPE 251. Corequisite: EDEC 307) (Open to B.Ed. K/Elem. students only) This first major field experience will consist of about 35-40 days of student teaching under the tutelage of school personnel.

EDFE 305 THIRD YEAR FIELD EXPERIENCE (MUSIC). (7) (Prerequisites: EDEA 207 and EDFE 206. Corequisite: EDEA 306) Thirty-five days of teaching in an elementary school under the supervision of a music teacher and other school personnel. Students will gradually assume more responsibility for student learning, formative and summative evaluation, and will be expected to experience a full teaching load.

EDFE 346 FIELD EXPERIENCE - ELEMENTARY SCHOOL. (9)

- **EDFE 346D1 FIELD EXPERIENCE - ELEMENTARY SCHOOL.** (4.5)
- **EDFE 346D2 FIELD EXPERIENCE - ELEMENTARY SCHOOL.** (4.5)

EDFE 348 FIELD EXPERIENCE ELEMENTARY SCHOOL. (6) (Prerequisite: EDKP 442) This major field experience consists of seven

weeks of student teaching in physical education under the tutelage of elementary school personnel. Those whose minor is at the elementary school level will complete part of their student teaching in the classroom.

EDFE 351 THIRD YEAR FIELD EXPERIENCE (SEC.). (8) (Prerequisites: EDFE 251, EDPE 250 or EDSL 251. Corequisite: EDEC 306) (Open to B.Ed. Secondary students only. Students must have completed, with a grade of C or higher, a minimum of 18 credits in each of their two teaching subjects) This first field experience will consist of about 40 days of student teaching under the tutelage of school personnel.

EDFE 359 THIRD YEAR FIELD EXPERIENCE (ESL/FSL). (8) (Prerequisites: EDSL 259 and EDFE 259. Corequisites: EDSL 309 and EDSL 447) The third-year field experience will consist of about 40 days of student teaching under the tutelage of experienced school personnel at the elementary level.

- **EDFE 373 SECOND YEAR FIELD EXPERIENCE PHYSICAL EDUCATION (SEC).** (3) (Prerequisite: EDFE 246)

- **EDFE 374 FIELD EXPERIENCE SECONDARY SCHOOL ONE SUBJECT.** (3) (1 subject)

- **EDFE 374D1 FIELD EXPERIENCE SECONDARY SCHOOL ONE SUBJECT.** (1.5)

- **EDFE 374D2 FIELD EXPERIENCE SECONDARY SCHOOL ONE SUBJECT.** (1.5)

- **EDFE 377D1 FIELD EXPERIENCE SECONDARY SCHOOL (TWO SUBJECT).** (7.5)

- **EDFE 377D2 FIELD EXPERIENCE SECONDARY SCHOOL (TWO SUBJECT).** (7.5)

EDFE 394 FIELD EXPERIENCE ELEMENTARY AND SECONDARY. (3)

EDFE 403 FOURTH YEAR FIELD EXPERIENCE (K/ELEM). (8) (Prerequisites: EDFE 303, EDEE 223, EDEE 332, EDEE 372, EDEE 382 and EDEC 307. Corequisite: EDEC 405) (Open to B.Ed. K/Elem. students only) This second major field experience consisting of about 40-45 days of student teaching, will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume an increased responsibility for students' learning, classroom management and formative and summative evaluations.

EDFE 405 FOURTH YEAR FIELD EXPERIENCE (MUSIC). (8) (Prerequisites: EDEA 306 and EDFE 305. Corequisite: EDEA 406) Forty days of teaching in a secondary school under the supervision of experienced school personnel in music and a second subject area. Students will gradually assume more responsibility for student learning, formative and summative evaluation, and will be expected to experience a full teaching load.

EDFE 409 FOURTH YEAR FIELD EXPERIENCE (ESL/FSL). (8)

EDFE 422 ABORIGINAL EDUCATION PRACTICUM 1. (3) (Restricted to students registered in the Certificate for First Nations and Inuit) Students will teach a specific number of weeks in an elementary school environment.

EDFE 423 ABORIGINAL EDUCATION PRACTICUM 2. (3) (Restricted to students registered in the Certificate for First Nations and Inuit) Students will teach a specific number of weeks in an elementary school environment.

EDFE 444 FIELD EXPERIENCE - ELEMENTARY SCHOOL. (3)

- **EDFE 444D1 FIELD EXPERIENCE - ELEMENTARY SCHOOL.** (1.5)
- **EDFE 444D2 FIELD EXPERIENCE - ELEMENTARY SCHOOL.** (1.5)

EDFE 451 FOURTH YEAR FIELD EXPERIENCE (SECONDARY). (7) (Prerequisites: EDFE 351, EDEC 351. Corequisite: EDEC 404 or EDSL 400 or EDSL 401) (Open to B.Ed. Secondary students only) This major field experience of about 35 days of student teaching will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume more responsibility for student learning, classroom management and formative and summative evaluation.

EDFE 459 FOURTH YEAR FIELD EXPERIENCE (ESL/FSL). (7) (Prerequisites: EDSL 309 and EDFE 359. Corequisites: EDSL 409 and EDSL 458) The fourth-year field experience will consist of about 35

days of student teaching under the tutelage of experienced school personnel at the secondary level.

EDFE 478 FIELD EXPERIENCE (ONE SUBJECT) - SECONDARY LEVEL. (6) (1 subject)

- **EDFE 478D1 FIELD EXPERIENCE (ONE SUBJECT) - SECONDARY LEVEL.** (3)

- **EDFE 478D2 FIELD EXPERIENCE (ONE SUBJECT) - SECONDARY LEVEL.** (3)

EDFE 479 FOURTH YEAR FIELD EXPERIENCE PHYSICAL EDUCATION. (6) (Prerequisite: EDKP 442) This major field experience consists of seven weeks of student teaching in physical education under the tutelage of secondary school personnel. Those whose minor is at the secondary school level will complete part of their student teaching in this field.

