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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: www.education.mcgill.ca

1.2 Administrative Officers

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

Dean

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

**Associate Dean
(Academic Programs,
Graduate Studies and Research)**

Glenn F. Cartwright; B.A.(Sir G. Wms.), M.A.(McG.),
Ph.D.(Alta.), F.A.A.S.P., F.C.C.T.

**Associate Dean
(Information Technology and
Professional Development)**

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

**Associate Dean
(Student Affairs and Physical Resources)**

Jamshid Beheshti; B.A.(S.Fraser), M.L.S., Ph.D.(W.Ont.)

**Director, Graduate School of
Library and Information Studies**

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

**Chair,
Department of Integrated Studies in Education**

Hélène Perrault; B.Sc.(C'dia), M.Sc., Ph.D.(Montr.)

**Chair,
Department of Kinesiology and Physical Education**

Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.)

**Chair,
Department of Educational and
Counselling Psychology**

Bonnie L. Brayton

Assistant to the Dean (on leave)

Christine Zilberman

Faculty Administrator

1.3 The Faculty Then and Now

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

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

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

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

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

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

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

1.4 Faculty Facilities

Centre for Educational Leadership (CEL)

CEL, a unit of the Department of Integrated Studies in Education, is committed to the idea that professional development is integrally related to teacher preparation, graduate studies and research. The Centre seeks to promote dialogue, partnerships and projects among teachers, policy makers and other educational leaders in the local community and beyond. The current focus is on providing professional development for credit in graduate studies.

Director: Dr. Lynn Butler-Kisber

CEL is located in the Faculty of Education (Room 443).

Telephone (514) 398-1591

Fax: (514) 398-4529

Website: www.mcgill.ca/edu-integrated

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 Centre accommodates graduate students interested in research in higher and adult/professional education, instructional development, evaluation and educational innovation.

Director: Professor Lynn McAlpine

Office: Education Building, Room 544E

Telephone: (514) 398-6648

Fax: (514) 398-6968

Education Library and Curriculum Laboratory

The Education Library and Curriculum Lab are located on the first floor of the Faculty of Education Building. The collection consists of over 100,000 monograph volumes, more than 500 periodical titles, microforms, government documents, non-print materials, and CD-ROMS. The focus of the collection is on the teaching and research concentrations of the Faculty.

The Curriculum Lab adjoining the Library houses a collection of elementary and secondary school textbooks, teachers' resource guides, video and audio cassettes, CD-ROMs, games, kits, big books and equipment for viewing and listening. The CDC Children's Literature Collection of fiction, non-fiction, poetry, folklore, and biography is also located in the Lab.

Tours and instructional workshops are held at the beginning of each term to introduce students to MUSE (the on-line catalogue), the various education full-text electronic resources, and databases such as ERIC, PsycINFO, Education Abstracts Fulltext and CBCA Full Text Education. The schedule is available at the Library Reference Desk.

Computers in the Library provide access to MUSE, electronic databases and resources, the Internet and Microsoft Office. Designated study carrels are wired for students to connect their laptops to the McGill Network and the Web using VPN. The library area is also a "wireless zone" where laptops with wireless network interface cards can be used.

Visit the Education Library Website at www.education.mcgill.ca/edlibrary for more information about library hours and loan policies, reserve reading, curriculum guides, links to other important education sites and much more.

Education Undergraduate Society

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

Telephone: (514) 398-7048.

Media Services

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

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

The small high-end multimedia lab gives students access to several workstations equipped for a range of multimedia production tasks including digital video and audio editing for creation as stand-alone projects or as clips to be included in PowerPoint presentations or on Web pages. Projects completed in the lab can be saved to a variety of media including CD, CD-ROM, ZIP, videotape and audiotape.

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

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

Closed Saturdays, Sundays and holidays, service hours are:

September through mid-April:

Monday to Thursday 08:15 – 20:45

Friday 08:15 – 16:45

mid-April through July: Monday to Friday

08:15 – 16:45

August: TBA.

Microcomputer Facilities

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

Closed Sundays, holidays and during August.

Hours for the fall and winter terms are:

Monday to Thursday 09:00 – 21:00

Friday 09:00 – 17:00

Saturday 11:00 – 17:00

Up-to-date information is posted on our Website: www.education.mcgill.ca/complab.

McGill Career and Placement Service (CAPS)

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

McGill Journal of Education

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

For annual subscriptions, contact:

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

Current rates (applicable taxes are extra):
\$25.00 for Faculty of Education member subscriptions;
\$37.50 for Canadian subscriptions; and
\$55.00 for International subscriptions (airmail).

Office of First Nations and Inuit Education (OFNIE)

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

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

International Office

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

Office: 3724 McTavish Street, Duggan House, Room 100.
Telephone: (514) 398-3529 Fax: (514) 398-4233

Evolution Education Research Centre (EERC)

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

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

Centre for the Study and Teaching of Writing

The Centre for the Study and Teaching of Writing serves the University, the larger educational community, business and the professions by offering a wide variety of writing courses, developing curriculum, providing consultation and workshops, and conducting research, especially in writing development and writing in academic and professional settings.

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

Seagram Sport Science Centre

The Seagram Sport Science Centre, opened in 1993, houses five laboratories for faculty and graduate students in the Department of Kinesiology and Physical Education. The laboratories for adapted physical activity, 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, performance 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

Office of Student Teaching (OST)

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

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

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

Student Affairs Office (SAO)

The Student Affairs Office is responsible for student records and registration as well as general academic information and advice on program and degree requirements, course change, withdrawal, supplemental and deferred exams, rereads, academic standing, inter-faculty transfer, readmission, study away, scholarships and awards, graduation and teacher certification.

Special requests can be made, in writing, to the Associate Dean, Student Affairs.

Office: Education Building, Room 243
Telephone: (514) 398-7042 Fax: (514) 398-4679
E-mail: sao.education@mcgill.ca
Website: www.mcgill.ca/edu-sao

2 Faculty Programs

The Faculty of Education offers three different kinds of programs.

Programs of Initial Teacher Education

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

Programs of Professional Development

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

Graduate Programs

The Faculty offers graduate programs for those already holding a university degree who wish to pursue advanced study and research leading to masters and doctoral degrees in various fields of education and psychology, and library and information studies.

Programs of initial teacher education are described in this Calendar, programs of professional development are described in the *2003-04 Centre for Continuing Education Calendar*, and graduate programs are described in the *2003-04 Graduate and Postdoctoral Studies Calendar*.

2.1 Programs of Initial Teacher Education

Faculty of Education programs have professional components and field placements. In all aspects of any program, on campus and off, students are expected to demonstrate ethical, responsible, and professional behaviour in the performance of their duties, to conduct themselves in accordance with the law (e.g., Youth Protection), and to meet the expectations of schools, boards and other host institutions receiving them for field placements. This applies to all aspects of professional conduct, including but not limited to respect for persons, property and confidentiality, appropriate dress and punctuality. Failure to meet these expectations, regardless of performance in courses or other formal program requirements, will be taken into account in the assessment of the students' overall academic standing in the program and, in the most serious instance, may result in a requirement to withdraw from the program.

2.1.1 Bachelor of Education Programs

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

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.

- **Bachelor of Education Secondary Program**, see section 5.1.1. A 120-credit program offered by the Department of Integrated Studies in Education.
- **Bachelor of Education Kindergarten and Elementary Program**, see section 5.1.5. A 120-credit program, offered by the Department of Integrated Studies in Education.
Programme intensif de français Elementary Option, see section 5.1.6. A 30-credit option for eligible students within the B.Ed. Kindergarten and Elementary program.
Note: Admissions suspended to this program for 2003-04; program under revision.
- **Bachelor of Education Kindergarten and Elementary Program (Jewish Studies Option)**, see section 5.1.7. A 126-credit program, offered by the Department of Integrated Studies in Education.
Note: Admissions suspended to this program for 2003-04; program under revision.
- **Bachelor of Education in Teaching French as a Second Language**, see section 5.1.8. A 120/121-credit program offered by the Department of Integrated Studies in Education.
- **Baccalauréat en enseignement du français langue seconde**, see section 5.1.9. A 120-credit program, offered by the Department of Integrated Studies in Education jointly with the Université de Montréal.
- **Bachelor of Education in Teaching English as a Second Language**, see section 5.1.10. A 120-credit program offered by the Department of Integrated Studies in Education.

- **Bachelor of Education Vocational Secondary One-Subject**, see section 5.1.4. A 90-credit program normally offered by the Department of Integrated Studies in Education.
Note: Admissions suspended to this program for 2003-04.
- **Bachelor of Education Physical Education**, see section 6.1.1. A 120-credit program offered by the Department of Kinesiology and Physical Education.
Note: No new students will be admitted to this program.
- **Bachelor of Education Physical and Health Education**, see section 6.1.2. A 120-credit program offered by the Department of Kinesiology and Physical Education.
- **Concurrent Bachelor of Education in Music and Bachelor of Music (Music Education) Program**, see section 5.1.2. A 143/144-credit program offered jointly by the Department of Integrated Studies in Education and the Faculty of Music, see *B.Ed./B.Mus. Bachelor of Education and Bachelor of Music Concurrent Program on page 236*.
- **Concurrent Bachelor of Science (Major in Two Subjects for Teachers) and Bachelor of Education (General Secondary Two-Subject Option) Program**, see section 5.1.3. Offered jointly by the Department of Integrated Studies in Education and the Faculty of Science.
Note: Admissions suspended to this program for 2003-04; program under revision.

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

- **Bachelor of Education Kinesiology**, see section 6.1.3. A 90-credit program offered by the Department of Kinesiology and Physical Education.

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 may be obtained through this program.

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 "Quebec Teacher Certification".

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

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

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

In addition to meeting these requirements, candidates for Teacher certification must be recommended by McGill University in a series of core professional competencies specified in "Teacher Training Orientations – Professional Competencies" (MEQ 69-2099A).

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 prov-

ince or country. Similarly, teachers from other provinces or countries who wish to teach in Quebec must apply to the:

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

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

Fluency (oral and written) in English is a requirement for all those seeking certification as a teacher in the province of Quebec. Students 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 the Baccalauréat en enseignement du français langue seconde, 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 2.1.4 “Additional Admission Requirements – Bachelor of Education Programs”](#) and to [section 5.1.2 “Concurrent Bachelor of Education in Music and Bachelor of Music \(Music Education\) Program”](#)), applications for all Bachelor of Education programs should be made to:

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

For application procedures and admission requirements for all Bachelor of Education programs, please refer to [“Admission Requirements” on page 13](#) or to the Website: www.mcgill.ca/applying.

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. Please refer to [“Admission Requirements” on page 13](#) or to the Website: www.mcgill.ca/applying.

