

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

5.3 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)

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)



Donna Lee Smith; B.A., M.A.(C'dia)
Sharon Wall; B.A. Dip.Human Relations, M.A.(McG.)

Adjunct Professors

Annie Alaku, B.Ed.(McG.) (Kativik School Board) (*joint appt. with Educational and Counselling Psychology*)

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

Mary Bear; B.Ed.(Qué.)

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

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

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

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

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

Elaine Freeland; M.A.(Montr.)

Horn, Carol; B.Ed., Cert. Spec. Ed.(McG.)

Kaia'titake Jacobs; B.Ed.(Qué.)

Ooloota Maatiusi; B.Ed.(McG.)

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

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

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

Dan Mason; Ph.D.(Ott.)

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

Peesee Pitsiulak; B.Ed.(McG.)

Linda Simon; B.Ed.(Montr.)

Clarence Tomatuk; M.Ed.(McG.)

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

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

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

Professional Associate

Marilyn Blaeser; B.Ed.(C'dia), M.A.(Lond.)

The Department of Educational Studies offers a four-year program for CEGEP graduates and a five-year program for out-of-province students leading to a B.Ed. Degree. The Department offers undergraduate courses in the areas of elementary and secondary curriculum and instruction as well as Quebec education. It also gives two in-service programs: a Certificate in Business and Industrial Trainer Development, and a Certificate in Aboriginal Education for Certified Teachers through the Office of First Nations and Inuit Education. The Office of First Nations and Inuit Education also offers a Certificate in Education for First Nations and Inuit, a Certificate in Aboriginal Literacy Education, and a Certificate in Middle School Education in Aboriginal Communities.

At the Graduate level, the Department offers an M.A. in Educational Studies with (Thesis and Non-thesis options) program in one of two areas of study: Curriculum or Leadership. For details, please consult the 2000-01 Faculty of Graduate Studies and Research Calendar.

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

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

6.1 Bachelor of Education Programs

6.1.1 Bachelor of Education Kindergarten and Elementary 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.

This program deals with the entire spectrum of the elementary school and leads to certification to teach children between the ages of 5 and 11 years. The program consists of four years of full-time study requiring the completion of 120 credits (150 credits for out-of-province students), academic and professional courses and practica.

The 4-year program begins with the foundation courses in the first semester and has a higher concentration of academic courses in the first two years. The professional courses and practicum have

a heavier weight in the final two years. The practicum consists of school-based experiences and a series of professional seminars that provide an opportunity for students to reflect on that experience in a systematic way and with the guidance of a tutor.

CREDITS

39

ACADEMIC COMPONENT

This component provides background in the subject areas of the elementary school curriculum, namely: English Language Arts, Mathematics, Natural Sciences, Social Studies, Art, Physical Education, Moral and Religious Education, French. During their four years of study, students will take:

- 18 – 21 credits in one of these subject areas;
- at least 3 credits in each of five other subject areas; and
- 455-203 Communication in Education;

PROFESSIONAL COMPONENT

75

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

PRACTICUM

27

Required Courses

Field Experiences

435-200	First Year Field Experience	2
435-252	Second Year Field Exp. (K/Elem)	2
435-303	Third Year Field Exp. (K/Elem)	8
435-403	Fourth Year Field Exp. (K/Elem)	7

PROFESSIONAL SEMINARS

455-201	First Year Professional Seminar	1
416-251	Second Year Prof. Sem. (K/Elem)	1
455-307	Third Year Prof. Sem. (K/Elem)	3
455-405	Fourth Year Prof. Sem. (K/Elem)	3

FOUNDATIONS

15

Required Courses

411-405	Policy Issues in Quebec Education	3
414-309	Exceptional Students	3
414-341	Instruction in Inclusive Schools	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

12

Required Course

455-302	Language & Learning - Curriculum	3
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Complementary Courses

9

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

one 3-credit course in Special Topics from the following list:
 455-300 Special Topics I
 455-301 Special Topics II

ELECTIVE COURSES	6
TOTAL CREDITS	120

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

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

YEAR 1		
Term A		
A	455-203 Communication in Education	3
P/PS	455-201 First Year Professional Seminar	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	15

YEAR 2		
Term A		
A	Academics	15
Term B		
P/PS	416-251 Second Year Prof. Sem. (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	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. (K/Elem)	3
P/FE	435-303 Third Year Field Exp. (K/Elem)	7
P/F	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	455-405 Fourth Year Prof. Sem. (K/Elem)	3
P/FE	435-403 Fourth Year Field Exp. (K/Elem)	8
P/F	414-341 Instruction in Inclusive Schools	3
Term B		
P/PD	455-310 Kindergarten/Elementary Curriculum	3
P/Ps	455-302 Language and Learning - Curriculum	3
	455-300 Special Topics I or 455-301 Special Topics II	3
E	Electives	6

PROGRAMME INTENSIF DE FRANÇAIS ELEMENTARY OPTION (30-credits)

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

Competency in French

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

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

For further information about this option, please contact the Department of Second Language Education at (514) 398-6982.

ACADEMIC CONCENTRATION	CREDITS
Required Course	15
431-341 Littérature et littérature en FLS	3
Complementary Courses	12

Twelve credits in French taken as part of the academic component of the B.Ed. Elementary Program or B.Ed. Major in the Teaching of French (Second Language).

EDUCATION CONCENTRATION	15
Required Courses	
431-301 Étude de la langue l'ens. du FLS	3
431-444 Enseignement du FLS au primaire	3
431-345 Enseignement du FLS par immersion	3
Complementary Courses	6

Two (2) Curriculum & Instruction courses (Mathematics, Science, Social Studies, Music, etc.). These courses could be taken either in the Faculty of Education or in a university where these courses are taught in French.

