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

JAMES P. HANRAHAN, B.A., B.Ed.(St. F. X.), M.A.(McG.),
Ph.D.(Lond.) **Associate Dean (Professional
Development and Technology)**

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

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**

JOHN B. GRADWELL, B.A., M.A.(Cal. State), Ph.D. (Iowa)
Chair, Department of Second Language Education
 (to August 31, 2000)

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

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

BRUCE M. SHORE, B.Sc., M.A.(McG.), Ph.D.(Calg.) **Chair,**
Department of Educational and Counselling Psychology

DAVID C. SMITH, B.Ed., M.A.(McG.), Ph.D.(Lond.), F.C.C.T.
Chair, Department of Culture and Values in Education

CHRISTA TOEPFFER-BARTHOLL, B.A.(C'dia), M.Ed.(McG.)
Assistant to the Dean and Area Personnel Representative

CHRISTINE ZILBERMAN **Student Affairs Officer**

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.

At the present time, the Faculty has approximately 2700 students, of whom 1000 are graduate students enrolled in programs of the Faculty of Graduate Studies and Research, 1250 are in full-time programs of initial teacher education and 450 are registered in part-time programs of professional development. The Faculty is organized into five 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 generating 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 the People's Republic of China.

Faculty of Education / WWW Home Page: For other relevant information in addition to that presented in this Calendar, please consult the Faculty's website (<http://www.education.mcgill.ca>).

1.4 Faculty Facilities

Centre for Educational Leadership (CEL)

CEL, a unit of the Department of Educational Studies, 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 Duggan House.
 Telephone (514) 398-4531
<http://www.cel.mcgill.ca>

Fax: (514) 398-7436

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 M^cAlpine
 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 WWW. Audio and videocassette players are also available. A children's literature collection (CDC) is 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, *InfoMcGill* and on our web site.

For more information about the Education Library refer to our website <http://www.education.mcgill.ca/edlibrary>

Education Undergraduate Society (Ed. US)

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, programs to foster children, library donations, Career Day, Safe Halloween, and raising funds for the Telethon of Stars. 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 Education Undergraduate Society Office is located in the Lobby of the Education Building. Telephone: (514) 398-7048.

Educational Media Centre (EMC)

The EMC provides audiovisual and computer-based multimedia support services for students and staff including web server services for the Faculty of Education.

Technical service functions include: free audiovisual and multimedia equipment loan for course work; laminating; in-house production of client-generated instructional presentation materials using current audiovisual and computer technologies including: graphic design, videography (including digital video editing for tape and the Web), film and digital photography, web pages and databases and interactive multimedia; purchasing consultation for audiovisual, multimedia and specific computer hardware and software; equipment troubleshooting and maintenance; and on-site sales of various course related audiovisual and computer supplies.

The following facilities are available: student project work room; multimedia preview room; multimedia production room, digital video editing suite; black and white darkroom; basic audio recording facility; closed-circuit videotaping facility for interviews. The EMC also provides technical support for all classroom activities including the design and maintenance of the Jack Cram Memorial Auditorium which features extensive multimedia presentation technology.

Instructional functions comprise: small group workshops (appointment only); EMC facilities orientation tours (appointment only); individual equipment operation instruction and troubleshooting; and technical support to audiovisual and multimedia technology courses available through the Faculty of Education. Most services and facilities are available without appointment, however the EMC recommends that reservations be made in advance whenever possible.

The EMC is located in the Education Building, Room 103.
Telephone: (514) 398-6950.

Hours for September through April are:

Monday to Thursday	08:15 – 20:45
Friday	08:15 – 16:45

Spring/Summer hours (May through July)

Monday to Friday	08:15 – 16:45
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The EMC is closed on Saturdays, Sundays and holidays, and during most of August.

Mainframe Facilities

The Faculty maintains 18 terminals with high-speed line printing capabilities on the fifth floor for the purpose of interacting with the mainframe computers housed in Burnside Hall. The extensive library of software available through the use of MUSIC (McGill University System for Interactive Computing) offers opportunities for large scale statistical analysis, data base research, as well as access to numerous language compilers such as Fortran, Cobol, and Pascal.

The facility is available for courses, individual use by students and university staff and is open whenever the building is open.

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 and dot matrix printing as well as 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.

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
Summer hours	To be announced

The Computer Lab is closed on Sundays, holidays and during August.

Up to date information is posted on our website <http://www.education.mcgill.ca/DIS/lab/html>

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.

The Journal aims to reach both academics and non-academics. It is concerned about major issues in education from a variety of perspectives, practical and theoretical, personal and collective. Its policies are to bring the understanding of scholars before a wider audience also actively engaged in education, whether as parents, teachers, or administrators. The Journal tries to be interesting and readable, without conceding anything in the way of academic standards in the accuracy of its information or the quality of its judgements.

Annual subscriptions may be requested at the following address:

Faculty of Education
McGill Journal of Education
3700 McTavish Street, Room 345
Montreal, Quebec, H3A 1Y2

The current rates are:

\$25 for Faculty of Education members subscriptions;
\$30 for Canadian subscriptions; and
\$40 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. 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 and Nunavut, it delivers community-based teacher education programs leading to initial teacher certification and to the B.Ed. degree. It also works with departments to meet other educational needs of Aboriginal peoples.

Director: T.B.A

Office: Education Building, Room 614

Telephone: (514) 398-4533

Fax: (514) 398-2553

Office of Learning and Information Technologies (OLIT)

The Office of Learning and Information Technologies (OLIT) was created in 1997. The mandate of OLIT is to serve the needs of the Faculty in information technologies and learning technologies. This includes the maintenance of all computers and supervision of network facilities in the Faculty of Education and the Microcomputer Laboratory located in Room 328 of the Education Building. The Director, one senior technologist, one information and communications coordinator and a part-time administrative assistant staff OLIT. In addition to these permanent staff members, OLIT employs approximately 12 part-time employees, mostly Faculty of Education students, working as consultants in the Microcomputer Laboratory.

