

FACULTY OF EDUCATION

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1 The Faculty

1.1 Location

3700 McTavish Street
Montreal, QC H3A 1Y2
Canada

Telephone: (514) 398-7042

Fax: (514) 398-4679

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

1.2 Administrative Officers

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

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

RACHELLE KEYSERLINGK, B.A., B.Ed.(W.Ont.), Cert.Spec.Ed., M.A.(Ott.) **Associate Dean (Professional Development and Technology)**

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**

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

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

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

GREGORY D. REID, B.Ed.(P.E.)(McG.), M.S.(Calif.), Ph.D.(Penn. State) **Chair, Department of Physical Education**

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

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

CHRISTINE ZILBERMAN **Student Affairs Officer**

1.3 The Faculty Then and Now

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

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

The Institute was reconstituted as the Faculty of Education in 1965 and the work continued both on the McGill and the Macdon-

ald campus. The St. Joseph Teachers College and the Faculty of Education were amalgamated in 1970 and relocated in a new building on the McGill Campus. In 1996, the Graduate School of Library and Information Studies (GSLIS) became affiliated with the Faculty.

At the present time, the Faculty has approximately 2700 students, of whom 1000 are graduate students enrolled in programs of the Faculty of Graduate Studies and Research, 1250 are in full-time programs of initial teacher education and 450 are registered in part-time programs of professional development. The Faculty is organized into five departments and the Graduate School of Library and Information Studies. In addition, the Faculty has a number of research and service centres, several of an interdisciplinary nature.

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

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

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

1.4 Faculty Facilities

Education Library and Curriculum Laboratory

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

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

Sessional Hours:
 Monday to Thursday 08:30 – 21:00
 Friday 08:30 – 17:00
 Saturday 11:00 – 17:00
 Sunday 12:00 – 16:00

Variations to these hours are posted outside the Library, and are available on MUSE, *InfoMcGill* and on our web site.

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

Physical Education Reading Room

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

Sessional Hours:
 Monday to Friday 09:00 – 17:00
 Variations to these hours are posted outside the Reading Room and on the Education Library web site.

McGill University has a decentralized Library System made up of 15 libraries. Education students are welcome to use all of the libraries. For more information, consult the Library web site at: <http://www.library.mcgill.ca> and the individual library guides available in each library.

See the Library Facilities segment of the General University Information section for additional details.

Seagram Sport Science Centre

The Seagram Sport Science Centre is a multi-disciplinary centre bringing together expertise from the Department of Physical Education and the Faculty of Medicine. The Centre consists of research laboratories in Biomechanics, Exercise Physiology, Sport Psychology, Human Performance Assessment, and the Cleghorn Hyperbaric Oxygen Unit. The major focus for the Centre is the advancement of knowledge in the science of sport with emphasis on ice hockey.

Co-Directors:

Dr. David Montgomery, Faculty of Education

Dr. Eric Lenczer, Faculty of Medicine

Telephone: (514) 398-4184, ext. 0558

Microcomputer Facilities

The Faculty has a large microcomputer complex on the third floor that houses a lab with IBM computers, a second lab with Apple Macintosh computers, and a smaller work area with additional computers. Laser and dot matrix printing as well as scanning facilities are available. The computers are supported by an extensive educational software collection and consultants are available for help. This facility is available for courses, workshops and individual use by students and university staff.

Hours for the fall and winter terms are:

Monday to Thursday	09:00 – 21:00
Friday	09:00 – 17:00
Saturday	11:00 – 17:00

Summer hours To be Announced

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

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

Mainframe Facilities

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

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

Educational Media Centre (EMC)

The Educational Media Centre provides a wide range of audiovisual support services for students and staff as well as webmaster services for the entire Faculty of Education World Wide Web site. Technical service functions include: free audiovisual and multimedia equipment loan for course work; in-house production of instructional presentation materials using current audiovisual and computer technologies including: interactive multimedia, World Wide Web, graphics (on-line and printed documents), videography, photography and video recordings; purchasing consultation for audiovisual, multimedia and computer (Macintosh only), hardware and software; equipment troubleshooting and maintenance; and on-site sales of various course related audiovisual and computer supplies.

The following facilities are available: audiovisual equipment self-instruction lab; student project work room; black and white darkroom; basic off-line VHS video editing suite; selected media preview room; basic single pass/four input audio mixing console

(includes microphone, CD player, cassette player and record player); Macintosh computer station for printing and Internet access; and closed-circuit videotaping facility for the recording of interviews and test sessions.

Instructional functions comprise: small group workshops (appointment only); EMC facilities orientation tours (appointment only); individual equipment operation instruction and troubleshooting; and technical support to audiovisual and multimedia technology courses available through the Faculty of Education. Most services and facilities are available without appointment, however the EMC recommends that reservations be made at 398-6950 in advance whenever possible.

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

Hours for September through June are:

Monday to Thursday	08:15 – 21:00
Friday	08:15 – 17:00
Summer hours (July) Monday to Friday	08:15 – 17:00

The EMC is closed on Saturdays, Sundays and holidays, and during August.

Research Group for the Study and Teaching of Writing

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

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

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 and adult/professional education. Its academic staff are 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. Arrangements are most often made through programs in Educational Psychology, but are possible through other programs as well.

Director: Professor Lynn M^cAlpine
Office: Education Building, Room 544E
Telephone: (514) 398-6648 Fax: (514) 398-4679

Centre for Educational Leadership (CEL)

CEL is a Department based unit that promotes the continuing professional development of teachers, policy-makers and educational leaders by providing them with state-of-the art programs of learning, service and applied research. Its integral place in the Department of Educational Studies provides CEL with a diverse set of resources and an environment that demands a high quality of service. CEL undertakes continuous assessment of needs and opportunities to provide leadership through creative programming responses. CEL provides a setting in which provincial, national and international leaders meet and exchange ideas on current issues in education. CEL provides learning opportunities, such as the Distinguished Educators Seminars and Leadership Institutes, which link research, policy, and practice. For further information, please call CEL at (514) 398-7044.

Student Affairs Office (SAO)

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

Office Hours: Monday to Friday 09:00 - 17:00

Office: Education Building, Room 243
Telephone: (514) 398-7042 Fax: (514) 398-4679

Office of Student Teaching

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

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

Director: Dr. Spencer Boudreau
Office: Education Building, Room 215
Telephone: (514) 398-7046 Fax: (514) 398-3179
E-mail: boudreau@education.mcgill.ca

Office of First Nations and Inuit Education (OFNIE)

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

Director: Professor Lynn M^cAlpine
Office: Education Building, Room 614
Telephone: (514) 398-4533 Fax: (514) 398-2553

Office of Research on Educational Policy (OREP)

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

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

The McGill Journal of Education

The McGill Journal of Education is published three times a year, in Winter, Spring, and Fall.

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

Annual subscriptions may be requested at the following address:

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

The current rates are:
\$25 for Faculty of Education members subscriptions;
\$30 for Canadian subscriptions; and
\$40 for International subscriptions.

Education Undergraduate Society (Ed. US)

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

McGill Career and Placement Service (CAPS)

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

2 Faculty Programs

The Faculty of Education offers three different kinds of programs.

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

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

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

Programs of initial teacher education are described in this Calendar, programs of professional development are described in the 1999-2000 Centre for Continuing Education Calendar, and graduate programs are described in the 1999-2000 Faculty of Graduate Studies and Research Calendar.

2.1 Programs of Initial Teacher Education

2.1.1 BACHELOR OF EDUCATION PROGRAMS

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

B.Ed. Kindergarten and Elementary Education (120 credits) (Offered by the Department of Educational Studies – refer to S) A 30-credit Programme intensif de français (PIF) Elementary Option is available for students enrolled in the B.Ed. Kindergarten and Elementary program. (This option is offered by the Department of Second Language Education – refer to [section 6 on page 184](#) and [section 8 on page 195](#).)

B.Ed. Kindergarten and Elementary Education (Jewish Studies Option) (126 credits) (Offered by the Department of Educational Studies – refer to [section 6 on page 184](#))

B.Ed. General Secondary Two-Subject Option (120) (Offered by the Department of Culture and Values in Education and the Department of Educational Studies – refer respectively to [section 4 on page 180](#) and [section 6 on page 184](#))

B.Ed. Major in Physical Education (120 credits) (Offered by the Department of Physical Education – refer to [section 7 on page 193](#))

B.Ed. Teaching French as a Second Language (120 credits) (Offered by the Department of Second Language Education – refer to [section 8 on page 195](#))

B.Ed. Teaching English as a Second Language (120 credits) (Offered by the Department of Second Language Education – refer to [section 8 on page 195](#))

Concurrent B.Sc. (Major in Two Subjects for Teachers) / B.Ed. (General Secondary Two-Subject Option) Program (135 credits) (Offered jointly by the Department of Educational Studies and the Faculty of Science – refer respectively to Faculty of Education [section 6 on page 184](#) and to Faculty of Science [section 11.28 on page 415](#))

Concurrent B.Ed. in Music/B.Music (Music Education) Program (157 credits) (Offered jointly by the Department of Culture and Values in Education and the Faculty of Music – refer respectively to Faculty of Education [section 4 on page 180](#) and Faculty of Music [section 7.5 on page 314](#))

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

B.Ed. Kinesiology Program (90 credits) (Offered by the Department of Physical Education – refer to [section 7 on page 193](#))

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

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

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

IMPORTANT NOTICE TO APPLICANTS TO THE B.ED. KINDERGARTEN AND ELEMENTARY AND B.ED. GENERAL SECONDARY TWO-SUBJECT OPTION PROGRAMS ENTERING IN SEPTEMBER 1999

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

McGill Diploma in Education/Elementary and General Secondary Programs

These 45-credit programs have not been offered in the Faculty of Education since September 1995. Applicants with university credits, including holders of degrees, may be eligible for transfer credits towards the completion of the revised 120 credit B.Ed. programs.

IMPORTANT NOTICE TO APPLICANTS TO THE SPECIAL AREA PROGRAMS

Bachelor of Education in Special Area Programs

In September 1998 the Faculty of Education revised its B.Ed. Special Area Programs. These programs changed from 90 to 120 credits for Québec students and from 120 to 150 credits for out-of-province students.

McGill Diploma in Education Special Area Programs

The one-year, 45-credit post-baccalaureate Diploma in Education in Special Area Programs was discontinued in September, 1998.

IMPORTANT NOTICE TO STUDENTS ENROLLED IN B.ED. SPECIAL AREA PROGRAMS (Physical Education, Teaching English or French as a Second Language) PRIOR TO SEPTEMBER 1998

The Faculty of Education will continue to offer the 90-credit B.Ed. Special Area programs exclusively to students previously enrolled in them. However, in order to phase out these programs, no new applicants have been accepted since September 1997. Please refer to the 1997-98 Undergraduate Programs Calendar for information regarding program profiles. Students readmitted to this program after an absence should be aware that substitutions may be made for courses no longer offered.

IMPORTANT NOTICE REGARDING MUSIC SPECIALIST TEACHER TRAINING

The Concurrent Bachelor of Education in Music / Bachelor of Music (Major in Music Education) program will begin in September 1999.

The 45-credit Diploma in Education is no longer offered. Individuals wishing to become certified music teachers in the province of Quebec are required to obtain a Bachelor of Education degree.

New applicants should apply to the Concurrent program. Students who are already enrolled at McGill in the Bachelor of Music (Major in Music Education) program should transfer into the Concurrent program.

Students who have obtained more than 30 credits in the Bachelor of Music program (exclusive of the Freshman Year for out-of-province students) should apply for advanced standing to the Concurrent program.

Those who have completed a Bachelor of Music degree should apply to the Bachelor of Education in Music program.

Application packages may be obtained from:

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

Program details are provided in [section 4.1.2](#) and are available from the Program Director, Professor Joan Russell, Department of Culture and Values in Education (514) 398-2447.

2.1.2 QUEBEC TEACHER CERTIFICATION

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

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

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

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

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

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

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

1. "Adjustment of the personality for teaching"
2. "Command of the language of instruction"
3. "Theoretical knowledge in the field of psychopedagogy"
4. "Aptitude as a classroom practitioner"

5. "Academic competence in the area of concentration"
6. "Understanding of the Québec educational system"

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

Direction des permis et des brevets
150, boulevard René Lévesque est, 15^e étage
Québec, QC G1R 5W8
Telephone: (418) 646-2741

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

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

2.1.3 GENERAL ADMISSION REQUIREMENTS – BACHELOR OF EDUCATION PROGRAMS

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

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

Please refer to the General University Information [section 1](#) and [section 2](#) for information on application procedures and admission requirements for all Bachelor of Education programs.

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

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

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

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

2.1.4 ADDITIONAL ADMISSION REQUIREMENTS – BACHELOR OF EDUCATION PROGRAMS

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

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

B.Ed. Major in Physical Education Program: Those applying to the B.Ed. Major in Physical Education program require a personal

statement and two letters of reference showing appropriate background involvement in sport and physical activities. An interview may be required. Students applying for advanced standing are required to arrange an interview with the Undergraduate Program Director at (514) 398-4184 ext. 0487.

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

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

Those applying to the B.Ed. General Secondary Two-Subject Option Program and choosing **either the business or technical subject option** are required to have the following: a) successful completion of a formal program of technical or business studies that relates to secondary school level technical and business subject offerings; b) work experience in the technical or business subject option, usually three years; c) a personal interview.

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

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

2.1.5 CONCURRENT PROGRAMS

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

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

For a detailed description of this program please refer to [section 6.1.3 on page 187](#) and to Faculty of Science [section 11.28 on page 415](#).

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

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

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

Applications to this Concurrent program should be made to:

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

For a detailed description of this program, please refer to Faculty of Education [section 4.1.2 on page 182](#) and to Faculty of Music [section 7.5 on page 314](#).

2.1.6 INTRA-FACULTY TRANSFERS

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

Deadlines for application:

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

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

2.1.7 INTER-FACULTY TRANSFERS

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

Transfer applicants will be considered on the basis of both university work and previous studies. A CGPA of 2.7 (B-) is required for admission as a transfer student.

Deadlines for application:

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

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

2.1.8 ADVANCED STANDING/TRANSFER CREDITS

Advanced standing credit will be granted on an individual basis depending upon the student's academic background. A minimum of 60 credits must be completed in order to obtain a McGill Degree. Please note that transfer credit evaluation can only be determined after the formal application and all necessary supporting documents have been received by the Admissions, Recruitment and Registrar's Office. For more details, please refer to General Information [section 2 "Admission Requirements" on page 10](#).

Once enrolled in the B.Ed. program, students may not normally apply retroactively for credit obtained in other programs. Taking courses outside McGill University or through Distance Education during the last semester prior to graduation is normally not permitted.

2.1.9 READMISSION

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

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

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

Deadlines for application:

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

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

2.2 Programs of Professional Development

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

Detailed information regarding general regulations, admission requirements and program profiles on the following certificates and diplomas may be found in the 1999-2000 Centre for Continuing Education Calendar or in the 1999-2000 Distance Education Brochure. Additional information about these programs may be obtained from the departments offering them or from the following offices:

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 248
Montreal, QC H3A 1Y2
Telephone: (514) 398-7043. Fax: (514) 398-2182
Website: <http://www.education.mcgill.ca/conted>

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

2.2.1 CERTIFICATE PROGRAMS

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

- Teaching of the Arts*
(Department of Culture and Values in Education)
- Moral and Religious Education*
(Department of Culture and Values in Education)
- *These two programs are under revision and will not accept students in 1999-2000.
- Second Language Teaching
(Department of Second Language Education)
- Inclusive Education
(Department of Educational and Counselling Psychology)
- Educational Technology
(Department of Educational and Counselling Psychology)
Offered through Distance Education. Further information is available from the Program Secretary at (514) 398-4248.
- Certificates for First Nations and Inuit (refer to [section 2.3](#))

2.2.2 DIPLOMA PROGRAMS

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

- Human Relations and Family Life Education
(Department of Educational and Counselling Psychology)
Further information is available from the Program Secretary at (514) 398-4248.
- Psychology and Education of the Gifted
(Department of Educational and Counselling Psychology)
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 1999-2000 Faculty of Graduate Studies and Research Calendar.

2.3 Programs for First Nations and Inuit

The following programs are offered for Aboriginal teachers through the:

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

Detailed information about the following programs may be found in [section 6.3 on page 189](#).

- Certificate in Education for First Nations and Inuit
(This program replaces the former Certificate in Native and Northern Education.)
- Certificate in Aboriginal Literacy Education
- Certificate in Middle School Education in Aboriginal Communities
- B.Ed. for Certified Teachers (Elementary Education)
- Certificate in Aboriginal Education for Certified Teachers
- 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.)

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

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

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

Advising

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

3.1 Course Information

Course Load

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

For Bachelor of Education students, the normal course load per term is 15 credits. Students in satisfactory standing may take up to 17 credits per term. Students whose GPA is above 3.0 may take up to 18 credits per term. Overloads are normally not allowed in major field experience terms.

Time Limit for Completion of Degrees

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

Notice to students enrolled in B.Ed. Elementary and B.Ed. Secondary programs prior to the 1995 academic year.

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

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

Course Requirements

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

Course Registration

Students must register by MARS. The MARS system is unable to verify whether or not Faculty regulations are respected, therefore, if in doubt, students should meet with their adviser within the course change deadlines.

Note: Students must register for both Fall and Winter semesters at the same time. **Students must be officially registered in their student teaching/field experience courses in order to be placed by the Office of Student Teaching.**

Summer Studies – Courses Offered Through Continuing Education and Distance Education

A wide range of courses enabling students either to acquire pre-requisite credits or to earn credit towards their degree is offered through Summer Studies. For information and to obtain the appropriate registration forms, students wishing to attend Summer Studies should contact the:

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 248
Montreal, QC H3A 1Y2
Telephone: (514) 398-7043 Fax: (514) 398-2182
Website: <http://www.mcgill.ca/summer>

Courses Taken under Satisfactory/Unsatisfactory Option

Required or Complementary courses cannot be taken under this option. Please consult the General University Information and Regulations [section 5.12.3](#).

Course Equivalencies

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

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

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

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

- 425-201 Effective Written Communication
- 455-202 Effective Communication
- 455-203 Communication in Education

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

Dress Regulations

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

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

3.2 Academic Standing

Academic standing is determined at the end of the academic year, immediately following the winter term examination period.

Satisfactory Standing

Students enter the University in satisfactory standing and remain in this standing unless their GPA for any year drops below 2.0. Therefore, to be in satisfactory standing a student must have a GPA of 2.0 or greater, and pass student teaching/field experience courses as arranged by the Office of Student Teaching.

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

Probationary Standing

Students in probationary standing **can only enrol for a maximum of 12 credits per term** and are not permitted to take any level student teaching/field experience course during that academic year. Students are placed in probationary standing when their GPA falls between 1.5 and 1.99.

Students in probationary standing who obtain a GPA between 1.5 and 1.99 remain in probationary standing if they also have a minimum CGPA of 2.0.

A student in probationary standing may return to satisfactory standing at the end of the next academic year by obtaining either:
a GPA of at least 2.5 or,
both a GPA and a CGPA of 2.0 or greater.

A student **admitted on probationary standing** must obtain a GPA of 2.5 to be placed in satisfactory standing.

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

After the completion of 12 credits, a student whose GPA falls between 1.5 and 1.99 is placed in probationary standing.

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

Unsatisfactory Standing

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

- their GPA falls below 1.5;
- they receive a failure (F, J, KF) in any level of student teaching/field experience course;
- they were previously on probationary standing and did not obtain a GPA of 2.5, or both a GPA and CGPA of 2.0 or greater;
- they were readmitted by the Committee on Student Standing and did not satisfy the conditions specified in the letter of re-admission.

Incomplete Standing

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

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

3.3 Bachelor of Education Program Awards

Dean's Honour List Designation for Graduating Students

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

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

Dean's Honour List Designation for In-course Students

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

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

Scholarships and Awards

Various scholarships and awards are open to both graduating and in-course students. Full details may be found in the Undergraduate Scholarships and Awards Calendar available from the Admissions, Recruitment and Registrar's Office or from its website (<http://www.aro.mcgill.ca>).

3.4 Graduation Requirements

To be eligible for the B.Ed. degree, students must complete the number of credits required in the program and stipulated in their letter of acceptance, obtain a grade of C or better in all courses except electives, and have a CGPA of at least 2.0. Normally, at least 60 credits must have been completed within the program as described above.

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

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

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

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

Students who fail to graduate as expected and who do not re-register must apply to the Associate Dean (Student Affairs) 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 *infoMcGill* and the Admissions, Recruitment and Registrar's Office website (<http://www.aro.mcgill.ca>).

3.5 Attendance and Examination

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

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

Students enrolled in Programs of Initial Teacher Education should be aware that Field Experiences will not be interrupted during the University-scheduled Study Break, refer to the Calendar of Dates, page 7.

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

Class Tests

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

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

Final Examinations

Student should refer to the General University Information [section 6](#) for further information about final examinations.

Supplemental Examinations

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

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

Students should be aware of the following:

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

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

Reassessment and Rereads

In accordance with the Charter of Student Rights, and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark and the right to discuss this submission with the examiner. If, after such

discussion, students want to have a formal final examination or major paper reread, they must apply in writing to the Student Affairs Office.

Application for rereads must be made by March 31 for courses ending in the fall term and by September 30 for courses ending in the winter term. Students are assessed a fee for formal rereads of a final examination or major paper, which will be refunded only if the reread results in an increased letter grade. Requests for rereads in more than one course per term will not be permitted. Grades may be either 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 be made directly to the instructor concerned.

Incomplete Courses

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

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

Student Teaching/Field Experience

Students must be in satisfactory academic standing in order to do any level field experience course. Normally, all student teaching/field experiences must be done in the province of Quebec.

Failure in student teaching practice places a student in unsatisfactory standing, requiring withdrawal from the University. Therefore, students who fail their student teaching practice will be required to withdraw from it as well as from the related professional courses as determined by their department(s) at the time of failure. Students will be allowed to continue with the remaining components of their programs until the end of the semester.

Students who experience some difficulty in their student teaching practice, which does not constitute a failure, may be required to repeat their field experience. Students who experience serious personal or family illness may be granted permission to defer the field experience. They would normally be required to repeat the field experience during the next scheduled session.

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

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

Students with teaching experience acquired before entering the Bachelor of Education programs may, under certain circumstances, substitute courses for the first and second year professional seminars and field experiences. Permission must be obtained from the Associate Dean (Student Affairs).

Supplemental examinations are not available in Student Teaching.

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.**

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

Student should be aware that Field Experiences continue during the University-scheduled Study Break, refer to the Calendar of Dates, page 7. In addition, attendance at scheduled University courses is required regardless of any school breaks during Field Experiences.

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

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

Chair — DAVID C. SMITH

Director of Graduate Program — DR. BOYD E. WHITE

Director of Undergraduate Program — DR. ELIZABETH WOOD

Director of Jewish Teacher Training Program — DR. ERIC CAPLAN

Director of Music Education — DR. JOAN RUSSELL

Professors — THOMAS A. FRANCOEUR, RATNA GHOSH (*WILLIAM C. MACDONALD PROFESSOR OF EDUCATION*), BARRY LEVY, DAVID SMITH, R. LYNN STUDHAM

Associate Professors — YAREMA G. KELEBAY, RACHELLE KEYSERLINGK, JING LIN, RONALD MORRIS, GENTILE TONDINO, BOYD WHITE

Assistant Professors — SPENCER BOUDREAU, ERIC CAPLAN, KEVIN McDONOUGH, JACQUELINE REID-WALSH, ELIZABETH WOOD

Faculty Lecturers — DAN CERE, FRANCES LEVY, LEO PURCELL, JOAN RUSSELL, CELINA SEGAL

Adjunct Professors — HENRY A. GIROUX, JASWANT K. GUZDER, GABRIEL MORAN, PETER ROCHE DE COPPENS

The Department of Culture and Values in Education offers a number of options in Moral and Religious Education within the B.Ed. General Two-Subject Option Program. They include: Religious Education (Catholic, Jewish, Protestant) and Moral Education. An option in Jewish Studies at the elementary level is offered within the B.Ed. Kindergarten and Elementary program by the Department of Educational Studies. Also offered is a Concurrent Bachelor of Education in Music/Bachelor of Music (Music Education) program for the preparation of music specialist teachers. Graduates of this program will be certified to teach music at the elementary and secondary levels and to teach a second academic subject at the secondary level.