2.1.4 Additional Admission Requirements – Bachelor of Education Programs

Applicants to the B.Ed. programs in Teaching French as a Second Language, Teaching English as a Second Language, Baccalauréat en enseignement du français langue seconde, and the PIF option, are required to pass written and oral language tests set by the Department of Integrated Studies in Education. Please call (514) 398-4527 for an appointment.

2.1.5 Intra-faculty Transfers

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

Deadlines for application:

November 1: For the winter term. (Please note that not all programs are open to January admissions.)

June 1: For the fall term. Early applications are strongly encouraged since most programs have limited enrolment.

2.1.6 Inter-faculty Transfers

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

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

Deadlines for application:

November 1: For the winter term (Available for B.Ed. Kinesiology only).

June 1: For the fall term. Early applications are strongly encouraged since most programs have limited enrolment.

2.1.7 Advanced Standing/Transfer Credits

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

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

2.1.8 Readmission

Requests for readmission must be submitted in writing to the Associate Dean, Student Affairs, Faculty of Education. The request must include: the student's name, student number, mailing address, telephone number, e-mail address, and dates of the last academic session attended. To be considered the request, and any supporting documents required, must be received by the deadline specified.

Students should note time limits for the completion of degree.

Students wishing to return after an absence of a portion of an academic year or more must state the reasons for their absence from the University and provide a summary of their activities during that period. Students who withdrew because of illness should also provide a medical note stating that they are ready to resume their studies. Letters of request must be submitted before June 1 for readmission in September and before November 1 for readmission in January.

If the student's most recent standing was unsatisfactory due to the academic performance, readmission is granted only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation).

Students placed in unsatisfactory standing due to a failure in a Field Experience course cannot apply for readmission for at least one full year. Requests can then be submitted to the Undergraduate Student Standing Committee, c/o Associate Dean, Student Affairs no later than May 1 for readmission in September. Applicants should contact the office of the Associate Dean, Student Affairs for details.

Please note that decisions to be readmitted are made independently of financial information. If outstanding fees or fines are owed to the University, registration will not be permitted even if readmission has been granted.

2.2 Programs of Professional Development

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

Detailed information regarding general regulations, admission requirements and program profiles for the following certificates and diplomas may be found in the *2003-04 Centre for Continuing Education Calendar*. Additional information about these programs may be obtained from the offering departments.

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

2.2.1 Certificate Programs

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

Department of Educational and Counselling Psychology

Certificate in Educational Technology

Admission to this Certificate is temporarily suspended.

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

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

Certificate in Inclusive Education

Program Secretary (514) 398-4248

Department of Integrated Studies in Education

These programs will not accept students in 2003-04.

Certificate in Business and Industrial Trainer Development

Certificate in Moral and Religious Education

Certificate in Teaching English as a Second Language (TESL)

Certificate in Teaching French as a Second Language (TFSL)

Certificate of Teaching in the Arts

Office of First Nations and Inuit Education (OFNIE)

Certificate in Aboriginal Education for Certified Teachers

For information see section 2.3 "Programs for First Nations and Inuit".

2.2.2 Diploma Programs

The Faculty of Education currently offers, through the Centre for Continuing 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 *2003-04 Graduate and Postdoctoral Studies Calendar*.

2.3 Programs for First Nations and Inuit

The following programs are offered for Aboriginal teachers by the Faculty of Education through the Centre for Continuing Education. Information can be obtained by contacting:

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: www.education.mcgill.ca/ofnie

Detailed information about the following programs may be found in section 5.2 "Programs for First Nations and Inuit".

B.Ed. for Certified Teachers (Elementary Education)

Certificate in Aboriginal Literacy Education

Certificate in Education for First Nations and Inuit

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

Certificate in First Nations and Inuit Student Personnel Services

(This program is offered by the Department of Educational Psychology and Counselling through the Office of First Nations and Inuit Education. Restrictions apply to enrolment.)

Certificate in Middle School Education in Aboriginal Communities

Certificate in First Nations and Inuit Educational Leadership

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

Please consult the General University Information section for regulations and procedures regarding registration, fees, course load, course change (drop/add), withdrawal, verification, examinations, inter-university transfer, and graduation. In addition, the following section provides regulations specific to Faculty of Education students.

Note: Each student in the Faculty of Education must be aware of and comply with the Faculty regulations as stated in this Calendar. While departmental and Faculty advisers and staff are always available to give advice and guidance, the ultimate responsibility for complete and correct course selection and registration, for compliance with and completion of program and degree requirements, and for the observance of regulations and deadlines, and for academic records, rests with the student. It is the student's responsibility to seek guidance. Misunderstanding will not be accepted as cause for dispensation from any regulation, deadline, program or degree requirement.

Advising

Students must consult an academic adviser to obtain advice and approval of their course selection. Students accepted with advanced standing must present their transcripts and letters of admission at the Advising session. For a detailed description of advising and registration procedures, students should refer to two booklets which will be sent to them upon their acceptance:

Welcome to McGill, sent by the Admissions, Recruitment and Registrar's Office, and the "Undergraduate Handbook for New Students", sent by the Faculty.

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

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

3.1 Course Information

Course Load

Bachelor of Education programs leading to certification can only be followed on a full-time basis and part-time study is not normally permitted. Students must take a minimum of twelve (12) credits per term 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 whose GPA is above 3.00 may take up to 18 credits per term. Overloads are not allowed in major field experience terms.

Time Limit for Completion of Degrees

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

Course Requirements

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

Course Registration

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

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

Courses offered through Continuing Education and Summer Studies

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

For information on course registration, please contact:

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 248
Montreal, QC H3A 1Y2
Telephone: (514) 398-7043 Fax: (514) 398-4679
Website: www.mcgill.ca/summer

Courses Taken as Transfer Credit

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

Courses taken under Satisfactory/Unsatisfactory Option

Required or Complementary courses cannot be taken under this option. Please consult ["Courses taken under the Satisfactory/Unsatisfactory Option"](#) on page 28.

Course Equivalencies

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

- EDEC 410 Multi-cultured/Multi-racial Class
- EDER 464 Intercultural Education

EDEE 441 First Nations and Inuit Education
(Only one of these courses may be taken for credit.)

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

- EDES 201 Effective Written Communication
- EDEC 202 Effective Communication
- EDEC 203 Communication in Education

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

Dress Regulations

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

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

3.2 Academic Standing

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

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

Satisfactory / Interim Satisfactory Standing

Students in satisfactory standing may continue in their program.

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

Probationary / Interim Probationary Standing

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

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

- Students who were previously in satisfactory standing will be placed in probationary standing if their CGPA falls between 1.50 and 1.99.
- Students who were previously in probationary standing will remain in probationary standing if their CGPA falls between 1.50 and 1.99 and their TGPA is 2.50 or higher, although the TGPA requirement will not apply to the summer term.
- Students who were previously in interim unsatisfactory standing will be placed in probationary standing if their CGPA falls between 1.50 and 1.99 and their TGPA is 2.50 or higher.

- Students who were previously in unsatisfactory standing and who were readmitted to the Faculty by the Associate Dean or the Committee on Student Standing will be placed in probationary standing if their CGPA is less than 2.00, but if they satisfy relevant conditions specified in their letter of readmission.

Readmitted Unsatisfactory Standing

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

Unsatisfactory / Interim Unsatisfactory Standing

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

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

Appeals for readmission by students in unsatisfactory standing should be addressed to the Associate Dean no later than June 1 for readmission to the fall term. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation). Students in unsatisfactory standing for the second time must withdraw permanently. Students who were placed in unsatisfactory standing due to a failure in student teaching/field experience cannot apply for readmission for at least one full year. (Please see [section 2.1.8 "Readmission"](#).)

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

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

Student in the Concurrent B.Sc./B.Ed. program who receive an F or J in any Education Field Experience course are placed in unsatisfactory standing. Although they may complete their term, they are required to withdraw from the Concurrent program. However, they may apply to transfer to a conventional B.Sc. program as outlined under the Faculty of Science, "[Science for Teachers](#)" on [page 297](#).

Incomplete Standings

Standing awaits deferred exam.
Must clear K's, L's or Supplementals.
Standing Incomplete.

Students with incomplete standings in the winter or summer term may register for the fall term, but their standing must be resolved by the end of the course-change period for that term; Students whose incomplete standing changes to satisfactory, probationary, or interim unsatisfactory standing may continue in the program.

Students whose standing changes to unsatisfactory standing may not continue in their program.

Students whose standing changes to unsatisfactory and who wish to ask for permission to continue in their program must make a request to the Associate Dean of Student Affairs as soon as they are placed in unsatisfactory standing. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation). (Please see [section 2.1.8 "Readmission"](#).)

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

3.3 Bachelor of Education Program Awards

Dean's Honour List Designation for Graduating Students

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

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

Dean's Honour List Designation for In-course Students

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

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

Scholarships and Awards

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

3.4 Graduation Requirements

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

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

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

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

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

Students are normally not permitted to take courses outside McGill University during the last term prior to graduation. Students

granted special permission must be prepared to delay graduation until the next session.

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

Information pertaining to the Convocation Ceremonies can be obtained on the McGill Website, www.mcgill.ca/secretariat/convocations.

3.5 Attendance and Examination

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

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

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

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

Class Tests

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

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

Final Examinations

Student should refer to "**Final Examinations**" on page 36 for further information.

Supplemental Examinations

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

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

Students should be aware of the following:

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

Supplemental applications are available at the Student Affairs Office. A non-refundable fee for each supplemental paper is pay-

able at the time of application. Students must confirm supplemental examination dates with the faculty offering the course.

Reassessment and Rereads

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

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

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

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

Incomplete Courses

Students should refer to "**Incomplete Courses**" on page 34 for further information.

Student Teaching/Field Experience

Students must be in satisfactory academic standing in order to do any level field experience course. Before students can be placed for their third and fourth year field experiences, they must have completed all required courses for these field experiences. Field experience courses can only be done in sequence.

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

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

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

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

Students who transfer from the B.Ed. Kindergarten/Elementary to the B.Ed. Secondary program, or vice-versa, will not be required to repeat the first year professional seminar or field experience.