TOTAL CREDITS	30
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6.1.2 Bachelor of Education Kindergarten and Elementary Program (Jewish Studies Option) (126 credits)

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

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

Students wishing to teach Jewish and general studies at the secondary level should register for the two-subject program outlined in [section 6.1.3](#).

ACADEMIC COMPONENT	CREDITS
This component provides background in the subject areas of the elementary school curriculum, namely: Art, English Language Arts, French, Mathematics, Moral and Religious Education, Natural Sciences, Physical Education, Social Studies. During their four years of study, students will take:	45
30 credits in Jewish Studies (chosen with the Program Advisor from a list of approved courses published yearly);	30
at least 3 credits in each of five other subject areas listed above	15
PROFESSIONAL COMPONENT	75
This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:	
PROFESSIONAL SEMINARS	8
455-201 First Year Professional Seminar	1
416-251 Second Year Prof. Sem. (K/Elem)	1
455-307 Third Year Prof. Sem. (K/Elem)	3
455-405 Fourth Year Prof. Sem. (K/Elem)	3
FIELD EXPERIENCES	19
Required Courses	
435-200 First Year Field Experience	2
435-252 Second Year Field Exp. (K/Elem) (Jewish Studies - Kindergarten)	2
435-303 Third Year Field Exp. (K/Elem)	7
435-403 Fourth Year Field Exp. (K/Elem) (Jewish Studies - Grades 1-6)	8
FOUNDATIONS	15
Required Courses	
411-405 Policy Issues in Quebec Education	3
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
416-300 Educational Psychology	3
Complementary Courses	3
one of:	
422-320 Visions and Realities of Jewish Education	
423-400 Philosophical Foundations	
PEDAGOGY	21
Required Courses	
422-250 Understanding and Teaching Jewish Living	3
422-400 Teaching Jewish Liturgy	3
422-401 Teaching the Bible 1	3
433-223 Language Arts	3
433-332 Teaching Mathematics	3
433-372 Teaching Science	3
Complementary Courses	3
one of:	
422-420 Teaching Jewish History	
433-382 Teaching Social Studies	
433-421 Teaching the Holocaust	
PEDAGOGICAL SUPPORT	12
Required Course	
455-302 Language & Learning - Curriculum	3
Complementary Courses	
one course in Multicultural Education chosen from:	3
423-464 Intercultural Education	

433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
one course in Media, Technology, Computers & Education chosen from:	3
416-310 Education Computer Applications	
432-200 Application Software	
432-204 Educational Media I	
455-402 Media, Technology & Education	
Students with a background in computers or other media applications in education may substitute the following course for one of the above four:	
432-341 Instructional Programming 1	
one course in Hebrew or Yiddish chosen from:	3
422-404 Teaching Hebrew as a Second Language	
422-405 Teaching Yiddish as a Second Language	
With the approval of Program Advisor, any course beginning with the prefix 422- may be replaced with a relevant course from the Faculty of Arts or the Faculty of Education.	
ELECTIVE COURSES	6
TOTAL CREDITS	126

6.1.3 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: Biology, Business Education, Chemistry, English, General Science, Geography, History, Mathematics, Physics and Technical Education, as well as Moral Education, Religious Education (Catholic, Jewish, Protestant) and Drama (not offered in 2000-01) offered by the Department of Culture and Values in Education ([section 4.1.1](#)). Students may choose one or two of these subject areas as their first teaching option and/or their second teaching option.

CREDITS

ACADEMIC COMPONENTS	57
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 Course		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
425-361	Secondary School English I	
425-353	Secondary School Mathematics I	
425-370	Teaching General Science*	
425-389	Issues in Social Studies**	
436-360	Teaching Business Subjects	
436-373	Teaching Technical Subjects	
455-334	Teaching Social Studies**	
455-335	Teaching Secondary Science*	
*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		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

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
	Second Teaching Option C&I	3
Term B		
A	Academics	9
P/Ps	455-302 Language and Learning - Curriculum 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

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

Coordinator, Faculty of Education — Professor Brian Alters

Coordinator, Faculty of Science — Professor Richard Harris

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

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

To be admitted to the Concurrent program, students must satisfy the regular admission requirements of the Faculties of Science and Education. Normally, students will be admitted to both components of the Concurrent program simultaneously. Students who have completed more than 30 credits in a B.Sc. or a B.Ed. program, exclusive of the Freshman Year for out-of-province students, will not be allowed to opt into the Concurrent program. Students in the Concurrent program may change to either a B.Sc. or a B.Ed., but may not subsequently switch back to the Concurrent program. Students in the Concurrent B.Sc./B.Ed. who receive an F or J in any Field Experience course are placed in unsatisfactory standing. Although they may complete their semester, they are required to withdraw from the Concurrent Program. However, they may apply to transfer to the conventional B.Sc. program as outlined in Faculty of Science [section 11.28](#). The two degrees will be awarded at two different convocations, but during the same convocation period.

Program Requirements

The requirements for the B.Ed. component are described in [section 6.1.3](#) with the following exceptions:

- A. Students in the Concurrent B.Sc./B.Ed. program must choose their 57 academic credits from the lists of required and complementary courses in their respective B.Sc. Majors.
- B. Students must take the following courses which will be required for the B.Sc. component:
423-400 Philosophical Foundations
455-410 Multi-Cultured/Multi-Racial Class
455-402 Media, Technology and Education

For further information about this program, please refer to the Faculty of Science [section 11.28](#).