EDFE 494 FIELD EXPERIENCE - SECONDARY SCHOOL (ONE SUBJECT). (9) (1 subject)

EDFE 495 FIELD EXPERIENCE - ELEMENTARY & SECONDARY PHYSICAL EDUCATION. (9)

8.10 EDKP – Physical Education

EDKP 201 FITNESS LEADERSHIP. (3) The methods of active lifestyle leadership from establishment of appropriate fitness objectives through the means of helping clients achieve their goals. Included are individual and group program designs and exercise precautions in various forms of exercise programs.

- **▲EDKP 204 HEALTH EDUCATION.** (3) (Open only to students in the Certificate in First Nations and Inuit Education)

- ▲ **EDKP 205 STRUCTURAL ANATOMY.** (3) Skeletal, muscular and nervous system are examined anatomically and physiologically within the realm of how they interact to generate and apply the forces which permit man's mobility.

- ▲ **EDKP 206 BIOMECHANICS OF HUMAN MOVEMENT.** (3) (Prerequisite: EDKP 205) Analysis of fundamental human movement and the kinematic concepts which underlie each: Stability, agility, walking, running, jumping, throwing, absorbing forces, striking, kicking, spinning, twisting, aquatics and work positions.

- ▲ **EDKP 207 EVALUATION OF HUMAN PERFORMANCE.** (3) To acquaint students with the types, selection and application of tests designed to measure and evaluate physical fitness, motor performance, sport skills, and related knowledge. Elementary statistics as related to their use in the physical activity situation is included.

- **▲EDKP 224 FOUNDATIONS OF MOVEMENT EDUCATION.** (3) (Not open to P.E. Majors)

- **▲EDKP 241 ABORIGINAL PHYSICAL ACTIVITIES.** (3) (Open only to students in the Certificate in Education for First Nations and Inuit)

† **EDKP 250 PRACTICUM 1.** (3) (Corequisite: EDKP 201) A practical work-study experience with a focus on instruction and leadership in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.

EDKP 250D1 PRACTICUM 1. (1.5) (Students must also register for EDKP 250D2) (No credit will be given for this course unless both EDKP 250D1 and EDKP 250D2 are successfully completed in consecutive terms) (EDKP 250D1 and EDKP 250D2 together are equivalent to EDKP 250) See EDKP 250 for course description.

EDKP 250D2 PRACTICUM 1. (1.5) (Prerequisite: EDKP 250D1) (No credit will be given for this course unless both EDKP 250D1 and EDKP 250D2 are successfully completed in consecutive terms) (EDKP 250D1 and EDKP 250D2 together are equivalent to EDKP 250) See EDKP 250 for course description.

- ▲ **EDKP 261 MOTOR DEVELOPMENT.** (3) Changes apparent in motor behaviour from conception to old age. Two perspectives are emphasized: 1) contemporary and historical theories of human development, 2) development of motor behaviour and influences of physical growth, sensori-perceptual development, information processing and socio-cultural factors.

For course symbol legends, see [page 221](#)

EDKP 300 SPECIAL TOPICS. (3) Content will vary from year to year and will be announced prior to registration. The course will be given by a single instructor or by a group, as the occasion warrants.

EDKP 311 ATHLETIC INJURIES. (3) (Prerequisite: EDKP 205) (Offered through Continuing Education) This course is designed to educate students about the prevention, immediate care, and minor rehabilitation of athletic injuries. The course will focus on specific situations encountered in elementary, high school and fitness centers. An intensive academic program is coupled with practical lab sessions and field experience.

● **▲EDKP 324 MOVEMENT EDUCATION ACTIVITIES.** (3) (Not open to P.E. Majors)

EDKP 330 PHYSICAL ACTIVITY AND HEALTH. (3) This course introduces students to literature on the role of physical activity and general health and well-being. Students will examine issues of exercise adherence, exercise prescription and the economic impact of physical fitness programs in the workplace.

▲ **EDKP 331 HOMEOSTATIC PHYSIOLOGY.** (3) (Prerequisite: EDKP 205) Introduction to the basic principles of physiological mechanisms which maintain homeostasis of the mammalian organism during non-stress conditions: cell function, neural systems and conduction; kidney, blood, cardiovascular system; respiration and metabolism.

EDKP 332 PHYSICAL EDUCATION CURRICULUM AND INSTRUCTION. (3) (Not open to P.E. Majors) Principles, programs and procedures that an elementary teacher may use to promote the designing and teaching of elementary school P.E.

† **EDKP 342 PHYSICAL EDUCATION METHODS.** (3) This course is a prerequisite for all field experience and practice.) Designed to prepare students for a teaching/leadership role in physical education. They will examine teaching/leadership effectiveness as it relates to organization and observation techniques, planning, instruction and evaluation of physical activity.

● † **EDKP 350 PRACTICUM 2.** (3) (Prerequisite: EDKP 250)

EDKP 350D1 PRACTICUM 2. (1.5) (Students must also register for EDKP 350D2) (No credit will be given for this course unless both EDKP 350D1 and EDKP 350D2 are successfully completed in consecutive terms) (EDKP 350D1 and EDKP 350D2 together are equivalent to EDKP 350) See EDKP 350 for course description.

EDKP 350D2 PRACTICUM 2. (1.5) (Prerequisite: EDKP 350D1) (No credit will be given for this course unless both EDKP 350D1 and EDKP 350D2 are successfully completed in consecutive terms) (EDKP 350D1 and EDKP 350D2 together are equivalent to EDKP 350) See EDKP 350 for course description.

● † **EDKP 371 ALTERNATIVE FIELD EXPERIENCE.** (3) (Prerequisite: EDFE 246)

● **EDKP 371D1 ALTERNATIVE FIELD EXPERIENCE.** (1.5)

● **EDKP 371D2 ALTERNATIVE FIELD EXPERIENCE.** (1.5)

▲ **EDKP 391 ERGO-PHYSIOLOGY.** (3) (Prerequisite: EDKP 331) Emphasis is on human organic adaptability; acute and chronic adaptive mechanisms to exercise and other environmental stresses are analysed. A laboratory program is included to evaluate (measure and predict) adaptive capacity and assess factors affecting it.

