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

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

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

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

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

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

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

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

TBA **Assistant to the Dean**

CHRISTINE ZILBERMAN **Faculty Administrator**

1.3 The Faculty Then and Now

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

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

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

The Faculty serves approximately 2,200 students enrolled in undergraduate, graduate and professional development programs. The Faculty is organized into three departments and the Graduate School of Library and Information Studies. In addition, the Faculty has a number of research and service centres, several of an interdisciplinary nature.

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

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

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

1.4 Faculty Facilities

Centre for Educational Leadership (CEL)

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

Director: TBA

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

Telephone (514) 398-4531

Fax: (514) 398-7436

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

Centre for University Teaching and Learning (CUTL)

The Centre is a University unit dedicated to the study and improvement of learning and teaching in higher education. Its academic staff is cross-appointed in the Faculty of Education. The mandate of the Centre is: 1) to conduct research on the improvement of teaching and learning in higher education, 2) to carry out activities within the University that focus on the improvement of teaching and learning, course and program development, and evaluation

and, 3) to participate in the development of policy regarding university teaching and learning. The Centre accommodates graduate students interested in research in higher and adult/professional education, instructional development, evaluation and educational innovation.

Director: Professor Lynn M^cAlpine

Office: Education Building, Room 544E

Telephone: (514) 398-6648

Fax: (514) 398-4679

Education Library and Curriculum Laboratory

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

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

Sessional Hours:

Monday to Thursday 08:30 – 21:00

Friday 08:30 – 17:00

Saturday 11:00 – 17:00

Sunday 12:00 – 16:00

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

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

Education Undergraduate Society

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

Media Services

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

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

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

Instructional functions comprise: small group workshops (appointment only); Media Services 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, but advance reservations are recommended when possible.

Media Services is located in the Education Building, Room 219.
Telephone: (514) 398-6950.

Hours for September through April are:

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

Spring/Summer hours (May through July)

Monday to Friday	08:15 – 16:45
Closed Saturdays, Sundays and holidays, and during most of August.	

Microcomputer Facilities

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

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/complab/>.

McGill Career and Placement Service (CAPS)

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

McGill Journal of Education

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

The Journal aims to reach both academics and non-academics. It is concerned with 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 is accessible without conceding anything in the way of academic standards, in the accuracy of its information, or the quality of its judgments.

For annual subscriptions, contact:

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

Current rates (applicable taxes are extra):

\$25 for Faculty of Education member subscriptions;
\$35 for Canadian subscriptions; and
\$45 for International subscriptions.

Office of First Nations and Inuit Education (OFNIE)

The Office of First Nations and Inuit Education coordinates the work which the Faculty of Education carries out in partnership with various Aboriginal communities and institutions. All courses are normally given off campus. In collaboration with the Nunavut Teacher Education Program, the Kativik School Board, the Cree School Board, the Kahnawake Education Centre, the Kanehsa-

take Education Centre, and various other Aboriginal communities in Quebec, OFNIE delivers community-based teacher education programs leading to initial teacher certification and to the B.Ed.Cert.Teach. degree. OFNIE also works with departments to meet other educational needs of Aboriginal peoples.

Director: Professor Valentina de Krom

Office: Education Building, Room 614

Telephone: (514) 398-4533

Fax: (514) 398-2553

Email: dekrom@education.mcgill.ca

Office of Student Teaching (OST)

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

Office Hours: Monday to Friday

08:30 - 17:00

Director: Dr. Spencer Boudreau

Office: Education Building, Room 430

Telephone: (514) 398-7046

Fax: (514) 398-3179

E-mail: boudreau@education.mcgill.ca

International Office

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

Office: Education Building, Room 212.

Telephone: (514) 398-3529

Fax: (514) 398-4233

Evolution Education Research Centre (EERC)

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

Director: Professor Brian Alters

Office: Education Building, Room 355

Telephone: (514) 398-5151

Research Group for the Study and Teaching of Writing

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

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

Seagram Sport Science Centre

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

Co-Directors:
Dr. David Montgomery, Faculty of Education
Dr. Eric Lenczer, Faculty of Medicine

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

Student Affairs Office (SAO)

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

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

Office: Education Building, Room 243

Telephone: (514) 398-7042

Fax: (514) 398-4679

2 Faculty Programs

The Faculty of Education offers three different kinds of programs.

Programs of Initial Teacher Education

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

Programs of Professional Development

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

Graduate Programs

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

Programs of initial teacher education are described in this Calendar, programs of professional development are described in the 2001-02 *Centre for Continuing Education Calendar*, and graduate programs are described in the 2001-02 *Faculty of Graduate Studies and Research Calendar*.

2.1 Programs of Initial Teacher Education

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

2.1.1 Bachelor of Education Programs

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

- B.Ed. General Secondary Two-Subject Option (120 credits) (Offered by the Department of Integrated Studies in Education – refer to section 5.1.1)
- B.Ed. Kindergarten and Elementary Education (120 credits) (Offered by the Department of Integrated Studies in Education – refer to section 5.1.5)

A programme intensif de français (PIF) Elementary Option (30 credits) is available for eligible students within the B.Ed. Kindergarten and Elementary program – refer to section 5.1.6.