The Department also offers required, complementary and elective courses in philosophy, theology, ethics, music, drama, art, women's studies, multi-cultural and values education. It should be noted that students who intend to teach in Quebec elementary schools must meet the respective requirements of the Catholic and Protestant Committees. The regulations of both committees are outlined in [section 6.1.1 on page 185](#).

At the graduate level, the Department offers an M.A. (Thesis and non-thesis options) program in Culture and Values in Education. For further details on the M.A. program, consult the 1999-2000 Faculty of Graduate Studies and Research Calendar.

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

4.1 Bachelor of Education Programs

**4.1.1 BACHELOR OF EDUCATION GENERAL
SECONDARY TWO-SUBJECT OPTION PROGRAM
(120 credits)**

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

The aim of the B.Ed. in Secondary Education is to prepare strong beginning teachers for the secondary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide background depth in two subject areas and professional studies centred on school-based practicum components which are supported by studies in pedagogy, curriculum and educational foundations. The subjects are to be chosen from: Moral Education, Religious Education (Catholic, Jewish, Protestant) and Drama (not offered in 1999-2000) as well as Biology, Business Education, Chemistry, English, General Science, Geography, History, Mathematics, Physics and Technical Education offered by the Department of Educational Studies (section 6.1.3). Students may choose one or two of these subject areas as their first teaching option and/or their second teaching option.

ACADEMIC COMPONENTS	CREDITS
FIRST TEACHING OPTION:	57
A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses. Students who choose Religious Education (Jewish) as an option must take 33 academic credits in Jewish Studies.	
SECOND TEACHING OPTION:	
A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses.	
PROFESSIONAL COMPONENTS	57
PROFESSIONAL SEMINARS	8
Required Courses	
455-201 First Year Professional Seminar	1
416-250 Second Year Professional Seminar	1
455-306 Third Year Professional Seminar	3
455-404 Fourth Year Professional Seminar	3
FIELD EXPERIENCES	19
Required Courses	
435-200 First Year Field Experience	2
435-251 Second Year Field Experience	2
435-302 Third Year Field Experience	7
435-402 Fourth Year Field Experience	8
FOUNDATION COURSES	9
Required Courses	
411-405 Policy Issues in Québec Education	3
416-300 Educational Psychology	3
Complementary Courses	3
423-400* Philosophical Foundations	
or 415-398 Philosophy of Catholic Education	
* Students who choose Religious Education (Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead.	
PEDAGOGY COURSES	9
Required Courses	
414-309 Exceptional Students	3
First Teaching Option Methodology	3
Second Teaching Option Methodology	3

Catholic Option takes:
415-392 Guiding Religious Response - Sec.

Protestant Option takes:
421-372 Human & Rel. Values in Sec. School

Jewish Option takes one of the following:
422-250 Understanding and Teaching Jewish Living
422-400 Teaching the Jewish Liturgy
422-401 Teaching the Bible I
422-404 Teaching Hebrew as a Second Language
422-405 Teaching Yiddish as a Second Language
422-420 Teaching Jewish History
422-421 Teaching the Holocaust

Moral Education Option takes:
423-340 Moral Education C&I

PEDAGOGICAL SUPPORT COURSES	12
Required Courses	
416-304 Measurement & Evaluation	3
455-302 Language and Learning - Curr.	3
Complementary Courses	
A 3-credit course in Multicultural Education from the following list:	3
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
416-310 Educational Computer Applications	
432-200 Applications Software	
432-204 Educational Media I	
455-402 Media, Technology & Education	
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:	
432-341 Instructional Programming I	
432-420 Media Literacy for Education	
ELECTIVE COURSES	6
TOTAL CREDITS	120

FOUR-YEAR PROGRAM OVERVIEW

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

YEAR 1		
Term A		
A	Academics	12
P/PS	455-201 First Year Professional Seminar	1
P/FE	435-200 First Year Field Experience I	2
Term B		
A	Academics	12
P/F	423-400 Philosophical Foundations or 415-398 Philosophy of Catholic Education	3

YEAR 2		
Term A		
A	Academics	12
P/Ps	455-410 Multi-cultured/Multi-racial or 423-464 Intercultural Education or 433-441 First Nations and Inuit Education	3

Term B		
A	Academics	9
P/PS	416-250 Second Year Professional Seminar	1
P/FE	435-251 Second Year Field Experience	2
P/F	416-300 Educational Psychology	3

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

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

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

The Bachelor of Education in Music is an integrated 4-year, 120-credit program (150 credits for out-of-province students) of initial teacher training that leads to certification as a teacher in the province of Quebec. Offered concurrently with the Bachelor of Music (Major in Music Education), the program combines academic studies in music and a second teachable subject, professional studies, and field experience in each year and offers students the opportunity to obtain a Bachelor of Education degree and a Bachelor of Music degree after 157 credits of study. The two degrees will be awarded at two different convocations but during the same convocation period.

To be admitted to the Concurrent program, students must satisfy the regular admission requirements of the Faculty of Education and the Faculty of Music. Normally, students will be admitted to both components of the Concurrent program simultaneously. Applicants who already hold a Bachelor of Music degree may apply for advanced standing. Students who have completed 30 or more credits in a Bachelor of Music program, exclusive of the Freshman Year for out-of-province students, should apply for admission to the Concurrent program.

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

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

Students who have successfully completed the first two years of the Concurrent program have the option of completing only the Bachelor of Education in Music or only the Bachelor of Music, Faculty Program.

Students who opt for the Bachelor of Education in Music would be required to complete 62 academic credits, 3 elective credits,

and 55 professional course credits from the program given below, with the following notes:

1. B.Ed./B.Mus. students are required to complete Theory 211-311. This course is required for the Bachelor of Music. Students who transfer to the Bachelor of Education after the successful completion of the second year of the Concurrent program may use these as elective credits.
2. Credits are required for completion of the Concurrent program.
3. Eight credits of ensemble are required for completion of the Concurrent program; 4 credits are required for completion of the Bachelor of Education program.

ACADEMIC COMPONENTS	CREDITS
THEORY COURSES	14
211-210 Tonal Theory and Analysis I	3
211-211 Tonal Theory and Analysis II	3
211-310 Middle & Late 19th-C. Theory & Analysis	3
211-311 20th-Century Theory and Analysis – see Note 1 above.	3
211-461 Arranging I – see Note 2 above.	2
MUSICIANSHIP COURSES	8
212-229 Musicianship	2
212-231 Musicianship	2
212-329 Musicianship	2
212-331 Musicianship	2
PERFORMANCE COURSES	16
Practical Concentration: 2 credits per term.	8
Completion of Concentration II Examination	
Basic Ensemble Training: 4 credits per year in Year 1 and in Year 4 – see Note 3 above.	8
Orchestral Instruments:	
Winds: Orchestra and Chamber Winds, or Wind Symphony	
Percussion: Orchestra or Chamber Winds or Wind Symphony	
Strings: Orchestra	
Other Instruments: Choral Ensemble	
COMPLEMENTARY MUSIC HISTORY	6
– see Note 2 above.	
Music History, Literature or Performance Practice elective (courses with a 214- or 215- prefix, may include 214-362 Popular Music or 214-393 History of Jazz, but not both)	3
and one of:	
214-389 Orchestral Literature	
214-397 Choral Literature after 1750	
214-398 Wind Ensemble Literature after 1750	
MUSIC EDUCATION COURSES	25
223-201 String Techniques	3
or 223-250 Guitar Techniques – see Note 2 above.	
223-202 Woodwind Techniques	3
223-203 Brass Techniques	3
223-204 Percussion Techniques	3
221-235 Vocal Techniques	3
222-215 Basic Conducting Techniques	1
222-356 Music for Children I: Philosophy & Tech.	3
222-401 Issues in Music Education – see Note 2 above.	3
221-315 Choral Conducting I	3
or 223-315 Instrumental Conducting I – see Note 2 above.	
<i>Music Education Electives</i>	6
– see Note 2 above.	
<i>Music Elective</i>	3
– see Note 2 above.	
Chosen from Faculty of Music offerings	

SECOND SUBJECT

Appropriately sequenced courses chosen from one of the following subject areas: Biology, Chemistry, General Science, Geography, History, Moral Education, Physics, Religious Education (Catholic, Jewish, and Protestant).

ELECTIVE

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

PROFESSIONAL COMPONENTS**PROFESSIONAL SEMINARS****Required Courses**

429-206	First Year Professional Seminar Music	1
429-207	Second Year Professional Seminar Music	1
429-306	Third Year Professional Seminar Music	2
429-406	Fourth Year Professional Seminar Music	2

FIELD EXPERIENCES**Required Courses**

435-205	First Year Field Experience Music	2
435-206	Second Year Field Experience Music	2
435-305	Third Year Field Experience Music	7
435-405	Fourth Year Field Experience Music	8

FOUNDATION COURSES**Required Courses**

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

Complementary Courses

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

PEDAGOGY COURSES**Required Courses**

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

PEDAGOGICAL SUPPORT COURSES**Required Courses**

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

Complementary Courses

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

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

*These programs are undergoing revision and will not accept new students for the 1999-2000 academic year.

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

Faculty of Education
3700 McTavish Street, Room 513
Montreal, QC H3A 1Y2
Program Information: (514) 398-4248
Telephone – Professors: (514) 398-4240
Fax: (514) 398-6968
Website:

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<http://www.education.mcgill.ca/fedwww/depts/ecp/ecp.html>

Chair — BRUCE M. SHORE

Acting Chair, January to June 1999 — ROBERT J. BRACEWELL

Emeritus Professors — REGINALD EDWARDS, EIGIL PEDERSEN, HOWARD A. STUTT

Professors — MARK W. AULLS, GLENN F. CARTWRIGHT, JEFFREY L. DEREVENSKY, JANET G. DONALD, FLORENT R. DUMONT, CARL H. FREDERIKSEN, BRUCE M. SHORE

Associate Professors — CHERYL L. AMUNDSEN, ROBERT J. BRACEWELL, ALAIN BREULEUX, JACOB A. BURACK, PETER G. BURPEE, JAMES P. HANRAHAN, MICHAEL L. HOOVER, ANDREW HUM, RACHELLE KEYSERLINGK, SUSANNE P. LAJOIE, ROBERT A. LAVERS, EVELYN LUSTHAUS, LYNN M^CALPINE, DAVID D. MCWETHY, THEODORE J. MAROUN, SOCRATES O. RAPAGNA, F. GILLIAN REJSKIND, ALENOUSH SAROYAN, ANASTASSIOS STALIKAS, WILLIAM M. TALLEY, GARY E. TORBIT, CYNTHIA B. WESTON

Assistant Professors — JOYCE F. BENENSON, ADA L. SINACORE, INGRID E. SLADCEZEK, NANCY L. HEATH

Associate Members — JANET DONIN, TERRY GANDELL, JOSEPH ROCHFORD, LALIT K. SRIVASTAVA, CLAIRE-DOMINIQUE WALKER

Adjunct Professors — ANNIE ALAKU, H. DON ALLEN, PETER DOEHRING, VALENTINA DE KROM, MARCIA A.B. DELCOURT, MARY ELJASSIAPIK, JUDITH MACARTHUR, SUSAN PINKER, LEONARD SHENKER, MICHAEL THOMAS, VICKI ZACK

Part-time Professors — ANTONIO BERNADELLE, EDITH CLARKE, SCOTT CONRAD, LETICIA COX, DAWN CRUCHET, MIRANDA D'AMICO, JACK DE STEFANO, MARLENE DWORKIND, ADAM FINKELSTEIN, MARILYN FITZPATRICK, KATHRYN MCMORROW, ROSEMARY REILLY, CHRISTINA RUDD, JOAN STAFFORD, RENÉE STEVENS, BARBARA WAINRIB, BRENDA WILSON, KAREN ZEY

The Department of Educational and Counselling Psychology is responsible 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.

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.

In professional development, the Department offers diploma and certificate programs in Human Relations and Family Life Education, Educational Technology, Inclusive Education, the Psychology and Education of the Gifted, and First Nations and Inuit Student Personnel Services.

At the graduate level, it offers a Graduate Certificate in Counseling Applied to Teaching. In addition, there are graduate programs leading to Ph.D., M.A. and M.Ed. degrees in instructional psychology, applied cognitive psychology, special populations of learners (special needs and gifted education), counselling psychology, school/applied child psychology, family life education, computer applications in education, adult professional education, and the psychology of gender. For further information, consult the 1999-2000 Faculty of Graduate Studies and Research Calendar.

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

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

5.1 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 1999-2000 Centre for Continuing Education Calendar. Further information about these programs may be also obtained from the Department at (514) 398-4248 or from:

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 248
Montreal, QC H3A 1Y2
Telephone: (514) 398-7043 Fax: (514) 398-2182
Website: <http://www.education.mcgill.ca/conted>

CERTIFICATE PROGRAMS

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

Inclusive Education

Educational Technology

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

First Nations and Inuit Student Personnel Services

This program is offered by the Department of Educational and Counselling Psychology through the Office of First Nations and Inuit Education. For detailed information about this program, please refer to [section 6.3](#).

DIPLOMA PROGRAMS

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

Human Relations and Family Life Education

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

Psychology and Education of the Gifted

Admission to this Diploma is temporarily suspended. Interested students are referred to the M.Ed. (Educational Psychology) Concentration in the Education of the Gifted. Please consult the 1999-2000 Faculty of Graduate Studies and Research Calendar.

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

Faculty of Education
3700 McTavish Street, Room 244S
Montreal, QC H3A 1Y2
Administration: (514) 398-4525
Undergraduate Programs: (514) 398-4527 Fax: (514) 398-4529

Faculty of Education
Graduate Programs
Duggan House
3724 McTavish Street, Room 205
Telephone: (514) 398-4531 Fax: (514) 398-7436
Website: <http://www.education.mcgill.ca/des/default.html>

Chair — ANTHONY PARÉ

Emeritus Professors — PATRICK X. DIAS, MARGARET GILLETT
(WILLIAM C. MACDONALD EMERITUS PROFESSOR OF EDUCATION),
C. WAYNE HALL, NORMAN HENCHEY

Professors — DAVID DILLON, JOHN R. WOLFORTH

Associate Professors — HELEN AMORIGGI, GARY ANDERSON,
CLERMONT BARNABÉ, ANN J. BEER, JON G. BRADLEY,
LYNN BUTLER-KISBER, JUNE E. COOPER, WINSTON G. EMERY,
JOHN B. GRADWELL, NANCY JACKSON, YAREMA G. KELEBAY,
CATHRINE LE MAISTRE, CHARLES S. LUSTHAUS, LYNN M^CALPINE,
DAVID D. MCWETHY, CHRISTOPHER S. MILLIGAN,
CLAUDIA A. MITCHELL, ANTHONY PARÉ, HOWARD N. RIGGS,
PHYLLIS SHAPIRO

Assistant Professor — BRIAN J. ALTERS

Faculty Lecturers — AUDREY BERNER, LINDA COOPER,
JULIET DUNPHY, JEAN LEDWELL-BROWN, CAROLYN PITTENGER,
JUDITH RITTER, DONNA LEE SMITH, SHARRON WALL

Adjunct Professors — JOHN ALLEN, MARY BEAR, LUCI BOBBISH-SALT, TINO BORDONARO, WILLIAM CORRIGAN, EDWARD CROSS, ELAINE FREELAND, CAROL HORN, DEBBIE HOUSE-COX, KAIA'TITAKE JACOBS, NELLIE KUSUGAK, EVA LOUITTIT, OOLOOTA MAATIUSI, HUGH MACDONALD, NOEL MCDERMOTT, CHARLOTTE MCLEOD, HOWARD G. MARTIN, DAN MASON, KEVIN O'DONNELL, PEESEE PITSIULAK, SAA PITSIULAK, LINDA SIMON, CLARENCE TOMATUK, CECIL WELCH, DORIS WINKLER, GILBERT WHITEDUCK, VICKI ZACK

Professional Associate — MARILYN BLAESER

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

At the Graduate level, the Department offers (effective September 1999 and subject to University approval) an M.A. in Educational Studies with (Thesis and Non-thesis options) program in one of two areas of study: Curriculum or Leadership. For details, please consult the 1999-2000 Faculty of Graduate Studies and Research Calendar.

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

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

6.1 Bachelor of Education Programs

**6.1.1 BACHELOR OF EDUCATION
KINDERGARTEN AND ELEMENTARY PROGRAM
(120 credits)**

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

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

The 4-year program begins with the foundation courses in the first semester and has a higher concentration of academic courses in the first two years. The professional courses and practicum have a heavier weight in the final two years. The practicum consists of school-based experiences and a series of professional seminars that provide an opportunity for students to reflect on that experience in a systematic way and with the guidance of a tutor.

ACADEMIC COMPONENT	39
This component provides background in the subject areas of the elementary school curriculum, namely: English Language Arts, Mathematics, Natural Sciences, Social Studies, Art, Physical Education, Moral and Religious Education, French. During their four years of study, students will take:	
18 – 21 credits in one of these subject areas;	
at least 3 credits in each of five other subject areas; and	
455-203 Communication in Education;	
PROFESSIONAL COMPONENT	75
This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:	
PRACTICUM	27
Required Courses	
Field Experiences	
435-200 First Year Field Experience	2
435-252 Second Year Field Exp. (K/Elem)	2
435-303 Third Year Field Exp. (K/Elem)	7
435-403 Fourth Year Field Exp.(K/Elem)	8
PROFESSIONAL SEMINARS	
455-201 First Year Professional Seminar	1
416-251 Second Year Prof. Sem. (K/Elem)	1
455-307 Third Year Prof. Sem. (K/Elem)	3
455-405 Fourth Year Prof. Sem. (K/Elem)	3
FOUNDATIONS	15
Required Courses	
411-405 Policy Issues in Quebec Education	3
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
416-300 Educational Psychology	3
Complementary Courses	
one of:	3
415-398 Philosophy of Catholic Education	
423-400 Philosophical Foundations	
PEDAGOGY	21
Required Courses	
433-223 Language Arts	3
433-332 Teaching Mathematics	3
433-372 Teaching Elementary Science	3
433-382 Teaching Social Studies	3
455-310 Kindergarten/Elementary Curri.	3
Complementary Courses	6
Two other methodology courses chosen from: Art, Drama, Moral and Religious Education, Music, Physical Education, TESL, TFSL.	

PEDAGOGICAL SUPPORT	12
Required Course	
455-302 Language & Learning - Curriculum	3
Complementary Courses	9
455-402 Media, Technology and Education	
or, for students with a background in computers or other media applications in education, one of the following 3-credit courses may substitute the above:	
432-341 Instructional Programming I	
432 -420 Media Literacy for Education	
one 3-credit course in Multicultural Education from the following list:	
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
one 3-credit course in Special Topics from the following list:	
455-300 Special Topics I	
455-301 Special Topics II	
ELECTIVE COURSES	6
TOTAL CREDITS	120

Special Requirements

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

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

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

YEAR 1		
Term A		
A	455-203 Communication in Education	3
P/PS	455-201 First Year Professional Seminar	1
P/FE	435-200 First Year Field Experience I	2
P/F	423-400 Philosophical Foundations	3
	or 415-398 Philosophy of Catholic Education	
	416-300 Educational Psychology	3
P/Ps	455-410 Multi-cultured/ Multi-racial Classroom	3
	or 423-464 Intercultural Education	
	or 433-441 First Nations and Inuit Education	
Term B		
A	Academics	15
YEAR 2		
Term A		
A	Academics	15
Term B		
P/PS	416-251 Second Year Prof. Sem. (K/Elem)	1
P/FE	435-252 Second Year Field Exp. (K/Elem)	2

P/PD	433-223 Language Arts	3
	433-332 Teaching Mathematics	3
	433-382 Teaching Social Studies	3
P/Ps	455-402 Media, Technology, Computers and Education	3

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

YEAR 4		
Term A		
P/PS	455-405 Fourth Year Prof. Sem. (K/Elem)	3
P/FE	435-403 Fourth Year Field Exp. (K/Elem)	8
P/F	414-341 Methods in Special Education	3
Term B		
P/PD	455-310 Kindergarten/Elementary Curriculum	3
P/Ps	455-302 Language and Learning - Curriculum	3
	455-300 Special Topics I or 455-301 Special Topics II	3
E	Electives	6

PROGRAMME INTENSIF DE FRANÇAIS ELEMENTARY OPTION (30-credits)

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

Competency in French

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

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

	CREDITS
ACADEMIC CONCENTRATION	15
Required Course	
431-341 Littérature et littérature en FLS	3
Complementary Courses	12
Twelve credits in French taken as part of the academic component of the B.Ed. Elementary Program or B.Ed. Major in the Teaching of French (Second Language).	
EDUCATION CONCENTRATION	15
Required Courses	
431-301 Étude de la langue l'ens. du FLS	3
431-444 Enseignement du FLS au primaire	3
431-345 Enseignement du FLS par immersion	3
Complementary Courses	6
Two (2) Curriculum & Instruction courses (Mathematics, Science, Social Studies, Music, etc.) taught in French. These courses could be taken either in the Faculty of Education or in a university where these courses are taught in French.	
TOTAL CREDITS	30

6.1.2 BACHELOR OF EDUCATION KINDERGARTEN AND ELEMENTARY PROGRAM (JEWISH STUDIES OPTION) (126 credits)

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

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

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

	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
455-201 First Year Professional Seminar	1
416-251 Second Year Prof. Sem. (K/Elem)	1
455-307 Third Year Prof. Sem. (K/Elem)	3
455-405 Fourth Year Prof. Sem. (K/Elem)	3
FIELD EXPERIENCES	19
Required Courses	
435-200 First Year Field Experience	2
435-252 Second Year Field Exp. (K/Elem) (Jewish Studies - Kindergarten)	2
435-303 Third Year Field Exp. (K/Elem)	7
435-403 Fourth Year Field Exp. (K/Elem) (Jewish Studies - Grades 1-6)	8
FOUNDATIONS	15
Required Courses	
411-405 Policy Issues in Quebec Education	3
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
416-300 Educational Psychology	3
Complementary Courses	3
one of:	
422-320 Visions and Realities of Jewish Education	3
423-400 Philosophical Foundations	3
PEDAGOGY	21
Required Courses	
422-250 Understanding and Teaching Jewish Living	3
422-400 Teaching Jewish Liturgy	3
422-401 Teaching the Bible 1	3
433-223 Language Arts	3
433-332 Teaching Mathematics	3
433-372 Teaching Elementary Science	3

Complementary Courses	3
one of:	
422-420 Teaching Jewish History	
433-382 Teaching Social Studies	
433-421 Teaching the Holocaust	
PEDAGOGICAL SUPPORT	12
Required Course	
455-302 Language & Learning - Curriculum	3
Complementary Courses	
one course in Multicultural Education chosen from:	3
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
one course in Media, Technology, Computers & Education chosen from:	3
416-310 Education Computer Applications	
432-200 Application Software	
432-204 Educational Media I	
455-402 Media, Technology & Education	
Students with a background in computers or other media applications in education may substitute the following course for one of the above four:	
432-341 Instructional Programming 1	
one course in Hebrew or Yiddish chosen from:	3
422-404 Teaching Hebrew as a Second Language	
422-405 Teaching Yiddish as a Second Language	
With the approval of Program Advisor, any course beginning with the prefix 422- may be replaced with a relevant course from the Faculty of Arts or the Faculty of Education.	
ELECTIVE COURSES	6
TOTAL CREDITS	126

6.1.3 BACHELOR OF EDUCATION GENERAL SECONDARY TWO-SUBJECT OPTION PROGRAM (120 credits)

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

The aim of the B.Ed. in Secondary Education is to prepare strong beginning teachers for the secondary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide background depth in two subject areas and professional studies centred on school-based practicum components which are supported by studies in pedagogy, curriculum and educational foundations.

The subjects are to be chosen from: Biology, Business Education, Chemistry, English, General Science, Geography, History, Mathematics, Physics and Technical Education, as well as Moral Education, Religious Education (Catholic, Jewish, Protestant) and Drama (not offered in 1999-2000) offered by the Department of Culture and Values in Education (section 4.1.1). Students may choose one or two of these subject areas as their first teaching option and/or their second teaching option.

ACADEMIC COMPONENTS	57
FIRST TEACHING OPTION:	
A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses. Students who choose Religious Education (Jewish) as an option must take 33 academic credits in Jewish Studies.	
SECOND TEACHING OPTION:	
A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses.	