EDKP 392 NUTRITION AND WELLNESS. (3) This course will examine the role of carbohydrates, fats, proteins, vitamins, minerals and water in a balanced diet. Students will be introduced to the affects of nutrition on exercise, sport performance and wellness. The validity of claims concerning nutrient supplements will be studied.

● **EDKP 400 SPECIAL TOPICS.** (3)

EDKP 442 PHYSICAL EDUCATION PEDAGOGY. (3) (Prerequisites: EDKP 342, EDFE 246 and EDFE 373) This pedagogy course builds on physical education methods and field experiences. It focuses on the developing teacher, the establishment of the learn-

ing environment, and the implementation of the varied teaching strategies. Principles of research on teaching in physical education are translated into practical techniques for application in the field.

† **EDKP 450 PRACTICUM 3.** (3) (Prerequisites: EDKP 250 and EDKP 350) A work-study experience with a focus on administration and program development in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.

EDKP 450D1 PRACTICUM 3. (1.5) (Students must also register for EDKP 450D2) (No credit will be given for this course unless both EDKP 450D1 and EDKP 450D2 are successfully completed in consecutive terms) (EDKP 450D1 and EDKP 450D2 together are equivalent to EDKP 450) See EDKP 450 for course description.

EDKP 450D2 PRACTICUM 3. (1.5) (Prerequisite: EDKP 450D1) (No credit will be given for this course unless both EDKP 450D1 and EDKP 450D2 are successfully completed in consecutive terms) (EDKP 450D1 and EDKP 450D2 together are equivalent to EDKP 450) See EDKP 450 for course description.

● **EDKP 451D1 PERSONAL TRAINER PRACTICUM.** (1.5)

● **EDKP 451D2 PERSONAL TRAINER PRACTICUM.** (1.5)

● **EDKP 452 FITNESS APPRAISAL PRACTICUM.** (3)

● **EDKP 452D1 FITNESS APPRAISAL PRACTICUM.** (1.5)

● **EDKP 452D2 FITNESS APPRAISAL PRACTICUM.** (1.5)

▲ **EDKP 485 EXERCISE: CHRONIC HEALTH CONDITIONS.** (3) (Prerequisites: EDKP 331 and EDKP 391) The course briefly reviews the physiological basis of pregnancy, aging as well as selected metabolic, cardiovascular and respiratory disorders and examines the particularities of the exercise response and the effects of exercise conditioning in these populations. A special emphasis is placed on the scientific basis for exercise prescription.

▲ **EDKP 492 PSYCHOLOGY OF MOTOR PERFORMANCE.** (3) This course is concerned with selected psychological factors in terms of their relationship to the acquisition of motor skills, that is, how they affect the skill acquisition of the individual and how the activity patterns of the individual affect the psychological factors.

EDKP 493 ADMINISTRATION. (3) Organization and administration of physical education programs in various settings with emphasis on common problems relating to management practices of centres offering physical activity. Topics include facilities and equipment, fiscal considerations, liability and program planning.

† **EDKP 494 CURRICULUM DEVELOPMENT.** (3) (Prerequisite: EDFE 373 or equivalent) Directed towards an understanding of the important principles which should be the foundation of a modern program in Physical Education; student's role in the development, implementation and evaluation of the Physical Education Curriculum.

▲ **EDKP 495 SCIENTIFIC PRINCIPLES OF TRAINING.** (3) (Prerequisites: EDKP 331 and EDKP 391) Application of physiological and kinesiological principles in the selection and evaluation of athletic and physical fitness programs. Specific topics studied will include aerobic and anaerobic training, interval training, circuit training, weight training for muscular strength and endurance, flexibility, motor ability, obesity and energy balance.

▲ **EDKP 496 ADAPTED PHYSICAL ACTIVITY.** (3) (Prerequisite: EDKP 342 or EDKP 201) Assessment, instruction and evaluation in physical activity for special populations. Emphasis on inclusion of people labelled intellectually disabled, learning disabled, physically awkward, autistic, visually or hearing impaired and physically disabled. Weekly lectures plus practical teaching lab.

▲ **EDKP 498 SOCIAL PSYCHOLOGY OF SPORT.** (3) This course is concerned with the social and psychological aspects of participation in physical activity and sport. It examines the application of sociological and psychological knowledge and methodology within sport and the findings of such sport and related physical activity research.

EDKP 550 ANALYZING INSTRUCTIONAL BEHAVIORS. (3) Students will investigate generic and specialized data collection instruments

used in the supervision of and research into teaching and coaching. Practical experience will include the selection and use of appropriate tools, establishment of observer reliability, critical analysis of observational systems, and application of systematic observation to pertinent research questions.

EDKP 553 PHYSIOLOGICAL ASSESSMENT: SPORT. (3) Various modes and protocols to evaluate the physical fitness of athletes will be examined. Students will design testing programs for athletes in specific sports.

EDKP 566 BIOMEDICAL ASSESSMENT IN SPORT. (3) Various equipment and protocols will be used to evaluate the biomechanics of skilled movement patterns. Kinematic, kinetic, and electromyographic data will be collected, processed and interpreted to identify optimal performance features related to equipment design and individual technique. Each student will be required to complete a series of research projects and literature summaries.

PHYSICAL EDUCATION SKILLS AND TECHNIQUES (1 credit)

The one-credit courses are designed to introduce students to the fundamental skills of physical activity and to provide opportunities for personal practice and refinement. Related rules, strategies and etiquette are also discussed. In addition, the pedagogical concepts of the activity are described and practiced, from participation in lead up activities to preparation of lesson and unit plans.

Costume and Equipment: All students pursuing a Physical Education program are required to wear a costume appropriate to the activity as approved by the instructor. Students are also responsible for providing some items of personal sports equipment such as skis, skates, etc.