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

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

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

4 Department of Educational and Counselling Psychology

Faculty of Education
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Chair — Susanne P. Lajoie

Emeritus Professors

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

Professors

Mark W. Aulls; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia)
Jacob A. Burack; B.A.(Col.), M.S., M.Phil., Ph.D.(Yale)
Glenn F. Cartwright; B.A.(Sir G. Wms.), M.A.(McG.), Ph.D.(Alta.), F.A.A.S.P., F.C.C.T.
Jeffrey L. Derevensky; B.A.(C. W. Post), M.A., Ph.D.(McG.)
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Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.)
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Cynthia B. Weston; B.A. (Georgetown), M.L.S.(S.U.N.Y.), D.Ed.(Wash.) (*joint appoint. with Centre for University Teaching and Learning*)

Associate Professors

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Kim Cornish; B.Sc., Ph.D.(Lond.)
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Renée Stevens; B.A.(U.C.L.A.), M.A., Ph.D.(McG.) (PT)
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Assistant Professors

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Marlene Dworkind; B.A., M.Ed.(McG.) (PT)
Marilyn Fitzpatrick; B.A.(Tor.), M.Ed., Ph.D.(McG.)
Robert Savage; B.A.(Oxford), M.Sc.(Cambridge), M.Sc., Ph.D.(Lond.)
Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.)

Adjunct Professors

Annie Alaku; B.Ed.(McG.) (*Kativik School Board*)
H. Don Allen; B.Sc.(McG.), M.S.T.M.(Santa Clara), Ed.M., Ed.D.(Rutgers)
Franco Carnevale; B.Sc.N, MSCA, M.Ed., M.Sc., Ph.D.(McG.)
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Judith A. MacArthur; B.A.(Sir G. Wms.), M.Ed.(McG.) (*Kativik School Board*)
Margaret O'Burne; B.A.(C'dia), M.Ed.(McG.), Ph.D.(Montr.)
Susan Pinker; B.A.(McG.), M.A.Sc.(Waterloo)
Leonard Shenker; B.Sc.(C.C.N.Y.), Ph.D.(McG.)
Michael Thomas; B.A.(Univ.Coll. Wales), M.A.(Montr.)
Vicki Zack; B.A., M.A. (Montr.), Ph.D.(McG.) (*St. George's School*)
Laura Winer; B.A., M.A., Ph.D.(C'dia)

Associate Members

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

Part-time Instructors

Jeff Agate, Maureen Baron, Diane Bateman, Alice Bender, Penny Bloch, Sam Bruzzese, Mike Chicelle, Andrew Chiarella, Edith Clarke, Phil Clovel, Scott Conrad, Dawn Cruchet, Lucy Cumyn, Karen Gazith-Cohen, Susan Hayut, Maureen Hunt, Andrew Hum, Judy McBride, Rita McDonough, Sharon Miller, Judith Norton, Rosemary Reilly, Lisa Reisinger, Andre Renaud, Kieron Rogan, Tina Roth, Christina Rudd, Judy Shetler, Joan Stafford, Tom Stenzil, Diana Tabatabai, Scott Waugh, Gerry Weintraub, Caroline Zanni-Dansereau

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

At the undergraduate level, the Department of Educational and Counselling Psychology is responsible for the B.A. **Educational Psychology Minor Concentration**, see page 71, under the Faculty of Arts, and for a variety of undergraduate courses in the areas of learning, cognition and development, inclusive education, gifted education, educational media and computers, and educational measurement and evaluation.

In professional development, the Department offers diploma or certificate programs in Human Relations and Family Life Education, Educational Technology, Inclusive Education, the Psychology and Education of the Gifted, and First Nations and Inuit Student Personnel Services. For further information, refer to the *2003-04 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. (thesis and non-thesis) and M.Ed. degrees in instructional psychology, applied cognitive psychology, special populations of learners (special needs and gifted education), counselling psychology, school/applied child psychology, family life education, computer applications in education, adult professional education, and the psychology of gender. For further information, consult the *2003-04 Graduate and Postdoctoral Studies Calendar*.

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

4.1 Programs of Professional Development

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

Detailed information regarding general regulations, admission requirements and program profiles on the following certificates and diplomas may be found in the *2003-04 Centre for Continuing Education Calendar*. Further information about these programs may be also obtained from the Department at (514) 398-4248 or from:

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 243
Montreal, QC H3A 1Y2
Telephone: (514) 398-7043 Fax: (514) 398-2182
Website: 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

Admission to this Certificate is temporarily suspended. Interested students are referred to the M.Ed. (Educational Psy-

chology) Concentration in Computer Applications. Please consult the *2003-04 Graduate and Postdoctoral Studies Calendar*. Further information is available from the Program Secretary at (514) 398-4244.

First Nations and Inuit Student Personnel Services

This program is offered by the Department of Educational and Counselling Psychology through the Office of First Nations and Inuit Education. For detailed information about this program, please refer to section 5.2 "Programs for First Nations and Inuit".

DIPLOMA PROGRAMS

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

Human Relations and Family Life Education

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

Psychology and Education of the Gifted

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

OTHER PROGRAMS

For the 15-credit Graduate Certificate in Counselling Applied to Teaching and all M.Ed., M.A., and Ph.D. degrees, please consult the *2003-04 Graduate and Postdoctoral Studies Calendar*.

5 Department of Integrated Studies in Education

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

Telephone: (514) 398-4525
Website: www.mcgill.ca/edu-integrated

Undergraduate Programs:

Telephone: (514) 398-4527

Fax: (514) 398-4529

Graduate Programs:

Telephone: (514) 398-4531

Fax: (514) 398-7436

Chair — Anthony Paré

Director of Undergraduate Programs — Elizabeth Wood

Director of Graduate Programs — Steven Jordan and Roy Lyster

Director of Jewish Teacher Training Program — Eric Caplan

Director of Music Education — Joan Russell

Emeritus Professors

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

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

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

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

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

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

Professors

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

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

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

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

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

Claudia A. Mitchell; B.A.(Brandon), M.A.(Mt. St. Vincent),
Ph.D.(Alta.)
Bernard Shapiro; B.A.(McG.), M.A.T., Ed.D.(Harv.)
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

Brian J. Alters; B.Sc., Ph.D.(USC) (*William Dawson Scholar*)
Helen Amoriggi; B.Sc., M.A.(Rhode Island), Ed.D.(Boston)
Ann J. Beer; B.A.(Oxon.), M.A.(Tor.), D.Phil.(Oxon.)
Jon G. Bradley; B.A., M.A.(Sir G.Wms.)
Lynn Butler-Kisber; B.Ed., M.Ed.(McG.), Ed.D.(Harv.)
Janet Donin; B.A.(Tor.), M.A.(Ill.), Ph.D.(Cal.) (*joint appoint. with
Educational and Counselling Psychology*)
Winston G. Emery; B.Ed., M.A.(McG.), Ph.D.(Montr.)
Steven Jordan; B.A.(Kent), M.Sc.(London), Ph.D.(McG.)
Yarema G. Kelebay; B.A., B.Ed.(Montr.), M.A.(Sir G.Wms.),
Ph.D.(C'dia)
Cathrine Le Maistre; B.Sc., Dip.Ed.(Exeter), M.Ed., Ph.D.(McG.)
Denise Lussier; B.A.(Coll. Jesus Marie de Sillery), M.Ed.(Boston),
M.A., Ph.D.(Laval)
Charles S. Lusthaus; B.S., M.S.(Canisius), Ph.D.(S.U.N.Y.)
Roy Lyster; B.A.(Regina), M.A.(Paris VII), B.Ed., M.Ed.,
Ph.D.(Tor.)
Christopher S. Milligan; B.A.(Sir G.Wms.), M.Ed.(McG.),
Ed.D.(Tor.)
Ronald Morris; B.Ed., M.A., Ph.D.(McG.)
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)
Carolyn E. Turner; B.A.(Ariz.), M.Ed., Ph.D.(McG.)
Boyd White; B.A.(Sir G.Wms.), B.F.A.(C'dia), M.F.A.(Inst. Allende,
Guanajuato), Ph.D.(C'dia)
Lise Winer; B.A.(Pitts.), M.A.(Minn.), Cert. Ped.(C'dia),
Ph.D.(West Indies)
Elizabeth Wood; B.F.A.(York), B.F.A.(C'dia), Dip.Ed., M.A.,
Ph.D.(McG.)

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.)
Valentina de Krom; B.A.(Ott.), Dip.Ed., M.Sc.(McG.)
Michael Hoehsman; B.A., M.A.(S.Fraser), Ph.D.(Tor.)
Kevin Kee; B.A., M.A., Ph.D.(Queen's)
Kevin McDonough; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.)
Joan Russell; B.Mus., L.Mus., M.Ed., Ph.D.(McG.)
Mela Sarkar; B.A.(McG.), M.A., Ph.D.(C'dia)
Shaheen Shariff; B.A., M.A.(S.Fraser)
Sylvia Sklar; Dip.Ed.(McG.), B.A.(C'dia), M.Ed.(McG.)
Joanne Tompkins; B.A.(Acad.), B.Ped.(Ste-Anne), M.Ed.(McG.)

Faculty Lecturers

Linda Anderson; Dip.Psy.N.(McG.), B.A.(Laval), M.Ed.,
Ph.D.(McG.)
Audrey Berner; B.A., M.Ed.(McG.), Ed.Dip.(Alta.)
Linda Cooper; B.A.(C'dia), M.A.(McM.)
Charlotte Hussey; B.A.(Wheaton), M.A.(C'dia), M.F.A.(W.Wilson),
Ph.D.(McG.)
Carolyn Pittenger; B.A., M.A.(SUNY Albany), M.Ed.(McG.)
Judith Ritter; B.A.(Michigan St.), M.A.(McG.), Dip.Adult Ed./
ESL(U.B.C.)
Diane Russell; B.Sc.(American U.), M.Ed.(Boston)
Louise Savoie; B.S.S.(Laval), M.A.(Ott.)
Donna Lee Smith; B.A., M.A.(C'dia)
Sharron Wall; B.A., Dip.Human Relations, M.A.(McG.)

Adjunct Professors

Annie Alaku; B.Ed.(McG.) (*Kativik School Board*)
Abigail Anderson; B.A., Dip. Ed., M.A.(McG)
Betsy Annahatak; B.Ed., M.Ed.(McG.)
Patrick A. Baker; B.Com., B.A.(Sir G.Wms.), M.Ed.(McG.)
Mary Bear; B.Ed.(Québec)
Luci Bobbish-Salt; B.Ed.(U.Q.A.C.)
Tino Bordonaro; B.A.(Bishop's), M.A.(McG.)