- B.Ed. Kindergarten and Elementary Education – Jewish Studies Option (126 credits) (Offered by the Department of Integrated Studies in Education – refer to section 5.1.7.)
- B.Ed. Teaching French as a Second Language (120 credits) (Offered by the Department of Integrated Studies in Education – refer to section 5.1.8)
- B.Ed. Teaching English as a Second Language (120 credits) (Offered by the Department of Integrated Studies in Education – refer to section 5.1.9)
- B.Ed. Vocational Secondary One Subject (90 credits) For practising vocational teachers (Offered by the Department of Integrated Studies in Education through the Office for Continuing Education – refer to section 5.1.4 in this Calendar)
- B.Ed. Inclusive Education with concentrations in Kindergarten and Elementary Education or General Secondary Two-Subject Education (126 credits) (Offered by the Department of Educational and Counselling Psychology – refer to section 4.1.1.) This program will be offered in September 2002.
- B.Ed. Major in Physical Education (123 credits) (Offered by the Department of Physical Education – refer to section 6.1.1.)
- Concurrent B.Ed. in Music/B.Music (Music Education) Program (157 credits) (Offered jointly by the Department of Integrated Studies in Education and the Faculty of Music – refer respectively to Faculty of Education section 5.1.2 and Faculty of Music section 7.5.)
- Concurrent B.Sc (Major in Two Subjects for Teachers)/B.Ed. (General Secondary Two-Subject Option) Program (135 credits) (Offered jointly by the Department of Integrated Studies in Education and the Faculty of Science – refer respectively to Faculty of Education section 5.1.3 and to Faculty of Science section 11.28.)

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

- B.Ed. Kinesiology Program (90 credits) (Offered by the Department of Physical Education – refer to [section 6.1.2](#))
This program entails a scientific and professional study of the assessment, maintenance and enhancement of human health and well being. It provides the foundations for careers in health instruction, fitness assessment, consulting, program administration, exercise and sport leadership as well as preparation of further study in allied health fields and graduate studies. Professional certification in one or more of the fields listed may be obtained through this program.

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

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

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

IMPORTANT NOTICE REGARDING MUSIC SPECIALIST TEACHER TRAINING

Applicants should apply to the Concurrent Bachelor of Education in Music/Bachelor of Music (Music Education) program. Students who are already enrolled at McGill in the Bachelor of Music may transfer into the Concurrent program.

Students who have partially completed a Bachelor of Music program are eligible to apply for advanced standing in the Concurrent program.

Application packages for the Concurrent B.Ed./B.Mus. program may be obtained from:
 Admissions Office
 McGill University
 Faculty of Music
 555 Sherbrooke Street West
 Montreal, QC H3A 1E3 Telephone: (514) 398-4546

Those who have completed a Bachelor of Music degree may apply for advanced standing in the Bachelor of Education in Music program. Application to the Bachelor of Education in Music may be made on-line at <http://www.aro.mcgill.ca> or information obtained from:

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

Program details are provided in [section 5.1.2](#) and are available from:

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

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

IMPORTANT NOTICE TO APPLICANTS TO THE B.ED. SPECIAL AREA PROGRAMS (Physical Education, Teaching English or French as a Second Language)

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

2.1.2 Quebec Teacher Certification

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

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

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.

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

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

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

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

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

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

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

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

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

2.1.3 General Admission Requirements – Bachelor of Education Programs

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

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

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

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

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

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

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

2.1.4 Additional Admission Requirements – Bachelor of Education Programs

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

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

Those applying to the B.Ed. General Secondary Two-Subject Option Program and choosing **one or two subjects from biology, chemistry, mathematics, and physics** as their teachable subjects should have the appropriate background courses in those subjects in their DEC or equivalent. Students having other backgrounds will be considered for admission, but will be required to

complete prerequisite courses in mathematics and science. This will increase the number of credits for the degree above the 120 normally required. Students from outside Quebec will complete the needed prerequisite mathematics and science courses within the additional 30 credits of course work required in their program.

B.Ed. in Inclusive Education with Concentrations in Kindergarten and Elementary Education or General Secondary Two-Subject Education Program: Applicants to this program must meet the admission requirements for the B.Ed. Kindergarten and Elementary program or the B.Ed. General Secondary Two-Subject Option program.

Those applying to the B.Ed. in Inclusive Education with Concentrations in Kindergarten and Elementary Education or General Secondary Two-Subject Education Program must submit a personal statement indicating their interest in the program. An interview may also be required. For further information please contact the Department of Educational and Counselling Psychology at (514) 398-4240. (This program is awaiting Ministry of Education approval.)

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

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

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

2.1.5 Intra-faculty Transfers

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

Deadlines for application:

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

2.1.6 Inter-faculty Transfers

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

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

Deadlines for application:

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

2.1.7 Advanced Standing/Transfer Credits

Advanced standing credit will be granted on an individual basis depending upon the student's academic background. A minimum of 60 credits must be completed in order to obtain a McGill Degree.