- **EDKP 200 WEIGHT TRAINING.** (1)
- EDKP 202 RHYTHMIC ACTIVITIES.** (1)
- EDKP 210 EDUCATIONAL GYMNASTICS.** (1)
- EDKP 212 FOLK DANCE.** (1)
- EDKP 213 AQUATICS 1.** (1)
- EDKP 214 BASKETBALL 1.** (1)
- EDKP 216 GYMNASTICS 1.** (1)
- EDKP 217 TRACK AND FIELD.** (1)
- EDKP 218 VOLLEYBALL 1.** (1)
- EDKP 220 CREATIVE DANCE.** (1)
- EDKP 221 WRESTLING 1.** (1)
- EDKP 223 BASIC GAMES.** (1)
- EDKP 226 BADMINTON.** (1)
- EDKP 227 RUGBY.** (1)
- EDKP 228 FOOTBALL 1.** (1)
- EDKP 229 ICE HOCKEY 1.** (1)
- EDKP 314 BASKETBALL 2.** (1)
- EDKP 233 SOCCER.** (1)
- EDKP 234 TEAM HANDBALL.** (1)
- EDKP 235 TENNIS.** (1)
- EDKP 236 SOFTBALL.** (1)
- **EDKP 336 LACROSSE.** (1)
- EDKP 238 FIELD HOCKEY 1.** (1)
- **EDKP 239 RHYTHMIC GYMNASTICS.** (1)
- EDKP 240 WINTER ACTIVITIES.** (1)
- EDKP 243 DANCE.** (1) (Prerequisite: EDKP 202)
- **EDKP 244 DANCE AND FITNESS.** (1)
- **EDKP 248 RESISTANCE TRAINING.** (1)
- EDKP 249 PHYSICAL ACTIVITY APPRAISAL.** (1)

8.11 EDPC – Ed Psych and Counselling (Student Personnel Services)

These 200-level courses are offered each year in the North through Continuing Education. (Restrictions apply)

- **EDPC 201 INTRODUCTION TO STUDENT ADVISING.** (3)
- **EDPC 202 HELPING SKILLS PRACTICUM 1.** (3)
- **EDPC 203 HELPING SKILLS PRACTICUM 2.** (3) (Prerequisite: EDPC 202)
- **EDPC 205 CAREER/OCCUPATIONAL DEVELOPMENT.** (3) (Prerequisite: EDPC 203)
- **EDPC 206 GROUP LEADERSHIP SKILLS.** (3) (Prerequisite: EDPC 203)
- **EDPC 207 ABORIGINAL ADOLESCENT DEVELOPMENT.** (3) (Prerequisite: EDPC 201)
- **EDPC 208 NATIVE FAMILIES' SOCIAL PROBLEMS.** (3) (Prerequisite: EDPC 203)
- **EDPC 209 BASIC CRISIS INTERVENTION SKILLS.** (3) (Prerequisite: EDPC 208)
- **EDPC 210 FIELD EXPERIENCE.** (3) (Prerequisite: EDPC 202)
- **EDPC 211 SPECIAL TOPICS IN STUDENT PERSONNEL SERVICES.** (3) (Prerequisite: EDPC 203)

8.12 EDPC – Ed Psych and Counselling (Human Relations and Family Life Education)

EDPC 501 HELPING RELATIONSHIPS. (3) (Open to Educational and Counselling Psychology students.) A course in the basic principles of human relationships and communication skills, approached from a theoretical and experimental viewpoint. An emphasis will be given to training in basic listening skills, interviewing techniques, and the interpretation of non-verbal behaviour and communication.

EDPC 502 GROUP PROCESSES AND INDIVIDUALS. (3) A laboratory course in which participants observe individual dynamics within a group setting as well as understand the developmental phases of the group. Participants will be encouraged to experiment with their own behaviour, in order to increase their own awareness of functioning.

EDPC 503 HUMAN SEXUALITY: PROFESSIONALS. (3) Historical, biological, anthropological, psychological and sociological perspectives of human sexual development. Sexual dysfunctions and approaches to sex therapy. Attitudes toward sexuality held by professional helpers relative to their implications for the learning and teaching of human sexuality and sex therapy.

EDPC 504 PRACTICUM: INTERVIEWING SKILLS. (3) (Prerequisite: EDPC 501) This course will enable students to become practitioners in the field of Applied Social Sciences. Theoretical principles of the helping relationship will be applied in particular situations. Demonstration, lecture, role-playing and psychodrama techniques will be used.

EDPC 505 CRISIS INTERVENTION PROCESSES. (3) Instruction in the skills of working with crisis situations involving persons emotionally disturbed, suicidal, or alcoholic, and those who are on drugs or experiencing emotional trauma, as well as other problems. Attention will be given to identification of referral sources and the writing of reports.

EDPC 507 PRACTICUM: GROUP LEADERSHIP SKILLS. (3) (Prerequisite: EDPC 502) The practical aspects of group leadership, group design and planning. Candidates will set up groups, conduct such groups over a number of sessions, and assess these groups according to the theoretical models covered in the prerequisite course.

● **EDPC 508 SEMINAR IN SPECIAL TOPICS.** (3) (Permission must be obtained from the Department before registration) (Open to Educational and Counselling Psychology students.)

For course symbol legends, see [page 221](#)

EDPC 509 INDIVIDUAL READING COURSE. (3) (Permission of Associate Program Director required) (By arrangement with individual instructor.)

EDPC 510 FAMILY LIFE EDUCATION AND MARRIAGE. (3) The contribution of central concepts of psychological theories and therapeutic systems to the understanding of marriage and relationships. Special attention will be given to gender and ethnicity issues in order to increase the sensitivity of students to the issues typically confronted in the modern marriage and family.

● **EDPC 542 COUNSELLING ROLE OF THE TEACHER.** (3)

EDPC 562 CAREER EDUCATION AND GUIDANCE. (3) A review of career education and guidance programs that refer to the subject matter and related methods and techniques designed to foster the intellectual development of career awareness, career planning, career decision-making, and the necessary career-resilient employability skills for the school-to-work transition.