Director: Professor Alain Breuleux

Office: Education Building, Room 342

Telephone: (514) 398-6953

Fax: (514) 398-4679

E-mail: breuleux@education.mcgill.ca

Office of Research on Educational Policy (OREP)

OREP is a Department based policy research unit intended to inform the policy-making process by presenting non-partisan, research-based information to policy-makers as they search for better solutions to significant educational problems. OREP activities focus on program evaluation, policy analysis, policy research and dissemination of information to policy-makers and practitioners. Its close association with both the Department of Educational Studies and the Centre for Educational Leadership enables OREP to foster linkages between the university community, educational leaders and government policy-makers. OREP provides a vehicle

for grounding policy research in educational practice and assists in the conduct of research-based policy-making.

For further information, please call OREP at (514) 398-2241.

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 215

Telephone: (514) 398-7046

Fax: (514) 398-3179

E-mail: boudreau@education.mcgill.ca

Physical Education Reading Room

The A.S. Lamb Reading Room is located on the second floor of the Currie Gymnasium at 475 Pine Avenue West, Room 207. The room houses a collection of 5,300 volumes and 83 periodical titles of different aspects of physical education including: biomechanics, exercise physiology, adapted physical education, movement education, sports, recreation, sports administration, and athletic training.

Sessional Hours:

Monday to Friday 09:00 – 17:00

Variations to these hours are posted outside the Reading Room and on the Education Library web site.

McGill University has a decentralized Library System made up of 14 libraries. Education students are welcome to use all of the libraries. For more information, consult the Library web site at <http://www.library.mcgill.ca> and the individual library guides available in each library.

Research Group for the Study and Teaching of Writing

The Research Group for the Study and Teaching of Writing in the Department of Educational Studies 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 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.

- 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.
- 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.
- Finally, 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 2000-01 Centre for Continuing Education Calendar, and graduate programs are described in the 2000-01 Faculty of Graduate Studies and Research Calendar.

2.1 Programs of Initial Teacher Education

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.

- B.Ed. General Secondary Two-Subject Option (120 credits) (Offered by the Department of Culture and Values in Education and the Department of Educational Studies – refer respectively to [section 4.1.1](#) and [section 6.1.2](#).)
- B.Ed. in Inclusive Education with concentrations in Kindergarten and Elementary Education or General Secondary Two-Subject Education (126 credits) (Offered by the Department of Educational and Counselling Psychology – refer to [section 5.1.1](#).) This program will be offered in September 2001.
- B.Ed. Kindergarten and Elementary Education (120 credits) (Offered by the Department of Educational Studies – refer to [section 6.1.1](#).)
A 30-credit Programme intensif de français (PIF) Elementary Option is available for students enrolled in the B.Ed. Kindergarten and Elementary program. (This option is offered by the Department of Second Language Education – refer to [page 196](#) and [page 206](#).)
- B.Ed. Kindergarten and Elementary Education (Jewish Studies Option) (126 credits) (Offered by the Department of Educational Studies – refer to [section 6.1.2](#).)
- B.Ed. Major in Physical Education (120 credits) (Offered by the Department of Physical Education – refer to [section 7.1.1](#).)
- B.Ed. Teaching English as a Second Language (120 credits) (Offered by the Department of Second Language Education – refer to [section 8.1.2](#).)
- B.Ed. Teaching French as a Second Language (120 credits) (Offered by the Department of Second Language Education – refer to [section 8.1.1](#).)
- B.Ed. Vocational Secondary One Subject (90 credits) (Offered by the Department of Educational Studies – refer to [section 6.1.5](#).)
- Concurrent B.Ed. in Music/B.Music (Music Education) Program (157 credits) (Offered jointly by the Department of Culture and Values in Education and the Faculty of Music – refer respectively to Faculty of Education [section 4.1.2](#) 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 Educational Studies and the Faculty of Science – refer respectively to Faculty of Education [section 6.1.4](#) and to Faculty of Science [section 11.28](#).)

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

- B.Ed. Kinesiology Program (90 credits) (Offered by the Department of Physical Education – refer to [section 7.1.2](#)). 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 administration, 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 above 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 TO APPLICANTS TO THE B.ED. KINDERGARTEN AND ELEMENTARY AND B.ED. GENERAL SECONDARY TWO-SUBJECT OPTION PROGRAMS ENTERING IN SEPTEMBER 2000

In 1995-96 the Faculty of Education revised its B.Ed. Kindergarten and Elementary and B.Ed. General Secondary Two-Subject Option Programs. These programs changed from 90 to 120 credits for Québec students and from 120 to 150 credits for out-of-province students.

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.

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 (Major in Music Education) 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 packages for the Concurrent B.Ed./B.Mus. program 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 packages for the Bachelor of Education in Music may be obtained from:

Admissions, Recruitment and Registrar's Office
McGill University
847 Sherbrooke Street West
Montreal, QC H3A 3N6
Telephone: (514) 398-3910
Fax: (514) 398-4193
Website: <http://www.aro.mcgill.ca>

Program details are provided in [section 4.1.2](#) and are available from:

Professor Joan Russell, Program Director
Department of Culture and Values in Education
Telephone: (514) 398-2447.

Information about the B.Ed./B.Mus. Concurrent program is also available at the following website: <http://www.education.McGill.ca/cve/bedmusgen.htm>

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.

For graduates of the 90-credit B.Ed. programs, the MEQ issues a "Permit to Teach" showing the level and area of concentration. This "Permit to Teach" is normally valid for five years. Holders of such permits who require a permanent Teaching Diploma valid in Québec must complete two years of satisfactory teaching in Québec during the validity of the Permit.

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

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

To be eligible for a permanent Québec Diploma it is necessary to be a resident of Canada.

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, 15^e étage
Québec, QC G1R 5W8
Telephone: (418) 646-2741

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
847 Sherbrooke Street West
Montreal, QC H3A 3N6
Telephone: (514) 398-3910 Fax: (514) 398-4193
Website: <http://www.aro.mcgill.ca>

For application procedures and admission requirements for all Bachelor of Education programs, please refer to the information beginning on [page 11](#).

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 **either the business or technical subject option** are required to have the following: a) successful completion of a formal program of technical or business studies that relates to secondary school level technical and business subject offerings; b) work experience in the technical or business subject option, usually three years; c) a personal interview.