PROFESSIONAL COMPONENTS	57
PROFESSIONAL SEMINARS	8
Required Courses	
455-201 First Year Professional Seminar	1
416-250 Second Year Professional Seminar	1
455-306 Third Year Professional Seminar	3
455-404 Fourth Year Professional Seminar	3
FIELD EXPERIENCES	19
Required Courses	
435-200 First Year Field Experience	2
435-251 Second Year Field Experience	2
435-302 Third Year Field Experience	7
435-402 Fourth Year Field Experience	8
FOUNDATION COURSES	9
Required Courses	
411-405 Policy Issues in Québec Education	3
416-300 Educational Psychology	3
Complementary Course	3
423-400* Philosophical Foundations	
or 415-398 Philosophy of Catholic Education	
* Students who choose Religious Education (Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead.	
PEDAGOGY COURSES	9
Required Courses	
414-309 Exceptional Students	3
First Teaching Option Methodology	3
Second Teaching Option Methodology	3
425-361 Secondary School English I	
425-353 Secondary School Mathematics I	
425-370 Teaching General Science*	
425-389 Issues in Social Studies**	
436-360 Teaching Business Subjects	
436-373 Teaching Technical Subjects	
455-334 Teaching Social Studies**	
455-335 Teaching Secondary Science*	
*Students taking one science subject as an option should take:	
455-335 Teaching Secondary Science	
Students taking a second science subject as an option should take:	
455-335 Teaching Secondary Science	
and 425-370 Teaching General Science	
**Students taking one social science subject as an option should take:	
455-334 Teaching Social Studies	
Students taking a second social science subject as an option should take:	
455-334 Teaching Social Studies	
and 425-389 Issues in Social Studies	
PEDAGOGICAL SUPPORT COURSES	12
Required Courses	
416-304 Measurement & Evaluation	3
455-302 Language and Learning-Curr.	3
Complementary Courses	
A 3-credit course in Multicultural Education from the following list:	3
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
416-310 Educational Computer Applications	
432-200 Applications Software	
432-204 Educational Media I	
455-402 Media, Technology & Education	

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

- 432-341 Instructional Programming I
- 432-420 Media Literacy for Education

ELECTIVE COURSES	6
TOTAL CREDITS	120

FOUR-YEAR PROGRAM OVERVIEW

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

YEAR 1		
Term A		
A	Academics	12
P/PS	455-201 First Year Professional Seminar	1
P/FE	435-200 First Year Field Experience I	2
Term B		
A	Academics	12
P/F	423-400 Philosophical Foundations or 415-398 Philosophy of Catholic Education	3

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

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

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

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

Coordinator, Faculty of Education — PROFESSOR BRIAN ALTERS
Coordinator, Faculty of Science — PROFESSOR RICHARD HARRIS

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

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

To be admitted to the Concurrent program, students must satisfy the regular admission requirements of the Faculties of Science and Education. Normally, students will be admitted to both components of the Concurrent program simultaneously. Students who have completed more than 30 credits in a B.Sc. or a B.Ed. program, exclusive of the Freshman Year for out-of-province students, will not be allowed to opt into the Concurrent program. Students in the Concurrent program may change to either a B.Sc. or a B.Ed., but may not subsequently switch back to the Concurrent program. Students in the Concurrent B.Sc./B.Ed. who receive an F or J in any Field Experience course are placed in unsatisfactory standing. Although they may complete their semester, they are required to withdraw from the Concurrent Program. However, they may apply to transfer to the conventional B.Sc. program as outlined in Faculty of Science [section 11.28 on page 415](#). The two degrees will be awarded at two different convocations, but during the same convocation period.

Program Requirements

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

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

For further information about this program, please refer to the Faculty of Science [section 11.28 on page 415](#).

6.1.5 BACHELOR OF EDUCATION – VOCATIONAL SECONDARY ONE-SUBJECT (90 credits)

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

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

Fax: (514) 398-2182

The program components are as follows:

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

6.2 Programs of Professional Development

6.2.1 CERTIFICATE IN BUSINESS AND INDUSTRIAL TRAINER DEVELOPMENT (30 credits)

This program is under review.

For further information about admission requirements and program profile, please refer to the 1999-2000 Centre for Continuing Education Calendar or contact the Coordinator, Certificate Program for Business and Industrial Trainer Development, Division of Vocational Teacher Education. Telephone: (514) 398-7106 or 398-4525.

6.2.2 DIPLOMA IN EDUCATIONAL ADMINISTRATION (30 credits)

Not offered for the academic year 1999-2000.

6.3 Programs for First Nations and Inuit

The following programs are offered for Aboriginal teachers through the:

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

6.3.1 CERTIFICATE IN EDUCATION FOR FIRST NATIONS AND INUIT (60 credits) (This program replaces the former Certificate in Native and Northern Education.)

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

Graduates of the program receive MEQ certification to teach at the elementary level at schools in Aboriginal communities.

Admission to the Certificate in Education for First Nations and Inuit

An applicant will normally be employed as a teacher or as a classroom assistant, have a valid teaching authorization from the appropriate teaching authority or a community education committee, be recommended by the school principal and an officer of the education authority, be recommended by a local community education committee, and be at least 21 years of age. Younger applicants will be considered for admission if they hold a Grade 12 High

School Diploma or a Diploma of Collegial Studies. The right of final decision for acceptance of candidates rests with McGill.

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

Time Limit

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

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

	CREDITS
<i>a) THE ABORIGINAL SCHOOL AND CLASSROOM</i>	6
Required Courses	
411-202 Educ. & Admin. Institutions	3
433-245 Orientation to Education	3
<i>b) LANGUAGE FOR INUIT STUDENTS</i>	6
Required Courses	
433-249 Inuktitut Orthography and Grammar (The term "Inuktitut" in all course descriptions includes "Inuttitut" and "Inuinaqtun".)	3
Complementary Courses	
One 3-credit course from Language complementary course list	3
FOR ALGONQUIN, CREE, MI'KMAQ AND MOHAWK STUDENTS	
Required Courses	6
Two of the following according to language group and fluency:	
433-293 (3) Algonquin Second Language I	
455-234 (3) Algonquin Second Language II	
433-294 (3) Algonquin Language I	
433-295 (3) Algonquin Language II	
455-241 (3) Cree Language I	
455-242 (3) Cree Language II	
455-237 (3) Mi'kmaq Second Language I	
455-238 (3) Mi'kmaq Second Language II	
455-239 (3) Mi'kmaq Language I	
455-240 (3) Mi'kmaq Language II	
433-296 (3) Mohawk Second Language I	
455-236 (3) Mohawk Second Language II	
433-297 (3) Mohawk Language I	
433-298 (3) Mohawk Language II	
<i>c) CONTENT AND TEACHING METHODS</i>	18
<i>(at least 18 credits)</i>	
Required Courses	
426-242 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	
434-241 Aboriginal Culture: Physical Skills (replaces 426-242 Cultural Skills)	3
434-342 Physical Education Methods	3
434-493 Administration (434-342 and 434-493 replace any two of the Content and Teaching Methods courses.)	3

Complementary Courses	9
At least three 3-credit courses from Content and Teaching Methods complementary course list.	
d) PSYCHOLOGICAL, SOCIAL AND PHYSICAL DEVELOPMENT OF THE CHILD	12
Required Courses	
414-211 Social and Emotional Development	3
414-212 Perceptual Motor Development	3
414-341 Methods in Special Education	3
433-246 Cultivating Language and Thought	3
e) PRACTICUM	
FOR ALL STUDENTS EXCEPT NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS	12
Required Courses	
435-444 Field Experience – Elementary School	3
The purpose of this practicum, which occurs fairly early in the program, is to determine the student's suitability for teaching.	
435-394 Field Experience – Elem. and Sec. Schools	3
The purpose of this practicum is to give exposure at the elementary and secondary levels, where available.	
435-422 Aboriginal Education Practicum I	3
435-423 Aboriginal Education Practicum II	3
(Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.)	
FOR NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS	9
Required Courses	
435-444 Field Experience – Elementary School	3
The purpose of this practicum, which occurs fairly early in the program is to determine the student's suitability for teaching.	
435-422 Aboriginal Education Practicum I	3
435-423 Aboriginal Education Practicum II	3
(435-394 is an option for students enrolled in the Nunavut Teacher Education Program. These students can take another complementary course in lieu of 435-394.)	
f) ELECTIVE COURSES (not more than 6 credits)	6
Students make up the total of 60 credits from courses listed below, or any other suitable courses approved by the Director of the Office of First Nations and Inuit Education.	
416-377 (3) Adolescence and Education	
426-241 (3) Basic Art Media for the Classroom	
431-247 (3) Sec. Lang. Ed. in Aboriginal Cmmts.	
432-200 (3) Applications Software	
433-240 (3) Use and Adaptation of Curricula	
433-247 (6) Individualized Instruction	
433-340 (3) Special Topics: Cultural Issues	
433-342 (3) Inter. Inuktitut/Amerindian Language	
433-344 (3) Adv. Inuktitut/Amerindian Language	
433-345 (3) Literature and Creative Writing I	
433-346 (3) Literature and Creative Writing II	
433-290 (3) Cooperative Learning	
433-291 (3) Cultural Values and Socialization	
433-292 (3) Using Instructional Resources	
433-441 (3) First Nations and Inuit Education	
433-444 (3) First Nations and Inuit Curriculum	
434-204 (3) Health Education	
434-224 (3) Foundations of Movement Education	
455-200 (3) Introduction to Inuit Studies	
455-220 (3) Curriculum Development	
455-243 (3) Teaching in Multigrade Classrooms	
455-244 (3) Issues in Aboriginal Education	
455-403 (3) The Dialects of Inuktitut	

g) FOR TRAINEES SPECIALIZING IN PHYSICAL EDUCATION
 Trainees specializing in Physical Education take 6 one-credit skill courses from the Physical Education Complementary course list. These courses replace the 6 credits of electives.

TOTAL CREDITS

60

COMPLEMENTARY COURSE LIST

Language

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

Content and Teaching Methods

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

Physical Education

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

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

6.3.2 CERTIFICATE IN ABORIGINAL LITERACY EDUCATION (30 credits)

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

Admission to the Certificate in Aboriginal Literacy Education

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

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

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

	CREDITS
Required Courses	12
A beginning course in the Aboriginal language as a first language (e.g. 455-241 Cree I)	3
A second level course in the same language (e.g. 455-242 Cree II)	3
433-342 Inter. Inuktitut/Amerindian Language	3
433-344 Adv. Inuktitut/Amerindian Language	3
Complementary Courses	12
Four courses to be chosen from the following list:	
416-304 (3) Measurement and Evaluation	
425-365 (3) Experiences in Communication	
426-242 (3) Cultural Skills	
433-223 (3) Language Arts Part I	
433-224 (3) Language Arts Part II	
433-240 (3) Use and Adaptation of Curricula	
433-243 (3) Reading Methods in Inuktitut/Cree	
433-247 (6) Individualized Instruction	
433-248 (3) Reading and Writing Inuktitut/Cree	
433-345 (3) Literature and Creative Writing I	
433-346 (3) Literature and Creative Writing II	
455-220 (3) Curriculum Development	
455-403 (3) Dialects of Inuktitut	
Elective Courses	6
Two suitable 3-credit courses approved by the Director of the Office of First Nations and Inuit Education	
TOTAL CREDITS	30

6.3.3 CERTIFICATE IN MIDDLE SCHOOL EDUCATION IN ABORIGINAL COMMUNITIES (30 credits)

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

Admission to the Certificate in Middle School Education in Aboriginal Communities

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

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

	CREDITS
Required Courses	27
416-377 Adolescence and Education	3
435-210 Middle School Practicum	3
455-245 Middle School Teaching	3
455-246 Middle School Curriculum	3
455-302 Language and Learning - Curriculum (for teachers of first language students)	3
or 431-305 Sec. Lang. Learning in the Classroom (for teachers of second language students)	
Two 3-credit courses in the major subject area of the B.Ed. for Certified Teachers.	6

Two 3-credit courses in the minor subject area of the B.Ed. for Certified Teachers. 6

Elective Course **3**

one chosen from:

426-241 (3)	Basic Art Media for the Classroom
431-247 (3)	Sec. Lang. Ed. in Aboriginal Cmmts.
431-305 (3)	Sec. Lang. Learning in the Classroom
432-200 (3)	Applications Software
433-291 (3)	Cultural Values and Socialization
433-444 (3)	First Nations and Inuit Curriculum
434-241 (3)	Aboriginal Culture: Physical Skills
455-220 (3)	Curriculum Development
455-243 (3)	Teaching in Multigrade Classrooms

or other courses which may be approved by the Director of the Office of First Nations and Inuit Education

TOTAL CREDITS **30**

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

6.3.4 BACHELOR OF EDUCATION FOR CERTIFIED TEACHERS (ELEMENTARY EDUCATION) (90 credits)

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

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

Admission Requirements for the B.Ed. for Certified Teachers

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

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

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

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

ELECTIVE COURSES

Courses selected by the candidate after consultation with the Director of the Office of First Nations and Inuit Education. **15**

EDUCATION CONCENTRATION

Normally the Education concentration is completed within the Certificate in Education for First Nations and Inuit. **30**

TOTAL CREDITS **90**

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

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

6.3.5 CERTIFICATE IN ABORIGINAL EDUCATION FOR CERTIFIED TEACHERS (30 credits)

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

Admission to the Certificate in Aboriginal Education for Certified Teachers

Applicants must provide the following:

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

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

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

	CREDITS
Required Courses	21
431-247 Sec. Lang. Ed. in Aboriginal Cmmts.	3
433-291 Cultural Values and Socialization	3
433-441 First Nations and Inuit Education	3
433-444 First Nations and Inuit Curriculum	3
433-240 Use and Adaptation of Curricula	3
455-220 Curriculum Development	3
Introductory language course in the language of the community, e.g. 433-341 Inuktitut for Beginners.	3
Complementary Courses	9
Selected from:	
411-202 (3) Educ. & Admin. Institutions	
426-242 (3) Cultural Skills	
431-200 (3) Intro. to Second Language Teaching	
431-373 (3) Curr. Design & Devel. in Sec. Lang.	
433-290 (3) Co-operative Learning	
433-247 (6) Individualized Instruction	
455-200 (3) Introduction to Inuit Studies	
or any other suitable course approved by the Director of the Office of First Nations and Inuit Education.	
TOTAL CREDITS	30

6.3.6 CERTIFICATE IN FIRST NATIONS AND INUIT STUDENT PERSONNEL SERVICES (30 credits)

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

This program is designed to provide Aboriginal school personnel advisors with a training program which will enable them to learn

about the principles and practice of personnel services as generally applied in educational settings, to help Aboriginal student personnel advisors develop their personal or natural 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.

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

Admission Requirements

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

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

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

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

7 Department of Physical Education (434)

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

Chair — GREGORY D. REID

Professors — DAVID MONTGOMERY, GREGORY D. REID,
ALBERT E. WALL

Associate Professors — MARGARET J. DOWNEY, GRAHAM I. NEIL,
HÉLÈNE PERRAULT, RENÉ A. TURCOTTE

Assistant Professor — DAVID J. PEARSALL

Faculty Lecturers — DOMINIQUE BANVILLE, JANE WARDLE

Adjunct Professors — T. BLAINE HOSHIZAKI, LOUIS W. JANKOWSKI,
ROBERT D. KILGOUR, SHIPING MA, VASSILIOS VARDAXIS

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

The Department also offers programs at the graduate level leading to an M.A. and possibilities for doctoral studies. For further information, see the 1999-2000 Faculty of Graduate Studies and Research Calendar.

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

7.1 Bachelor of Education Programs

7.1.1 BACHELOR OF EDUCATION MAJOR IN PHYSICAL EDUCATION (120 credits)

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

Graduation Requirement

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

PROGRAM PROFILE

	CREDITS
<i>PHYSICAL EDUCATION THEORY</i>	30
Required Courses	30
434-205 Structural Anatomy	3
434-206 Biomechanics of Human Movement	3
434-207 Evaluation of Human Performance	3
434-261 Motor Development	3
434-331 Homeostatic Physiology	3
434-391 Ergo-physiology	3
434-392 Nutrition and Wellness	3
434-492 Psychology of Motor Performance	3
434-496 Adapted Physical Activity	3
434-498 Social Psychology of Sport	3
<i>MINOR IN SECOND TEACHING SUBJECT</i>	21
A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels totalling 21 credits. This sequence will include required and complementary courses. Minors may be selected from the following:	
Elementary level: Moral and Religious Education, Arts, Social Science.	
Secondary level: Moral Education, General Science, Biology, Chemistry, Physics, Geography, History, Vocational Education (Technical or Business).	
<i>SKILL AND TECHNIQUE COURSES</i>	18
Required Courses	11
434-202 Rhythmic Activities	1

434-210	Educational Gymnastics	1
434-213	Aquatics I	1
434-214	Basketball I	1
434-216	Gymnastics I	1
434-217	Track & Field	1
434-218	Volleyball I	1
434-223	Basic Games	1
434-226	Badminton	1
434-236	Softball	1
434-243	Dance	1

Complementary Courses 7

one of:

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

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

FIELD EXPERIENCES 18

Required Courses

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

FOUNDATION COURSES 9

Required Courses

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

Complementary Course 3

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

PEDAGOGY COURSES 12

Required Courses

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

PEDAGOGICAL SUPPORT COURSES 6

Complementary Courses

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

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

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

- 416-310 Educational Computer Applications
- 432-200 Applications Software
- 432-204 Educational Media I
- 455-402 Media, Technology & Education

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

- 432-341 Instructional Programming I
- 432-420 Media Literacy for Education

ELECTIVE COURSES 6

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

TOTAL CREDITS 120

7.1.2 BACHELOR OF EDUCATION KINESIOLOGY (90 credits)

The focus of the 90-credit (120-credit for out-of-province students) Bachelor of Education Kinesiology three-year program is to provide a scientific and professional study of the assessment,

maintenance and enhancement of human health and well-being. Students will gain experience for careers in health instruction, fitness consulting and administration, exercise and sport leadership, as well as preparation for further study in other allied health fields and graduate research. Within this program, students may seek professional certification in one or more of the careers defined above, but excluding teacher certification.

Graduation Requirement

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

PROGRAM PROFILE

	CREDITS
<i>KINESIOLOGY THEORY</i>	45
Required Courses	
204-215 Social Psychology	3
434-205 Structural Anatomy	3
434-206 Biomechanics of Human Movement	3
434-261 Motor Development	3
434-311 Athletic Injuries	3
434-330 Physical Activity and Health	3
434-331 Homeostatic Physiology	3
434-391 Ergo-physiology	3
434-392 Nutrition and Wellness	3
434-485 Exercise in Chronic Health Conditions	3
434-492 Psychology of Motor Performance	3
434-493 Administration	3
434-495 Scientific Principles of Training	3
434-496 Adapted Physical Activity	3
434-498 Social Psychology of Sport	3
<i>KINESIOLOGY PROFESSIONAL COMPONENT</i>	18
Required Course	3
434-201 Physical Activity Leadership	3
Complementary Courses	15
189-203 Principles of Statistics I	3
or 204-305 Statistics for Experimental Design	
432-200 Applications Software	3
or 308-102 Computers and Computing	
Nine credits from <i>one</i> of the Option lists given below.	9
A) SOCIAL PERSPECTIVE OF HEALTH OPTION	
166-210 (3) Sociological Perspectives	
166-225 (3) Medicine and Health in Modern Society	
166-305 (3) Socialization	
166-422 (3) Sociology of Health Care Providers	
204-331 (3) Inter-Group Relations (prerequisite: 204-215)	
204-333 (3) Personality and Social Psychology	
407-463 (3) Social Work Practice with the Elderly	
412-501 (3) Helping Relationships	
416-377 (3) Adolescence and Education	
B) MANAGEMENT AND ADMINISTRATION OPTION	
272-420 (3) Group Dynamics (prerequisite: 280-222)	
272-435 (3) Women as Global Leaders and Managers	
275-351 (3) Marketing and Society (prerequisite: 280-352)	
275-452 (3) Consumer Behavior	
280-211 (3) Introduction to Financial Accounting	
280-222 (3) Organizational Behavior	
280-331 (3) Information Systems	
280-352 (3) Marketing Management I	
455-202 (3) Effective Communication	
C) CERTIFIED FITNESS APPRAISER (CFA) OPTION	
This option leads directly to certification as a Certified Fitness Appraiser by the Canadian Society of Exercise Physiology.	
412-501 (3) Helping Relationships	
412-504 (3) Practicum in Interviewing Skills	
434-553* (3) Physiological Assessment in Sport	
434-452* (3) Fitness Appraisal Practicum	
(* required)	

D) PERSONAL TRAINER CERTIFICATION OPTION

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

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

E) SCIENCE OPTION

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

- Biology**
- 177-200 (3) Molecular Biology
 - 177-201 (3) Cell Biology and Metabolism
 - 177-202 (3) Basic Genetics
 - 177-205 (3) Biology of Organisms
 - 177-206 (3) Methods in Biology of Organisms
 - 177-208 (3) Introduction to Ecology
- Chemistry**
- 180-150 (3) The World of Chemistry: Part I
 - 180-160 (3) The World of Chemistry: Part II
 - 180-201 (3) Modern Inorganic Chemistry
 - 180-203 (3) Survey of Physical Chemistry
 - 180-212 (4) Organic Chemistry I
 - 180-213 (3) Physical Chemistry I
 - 180-257 (4) Analytical Chemistry
 - 180-307 (3) Environmental Analysis
- Mathematics**
- 189-221 (3) Practical Methods of Mathematics
 - 189-223 (3) Linear Algebra
 - 189-235 (3) Basic Algebra I
 - 189-318 (3) Mathematical Logic
 - 189-323 (3) Probability Theory
 - 189-324 (3) Statistics
 - 189-338 (3) History and Philosophy of Mathematics
- Physics**
- 198-230 (3) Dynamics of Simple Systems
 - 198-232 (3) Heat and Waves
 - 198-241 (3) Signal Processing
 - 198-253 (3) Thermal Physics
 - 198-259 (3) Lab in Mechanics, Heat and Optics
 - 198-331 (3) Mechanics
 - 198-333 (3) Thermal and Statistical Physics
 - 198-340 (3) Electricity and Magnetism
- Psychology**
- 204-211 (3) Learning and Motivation
 - 204-212 (3) Perception
 - 204-213 (3) Cognition
 - 204-337 (3) Intro: Abnormal Psychology I
 - 204-354 (3) Interpersonal Relationships

<i>SKILL AND TECHNIQUE COURSES</i>	9
Required Courses	5
434-200 Weight Training	1
434-213 Aquatics I	1
434-244 Dance and Fitness	1
434-248 Resistance Training	1
434-249 Physical Activity Appraisal	1
Complementary Courses	4
Four Skill and Technique Courses offered by the Department of Physical Education	
<i>PRACTICA</i>	
Required Courses	9
434-250D Practicum I	3
434-350D Practicum II	3
434-450D Practicum III	3
ELECTIVE COURSES	9

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

TOTAL CREDITS 90

8 Department of Second Language Education (431)

Faculty of Education
3700 McTavish Street, Room 431-A
Montreal, QC H3A 1Y2
Telephone: (514) 398-6982 or 398-6985 Fax: (514) 398-5595
Website: <http://www.education.mcgill.ca/sle/default.htm>

Chair — JOHN B. GRADWELL

Professors — MARY H. MAGUIRE, JACQUES J. REBUFFOT

Associate Professors — JANET DONIN, JOHN B. GRADWELL,
DENISE LUSSIER, ROY Lyster, NINA SPADA, CAROLYN TURNER,
LISE WINER

Faculty Lecturer — LOUISE SAVOIE

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

At the graduate level, programs are available leading to M.Ed. degrees in the teaching of English or French as second languages, and an M.A. in Second Language Education. An Ad Hoc Ph.D. program is also available. For details see the Faculty of Graduate Studies and Research Calendar.