8.13 EDPE – Ed Psych & Couns (Psychology)

● **EDPE 099 SUPERVISED TEACHING ASSISTANTSHIP.** (0)

● **EDPE 099D1 SUPERVISED TEACHING ASSISTANTSHIP.** (0)

● **EDPE 099D2 SUPERVISED TEACHING ASSISTANTSHIP.** (0)

EDPE 208 PERSONALITY AND SOCIAL DEVELOPMENT. (3) (Not available for Psychology Major students or any student who has taken or is required to take PSYC 304 in the Psychology Department) Personality, social behavior, and moral development from nursery school up to, but not including, adolescence. Emphasis on aspects of personality and social development that are related to the process of schooling.

● **EDPE 214D1 CHILD DEVELOPMENT.** (3)

● **EDPE 214D2 CHILD DEVELOPMENT.** (3)

EDPE 250 SECOND YEAR PROFESSIONAL SEMINAR. (1) (Prerequisites: EDEC 201 and EDFE 200. Corequisite: EDFE 251) (Open to B.Ed. Secondary students only) Individual differences in teaching and learning, learning styles, strategies for accommodating individual differences, coaching and tutoring individuals and small groups, peer teaching and tutoring.

EDPE 251 SECOND YEAR PROFESSIONAL SEMINAR (K/ELEM). (1) (Prerequisites: EDFE 200 and EDEC 201. Corequisite: EDFE 252) (Open to B.Ed. K/Elem. students only) The seminar, which accompanies the early childhood teaching experience, will focus on individual differences in teaching and learning, learning styles, strategies for accommodating individual differences in an early childhood setting.

EDPE 300 EDUCATIONAL PSYCHOLOGY. (3) Selected theories, models, and concepts relevant to planning and reflecting upon educational practice and improvement. Overview of development, learning, thinking, motivation, individual difference, etc. In relation to applications in classroom teaching and learning, the complementary role of counsellors and psychologists, educational computing and technology. The Youth Protection Act.

□ ▲* **EDPE 304 MEASUREMENT AND EVALUATION.** (3) The purposes of examinations. Causes of complaints about examinations. Equalizing means and dispersions in distribution of marks. Standardized scores. The percentile system. Essay and objective-type examinations. Taxonomies of educational objectives. Validity and reliability: item analysis.

● **▲EDPE 310 EDUCATIONAL COMPUTER APPLICATIONS.** (3)

● **EDPE 316 DEVELOPMENT IN INFANCY.** (3)

● **EDPE 320 ADULT LEARNING AND TEACHING.** (3) (Offered through Continuing Education)

EDPE 335 INSTRUCTIONAL PSYCHOLOGY. (3) (Prerequisites: An introductory course in psychology or EDPE 300) Psychological processes in instruction and learning, assessment, and curriculum

design, based on theories of cognition, motivation, and the social context of instruction.

EDPE 355 COGNITION AND EDUCATION. (3) (Prerequisites: PSYC 213 or permission of the instructor) Cognition and learning in educational domains and contexts. Contributions of cognitive science to issues in education including domain-specific and general knowledge and expertise, situated cognition and learning, cognitive apprenticeship, and uses of computers and networks as cognitive tools in educational settings.

EDPE 377 ADOLESCENCE AND EDUCATION. (3) (Also offered through Continuing Education) Development of personality and social behaviour in adolescence. Problems relating to self-concept, academic achievement, relationships with others, and development of values in a changing culture. Some attention to current criticisms of the school as an agency involved in adolescent development.

● **EDPE 394 COGNITIVE DEVELOPMENT.** (3) (This course should be seen as a complement to either EDPE 208 or EDPE 377)

● **EDPE 495 INDIVIDUAL READING COURSE.** (3) (By arrangement with individual instructor. Permission must be obtained from the Department before registration)

● † **EDPE 496 INDIVIDUAL READING COURSE.** (3) (By arrangement with individual instructor. Permission must be obtained from the Department before registration)

EDPE 510 LEARNING AND TECHNOLOGY. (3) Impact of virtual learning communities on learners/teachers in formal schooling and beyond. Information technologies as a resource to enhance learning experiences, creative/critical thinking. Principles of internet design, authoring, management. Evaluation of computer-based information quality and strategies for efficient and effective use of the technology in education and society.

EDPE 515 GENDER IDENTITY DEVELOPMENT. (3) (Prerequisites: EDPE 208, EDPE 300 or a course in developmental psychology) Theoretical models and empirical findings relevant to the development of gender identity. Special attention is given to the influence of peers in school settings. Psychological, physiological, parental, peer and cultural influences on gender identity.

† **EDPE 535 INSTRUCTIONAL DESIGN.** (3) This course draws on the fields of learning theory, developmental psychology, and measurement to focus on the tasks of constructing instructional materials. Areas to be considered include behaviour analysis, concept formation, and test construction.

● □ **EDPE 545 PRACTICUM: INSTRUCTIONAL DESIGN.** (3) (Prerequisite: EDPE 535) (Undergraduate Permission of Associate Program Director required)

EDPE 555 APPLIED COGNITIVE SCIENCE. (3) Examination of foundations of cognitive science including contributions by psychology, linguistics, and computer science. Consideration of theory and methodology or cognitive science in educational and instructional contexts.

EDPE 560 HUMAN DEVELOPMENT. (3) A review of current theory and knowledge of human development through the life cycle. Particular attention is given to emotional and social development. All major age-stages are considered. Emphasis is placed on the effects of interaction between individuals of these different age groupings.

EDPE 564 FAMILY COMMUNICATION. (3) (Offered through Summer Studies) Family communication processes and interpersonal reactions in the context of marriage and the contemporary family will be considered. Attention will be given to role changes and the effect of crises on marital and family relationships.