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. in Inclusive Education with Concentrations in Kindergarten and Elementary Education or General Secondary Two-Subject Education Program:

Applicants to this program must meet the admission requirements for the B.Ed. Kindergarten and Elementary program or the B.Ed. General Secondary Two-Subject Option program. Those applying to the B.Ed. in Inclusive Education with Concentrations in Kindergarten and Elementary Education or General Secondary Two-Subject Education Program must submit a personal statement indicating their interest

in the program. An interview may also be required. For further information please contact the Department of Educational and Counselling Psychology at (514) 398-4240.

B.Ed. Kindergarten and Elementary (Jewish Studies Option) Program:

Those applying for advanced standing in the B.Ed. Kindergarten and Elementary (Jewish Studies Option) Program are required to arrange an interview with the Director of the Jewish Teacher Training Program at (514) 398-6544.

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: Students applying for advanced standing are required to arrange an interview with the Undergraduate Program Director at (514) 398-4184 ext. 0487.

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: Those applying to B.Ed. programs in French or English as a Second Language and PIF option are required to take a language test and/or have an interview with the Department of Second Language Education at (514) 398-6985.

2.1.5 Concurrent Programs

CONCURRENT BACHELOR OF SCIENCE (MAJOR IN TWO SUBJECTS FOR TEACHERS) AND BACHELOR OF EDUCATION (GENERAL SECONDARY TWO-SUBJECT OPTION) PROGRAM (135 credits)

It is possible to obtain a B.Sc.(Major in Two Subjects for Teachers) and a B.Ed. (General Secondary) degree after the completion of 135 credits of study.

For a detailed description of this program please refer to [section 6.1.4](#) and to Faculty of Science [section 11.28](#).

CONCURRENT BACHELOR OF EDUCATION IN MUSIC AND BACHELOR OF MUSIC (MUSIC EDUCATION) (157 credits)

It is possible to obtain a B.Ed. in Music and a B.Mus.(Music Education) degree after the completion of 157 credits of study.

This program is available for applicants who meet the admission requirements of both the Bachelor of Education and the Bachelor of Music.

Applications to this Concurrent program should be made to:

Faculty of Music, Admissions Office,
555 Sherbrooke Street West,
Montreal, Quebec H3A 1E3
Telephone: (514) 398-4546 Fax: (514) 398-8061

For a detailed description of this program, please refer to Faculty of Education [section 4.1.2](#) and to Faculty of Music [section 7.5](#).

2.1.6 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.

2.1.7 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 admission 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. (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.

2.1.8 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. Taking courses outside McGill University or through Distance Education during the last semester prior to graduation is normally not permitted.

2.1.9 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.

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.

2.2 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 on the following certificates and diplomas may be found in the 2000-01 Centre for Continuing Education Calendar or in the 2000-01 Distance Education Brochure. 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 248
Montreal, QC H3A 1Y2
Telephone: (514) 398-7043.
Website: <http://www.education.mcgill.ca/conted>

Fax: (514) 398-2182

Faculty of Education
Office of Distance Education
3700 McTavish Street, Room 240
Montreal, QC H3A 1Y2
Telephone: (514) 398-3457, 398-2484 or 398-7043
Fax: (514) 398-2182
Website: <http://www.education.mcgill.ca/distance>

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 Culture and Values in Education
Certificate in Moral and Religious Education*
Certificate in Teaching of the Arts*
*These two programs are under revision and will not accept students in 2000-01.

Department of Educational and Counselling Psychology
Certificate in Educational Technology
Offered through Distance Education. Further information is available from the Program Secretary at (514) 398-4248.
Certificate in Inclusive Education

Department of Educational Studies
Certificate in Business and Industrial Trainer Development
This program is under review.
Further information is available from the Coordinator at: (514) 398-7106

Department of Second Language Education
Certificate in Second Language Teaching

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 2000-01 Faculty of Graduate Studies and Research 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
Website: <http://www.education.mcgill.ca/ofnie>
Fax: (514) 398-2553

Detailed information about the following programs may be found in [section 6.3](#).

- 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

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 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: the "Welcome" book, 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 registered 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. Elementary and B.Ed. Secondary programs prior to the 1995 academic year.

Students who had not completed their program by the end of the 1998-99 academic year will be required to enrol in the 120-credit Bachelor of Education programs (p.168, 1998-99 Undergraduate Calendar).

Notice to students enrolled in B.Ed. Special Area Programs (B.Ed. Physical Education, B.Ed. Jewish Studies, B.Ed. TESL, B.Ed. TFSL) 90-credit programs prior to the 1998 academic year. These programs will be entirely phased out by 2000. Students who cannot complete their programs by that date will be required to enrol in the 120-credit Bachelor of Education programs.

Course Requirements

All required and complementary courses used to fulfil 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 by MARS. The MARS 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 must be officially registered in their student teaching/field experience courses in order to be placed by the Office of Student Teaching.**

Courses Offered Through Continuing Education, Distance 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. Students wishing to take Distance Education courses towards their B.Ed. degree, must first consult with their academic advisor and receive academic approval of the Associate Dean (Student Affairs and Physical Resources). Taking courses through Distance Education during the last semester prior to graduation is normally not permitted.

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) 398-2182
Website: <http://www.mcgill.ca/summer>

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 4.8](#).

Course Equivalencies

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

- 455-410 Multi-cultured/Multi-racial Class
 - 423-464 Intercultural Education
 - 433-441 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:

- 425-201 Effective Written Communication
- 455-202 Effective Communication
- 455-203 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 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 determined at the end of the academic year, immediately following the winter term examination period.

Satisfactory Standing

Students enter the University in satisfactory standing and remain in this standing unless their GPA for any year drops below 2.00. Therefore, to be in satisfactory standing a student must have a GPA of 2.00 or greater, and pass student teaching/field experience courses as arranged by the Office of Student Teaching.

Students in Bachelor of Education programs (Elementary, Secondary and Special Areas) must obtain a C grade or better in all courses except electives.

Probationary Standing

Students in probationary standing **can only enrol for a maximum of 12 credits per term** and are not permitted to take any level student teaching/field experience course during that academic year. Students are placed in probationary standing when their GPA falls between 1.50 and 1.99.

Students in probationary standing who obtain a GPA between 1.50 and 1.99 remain in probationary standing if they also have a minimum CGPA of 2.00.