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

8.1 Bachelor of Education Programs

8.1.1 BACHELOR OF EDUCATION IN TEACHING FRENCH AS A SECOND LANGUAGE (120 credits)

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

ACADEMIC COMPONENTS	CREDITS
	51-54
Required Courses	24
104-201 Introduction to Linguistics	3
104-350 Linguistic Aspects of Bilingualism	3
125-203 Composition II	3
125-231 Linguistique française	3
431-300 Foundations of L2 Education	3
431-305 L2 Learning in Classroom Settings	3
431-314 Sociolinguistique du FLS	3
431-341 Littérature et littératie en FLS	3

Complementary Courses **27-30**

Students must take 21 credits from: 21
approved courses in one of the following subject areas taught at the secondary level (Biology, Geography, History, Physics, Chemistry, Mathematics);
or approved courses in two of the following subjects taught at the elementary level (Arts, Mathematics, Natural Sciences, Social Sciences, Moral and Religious Education).

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

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

PROFESSIONAL COMPONENTS **60-63**

PROFESSIONAL SEMINARS **8**

Required Courses		
431-209	First Year Professional Seminar	1
431-259	Second Year Professional Seminar	1
431-319	Séminaire professionnel III	3
431-419	Séminaire professionnel IV	3

FIELD EXPERIENCES **19**

Required Courses		
435-209	First Year Field Experience	2
435-259	Second Year Field Experience	2
435-309	Third Year Field Experience	7
435-409	Fourth Year Field Experience	8

FOUNDATION COURSES **9**

Required Courses		
411-405	Policy Issues in Québec Education	3
416-300	Educational Psychology	3

Complementary Courses **3**

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

PEDAGOGY COURSES **12-15**

Required Courses		
431-444	Enseignement du FLS au primaire	3
431-472	Enseignement du FLS au secondaire	3
431-402	Mesure et évaluation en FLS	3

Complementary Courses **3-6**

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

PEDAGOGICAL SUPPORT COURSES **12**

Required Courses		
431-301	Étude de la langue ens. du FLS	3
431-345	Enseignement du FLS par immersion	3
431-506	Computer/Internet & L2 Learning	3
414-309	Exceptional Students	3

ELECTIVES **6**

TOTAL CREDITS 120

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

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

Competency in French

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

ELEMENTARY PROGRAM

ACADEMIC CONCENTRATION	CREDITS
Required Course	15
431-341 Littérature et littérature en FLS	3
Complementary Courses	12
Twelve credits in French taken as part of the academic component of the B.Ed. Elementary Program or B.Ed. Major in the Teaching of French (Second Language).	
EDUCATION CONCENTRATION	15
Required Courses	
431-301 Étude de la langue l'ens. du FLS	3
431-444 Enseignement du FLS au primaire	3
431-345 Enseignement du FLS par immersion	3
Complementary Courses	6
Two (2) Curriculum & Instruction courses (Mathematics, Science, Social Studies, Music, etc.) taught in French. These courses could be taken either in the Faculty of Education or in a university where these courses are taught in French.	
TOTAL CREDITS	30

SECONDARY PROGRAM

This program is under revision. For further information, please contact the Department at (514) 398-6982.

8.1.2 BACHELOR OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE (120 credits)

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

ACADEMIC COMPONENTS	CREDITS
Required Courses	21
104-201 Introduction to Linguistics	3
104-350 Linguistic Aspects of Bilingualism	3
110-200 Survey of English Literature	3
425-366 Literature for Young Adults	3
431-300 Foundations of L2 Education	3
431-304 Sociolinguistics and L2 Education	3
431-305 L2 Learning in Classroom Settings	3
Complementary Courses	36
36 credits selected from a list of approved courses in the Faculties of Arts and of Science, 12 credits of which must be from the Department of English and/or the Department of Linguistics.	
PROFESSIONAL COMPONENTS	57
PROFESSIONAL SEMINARS	8
Required Courses	
431-209 First Year Professional Seminar	1
431-259 Second Year Professional Seminar	1
431-309 Third Year Field Experience	3
431-409 Fourth Year Professional Seminar	3

FIELD EXPERIENCES	19
Required Courses	
435-209 First Year Field Experience	2
435-259 Second Year Field Experience	2
435-309 Third Year Field Experience	7
435-409 Fourth Year Field Experience	8
FOUNDATION COURSES	9
Required Courses	
411-405 Policy Issues in Québec Education	3
416-300 Educational Psychology	3
Complementary Courses	3
one of:	
423-400 Philosophical Foundations	
415-398 Philosophy of Catholic Education	
PEDAGOGY COURSES	9
Required Courses	
431-447 TESL in Elementary Schools	3
431-458 TESL in Secondary Schools	3
431-412 Measurement and Evaluation in TESL	3
PEDAGOGICAL SUPPORT COURSES	12
Required Courses	
414-309 Exceptional Students	3
431-311 Language Study for ESL Teachers	3
431-506 Computer/Internet & L2 Learning	3
Complementary Courses	3
one of:	
414-341 Instruction in Inclusive Schools	
431-330 L2 Literacy Development	
ELECTIVES	6
TOTAL CREDITS	120

8.2 Program of Professional Development CERTIFICATE IN SECOND LANGUAGE TEACHING

This 30-credit program seeks to enhance the professional competence of certified teachers who are interested in teaching second languages. The program offers two options:

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

Detailed information regarding general regulations, admission requirements and program profile on the above mentioned certificate may be found in the 1999-2000 Centre for Continuing Education Calendar. Additional information about this program may be obtained from the Student Affairs Assistant by telephone at (514) 398-6985 or fax (514) 398-5595, or from:

Faculty of Education
 Office of Continuing Education
 3700 McTavish Street, Room 248
 Montreal, QC H3A 1Y2
 Telephone: (514) 398-7043 Fax: (514) 398-2182
 Website: <http://www.education.mcgill.ca/conted>

9 Graduate School of Library and Information Studies (405)

McLennan Library Building, Room MS57
 3459 McTavish Street,
 Montreal, QC H3A 1Y1
 Telephone: (514) 398-4204 Fax: (514) 398-7193
 Email: AD27@MusicA.McGill.CA
 Website: <http://www.gslis.mcgill.ca>
 Director — JAMSHID BEHESHTI
 Emeritus Professors — EFFIE C. ASTBURY, VIOLET L. COUGHLIN

Professor — J. ANDREW LARGE (CN-PRATT-GRINSTAD PROFESSOR OF INFORMATION STUDIES)

Associate Professors — JAMSHID BEHESHTI, JOHN E. LEIDE, PETER F. McNALLY, DIANE MITTERMEYER, LORNA REES-POTTER

Assistant Professor — FRANCE BOUTHILLIER

Faculty Lecturers — GORDON BURR, LOUISE CARPENTIER, LISA GODDARD, SHARON GRANT, LUC GRONDIN, HAIDAR MOUKDAD, RICHARD VIRR

Professional Associate — ANDRÉ BOUDREAU

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

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

For further information concerning programs, requirements, and courses, consult the Graduate School of Library and Information Studies section of the 1999-2000 Faculty of Graduate Studies and Research Calendar or the website.

10 Course Descriptions

Undergraduate courses offered by the Faculty of Education in various degree, diploma, and certificate programs are listed according to the department responsible for the courses. Some courses will be available in the evenings only, through the Centre for Continuing Education.

Important: In selecting courses for their programs, students are advised to refer to the University Timetable or, for evening courses, to the Centre for Continuing Education Calendar. Those publications provide the necessary information on course schedules (session, time, place, etc.). For further assistance, students should consult their Faculty advisor.

Denotes courses not available as Education electives.

Denotes courses offered by the Faculty of Education which, if appropriate to the student's program, may be included in the academic concentration.

Denotes courses which require a password slip. Password slips are available from the Student Affairs Office, Education Building, Room 243, unless otherwise indicated.

Denotes courses which, because they are scheduled around practice teaching, are open only to Bachelor of Education (U3).

□ Denotes courses with limited enrolment.

Denotes courses not offered in 1999-2000.

The course credit weight appears in parentheses (#) after the name.

411 – Administration and Policy Studies Courses

411-202 EDU. & ADMIN. INSTITUTIONS. (3) (Limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.) A study of the inter-dependency of the various institutions affecting the education of Inuit or First Nations children. Relationships of non-education institutions, such as Co-ops, Health and Social Services, and other government services, to educational services.

411-300 THE SCHOOL AS AN ORGANIZATION. (3)

411-394 ADMINISTRATION OF EDUCATION IN QUÉBEC. (3) (Offered at distance through Continuing Education.)

411-405D POLICY ISSUES IN QUÉBEC EDUCATION. (3)

411-405A POLICY ISSUES IN QUÉBEC EDUCATION. (3) This course examines the organization of education in Québec from various perspectives, including historical, political, social and legal. It aims to provide students with sufficient knowledge that they can begin the life-long learning process of a professional educator, aware of, and contributing to, the policy talk on schools.

411-411 EDUCATION POLICY ACROSS CANADA. (3) (Offered through Summer Studies.)

411-450 CURRICULUM ALTERNATIVES. (3) (Prerequisite: permission of the instructor. Offered through Summer Studies.)

411-470C ISSUES IN EDUCATIONAL POLICY. (3) (Offered through Summer Studies.) (Prerequisite: 411-204, 411-404 or 411-405)

412 – Counselling Psychology and Family Life Education Courses

Courses listed under codes 414-, 416-, 432- and 449- are also offered by the Department of Educational and Counselling Psychology.

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

412-201 INTRODUCTION TO STUDENT ADVISING. (3)

412-202 HELPING SKILLS PRACTICUM I. (3) (Prerequisite 412-201)

412-203 HELPING SKILLS PRACTICUM II. (3) (Prerequisite 412-202)

412-205 CAREER/OCCUPATIONAL DEVELOPMENT. (3) (Prerequisite 412-203)

412-206 GROUP LEADERSHIP SKILLS. (3) (Prerequisite 412-203)

412-207 ABORIGINAL ADOLESCENT DEVELOPMENT. (3) (Prerequisite 412-201)

412-208 NATIVE FAMILIES' SOCIAL PROBLEMS. (3) (Prerequisite 412-203)

412-209 BASIC CRISIS INTERVENTION SKILLS. (3) (Prerequisite 412-208)

412-210 FIELD EXPERIENCE. (3) (Prerequisite 412-202)

412-211 SPECIAL TOPICS IN STUD. PERS. SERV. (3) (Prerequisite: 412-203)

412-542 COUNSELLING ROLE OF THE TEACHER. (3)

412-562 CAREER EDUCATION AND GUIDANCE. (3) A review of career education and guidance programs that refer to the subject matter and related methods and techniques designed to foster the intellectual development of career awareness, career planning, career decision-making, and the necessary career-resilient employability skills for the school-to-work transition. (Awaiting University Approval)

The following courses 412-501 to 412-509 are offered through Continuing Education in connection with the Diploma in Human Relations and Family Life Education.

□ **412-501 HELPING RELATIONSHIPS.** (3) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) A course in the basic principles of human relationship and communication skills, approached from a theoretical and experiential viewpoint. An emphasis will be given to training in basic listening skills, interviewing techniques, and the interpretation of non-verbal behaviour in communication.

For course symbol legends, see [page 197](#)

□ **412-502 GROUP PROCESSES AND INDIVIDUALS.** (3) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) A laboratory course in which participants observe individual dynamics within a group setting as well as understand the developmental phases of the group. Participants will be encouraged to experiment with their own behaviour, in order to increase their own awareness of functioning.

□ **412-503 HUMAN SEXUALITY FOR PROFESSIONALS.** (3) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) (Field work and /or additional sessions at the discretion of the instructor and students in order to fulfill total class hour requirements.) Historical, biological, anthropological, psychological and sociological perspectives of human sexual development. Sexual dysfunctions and approaches to sex therapy. Attitudes toward sexuality held by professional helpers relative to their implications for the learning and teaching of human sexuality and sex therapy.

□ **412-504 PRACTICUM IN INTERVIEWING SKILLS.** (3) (Prerequisite: 412-501) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) This course will enable students to become practitioners in the field of Applied Social Sciences. Theoretical principles of the helping relationship will be applied in particular situations. Demonstration, lecture, role-playing, and psychodrama techniques will be used.

□ **412-505 CRISIS INTERVENTION PROCESSES.** (3) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) Instruction in the skills of working with crisis situations involving persons emotionally disturbed, suicidal, or alcoholic, and those who are on drugs or experiencing emotional trauma, as well as other problems. Attention will be given to identification of referral sources and the writing of reports.

□ **412-507 PRACTICUM IN GROUP LEADERSHIP SKILLS.** (3) (Prerequisite: 412-502) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) The practical aspects of group leadership, group design and planning. Candidates will set up groups, conduct such groups over a number of sessions, and assess these groups according to the theoretical models covered in the prerequisite course.

□ **412-508 SEMINAR IN SPECIAL TOPICS.** (3) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) Content will vary from year to year and will be announced prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants. Permission must be obtained from the department before registration.

□ **412-509 INDIVIDUAL READING COURSE.** (3) (Permission of Associate Program Director required.) By arrangement with individual instructor. Permission must be obtained from the Department before registration.

412-510 FAMILY LIFE EDUCATION AND MARRIAGE. (3) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) The contribution of central concepts of psychological theories and therapeutic systems to the understanding of marriage and relationships. Special attention will be given to gender and ethnicity issues in order to increase the sensitivity of students to the issues typically confronted in the modern marriage and family.

414 – Inclusive Education and Gifted Education Courses

Courses listed under codes 412-, 416-, 432- and 449- are also

offered by the Department of Educational and Counselling Psychology.

Denotes courses not offered in 1999-2000.

Some of the following courses may be offered through Continuing Education. Please consult the 1999-2000 Continuing Education Calendar.

414-211 SOCIAL AND EMOTIONAL DEVELOPMENT. (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of First Nations and Inuit Education.)

414-212 PERCEPTUAL MOTOR DEVELOPMENT. (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of First Nations and Inuit Education.)

□ **414-309B EXCEPTIONAL STUDENTS.** (3) (Prerequisite for B.Ed. students only: 416-300 or equivalent.) (May be offered through Continuing Education.) Evolution of special education to inclusive education; characteristics, teaching practices, and teachers' roles in inclusive classrooms. Overview of characteristics, causes, needs, and teaching strategies for students with each exceptional-ity, including students with intellectual, emotional, behavioral, sensory, physical and learning differences.

414-341A INSTRUCTION IN INCLUSIVE SCHOOLS. (3) (May be offered through Continuing Education and Distance Education.) Planning, implementing and evaluating curriculum and instruction for students with exceptionalities. Using technology and adapting curriculum and instruction for learners with varying abilities, learning styles, and needs. Collaboration with students, families, and other educators in the instructional process. Application component: application of instructional modifications for exceptional students in inclusive schools.

414-344 ASSESSMENT FOR INSTRUCTION. (3) (May be offered through Continuing Education.) Assessing student strengths, problems and needs; functions and use of different types of student assessment (traditional and alternative assessments); assessing the classroom environment; issues in assessment. Application component: application of assessment process with exceptional students, and use of results for planning and adapting instruction.

414-440 MANAGING THE INCLUSIVE CLASSROOM. (3) (May be offered through Continuing Education.) Comprehensive approach to classroom management, including management of student learning and behavior, classroom environment, material and human resources, and teacher growth. Focus on research-based practices, including behavioral approaches, for effectively managing a classroom with diversity of students. Application component: application of classroom management principles in the field.

414-441 STUDENTS WITH BEHAVIOR DIFFICULTIES. (3) (May be offered through Continuing Education and Distance Education.) Theoretical approaches and specific teaching methods appropriate to the needs of students with emotional or behavior problems, including students with attention deficit hyperactivity disorder. Multimodal team intervention approaches are emphasized. Application component: application of teaching methods with students experiencing behavior difficulties.

414-442 STUDENTS WITH LEARNING DIFFICULTIES. (3) (May be offered through Continuing Education.) Commonalities and differences between students with specific learning disabilities, and related teaching approaches. Emphasis on methods, materials, and technology for teaching academic content as well as social skills. Application component: modifying and teaching content areas to students experiencing learning difficulties.

414-444 SPECIALIZED METHODS AND MATERIALS. (3) (May be offered through Continuing Education.) Critical review of specialized methods, materials, and technology specifically developed for teaching academic content areas and personal and social development to students with special learning needs. Use of specialized methods and materials in elementary and secondary classrooms. Emphasis on using an integrated curriculum approach.

For course symbol legends, see [page 197](#)

414-445 VOCATIONAL PREPARATION. (3) (May be offered through Continuing Education.) Planning, implementing, and evaluating vocational programs for students with varying interests, abilities, and needs. Roles of students, families, and professionals in transitional and vocational planning. Coordination with community services, private enterprise, and other professionals in developing comprehensive vocational preparation programs.

414-446 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

414-447 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

414-448 SPECIAL TOPICS. (3) Selected topics in the field of educating students with exceptionalities.

414-450 COMPUTERS AND SPECIAL NEEDS. (3) (May be offered through Continuing Education.) Overview of the role and contribution of computers in relation to students with exceptionalities. Review of instructional uses of computers, applications for modifying and teaching curriculum applications for specific learning needs, assistive devices for students with sensory and physical disabilities, and resources for students and teachers.

414-526 TALENTED AND GIFTED STUDENTS. (3) (May be offered through Continuing Education.) The psychology and education of exceptionally able children. Definitions, assessment, goals, classroom adaptations, educational programs, and educational issues. The course combines theoretical background and practical concerns. Application component: application of teaching methods with exceptionally able students.

414-527 CREATIVITY AND ITS CULTIVATION. (3) (May be offered through Continuing Education.) Recent research, theory, and educational practice concerning creativity, with special attention to creativity in students and educational settings.

414-528 GIFTED STUDENTS WITH SPECIAL NEEDS. (3) (Prerequisite: 414-526) (May be offered through Continuing Education.) Selected examination of gifted students who have special needs beyond those normally associated with their abilities. Examples include very young, underachieving, disabled, rural, poor, culturally different, creative and female gifted students. The course explores the nature of the special needs and implications for instructional adaptation.

414-536 PRACTICUM IN GIFTED EDUCATION I. (3) (Prerequisite: 414-526) (Normally available in July only and offered concurrently with 414-537 during the Gifted Summer School.) (Permission to register is required from the Gifted Summer School. Please call 398-4252 for an application form.) Supervised practice in demonstration classrooms for gifted and talented children, with supporting seminars.

414-537 PRACTICUM IN GIFTED EDUCATION II. (3) (Prerequisite: 414-526) (Normally taken with 414-536. Permission is required to register; please call 398-4252 for an application form.) Supervised practice in demonstration classrooms for gifted and talented children, with supporting seminars.

414-539 FIELD WORK I: EXCEPTIONAL STUDENTS. (3) Supervised experience with exceptional students in an approved educational setting.

414-540 FIELD WORK II: EXCEPTIONAL STUDENTS. (3) (Prerequisite: 414-539) Supervised experience with exceptional students in an approved educational setting.

□ **414-543 FAMILY, SCHOOL AND COMMUNITY.** (3) (May be offered through Continuing Education.) Examination of family, school, community and societal influences on student growth, development and adjustment. Emphasis on family perspectives, school, community services, and community collaboration.

415 – Catholic Studies Courses

□ **415-204 HUMANITY BEFORE REALITY.** (3)

□ **415-205 PHILOSOPHY OF RELIGION.** (3)

415-207 WHO IS CHRIST? (3)

□ **415-208A PHILOSOPHY OF HUMAN NATURE.** (3) An exploration of the process of human knowing: human nature as self-conscious and self-determining. (This course integrates theoretical material as well as contemporary film, music, visual art, poetry, and literature as it explores the relationship between the individual, learning and knowledge.)

415-209 THE SEARCH FOR AUTHENTICITY. (3) (Offered through Continuing Education.)

□ **415-290A GUIDE TO READING THE BIBLE.** (3) An introduction to the Judaeo-Christian Scriptures with the emphasis upon reading and existential interpretation.

□ **415-332A GUIDING RELIGIOUS RESPONSE – ELEMENTARY.** (3) Religious and moral phases in the development of the elementary school child and an exploration of various programs and procedures for cultivating this development.

415-392A GUIDING RELIGIOUS RESPONSE – SECONDARY. (3) A study of developmental religious and moral life of the secondary school student, and of the programs and procedures designed to meet this development.

□ **415-394 PHILOSOPHY OF GOD.** (3)

□ **415-395 MORAL VALUES AND HUMAN ACTION.** (3)

□ **415-396 SEMINAR IN CONTEMPORARY THEOLOGY.** (3) (Offered through Continuing Education.) A reading seminar course in which current theological problems are discussed. Specific topics may differ from year to year.

□ **415-398A,B PHILOSOPHY OF CATHOLIC EDUCATION.** (3) An exploration of the philosophy of Catholic education, and its relevance in the world today.

415-473 LIVING WITH INSIGHT. (3)

□ **415-491 THEOLOGICAL THEMES.** (3) (Offered through Continuing Education.) A study of several theological themes central to Christianity. Particular emphasis on faith and sacramental life.

□ **415-494B ETHICS IN PRACTICE.** (3) Fundamental principles of ethics as applied to current moral issues such as abortion, drugs, nuclear war, and discrimination.

415-495 THE EUCHARIST. (3)

416 – Educational Psychology Courses

Courses listed under codes 412-, 414-, 432- and 449- are also offered by the Department of Educational and Counselling Psychology.

416-208A PERSONALITY AND SOCIAL DEVELOPMENT. (3) Personality, social behavior, and moral development from nursery school up to, but not including, adolescence. Emphasis on aspects of personality and social development that are related to the process of schooling.

416-214 CHILD DEVELOPMENT. (6) (Not open to Psychology Majors or any student who has taken or is required to take 204-302 from the Psychology Department.)

416-250B SECOND YEAR PROFESSIONAL SEMINAR. (1) (Prerequisites 455-201 and 435-200. Corequisite: 435-251) (Open to B.Ed. Secondary students only.) Individual differences in teaching and learning, learning styles, strategies for accommodating individual differences, coaching and tutoring individuals and small groups, peer teaching and tutoring.

416-251B SECOND YEAR PROF. SEM. (K/ELEM). (1) (Prerequisites: 435-200 and 455-201. Corequisite: 435-252) (Open to B.Ed.

For course symbol legends, see [page 197](#)

K/Elem. students only.) The seminar, which accompanies the early childhood teaching experience, will focus on individual differences in teaching and learning, learning styles, strategies for accommodating individual differences in an early childhood setting.

416-300A,B EDUCATIONAL PSYCHOLOGY. (3) (Prerequisite: student-teaching or equivalent experience.) Selected theories, models, and concepts relevant to planning and reflecting upon educational practice and improvement. Overview of development, learning, thinking, motivation, individual difference, etc. In relation to applications in classroom teaching and learning, the complementary role of counsellors and psychologists, educational computing and technology. The Youth Protection Act.

□ **416-304A,B MEASUREMENT AND EVALUATION.** (3) The purposes of examinations. Causes of complaints about examinations. Equalizing means and dispersions in distribution of marks. Standardized scores. The percentile system. Essay and objective-type examinations. Taxonomies of educational objectives. Validity and reliability: item analysis.

416-306 VALUES AND MORAL EDUCATION. (3) A study of how a child's sense of morality is achieved and the possible applications of theory and research to education. Cognitive developmental psychology is a primary focus, although other theories will also be explored.

416-310 EDUCATIONAL COMPUTER APPLICATIONS. (3) The course will be non-mathematical in nature and will deal with such topics as recent developments in computer-assisted instruction, computer-assisted testing, and computer-managed instruction. The results of recent research and their field applications will be considered.

416-320 ADULT LEARNING AND TEACHING. (3) (Offered through Continuing Education.) The application of theories of learning to adult learners. Developing effective teaching strategies for use with adult learners. Managing adult learning systems. Special characteristics of the adult learners.

416-377A ADOLESCENCE AND EDUCATION. (3) (Also offered in the Winter term through Continuing Education.) Development of personality and social behaviour in adolescence. Problems relating to self-concept, academic achievement, relationships with others, and development of values in a changing culture. Some attention to current criticisms of the school as an agency involved in adolescent development.

416-394 COGNITIVE DEVELOPMENT. (3) (This course should be seen as a complement to either 416-208 or 416-377.) Piaget's theory of intellectual development and its relevance for the school; the work of others will also be considered.

416-410 ADVANCED COMPUTER APPLICATIONS. (3) (Prerequisite 416-310) The course will deal with such topics as Advanced Computer Assisted Instruction tailored testing by computer, advanced computer managed instruction, and multi media Computer Assisted Instruction.