Noel Burke; B.Ed., M.Ed.(McG.)
Gretta Chambers; B.A.(McG.)
Scott G. Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)
William E. B. Corrigan; M.T.M.(C'dia)
Debbie Cox; B.Ed.(Québec)
Edward Cross; B.A.(Carl.), M.Ed.(McG.)
Mary Eljassiapik; B.Ed.(McG.)
Elaine Freeland; M.A.(Montr.)
Jaswant K. Guzder; B.Sc., M.D.C.M., Dip. Psychiatry(McG.)
James M. Heywood; B.A.(C'dia), M.Ed.(Montr.)
Kannahstasi Howard; B.A.(C'dia), Dip.Ed.(McG.)
Marja-Liisa Korhonen; B.A.(Windsor), B.Ed.(OISE)
Nellie Kusugak; B.Ed.(McG.)
Kaia'titake Jacobs; B.Ed.(Québec)
Louise Joanas; B.Ed.(McG.)
Charley Levy; B.A.(Sir G.Wms.), M.A.(Middlebury)
Alex McComber; B.A.(St. Francis Coll.), M.Ed.(McG.)
Noel McDermott; B.A.(Lond.), M.A.(Birming.), M.Phil.(Wat.)
Marianna McVey; B.A.(Carl.), M.A., Ed.D.(Syracuse)
Howard G. Martin; M.Ed.(McG.)
Dan Mason; Ph.D.(Ott.)
Kevin O'Donnell; B.A.(Montr.)
Allan Patenaude; B.A.(Ott.), B.Ed.(Montr.)
Mary Josephine Peck; Dip.Ed.(St. F-X), B.S.W.(Dal.),
Dip.Curr.Dev.(UCCB), M.Ed.(Mt.St.Vin.)
Patrick J. Ryan; B.Sc.(Loyola), B.A.(C'dia), M.Ed.(McG.)
Linda Simon; B.Ed.(Montr.)
Howard Simpkin; B.Sc., Dip.Ed.(McG.), M.Sc.Ed.(SUNY)
Harold H. Smithman; B.A.(C'dia), M.A.(McG.), Ed.D.(UCLA)
Clarence Tomatuk; M.Ed.(McG.)
Gilbert Whiteduck; B.Ed.(Québec), M.Ed.(Carl.)
Doris Winkler; B.A.(Sir G.Wms.), M.Ed.(Harv.)
Vikki Zack; B.A., Dip.Ed.(McG.), M.A.(Montr.), Ph.D.(McG.)

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

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

Bachelor of Education: Secondary Program (120 credits)

This program applies to all students admitted on or after September 2003.

The aim of the B.Ed. Secondary 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 subjects taught in the secondary school, professional studies centred on school-based practicum, supported by studies in pedagogy, curriculum and educational foundations. Students choose their teaching profiles from: English, Mathematics, Science and Technology, Social Sciences (History and Citizenship, and one of: Geography, Catholic Education, Protestant Education, or Moral Education).

Concurrent Bachelor of Education in Music/Bachelor of Music (Music Education) program (143/144 credits)

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

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

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

Note: Admissions suspended to this program for 2003-04; program under revision.

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

This program applies to students admitted in September 2003. This program leads to certification to teach children between the ages of 5 and 11 years. It consists of four years of full-time study requiring the completion of 120 credits (150 credits or five years for out-of-province students), of academic and professional courses and practica.

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

- Jewish Studies * **under revision for 2003-04.**
- Program intensif de français * **under revision for 2003-04.** Available to students enrolled in the B.Ed. Kindergarten and Elementary who wish to teach French, or a school subject in French, in an immersion class.

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

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

This program applies to students admitted prior to September 2003.

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

Baccalauréat en enseignement du français langue seconde (120 credits)

This four-year program prepares specialist teachers to teach French as a second language, in Core French programs, immersion programs, intensive programs and *class d'accueil*, at both the elementary and the secondary levels.

Bachelor of Education in Teaching English as a Second Language (120/121 credits)

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

GRADUATE PROGRAMS

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

IN-SERVICE PROGRAMS

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

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

A 30-credit Certificate in Second Language Teaching (TESL) normally offered through Distance Education. (This program will not accept students in 2003-04)

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

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

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

5.1 Bachelor of Education Programs

5.1.1 Bachelor of Education Secondary Program

	CREDITS
ACADEMIC COMPONENTS	54
A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling 54 credits, including required and complementary courses, and at least 36 credits in one "teachable" academic subject.	
PROFESSIONAL COMPONENTS	60
<i>PROFESSIONAL SEMINARS</i>	7
Required Courses	
EDEC 201 First Year Professional Seminar	1
EDEC 306 Third Year Professional Seminar	3
EDEC 404 Fourth Year Professional Seminar	3
<i>FIELD EXPERIENCES</i>	20
Required Courses	
EDFE 200 First Year Field Experience	2
EDFE 254 Second Field Experience (Sec)	3
EDFE 351 Third Year Field Experience (Sec.)	8
EDFE 451 Fourth Year Field Experience (Secondary)	7
<i>FOUNDATION COURSES</i>	9
Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDPE 300 Educational Psychology	3
Complementary Course	3
one of:	
EDER 400 Philosophical Foundations of Education	
EDER 398 Philosophy of Catholic Education	
<i>PEDAGOGY COURSES</i>	12
Required Courses	
EDPI 309 Exceptional Students	3
EDPI 341 Instruction in Inclusive Schools	3
Complementary Courses	
Two methodology courses chosen from the following list, depending on the teaching profile	6
EDEC 334 Teaching Secondary Social Studies	
EDEC 335 Teaching Secondary Science	
EDEC 338 Secondary School - Mathematics 2	
EDER 340 Moral Education Curriculum and Instruction	
EDER 372 Human and Religious Values in Secondary School	
EDER 392 Guiding Religious Response - Secondary	
EDES 353 Secondary School Mathematics 1	
EDES 361 Secondary School English 1	
EDES 370 Teaching General Science	
EDES 389 Issues in Social Studies	
EDES 461 Secondary School English 2	
<i>PEDAGOGICAL SUPPORT COURSES</i>	12
Required Courses	
EDPE 304 Measurement and Evaluation	3
EDES 350 Classroom Practices (Secondary)	3

Complementary Courses

one 3-credit course in Multicultural Education from the following list: 3
 EDEC 410 Multi-cultured/Multi-racial Class
 EDEE 441 First Nations and Inuit Education
 EDER 464 Intercultural Education

one 3-credit course in Media, Technology, Computers and Education from the following list: 3
 EDPE 310 Educational Computer Applications
 EDPT 200 Applications Software
 EDPT 204 Educational Media 1
 EDEC 402 Media,Technology and Education

For students with a background in computers or other media applications in education, the following courses may be substituted for the above:
 EDPT 341 Instructional Programming 1
 EDPT 420 Media Literacy for Education

ELECTIVE COURSES 6

TOTAL CREDITS 120

B.Ed. Secondary Program – Four-Year Overview

Year 1 – Fall Term	
EDEC 201 First Year Professional Seminar	1
EDFE 200 First Year Field Experience	2
EDEC 400 Philosophical Foundations of Education or EDER 398 Philosophy of Catholic Education	3
EDPE 300 Educational Psychology	3
EDEC 402 Media,Technology and Education (or equivalent)	3
EDEC 410 Multi-cultured/Multi-racial Class or EDER 464 Intercultural Education or EDEE 441 First Nations and Inuit Education	3
Year 1 – Winter Term	
Academics	15
Year 2 – Fall Term	
Academics	15
Year 2 – Winter Term	
EDES 350 Classroom Practices (Secondary)	3
EDPI 309 Exceptional Students	3
EDFE 254 Second Field Experience (Sec)	3
Academics	6
Year 3 – Fall Term	
EDPE 304 Measurement and Evaluation	3
EDEC 306 Third Year Professional Seminar	3
EDFE 351 Third Year Field Experience (Sec.)	8
Methodology - first course	3
Year 3 – Winter Term	
Academics	12
Elective	3
Year 4 – Fall Term	
EDEM 405 Policy Issues in Quebec Education	3
EDPI 341 Instruction in Inclusive Schools	3
Academics	6
Electives	3
Year 4 – Winter Term	
EDEC 404 Fourth Year Professional Seminar	3
EDFE 451 Fourth Year Field Experience (Secondary)	7
Methodology - second course	3

5.1.2 Concurrent Bachelor of Education in Music and Bachelor of Music (Music Education) Program

The Bachelor of Education in Music is an integrated four-year 120/121-credit program of initial teacher training that leads to certification as a teacher in the Province of Québec. 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 143/144 credits, normally five years (173/174 credits or six years for out-of-province students). The concurrent program combines academic studies in music, professional studies and field experience. The two degrees are awarded during the same convocation period.

Applicants to the music specialist teacher training program should apply to the Concurrent Bachelor of Education in Music/ Bachelor of Music (Music Education) program. Students who are already enrolled at McGill in the Bachelor of Music may transfer into the Concurrent program. Students who have partially completed a Bachelor of Music program are eligible to apply for advanced standing in the Concurrent program.

Application to the Concurrent B.Ed./B.Mus. program may be made on-line at www.mcgill.ca/applying. Information is available on that site or may be obtained from:

Admissions Office
 McGill University
 Faculty of Music
 555 Sherbrooke Street West
 Montreal, QC H3A 1E3 Telephone: (514) 398-4546

Those who have completed a Bachelor of Music degree may apply for advanced standing in the Bachelor of Education in Music program. Application to the Bachelor of Education in Music may be made on-line at www.mcgill.ca/applying. Information is available on that site or may be obtained from:

Admissions, Recruitment and Registrar's Office
 McGill University
 845 Sherbrooke Street West
 Montreal, QC H3A 2T5
 Telephone: (514) 398-3910 Fax: (514) 398-4193

Program details are available from:
 Professor Joan Russell, Program Director
 Department of Integrated Studies in Education
 Telephone: (514) 398-2447.

The components of the 143/144-credit Concurrent Bachelor of Education in Music/Bachelor of Music (Music Education) are as follows:

- 53/54 professional credits,
- 78 music credits,
- 12 elective credits.

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

Students who opt for the Bachelor of Education in Music would be required to complete 61 music credits, 6 elective credits, and 53/54 professional credits from the program given below, with the following notes:

1. These credits are required for the Bachelor of Music only.
2. These credits are required for the Bachelor of Music, complementary for the Bachelor of Education in Music.