A student in probationary standing may return to satisfactory standing at the end of the next academic year by obtaining either:

- a GPA of at least 2.50 or,
- both a GPA and a CGPA of 2.00 or greater.

A student **admitted on probationary standing** must obtain a GPA of 2.50 to be placed in satisfactory standing.

Probationary Standing for Part-time Students in B.Ed. for Certified Teachers and B.Ed. Vocational Programs.

After the completion of 12 credits, a student whose GPA falls between 1.50 and 1.99 is placed in probationary standing.

A student in probationary standing must return to satisfactory standing by the end of the next 12 credits; otherwise the student will be placed in unsatisfactory standing.

Unsatisfactory Standing

Students in unsatisfactory standing must withdraw from the University. Students in unsatisfactory standing for a second time must withdraw permanently. Students are placed in unsatisfactory standing when:

- their GPA falls below 1.50;
- they receive a failure (F, J, KF, WF) in any level of student teaching/field experience course;
- they were previously on probationary standing and did not obtain a GPA of 2.50, or both a GPA and CGPA of 2.00 or greater;
- they were readmitted by the Committee on Student Standing and did not satisfy the conditions specified in the letter of re-admission.

Incomplete Standing

A student whose record in any year shows a mark of K, K*, L, L*, or && will have no GPA or CGPA calculated for that year, and the record will show "Standing Incomplete". After completing the appropriate course requirements, the GPA and CGPA will be calculated and the student's standing determined as described above.

Students whose standing is still "incomplete" at the time of registration for the next academic year must obtain a Letter of Permission to Register from the Office of the Associate Dean (Student Affairs and Physical Resources).

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 from the Admissions, Recruitment and Registrar's Office or from its website (<http://www.aro.mcgill.ca>).

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 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 MARS and verify this date on MARS 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 infor-

mation, please contact the Student Affairs Office at (514) 398-7042.

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 *info*McGill and the Admissions, Recruitment and Registrar's Office website (<http://www.aro.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 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 to add 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](#) 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 A courses, and before the second Friday in July for B and D courses.

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

If, in the instructor's opinion, there is sufficient reason to permit a delay in the submission of required term work, an extension of the deadline (up to four months after the end of the course) may be granted to the student. The student and the instructor must sign a special form for incomplete courses, available from the Student Affairs Office, before the last day of lectures.

If the instructor does not submit a change of grade, the K is automatically converted to a KF four months after the end of the course. Students who receive K grades in their graduating semester will not graduate at the end of that semester. Only in exceptional cases can a grade of K be extended. A request from the instructor and the student should be submitted for approval to the Associate Dean (Student Affairs and Physical Resources), at least two weeks prior to the original deadline for completion.

Student Teaching/Field Experience

Students must be in satisfactory academic standing in order to do any level field experience course. Normally, all field experiences must be done in the province of Quebec in English schools, with the exception of students in the B.Ed. TESL program who are 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, as determined by their department(s) 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.

Students who experience difficulties in their field experience may be required to repeat their field experience. A "W" will be granted and the student will be required to repeat any co-requisite Professional Seminar course. Students who request to interrupt a field experience due to illness must obtain a medical certificate and may be required to repeat the field experience and any corequisite professional seminar course.

Students who change 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.

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 Culture and Values in Education (415, 421, 422, 423, 424, 426, 429)

Faculty of Education
3700 McTavish Street, Room 440
Montreal, QC H3A 1Y2
Telephone: (514) 398-6944 or 398-6972 Fax: (514) 398-4642
Website: <http://www.education.mcgill.ca/cve/cve.html>

Chair — David C. Smith

Director of Undergraduate Program — Elizabeth Wood

Director of Graduate Program — TBA

Director of Jewish Teacher Training Program — Eric Caplan

Director of Music Education — Joan Russell

Professors

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

Ratna Ghosh; 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.)

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

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

Ronald Morris; B.Ed., M.A., 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)

Assistant Professors

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.)

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

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

Faculty Lecturers

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

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

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

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

Adjunct Professors

Henry A. Giroux; B.S.(S.Maine), M.A.(Appalachian St.),
Ph.D.(Carnegie-Mellon)

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

Gabriel Moran; B.A., M.A., Ph.D.(C.U.A.)

Peter Roche de Coppens; B.Sc.(Col.), M.S.W.(Montr.), M.A.,
Ph.D.(Fordham)

The Department of Culture and Values in Education offers a number of options in Moral and Religious Education within the B.Ed. General Two-Subject Option Program. They include: Religious Education (Catholic, Jewish, Protestant) and Moral Education. An option in Jewish Studies at the elementary level is offered within the B.Ed. Kindergarten and Elementary program by the Department of Educational Studies. Also offered is a Concurrent Bachelor of Education in Music/Bachelor of Music (Music Education) program for the preparation of 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 Department also offers required, complementary and elective courses in philosophy, theology, ethics, music, drama, art, women's studies, multi-cultural and values education. It should be noted that students who intend to teach in Quebec elementary schools must meet the respective requirements of the Catholic and Protestant Committees. The regulations of both committees are outlined in [section 6.1.1](#).

At the graduate level, the Department offers an M.A. (Thesis and non-thesis options) program in Culture and Values in Education. For further details on the M.A. program, consult the 2000-01 Faculty of Graduate Studies and Research Calendar.

Course descriptions may be found in [section 10](#).

4.1 Bachelor of Education Programs

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

This program applies to students admitted on or after September 1997. Students admitted to the 150-credit program in September 1996 must also follow this program.

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. The subjects are to be chosen from: Moral Education, Religious Education (Catholic, Jewish, Protestant) and Drama (not offered in 2000-01) as well as Biology, Business Education, Chemistry, English, General Science, Geography, History, Mathematics, Physics and Technical Education offered by the Department of Educational Studies ([section 6.1.3](#)). Students may choose one or two of these subject areas as their first teaching option and/or their second teaching option.