416-495 INDIVIDUAL READING COURSE. (3) (By arrangement with individual instructor. Permission must be obtained from the Department before registration.)

416-496 INDIVIDUAL READING COURSE. (3) (By arrangement with individual instructor. Permission must be obtained from the Department before registration.)

416-515 GENDER IDENTITY DEVELOPMENT. (3) (Offered through Summer Studies.) (Prerequisites: 416-208, 416-300 or a course in developmental psychology.) Theoretical models and empirical findings relevant to the development of gender identity. Special attention is given to the influence of peers in school settings. Psychological, physiological, parental, peer and cultural influences on gender identity.

416-535A INSTRUCTIONAL DESIGN. (3) This course draws on the fields of learning theory, developmental psychology, and measurement to focus on the tasks of constructing instructional materials. Areas to be considered include behaviour analysis, concept formation, and test construction.

□ **416-545 PRACTICUM IN INSTRUCTIONAL DESIGN.** (3) (Prerequisite: 416-535) (Permission of Associate Program Director required.) Extensive work on developing an instructional system. Each student selects a subject area and develops and validates an instructional unit. Students may wish to use this occasion to investigate in depth a particular aspect of feature of instructional design.

416-555A APPLIED COGNITIVE SCIENCE. (3) Examination of foundations of cognitive science including contributions by psychology, linguistics, and computer science. Consideration of theory and methodology or cognitive science in educational and instructional contexts.

□ **416-560 HUMAN DEVELOPMENT.** (3) (Offered during Summer Session.) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) (Field work and/or additional sessions at the discretion of the instructor and students in order to fulfill total class hour requirements.) A review of current theory and knowledge of human development through the life cycle. Particular attention is given to emotional and social development. All major age-stages are considered. Emphasis is placed on the effects of interaction between individuals of these different age groupings.

416-564 FAMILY COMMUNICATION. (3) (Offered through Continuing Education.) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) Family communication processes and interpersonal reactions in the context of marriage and the contemporary family will be considered. Attention will be given to role changes and the effect of crises on marital and family relationships. Permission of Associate Program Director required.

416-565 PSYCHOSOCIAL ASPECTS OF CANCER. (3) (Offered through Summer Studies.) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) Psychosocial aspects of cancer experience; assessment of psychological needs, resources and development of appropriate new coping skills. Crisis intervention, cognitive-behavioral therapy, relaxation, visual imagery, communication, decision making and pain management in group and individual modalities, for patients and significant others.

416-575 EDUCATIONAL MEASUREMENT. (3) (Offered through Continuing Education and Summer Studies.) Statistical measurements in education, graphs, charts, frequency distributions, central tendencies, dispersion, correlation, and sampling errors.

□ **416-595 SEMINAR IN SPECIAL TOPICS.** (3) (Permission of Associate Program Director required.) The content of the seminar will vary from year to year and will be announced prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants.

416-596 SEMINAR IN SPECIAL TOPICS. (3) (Permission of Associate Program Director required.) Seminar in selected topics in Educational and Counselling Psychology. The topic will vary from year and will be announced prior to registration.

421 – Protestant Studies Courses

421-331 DEVELOPMENTAL APPROACHES TO MRE. (3)

421-332 MRE ELEMENTARY CURRICULUM. (3)

421-372A HUMAN & RELIGIOUS VALUES IN SEC. SCHOOL. (3) An enquiry into teaching methods in two areas: (1) Religion (as a phenomenon of human experience). (2) The development of moral judgment in social and personal issues.

For course symbol legends, see [page 197](#)

422 – Jewish Studies Courses

□ **422-250A UNDERSTANDING & TEACHING JEWISH LIVING.** (3) An exploration of Jewish holidays and life cycle rituals. Emphasis is placed on their historical development and philosophical meaning. Curriculum developed for teaching this material in various Jewish educational frameworks is examined and evaluated.

422-300 COMPLEMENTARY ACTIVITIES IN JEWISH EDUCATION. (3)

□ **422-320B VISIONS & REALITIES OF JEWISH EDUCATION.** (3) A course in the philosophy of Jewish education. Various perspectives on the purpose of Jewish education are explored, and consideration is given to how contemporary Jewish ideologies can be translated into educational forms. Challenges facing Jewish education as it approaches the millennium are examined. Research in Jewish education is evaluated.

422-370 CLASSROOM STRATEGIES IN JEWISH STUDIES. (3)

422-400 TEACHING THE JEWISH LITURGY. (3)

□ **422-401A TEACHING THE BIBLE I.** (3) Examination of Biblical passages raising theological, moral, historical, literary, or linguistic challenges, and their interpretation within the rabbinic tradition and modern scholarship. Methodologies for teaching such passages in Jewish studies classrooms are discussed. Some familiarity with Biblical and Rabbinic Hebrew is essential, but most texts are available in English.

□ **422-402 TEACHING THE BIBLE II.** (3) (Prerequisite: 422-401 and permission of instructor.)

□ **422-404B TEACHING HEBREW AS A SECOND LANGUAGE.** (3) (Prerequisite: 135-340D or its equivalent.) A study of the most up-to-date methods and theories related to the teaching of Hebrew as a second language in both day schools and supplementary settings.

422-420 TEACHING JEWISH HISTORY. (3)

□ **422-421 TEACHING THE HOLOCAUST.** (3) (Offered through Continuing Education.) Approaches, strategies and techniques of teaching the holocaust. Examination of the holocaust to learn how to teach about it and how to use it as a base of teaching about prejudice, cultural identity, racism, human rights and moral responsibility.

□ **422-451A,B,C TUTORIAL IN JEWISH EDUCATION.** (3) A reading course for students who wish to explore intensively the literature in a particular area related to teaching Jewish studies.

423 – Philosophy of Education Courses

423-205 SOCIOLOGY OF EDUCATION. (3)

□ **423-250A,B PROFESSIONAL SEMINAR II.** (1) (Prerequisites: 455-201, 435-200. Corequisite: 435-250)

□ **423-309 THE RELIGIOUS QUEST.** (3) (Offered through Continuing Education.) An approach to the study of religious experience as expressed in humanity's major religious traditions, especially Christianity, Judaism, Islam, Hinduism and Buddhism.

□ **423-324 VALUES AND HUMAN SEXUALITY.** (3) (Offered through Distance Education.) Human sexuality in the context of society, moral and religious development. The course will focus on principles and goals underlying values and moral education as applied to sexual behaviour.

□ **423-340A MORAL EDUCATION C&I.** (3) Critical assessment of theories and models of moral education, including cognitive and affective approaches; moral education curricula and teaching methods; aims, strategies and evaluation techniques.

□ **423-400A,B PHILOSOPHICAL FOUNDATIONS.** (3) Ideas essential for the development of a coherent educational theory and sound professional practice. Reflections on: the nature of the per-

son, of reality, of knowledge, and of value; the aims of education, the nature of the school and the curriculum, the roles and responsibilities of professional educators.

423-403 EDUCATION OF MINORITY GROUPS. (3)

□ **423-405A EDUCATIONAL AND SOCIAL CRITICISM.** (3) A study of contemporary social and educational criticism, and its impact on the teacher and the school. Readings will be drawn from the works of critics representing a variety of viewpoints.

□ **423-406B COMPARATIVE EDUCATION.** (3) Study of the dynamics of education in various societies throughout the world. The ideas and approaches of several disciplines are utilized in order to gain an understanding of educational systems and problems in comparative perspective.

□ **423-408 HUMAN VALUES AND EDUCATION.** (3) (Offered through Distance Education.) A study of selected works dealing with moral, religious, social, and political values with a view to determining their relevance to basic educational issues.

□ **423-409 WOMEN AND EDUCATION.** (3) (Core course for the Women's Studies Minor Program.)

□ **423-410 WOMEN IN HIGHER EDUCATION.** (3) (Core course for the Women's Studies Minor Program)

□ **423-461B SOCIETY AND CHANGE.** (3) Factors influencing patterns of stability and change in major social institutions and the implications for formal and non-formal education.

423-462 LEARNING IN CONTEMPORARY SOCIETY. (3)

□ **423-464A INTERCULTURAL EDUCATION.** (3) (Not for credit if 455-410 or 433-441 has been or is being taken.) Issues of learning and teaching in multicultural classrooms; development of understanding of different cultures and cultural perspectives.

□ **423-498A SEMINAR ON WOMEN'S STUDIES I.** (3) An interdisciplinary seminar on topics of common interest to the area of Women's Studies. This course is designed to allow students to undertake theoretical and applied projects which are based in the university and the community.

□ **423-499B SEMINAR ON WOMEN'S STUDIES II.** (3) An interdisciplinary research seminar on topics of common interest to the students and staff in the Women's Studies Major program. This seminar is designed to enable students to undertake a substantial research project and to contextualize their work within the spectrum of feminist research within the university and the community.

□ 423-505 EDUCATION AND SOCIAL ISSUES. (3)

424 – Education in Drama Courses

□ **424-342B C&I IN DRAMA EDUCATION.** (3) (Prerequisite or corequisite: at least one course in Drama Education.) Pedagogical theory and practical applications in the teaching of developmental drama, dramatic forms, improvisation and theatre arts.

□ **424-394 CREATIVE DRAMATICS FOR THE CLASSROOM.** (3) (Offered through Continuing Education.)

□ **424-396 SPEECH IN DRAMA EDUCATION.** (3) (Offered through Continuing Education.) A study of the elements of voice production in teaching public speaking and drama, including training activities to develop the voice in speech and drama. Theoretical aspects of the structure and functioning of the voice and speech mechanism are included.

□ **424-494 IMPROVISATION & THEATRE ARTS FOR CLASS.** (3) (Prerequisite: 424-394)

□ **424-496 DRAMA/PLAY PRODUCTION IN EDUCATION.** (3) (Prerequisites: one or more of the following, or the permission of the instructor: 424-394, 424-494, 110-269.)

For course symbol legends, see [page 197](#)

425 – Secondary Education Courses

Note: All courses in the Department of Educational Studies have limited enrolment

ENGLISH

425-201 EFFECTIVE WRITTEN COMMUNICATION. (3) (Offered through Distance Education.) Designed to help develop the quality of academic and professional communication (in English). Emphasis on the writing process: problem solving strategies; ways of generating, developing and organizing ideas; designing written and oral communications for different audiences; revising and editing texts; and analyzing writing problems.

425-361A SECONDARY SCHOOL ENGLISH I. (3) Examination of appropriate materials related to the high school English programs; exploration of various techniques of teaching language, literature, writing and dramatics in the secondary school.

425-365 EXPERIENCES IN COMMUNICATIONS. (3) (Offered through Continuing Education.)

425-366 LITERATURE FOR YOUNG ADULTS. (3) (Offered through Continuing Education.) Selection and use of literature for the differing abilities and interests of high school students.

MATHEMATICS

425-353A SECONDARY SCHOOL MATHEMATICS I. (3) (Prerequisites: 24 credits in post-secondary mathematics.) Directed observations in secondary schools and the study of the general objectives and curriculum trends. The learning problems, teaching strategies and mathematical concepts encountered in the High School curriculum.

SCIENCE

425-370A TEACHING GENERAL SCIENCE. (3) Principles and procedures for implementation of the general science curriculum in the secondary schools of Québec. A survey of teaching methods and laboratory management appropriate to the junior and senior high school level.

SOCIAL SCIENCES

425-389A ISSUES IN SOCIAL STUDIES. (3) (Corequisite: 455-334D) This course will examine the nature, content, and methodology of social studies education in the secondary school.

426 – Education in Art Courses

All courses have limited enrolment.

□ **426-204A DRAWING.** (3) Development of sound drafting skills through the study of organic forms and the human figure in various media.

□ **426-205B PAINTING II.** (3) (Prerequisite: 426-204) Investigation of color, media, tools, techniques. Studies of natural forms, the human figure.

□ **426-241A BASIC ART MEDIA FOR THE CLASSROOM.** (3) An introduction to media that can be easily adapted to elementary classroom studio exploration.

426-242 CULTURAL SKILLS. (3) Development of First Nations and Inuit skills and knowledge in art, music handicrafts or other areas both modern and traditional. Topics will vary and be chosen from a range identified by classroom teachers. Course may continue over several training sessions.

□ **426-296B BASIC DESIGN.** (3) Exploration of the basic elements of visual art through two dimensional composition and three-dimensional constructions. Investigation of materials and tools and the processes of manipulating and relating materials.

426-301 FOUNDATIONS OF EDUCATION IN THE ARTS. (3) (Offered through Distance Education.) An introduction to the role of the arts in education and society with emphasis on the nature of aesthetic encounters and their potential to facilitate values inquiry.

□ **426-302 SPECIAL TOPICS.** (3)

□ **426-304 PAINTING III.** (3) (Prerequisite: 426-205)

□ **426-305 PAINTING IV.** (3)

□ **426-307B DRAWING II.** (3) (Prerequisite: 426-204)

□ **426-332A,B ART C&I – ELEMENTARY.** (3) An introduction to theories on children's visual expression and perception, lesson planning, and classroom-oriented studio practice.

426-398 EARLY CANADIAN ART. (3)

□ **426-404 PAINTING V.** (3) (Prerequisite: 426-305)

□ **426-405 PAINTING VI.** (3) (Prerequisite: 426-404)

□ **426-410 AESTHETICS & ART CRITICISM FOR THE CLASSROOM.** (3)

□ **426-496 SCULPTURE I.** (3) (Offered through Continuing Education.) An investigation of basic sculpture methods and concepts with a view toward developing personal aptitudes. Development of three-dimensional thinking through direct experience with processes using new and traditional materials.

□ **426-497 SCULPTURE II.** (3) (Prerequisite: 426-496)

□ **426-498 SCULPTURE III.** (3) (Prerequisite: 426-497)

□ **426-499 SCULPTURE IV.** (3) (Prerequisite: 426-498)

Note: For other courses in Art History see the Faculty of Arts [section 11.4](#).

429 – Education in Music Courses

□ **429-201 BASIC MUSICIANSHIP FOR CLASSROOM TEACHERS I.** (3) (Offered through Distance Education.) Introduction to the elements of music theory through techniques of aural training, sight singing and keyboard. Lab work at the keyboard.

429-206A FIRST YEAR PROF. SEM. MUSIC. (1) (Corequisite: 435-205) This seminar along with First Year Field Experience Music serves as an orientation to the culture of the school and to teaching as a profession. Emphasis is on the general functioning of elementary and secondary schools. Topics include the role of the arts in the curriculum.

429-207B SECOND YEAR PROF. SEM. MUSIC. (1) (Prerequisites: 429-206 and 435-205. Corequisite: 435-206) This seminar continues the process of developing a professional identity. Topics include strategies for accommodating individual differences, coaching and tutoring individuals and small groups, peer teaching and tutoring, the role of the arts in the curriculum, differences and similarities in teaching music and teaching other subjects.

□ **429-301 BASIC MUSICIANSHIP FOR CLASSROOM TEACHERS II.** (3) (Offered through Distance Education.) (Prerequisites: 429-201 or 429-214 and permission of instructor.) Advanced course in the study of the elements of music theory through techniques of aural training, sight singing, keyboard or ukulele.

429-306 THIRD YEAR PROF. SEM. MUSIC. (2) (Prerequisites: 429-207 and 435-206. Corequisite: 435-305)

□ **429-314 INSTRUMENTS IN THE CLASSROOM.** (3) (The ability to read notation is not a prerequisite)

□ **429-341 LISTENING FOR LEARNING.** (3) (Offered through Distance Education.) (The ability to read notation is not a prerequisite.) Musical knowledge is developed and articulated through a structured approach to listening. Using recorded examples, students learn how to recognize, identify and discuss musical elements, devices, styles and genres.

For course symbol legends, see [page 197](#)

□ **429-342A,B MUSIC C&I FOR GENERALISTS.** (3) Study of materials and instructional techniques grounded in an understanding of basic musical concepts and contemporary theories of music teaching and learning. Definition of musical objectives and rationales, selection and development of materials, review of MEQ guidelines. Participation through singing, movement, listening, discussion and lesson planning and implementation.

429-352 MUSIC LISTENING IN EDUCATION. (3)

□ **429-362A MOVEMENT, MUSIC AND COMMUNICATION.** (3) Coordination of musical perception and movement and development of communication skills that arise from this combination. Structured and improvised eurhythmic activities are used to explore the relationship between time, space and energy. Classroom applications are explored. No formal music training is required.

429-406 FOURTH YEAR PROF. SEM. MUSIC. (2) (Prerequisites: 429-306 and 435-305. Corequisite: 435-405)

429-442 ELEMENTARY MUSIC C&I. (3)

429-472B SECONDARY MUSIC C&I. (3)

431 – Second Language Education Courses

431-209A FIRST YEAR PROFESSIONAL SEMINAR. (1) (Prerequisite 431-300. Corequisite 435-209.) The first-year professional seminar is concerned with how to observe in second language classrooms. Students will be introduced to ways of observing instructional practices and procedures and will begin to reflect on various interactional patterns between teachers and students as observed in the First Year Field Experience.

431-247 SEC. LANG. ED. IN ABORIGINAL CMMTS. (3) Issues and considerations in the learning of English or French in Aboriginal communities. Emphasis on teaching a second language to Aboriginal children. Limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

431-250B PROFESSIONAL SEMINAR II. (1) (Prerequisites: 455-204 and 435-200. Corequisite: 435-250.) Global view of, and reflection on, administrative structures and responsibilities, and diversity of school populations, in relation to the various second language programs in Quebec.

431-251B SECOND YEAR PROFESSIONAL SEMINAR. (1) (Prerequisites: 455-201 and 435-200. Corequisite: 435-251.) The focus of this seminar will be on strategies for teaching individuals and small groups in second language education.

431-259B SECOND YEAR PROFESSIONAL SEMINAR. (1) (Prerequisite: 431-209. Corequisite: 435-259.) The professional seminar is held in conjunction with the Second Year Field Experience and allows for reflection on how various teaching strategies respond to a variety of learning styles in L2 classrooms.

431-291 OBSERVATION AND FAMILIARIZATION. (0) (Student activity to approximate 10 days in school setting; arrangements in consultation with an advisor.)

431-300A FOUNDATIONS OF L2 EDUCATION. (3) This introduction to the field of second language education provides an overview of the supporting disciplines (e.g., linguistics, psychology, sociology and education) and includes historical and analytical perspectives on the development of L2 teaching through an examination of approaches to L2 instruction and specific teaching methods.

431-301A ÉTUDE DE LA LANGUE ENS. DU FLS. (3) (Prerequisite: 431-300) (Not for credit if 431-311 or 455-302 has been or is being taken.) Ce cours traite du fonctionnement du français des points de vue phonologique, morphologique, syntaxique, sémantique, et discursif. Ces aspects seront examinés par rapport à l'enseignement et à l'apprentissage du français langue seconde.

431-304B SOCIOLINGUISTICS AND L2 EDUCATION. (3) This course introduces students to various social aspects of language, language use, and language learning by examining second language education from three interrelated perspectives: sociolinguistics, discourse, and culture. Issues range from language variation and social attitudes to conversational analysis and cross-cultural communication. (May be offered in English or French.)

431-305A L2 LEARNING IN CLASSROOM SETTINGS. (3) (Prerequisite: 431-300.) This course provides an introduction to theory and research in second language acquisition (SLA). It is designed to help students understand the processes, developmental patterns and factors contributing to SLA so that the students will be prepared to evaluate and develop teaching procedures in light of this understanding.

431-309A THIRD YEAR PROFESSIONAL SEMINAR. (3) (Prerequisite: 431-259. Corequisite: 435-309.) The third-year professional seminar will provide a forum for reflection on teaching in various ESL classrooms at the elementary level. A wide range of techniques and materials will be experimented with and analyzed in terms of classroom processes, including instructional strategies and classroom organization.

431-311A LANGUAGE STUDY FOR ESL TEACHERS. (3) (Prerequisite: 431-300.) (Not for credit if 431-301 or 455-302 has been or is being taken.) The course focuses on how the English language works as a system, examining it from the levels of phonology, morphology, syntax, semantics, and discourse. These aspects will be considered in relation to second language teaching and learning.

431-314 SOCIOLINGUISTIQUE DU FLS. (3)

431-319A SÉMINAIRE PROFESSIONNEL III. (3) (Prerequisite: 431-259. Corequisites: 431-444, 435-309) Ce séminaire professionnel porte sur l'analyse réflexive des pratiques stratégiques d'enseignement propres aux divers contextes scolaires au primaire. Ce séminaire vise également l'expérimentation de divers matériels pédagogiques et la simulation de techniques d'animation et de gestion de classe.

431-330C L2 LITERACY DEVELOPMENT. (3) This course examines current theories of second language literacy development and their implications for teaching, including the use of literature as a tool for language learning. Key issues include the nature of literacy development, reading and writing processes, and appropriate pedagogical approaches.

431-341A,B LITTÉRATURE ET LITTÉRATIE EN FLS. (3) Ce cours étudie les modèles théoriques et le développement de la littérature, les processus d'apprentissage d'un bon lecteur/scripteur et les approches méthodologiques dans divers contextes scolaires, en plus d'analyser les différents genres de la littérature enfantine et de jeunesse propre à la culture du Québec et de la francophonie.

431-345A,B ENSEIGNEMENT DU FSL PAR IMMERSION. (3) (Prerequisite: 431-300) Ce cours examine divers cheminements retrouvés en contexte immersif ainsi que diverses approches pédagogiques propices à l'enseignement du FLS par le biais de matières scolaires. Des recherches effectuées en contexte immersif seront également examinées par rapport au développement langagier des élèves en immersion.

431-346B TFSL IN LATER IMMERSION CLASSES. (3)

431-360 TESL/TFSL PRACTICUM – ELEMENTARY. (3) (Corequisites: 431-444 for TESL students; 431-447 for TFSL students.) (Offered through Continuing Education.) Supervised practice in the application of language teaching and learning theories: focus on the design and use of teaching units, the organization of communication activities, the selection and use of diagnostic and remedial materials.

431-361 TESL/TFSL PRACTICUM – SECONDARY. (3) (Corequisites: 431-472 for TESL students; 431-458 for TFSL students.) (Offered through Continuing Education.) Supervised practice in the application of language teaching and learning theories: focus on curriculum development, and on the production of instructional, diagnostic and remedial materials.

For course symbol legends, see [page 197](#)

431-380 TEACH. FR. TO NON-FRANCOPHONE ADULTS. (3) (Prerequisite: fluency in French.)

431-381 YNG. ADULT LIT. STUDENTS LEARN. FSL. (3)

431-390 TESL TO THE ADULT LEARNER. (3)

431-400B SÉMINAIRE PROFESSIONNEL V (FLS). (3) (Competence in French is required.) (Prerequisites: 455-350 and 435-350. Corequisites: 431-478 and 435-400)

431-401 PROFESSIONAL SEMINAR V (ESL). (3) (Competence in English is required) (Prerequisites: 455-350 and 435-350. Corequisites: 431-458 and 435-400)

431-402B MESURE ET ÉVALUATION EN FLS. (3) (Prerequisites: 431-444 and 435-309.) Ce cours initie les étudiants à l'évaluation des apprentissages dans une approche critériée et à l'élaboration de situations d'évaluation spécifique au développement d'une compétence de communication en FLS aux niveaux primaire et secondaire. Les étudiants explorent les étapes, les objets, et les outils d'évaluation, ainsi que l'interprétation des résultats.

431-409B FOURTH YEAR PROFESSIONAL SEMINAR. (3) (Prerequisite: 431-309. Corequisite: 435-409.) The fourth-year professional seminar will provide a forum for reflection on teaching in a variety of ESL classrooms at the secondary level. A wide range of techniques and materials will be experimented with and analyzed in terms of classroom processes, including instructional strategies and classroom organization.

431-410 SÉMINAIRE PROFESSIONNEL VI (FSL). (1) (Competence in French is required. Corequisites: 431-400 and 435-400 and 435-450)

431-411B PROFESSIONAL SEMINAR VI (ESL). (1) (Competence in English is required. Corequisites: 431-401 and 435-400 and 435-450)

431-412B MEASUREMENT & EVALUATION IN TESL. (3) (Prerequisites: 431-447 and 435-309.) This course deals with the role of evaluation in TESL. Students will explore the kinds of information needed to make educational decisions in second language courses, different techniques for getting that information, and ways for interpreting it. Principles and methods for evaluation with and without tests are discussed and practiced.