ACADEMIC COMPONENTS	CREDITS
	78
<i>THEORY COURSES (REQUIRED)</i>	14
MUTH 210 Tonal Theory and Analysis 1	3
MUTH 211 Tonal Theory and Analysis 2	3
MUTH 310 Mid and Late 19th-Century Theory and Analysis	3
MUTH 311 20th-Century Theory and Analysis	3
MUTH 461 Choral and Keyboard Arranging 1 (see Note 1 above)	2

MUSICIANSHIP COURSES (REQUIRED)	8
MUSP 229 Musicianship 3	2
MUSP 231 Musicianship 4	2
MUSP 329 Musicianship 5	2
MUSP 331 Musicianship 6	2
PERFORMANCE COURSES (REQUIRED)	16
Practical Concentration	8
Basic Ensemble Training	8
COMPLEMENTARY MUSIC HISTORY COURSES	6
3 credits chosen from Music History (MUHL) offerings at the 300 level	3
3 credits of Music History/Literature chosen from:	3
MUHL 389 Orchestral Literature	
MUHL 397 Choral Literature after 1750	
MUHL 398 Wind Ensemble Literature after 1750	
MUSIC EDUCATION COURSES (REQUIRED)	25
MUIT 202 Woodwind Techniques	3
MUIT 203 Brass Techniques	3
MUIT 204 Percussion Techniques	3
MUCT 235 Vocal Techniques	3
MUGT 215 Basic Conducting Techniques	1
MUGT 356 Music for Children 1: Philosophy and Techniques	3
MUGT 357 Music for Children 2: Philosophy and Techniques (see Note 2 above)	3
MUGT 401 Issues in Music Education (see Note 1 above)	3
MUIT 356 Jazz Instruction: Philosophy and Techniques (see Note 2 above)	3
COMPLEMENTARY MUSIC EDUCATION COURSES	9
MUIT 201 String Techniques	3
or MUIT 250 Guitar Techniques	
MUCT 315 Choral Conducting 1	3
or MUIT 315 Instrumental Conducting	
EDEA 362 Movement, Music and Communication or any course with a prefix of MUIT or MUGT	3
ELECTIVE	12
PROFESSIONAL COMPONENTS	53-54
PROFESSIONAL SEMINARS	4
Required Courses	
EDEA 206 1st Year Professional Seminar	1
EDEA 407 Final Year Professional Seminar Music	3
FIELD EXPERIENCE	20
Required Courses	
EDFE 205 First Year Field Experience (Music)	2
EDFE 207 2nd Field Experience Music	4
EDFE 305 Third Year Field Experience (Music)	7
EDFE 407 4th Field Experience Music	7
FOUNDATION COURSES	12
Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDPE 300 Educational Psychology	3
EDPI 309 Exceptional Students	3
Complementary Courses	3
EDER 400 Philosophical Foundations of Education or EDER 398 Philosophy of Catholic Education	
PEDAGOGY COURSES	6
Required Courses	
EDEA 442 Elementary Music Curriculum and Instruction	3
EDEA 472 Secondary Music Curriculum and Instruction	3
PEDAGOGICAL SUPPORT COURSES	11-12
one of:	3
EDEC 410 Multi-cultured/Multi-racial Class	
EDEE 441 First Nations and Inuit Education	
EDER 464 Intercultural Education	

one of:		2 - 3
EDEE 352 Classroom Practices (2 credits)		
EDES 350 Classroom Practices (Secondary)		
one of:		3
EDEC 402 Media, Technology and Education		
EDPT 200 Applications Software		
EDPT 204 Educational Media 1		
EDPT 341 Instructional Programming 1		
MUGT 301 Technology and Media for Music Education		
one of:		3
EDPE 304 Measurement and Evaluation		
EDEE 355 Classroom-based Evaluation		
TOTAL CREDITS		143/144

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

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

The Concurrent B.Sc./B.Ed. program described below applies only to students who were already registered in it as of September 2002. Admission into the Concurrent B.Sc./B.Ed. program is closed for September 2003, because the program is under review and revision. A new program may be offered in September 2004, subject to University and Ministry of Education (MEQ) approval.

Science students who might want to enter the program in 2004-05 should seek advice about appropriate course choices for 2003-04 by visiting the B.Sc./B.Ed. Web site at www.physics.mcgill.ca/~bscbed or by contacting Professor Dik Harris, e-mail: dik.harris@mcgill.ca.

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, however, it is possible for students in a B.Sc. or B.Ed. program to transfer into the Concurrent program at any time. Students in the Concurrent program may change to either a B.Sc. or a B.Ed., but may not subsequently switch back to the Concurrent program.

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 term, 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, **"Science for Teachers" on page 297**.

The two degrees are awarded during the same convocation period.

The requirements for the B.Ed. component are described below, with the following exceptions:

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

For further information about this program, please refer to the Faculty of Science, "Science for Teachers" on page 297.

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

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

EDEC 201	First Year Professional Seminar	1
EDPE 250	Second Year Professional Seminar	1
EDEC 306	Third Year Professional Seminar	3
EDEC 404	Fourth Year Professional Seminar	3

FIELD EXPERIENCES

19

Required Courses

EDFE 200	First Year Field Experience	2
EDFE 251	Second Year Field Experience	2
EDFE 351	Third Year Field Experience (Sec.)	8
EDFE 451	Fourth Year Field Experience (Secondary)	7

FOUNDATION COURSES

9

Required Courses

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

EDER 400* Philosophical Foundations of Education or EDER 398 Philosophy of Catholic Education
* Students who choose Religious Education (Jewish) as an option may take EDER 320 Visions and Realities of Jewish Education instead.

PEDAGOGY COURSES

9

Required Courses

EDPI 309	Exceptional Students	3
	First Teaching Option Methodology	3
	Second Teaching Option Methodology	3
EDES 361	Secondary School English 1	
EDES 353	Secondary School Mathematics 1	
EDES 370	Teaching General Science*	
EDES 389	Issues in Social Studies**	
EDET 360	Teaching Business Subjects	
EDET 373	Teaching Technical Subjects	
EDEC 334	Teaching Secondary Social Studies**	
EDEC 335	Teaching Secondary Science*	

*Students taking one science subject as an option should take:
EDEC 335 Teaching Secondary Science

Students taking a second science subject as an option should take:
EDEC 335 Teaching Secondary Science and EDES 370 Teaching General Science

**Students taking one social science subject as an option should take:
EDEC 334 Teaching Secondary Social Studies

Students taking a second social science subject as an option should take:
EDEC 334 Teaching Secondary Social Studies and EDES 389 Issues in Social Studies

Catholic Option takes:

EDER 392 Guiding Religious Response - Secondary

Protestant Option takes:

EDER 372 Human and Religious Values in Secondary School

Jewish Option takes one of the following:

EDER 250 Understanding and Teaching Jewish Living

EDER 400 Philosophical Foundations of Education

EDER 401 Teaching Biblical Literature - Jewish School 1

EDER 404 Teaching Hebrew as a Second Language

EDER 405 Educational and Social Criticism

EDER 420 Teaching Jewish History

EDER 421 Teaching the Holocaust

Moral Education Option takes:

EDER 340 Moral Education Curriculum and Instruction

PEDAGOGICAL SUPPORT COURSES

12

Required Courses

EDPE 304 Measurement and Evaluation 3

EDEC 302 Language and Learning - Curriculum 3

Complementary Courses

A 3-credit course in Multicultural Education from the following list: 3

EDER 464 Intercultural Education

EDEE 441 First Nations and Inuit Education

EDEC 410 Multi-cultured/Multi-racial Class

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

EDPE 310 Educational Computer Applications

EDPT 200 Applications Software

EDPT 204 Educational Media 1

EDEC 402 Media, Technology and Education

For students with a background in computers or other media applications in education, the following courses may be substituted for the above:

EDPT 341 Instructional Programming 1

EDPT 420 Media Literacy for Education

ELECTIVE COURSES

6

TOTAL CREDITS

120

5.1.4 Bachelor of Education Vocational Secondary One-Subject

This **90-credit program** is available to applicants holding Provisional Teaching Authorizations in a vocational area who wish to qualify as teachers of vocational education subjects. The teaching option must be either a business or technical subject. Applicants should hold a Diploma of Collegial Studies, or its equivalent, or be eligible for mature student status, and have formal training in their professional area. Work experience is also considered.

Note: This program is under revision. Admission is suspended until the 2004-05 academic year.

The program components are as follows:

Complementary Courses **CREDITS**
75

Education Concentration 30

Courses that give attention to teaching methodologies, learning theories, educational philosophy, etc.

Academic Concentration 30

Courses directly related to the subject option.

Departmental Selections 15

Courses in vocational education that complement the professional concentration.

Elective Courses **15**

Courses selected in consultation with an advisor and which count for university credit.

TOTAL CREDITS **90**

5.1.5 Bachelor of Education Kindergarten and Elementary Program

The four-year program begins with the foundation courses in the first term and has a higher concentration of academic courses in the first two years. The professional courses and practicum have a heavier weight in the final two years. The practicum consists of school-based experiences and a series of professional seminars that provide an opportunity for students to reflect on that experience in a systematic way and with the guidance of a tutor.

ACADEMIC COMPONENT	CREDITS
This component provides background in the subject areas of the elementary school curriculum. During their four years of study, students will take:	42
Required Courses	9
EDEC 203 Communication in Education	3
EDEE 230 Elementary School Mathematics	3
EDEE 270 Elementary School Science	3
Complementary Courses	33
a) one of:	3
EDER 209 Search for Authenticity	
EDER 309 The Religious Quest	
EDER 394 Philosophy of God	
EDER 395 Moral Values and Human Action	
EDER 473 Living with Insight	
EDER 494 Ethics in Practice	
b) 18 credits from one of these areas:	18
English, Mathematics, Natural Sciences, Social Sciences, The Arts, Physical Education, Moral and Religious Education, French	
12 credits, 3 credits from each of any four areas not chosen in b) above.	12
PROFESSIONAL COMPONENT	72
This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:	
PRACTICUM	24
Required Courses	
Field Experiences	
EDFE 200 First Year Field Experience	2
EDFE 253 Second Field Experience (K/Elem)	4
EDFE 303 Third Field Experience (K/Elem)	7
EDFE 406 Fourth Field Experience (K/Elem)	7
PROFESSIONAL SEMINARS	
EDEC 201 First Year Professional Seminar	1
EDEC 405 Fourth Year Professional Seminar (K/Elem)	3
FOUNDATIONS	15
Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDPI 309 Exceptional Students	3
EDPI 341 Instruction in Inclusive Schools	3
EDPE 300 Educational Psychology	3
Complementary Courses	
one of:	3
EDER 398 Philosophy of Catholic Education	
EDER 400 Philosophical Foundations of Education	
PEDAGOGY	22
Required Courses	
EDEE 223 Language Arts Part 1	3
EDEE 250 The Kindergarten Classroom	2
EDEE 275 Science Teaching	2
EDEE 282 Teaching Social Sciences	2
EDEE 332 Teaching Mathematics 1	3
EDEE 350 Integrating the Curriculum	2