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

PROFESSIONAL SEMINARS

8

Required Courses

455-201	First Year Professional Seminar	1
416-250	Second Year Professional Seminar	1
455-306	Third Year Professional Seminar	3
455-404	Fourth Year Professional Seminar	3

FIELD EXPERIENCES	19
Required Courses	
435-200 First Year Field Experience	2
435-251 Second Year Field Experience	2
435-302 Third Year Field Experience	7
435-402 Fourth Year Field Experience	8
FOUNDATION COURSES	9
Required Courses	
411-405 Policy Issues in Québec Education	3
416-300 Educational Psychology	3
Complementary Courses	3
423-400* Philosophical Foundations or 415-398 Philosophy of Catholic Education	
* Students who choose Religious Education (Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead.	
PEDAGOGY COURSES	9
Required Courses	
414-309 Exceptional Students	3
First Teaching Option Methodology	3
Second Teaching Option Methodology	3
<i>Catholic Option takes:</i>	
415-392 Guiding Religious Response - Sec.	
<i>Protestant Option takes:</i>	
421-372 Human & Rel. Values in Sec. School	
<i>Jewish Option takes one of the following:</i>	
422-250 Understanding and Teaching Jewish Living	
422-400 Teaching the Jewish Liturgy	
422-401 Teaching the Bible I	
422-404 Teaching Hebrew as a Second Language	
422-405 Teaching Yiddish as a Second Language	
422-420 Teaching Jewish History	
422-421 Teaching the Holocaust	
<i>Moral Education Option takes:</i>	
423-340 Moral Education C&I	
PEDAGOGICAL SUPPORT COURSES	12
Required Courses	
416-304 Measurement & Evaluation	3
455-302 Language and Learning - Curr.	3
Complementary Courses	
A 3-credit course in Multicultural Education from the following list:	3
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
416-310 Educational Computer Applications	
432-200 Applications Software	
432-204 Educational Media I	
455-402 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:	
432-341 Instructional Programming I	
432-420 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	455-201 First Year Professional Seminar	1
P/FE	435-200 First Year Field Experience I	2
Term B		
A	Academics	12
P/F	423-400* Philosophical Foundations or 415-398 Philosophy of Catholic Education	3
* Students who choose Religious Education (Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead.		

YEAR 2		
Term A		
A	Academics	12
P/Ps	455-410 Multi-cultured/Multi-racial or 423-464 Intercultural Education or 433-441 First Nations and Inuit Education	3
Term B		
A	Academics	9
P/PS	416-250 Second Year Professional Seminar	1
P/FE	435-251 Second Year Field Experience	2
P/F	416-300 Educational Psychology	3

YEAR 3		
Term A		
P/PS	455-306 Third Year Professional Seminar	3
P/FE	435-302 Third Year Field Experience	7
P/PD	First Teaching Option C&I	3
P/PD	Second Teaching Option C&I	3
Term B		
A	Academics	9
P/Ps	455-302 Language and Learning - Curriculum	3
P/Ps	455-402 Media, Technology, Computers and Education (or equivalent)	3

YEAR 4		
Term A		
A	Academics	3
P/F	411-405 Policy Issues in Quebec Education	3
P/Ps	416-304 Measurement and Evaluation	3
E	Electives	6
Term B		
P/PS	455-404 Fourth Year Professional Seminar	3
P/FE	435-402 Fourth Year Field Experience	8
P/PD	414-309 Exceptional Students	3

4.1.2 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 in each year. The two degrees will be awarded at two different convocations but 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), Moral and Religious Education (Catholic and Protestant).
 - Secondary level: Biology, Chemistry, General Science, Geography, History, Moral Education, Physics, Religious Education (Catholic, Jewish, and Protestant).

Students who have successfully completed the first two years of the Concurrent program have the option of completing only the Bachelor of Education in Music or only 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 course credits from the program given below, with the following notes:

1. B.Ed./B.Mus. students are required to complete Theory 211-311. 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
THEORY COURSES	14
211-210 Tonal Theory and Analysis I	3
211-211 Tonal Theory and Analysis II	3
211-310 Middle & Late 19th-C. Theory & Analysis	3
211-311 20th-Century Theory and Analysis – see Note 1 above.	3
211-461 Arranging I – see Note 2 above.	2
MUSICIANSHIP COURSES	8
212-229 Musicianship	2
212-231 Musicianship	2
212-329 Musicianship	2
212-331 Musicianship	2

PERFORMANCE COURSES	16
Practical Concentration: 2 credits per term.	8
Completion of Concentration II Examination	
Basic Ensemble Training: 4 credits per year in Year 1 and in Year 4 – see Note 3 above.	8
Orchestral Instruments:	
Winds: Orchestra and Chamber Winds, or Wind Symphony	
Percussion: Orchestra or Chamber Winds or Wind Symphony	
Strings: Orchestra	
Other Instruments: Choral Ensemble	
COMPLEMENTARY MUSIC HISTORY	6
– see Note 2 above.	
Music History, Literature or Performance Practice elective (courses with a 214- or 215- prefix, may include 214-362 Popular Music or 214-393 History of Jazz, but not both)	3
and one of:	3
214-389 Orchestral Literature	
214-397 Choral Literature after 1750	
214-398 Wind Ensemble Literature after 1750	

MUSIC EDUCATION COURSES	25
223-201 String Techniques	3
or 223-250 Guitar Techniques – see Note 2 above.	
223-202 Woodwind Techniques	3
223-203 Brass Techniques	3
223-204 Percussion Techniques	3
221-235 Vocal Techniques	3
222-215 Basic Conducting Techniques	1
222-356 Music for Children I: Philosophy & Tech.	3
222-401 Issues in Music Education – see Note 2 above.	3
221-315 Choral Conducting I	3
or 223-315 Instrumental Conducting I – see Note 2 above.	

Music Education Electives **6**
– see Note 2 above.

Music Elective **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), Moral and Religious Education (Catholic and Protestant).
Secondary level: Biology, Chemistry, General Science, Geography, History, Moral Education, Physics, Religious Education (Catholic, Jewish, and Protestant).

ELECTIVE **3**
Students who transfer to the Bachelor of Education after completion of the second year of the Concurrent program may use the 3 credits of Theory 211-311 as elective credit for the Bachelor of Education – see Note 1 above.