431-419B SÉMINAIRE PROFESSIONNEL IV. (3) (Prerequisite: 431-319. Corequisites: 431-472 and 435-409.) Ce séminaire professionnel porte sur l'analyse réflexive des pratiques stratégiques d'enseignement propres aux divers contextes scolaires au secondaires. Ce séminaire vise également l'expérimentation de divers matériels pédagogiques et la simulation de techniques d'animation et de gestion de classe.

431-444A ENSEIGNEMENT DU FLS AU PRIMAIRE. (3) (Prerequisite: 431-301. Corequisites: 431-319 and 435-309.) Le but de ce cours est de développer l'habileté à planifier des activités, des unités et des projets, dans des séquences d'enseignement, en fonction du programme d'études propre au contexte scolaire : FLS, immersion, et accueil. Cet enseignement vise l'intégration des pédagogies de la communication orale et écrite au primaire.

431-447A TESL IN ELEMENTARY SCHOOLS. (3) (Prerequisite: 431-311. Corequisites: 431-309 and 435-309.) This course aims to develop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the elementary level. The planning of instructional units that aim to develop learners' oral and written communication skills will be emphasized.

431-449 SPECIAL TOP. IN SEC. LANG. TEACH. (3) Selected topics in second language teaching. Possible topics include communicative competence, interlanguage/error analysis and functional-notional approach to second language teaching.

431-458B TESL IN SECONDARY SCHOOLS. (3) (Prerequisite: 431-311. Corequisites: 431-409 and 435-409.) This course aims to de-

velop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the secondary level, namely, Regular ESL and English Second Language Arts. The planning of instructional units that develop learners' oral and written communication skills will be emphasized.

431-472B ENSEIGNEMENT DU FLS AU SECONDAIRE. (3) (Prerequisite: 431-301. Corequisites: 431-419 and 435-409.) Le but de ce cours est de développer l'habileté à planifier des activités, des unités et des projets, dans des séquences d'enseignement, en fonction du programme d'études propre au contexte scolaire: FLS, immersion, et accueil. Cet enseignement vise l'intégration des pédagogies de la communication orale et écrite de la langue seconde au secondaire.

431-506 COMPUTER/INTERNET & L2 LEARNING. (3) This course addresses theoretical principles, models and empirical findings relevant to computer aided language learning (CALL). Students will review and analyze existing CALL programs, Internet resources, and multimedia technology for second language education. This course includes an application component.

432 – Educational Technology Courses

Courses listed under codes 412-, 414-, 416- and 449- are also offered by the Department of Educational and Counselling Psychology.

□ **432-200A APPLICATIONS SOFTWARE.** (3) (Also offered through Continuing Education and Distance Education.) Applications Software is the "gateway" course to the educational computing option. It introduces novices to basic computing skills, using a printer, word processing, data bases and spreadsheets. Assignments and projects focus on educational applications by teachers and students.

432-204 EDUCATIONAL MEDIA I. (3) (Offered only through Distance Education and Continuing Education.) Educational Media I is the "gateway" course for the educational media option. It reviews audio-visual education and emphasises the rationale for audio-visual materials in education, and the underlying principles in their design, production and effective use.

432-300 SPREADSHEETS AND CHARTING. (3) (Prerequisite: 432-200) (Offered only through Distance Education.) This course explores the techniques and educational applications of spreadsheets and simple charting.

432-303 EDUCATIONAL PHOTOGRAPHY I. (3) (Prerequisite: 432-204 or equivalent) (Offered only through Distance Education.) An introduction to the history, use, research and principles of photography in education. Emphasis is on developing visual literacy and basic photographic and darkroom techniques for teachers and their students.

432-304 EDUCATIONAL MEDIA II. (3) (Prerequisite: 432-204) (Offered only through Distance Education.)

432-306 VIDEO PRODUCTION FOR EDUCATION I. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) The course comprises a survey of the development of educational video and the making of short productions for schools using single camera and portable video systems.

432-308 VIDEO IN THE CLASSROOM. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) Language of the moving image; techniques of influencing the viewer; components of program design; development of criteria for evaluating and selecting television and video for instructional use; review of current research in the effectiveness of television and video instruction; sources of materials; design of integrated lessons.

432-310 DISCOVERY THROUGH LOGO. (3) (Offered only through Distance Education.) Through simple geometry and drawing shapes in the LOGO programming language, learners develop a first-hand appreciation of the merits of practical problem-solving. The course includes Papert's approach to discovery methods on

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the computer, integrating text and graphics, and emphasizes classroom activities and applications.

432-311 LOGO AND THE LEARNING PROCESS. (3) (Prerequisite: 432-310) (Offered only through Distance Education.)

432-315 INSTRUCTIONAL DESIGN. (3) (Offered only through Distance Education.) The examination and application of the systematic planning techniques necessary in the design, development and validation of effective instructional materials.

432-320 DESKTOP PUBLISHING FOR SCHOOLS I. (3) (Prerequisite: 432-200) (Offered only through Distance Education.) The course develops a knowledge of, and practical skills in, graphic design for producing audio-visual and printed instructional materials. It covers typography fundamentals, layout techniques, graphic design and production. Word processing and graphics files are used to create educational page designs and related student desktop activities.

432-321 DESKTOP PUBLISHING FOR SCHOOLS II. (3) (Prerequisite: 432-220 or 432-320) (Offered only through Distance Education.) The second course elaborates further on graphic design fundamentals and explores the capabilities of desktop publishing software for creating a professional appearance for yearbooks, brochures and school newspapers.

432-330 AUDIO PRODUCTION FOR EDUCATION. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) A practical introduction to audio production techniques using available resources in the school setting. This course explores audio both as a medium of communications and as a component of video and multi-media productions.

432-340 DATABASES IN EDUCATION. (3) (Prerequisite: 432-200) (Offered only through Distance Education.) This course explores the design and applications of databases in classroom learning and administration.

432-341 INSTRUCTIONAL PROGRAMMING I. (3) (Offered only through Distance Education.) This course introduces the principles and classroom applications of a computer programming language commonly found in schools. Programming language will be Visual BASIC.

432-342 INSTRUCTIONAL PROGRAMMING II. (3) (Prerequisite: 432-341) (Offered only through Distance Education.)

432-346 CREATING COMPUTER COURSEWARE. (3) (Prerequisite: 432-315) (Offered only through Distance Education.)

432-347 MULTI-MEDIA TOOLS. (3) (Prerequisite: 432-200 or equivalent.) The course examines theoretical concepts for, and provides a practical training in, the creation of multi-media presentations for the classroom and Web sites.

432-348 EDUCATIONAL SOFTWARE. (3) (Prerequisites: 432-200 and 432-315) (Offered only through Distance Education.) This course explores the approaches taken by different software packages, their educational applications and the management of multi-media based learning resources. Students develop and apply evaluation criteria for software selection, design teaching units incorporating educational software, and devise plans for integrating multi-media into the school curriculum.

432-403 EDUCATIONAL PHOTOGRAPHY II. (3) (Prerequisite: 432-303) (Enrolment limited to 24. Offered only through Continuing Education.)

432-405 INDEPENDENT PROJECT. (6) (This should be the last course undertaken by a student in the program.) A major instructional media or educational computing production undertaken by the student after consultation with the Director of the Educational Technology Program.

432-406 MANAGING MEDIA RESOURCES. (3) (Offered only through Distance Education.)

432-407 VIDEO PRODUCTION FOR EDUCATION II. (3) (Prerequisite: 432-306) (Offered only through Continuing Education.)

432-408 INTERNET RESOURCES. (3) (Prerequisite: 432-200 or equivalent) (Offered only through Continuing Education and/or Distance Education.) This practical course introduces teachers to the vast resources of the Internet and World Wide Web, and explores their educational applications.

432-409 SPECIAL TOPICS. (3) (Offered only through Distance Education.) Special Topics examines selected topics in Educational Technology and/or meets the needs of special interest groups. Topics will vary from year to year.

432-415 MANAGING COMPUTER RESOURCES. (3) (Prerequisite: 432-200) (Offered only through Distance Education.) This course covers topics such as determining school policy for computer use, equipment selection, classroom computer management, developing in-school workshops, network management, basic computer maintenance, resource budgeting, software copyright, and support through bulletin boards, public on-line services and publications.

432-420 MEDIA LITERACY FOR EDUCATION. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) The course explores the pedagogical use of media and multi-media in the classroom, and focuses in particular on the text, audience and production of media in a media literacy and integrated language arts program.

432-441 GRAPHICS SOFTWARE IN EDUCATION. (3) (Prerequisite: 432-200 or equivalent) (Offered only through Distance Education.) This course focuses on the creation, manipulation and presentation of graphics produced by scanned images and graphics software in the context of classroom applications, desktop publishing and video production.

432-450 DESIGNING FOR THE WEB. (3) (Prerequisite: 432-408) This course stresses the relationship between theories of learning and cognitive development, teaching strategies and the use of the Web as a tool for classroom support and extended studies. The course refers to, and offers experience with Web-based resources and includes a structure for collaborative learning through computer-mediated communication.

432-470 DEVELOPING SCHOOL MEDIA ACTIVITIES. (3) (Prerequisite: 432-204) (Replaces 432-440/470. Offered only through Distance Education.)

433 – Elementary Education Courses

433-402A CURRICULUM DEVELOPMENT. (3) (Corequisite: 435-431)

LANGUAGE ARTS – LITERATURE – READING

433-223B LANGUAGE ARTS PART I. (3) These courses will explore the current research and theory of language learning and the practices which provide meaningful language experiences in the context of the pre-school and elementary classroom.

□ **433-224B LANGUAGE ARTS PART II.** (3) (Prerequisite 433-223)

433-325 CHILDREN'S LITERATURE. (3) (Offered through Continuing Education.) (Not open to students who have taken 110-240/341.) Selection and use of literature suitable for children in the elementary school.

MATHEMATICS

189-111B MATHEMATICS FOR EDUCATION STUDENTS. (3) (Open only to students in the B.Ed. program, not open to students who have successfully completed CEGEP course 201-101 or an equivalent. Not available for credit with 189-112.) Offered by the Faculty of Science. An overview of the nature of mathematics and its applications. Manipulative algebra, inequalities, linear and quadratic equations. Transformational geometry and symmetry. An intuitive discussion of area and volume. Sets and functions. A brief introduction to probability and statistics.

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433-230C ELEMENTARY SCHOOL MATHEMATICS. (3) A course specially designed for elementary school teachers to provide the basic foundations, insight and understanding of the Quebec modern elementary mathematics programs.

433-332B TEACHING MATHEMATICS I. (3) Curriculum trends in teaching mathematics to children. Programs, methods, materials and evaluation procedures appropriate for the elementary school. *Please check timetable information for LABS schedule.*

FIRST NATIONS AND INUIT EDUCATION

All courses, with the exception of 433-441 and 433-444, are normally given off-campus and limited to students enrolled in off-campus programs delivered through the Office of First Nations and Inuit Education.

433-240 USE AND ADAPTATION OF CURRICULA. (3) Provincial or Nunavut curricula as a basis for planning, materials production and evaluation. Methods of adapting curricula to local needs and of developing local courses of study in First Nations and Inuit community schools.

433-241 TEACHING LANGUAGE ARTS. (3) (Prerequisite: Fluency in Inuktitut or another Aboriginal language.) Organization and planning of Language Arts programs in Inuktitut or another Aboriginal language. Preparation and presentation of lesson sequences. Use of various techniques to improve language skills in listening, speaking, reading and writing.

433-242 TEACHING MATHEMATICS. (3) An introduction to mathematical concepts and approaches to teaching First Nations or Inuit students at the elementary level. Emphasis on the preparation and use of materials directly related to First Nations or Inuit life.

433-243 READING METHODS IN INUKTITUT/CREE. (3) (Prerequisite: Fluency in Inuktitut/Cree syllabics.) Overview of reading theories and their application to Inuktitut/Cree; processes used by proficient readers. Methods of teaching reading.

433-245 ORIENTATION TO EDUCATION. (3) The First Nations or Inuit classroom as a unique pedagogical setting. Introduction to planning and maintaining a learning environment for First Nations or Inuit children. Study and application of differential learning styles.

433-246 CULTIVATING LANGUAGE AND THOUGHT. (3) Study and observation of spoken language development and its maturation in First Nations or Inuit children. Application of observed data to the selection and devising of appropriate materials and methods for pre-school and elementary levels.

433-247 INDIVIDUALIZED INSTRUCTION. (6) Practicum in First Nations or Inuit schools with individual children. Planning a program which will carry over into the school year. Daily work sessions with individual child and small groups with regular evaluation of progress. Preparation of teaching materials for specific children and small groups.

433-248 READING AND WRITING INUKTITUT/CREE. (3) (Prerequisite: Fluency in Inuktitut/Cree syllabics.) Methods of teaching syllabic reading and writing. Understanding the principles of sight word reading instruction, child observation, material development and guided instruction.

433-249 INUKTITUT ORTHOGRAPHY AND GRAMMAR. (3) (Prerequisite: Fluency in Inuktitut.) Structure and morphology of Inuktitut for teachers working in that language. Use of orthography, both qaliujaaqpait (Roman script) and qaniujaaqpait (syllabics) as established by the Inuit Cultural Association.

433-290 COOPERATIVE LEARNING. (3) Principles of cooperative learning and how they may be applied in First Nations and Inuit schools to the creation of team-building classroom activities and to the development of culturally appropriate learning materials.

433-291 CULTURAL VALUES AND SOCIALIZATION. (3) An introduction to the educational implications of cultural values and patterns

of socialization of children. Topics will include a description of the cultural values of Aboriginal peoples, home styles of communication, learning and discipline and intercultural educational issues.

433-292 USING INSTRUCTIONAL RESOURCES. (3) Students will learn to find, assess, and use a variety of instructional resources. Specifically, they will learn how to evaluate the instructional value of software packages and other established audio-visual materials; how to make and use simple audio-visual materials; and how to find additional resource material in the library.

433-293 ALGONQUIN SECOND LANGUAGE I. (3) Students will develop a basic knowledge of the Algonquin phonological system and gain some understanding of the morphological and syntactic rules, the stress and intonation patterns which control the language, and how Algonquin culture is reflected in the language.

433-294 ALGONQUIN LANGUAGE I. (3) Students will learn the Algonquin phonological system. They will focus on animate/inanimate and inflections for agreement, aspect, tense and number. They will analyze word generation conventions and derive Algonquin labels to describe how Algonquin operates.

433-295 ALGONQUIN LANGUAGE II. (3) (Prerequisite: 433-294) Students will continue their earlier study of the language. Items dealt with will include complex tenses, complex sentence structures, e.g. conditionals, subordination, embedded structure, as well as the study of nominalizing verbs and verbalizing nouns. Importance will be placed on developing writing and reading skills.

433-296 MOHAWK SECOND LANGUAGE I. (3) Students will develop a basic knowledge of the Mohawk phonological system and have some understanding of the morphological and syntactic rules, the stress and intonation patterns which control the language, and how Mohawk culture is reflected in the language.

433-297 MOHAWK LANGUAGE I. (3) Students will learn the Mohawk phonological system (including glottal stop, length mark, up and down stress). Syntactically and morphologically, they will focus on the pronoun system (tense included). Word generation conventions will be analyzed and Mohawk labels developed to describe how the language functions.

433-298 MOHAWK LANGUAGE II. (3) (Prerequisite: 433-297) Students will complete their earlier study of the predictable items in the language, and then will focus on the non-predictable items in Mohawk: irregular verbs, reflexive and semi-reflexive verbs, purposive stem, translocative, etc. Importance will be placed on developing reading and writing skills.

433-340 SPECIAL TOPICS: CULTURAL ISSUES. (3) Seminars on Inuit culture or on selected aspects of the culture of First Nations peoples. Topics will include historical cultural contacts, native oral tradition, religious beliefs and cultural change. Preparation of a project on an aspect of First Nations or Inuit life will be required.

433-341 INUKTITUT FOR BEGINNERS. (3) An introduction to the basic structures of Inuktitut, with intensive drill and classroom practice in the use of the language.

433-342 INTER. INUKTITUT/AMERINDIAN LANGUAGE. (3) (Prerequisite(s): 433-249 or equivalent, e.g. 433-295, 433-298 or permission of Director.) A study for Inuktitut/Amerindian language speakers, of Inuktitut/Amerindian language phonology and structure, emphasizing the connection between the two, demonstrating the orderliness of many dialectic differences.

433-344 ADV. INUKTITUT/AMERINDIAN LANGUAGE. (3) (Prerequisite(s) 433-342 or permission of Director.) The final course in a set dealing with Inuktitut/Amerindian Language phonology and structure. An understanding of basic Inuktitut/Amerindian Language syntax in particular, rules governing verb and possessive endings.

433-345 LITERATURE AND CREATIVE WRITING I. (3) A study of the development of oral and written poetry and prose in the various dialects of Inuktitut or of another Aboriginal Language from pre-European contact to the present day. Emphasis on themes and structures in contemporary writings. Original production of poetry,

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narrative, drama and journalism in the selected language is required of each student.

433-346 LITERATURE AND CREATIVE WRITING II. (3) (Prerequisite: 433-345) A continuation of course 433-345.

433-441 FIRST NATIONS AND INUIT EDUCATION. (3) (Not for credit if 455-410 or 423-464 has been or is being taken.) Study of First Nations and Inuit schools as diverse social, cultural, linguistic, political and pedagogical settings. Considers school and community minority-majority interactions and their influence on teaching and learning in educational settings. Examines how a teacher's personal practice can be influenced by an understanding of these factors.

433-444 FIRST NATIONS AND INUIT CURRICULUM. (3) An introduction to First Nations and Inuit curriculum: how curriculum needs in Aboriginal communities are similar to and different from mainstream ones, the range of ways in which First Nations and Inuit have responded to curriculum needs based on language, culture, and community perceptions.

READING

433-261 READING CLINIC – EARLY CHILDHOOD. (3) Reading problems at a readiness and basic decoding level presented in a clinic format covering classroom diagnosis and remediation.

433-467 SPECIAL TOPICS IN READING. (3)

SCIENCE

433-270 ELEMENTARY SCHOOL SCIENCE. (3) (Offered through Continuing Education.) (Not open to students with CEGEP Science.)

433-372A TEACHING ELEMENTARY SCIENCE. (3) A study of science programs and teaching strategies appropriate for providing elementary school children with an appreciation of the nature and method of science inquiry.

433-474 PROBLEMS OF THE ENVIRONMENT. (3) (Offered through Continuing Education.)

433-473C ECOLOGICAL STUDIES. (3) (Offered through Continuing Education.) A lecture, laboratory and field course to train elementary school teachers in the principles and practices of field biology and nature tours. The observation and identification of various organisms and a study of their ecological relationships in the web of life. Field trips.

SOCIAL STUDIES

433-382B TEACHING SOCIAL STUDIES. (3) Programs, materials and strategies for social studies from Kindergarten through grade six.

434 – Physical Education Courses

Please check timetable information for Labs and Conferences schedules.

434-201B PHYSICAL ACTIVITY LEADERSHIP. (3) The methods of active lifestyle leadership from establishment of appropriate fitness objectives through the means of helping clients achieve their goals. Included are individual and group program designs and exercise precautions in various forms of exercise programs.

434-204 HEALTH EDUCATION. (3) (Open only to students in the Certificate in First Nations and Inuit Education.) A study of the teacher's role in the total school health program at both elementary and high school levels; current issues in contemporary health education.

434-205A STRUCTURAL ANATOMY. (3) Skeletal, muscular and nervous system are examined anatomically and physiologically within the realm of how they interact to generate and apply the forces which permit man's mobility.

434-206B BIOMECHANICS OF HUMAN MOVEMENT. (3) (Prerequisite: 434-205) Analysis of fundamental human movement and the kinematic concepts which underlie each: Stability, agility, walking, running, jumping, throwing, absorbing forces, striking, kicking, spinning, twisting, aquatics and work positions.

434-207A EVALUATION OF HUMAN PERFORMANCE. (3) To acquaint students with the types, selection and application of tests designed to measure and evaluate physical fitness, motor performance, sport skills, and related knowledge. Elementary statistics as related to their use in the physical activity situation is included.

☐ **434-224 FOUNDATIONS OF MOVEMENT EDUCATION.** (3) (Not open to P.E. Majors.)

434-241 ABORIGINAL CULTURE: PHYSICAL SKILLS. (3) (Open only to students in the Certificate in Education for First Nations and Inuit.) This course is designed to prepare students to teach physical recreation activities of their Aboriginal culture. The course will include native games, stunts, combatives, gymnastics and dance activities belonging in the cultural context.

434-250D PRACTICUM I. (3) (Corequisite: 434-201) A practical work-study experience with a focus on instruction and leadership in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.

434-261A MOTOR DEVELOPMENT. (3) Changes apparent in motor behaviour from conception to old age. Two perspectives are emphasized: 1) contemporary and historical theories of human development, 2) development of motor behaviour and influences of physical growth, sensori-perceptual development, information processing and socio-cultural factors.

434-300 SPECIAL TOPICS. (3)

434-311 ATHLETIC INJURIES. (3) (Prerequisite: 434-205) (Offered through Continuing Education.) This course is designed to educate students about the prevention, immediate care, and minor rehabilitation of athletic injuries. The course will focus on specific situations encountered in elementary, high school and fitness centers. An intensive academic program is coupled with practical lab sessions and field experience.

434-324 MOVEMENT EDUCATION ACTIVITIES. (3) (Not open to P.E. Majors.)

434-330A PHYSICAL ACTIVITY AND HEALTH. (3) This course introduces students to literature on the role of physical activity and general health and well-being. Students will examine issues of exercise adherence, exercise prescription and the economic impact of physical fitness programs in the workplace.

434-331B HOMEOSTATIC PHYSIOLOGY. (3) (Prerequisite: 434-205) Introduction to the basic principles of physiological mechanisms which maintain homeostasis of the mammalian organism during non-stress conditions: cell function, neural systems and conduction; kidney, blood, cardiovascular system; respiration and metabolism.

434-332A,B PHYSICAL EDUCATION C&I. (3) (Not open to P.E. Majors.) Principles, programs and procedures that an elementary teacher may use to promote the designing and teaching of elementary school P.E.

434-342B PHYSICAL EDUCATION METHODS. (3) (This course is a prerequisite for all field experience and practice.) Designed to prepare students for a teaching/leadership role in physical education. They will examine teaching/leadership effectiveness as it relates to organization and observation techniques, planning, instruction and evaluation of physical activity.

434-350D PRACTICUM II. (3) (Prerequisite: 434-250) A practical work-study experience with a focus on assessment and instructional program design in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.

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434-371D ALTERNATIVE FIELD EXPERIENCE. (3) (Prerequisite: 435-246B) A work-study experience focusing on a specific aspect of Physical Education and carried out in a community agency selected with the approval of the Department.

434-391A ERGO-PHYSIOLOGY. (3) (Prerequisite: 434-331) Emphasis is on human organic adaptability; acute and chronic adaptive mechanisms to exercise and other environmental stresses are analysed. A laboratory program is included to evaluate (measure and predict) adaptive capacity and assess factors affecting it.

434-392B NUTRITION AND WELLNESS. (3) This course will examine the role of carbohydrates, fats, proteins, vitamins, minerals and water in a balanced diet. Students will be introduced to the affects of nutrition on exercise, sport performance and wellness. The validity of claims concerning nutrient supplements will be studied.

434-442 PHYSICAL EDUCATION PEDAGOGY. (3)(Prerequisites: 434-342, 435-246 and 435-374)

434-450D PRACTICUM III. (3) (Prerequisites: 434-250 and 434-350) A work-study experience with a focus on administration and program development in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.

434-451A PERSONAL TRAINER PRACTICUM. (3)(Prerequisite: 434-250) A work-study experience with a focus on personal training. Placement will be in a community setting with a qualified fitness consultant selected with the approval of the Department.

434-452A FITNESS APPRAISAL PRACTICUM. (3)(Prerequisite: 434-350. Corequisite: 434-553) A work-study experience focusing on fitness appraisal techniques used by individuals certified by the Canadian Society of Exercise Physiology. Placement will be in a community setting with a qualified fitness appraiser selected with the approval of the Department.