Complementary Courses	
one of:	2
EDER 360 MRE in the K/Elem. Curriculum	
EDER 375 Catholic Religious Education (K/Elem)	
6 additional credits of methodology courses chosen from Plastic Arts, Drama, Music, Physical Education, L2 teaching, at least one course must be from Plastic Arts, Drama, Music	6
PEDAGOGICAL SUPPORT	11
Required Courses	
EDEE 352 Classroom Practices	2
EDEE 355 Classroom-based Evaluation	3
Complementary Courses	
EDEC 402 Media, Technology and Education	3
or, for students with a background in computers or other media applications in education, one of the following 3-credit courses may substitute for the above:	
EDPT 341 Instructional Programming 1	
EDPT 420 Media Literacy for Education	
one 3-credit course in Multicultural Education from the following list:	3
EDER 464 Intercultural Education	
EDEE 441 First Nations and Inuit Education	
EDEC 410 Multi-cultured/Multi-racial Class	
ELECTIVE COURSES	6
TOTAL CREDITS	120

B.ED. KINDERGARTEN AND ELEMENTARY PROGRAM – FOUR-YEAR PROGRAM OVERVIEW

Year 1 – Fall Term	
EDEC 201 First Year Professional Seminar	1
EDEC 203 Communication in Education	3
EDEC 410 Multi-cultured/Multi-racial Class or EDER 464 Intercultural Education or EDEE 441 First Nations and Inuit Education	3
EDER 400 Philosophical Foundations of Education or EDER 398 Philosophy of Catholic Education	3
EDFE 200 First Year Field Experience	2
EDPE 300 Educational Psychology	3
Year 1 – Winter Term	
Academics	15
Year 2 – Fall Term	
EDEE 230 Elementary School Mathematics	3
EDEE 270 Elementary School Science	3
EDEE 275 Science Teaching	2
Academics	6
Year 2 – Winter Term	
EDEE 223 Language Arts Part 1	3
EDEE 250 The Kindergarten Classroom	2
EDEE 282 Teaching Social Sciences	2
EDEE 332 Teaching Mathematics 1	3
EDFE 253 Second Field Experience (K/Elem)	4
EDPI 309 Exceptional Students	3
Year 3 – Fall Term	
EDEE 350 Integrating the Curriculum	2
EDEE 352 Classroom Practices	2
EDEE 355 Classroom-based Evaluation	3
EDFE 303 Third Field Experience (K/Elem)	7
Year 3 – Winter Term	
EDEC 402 Media, Technology and Education	3
Academics	12

Year 4 – Fall Term	
EDEM 405 Policy Issues in Quebec Education	3
EDPI 341 Instruction in Inclusive Schools	3
Methodology - first course	3
Electives	6
Year 4 – Winter Term	
EDEC 405 Fourth Year Professional Seminar	3
EDER 360 MRE in the K/Elem. Curriculum or EDER 375 Catholic Religious Education (K/Elem)	2
EDFE 406 Fourth Field Experience (K/Elem)	7
Methodology - second course	3

5.1.6 Programme intensif de français Elementary Option

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.

This option is currently under revision. Admission is suspended for 2003-04.

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

The Jewish Studies Option described below is currently under revision, and will be subject to University and MEQ approval. Please refer to the Website www.mcgill.ca (Course Calendars) in July 2003 for details, or contact the Program Director, Dr. Eric Caplan at (514) 398-6544.

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

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

This option is currently under revision. Admission is suspended for 2003-04.

	CREDITS
ACADEMIC COMPONENT	45
This component provides background in the subject areas of the elementary school curriculum, namely: Art, English Language Arts, French, Mathematics, Moral and Religious Education, Natural Sciences, Physical Education, Social Studies. During their four years of study, students will take:	
30 credits in Jewish Studies (chosen with the Program Advisor from a list of approved courses published yearly);	30
at least 3 credits in each of five other subject areas listed above	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
EDEC 201 First Year Professional Seminar	1
EDPE 251 Second Year Professional Seminar (K/Elem)	1
EDEC 307 Third Year Professional Seminar (K/Elem)	3
EDEC 405 Fourth Year Professional Seminar (K/Elem)	3

FIELD EXPERIENCES 19

Required Courses	
EDFE 200 First Year Field Experience	2
EDFE 252 Second Year Field Experience (K/Elem) (Jewish Studies - Kindergarten)	2
EDFE 303 Third Field Experience (K/Elem)	8
EDFE 403 Fourth Year Field Experience(K/Elem) (Jewish Studies - Grades 1-6)	7

FOUNDATIONS 15

Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDPI 309 Exceptional Students	3
EDPI 341 Instruction in Inclusive Schools	3
EDPE 300 Educational Psychology	3
Complementary Courses 3	

one of:

EDER 320 Visions and Realities of Jewish Education	3
EDER 400 Philosophical Foundations of Education (with permission of Program Director)	3

PEDAGOGY 21

Required Courses	
EDER 250 Understanding and Teaching Jewish Living	3
EDER 400 Philosophical Foundations of Education	3
EDER 401 Teaching Biblical Literature - Jewish School 1	3
EDEE 223 Language Arts Part 1	3
EDEE 332 Teaching Mathematics 1	3
EDEE 372 Teaching Science	3
Complementary Courses 3	

one of:

EDER 420 Teaching Jewish History	3
EDEE 382 Teaching Social Studies	3
EDEE 421 Teaching the Holocaust	3

PEDAGOGICAL SUPPORT 12

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

ELECTIVE COURSES 6

TOTAL CREDITS 126

5.1.8 Bachelor of Education in Teaching French as a Second Language

This program applies to students admitted on or prior to September 2002.

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 pro-

essional 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 pedagogy and educational foundations.

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

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

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

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

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

PROFESSIONAL COMPONENTS 60-63

PROFESSIONAL SEMINARS 8

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

FIELD EXPERIENCES 19

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

FOUNDATION COURSES 9

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

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

PEDAGOGY COURSES 12-15

Required Courses	
EDSL 444 Laboratoire d'enseignement en français langue seconde	3
EDSL 472 Enseignement du français langue seconde-secondaire	3
EDSL 402 Évaluation en français langue seconde	3

Complementary Courses 3-6

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

PEDAGOGICAL SUPPORT COURSES

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

ELECTIVES 6

TOTAL CREDITS 120

5.1.9 Baccalauréat en enseignement du français langue seconde

This new program is offered jointly by the University of Montreal and McGill University. Students will be admitted into, and registered at, one of the two as their "home" university. Courses will be offered at the University of Montreal during the Fall term and at McGill during the Winter term.

The *Baccalauréat en enseignement du français langue seconde* (B.Ed. in Teaching French as a Second Language) is a four-year program. It prepares specialist teachers to teach French as a second language, in Core French programs, immersion programs, intensive programs and *classes d'accueil*, at both the elementary and the secondary levels.

This integrated 120-credit program (150 credits for out-of-province students) includes studies in language and language learning from linguistic, literature, cultural and psychological perspectives accompanied by field experiences. The academic components aim to increase students' general competence mostly in literature, linguistics. In addition complementary courses combine academic content with methodology. The professional components allow students to learn how to teach subjects taught at the elementary or secondary levels, how to teach the different programs offered in FSL and how to intervene with the various clientele. They revolve around school-based field experiences which are supported by studies in pedagogy and educational foundations.

ACADEMIC COMPONENTS 51

Required Courses	30
EDSL 264 Phonétique et phonologie	3
EDSL 265 Acquisition-apprentissage-langues secondes	3
EDSL 266 Mathématiques au primaire	3
EDSL 267 Didactique des arts plastiques 1	3
EDSL 270 Morphologie et syntaxe	3
EDSL 271 Lexique et sémantique	3
EDSL 341 Littérature jeunesse en FLS	3
EDSL 491 Didactique des mathématiques en langues secondes	3
EDSL 492 Didactique des sciences-technologies	3
FREN 251 Littérature française depuis 1800	3

Complementary Courses 21
3 credits, one of:

- EDER 464 Intercultural Education
 - LING 350 Linguistic Aspects of Bilingualism
- 3 credits, one of:
- FREN 362 La littérature du 17e siècle 1
 - FREN 382 Le roman québécois 2
 - FREN 487 L'essai québécois

9 credits to increase the student's proficiency level in the teaching of French, the following courses (or equivalent courses if not available):

- FREN 239 Stylistique comparée
- FREN 245 Grammaire avancée
- FREN 334 Méthodes d'analyse des textes littéraires 1

6 credits of study of a second or third language, to be chosen from university offerings, so that students experience the learning processes that take place in the learning of a language.	6
ACADEMIC OR PROFESSIONAL COMPONENT	3
Complementary Course	3
one of:	
EDSL 493 Sciences humaines au primaire (Academic Component)	
EDSL 494 Didactique de l'univers social et TIC (Academic Component)	
EDSL 495 Recherche-résolution de problèmes (Professional Component: Pedagogical Support)	
EDSL 496 Laboratoire de formation professionnelle (Professional Component: Pedagogical Support)	
EDSL 497 Problématique en éducation préscolaire (Professional Component: Foundation)	
PROFESSIONAL COMPONENTS	63
<i>PROFESSIONAL SEMINARS and FIELD EXPERIENCES</i>	24
Required Courses	
EDFE 260 Stage de familiarisation (Field Exp.)	1
EDFE 261 Stage d'assistantat - 2e année (Field Ex.)	3
EDSL 260 Séminaire professionnel - 2e (Prof. Sem.)	1
Complementary Courses	
one of the following sets:	
EDFE 362 Stage d'enseignement en français langue seconde	7
EDSL 320 Séminaire 3 professionnel	1
or	
EDFE 361 Stage d'enseignement 1	7
EDSL 394 Séminaire de stage-3e	1
and	
one of the following sets:	
EDFE 461 Stage d'enseignement - immersion	9
EDSL 420 Séminaire 4 professionnel	2
or	
EDFE 460 Stage d'enseignement 2	9
EDSL 499 Séminaire de stage-4e	2
FOUNDATION COURSES	12
Required Courses	
EDSL 262 Système éducatif - profession enseignante	3
EDSL 269 École et environnement social	3
EDSL 393 Adolescent et expérience scolaire	3
Complementary Course	3
one of:	
EDER 398 Philosophy of Catholic Education	
EDER 400 Philosophical Foundations of Education	
PEDAGOGY COURSES	12
Required Courses	
EDSL 402 Évaluation en français langue seconde	3
EDSL 444 Laboratoire d'enseignement en français langue seconde	3
Complementary Courses	
one of:	3
EDSL 391 Didactique du français en accueil 1	
EDSL 472 Enseignement du français langue seconde-secondaire	
one of:	3
EDSL 345 Enseignement du FLS-immersion	
EDSL 498 Didactique du français en accueil 2	
PEDAGOGICAL SUPPORT COURSES	15
Required Courses	
EDPI 309 Exceptional Students	3
EDSL 263 Apprentissage et développement	3
EDSL 268 Intégration des TIC	3
EDSL 301 Étude de la langue	3
EDSL 392 Gestion de classe en langues secondes	3
ELECTIVES	3
TOTAL CREDITS	120

5.1.10 Bachelor of Education in Teaching English as a Second Language

The four-year B.Ed. in Teaching English as a Second Language (TESL) program prepares specialists to teach English as a second language (ESL) at both the elementary school and secondary school levels.