PROFESSIONAL COMPONENTS	55
PROFESSIONAL SEMINARS	6
Required Courses	
429-206 First Year Professional Seminar Music	1
429-207 Second Year Professional Seminar Music	1
429-306 Third Year Professional Seminar Music	2
429-406 Fourth Year Professional Seminar Music	2
FIELD EXPERIENCES	19
Required Courses	
435-205 First Year Field Experience Music	2
435-206 Second Year Field Experience Music	2
435-305 Third Year Field Experience Music	7
435-405 Fourth Year Field Experience Music	8

FOUNDATION COURSES**Required Courses**

- 411-405 Policy Issues in Quebec Education 3
416-300 Educational Psychology 3

Complementary Courses

- one of: 3
423-400 Philosophical Foundations
415-398 Philosophy of Catholic Education

PEDAGOGY COURSES**Required Courses**

- 429-442 Elementary Music Curriculum & Instruction 3
429-472 Secondary Music Curriculum & Instruction 3
414-309 Exceptional Students 3
Second subject Curriculum & Instruction 3

PEDAGOGICAL SUPPORT COURSES**Required Courses**

- 222-301 Technology and Media for Music Educators 3
416-304 Measurement & Evaluation 3

Complementary Courses

- one of: 3
423-464 Intercultural Education
455-410 Multi-cultured/Multi-racial Class
433-441 First Nations and Inuit Education

TOTAL CREDITS**157****4.2 Programs of Professional Development****CERTIFICATE IN THE TEACHING OF THE ARTS*****CERTIFICATE IN MORAL AND RELIGIOUS EDUCATION***

*These programs are undergoing revision and will not accept new students for the 2000-01 academic year.

5 Department of Educational and Counselling Psychology (412, 414, 416, 432, 449, 450)

Faculty of Education

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Chair — Bruce M. Shore

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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

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Jeffrey L. Derevensky, B.A. (C. W. Post), M.A., Ph.D. (McG.)
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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.)
Bruce M. Shore, B.Sc., M.A. (McG.), Ph.D. (Calg.)

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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.)
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David D. McWethy, B.S., M.A. (Mich. St.), Ph.D. (Iowa St.) (joint appt. with Educational Studies)
F. Gillian Rejskind, B.A., M.A. (Sask.), Ph.D. (C'dia)
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William M. Talley, A.B. (Kent Christ. Coll.), A.B. (Morehead St.), M.A., Ph.D. (Ohio St.) (PT)
Gary E. Torbit, B.Ed., M.Ed., Ph.D. (Alta.)
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.)
Nancy L. Heath, B.A. (McG.), M.Ed. (Ott.), Ph.D. (Tor.)
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)
Brenda Wilson, B.A. (Loyola), M.L.S. (McG.)

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.)
Valentina De Krom, B.A. (Ott.), M.Sc. (McG.) (Nunavut Arctic College)
Marcia A. B. Delcourt, M.A.B., B.Sc. (Bloomsburg), M.A., Ph.D. (Conn.) (Sacred Heart University, 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)
Mary Eljassiapik, 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)
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., Ph.D. (McG.), M.A. (Montr.) (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.), 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

- Sam Bruzzese, Edith Clarke, Scott Conrad, Dawn Cruchet, Adam Finkelstein, Karen Gazith-Cohen, Ruth Karp, Kathryn McMorrow, Rosemary Reilly, Christina Rudd, Joan Stafford.

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.Ed. in Inclusive Education, the B.A. Minor Concentration in Educational Psychology (awaiting final University approval, see Faculty of Arts [section 11.12](#)), 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 and 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 2000-01 Centre for Continuing Education Calendar.

At the graduate level, it offers a Graduate Certificate in Counselling Applied to Teaching. In addition, there are graduate programs leading to Ph.D., M.A. 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 2000-01 Faculty of Graduate Studies and Research Calendar.

Special services offered by the Department include a project in gambling and treatment; the McGill-PSBGM 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 10](#).

5.1 Bachelor of Education Program

5.1.1 Bachelor of Education in Inclusive Education

With a Concentration in Kindergarten and Elementary Education or General Secondary Two-Subject Education (126 credits)

This new program will be offered in September 2001. (Awaiting Ministry of Education approval.)

The Bachelor of Education in Inclusive Education program 126 credits (156 credits for out-of-province students), is especially geared toward preparation for contemporary inclusive classrooms that have a diversity of learners. This B.Ed. program enables students to combine their interest in teaching students with special needs with all the required components of either the B.Ed. Kindergarten and Elementary Education or the B.Ed. General Secondary Two-Subject Education. Although students concentrate in either elementary or secondary education, they will address both levels

in selected courses and field experiences. Students completing this B.Ed. program will be prepared to work both as special educators and as regular elementary or secondary teachers, providing them with a highly versatile foundation for teaching, whether in special or regular classes, with learners who have diverse backgrounds, abilities and needs. This program also provides suitable preparation for graduate studies in most areas of educational psychology and other fields of education.

The B.Ed. in Inclusive Education program consists of two parts. Part I comprises a core of inclusive education courses that relate to the education of learners with special needs, and is required of all students. Part II is a concentration in either Kindergarten and Elementary Education or General Secondary Two-Subject Education. All students must make a choice in their concentration no later than the time of registration, because the applicable professional seminars and field experiences are determined by this choice.