434-485B EXERCISE IN CHRONIC HEALTH CONDITIONS. (3) (Prerequisites: 434-331 and 434-391) The course briefly reviews the physiological basis of pregnancy, aging as well as selected metabolic, cardiovascular and respiratory disorders and examines the particularities of the exercise response and the effects of exercise conditioning in these populations. A special emphasis is placed on the scientific basis for exercise prescription.

434-492A PSYCHOLOGY OF MOTOR PERFORMANCE. (3) This course is concerned with selected psychological factors in terms of their relationship to the acquisition of motor skills, that is, how they affect the skill acquisition of the individual and how the activity patterns of the individual affect the psychological factors.

434-493B ADMINISTRATION. (3) Organization and administration of physical education programs in various settings with emphasis on common problems relating to management practices of centres offering physical activity. Topics include facilities and equipment, fiscal considerations, liability and program planning.

434-494A,C CURRICULUM DEVELOPMENT. (3) (Prerequisite: 435-374 or equivalent) Directed towards an understanding of the important principles which should be the foundation of a modern program in Physical Education; student's role in the development, implementation and evaluation of the Physical Education Curriculum.

434-495 SCIENTIFIC PRINCIPLES OF TRAINING. (3) (Prerequisites: 434-331 and 434-391) Application of physiological and kinesiological principles in the selection and evaluation of athletic and physical fitness programs. Specific topics studied will include aerobic and anaerobic training, interval training, circuit training, weight training for muscular strength and endurance, flexibility, motor ability, obesity and energy balance.

434-496B ADAPTED PHYSICAL ACTIVITY. (3) (Prerequisite: 434-342 or 434-201) Assessment, instruction and evaluation in physical activity for special populations. Emphasis on inclusion of peo-

ple labelled intellectually disabled, learning disabled, physically awkward, autistic, visually or hearing impaired and physically disabled. Weekly lectures plus practical teaching lab.

434-498A SOCIAL PSYCHOLOGY OF SPORT. (3) (Prerequisite: 416-300) This course is concerned with the social and psychological aspects of participation in physical activity and sport. It examines the application of sociological and psychological knowledge and methodology within sport and the findings of such sport and related physical activity research.

434-504A HEALTH & LIFESTYLE EDUCATION. (3) This course will focus on content development and implementation of health and lifestyle concepts within the elementary and secondary physical education curriculum. Emphasis through lectures and labs will allow students' participation and experimentation of activities that could be taught in classroom and/or physical education settings.

434-505A SPORT AND PHYSICAL EDUCATION IN SOCIETY. (3)

434-550 ANALYZING INSTRUCTIONAL BEHAVIORS. (3)

434-553 PHYSIOLOGICAL ASSESSMENT IN SPORT. (3)

434-566 BIOMECHANICAL ASSESSMENT IN SPORT. (3)

382-207 INTRODUCTORY NUTRITION. (3) A study of the nutrients essential for an adequate diet and ways of meeting these needs. An analysis of some contemporary nutrition problems. This course is suitable for students who wish a course in human nutrition in their program.

PHYSICAL EDUCATION SKILLS AND TECHNIQUES (1 credit)

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

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

□ **434-200B WEIGHT TRAINING**

434-202B RHYTHMIC ACTIVITIES

434-210A EDUCATIONAL GYMNASTICS

434-212B FOLK DANCE

434-213B AQUATICS I

434-214A BASKETBALL I

434-216B GYMNASTICS I

434-217A TRACK AND FIELD

434-218B VOLLEYBALL I

434-220B CREATIVE DANCE

434-221B WRESTLING I

434-223A BASIC GAMES

434-226B BADMINTON

434-227A RUGBY

434-228A TOUCH & TACKLE FOOTBALL

434-229B ICE HOCKEY I

434-233A SOCCER

434-234B TEAM HANDBALL

434-235A TENNIS

434-236A SOFTBALL

434-238A FIELD HOCKEY I

434-239C RHYTHMIC GYMNASTICS

434-240B WINTER ACTIVITIES

434-243 DANCE (Prerequisite: 434-202)

434-248A RESISTANCE TRAINING

434-249B PHYSICAL ACTIVITY APPRAISAL

For course symbol legends, see [page 197](#)

- 434-244B DANCE AND FITNESS
- 434-316 OLYMPIC GYMNASTICS
- 434-336 LACROSSE

435 – Student Teaching Courses

Note:

- 1) Students must be in satisfactory academic standing in order to do any level field experience course. Normally, all student teaching/field experiences must be done in the province of Quebec.
- 2) All students must register on MARS for the appropriate student teaching course, and fill out and submit a Student Teaching Placement Form to the Office of Student Teaching, for all field experience courses listed below. Failure to do so may result in no placement. Student Teaching Placement Forms are available from the Office of Student Teaching or from the Department offering the program. Students must also advise the Office of Student Teaching immediately of any subsequent changes in their addresses, telephone numbers, programs, or academic standing.
- 3) Students are expected to do their practice teaching in the school to which they are assigned. Under no circumstances are they to make their own arrangements. Supervised field courses are arranged by the Office of Student Teaching.
- 4) A conscious effort is made to place students within reasonable traveling distance, but this cannot be guaranteed. Therefore, each student must budget a sum of money to travel to and from a school each day of the field experience.
- 5) There is to be no substitute teaching by student teachers, nor any remuneration paid to them by schools or school boards during field experience.
- 6) Students changing from the B.Ed. Kindergarten/Elementary to the B.Ed. General Secondary Two-Subject Option program or vice-versa will not be required to repeat the first and second seminars or field experiences.
- 7) Normally, all professional seminars and field experiences will be taken in sequence. Exceptions must be approved by the Associate Dean (Student Affairs).
- 8) Students with teaching experience acquired before entering the Bachelor of Education programs may, under certain circumstances, substitute courses from the first and second year professional seminars and field experiences. Permission must be obtained from the Associate Dean (Student Affairs).

FIELD EXPERIENCES

435-200A FIRST YEAR FIELD EXPERIENCE. (2) (Corequisite: 455-201) (Open to B.Ed. Secondary and B.Ed. K/Elem. students.) Students will participate in organized visits to schools to observe a range of school settings, sizes and orientations within the contemporary education system. Students are then assigned to a school for a "participant observer" stage.

435-205A FIRST YEAR FIELD EXP. (MUSIC). (2) (Corequisite: 429-206) Students participate in organized visits to elementary schools to observe a range of school settings, sizes and orientations and may be involved in some limited music teaching in an elementary classroom.

435-206B SECOND YEAR FIELD EXP. (MUSIC). (2) (Prerequisites: 429-205 and 435-205. Corequisite: 429-207) Students participate in organized visits to secondary schools to observe a range of school settings, sizes and orientations and may be involved in some limited music teaching in a secondary classroom.

435-209A FIRST YEAR FIELD EXPERIENCE. (2) (Prerequisite: 431-300. Corequisite: 431-209.) This field experience involves observation in second language classrooms for the equivalent of about

ten days. Observations will include the use of observation schemes designed to capture information about second language classrooms and programs.

435-210 MIDDLE SCHOOL PRACTICUM. (3) (Prerequisite: At least 24 credits in the program must have been completed.) Supervised practice to provide classroom teaching experience in the middle school context designed to prepare individuals to teach effectively at this level; seminars where participants discuss how best to respond to the social and emotional issues their students face.

435-246B FIRST YEAR FIELD EXPERIENCE (ELEM.). (3) (Prerequisite: 434-342) This is an initial three-week experience in which the student will observe and teach physical education in an elementary school setting. Those whose minor is at the elementary level will complete part of their experience in the classroom.

435-251B SECOND YEAR FIELD EXPERIENCE. (2) (Prerequisites: 455-201 and 435-200. Corequisites: 416-250 or 431-251) (Open to B.Ed. Secondary students only.) The student teacher will be assigned to a school and will work with individuals or small groups of students under a mentor-teacher.

435-252B SECOND YEAR FIELD EXP. (K/ELEM). (2) (Prerequisites: 435-200 and 455-201. Corequisite: 416-251) (Open to B.Ed. K/Elem. students only.) Students will teach a specified number of days in an early childhood environment. This will provide students with the competence to work effectively in such settings and will complement the two later field experiences (III and IV) conducted at cycles one and two of the elementary level.

435-259 SECOND YEAR FIELD EXPERIENCE. (2) (Prerequisite: 431-209 and 435-209. Corequisite: 431-259) During the second-year field experience, the student will assist experienced school personnel in a variety of classroom learning situations for the equivalent of about ten days.

435-302A THIRD YEAR FIELD EXPERIENCE. (7) (Prerequisites: 435-251, 416-250 or 431-251. Corequisite: 455-306) (Open to B.Ed. Secondary students only. Students must have completed, with a grade of C or higher, a minimum of 18 credits in each of their two teaching subjects.) This first field experience will consist of about 35-40 days of student teaching under the tutelage of school personnel.

435-303B THIRD YEAR FIELD EXP. (K/ELEM). (7) (Prerequisites: 435-252, 433-223, 433-332 and 416-251. Corequisite: 455-307) (Open to B.Ed. K/Elem. students only.) This first major field experience will consist of about 35-40 days of student teaching under the tutelage of school personnel.

435-305 THIRD YEAR FIELD EXP. (MUSIC). (7) (Prerequisites: 429-207 and 435-206. Corequisite: 429-306)

435-309 THIRD YEAR FIELD EXPERIENCE. (7) (Prerequisites: 431-259 and 435-259. Corequisites: 431-309 and 431-447) The third-year field experience will consist of about 35-40 days of student teaching under the tutelage of experienced school personnel at the elementary level.

435-346A FIELD EXPERIENCE – ELEMENTARY SCHOOL. (9)

435-348 FIELD EXPERIENCE ELEM. SCHOOL. (6) (Prerequisite: 434-442) This major field experience consists of seven weeks of student teaching in physical education under the tutelage of elementary school personnel. Those whose minor is at the elementary school level will complete part of their student teaching in the classroom.

435-373B SECOND YEAR FIELD EXP. (SEC.). (3) (Prerequisite: 435-246) This is an initial three-week experience in a secondary school in which the student will observe and teach in a physical education setting. Those whose minor is at the secondary level will complete part of their experience in the classroom. (Awaiting University Approval)

435-374 FIELD EXPERIENCE – SECONDARY SCHOOL. (3) (1 subject)

435-394 FIELD EXPERIENCE – ELEMENTARY AND SECONDARY SCHOOLS. (3)

For course symbol legends, see [page 197](#)

435-402A,B FOURTH YEAR FIELD EXPERIENCE. (8) (Prerequisites: 435-302, 455-306. Corequisite: 455-404 or 431-400 or 431-401) (Open to B.Ed. Secondary students only.) This major field experience of about 40-45 days of student teaching will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume more responsibility for student learning, classroom management and formative and summative evaluation.

435-403A FOURTH YEAR FIELD EXP. (K/ELEM). (8) (Prerequisites: 435-303, 433-223, 433-332, 433-372, 433-382 and 455-307. Corequisite: 455-405) (Open to B.Ed. K/Elem. students only.) This second major field experience consisting of about 40-45 days of student teaching, will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume an increased responsibility for students' learning, classroom management and formative and summative evaluations.

435-405 FOURTH YEAR FIELD EXP. (MUSIC). (8) (Prerequisites: 429-306 and 435-305. Corequisite: 429-406.)

435-409 FOURTH YEAR FIELD EXPERIENCE. (8) (Prerequisites: 431-309 and 435-309. Corequisites: 431-409 and 431-458) The fourth-year field experience will consist of about 40-45 days of student teaching under the tutelage of experienced school personnel at the secondary level.

435-422 ABORIGINAL EDUCATION PRACTICUM I. (3) (Restricted to students registered in the Certificate for First Nations and Inuit.) Students will teach a specific number of weeks in an elementary school environment.

435-423 ABORIGINAL EDUCATION PRACTICUM II. (3) (Restricted to students registered in the Certificate for First Nations and Inuit.) Students will teach a specific number of weeks in an elementary school environment.

435-444 FIELD EXPERIENCE – ELEMENTARY SCHOOL. (3)

435-478 FIELD EXPERIENCE – SECONDARY. (6) (1 subject)

435-479 FIELD EXPERIENCE SECONDARY. (6) (Prerequisite: 434-442)

435-494A FIELD EXPERIENCE – SECONDARY (1 SUBJECT). (9)

435-495A FIELD EXPERIENCE – ELEMENTARY AND SECONDARY PHYSICAL EDUCATION. (9)

436 – Vocational Education Courses

VOCATIONAL EDUCATION

436-275 FIELD EXPERIENCE: OVERVIEW. (3) (Offered through Continuing Education.) Participation and/or observation on location in an industry or business. A study of the total operations of a selected industrial or commercial enterprise. A comprehensive technical report is submitted upon completion of the work study.

436-278 FIELD EXPERIENCE: OVERVIEW. (6) (Offered through Continuing Education.) Participation and/or observation on location in an industry or business. A study of the total operations of a selected industrial or commercial enterprise. Includes an investigation of the inter-relationship of specific parts of sub-divisions to the product produced or the service rendered.

436-351A TECHNOLOGY: SURVEY. (3) The Introduction to Technology program as taught in Quebec secondary schools: original development of the program, theoretical framework of this and similar programs and the preparation of sample lessons. Emphasis on the interdisciplinary nature of teaching the different categories of technology. Tutorial.

436-352B TECHNOLOGY: SPECIAL THEMES. (3) (Prerequisite: 436-351) Development of one or more of the particular themes found in the Introduction to Technology program (examples include ener-

gy, transportation, housing and communication). Emphasis on the presentation, critique and revision of sample lessons and the development of instructional aids and materials. Tutorial.

436-355A,B PRODUCT DEVELOPMENT. (3) A survey of the design process used in industrial product development. Conceptualization and development of patentable ideas or products by class participants. Methods of stimulating the creativity of secondary school pupils. Tutorial.

436-360 TEACHING BUSINESS SUBJECTS. (3) (Offered through Continuing Education.) A course in general teaching principles which will include the teaching and learning process, lesson planning, unit planning, and techniques of instruction specific to:
a) Accounting and Business Machines b) Typewriting and Short-hand.

436-373 TEACHING TECHNICAL SUBJECTS. (3) (Offered through Continuing Education.) Methods and techniques of instruction in vocational education subjects. Classroom management and administration. Lesson planning and use of instructional materials. Individual assignments, demonstrations and reports. Special problems of the teacher.

436-376 EVALUATION: VOCATIONAL EDUCATION. (3) (Offered through Continuing Education.) Emphasis on student growth and progress in public education; appraisal of specialized techniques of evaluation, teacher made tests, and data analysis as specifically related to Technical-Vocational Education.

436-378 FIELD EXPERIENCE: PROCESS. (3) (Offered through Continuing Education.) A work study experience selected in consultation with an advisor focusing on new equipment, techniques or practices recently introduced into industry or business. Requirements include the preparation and submission of a technical report.

436-379 FIELD EXPERIENCE: PROCESS. (6) (Offered through Continuing Education.) A work study experience selected in consultation with an advisor focusing on new equipment, techniques or practices recently introduced into industry or business. Requirements include the preparation and submission of a technical report.

436-395 PRINCIPLES AND FOUNDATIONS. (3) (Offered through Distance Education.) A study of leaders, movements, legislation, events, and institutions that have contributed to the formation and development of vocational education. Special attention given to economic, social and philosophical factors.

436-398 SPECIAL PROJECT. (3) (Offered through Continuing Education.) A project related to the student's teaching concentration will be investigated, developed, produced, implemented, and/or evaluated, depending on the nature of the project. Students must identify the problem or topic to be investigated and obtain approval of the instructor. Includes preparation and submission of a written report.

436-461 TEACHING ACCOUNTING. (3) (Offered through Distance Education.) (Prerequisites: 280-211 or equivalent.) Organization of knowledge and learning activities to achieve instructional objectives. Development of evaluative techniques used in determining instructional effectiveness in the field of accounting.

436-477 FIELD EXPERIENCE: METHODOLOGY. (3) (Offered through Continuing Education.) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

436-478 FIELD EXPERIENCE: METHODOLOGY. (6) (Offered through Continuing Education.) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

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436-482A,B SELECTED STUDIES. (3) (Offered through Continuing Education.) (Prerequisite: normally taken at the U3 level.) A specially designed course related to the teaching specialities of the individual student. Involves a study of contemporary technological developments from business or industry. In addition to meeting the requirements of the training program, students must submit a comprehensive report.

BUSINESS AND INDUSTRIAL TRAINING

436-257 EVALUATION TECHNIQUES. (3) (Offered through Continuing Education.) A competency-based course that examines concepts, methodologies, and instruments associated with trainee evaluation in business and industry. Emphasis on formative and summative evaluation, product and process evaluation, and data analysis. Special attention given to test construction, performance appraisal, and program evaluation skills.

436-258 TRAINING METHODOLOGIES. (3) (Offered through Continuing Education.) A competency-based course that examines training methods and techniques used in business and industry. Emphasis on instructional planning and presentation skills. Examination of seminar and workshop coordination, on-the-job training techniques and contemporary teaching methods such as computer-assisted instruction and teleconferencing.

436-269 INSTRUCTIONAL DESIGN. (3) (Offered through Continuing Education.) A competency-based course that examines course, instructional module, and self-instructional package development for business and industrial application. Emphasis given to instructional material preparation and validation, competency-based instruction, and program development approaches appropriate for business and industrial training.

436-357 TRAINING NEEDS ANALYSIS. (3) (Offered through Continuing Education.) A competency-based course which examines the purpose and techniques of conducting training needs analysis. Examines various needs assessment models and "systems" approaches. Special emphasis given to particular research techniques associated with needs assessment and analysis.

436-358 SPECIAL PROJECT. (3) (Offered through Continuing Education.) A self designed project that demonstrates an integration and application of competencies acquired throughout the core courses. Project proposal prepared in consultation with a faculty advisor.

448 – Core Courses

448-301A,D ORIENTATION TO SECONDARY SCHOOL TEACHING. (0)

448-497 INDIVIDUAL RESEARCH PROJECT. (3)

448-498 INDIVIDUAL RESEARCH PROJECT. (6) (Prerequisites: open only to U3 level students and students who have completed most of the requirements of a certificate or diploma program, and with permission of the program advisor or director.) An independent research project dealing with a defined theoretical, experimental, or applied topic in the study of education, carried out under the supervision of a faculty member, and leading to a formal report. The report would normally be evaluated by an appropriate committee of faculty members appointed by the faculty supervisor.

449 – College Teaching

Courses listed under codes 412-, 414-, 416- and 449- are offered by the Department of Educational and Counselling Psychology.

449-582 HIGHER EDUCATION THEORY/POLICY. (3) Major issues facing universities and colleges in Canada and internationally. Review of systems of higher education in Canada. Analysis of the most important issues across higher education institutions, for example, quality of programs, instruction.

449-588 HIGHER EDUCATION ENVIRONMENT. (3) Investigation of the post secondary environment, its constraints and potential for facilitating intellectual development and higher order learning. The student in the learning environment. In-depth analysis of the learning environment provided by universities and colleges, with an emphasis on the steps that can be taken to ensure effective teaching and learning.

455 – Curriculum and Instruction Courses

FIRST NATIONS AND INUIT EDUCATION

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

455-200 INTRODUCTION TO INUIT STUDIES. (3) An introductory survey of Inuit history, language and culture, and of the social and political issues affecting contemporary Inuit life.

455-220 CURRICULUM DEVELOPMENT. (3) This course, introducing Aboriginal educators to the principles and processes of curriculum development, emphasizes the impact of language and culture on the development of materials. Features of the process of curriculum and materials design, which are strategically important in meeting the needs of Aboriginal students, are highlighted.

455-234 ALGONQUIN SECOND LANGUAGE II. (3) (Prerequisite: 433-293) Students will continue their study of Algonquin syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. They will become aware of the difficulties encountered by students in learning a second language and consider implications for their students' language learning.

455-236 MOHAWK SECOND LANGUAGE II. (3) (Prerequisite: 433-296) Students will continue their study of Mohawk syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. Students will discuss the difficulties encountered in learning a second language and consider implications for their students' language learning.

455-237 MI'KMAQ SECOND LANGUAGE I. (3) Students will gain a basic understanding of Mi'kmaq syntax and morphology, and stress and intonation patterns of the language. Students will develop literacy and learn what makes Mi'kmaq distinctive as well as how the culture is reflected in the language.

455-238 MI'KMAQ SECOND LANGUAGE II. (3) (Prerequisite: 455-237) Students will continue their study of Mi'kmaq syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. Students will discuss the difficulties encountered in learning a second language and consider implications for their students' language learning.

455-239 MI'KMAQ LANGUAGE I. (3) Students will learn the phonological system and develop their literacy skills. They will also begin to explore Mi'kmaq syntax and morphology. Word generation conventions will be introduced and Mi'kmaq labels developed to describe how the language functions.

455-240 MI'KMAQ LANGUAGE II. (3) (Prerequisite: 455-239) Students will continue their syntactical and morphological analysis of Mi'kmaq and further develop their reading and writing skills. Features of Mi'kmaq that are difficult for second language learners will be highlighted and implications for classroom practice discussed.

455-241 CREE LANGUAGE I. (3) Students will learn their own phonology and see how the phonological system is reflected in dialects. They will learn the spelling rules and develop their literacy skills in syllabics. Finally, they will derive Cree grammatical terms and begin to study Cree morphology and syntax.

455-242 CREE LANGUAGE II. (3) (Prerequisite: 455-241) Students will study the morphology and syntax analysis of Cree at a more advanced level and begin the study of word generation conventions. In addition, features of Cree that are difficult in first language acquisition will be highlighted and implications for classroom practice discussed.

For course symbol legends, see [page 197](#)

455-243 TEACHING IN MULTIGRADE CLASSROOMS. (3) This course introduces students to concepts and strategies for organizing, teaching, and evaluating learning in classes in which there are students from 2, 3 or 4 grade levels.

455-244 ISSUES IN ABORIGINAL EDUCATION. (3) The content of this course changes depending on the needs and interests of the students and the educational communities participating in programs administered by the Office of First Nations and Inuit Education. It always addresses issues related to Aboriginal education, e.g., local control, development of linguistic and cultural policies.

455-245 MIDDLE SCHOOL TEACHING. (3) Explores the philosophy of middle school teaching and how this impacts on the institutional, curricula and instructional decisions made in meeting the specialized needs of Aboriginal adolescents. Particular attention will be paid to how middle school philosophy can be integrated with Aboriginal values.

455-246 MIDDLE SCHOOL CURRICULUM. (3) (Prerequisite: 455-245.) Curriculum principles underlying an integrated approach to learning in the middle school level; surveys various curricula looking at program structures; explores teaching and learning methodologies appropriate for this age level when implementing an integrated curriculum, with particular attention to integrating indigenous language and culture.

455-403 THE DIALECTS OF INUKTITUT. (3) (Prerequisite: 433-344) Study of the main Eskimo-Aleut dialects from Siberia to Greenland, looking at the effect of Inuit migrations across the Arctic on the development of dialectal differences. The main phonological, grammatical and lexical differences between the dialects and the patterns underlying these differences will be examined.

ENGLISH/COMMUNICATION

455-202A,B EFFECTIVE COMMUNICATION. (3) (Not open to students who have taken 425-201, 455-203, 455-204, 455-205 or 455-206.) A course designed to help students develop the quality and effectiveness of their writing and speaking (in English) in a variety of academic disciplines and professional situations. Emphasis is on identifying, analyzing, and solving writing and speaking problems. Attendance at first class is imperative.

This course has limited enrolment and program restrictions on MARS. Students who cannot register via MARS prior to the first class are encouraged to attend the first classes of a section that fits their schedules. After approximately three classes, if a sufficient number of registered students do not attend, students who have been attending may be given passwords for registration. (Please note that this procedure does not guarantee registration.)

455-203A COMMUNICATION IN EDUCATION. (3) (Restricted to Education students who have not taken 425-201 or 455-202.) Written and oral communication in Education (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in education, with a particular focus on classroom communication. Attendance at first class is imperative.

455-204A COMMUNICATION IN SOCIAL WORK. (3) (Restricted to Social Work students who have not taken 425-201 or 455-202.) Written and oral communication in Social Work (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in social work. Attendance at first class is imperative.

455-205A,B COMMUNICATION IN MANAGEMENT I. (3) (Placement test required.) (Restricted to B. Com. students who have not taken 425-201 or 455-202.) Written and oral communication in Management (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in management. Attendance at first class is imperative.