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

This program is available to applicants holding Provisional Teaching Authorizations in a vocational area who wish to qualify as teachers of vocational education subjects or for those not needing secondary school teacher certification but wishing to acquire a Bachelor of Education (Vocational) degree. The teaching option must be either a business or technical subject. Applicants should hold a Diploma of Collegial Studies, or its equivalent, or be eligible for mature student status, and have formal training in their professional area. Work experience is also considered. Application to this program should be made through the:

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 248
Telephone: (514) 398-7043

Fax: (514) 398-2182

The program components are as follows:

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

6.2 Programs of Professional Development

6.2.1 Certificate in Business and Industrial Trainer Development (30 credits)

This program is under review.

For further information, please refer to the 2000-01 Centre for Continuing Education Calendar or contact the Coordinator, Certificate Program for Business and Industrial Trainer Development, Division of Vocational Teacher Education. Telephone: (514) 398-7106.

6.2.2 Diploma in Educational Administration (30 credits)

Not offered for the academic year 2000-01.

6.3 Programs for First Nations and Inuit

The following programs are offered for Aboriginal teachers through the:

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

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

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

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

This program is designed to certify teachers at the elementary level in schools in Aboriginal communities. The certification of this program is currently under review by the Comité d'agrément des programmes de formation à l'enseignement (CAPFE).

Admission to the Certificate in Education for First Nations and Inuit

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

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

Time Limit

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

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

a) THE ABORIGINAL SCHOOL AND CLASSROOM **CREDITS 6**

Required Courses

- 411-202 Educ. & Admin. Institutions 3
- 433-245 Orientation to Education 3

b) LANGUAGE FOR INUIT STUDENTS **CREDITS 6**

Required Courses

- 433-249 Inuktitut Orthography and Grammar (The term "Inuktitut" in all course descriptions includes "Inuttitut" and "Inuinaqtun".) 3

Complementary Courses

One 3-credit course from Language complementary course list 3

FOR ALGONQUIN, CREE, MI'KMAQ AND MOHAWK STUDENTS

Required Courses **CREDITS 6**

Two of the following according to language group and fluency:

- 433-293 (3) Algonquin Second Language I
- 455-234 (3) Algonquin Second Language II
- 433-294 (3) Algonquin Language I
- 433-295 (3) Algonquin Language II
- 455-241 (3) Cree Language I
- 455-242 (3) Cree Language II
- 455-237 (3) Mi'kmaq Second Language I
- 455-238 (3) Mi'kmaq Second Language II
- 455-239 (3) Mi'kmaq Language I
- 455-240 (3) Mi'kmaq Language II
- 433-296 (3) Mohawk Second Language I
- 455-236 (3) Mohawk Second Language II
- 433-297 (3) Mohawk Language I
- 433-298 (3) Mohawk Language II

c) CONTENT AND TEACHING METHODS **CREDITS 18**
(at least 18 credits)

Required Courses

- 426-242 Cultural Skills 3

Complementary Courses **CREDITS 15**

At least five 3-credit courses from Content and Teaching Methods complementary course list.

At least three of these five courses should be in different subject content areas.

For trainees specializing in Physical Education:

Required Courses

- 434-241 Aboriginal Culture: Physical Skills 3
(replaces 426-242 Cultural Skills)
- 434-342 Physical Education Methods 3
- 434-493 Administration 3
(434-342 and 434-493 replace any two of the Content and Teaching Methods courses.)

Complementary Courses **CREDITS 9**

At least three 3-credit courses from Content and Teaching Methods complementary course list.

d) PSYCHOLOGICAL, SOCIAL AND PHYSICAL DEVELOPMENT OF THE CHILD **CREDITS 12**

Required Courses

- 414-211 Social and Emotional Development 3
- 414-212 Perceptual Motor Development 3
- 414-341 Instruction in Inclusive Schools 3
- 433-246 Cultivating Language and Thought 3

e) PRACTICUM

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

Required Courses

- 435-444 Field Experience – Elementary School 3
The purpose of this practicum, which occurs fairly early in the program, is to determine the student's suitability for teaching.
- 435-394 Field Experience – Elem. and Sec. Schools 3

The purpose of this practicum is to give exposure at the elementary and secondary levels, where available.

- 435-422 Aboriginal Education Practicum I 3
- 435-423 Aboriginal Education Practicum II 3
(Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.)

FOR NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS **CREDITS 9**

Required Courses

- 435-444 Field Experience – Elementary School 3
The purpose of this practicum, which occurs fairly early in the program is to determine the student's suitability for teaching.
- 435-422 Aboriginal Education Practicum I 3
- 435-423 Aboriginal Education Practicum II 3

(435-394 is an option for students enrolled in the Nunavut Teacher Education Program. These students can take another complementary course in lieu of 435-394.)

f) ELECTIVE COURSES (not more than 6 credits) **CREDITS 6**

Students make up the total of 60 credits from courses listed below, or any other suitable courses approved by the Director of the Office of First Nations and Inuit Education.

- 416-377 (3) Adolescence and Education
- 426-241 (3) Basic Art Media for the Classroom
- 431-247 (3) Sec. Lang. Ed. in Aboriginal Cmmts.
- 432-200 (3) Applications Software
- 433-240 (3) Use and Adaptation of Curricula
- 433-247 (6) Individualized Instruction
- 433-340 (3) Special Topics: Cultural Issues
- 433-342 (3) Inter. Inuktitut/Amerindian Language
- 433-344 (3) Adv. Inuktitut/Amerindian Language
- 433-345 (3) Literature and Creative Writing I
- 433-346 (3) Literature and Creative Writing II
- 433-290 (3) Cooperative Learning
- 433-291 (3) Cultural Values and Socialization
- 433-292 (3) Using Instructional Resources
- 433-441 (3) First Nations and Inuit Education
- 433-444 (3) First Nations and Inuit Curriculum
- 434-204 (3) Health Education
- 434-224 (3) Foundations of Movement Education
- 455-200 (3) Introduction to Inuit Studies
- 455-220 (3) Curriculum Development
- 455-243 (3) Teaching in Multigrade Classrooms
- 455-244 (3) Issues in Aboriginal Education
- 455-403 (3) The Dialects of Inuktitut

g) FOR TRAINEES SPECIALIZING IN PHYSICAL EDUCATION

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

TOTAL CREDITS **60**

COMPLEMENTARY COURSE LIST**Language**

433-241	(3)	Teaching Language Arts
433-248	(3)	Reading and Writing Inuktitut/Cree
433-342	(3)	Inter. Inuktitut/Amerindian Language