EDPE 575 EDUCATIONAL MEASUREMENT. (3) Statistical measurements in education, graphs, charts, frequency distributions, central tendencies, dispersion, correlation, and sampling errors.

□ **EDPE 595 SEMINAR IN SPECIAL TOPICS.** (3) (Permission must be obtained from the Department before registration.) The content of the seminar will vary from year to year and will be announced

prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants.

EDPE 596 SEMINAR IN SPECIAL TOPICS. (3) Seminar in selected topics in Educational and Counselling Psychology. The topic will vary from year and will be announced prior to registration.

8.14 EDPH – Ed Psych & Couns (Collegial)

● **EDPH 582 HIGHER EDUCATION THEORY/POLICY.** (3)

EDPH 588 HIGHER EDUCATION ENVIRONMENT. (3)

8.15 EDPI – Ed Psych & Couns (Inclusive)

● **EDPI 211 SOCIAL AND EMOTIONAL DEVELOPMENT.** (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of First Nations and Inuit Education)

EDPI 212 PERCEPTUAL MOTOR DEVELOPMENT. (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of First Nations and Inuit Education) Observation of perceptual-motor aspects of child development at the pre-school and elementary levels. Application of observations to teaching methods and materials, curriculum, classroom management and evaluation.

EDPI 309 EXCEPTIONAL STUDENTS. (3) (Prerequisite: EDPE 300 or equivalent. Open to B.Ed. and Concurrent students only.) Evolution of special education to inclusive education; characteristics, teaching practices, and teachers' roles in inclusive classrooms. Overview of characteristics, causes, needs, and teaching strategies for students with each exceptionality, including students with intellectual, emotional, behavioral, sensory, physical and learning differences.

EDPI 341 INSTRUCTION IN INCLUSIVE SCHOOLS. (3) (Open to B.Ed. students only) Planning, implementing and evaluating curriculum and instruction for students with exceptionalities. Using technology and adapting curriculum and instruction for learners with varying abilities, learning styles, and needs. Collaboration with students, families, and other educators in the instructional process. Application component: application of instructional modifications for exceptional students in inclusive schools.

EDPI 344 ASSESSMENT FOR INSTRUCTION. (3) (May be offered through Continuing Education or Summer Studies) Assessing student strengths, problems and needs; functions and use of different types of student assessment (traditional and alternative assessments); assessing the classroom environment; issues in assessment. Application component: application of assessment process with exceptional students, and use of results for planning and adapting instruction.

EDPI 440 MANAGING THE INCLUSIVE CLASSROOM. (3) (May be offered through Continuing Education or Summer Studies) Comprehensive approach to classroom management, including management of student learning and behavior, classroom environment, material and human resources, and teacher growth. Focus on research-based practices, including behavioral approaches, for effectively managing a classroom with diversity of students. Application component: application of classroom management principles in the field.

EDPI 441 STUDENTS WITH BEHAVIOR DIFFICULTIES. (3) (May be offered through Continuing Education) Theoretical approaches and specific teaching methods appropriate to the needs of students with emotional or behavior problems, including students with attention deficit hyperactivity disorder. Multimodal team intervention approaches are emphasized. Application component: application of teaching methods with students experiencing behavior difficulties.

EDPI 442 STUDENTS WITH LEARNING DIFFICULTIES. (3) (May be offered through Continuing Education) Commonalities and differences between students with specific learning disabilities, and related teaching approaches. Emphasis on methods, materials, and technology for teaching academic content as well as social

skills. Application component: modifying and teaching content areas to students experiencing learning difficulties.

EDPI 444 SPECIALIZED METHODS AND MATERIALS. (3) (May be offered through Continuing Education) Critical review of specialized methods, materials, and technology specifically developed for teaching academic content areas and personal and social development to students with special learning needs. Use of specialized methods and materials in elementary and secondary classrooms. Emphasis on using an integrated curriculum approach.

EDPI 445 VOCATIONAL PREPARATION. (3) (May be offered through Continuing Education) Planning, implementing, and evaluating vocational programs for students with varying interests, abilities, and needs. Roles of students, families, and professionals in transitional and vocational planning. Coordination with community services, private enterprise, and other professionals in developing comprehensive vocational preparation programs.

EDPI 446 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

EDPI 447 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

EDPI 448 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

EDPI 450 COMPUTERS AND SPECIAL NEEDS. (3) (May be offered through Continuing Education) Overview of the role and contribution of computers in relation to students with exceptionalities. Review of instructional uses of computers, applications for modifying and teaching curriculum applications for specific learning needs, assistive devices for students with sensory and physical disabilities, and resources for students and teachers.

EDPI 526 TALENTED AND GIFTED STUDENTS. (3) (May be offered through Continuing Education) The psychology and education of exceptionally able children. Definitions, assessment, classroom adaptations, technology, educational programs and educational issues. The course combines theoretical background and practical concerns. Application component: application of teaching methods with exceptionally able students.

EDPI 527 CREATIVITY AND ITS CULTIVATION. (3) Recent research, theory, and educational practice concerning creativity, with special attention to creativity in students and educational settings.

● **EDPI 536 PRACTICUM IN GIFTED EDUCATION 1.** (3) (Prerequisite: EDPI 526) (Normally available in July only and offered concurrently with EDPI 537 during the Gifted Summer School)

● **EDPI 537 PRACTICUM IN GIFTED EDUCATION 2.** (3) (Prerequisite: EDPI 526) (Normally taken with EDPI 536. Permission is required to register)

EDPI 539 FIELD WORK 1: EXCEPTIONAL STUDENTS. (3) (Open only to Education students with permission of Program Director.) Supervised experience with exceptional students in an approved educational setting.

EDPI 540 FIELD WORK 2: EXCEPTIONAL STUDENTS. (3) (Prerequisite: EDPI 539) (Open only to Education students with permission of Program Director.) Supervised experience with exceptional students in an approved educational setting.