**BACHELOR OF EDUCATION IN INCLUSIVE EDUCATION
Concentration in Kindergarten and Elementary Education**

	CREDITS
ACADEMIC COMPONENT	36
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	
PROFESSIONAL COMPONENT	87
This component includes the practicum, inclusive education core, foundation courses, theoretical aspects of pedagogy, the pedagogical support for the practicum, divided as follows:	
PRACTICUM	27
Required Courses	
Field Experiences	
435-200 First Year Field Experience	2
435-252 Second Year Field Exp. (K/Elem)	2
435-303 Third Year Field Exp. (K/Elem)	7
435-403 Fourth Year Field Exp.(K/Elem)	8
PROFESSIONAL SEMINARS	
414-201 First Year Prof. Sem. Incl. Ed.	1
414-251 Second Year Prof. Sem. Incl. Ed.(K/Elem)	1
414-307 Third Year Prof. Sem. Incl. Ed.(K/Elem)	3
414-405 Fourth Year Prof. Sem. Incl. Ed.(K/Elem)	3
INCLUSIVE EDUCATION CORE	21
Required Courses	
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
414-344 Assessment for Instruction	3
414-440 Managing the Inclusive Classroom	3
414-441 Students with Behaviour Difficulties	3
414-442 Students with Learning Difficulties	3
414-543 Family, School and Community	3
FOUNDATIONS	9
Required Courses	
411-405 Policy Issues in Quebec Education	3
416-300 Educational Psychology	3
Complementary Courses	
one of:	3
415-398 Philosophy of Catholic Education	
423-400 Philosophical Foundations	
PEDAGOGY	21
Required Courses	
433-223 Language Arts	3
433-332 Teaching Mathematics	3
433-372 Teaching Science	3
433-382 Teaching Social Studies	3
455-310 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	9
Required Course	
455-302 Language & Learning - Curriculum	3
Complementary Courses	6
414-450 Computers and Special Needs or 455-402 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:	
432-341 Instructional Programming I	
432 -420 Media Literacy for Education	
one 3-credit course in Multicultural Education from the following list:	
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
ELECTIVE COURSES	3
TOTAL CREDITS	126

Special Requirements

In 1987 the Catholic Committee passed a regulation that requires teachers in Quebec Catholic schools to have at least nine university credits in Catholic Studies. To meet these regulations, students must take the 3-credit course 415-332 Guiding the Religious Response - Elementary and six academic credits in Catholic theology, ethics or scripture.

In 1994 the Protestant Committee implemented a regulation that requires prospective teachers of Protestant Moral and Religious instruction in elementary schools to take courses in moral and religious development and in MRE curriculum and pedagogy. This requirement may be fulfilled by taking courses 421-331 Developmental Approaches to MRE and 421-332 MRE Elementary Curriculum.

FOUR-YEAR PROGRAM OVERVIEW

(Kindergarten and Elementary Concentration)

A Academic Courses	36
P Professional Courses	87
PS Professional Seminars	8
FE Field Experiences	19
IC Inclusive Core	21
F Foundations	9
PD Pedagogy	21
Ps Pedagogical Support	9
E Elective Courses	3
TOTAL CREDITS	126

YEAR 1		
Term A		
A Academics		3
P/PS	414-201 First Year Prof. Sem. Incl. Ed.	1
P/FE	435-200 First Year Field Experience I	2
P/F	423-400 Philosophical Foundations or 415-398 Philosophy of Catholic Education	3
	416-300 Educational Psychology	3
P/Ps	455-410 Multi-cultured/ Multi-racial Classroom or 423-464 Intercultural Education or 433-441 First Nations and Inuit Education	3
Term B		
A Academics		12
P/IC	414-309 Exceptional Students	3
Term C		
P/IC	414-341 Instruction in Inclusive Schools	3
P/IC	414-344 Assessment for Instruction	3

YEAR 2		
Term A		
A Academics		15
Term B		
P/PS	414-251 Second Year Prof. Sem. Incl. Ed. (K/Elem)	1
P/FE	435-252 Second Year Field Exp. (K/Elem)	2
P/PD	433-223 Language Arts	3
	433-332 Teaching Mathematics	3
	433-382 Teaching Social Studies	3
P/Ps	414-450 Computers and Special Needs or 455-402 Media, Technology, Computers and Education	3

YEAR 3		
Term A		
A Academics		6
P/F	411-405 Policy Issues in Quebec Education	3
P/PD	433-372 Teaching Science	3
P/PD	Methods I (chosen from a list of courses offered by other departments)	3
Term B		
P/PS	455-307 Third Year Prof. Sem. Incl. Ed.(K/Elem)	3
P/FE	435-303 Third Year Field Exp. (K/Elem)	7
P/IC	414-309 Exceptional Students	3
P/PD	Methods II (chosen from a list of courses offered by other departments)	3

YEAR 4		
Term A		
P/PS	414-405 Fourth Year Prof. Sem. Incl. Ed.(K/Elem)	3
P/FE	435-403 Fourth Year Field Exp. (K/Elem)	8
P/IC	414-441 Students with Behaviour Difficulties	3
Term B		
P/PD	455-310 Kindergarten/Elementary Curriculum	3
P/Ps	455-302 Language and Learning - Curriculum	3
P/IC	414-442 Students with Learning Difficulties	3
P/IC	414-543 Family, School and Community	3
E	Electives	3

BACHELOR OF EDUCATION IN INCLUSIVE EDUCATION
Concentration in General Secondary Two-Subject Education

CREDITS

ACADEMIC COMPONENTS

48

This component provides background in the subject areas of the secondary school curriculum, namely: Biology, Business Education, Chemistry, Drama (not offered in 2000-01) English, General Science, Geography, History, Mathematics, Moral Education, Physics, Religious Education (Catholic, Jewish, Protestant) and Technical Education. Students may choose one or two of these subject areas as their first teaching option and or/their second teaching option.

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 24 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 24 credits. This sequence will include required and complementary courses.

PROFESSIONAL COMPONENTS	78
PROFESSIONAL SEMINARS	8
Required Courses	
414-201 First Year Prof. Sem. Incl. Ed.	1
414-250 Second Year Prof. Sem. Incl. Ed. Sec.	1
414-306 Third Year Prof. Sem. Incl. Ed. Sec.	3
414-404 Fourth Year Prof. Sem. Incl. Ed. Sec.	3
FIELD EXPERIENCES	
Required Courses	
435-200 First Year Field Experience	2
435-251 Second Year Field Experience	2
435-302 Third Year Field Experience	7
435-402 Fourth Year Field Experience	8
INCLUSIVE EDUCATION CORE	
Required Courses	
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
414-344 Assessment for Instruction	3
414-440 Managing the Inclusive Classroom	3
414-441 Students with Behaviour Difficulties	3
414-442 Students with Learning Difficulties	3
414-543 Family, School and Community	3
FOUNDATION COURSES	
Required Courses	
411-405 Policy Issues in Quebec Education	3
416-300 Educational Psychology	3
Complementary Course	
423-400* Philosophical Foundations or 415-398 Philosophy of Catholic Education	3
PEDAGOGY COURSES	
Required Courses	
First Teaching Option Methodology	3
Second Teaching Option Methodology	3
425-361 Secondary School English I	3
425-353 Secondary School Mathematics I	3
425-370 Teaching General Science*	3
425-389 Issues in Social Studies**	3
436-360 Teaching Business Subjects	3
436-373 Teaching Technical Subjects	3
455-334 Teaching Social Studies**	3
455-335 Teaching Secondary Science*	3
*Students taking one science subject as an option should take: 455-335 Teaching Secondary Science	
Students taking a second science subject as an option should take: 455-335 Teaching Secondary Science and 425-370 Teaching General Science	
**Students taking one social science subject as an option should take: 455-334 Teaching Social Studies	
Students taking a second social science subject as an option should take: 455-334 Teaching Social Studies and 425-389 Issues in Social Studies	
PEDAGOGICAL SUPPORT COURSES	
Required Courses	
416-304 Measurement & Evaluation	3
455-302 Language and Learning-Curr.	3
Complementary Courses	
A 3-credit course in Multicultural Education from the following list:	3
423-464 Intercultural Education	3
433-441 First Nations and Inuit Education	3
455-410 Multi-cultured/Multi-racial Class	3
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
416-310 Educational Computer Applications	3
432-200 Applications Software	3