Content and Teaching Methods

416-304	(3)	Measurement and Evaluation
433-223	(3)	Language Arts Part I
433-230	(3)	Elementary School Mathematics
433-241	(3)	Teaching Language Arts
433-242	(3)	Teaching Mathematics
433-243	(3)	Reading Methods in Inuktitut/Cree
433-247	(6)	Individualized Instruction
433-248	(3)	Reading and Writing Inuktitut/Cree
433-261	(3)	Reading Clinic – Early Childhood
433-270	(3)	Elementary School Science
433-312	(3)	Activities for the Kindergarten
433-372	(3)	Teaching Science
433-382	(3)	Teaching Social Studies
434-204	(3)	Health Education
434-224	(3)	Foundations of Movement Education
434-342	(3)	Physical Education Methods
434-494	(3)	Curriculum Development
455-243	(3)	Teaching in Multigrade Classrooms

Physical Education

434-214	(1)	Basketball
434-216	(1)	Gymnastics
434-217	(1)	Track and Field
434-218	(1)	Volleyball
434-223	(1)	Basic Games
434-226	(1)	Badminton
434-229	(1)	Ice Hockey
434-240	(1)	Winter Activities

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

6.3.2 Certificate in Aboriginal Literacy Education (30 credits)

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

Admission to the Certificate in Aboriginal Literacy Education

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

This certificate may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled. (See [section 6.3.4.](#))

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

Required Courses **CREDITS**
12

A beginning course in the Aboriginal language as a first language (e.g. 455-241 Cree I)	3
A second level course in the same language (e.g. 455-242 Cree II)	3
433-342 Inter. Inuktitut/Amerindian Language	3
433-344 Adv. Inuktitut/Amerindian Language	3

Complementary Courses **12**

Four courses to be chosen from the following list:	
416-304 (3) Measurement and Evaluation	
425-365 (3) Experiences in Communication	
426-242 (3) Cultural Skills	
433-223 (3) Language Arts Part I	
433-224 (3) Language Arts Part II	
433-240 (3) Use and Adaptation of Curricula	
433-243 (3) Reading Methods in Inuktitut/Cree	
433-247 (6) Individualized Instruction	
433-248 (3) Reading and Writing Inuktitut/Cree	
433-345 (3) Literature and Creative Writing I	
433-346 (3) Literature and Creative Writing II	
455-220 (3) Curriculum Development	
455-403 (3) Dialects of Inuktitut	

Elective Courses **6**

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

TOTAL CREDITS **30**

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

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

Admission to the Certificate in Middle School Education in Aboriginal Communities

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

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

Required Courses **CREDITS**
27

416-377 Adolescence and Education	3
435-210 Middle School Practicum	3
455-245 Middle School Teaching	3
455-246 Middle School Curriculum	3
455-302 Language and Learning - Curriculum (for teachers of first language students)	3
or 431-305 Sec. Lang. Learning in the Classroom (for teachers of second language students)	
Two 3-credit courses in the major subject area of the B.Ed. for Certified Teachers.	6
Two 3-credit courses in the minor subject area of the B.Ed. for Certified Teachers.	6

Elective Course 3
 one chosen from:
 426-241 (3) Basic Art Media for the Classroom
 431-247 (3) Sec. Lang. Ed. in Aboriginal Cmmts.
 431-305 (3) Sec. Lang. Learning in the Classroom
 432-200 (3) Applications Software
 433-291 (3) Cultural Values and Socialization
 433-444 (3) First Nations and Inuit Curriculum
 434-241 (3) Aboriginal Culture: Physical Skills
 455-220 (3) Curriculum Development
 455-243 (3) Teaching in Multigrade Classrooms
 or other courses which may be approved by the Director of the Office of First Nations and Inuit Education

TOTAL CREDITS 30

This certificate may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled. (See section 6.3.4.)

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

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

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

Admission Requirements for the B.Ed. for Certified Teachers

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

PROGRAM PROFILE – B.ED. FOR CERTIFIED TEACHERS (90 credits)

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

	CREDITS
COMPLEMENTARY COURSES	30
Academic Concentration	30
In five (5) subject areas relevant to elementary education in a 12-9-3-3-3 pattern (i.e. 12 credits in one subject, 9 credits in a second subject, and 3 credits in each of three other subject areas), or 30 academic credits in three subject areas in a 15-9-6 pattern.	
Note: Subject areas relevant to elementary education, in broad terms are the Arts (Art, Music and Drama), English, French, Science, Mathematics, Physical Education, Religion, Social Studies, Educational Technology, or an Aboriginal language.	
Cultural Development	15
Chosen from courses which will enhance the candidate's cultural development. These are to be chosen in consultation with the Director of the Office of First Nations and Inuit Education.	
ELECTIVE COURSES	15
Courses selected by the candidate after consultation with the Director of the Office of First Nations and Inuit Education.	

EDUCATION CONCENTRATION **30**
 Normally the Education concentration is completed within the Certificate in Education for First Nations and Inuit.
TOTAL CREDITS 90

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

Either the Certificate in Aboriginal Literacy Education or the Certificate in Middle School Education in Aboriginal Communities may be taken concurrently and completed within the B.Ed. for Certified Teacher if the required B.Ed. profile is fulfilled.