This integrated 120/121-credit program (150/151 credits for out-of-province students) includes studies in language and language learning from linguistic, literary, social, cultural, and psychological perspectives, accompanied by field experiences. The academic components aim to increase students' academic knowledge, with emphasis on language, linguistics and literature. Complementary courses address both academic and professional concerns. The professional components revolve around school-based field experiences which are supported by studies in pedagogy and educational foundations. These prepare students to teach ESL at both the elementary school level (including regular and intensive ESL) and the secondary school level (including regular ESL and ESLA - English Second Language Arts), and provide a base for adult and other ESL teaching.

ACADEMIC COMPONENTS	45
Required Courses	18
EDSL 300 Foundations of L2 Education	3
EDSL 304 Sociolinguistics and L2 Education	3
EDSL 305 L2 Learning: Classroom Settings	3
EDSL 350 Essentials of English Grammar	3
LING 200 Introduction to the Study of Language	3
LING 350 Linguistic Aspects of Bilingualism	3
Complementary Courses	27
3 credits, one of:	3
EDEE 325 Children's Literature	
EDES 366 Literature for Young Adults	
6 - 12 credits from courses with the prefix ENGL (Department of English)	6 -12
12 - 18 credits must be taken from the following areas:	12 -18
Foreign Languages (0-12 credits)	
Academic courses (0-18 credits)	
PROFESSIONAL COMPONENTS	69 - 70
<i>PROFESSIONAL SEMINARS</i>	9
Required Courses	
EDSL 210 First Professional Seminar	1
EDSL 255 Second Professional Seminar	2
EDSL 310 Third Professional Seminar	3
EDSL 415 Fourth Professional Seminar	3
<i>FIELD EXPERIENCES</i>	19
Required Courses	
EDFE 209 First Year Field Experience	2
EDFE 259 Second Year Field Experience	2
EDFE 359 Third Year Field Experience (ESL/FSL)	8
EDFE 459 Fourth Year Field Experience (ESL/FSL)	7
<i>FOUNDATION COURSES</i>	9
Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDPE 300 Educational Psychology	3
Complementary Course	3
one of:	
EDER 398 Philosophy of Catholic Education	
EDER 400 Philosophical Foundations of Education	
<i>PEDAGOGY COURSES</i>	12
Required Courses	
EDSL 330 L2 Literacy Development	3
EDSL 412 Measurement and Evaluation in TESL	3
EDSL 447 Third-Year Methods in TESL	3
EDSL 458 Fourth-Year Methods in TESL	3
<i>PEDAGOGICAL SUPPORT COURSES</i>	20-21
Required Course	
EDSL 311 Pedagogical Grammar	3

Complementary Courses

3 credits, one of the following courses: 3
 EDEC 410 Multi-Cultured/Multi-Racial Class
 EDEE 441 First Nations and Inuit Education
 EDER 464 Intercultural Education

3 credits, one of the following courses: 3
 EDEC 402 Media, Technology and Education
 EDPE 310 Educational Computer Applications
 EDPT 200 Applications Software
 EDPT 204 Educational Media 1
 EDPT 341 Instructional Programming 1
 EDPT 420 Media Literacy for Education

11 - 12 credits, four of the following courses: 11-12
 EDEE 352 Classroom Practices (2 credits)
 EDPI 309 Exceptional Students
 EDPI 341 Instruction in Inclusive Schools
 EDPI 441 Students with Behavior Difficulties
 EDPI 442 Students with Learning Difficulties
 EDSL 390 TESL to the Adult Learner

ELECTIVES 6

TOTAL CREDITS 120 - 121

5.2 Programs for First Nations and Inuit

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

Faculty of Education

Office of First Nations and Inuit Education (OFNIE)

3700 McTavish Street, Room 614

Montreal, Quebec H3A 1Y2

Telephone: (514) 398-4533

Fax: (514) 398-2553

Website: www.education.mcgill.ca/ofnie

5.2.1 Certificate in Education for First Nations and Inuit

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

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

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

Admission to the Certificate in Education for First Nations and Inuit

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

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

Time Limit

The time limit for completion of the 60-credit Certificate in First Nations and Inuit Education is 12 years. The University reserves the right to request that a student retake a course or courses after a 10 year period if it is felt that too long a break has occurred in the ongoing nature of the training.

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

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

e) PRACTICUM

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

Required Courses

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

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

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

FOR NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS **9**

Required Courses

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

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

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

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

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

g) FOR TRAINEES SPECIALIZING IN PHYSICAL EDUCATION

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

TOTAL CREDITS 60

COMPLEMENTARY COURSE LIST

Language

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

Content and Teaching Methods

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

Physical Education

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

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

5.2.2 Certificate in Aboriginal Literacy Education

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

Admission to the Certificate in Aboriginal Literacy Education

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

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

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

Required Courses	CREDITS
A beginning course in the Aboriginal language as a first language (e.g., EDEC 241 Cree Language 1)	3
A second-level course in the same language (e.g., EDEC 242 Cree Language 2)	3
EDEE 342 Intermediate Inuktitut/Amerindian Language	3
EDEE 344 Advanced Inuktitut/Amerindian Language	3

Complementary Courses	12
Four courses to be chosen from the following list:	
EDEA 242 (3) Cultural Skills	
EDEC 220 (3) Curriculum Development	
EDEC 403 (3) The Dialects of Inuktitut	
EDEE 223 (3) Language Arts Part 1	
EDEE 224 (3) Language Arts Part 2	
EDEE 240 (3) Use and Adaptation of Curricula	
EDEE 243 (3) Reading Methods in Inuktitut/Cree	
EDEE 247 (6) Individualized Instruction	
EDEE 248 (3) Reading and Writing Inuktitut/Cree	
EDEE 345 (3) Literature and Creative Writing 1	
EDEE 346 (3) Literature and Creative Writing 2	
EDES 365 (3) Experiences in Communications	
EDPE 304 (3) Measurement and Evaluation	

Elective Courses **6**
 Two suitable 3-credit courses approved by the Director of the Office of First Nations and Inuit Education

TOTAL CREDITS **30**

5.2.3 Certificate in Middle School Education in Aboriginal Communities

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

Admission to the Certificate in Middle School Education in Aboriginal Communities

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

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

	CREDITS
Required Courses	27
EDEC 245 Middle School Teaching	3
EDEC 246 Middle School Curriculum	3
EDEC 302 Language and Learning - Curriculum (for teachers of first language students)	3
or EDSL 305 L2 Learning: Classroom Settings (for teachers of second language students)	
EDFE 210 Middle School Practicum	3
EDPE 377 Adolescence and Education	3
Two 3-credit courses in the major subject area of the B.Ed. for Certified Teachers.	6
Two 3-credit courses in the minor subject area of the B.Ed. for Certified Teachers.	6
Elective Course	3
one chosen from:	
EDEA 241 (3) Basic Art Media for Classroom	
EDEC 220 (3) Curriculum Development	
EDEC 243 (3) Teaching: Multigrade Classrooms	
EDEE 291 (3) Cultural Values and Socialization	
EDEE 444 (3) First Nations and Inuit Curriculum	
EDKP 241 (3) Aboriginal Physical Activities	
EDPT 200 (3) Applications Software	

EDSL 247 (3) Second Language Education in Aboriginal Communities	
EDSL 305 (3) L2 Learning: Classroom Settings 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 **Bachelor of Education for Certified Teachers (Elementary Education)**, see section 5.2.5, if the required B.Ed. profile is fulfilled.

5.2.4 Certificate in First Nations and Inuit Educational Leadership

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

Admission to the Certificate in First Nations and Inuit Educational Leadership

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

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

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

This certificate may be taken concurrently and completed within the **Bachelor of Education for Certified Teachers (Elementary Education)**, see section 5.2.5, if the required B.Ed. profile is fulfilled.

It may also be followed concurrently with the **Certificate in Education for First Nations and Inuit**, see section 5.2.1.

5.2.5 Bachelor of Education for Certified Teachers (Elementary Education)

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	
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, Moral and Religious Education, Social Studies, Educational Technology, or an Aboriginal language.	
Cultural Development	15
Chosen from courses which will enhance the candidate's cultural development. These are to be chosen in consultation with the Director of the Office of First Nations and Inuit Education.	
ELECTIVE COURSES	15
Courses selected by the candidate after consultation with the Director of the Office of First Nations and Inuit Education.	
EDUCATION CONCENTRATION	30
Normally the Education concentration is completed within the Certificate in Education for First Nations and Inuit.	
TOTAL CREDITS	90

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

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

This program does not lead to further certification.

5.2.6 Certificate in Aboriginal Education for Certified Teachers

This 30-credit professional development program provides training to assist mainstream teachers in becoming more effective teachers in First Nations and Inuit communities. It is designed to address subjects of particular interest and need in First Nations

and Inuit schools, such as cultural socialization, cooperative learning, second language teaching, and curriculum development.

Admission to the Certificate in Aboriginal Education for Certified Teachers

Applicants must provide the following:

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

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

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

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

5.2.7 Certificate in First Nations and Inuit Student Personnel Services

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 an Aboriginal community. This may be a new appointment concurrent with registration in the program. The position must be sufficient to meet the practicum requirements of the program.

3. Be recommended by the local education authority.
4. Be at least 23 years of age (except for special permission). By this means students will qualify for admission as Mature Students under McGill regulations, and thereby not be required to have a Diploma of Collegial Studies (DEC).
5. Be recommended and selected by the school administration in collaboration with McGill personnel.

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

Required Courses	CREDITS
	21
EDPC 201 Introduction to Student Advising	3
EDPC 202 Helping Skills Practicum 1	3
EDPC 203 Helping Skills Practicum 2	3
EDPC 205 Career/Occupational Development	3
EDPC 208 Native Families' Social Problems	3
EDPC 209 Basic Crisis Intervention Skills	3
EDPC 210 Field Experience	3

Complementary Courses **9**

Nine credits from the following:

EDEM 202 (3) Educational and Administrative Institutions	
EDKP 204 (3) Health Education	
EDPC 206 (3) Group Leadership Skills	
EDPC 207 (3) Aboriginal Adolescent Development	
EDPC 211 (3) Special Topics in Student Personnel Services	

EDPI 211 (3) Social and Emotional Development or any other suitable course approved by the Program Coordinator.