455-206A,B COMMUNICATION IN ENGINEERING. (3) (Restricted to B.Eng. students who have not taken 425-201 or 455-202.) Written and oral communication in Engineering (in English): emphasis on strategies for generating, developing, organizing, and presenting ideas in a technical setting; problem solving; communicating to different audiences; editing and revising; public speaking. Course work based on academic, technical and professional writing in Engineering. Attendance at first class is imperative.

455-305 COMMUNICATION IN MANAGEMENT II. (3) (3) (Offered through Continuing Education.) (Restricted to B.Com. students. Prerequisite: 455-205 or based on the results of Placement Test. Students must not have taken 425-201 or 455-202) Advanced course (in English) in professional written and oral communication in Management. Assignments include résumés, business proposals, public relations documents and oral presentations. Students use a wide variety of communication technologies such as presentation software, video equipment, e-mail and the Internet. Attendance at first class is imperative.

455-500A,B TUTORING WRITING. (3) Theory and practice of teaching writing through one-on-one conferencing. Focus on composition theory and research, rules of English usage, and tutorial teaching strategies. Practical experience offered through work in Writing Tutorial Service. Relevant for anyone who teaches or will teach in English at any level in any subject.

GENERAL

455-201A FIRST YEAR PROFESSIONAL SEMINAR. (1) (Corequisite: 435-200) (Open to B.Ed. Secondary and B.Ed. K/Elem. students only.) This seminar in conjunction with the field experience serves as an orientation to the culture of the school and to teaching as a profession. The focus of the seminar is on the general functioning of schools.

455-300 SPECIAL TOPICS I. (3) (Offered through Continuing Education.) Selected topics and contemporary developments in the areas of elementary and/or secondary education. The content will vary from year to year and will be announced prior to registration.

455-301A,B SPECIAL TOPICS II. (3) Selected topics and contemporary developments in the areas of elementary and/or secondary education. The content will vary from year to year and will be announced prior to registration. Examples of the topics to be covered are Cooperative Learning and Multicultural Education.

455-302B LANGUAGE & LEARNING – CURRICULUM. (3) (Not for credit if 431-301 or 431-311 has been or is being taken.) This course on language and learning across the curriculum will explore the central role of pupils' language, both oral and written, in their learning and the implications for using this learning tool in teaching. It will also consider "languages" (e.g. computers, media, etc.) in teaching and learning.

455-306A THIRD YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: 416-250 or 431-251 and 435-251. Corequisite: 435-302) (Open to B.Ed. Secondary students only.) The primary focus of this seminar is on classroom management. Other topics will include cooperative and collaborative learning and the use of computers, video and visual aids in the classroom.

455-307B THIRD YEAR PROF. SEM. (K/ELEM). (3) (Prerequisites: 435-252 and 416-251. Corequisite: 435-303) (Open to B.Ed. K/Elem. students only.) The seminar focuses on planning classroom teaching and puts into practice the students' knowledge of subject methodologies. Specific topics will include: the use of visual aids, music and video; the use of computers; classroom management; commonalities among subjects/grade levels; cooperative and collaborative learning strategies.

455-310B KINDERGARTEN/ELEMENTARY CURR. (3) This course provides a general orientation to pedagogy and the preschool/elementary school program. The main ideas in the elementary school subject areas (language arts, second language, mathematics, social studies, science, expressive arts, moral and religious education, and physical education) are explored individually and as an integrated whole.

For course symbol legends, see [page 197](#)

□ **455-402B MEDIA, TECHNOLOGY AND EDUCATION.** (3) Orientation to the equipment and systems of educational technology. Examination of theories of educational technology, media education and technology education and the exploration and development of possible applications in school settings.

455-404B FOURTH YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: 455-306, 435-302. Corequisite: 435-402) (Open to B.Ed. Secondary students only.) This seminar will focus on: a) the relationships beyond the classroom, particularly at home, community and professional organizations; b) advanced methodology in the two teaching subjects.

455-405A FOURTH YEAR PROF. SEM. (K/ELEM). (3) (Prerequisites: 435-303 and 455-307. Corequisite: 435-403) (Open to B.Ed. K/Elem. students only.) This seminar accompanies the second major block of student teaching. Measurement and evaluation will be central to the concerns and issues addressed in this seminar, as well as mainstreaming, special needs students, and responsibility for the learning of all students.

□ **455-410A MULTI-CULTURED/MULTI-RACIAL CLASS.** (3) (Not for credit if 423-464 or 433-441 has been or is being taken.) This course addresses cultural diversity in Canadian classrooms. Students will consider the social, personal, pedagogical and political dimensions of classroom practice in a multi-lingual, multi-cultural, multi-racial society. It will be specifically related to the cultural diversity in schools in the Montreal area, as well as schools in Aboriginal communities.

SOCIAL STUDIES

455-334A TEACHING SECONDARY SOCIAL STUDIES. (3) An examination of Quebec and other secondary school social studies curricula: Objectives; theoretical orientation; course structures; curriculum resources. Teaching and learning methodologies both common to the social studies and specific to the disciplines of history, geography, and economics.

SCIENCE

455-335A TEACHING SECONDARY SCIENCE. (3) A survey of the philosophy and curriculum principles behind modern high school courses in the physical and life sciences, especially related to the Quebec context. An examination of teaching methods for junior and senior high school science.

11 Academic Staff

As of January 1, 1999

DEPARTMENT CODES AND FULL NAMES:

CVE	Culture and Values in Education
ECP	Educational and Counselling Psychology
ES	Educational Studies
GSLIS	Graduate School of Library & Information Studies
SLE	Second Language Education
PE	Physical Education

Alaku, Annie; B.Ed.(McG.); Adjunct Professor, ES/ECP
 Allen, H. Don; B.Sc.(McG.), M.S.T.M.(Santa Clara), Ed.M., Ed.D.(Rutgers), F.C.C.T.; Adjunct Professor, ECP
 Allen, John; M.Sc.(C'dia); Adjunct Professor, ES
 Alters, Brian J.; B.Sc., Ph.D.(USC); Assistant Professor, ES
 Amorizzi, Helen D.; B.Sc., M.A.(Rhode Island), Ed.D.(Boston); Associate Professor, ES
 Amundsen, Cheryl L.; B.A.(Wash.), M.Ed.(Alaska) Ph.D.(C'dia); Associate Professor, ECP and Centre for University Teaching and Learning
 Anderson, Gary J.; B.Sc., M.A.(McG.), Ed.D.(Harv.); Associate Professor, ES

Astbury, Effie C.; B.A., B.L.S.(McG.), M.L.S.(Tor.); Emeritus Professor, GSLIS
 Aulls, Mark W.; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia); Professor, ECP
 Baker, Patrick A.; B.Com., B.A.(Sir G.Wms.), M.Ed.(McG.); Adjunct Professor, ES
 Banville, Dominique; B.Ed.(Laval), M.Sc.(Laval), Ph.D.(U. of Mass/Laval); Faculty Lecturer, PE
 Barnabé, Clermont; B.Péd.(Laval), L.Péd.(Montr.), Ph.D.(S.U.N.Y., Buffalo); Associate Professor, ES
 Bear, Mary; B.Ed.(U.Q.A.C.); Adjunct Professor, ES
 Beer, Ann J.; B.A.(Oxon.) M.A.(Tor.), D.Phil.(Oxon.); Associate Professor, ES
 Beheshti, Jamshid; B.A.(S. Fraser), M.L.S., Ph.D.(W. Ont.); Associate Professor and Director, GSLIS
 Benenson, Joyce F.; B.Sc.(Duke), Ph.D.(Harv.); Assistant Professor, ECP
 Blaeser, Marilyn; B.Ed.(C'dia), M.A.(Lond.); Professional Associate, ES
 Bobbish-Salt, Luci; B.Ed.(U.Q.A.C.); Adjunct Professor, ES
 Bordonaro, Tino; B.A.(Bishop's), M.A., Dip.Ed.(McG.); Adjunct Professor, ES
 Boudreau, André; B.A.h.(Tor.), M.L.I.S.(McG.); Professional Associate, GSLIS
 Boudreau, Spencer; B.A.(Don Bosco), B.A., M.A.(Sherb.), Ph.D.(C'dia); Assistant Professor, CVE; Director, Office of Student Teaching
 Bouthillier, France; B.Ed.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.); Assistant Professor, GSLIS
 Bracewell, Robert J.; B.Sc., M.A.(McM.), Ph.D.(Tor.); Associate Professor and Acting Chair (January to June, 1999), ECP
 Bradley, Jon G.; B.A., M.A.(Sir G.Wms.); Associate Professor, ES
 Breuleux, Alain; B.Sc., MSc., Ph.D.(Montr.); Associate Professor; Director, Office of Learning and Information Technologies, ECP
 Burack, Jacob A.; B.A.(Col.) M.S., M.Phil, Ph.D.(Yale); Associate Professor, ECP
 Burpee, Peter G.; B.Sc., M.Ed.(McG.); Associate Professor, ECP; Director, Distance Education
 Butler-Kisber, Lynn; B.Ed., M.Ed.(McG.) Ed.D.(Harv.); Associate Professor, ES
 Caplan, Eric; B.A.(Tor.), M.A.(Hebrew University), Ph.D.(McG.); Assistant Professor, CVE
 Cartwright, Glenn F.; B.A.(Sir G.Wms.), M.A.(McG.), Ph.D.(Alta.), F.A.A.S.P., F.C.C.T.; Professor, ECP
 Cole, Elizabeth; B.S.(Wisc.), M.A.(Kent.), M.A., Ed.D.(Cin.); Assistant Professor, ECP and School of Communication Sciences and Disorders
 Cooper, June E.; B.A.(Acad.), M.Ed.(Stetson); Associate Professor, ES
 Corrigan, William; M.T.M.(C'dia); Adjunct Professor, ES
 Coughlin, Violet L.; B.Sc., B.L.S.(McG.), M.S., D.L.S.(Col.); Emeritus Professor, GSLIS
 Cross, Edward; B.A.(Carl.), M.Ed.(McG.); Adjunct Professor, ES
 De Krom, Valentina; B.A.(Ott.), M.Sc., Dip. Ed.(McG.); Adjunct Professor, ECP
 Derevensky, Jeffrey L.; B.A.(C.W.Post), M.A., Ph.D.(McG.); Professor, ECP
 Dias, Patrick X.; B.A., M.A.(Karachi), B.Ed., Ph.D.(Montr.); Emeritus Professor, ES
 Dillon, David A.; B.A.(St. Columban's) M.S.(S.W. Texas St. Univ.) Ph.D.(U. of Texas, Austin); Professor, ES
 Doehring, Peter; B.A.(McG.), M.A., Ph.D.(C'dia); Adjunct Professor, ECP
 Donald, Janet G.; B.A., M.A.(W. Ont.), Ph.D.(Tor.); Professor, ECP and Centre for University Teaching and Learning
 Donin, Janet; B.A.(Tor.), M.A.(Ill.), Ph.D.(Cal.); Associate Professor, SLE; Associate Member, ECP
 Downey, Margaret J.; B.Ed., M.A., Ph.D.(McG.); Associate Professor, PE
 Dumont, Florent R.; A.B.(Columbia College, N.Y.), M.S. (Southern Conn. College), Ed.D.(Mass.); Professor, ECP
 Edwards, Reginald; B.Sc.(Lond.), M.Ed.(Man.); Emeritus Professor, ECP

- Elijassiapik, Mary; B.Ed.(McG.); Adjunct Professor, ES/ECP
 Emery, Winston G.; B.Ed., M.A.(McG.), Ph.D.(Mont.); Associate Professor, ES
 Francoeur, Thomas A.; B.A. Lic. Ped., D.Ed.(Montr.), M.A.(Ott.), Dipl. Pst. Theol.(Brussels); Professor, CVE
 Frederiksen, Carl H.; B.A.(Harv.), M.A., Ph.D.(Ill.); Professor, ECP
 Freeland, Elaine; M.A.(Montr.); Adjunct Professor, ES
 Ghosh, Ratna; B.A.(Calcutta), M.A., Ph.D.(Calg.); (*WILLIAM C. MACDONALD PROFESSOR OF EDUCATION*), CVE, and Dean
 Gillett, Margaret; B.A., Dip. Ed.(Syd.), M.A.(Russel Sage), Ed.D.(Col.); William C. Macdonald Emeritus Professor of Education, ES
 Giroux, Henry A.; B.S.(University of Southern Maine), M.A.(Appalachian State University), Ph.D.(Carnegie-Mellon University); Adjunct Professor, CVE
 Goodleaf, Donna K.; B.A.(Trent), M.Ed., Ed.D.(Mass.), Assistant Professor, ES and Associate Director, Office of First Nations and Inuit Education
 Gradwell, John B.; B.A., M.A.(Cal. State), Ph.D.(Iowa); Associate Professor, ES, and Chair, Department of Second Language Education
 Guzder, Jaswant K.; B.Sc., M.D.C.M., Dip. Psychiatry(McG.); Adjunct Professor, CVE
 Hall, C. Wayne; B.A., M.A.(Bishop's); Emeritus Professor, ES
 Hanrahan, James P.; B.A., B.Ed.(St.F.X.), M.A.(McG.), Ph.D.(Lond.); Associate Professor, ECP
 Heath, Nancy L.; B.A.(McG.), M.Ed., Ph.D.(Tor.); Assistant Professor, ECP
 Henchey, Norman; B.A., B.Péd., Lic.Péd.(Montr.), Ph.D.(McG.); Emeritus Professor, ES
 Hoover, Michael L.; B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.); Associate Professor, ECP
 Horn, Carol; B.Ed., Cert. Spec. Ed.(McG.); Adjunct Professor, ES
 Hoshizaki, T. Blaine; B.P.E.(Calg.), M.A.(S.Alabama), Ph.D.(Ill.); Adjunct Professor, PE
 House-Cox, Debbie; B.Ed.(U.Q.A.C.); Adjunct Professor, ES
 Hum, Andrew; B.A.(Sir G.Wms.), M.Ed.(McG.), Ph.D.(Alta.); Associate Professor, ECP
 Jackson, Nancy S.; B.A., M.A., Ph.D.(U.B.C.); Associate Professor, ES
 Jacobs, Kaia'titáke; B.Ed.(U.Q.A.C.); Adjunct Professor, ES
 Jankowski, Louis B.; B.Sc.(CUNY), M.A., Ph.D.(Mich.); Adjunct Professor, PE
 Kelebay, Y. Gregory; B.A., B.Ed.(Montr.), M.A.(Sir G.Wms.), Ph.D.(C'dia); Associate Professor, ES/CVE
 Keyserlingk, Rachele; B.A., B.Ed.(W.Ont.), Cert. Spec. Ed., M.A.(Ott.); Associate Professor, ECP/CVE; Associate Dean (Professional Development and Technology)
 Kilgour, Robert D.; B.Sc.(C'dia), M.Sc.(Dalhousie), Ph.D.(Florida State); Adjunct Professor, PE
 Kusugak, Nellie; B.Ed.(McG.); Adjunct Professor, ES
 Lajoie, Susanne P.; B.A., M.A.(McG.), Ph.D.(Stan.); Associate Professor, ECP
 Large, J. Andrew; B.Sc.(Lond.), Ph.D.(Glas.), Dip.Lib.(Lond.); *CN-Pratt-Grinstad Professor of Information Studies*, GSLIS
 Lavers, Robert A.; B.A.(Bishop's), M.Sc., Ph.D.(McG.); Associate Professor, ECP
 Leide, John E.; B.S.(M.I.T.), M.S.(Wis.), Ph.D.(Rutg.); Associate Professor, GSLIS
 Le Maistre, Cathrine; B.Sc., Dip. Ed.(Exeter), M.Ed., Ph.D.(McG.); Associate Professor, ES
 Levy, Barry; B.A., M.A., BRE(Yeshiva), Ph.D.(N.Y.U.); Professor, CVE and Dean, Faculty of Religious Studies
 Lin, Jing; B.A.(Guanxi), M.A., Ed.D.(Mich.); Associate Professor, CVE
 Louttit, Eva; B.Ed.(U.Q.A.C.); Adjunct Professor, ES
 Lussier, Denise; B.A.(Coll. Jésus Marie de Sillery), M.A.(Boston) M.Ed., Ph.D.(Laval); Associate Professor, SLE
 Lusthaus, Charles S.; B.S., M.S.(Canisius), Ph.D.(S.U.N.Y.); Associate Professor, ES
 Lusthaus, Evelyn; B.S., M.S., Ph.D.(S.U.N.Y., Buffalo); Associate Professor, ECP
 Lyster, Roy; B.A.(Regina), M.A.(Paris VII), B.Ed., M.Ed., Ph.D.(Tor.); Associate Professor, SLE
 Ma, Shiping; B.Sc., M.Sc.(Shanghai), M.Sc., Ph.D.(Washington); Adjunct Professor, PE
 Maatiusi, Ooloota; B.Ed.(McG.); Adjunct Professor, ES
 MacArthur, Judith; B.A.(Sir G.Wms.), Dip. Ed., M. Ed.(McG.); Adjunct Professor, ECP
 Macdonald, Hugh; M.A.(McG.); Adjunct Professor, ES
 Maguire, Mary; B.A., B.Ed., M.A.(Montr.), M.Ed.(McG.), Ph.D.(Ariz.); Professor, SLE, Associate Dean (Academic Programs, Graduate Studies and Research)
 Maroun, Theodore J.; B.S.(S.U.N.Y. Potsdam), M.S.(Canisius), M.Ed.(S.U.N.Y. Buffalo), Ed.D.(Indiana); Associate Professor, ECP
 Martin, Howard G.; M.Ed.(McG.); Adjunct Professor, ES
 Mason, Dan; Ph.D.(Ott.); Adjunct Professor, ES
 M^cAlpine, Lynn; B.A.(McG.), M.A.(C'dia), Ed.D.(Tor.); Associate Professor, ECP/ES; Director, Office of First Nations and Inuit Education
 McDermott, Noel; B.A.(Lond.), M.A.(Birming.), M.Phil.(Wat.); Adjunct Professor, ES
 McDonough, Kevin; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.), Assistant Professor, CVE
 McLeod, Charlotte; B.Ed.(U.Q.A.C.), Cert. In Aboriginal Literacy (McG.); Adjunct Professor, ES
 McNally, Peter F.; B.A.(W. Ont.), B.L.S., M.L.S., M.A.(McG.); Associate Professor, GSLIS
 McWethy, David D.; B.S., M.A.(Mich. St.), Ph.D.(Iowa St.); Associate Professor, ES/ECP
 Milligan, Christopher S.; B.A.(Sir G.Wms.), M.Ed.(McG.), Ed.D.(Tor.); Associate Professor, ES, Director, Educational Media Services and Associate Dean (Student Affairs) and Physical Resources
 Mitchell, Claudia A.; B.A.(Brandon), M.A.(Mt. St. Vincent), Ph.D.(Alta); Associate Professor, ES
 Mittermeyer, Diane; B.A., B.L.S.(Montr.), M.L.S., Ph.D.(Tor.); Associate Professor, GSLIS
 Montgomery, David L.; B.Sc.(Guelph), M.Sc., Ph.D.(Purdue); Professor, PE; Co-Director, Seagram Sport Science Centre
 Moran, Gabriel; B.A., M.A., Ph.D.(Catholic University of America); Adjunct Professor, CVE
 Morris, Ronald; B.Ed., M.A., Ph.D.(McG.); Associate Professor, CVE
 Neil, Graham I.; B.Ed.(P.E.), M.A.(McG.), Ph.D.(Ore.); Associate Professor, PE
 O'Donnell, Kevin; B.A.(Mont.); Adjunct Professor, ES
 Paré, Anthony W.; B.Ed., M.Ed., Ph.D.(McG.); Associate Professor and Chair, ES
 Pearsall, David J.; B.A., BPHE, M.Sc., Ph.D.(Queen's); Assistant Professor, PE
 Pedersen, Eigil; B.A.(Sir G.Wms.), M.A.(McG.), Ed.D.(Har.); Emeritus Professor, ECP
 Perrault, Hélène; B.Sc.(C'dia), M.Sc., Ph.D.(Montr.); Associate Professor, PE
 Pinker, Susan; B.A.(McG.), M.Sc.(Waterloo); Adjunct Professor, ECP
 Pitsiulak, Peesee; B.Ed.(McG.); Adjunct Professor, ES
 Pitsiulak, Saa; B.Ed.(McG.); Adjunct Professor, ES
 Rapagna, Socrates O.; B.A.(Don Bosco), B.Ph.(Turin), Lic.Ped., M.A.(Montr.), Ph.D.(Col.), Associate Professor, ECP
 Rebuffot, Jacques J.; B.ès L., L.ès L., D.E.S.(Aix-Marseille), Dip. I.E.P., Dr. 3rd Cy.(Strasbourg); Professor, SLE
 Rees-Potter, Lorna; B.A.(U.N.B.), M.L.S.(McG.), Ph.D.(W.Ont.); Associate Professor, GSLIS
 Reid, Gregory D.; B.Ed.(P.E.)(McG.), M.S.(Calif.), Ph.D.(Penn. State); Professor, Chair, PE
 Reid-Walsh, Jacqueline; B.A.(Guelph), M.A.(Carleton), Ph.D.(McG.); Assistant Professor, CVE
 Rejskind, F. Gillian; B.A., M.A.(Sask.), Ph.D.(C'dia); Associate Professor, ECP
 Riggs, Howard N.; B.Ed.(Alta.), M.A., Ph.D.(Minn.); Associate Professor, ES

Rochford, Joseph; B.A.(McG.), M.A.(Queen's), Ph.D.(C'dia); Associate Member, ECP

Russell, Joan C.; B.Mus., L.Mus., M.Ed., Ph.D.(McG.), Faculty Lecturer, CVE

Saroyan, Alenoush; B.A.(Pahlavi U. Iran), M.Ed.(Loyola U. Chic.), Ph.D.(McG.); Associate Professor, ECP and Centre for University Teaching and Learning

Shapiro, Bernard J.; B.A.(McG.), M.A.T. Ed.D.(Harv.), LL.D.(McG.); Professor; Principal, McGill University

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

Shore, Bruce M.; B.Sc., M.A.(McG.), Ph.D.(Calg.); Professor; Chair, ECP

Simon, Linda; B.Ed.(Montr.); Adjunct Professor, ES

Sinacore, Ada L.; B.A.(Montclair), M.A., M.Ed., M.Phil. Ph.D.(Columbia); Assistant Professor, ECP

Sladeczek, Ingrid E.; A.A.(Maryland), B.A., M.S., Ph.D.(Arizona); Assistant Professor, ECP

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

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

Srivastava, Lalit K.; B.Sc., M.Sc.(U of Allahabad, India), Ph.D.(Jawaharlal U., New Delhi); Associate Member, ECP

Stalikas, Anastassios; B.A.(C'dia), M.A., Ph.D.(Ott.); Associate Professor, ECP

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

Stutt, Howard A.; B.A.(Queen's), B.Ed., M.Ed.(Montr.), F.C.C.T.; Emeritus Professor, ECP

Tomatuk, Clarence; M.Ed.(McG.); Adjunct Professor, ES

Tondino, Gentile; R.C.A.; Associate Professor, CVE and School of Architecture

Torbit, Gary E.; B.Ed., M.Ed., Ph.D.(Alta.); Associate Professor, ECP

Turcotte, Rene A.; H.B.P.H.E.(Lauren.), M.Sc., Ph.D.(Alta.); Associate Professor, PE

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

Vardaxis, Vassilios; B.Sc.(Athens), M.A., Ph.D.(McG.); Adjunct Professor, PE

Walker, Claire-Dominique; B.Sc.(College Calvin, Geneva); Ph.D.(Salk Institute and U. of Geneva); Associate Member, ECP

Wall, Albert E.; B.Ed., M.A.(McG.), Ph.D.(Alta.); Professor, PE

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

Welch, Cecil; Ph.D.(McG.); Adjunct Professor, ES

Weston, Cynthia B.; B.A.(Georgetown), M.L.S.(S.U.N.Y.), D.Ed.(Wash.); Associate Professor, ECP and Centre for University Teaching and Learning

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

Whiteduck, Gilbert; B.Ed.(U.Q.A.C.), M.Ed.(Carleton); Adjunct Professor, ES

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

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

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

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

Zack, Vicki; Ph.D.(McG.); Adjunct Professor, ES/ECP