This program does not lead to further certification.

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

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

Admission to the Certificate in Aboriginal Education for Certified Teachers

Applicants must provide the following:

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

All courses (except 433-441) are normally given off-campus and are normally limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

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

	CREDITS
Required Courses	21
431-247 Sec. Lang. Ed. in Aboriginal Cmmts.	3
433-291 Cultural Values and Socialization	3
433-441 First Nations and Inuit Education	3
433-444 First Nations and Inuit Curriculum	3
433-240 Use and Adaptation of Curricula	3
455-220 Curriculum Development	3
Introductory language course in the language of the community, e.g. 433-341 Inuktitut for Beginners.	3

Complementary Courses **9**

Selected from:
 411-202 (3) Educ. & Admin. Institutions
 426-242 (3) Cultural Skills
 431-200 (3) Intro. to Second Language Teaching
 431-373 (3) Curr. Design & Devel. in Sec. Lang.
 433-290 (3) Co-operative Learning
 433-247 (6) Individualized Instruction
 455-200 (3) Introduction to Inuit Studies
 or any other suitable course approved by the Director of the Office of First Nations and Inuit Education.

TOTAL CREDITS 30

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

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

This program is designed to provide Aboriginal school personnel advisors with a training program which will enable them to learn about the principles and practice of personnel services as generally applied in educational settings, to help Aboriginal student personnel advisors develop their personal skills, and to modify or adapt their services and the content to best suit the cultural and

educational needs of Aboriginal students; to encourage Aboriginal student personnel advisors to take leadership in developing educational programs which address the social needs of their communities, to up-grade their academic qualifications and professional development; and to develop and make available, in English and the languages of instruction, collections of professional and scholarly knowledge about students' needs, and services in First Nations and Inuit communities.

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

Admission Requirements

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

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

	CREDITS
Required Courses	21
412-201 Introduction to Student Advising	3
412-202 Helping Skills Practicum I	3
412-203 Helping Skills Practicum II	3
412-205 Career/Occupational Development	3
412-208 Native Families' Social Problems	3
412-209 Basic Crisis Intervention Skills	3
412-210 Field Experience	3
Complementary Courses	9
Nine credits from the following:	
411-202 (3) Educ. & Admin. Institutions	
412-206 (3) Group Leadership Skills	
412-207 (3) Aboriginal Adolescent Development	
412-211 (3) Special Topics in Stud. Pers. Serv.	
414-211 (3) Social and Emotional Development	
434-204 (3) Health Education	
or any other suitable course approved by the Program Coordinator.	
TOTAL CREDITS	30

Registration in 411-202, 434-204 or any other courses offered by departments other than Educational and Counselling Psychology or in other programs of this Department is dependent on availability (e.g., through a concurrently offered program) or on an arrangement made with that department or program. The Program Coordinator will attempt to make these contacts whenever required.

7 Department of Physical Education (434)

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

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Director of Undergraduate Programs — Graham Neil
Director of Graduate Programs — Hélène Perrault

Professors

David Montgomery; B.Sc.(Guelph), M.Sc., Ph.D.(Purdue)
 Hélène Perrault; B.Sc.(C'dia), M.Sc., Ph.D.(Montr.)
 Greg Reid; B.Ed.(P.E.)(McG.), M.S.(Calif.), Ph.D.(Penn. State)
A. Edward Wall; B.Ed., M.A.(McG.), Ph.D.(Alta.)

Associate Professors

Margaret J. Downey, B.Ed., M.A., Ph.D.(McG)
 Graham I. Neil; B.Ed.(P.E.), M.A.(McG.), Ph.D.(Ore.)
 René A. Turcotte; H.B.P.H.E.(Lauren.), M.Sc., Ph.D.(Alta.)

Assistant Professor

David J. Pearsall; B.A., BPHE, M.Sc., Ph.D.(Queen's)

Faculty Lecturer

Jane Wardle; Dip.P.E.(Camb.), M.A.(McG.)

Adjunct Professors

Louis W. Jankowski; B.Sc.(CUNY), M.A., Ph.D.(Mich)
 Robert Kilgour; B.Sc.(C'dia), M.Sc.(Dal.), Ph.D.(Florida State)
 Shiping Ma; B.Sc., M.Sc.(Shanghai), M.Sc., Ph.D.(Washington)

The Department of Physical Education offers two programs leading to a B.Ed. Degree.

The Department also offers programs at the graduate level leading to an M.A. and possibilities for doctoral studies. For further information, see the 2000-01 Faculty of Graduate Studies and Research Calendar.

Course descriptions may be found in **section 10**.

7.1 Bachelor of Education Programs

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

This four-year, 120-credit (150-credits for out-of-province students) specialist program prepares students to teach physical education at the elementary and secondary levels, as well as a second subject at one of these levels.

Graduation Requirement

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

PROGRAM PROFILE

	CREDITS
<i>PHYSICAL EDUCATION THEORY</i>	30
Required Courses	30
434-205 Structural Anatomy	3
434-206 Biomechanics of Human Movement	3
434-207 Evaluation of Human Performance	3
434-261 Motor Development	3
434-331 Homeostatic Physiology	3
434-391 Ergo-physiology	3
434-392 Nutrition and Wellness	3
434-492 Psychology of Motor Performance	3
434-496 Adapted Physical Activity	3
434-498 Social Psychology of Sport	3
MINOR IN SECOND TEACHING SUBJECT	21

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

Minors may be selected from the following:
 Elementary level: Moral and Religious Education, Arts, Social Science.
 Secondary level: Moral Education, General Science, Biology, Chemistry, Physics, Geography, History, Vocational Education (Technical or Business).