TOTAL CREDITS **30**

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

6 Department of Kinesiology and Physical Education

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The Department of Kinesiology and Physical Education offers two programs leading to a B.Ed. degree, and a Minor in **Kinesiology for Science Students**, see page 278.

The Department also offers programs at the graduate level leading to an M.A. and possibilities for doctoral studies. For further information, see the *2003-04 Graduate and Postdoctoral Studies Calendar*.

6.1 Bachelor of Education Programs

6.1.1 Bachelor of Education Physical Education

This program is exclusive to students previously registered in the program. New students in September 2003 are required to follow the B.Ed. Physical and Health Education program.

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.

Please note:

1. As of September 2002, the Ministry of Education will no longer be certifying students in the P.E. with a minor option.
2. Students who were registered in the Major in Physical Education with a minor may choose to opt for this revised program or to continue with the 123-credit program described in the *2002-03 Undergraduate Programs Calendar*.

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 – B.ED PHYSICAL EDUCATION

(120 credits)

PHYSICAL EDUCATION THEORY	CREDITS
	33
Required Courses	33
EDKP 205 Structural Anatomy	3
EDKP 206 Biomechanics of Human Movement	3
EDKP 207 Evaluation of Human Performance	3
EDKP 261 Motor Development	3
EDKP 292 Nutrition and Wellness (formerly EDKP 392)	3
EDKP 330 Physical Activity and Health	3
EDKP 331 Homeostatic Physiology	3
EDKP 391 Ergo-physiology	3
EDKP 492 Psychology of Motor Performance	3
EDKP 496 Adapted Physical Activity	3
EDKP 498 Social Psychology of Sport	3
SKILL AND TECHNIQUE COURSES	18
Required Courses	11
EDKP 202 Rhythmic Activities	1
EDKP 210 Educational Gymnastics	1
EDKP 213 Aquatics 1	1
EDKP 214 Basketball 1	1
EDKP 216 Gymnastics 1	1
EDKP 217 Track and Field	1
EDKP 218 Volleyball 1	1
EDKP 223 Basic Games	1
EDKP 226 Badminton	1
EDKP 236 Softball	1
EDKP 243 Dance	1

Complementary Courses	7
one of: EDKP 233 Soccer EDKP 238 Field Hockey 1 and six Skill and Technique courses offered by the Department of Kinesiology and Physical Education.	
FIELD EXPERIENCES	18
Required Courses	
EDFE 246 First Year Field Experience (Elem.)	3
EDFE 373 Second Year Field Experience Physical Education (Sec)	3
EDFE 348 Third Year Field Experience Physical Education	6
EDFE 479 Fourth Year Field Experience Physical Education	6
FOUNDATION COURSES	9
Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDPE 300 Educational Psychology	3
Complementary Course	3
one of: EDER 400 Philosophical Foundations of Education EDER 398 Philosophy of Catholic Education	
PEDAGOGY COURSES	9
Required Courses	
EDKP 342 Physical Education Methods	3
EDKP 442 Physical Education Pedagogy	3
EDKP 494 Physical Education Curriculum Development	3
PEDAGOGICAL SUPPORT COURSES	6
Complementary Courses	
A 3-credit course in Multicultural Education from the following list	3
EDER 464 Intercultural Education	
EDEE 441 First Nations and Inuit Education	
EDEC 410 Multi-cultured/Multi-racial Class	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
EDPE 310 Educational Computer Applications	
EDPT 200 Applications Software	
EDPT 204 Educational Media 1	
EDEC 402 Media, Technology and Education	
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:	
EDPT 341 Instructional Programming 1	
EDPT 420 Media Literacy for Education	
ELECTIVE COURSES	27
Students are encouraged to select courses that will contribute to their academic proficiency and professional preparation.	
TOTAL CREDITS	120

6.1.2 Bachelor of Education Physical and Health Education

Effective September 2003 students are required to complete the following program.

This four-year, 120-credit (150-credits for out-of-province students) specialist program prepares students to teach physical and health education at the elementary and secondary levels. This program interweaves academic studies, professional course work, and teaching practices in mutually beneficial ways throughout the four years.

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

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 – B.Ed. PHYSICAL AND HEALTH EDUCATION (120 credits)

	CREDITS
ACADEMIC COMPONENTS	36
Required Courses	36
EDKP 204 Health Education	3
EDKP 206 Biomechanics of Human Movement	3
EDKP 261 Motor Development	3
EDKP 292 Nutrition and Wellness	3
EDKP 293 Anatomy and Physiology	3
EDKP 307 Evaluation in Physical Education	3
EDKP 330 Physical Activity and Health	3
EDKP 391 Ergo-physiology	3
EDKP 393 Skill Learning and Expertise	3
EDKP 394 Historical Perspectives	3
EDKP 396 Adapted Physical Activity	3
EDKP 498 Sport Psychology	3
PROFESSIONAL COMPONENTS	66
PHYSICAL ACTIVITY COURSES	19
Required Courses	
EDKP 213 Aquatics 1	1
EDKP 214 Basketball 1	1
EDKP 217 Track and Field/Cross Country	2
EDKP 218 Volleyball 1	1
EDKP 223 Basic Games	2
EDKP 233 Soccer	1
EDKP 252 Racquet Sports	2
EDKP 253 Gymnastics	2
EDKP 254 Principles of Dance	2
Complementary Courses	5
five physical activity credits offered by the Department of Kinesiology and Physical Education.	
FIELD EXPERIENCES	20
Required Courses	
EDFE 246 First Year Field Experience (Elem.)	3
EDFE 373 Second Year Field Experience Physical Education (Sec)	3
EDFE 380 3rd Year Field Experience Physical Education	7
EDFE 480 4th Year Field Experience Physical Education	7
FOUNDATION COURSES	12
Required Courses	
EDEM 405 Policy Issues in Quebec Education	3
EDER 400 Philosophical Foundations of Education	3
EDPE 208 Personality and Social Development	3
EDPE 300 Educational Psychology	3
PEDAGOGY COURSES	9
Required Courses	
EDKP 342 Physical Education Methods	3
EDKP 442 Physical Education Pedagogy	3
EDKP 494 Physical Education Curriculum Development	3
PEDAGOGICAL SUPPORT COURSES	6
Complementary Courses	
A 3-credit course in Multicultural Education from the following list	3
EDER 464 Intercultural Education	
EDEE 441 First Nations and Inuit Education	
EDEC 410 Multi-cultured/Multi-racial Class	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
EDPE 310 Educational Computer Applications	
EDPT 200 Applications Software	
EDPT 204 Educational Media 1	
EDEC 402 Media, Technology and Education	
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:	
EDPT 341 Instructional Programming 1	
EDPT 420 Media Literacy for Education	

ELECTIVE COURSES 18
18 credits chosen from any of the University's offerings to contribute to the student's academic proficiency and professional preparation.

TOTAL CREDITS 120

6.1.3 Bachelor of Education Kinesiology

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 – B.ED. KINESIOLOGY

<i>KINESIOLOGY THEORY</i>	CREDITS
Required Courses	45
PSYC 215 Social Psychology	3
EDKP 205 Structural Anatomy	3
EDKP 206 Biomechanics of Human Movement	3
EDKP 261 Motor Development	3
EDKP 292 Nutrition and Wellness	3
EDKP 311 Athletic Injuries	3
EDKP 330 Physical Activity and Health	3
EDKP 331 Homeostatic Physiology	3
EDKP 391 Ergo-physiology	3
EDKP 485 Exercise: Chronic Health Conditions	3
EDKP 492* Psychology of Motor Performance	3
EDKP 493 Administration	3
EDKP 495 Scientific Principles of Training	3
EDKP 496 Adapted Physical Activity	3
EDKP 498 Sport Psychology	3
* number has changed, consult the Department.	
<i>KINESIOLOGY PROFESSIONAL COMPONENT</i>	9
Required Course	3
EDKP 201 Fitness Leadership	
Complementary Courses	6
MATH 203 Principles of Statistics 1	3
or PSYC 305 Statistics for Experimental Design	
EDPT 200 Applications Software	3
or COMP 102 Computers and Computing	
<i>OPTION COMPONENT</i>	9
Nine credits from <i>one</i> of the following Options (see lists given below):	
A. Social perspective of Health	
B. Management and Administration	
C. Certified Fitness Appraiser	
D. Personal Trainer	
E. Sciences	
<i>SKILL AND TECHNIQUE COURSES</i>	6
Required Courses	4
EDKP 200 Weight Training	1
EDKP 213 Aquatics 1	1
EDKP 244 Dance and Fitness	1
EDKP 249 Physical Activity Appraisal	1
Complementary Courses	2
Two Skill and Technique Courses offered by the Department of Kinesiology and Physical Education	

<i>PRACTICA</i>	9
Required Courses	
EDKP 250 Practicum 1	3
EDKP 350 Practicum 2	3
Complementary Courses	
one of:	3
EDKP 450 Practicum 3	
EDKP 451 Personal Trainer Practicum	
EDKP 452 Fitness Appraisal Practicum	
EDKP 453 Research Practicum in Kinesiology	

ELECTIVE COURSES 12
Students are encouraged to select courses that will contribute to their academic proficiency and professional preparation.

TOTAL CREDITS 90

B.ED. KINESIOLOGY OPTIONS*
* some options are under revision:

A. Social Perspective of Health Option

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

B. Management and Administration Option

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

C. Certified Fitness Appraiser (CFA) Option

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

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

D. Personal Trainer Certification Option

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

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

E. Science Option

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

Biology

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

Chemistry

- CHEM 150 (3) World of Chemistry: Food
 CHEM 160 (3) World of Chemistry: Technology
 CHEM 201 (3) Modern Inorganic Chemistry 1
 CHEM 203 (3) Survey of Physical Chemistry
 CHEM 212 (4) Organic Chemistry 1
 CHEM 213 (3) Introductory Physical Chemistry
 CHEM 257D1(2) Introductory Analytical Chemistry
 CHEM 257D2(2) Introductory Analytical Chemistry
 CHEM 307 (3) Analytical Chemistry of Pollutants

Mathematics

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

Physics

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

Psychology

- PSYC 211 (3) Introductory Behavioural Neuroscience
 PSYC 212 (3) Perception
 PSYC 213 (3) Cognition
 PSYC 337 (3) Introduction: Abnormal Psychology 1
 PSYC 354 (3) Interpersonal Relationships

Lorie Kloda; B.A., M.L.I.S.(McG.)
 Chantal Marcoux; B.A., M.B.S.I.(Montr.)
 Ruth Noble; B.Sc., M.L.I.S.(McG.)
 Richard Virr; B.A.(Tulane), M.A.(Queen's), Ph.D.(McG.)
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 (CN-Pratt-Grinstead Professor of Information Studies)
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