432-204 Educational Media I	3
455-402 Media, Technology & Education	3
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:	
432-341 Instructional Programming I	3
432-420 Media Literacy for Education	3

ELECTIVE COURSES	3
TOTAL CREDITS	126

FOUR-YEAR PROGRAM OVERVIEW

(General Secondary Two-Subject Concentration)

A Academic Courses	48
P Professional Courses	75
PS Professional Seminars	8
FE Field Experiences	19
IC Inclusive Core	21
F Foundations	9
PD Pedagogy	6
Ps Pedagogical Support	12
E Elective Courses	3
TOTAL CREDITS	126

YEAR 1		
Term A		
A	Academics	12
P/PS	414-201 First Year Prof. Sem. Incl. Ed.	1
P/FE	435-200 First Year Field Experience I	2
Term B		
A	Academics	12
P/F	423-400 Philosophical Foundations or 415-398 Philosophy of Catholic Education	3
Term C		
P/IC	414-341 Instruction in Inclusive Schools	3
P/IC	414-344 Assessment for Instruction	3

YEAR 2		
Term A		
A	Academics	12
P/Ps	455-410 Multi-cultured/Multi-racial or 423-464 Intercultural Education or 433-441 First Nations and Inuit Education	3
Term B		
A	Academics	9
P/PS	414-250 Second Year Prof. Sem. Inc. Ed. Sec.	1
P/FE	435-251 Second Year Field Experience	2
P/F	416-300 Educational Psychology	3

YEAR 3		
Term A		
P/PS	414-306 Third Year Prof. Sem. Incl. Ed. Sec.	3
P/FE	435-302 Third Year Field Experience	7
P/PD	First Teaching Option Methodology	3
	Second Teaching Option Methodology	3
Term B		
A	Academics	6
P/Ps	455-302 Language and Learning - Curriculum	3
P/IC	414-440 Managing Inclusive Classrooms	3
P/Ps	414-450 Computers and Special Needs or 455-402 Media, Technology, Computers and Education (or equivalent)	3

YEAR 4		
Term A		
P/F	411-405 Policy Issues in Quebec Education	3
P/Ps	416-304 Measurement and Evaluation	3
P/IC	414-441 Students with Behaviour Difficulties	3
P/IC	414-442 Students with Learning Difficulties	3
E	Elective	3
Term B		
P/PS	414-404 Fourth Year Prof. Sem. Incl. Ed. Sec.	3
P/FE	435-402 Fourth Year Field Experience	8
P/IC	414-543 Family, School and Community	3

5.2 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 2000-01 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 248
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 6.3](#).

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. For the 15-credit Graduate Certificate in Counselling Applied to Teaching and all M.Ed., M.A., and Ph.D. degrees, please consult the 2000-01 Faculty of Graduate Studies and Research Calendar.

6 Department of Educational Studies (411, 425, 433, 436, 455)

Faculty of Education
3700 McTavish Street, Room 244
Montreal, QC H3A 1Y2
Administration: (514) 398-4525
Undergraduate Programs: (514) 398-4527 Fax: (514) 398-4529
Website: <http://www.education.mcgill.ca/des/default.html>

Faculty of Education
Graduate Programs
Duggan House
3724 McTavish Street, Room 204
Telephone: (514) 398-4531 Fax: (514) 398-7436
Website: <http://www.education.mcgill.ca/des/default.html>

Chair — Anthony Paré

Director of Undergraduate Programs — June E. Cooper

Director of Graduate Programs — Lynn Butler-Kisber

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.Péd., Lic.Péd.(Montr.), Ph.D.(McG.)

Professors

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

John B. Gradwell; B.A., M.A.(Cal. State), Ph.D.(Iowa)

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

John R. Wolforth; B.Sc.(Sheff.), M.A., Ph.D.(U.B.C.)

Associate Professors

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

Gary Anderson; B.Sc., M.A.(McG.), Ed.D.(Harv.)

Clermont Barnabé; B.Péd.(Laval), L.Péd.(Montr.), Ph.D.(S.U.N.Y., Buffalo)

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)

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

Nancy S. Jackson; B.A., M.A., Ph.D.(U.B.C.)

Yarema G. Kelebay; B.A., B.Ed.(Montr.), M.A.(Sir G.Wms.),
Ph.D.(C'dia) (*joint apt. with Culture and Values*)

Cathrine Le Maistre; B.Sc., Dip.Ed.(Exeter), M.Ed., Ph.D.(McG.)

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

David D. McWethy; B.S., M.A.(Mich. St.), Ph.D.(Iowa St.) (*joint*

apt. 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.)

Anthony Paré; 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)

Phyllis Shapiro; Dip.Ed.(McG.), B.A.(C'dia), M.Ed., D.Ed.(Boston)

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Assistant Professors

Brian J. Alters; B.Sc., Ph.D.(USC)

Patricia Boston; B.A., M.A.(C'dia), Ph.D.(McG.)

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

William Smith; B.A.(Carl.), M.A., Ph.D.(McG.)

Faculty Lecturers

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

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

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

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

ESL(UBC)

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