	CREDITS
SKILL AND TECHNIQUE COURSES	18
Required Courses	11
434-202 Rhythmic Activities	1
434-210 Educational Gymnastics	1
434-213 Aquatics I	1

434-214	Basketball I	1
434-216	Gymnastics I	1
434-217	Track & Field	1
434-218	Volleyball I	1
434-223	Basic Games	1
434-226	Badminton	1
434-236	Softball	1
434-243	Dance	1

Complementary Courses 7
one of:

- 434-233 Soccer
- 434-238 Field Hockey I

and six Skill and Technique courses offered by the Department of Physical Education.

FIELD EXPERIENCES 18
Required Courses

435-246	First Year Field Experience (Elem.)	3
435-373	Second Year Field Experience (Sec.)	3
435-348	Field Experience Elem. School	6
435-479	Field Experience Secondary	6

FOUNDATION COURSES 9
Required Courses

411-405	Policy Issues in Québec Education	3
416-300	Educational Psychology	3
	Complementary Course	3

423-400 Philosophical Foundations
or 415-398 Philosophy of Catholic Education

PEDAGOGY COURSES 12
Required Courses

434-342	Physical Education Methods	3
434-442	Physical Education Pedagogy	3
434-494	Curriculum Development	3
	A 3-credit Teaching Methods course in the area of the teaching minor to be selected from the offerings of the Departments of Educational Studies or Culture and Values of the Faculty of Education.	3

PEDAGOGICAL SUPPORT COURSES 6
Complementary Courses

A 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

A 3-credit course in Media, Technology, Computers and Education from the following list:

- 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

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

TOTAL CREDITS 120

7.1.2 Bachelor of Education Kinesiology (90 credits)

The focus of the 90-credit (120-credit for out-of-province students) Bachelor of Education Kinesiology three-year program is to provide a scientific and professional study of the assessment, maintenance and enhancement of human health and well-being. Students will gain experience for careers in health instruction, fitness consulting and administration, exercise and sport leadership,

as well as preparation for further study in other allied health fields and graduate research. Within this program, students may seek professional certification in one or more of the careers defined above, but excluding teacher certification.

Graduation Requirement

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

PROGRAM PROFILE

KINESIOLOGY THEORY	CREDITS
	45

Required Courses	
204-215 Social Psychology	3
434-205 Structural Anatomy	3
434-206 Biomechanics of Human Movement	3
434-261 Motor Development	3
434-311 Athletic Injuries	3
434-330 Physical Activity and Health	3
434-331 Homeostatic Physiology	3
434-391 Ergo-physiology	3
434-392 Nutrition and Wellness	3
434-485 Exercise in Chronic Health Conditions	3
434-492 Psychology of Motor Performance	3
434-493 Administration	3
434-495 Scientific Principles of Training	3
434-496 Adapted Physical Activity	3
434-498 Social Psychology of Sport	3

KINESIOLOGY PROFESSIONAL COMPONENT 18
Required Course

434-201 Physical Activity Leadership	3
--------------------------------------	---

Complementary Courses 15

189-203 Principles of Statistics I	3
or 204-305 Statistics for Experimental Design	
432-200 Applications Software	3
or 308-102 Computers and Computing	
Nine credits from one of the Option lists given below.	9

A) SOCIAL PERSPECTIVE OF HEALTH OPTION

166-210 (3) Sociological Perspectives
166-225 (3) Medicine and Health in Modern Society
166-305 (3) Socialization
166-422 (3) Sociology of Health Care Providers
204-331 (3) Inter-Group Relations (prerequisite: 204-215)
204-333 (3) Personality and Social Psychology
407-463 (3) Social Work Practice with the Elderly
412-501 (3) Helping Relationships
416-377 (3) Adolescence and Education

B) MANAGEMENT AND ADMINISTRATION OPTION

272-420 (3) Group Dynamics (prerequisite: 280-222)
272-435 (3) Women as Global Leaders and Managers
275-351 (3) Marketing and Society (prerequisite: 280-352)
275-452 (3) Consumer Behavior
280-211 (3) Introduction to Financial Accounting
280-222 (3) Organizational Behavior
280-331 (3) Information Systems
280-352 (3) Marketing Management I
455-202 (3) Effective Communication

C) CERTIFIED FITNESS APPRAISER (CFA) OPTION

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

412-501 (3) Helping Relationships
412-504 (3) Practicum in Interviewing Skills
434-553* (3) Physiological Assessment in Sport
434-452* (3) Fitness Appraisal Practicum
(* required)

D) PERSONAL TRAINER CERTIFICATION OPTION

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

- (3) Three 1-credit physical activity skill and technique courses
- 434-451* (3) Personal Trainer Practicum
412-501 (3) Helping Relationships
412-504 (3) Practicum in Interviewing Skills

(* required)

E) SCIENCE OPTION

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

Biology

- 177-200 (3) Molecular Biology
177-201 (3) Cell Biology and Metabolism
177-202 (3) Basic Genetics
177-205 (3) Biology of Organisms
177-206 (3) Methods in Biology of Organisms
177-208 (3) Introduction to Ecology

Chemistry

- 180-150 (3) The World of Chemistry: Part I
180-160 (3) The World of Chemistry: Part II
180-201 (3) Modern Inorganic Chemistry
180-203 (3) Survey of Physical Chemistry
180-212 (4) Organic Chemistry I
180-213 (3) Physical Chemistry I
180-257 (4) Analytical Chemistry
180-307 (3) Environmental Analysis