● **EDPI 543 FAMILY, SCHOOL AND COMMUNITY.** (3) (Formerly EDPI 443) (Offered in Summer Studies.) Examination of family, school, community and societal influences on student growth, development and adjustment. Emphasis on family perspectives, school orientation, community services, and community collaboration. Application component: using knowledge and skills in the field.

For course symbol legends, see [page 221](#)

8.16 EDPT – Ed Psych & Couns (Technology)

□ ▲ **EDPT 200 APPLICATIONS SOFTWARE.** (3) (Also offered through Continuing Education and Distance Education) Applications Software is the "gateway" course to educational computing. It introduces novices to basic computing skills, using a printer, word processing, data bases and spreadsheets. Assignments and projects focus on educational applications by teachers and students.

▲ **EDPT 204 EDUCATIONAL MEDIA 1.** (3) (May also offered through Distance Education.) Educational Media I is the "gateway" course for educational media. It reviews audio-visual education and emphasises the rationale for audio-visual materials in education, and the underlying principles in their design, production and effective use.

▲ **EDPT 300 SPREADSHEETS AND CHARTING.** (3) (Prerequisite: EDPT 200) (Offered only through Distance Education) This course explores the techniques and educational applications of spreadsheets and simple charting.

▲ **EDPT 348 EDUCATIONAL SOFTWARE.** (3) (Prerequisites: EDPT 200 and EDPT 315) (Offered only through Distance Education) This course explores the approaches taken by different software packages, their educational applications and the management of multi-media based learning resources. Students develop and apply evaluation criteria for software selection, design teaching units incorporating educational software, and devise plans for integrating multi-media into the school curriculum.

▲ † **EDPT 405 INDEPENDENT PROJECT.** (6) (This should be the last course undertaken by a student in the program) A major instructional media or educational computing production undertaken by the student after consultation with the Director of the Educational Technology Program.

● **EDPT 409 SPECIAL TOPICS.** (3) (Offered only through Distance Education)

▲ **EDPT 420 MEDIA LITERACY FOR EDUCATION.** (3) (Prerequisite: EDPT 204) (Offered only through Distance Education) The course explores the pedagogical use of media and multi-media in the classroom, and focuses in particular on the text, audience and production of media in a media literacy and integrated language arts program.

8.17 EDSL – Education in Second Languages

EDSL 209 FIRST YEAR PROFESSIONAL SEMINAR. (1) (Corequisite: EDFE 209) The first-year professional seminar is concerned with how to observe in second language classrooms. Students will be introduced to ways of observing instructional practices and procedures and will begin to reflect on various interactional patterns between teachers and students as observed in the First Year Field Experience.

● ▲ **EDSL 247 SECOND LANGUAGE EDUCATOR IN ABORIGINAL COMMUNITIES.** (3) (Limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education)

EDSL 259 SECOND YEAR PROFESSIONAL SEMINAR. (1) (Prerequisite: EDSL 209. Corequisite: EDFE 259) The professional seminar is held in conjunction with the Second Year Field Experience and allows for reflection on how various teaching strategies respond to a variety of learning styles in L2 classrooms.

▲ **EDSL 300 FOUNDATIONS OF L2 EDUCATION.** (3) This introduction to the field of second language education provides an overview of the supporting disciplines (e.g., linguistics, psychology, sociology and education) and includes historical and analytical perspectives on the development of L2 teaching through an examination of approaches to L2 instruction and specific teaching methods.

EDSL 301 ÉTUDE DE LA LANGUE ENSEIGNEMENT DU FLS. (3) (Not for credit if EDSL 311 or EDEC 302 has been or is being taken) Ce cours traite du fonctionnement du français des points de vue phonologique, morphologique, syntaxique, sémantique, et discursif. Ces aspects seront examinés par rapport à l'enseignement et à l'apprentissage du français langue seconde.

▲ **EDSL 304 SOCIOLINGUISTICS AND L2 EDUCATION.** (3) (May be offered in English or French) This course introduces students to various social aspects of language, language use, and language learning by examining second language education from three interrelated perspectives: sociolinguistics, discourse, and culture. Issues range from language variation and social attitudes to conversational analysis and cross-cultural communication.

▲ **EDSL 305 L2 LEARNING: CLASSROOM SETTINGS.** (3) (Prerequisite: EDSL 300) This course provides an introduction to theory and research in second language acquisition (SLA). It is designed to help students understand the processes, developmental patterns and factors contributing to SLA so that the students will be prepared to evaluate and develop teaching procedures in light of this understanding.

EDSL 309 THIRD YEAR PROFESSIONAL SEMINAR. (3) (Prerequisite: EDSL 259. Corequisite: EDFE 309) The third-year professional seminar will provide a forum for reflection on teaching in various ESL classrooms at the elementary level. A wide range of techniques and materials will be experimented with and analyzed in terms of classroom processes, including instructional strategies and classroom organization.

EDSL 311 LANGUAGE STUDY FOR ESL TEACHERS. (3) (Prerequisite: EDSL 300) (Not for credit if EDSL 301 or EDEC 302 has been or is being taken) The course focuses on how the English language works as a system, examining it from the levels of phonology, morphology, syntax, semantics, and discourse. These aspects will be considered in relation to second language teaching and learning.

EDSL 319 SÉMINAIRE PROFESSIONNEL 3. (3) (Prerequisite: EDSL 259. Corequisites: EDSL 444, EDFE 309) Ce séminaire professionnel porte sur l'analyse réflexive des pratiques stratégiques d'enseignement propres aux divers contextes scolaires au primaire. Ce séminaire vise également l'expérimentation de divers matériels pédagogiques et la simulation de techniques d'animation et de gestion de classe.

EDSL 330 L2 LITERACY DEVELOPMENT. (3) This course examines current theories of second language literacy development and their implications for teaching, including the use of literature as a tool for language learning. Key issues include the nature of literacy development, reading and writing processes, and appropriate pedagogical approaches.