Mathematics

- 189-221 (3) Practical Methods of Mathematics
189-223 (3) Linear Algebra
189-235 (3) Basic Algebra I
189-318 (3) Mathematical Logic
189-323 (3) Probability Theory
189-324 (3) Statistics
189-338 (3) History and Philosophy of Mathematics

Physics

- 198-230 (3) Dynamics of Simple Systems
198-232 (3) Heat and Waves
198-241 (3) Signal Processing
198-253 (3) Thermal Physics
198-259 (3) Lab in Mechanics, Heat and Optics
198-331 (3) Mechanics
198-333 (3) Thermal and Statistical Physics
198-340 (3) Electricity and Magnetism

Psychology

- 204-211 (3) Learning and Motivation
204-212 (3) Perception
204-213 (3) Cognition
204-337 (3) Intro: Abnormal Psychology I
204-354 (3) Interpersonal Relationships

SKILL AND TECHNIQUE COURSES**Required Courses**

- | | | |
|---------|-----------------------------|---|
| 434-200 | Weight Training | 5 |
| 434-213 | Aquatics I | 1 |
| 434-244 | Dance and Fitness | 1 |
| 434-248 | Resistance Training | 1 |
| 434-249 | Physical Activity Appraisal | 1 |

Complementary Courses

4
Four Skill and Technique Courses offered by the Department of Physical Education

PRACTICA**Required Courses**

- | | | | |
|----------|---------------|---|---|
| 434-250D | Practicum I | 3 | 9 |
| 434-350D | Practicum II | 3 | |
| 434-450D | Practicum III | 3 | |

ELECTIVE COURSES

9

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

TOTAL CREDITS

90

8 Department of Second Language Education (431)

Faculty of Education

3700 McTavish Street, Room 431-A

Montreal, QC H3A 1Y2

Telephone: (514) 398-6982 or 398-6985 Fax: (514) 398-5595

Website: <http://www.education.mcgill.ca/sle/default.htm>

Chair — John B. Gradwell (to August 31, 2000)

Directors of Undergraduate Programs

TFSL — Louise Savoie

TESL — Lise Winter

Director of Graduate Programs — Roy Lyster

Emeritus Professor

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

Professors

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

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

Nina M. Spada; B.A.(U.B.C.), M.A.(C'dia), Ph.D.(Tor.)

Associate Professors

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

Denise Lussier; B.A.(Coll. Jesus Marie de Sillery), M.A.(Boston), M.Ed., Ph.D.(Laval)

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

Carolyn E. Turner; B.A.(Ariz.), M.Ed., Ph.D.(McG.)

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

Faculty Lecturer

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

The Department of Second Language Education offers programs in the teaching of English as a second language and French as a second language for Elementary and Secondary Schools. These include a four-year program for CEGEP graduates leading to a Bachelor of Education (Major) degree and a 30-credit program of professional development, currently offered through Distance Education, for teachers leading to a Certificate in Second Language Teaching. These programs prepare teachers for second language teaching at both elementary and secondary school levels.

At the graduate level, an M.A. in Second Language Education with thesis and non-thesis options program is available. An *ad hoc* Ph.D. program is also available. For further information, refer to the 2000-01 Faculty of Graduate Studies and Research Calendar.

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

8.1 Bachelor of Education Programs

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

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

or to familiarize themselves with at least two subjects taught at the elementary level. The professional components revolve around school-based field experiences which are supported by studies in pedagogy and educational foundations.

ACADEMIC COMPONENTS	51-54
Required Courses	24
104-201 Introduction to Linguistics	3
104-350 Linguistic Aspects of Bilingualism	3
125-203 Composition II	3
125-231 Linguistique française	3
431-300 Foundations of L2 Education	3
431-304 Sociolinguistics and L2 Education	3
431-305 L2 Learning in Classroom Settings	3
431-341 Littérature et littérature en FLS	3
Complementary Courses	27-30
Students must take 21 credits from:	21
approved courses in one of the following subject areas taught at the secondary level (Biology, Geography, History, Physics, Chemistry, Mathematics);	
or approved courses in two of the following subjects taught at the elementary level (Arts, Mathematics, Natural Sciences, Social Sciences, Moral and Religious Education).	
Students must take 6 to 9 credits selected from a list of approved courses in the Department of French Language and Literature and the Department of Linguistics:	6 - 9
9 credits if the above 21 credits were chosen at the secondary level;	
or 6 credits if the above 21 credits were chosen at the elementary level.	
PROFESSIONAL COMPONENTS	60-63
<i>PROFESSIONAL SEMINARS</i>	8
Required Courses	
431-209 First Year Professional Seminar	1
431-259 Second Year Professional Seminar	1
431-319 Séminaire professionnel III	3
431-419 Séminaire professionnel IV	3
<i>FIELD EXPERIENCES</i>	19
Required Courses	
435-209 First Year Field Experience	2
435-259 Second Year Field Experience	2
435-309 Third Year Field Experience	7
435-409 Fourth Year Field Experience	8
<i>FOUNDATION COURSES</i>	9
Required Courses	
411-405 Policy Issues in Québec Education	3
416-300 Educational Psychology	3
Complementary Courses	3
one of:	
423-400 Philosophical Foundations	
415-398 Philosophy of Catholic Education	
<i>PEDAGOGY COURSES</i>	12-15
Required Courses	
431-444 Enseignement du FLS au primaire	3
431-472 Enseignement du FLS au secondaire	3
431-402 Mesure et évaluation en FLS	3
Complementary Courses	3-6
Three to six credits of pedagogy in approved subjects:	
3 credits in one subject area if the 21 complementary academic credits were chosen at the secondary level;	
or 6 credits (3 in each subject area) if the 21 complementary academic credits were chosen at the elementary level.	
<i>PEDAGOGICAL SUPPORT COURSES</i>	
Required Courses	12
431-301 Étude de la langue ens. du FLS	3

431-345 Enseignement du FLS par immersion	3
431-506 Computer/Internet & L2 Learning	3
414-309 Exceptional Students	3

ELECTIVES	6
TOTAL CREDITS	120

**PROGRAMME INTENSIF DE FRANÇAIS (PIF)
ELEMENTARY OR SECONDARY (30 credits)**

The Department of Second Language Education offers a 30-credit option known as Programme intensif de français (PIF) at the elementary level to students enrolled in the B.Ed. Kindergarten and Elementary who wish to teach French or a school subject in French in an immersion class or a classe d'accueil.