▲ **EDSL 341 LITTÉRATURE ET LITTÉRATIE EN FLS.** (3) Ce cours étudie les modèles théoriques et le développement de la littératie, les processus d'apprentissage d'un bon lecteur/scripteur et les approches méthodologiques dans divers contextes scolaires, en plus d'analyser les différents genres de la littérature enfantine et de jeunesse propre à la culture du Québec et de la francophonie.

EDSL 345 ENSEIGNMENT DU FSL PAR IMMERSION. (3) (Prerequisite: EDSL 300) Ce cours examine divers cheminements retrouvés en contexte immersif ainsi que diverses approches pédagogiques propices à l'enseignement du FLS par le biais de matières scolaires. Des recherches effectuées en contexte immersif seront également examinées par rapport au développement langagier des élèves en immersion.

● **EDSL 346 TFSL IN LATE IMMERSION CLASSES.** (3)

● **EDSL 360 TESL/TFSL PRACTICUM - ELEMENTARY.** (3) (Corequisites: EDSL 444 for TFSL students; EDSL 447 for TESL students) (Offered through Continuing Education)

● **EDSL 361 TESL/TFSL PRACTICUM - SECONDARY.** (3) (Corequisites: EDSL 472 for TFSL students; EDSL 458 for TESL students) (Offered through Continuing Education)

● ♦ **EDSL 381 YOUNG ADULT LIT. STUDENTS LEARNING FSL.** (3)

EDSL 402 MESURE ET ÉVALUATION EN FLS. (3) (Prerequisites: EDSL 444 and EDFE 359) Ce cours initie les étudiants à l'évaluation des apprentissages dans une approche critique et à l'élaboration de situations d'évaluation spécifiques au développement d'une compétence de communication en FLS aux niveaux primaire et secondaire. Les étudiants explorent les étapes, les objets, et les outils d'évaluation ainsi que l'interprétation des résultats.

EDSL 409 FOURTH YEAR PROFESSIONAL SEMINAR. (3) (Prerequisite: EDSL 359. Corequisite: EDFE 459) The fourth-year professional seminar will provide a forum for reflection on teaching in a variety of ESL classrooms at the secondary level. A wide range of techniques and materials will be experimented with and analyzed in terms of classroom processes, including instructional strategies and classroom organization.

EDSL 412 MEASUREMENT AND EVALUATION IN TESL. (3) (Prerequisites: EDSL 447 and EDFE 359) This course deals with the role of evaluation in TESL. Students will explore the kinds of information needed to make educational decisions in second language courses, different techniques for getting that information, and ways for interpreting it. Principles and methods for evaluation with and without tests are discussed and practiced.

EDSL 419 SÉMINAIRE PROFESSIONNEL 4. (3) (Prerequisite: EDSL 319. Corequisites: EDSL 472 and EDFE 459) Ce séminaire professionnel porte sur l'analyse réflexive des pratiques stratégiques d'enseignement propres aux divers contextes scolaires au secondaires. Ce séminaire vise également l'expérimentation de divers matériels pédagogiques et la simulation de techniques d'animation et de gestion de classe.

EDSL 444 ENSEIGNEMENT DU FLS: PRIMAIRE. (3) (Prerequisite: EDSL 301. Corequisites: EDSL 319 and EDFE 359) Le but de ce cours est de développer l'habileté à planifier des activités, des unités et des projets, dans des séquences d'enseignement, en fonction du programme d'études propre au contexte scolaire : FLS, immersion, et accueil. Cet enseignement vise l'intégration des pédagogies de la communication orale et écrite au primaire.

- **EDSL 444D1 ENSEIGNEMENT DU FLS: PRIMAIRE.** (1.5)
- **EDSL 444D2 ENSEIGNEMENT DU FLS: PRIMAIRE.** (1.5)

EDSL 447 TESL IN ELEMENTARY SCHOOLS. (3) (Prerequisite: EDSL 311. Corequisites: EDSL 309 and EDFE 359) This course aims to develop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the elementary level. The planning of instructional units that aim to develop learners' oral and written communication skills will be emphasized.

- **EDSL 447D1 TESL IN ELEMENTARY SCHOOLS.** (1.5) I
- **EDSL 447D2 TESL IN ELEMENTARY SCHOOLS.** (1.5)
- **EDSL 449 SPECIAL TOPICS IN SECOND LANGUAGE TEACHING.** (3)

EDSL 458 TESL IN SECONDARY SCHOOLS. (3) (Prerequisite: EDSL 447, EDSL 311; Corequisites: EDSL 409 and EDFE 459) This course aims to develop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the secondary level, namely, Regular ESL and English Second Language Arts. The planning of instructional units that develop learners' oral and written communication skills will be emphasized.

- **EDSL 458D1 TESL IN SECONDARY SCHOOLS.** (1.5)
- **EDSL 458D2 TESL IN SECONDARY SCHOOLS.** (1.5)

EDSL 472 ENSEIGNEMENT DU FLS: SECONDAIRE. (3) (Prerequisite: EDSL 301. Corequisites: EDSL 419 and EDFE 459) Le but de ce cours est de développer l'habileté à planifier des activités, des unités et des projets, dans des séquences d'enseignement, en fonction du programme d'études propre au contexte scolaire: FLS, immersion, et accueil. Cet enseignement vise l'intégration des pédagogies de la communication orale et écrite de la langue seconde au secondaire.

- **EDSL 472D1 ENSEIGNEMENT DU FLS: SECONDAIRE.** (1.5)
- **EDSL 472D2 ENSEIGNEMENT DU FLS:SECONDAIRE.** (1.5)

- **EDSL 490 SPECIAL PROJECT.** (2)

- **EDSL 490D1 SPECIAL PROJECT.** (1)
- **EDSL 490D2 SPECIAL PROJECT.** (1)

□ **EDSL 506 COMPUTER/INTERNET AND L2 LEARNING.** (3) Theoretical principles, models and empirical findings relevant to computer aided language learning (CALL); review and analysis of existing CALL programs, Internet resources, and multi-media technology for second language education. Application component included.