Competency in French

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

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

ELEMENTARY PROGRAM

	CREDITS
ACADEMIC CONCENTRATION	15
Required Course	
431-341 Littérature et littérature en FLS	3
Complementary Courses	12
Twelve credits in French taken as part of the academic component of the B.Ed. Elementary Program or B.Ed. Major in the Teaching of French (Second Language).	

EDUCATION CONCENTRATION **15**

Required Courses	
431-301 Étude de la langue l'ens. du FLS	3
431-444 Enseignement du FLS au primaire	3
431-345 Enseignement du FLS par immersion	3
Complementary Courses	6
Two (2) Curriculum & Instruction courses (Mathematics, Science, Social Studies, Music, etc.). These courses could be taken either in the Faculty of Education or in a university where these courses are taught in French.	

TOTAL CREDITS	30
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SECONDARY PROGRAM

This program is under revision and will not accept students in 2000-01.

8.1.2 Bachelor of Education in Teaching English as a Second Language (120 credits)

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

	CREDITS
ACADEMIC COMPONENTS	57
Required Courses	21
104-201 Introduction to Linguistics	3
104-350 Linguistic Aspects of Bilingualism	3
110-200 Survey of English Literature	3
425-366 Literature for Young Adults	3
431-300 Foundations of L2 Education	3

431-304	Sociolinguistics and L2 Education	3
431-305	L2 Learning in Classroom Settings	3
Complementary Courses		36
36 credits selected from a list of approved courses in the Faculties of Arts and of Science, 12 credits of which must be from the Department of English and/or the Department of Linguistics.		
PROFESSIONAL COMPONENTS		57
<i>PROFESSIONAL SEMINARS</i>		8
Required Courses		
431-209	First Year Professional Seminar	1
431-259	Second Year Professional Seminar	1
431-309	Third Year Professional Seminar	3
431-409	Fourth Year Professional Seminar	3
<i>FIELD EXPERIENCES</i>		19
Required Courses		
435-209	First Year Field Experience	2
435-259	Second Year Field Experience	2
435-309	Third Year Field Experience	7
435-409	Fourth Year Field Experience	8
<i>FOUNDATION COURSES</i>		9
Required Courses		
411-405	Policy Issues in Québec Education	3
416-300	Educational Psychology	3
Complementary Courses		3
one of:		
423-400	Philosophical Foundations	
415-398	Philosophy of Catholic Education	
<i>PEDAGOGY COURSES</i>		9
Required Courses		
431-447	TESL in Elementary Schools	3
431-458	TESL in Secondary Schools	3
431-412	Measurement and Evaluation in TESL	3
<i>PEDAGOGICAL SUPPORT COURSES</i>		12
Required Courses		
414-309	Exceptional Students	3
431-311	Language Study for ESL Teachers	3
431-506	Computer/Internet & L2 Learning	3
Complementary Courses		3
one of:		
414-341	Instruction in Inclusive Schools	
431-330	L2 Literacy Development	
ELECTIVES		6
TOTAL CREDITS		120

8.2 Program of Professional Development

CERTIFICATE IN SECOND LANGUAGE TEACHING

This 30-credit program currently offered through Distance Education, seeks to enhance the professional competence of certified teachers or persons currently teaching ESL or FSL. The program offers two options:

- Teaching French as a Second Language, Elementary and Secondary
- Teaching English as a Second Language, Elementary and Secondary.

Detailed information regarding general regulations, admission requirements and program profile on the above mentioned certificate may be found in the 2000-01 Centre for Continuing Education Calendar or through:

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>

Additional information about this program may also be obtained from:

Department of Second Language Education
Student Affairs Assistant
Telephone: (514) 398-6985 Fax: (514) 398-5595

9 Graduate School of Library and Information Studies (405)

McLennan Library Building, Room MS57
3459 McTavish Street,
Montreal, QC H3A 1Y1
Telephone: (514) 398-4204 Fax: (514) 398-7193
Email: AD27@MusicA.McGill.CA
Website: <http://www.gslis.mcgill.ca>

Director — Jamshid Beheshti

Emeritus Professors

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

Professor

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

Associate Professors

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

Assistant Professor

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

Faculty Lecturers

Gordon Burr; B.A., M.L.I.S.(McG.)
Louise Carpentier; B.L.S.(Tor.), M.Bibl.(Montr.), M.P.P.P.A.(C'dia)
Lisa Goddard; B.A.(Queen's), M.L.I.S.(McG.)
Sharon Grant; B.A.(C'dia), M.L.I.S.(McG.)
Luc Grondin; B.Sc.(U.Q.A.M.), M.Sc.(Laval), Ph.D.(Montr.)
Haidar Moukdad; B.A.(Lebanese), M.A.(Boston), M.L.I.S.(McG.)
Richard Virr; B.A.(Tulane), M.A.(Queen's), Ph.D.(McG.)
André Boudreau

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

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

For further information concerning programs, requirements, and courses, consult the Graduate School of Library and Information Studies section of the 2000-01 Faculty of Graduate Studies and Research Calendar or the website.