Please note that transfer credit evaluation can only be determined after the formal application and all necessary supporting documents have been received by the Admissions, Recruitment and Registrar's Office. For more details, please refer to "[Admission Requirements](#)" on page 13.

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

2.1.8 Readmission

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

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

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

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

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 for the following certificates and diplomas may be found in the *2001-02 Centre for Continuing Education Calendar* or in the *2001-02 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 243
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:

Department of Educational and Counselling Psychology

Certificate in Educational Technology

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

Certificate in Inclusive Education

Department of Integrated Studies in Education

These programs will not accept students in 2001-02.

Certificate in Business and Industrial Trainer Development

Certificate in Moral and Religious Education

Certificate in Teaching English as a Second Language (TESL)

Certificate in Teaching French as a Second Language (TFSL)

Certificate of Teaching in the Arts

Office of First Nations and Inuit Education (OFNIE)

Certificate in Aboriginal Education for Certified Teachers

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

2.2.2 Diploma Programs

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

Department of Educational and Counselling Psychology

Diploma in Human Relations and Family Life Education

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

Diploma in Psychology and Education of the Gifted

Admission to this Diploma is temporarily suspended. Interested students are referred to the M.Ed. (Educational Psychology)

Concentration in the Education of the Gifted. Please consult the *2001-02 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 5.2](#).

B.Ed. for Certified Teachers (Elementary Education)

Certificate in Aboriginal Literacy Education

Certificate in Education for First Nations and Inuit

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

Certificate in First Nations and Inuit Student Personnel Services

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

Certificate in Middle School Education in Aboriginal Communities

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

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

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

3.1 Course Information**Course Load**

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

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

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

Time Limit for Completion of Degrees

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

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

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

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

Course Requirements

All required and complementary courses used to fulfil program requirements must be completed with a grade of C or better. A failure (F, J, KF, WF) in any level of student teaching/field experience places a student in unsatisfactory standing requiring withdrawal

from the University. Further details on requirements for student teaching/ field experience are listed in [section 3.5](#).

Course Registration

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

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

Courses offered through Continuing Education, Distance Education and Summer Studies

A wide range of courses enable students either to acquire prerequisite credits or to earn credit towards their degree, is offered through Continuing Education and Summer Studies. Students wishing to take Distance Education courses towards their B.Ed. degree, must first consult with their academic advisor and receive academic approval of the Associate Dean (Student Affairs and Physical Resources). Taking courses through Distance Education during the last semester prior to graduation is normally not permitted.

For information on course registration, please contact:

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

Courses Taken as Transfer Credit

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

Courses taken under Satisfactory/Unsatisfactory Option

Required or Complementary courses cannot be taken under this option. Please consult the General University Information and Regulations [section 4.8](#).

Course Equivalencies

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

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

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

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

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

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

Dress Regulations

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

Students in Physical Education are required to wear appropriate clothing for activity courses as approved by the instructor(s). Stu-

dents may also be responsible for providing some items of personal equipment.

3.2 Academic Standing

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

Satisfactory Standing

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

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

Probationary Standing

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

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

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

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

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

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

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

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

Unsatisfactory Standing

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

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

Incomplete Standing

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

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

3.3 Bachelor of Education Program Awards

Dean's Honour List Designation for Graduating Students

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

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

Dean's Honour List Designation for In-course Students

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

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

Scholarships and Awards

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

3.4 Graduation Requirements

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

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

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

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

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

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

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

Information pertaining to the Convocation Ceremonies can be obtained on *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, professional, academic and social obligation between the professor and the student. It is, therefore, the responsibility of the professor to make students aware of the unique requirements of a course and the manner in which they may be fulfilled, and the responsibility of the student to meet these requirements.

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

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

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

Class Tests

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

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

Final Examinations

Student should refer to the General University Information [section 5](#) for further information about final examinations.

Supplemental Examinations

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

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

Students should be aware of the following:

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

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

Reassessment and Rereads

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

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

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

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

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

Incomplete Courses

Students should refer to the General University Information section [page 33](#) for further information about incomplete courses.

Student Teaching/Field Experience

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

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

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

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

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

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

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

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

Students are expected to attend school regularly all day and to be on time every day of the field experience. **If, for any reason, student teachers are unable to attend their school, they must**

immediately notify the Office of Student Teaching at (514) 398-7046 and the cooperating teacher in the school to which they are assigned. Student teachers will be required to make up for absences.

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

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

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

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

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Associate Members

Terry Gandell; B.A., M.Ed., Ph.D.(McG.)

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

Joseph Rochford; B.A.(McG.), M.A.(Queen's), Ph.D.(C'dia)

Lalit K. Srivastava; B.Sc., M.Sc.(U of Allahabad, India),
Ph.D.(Jawaharlal U., New Delhi)

Claire-Dominique Walker; B.Sc.(College Calvin, Geneva);
Ph.D.(Salk Institute and U. of Geneva)

Laura Winer; B.A., M.A., Ph.D.(C'dia)

Part-time Instructors

Maureen Baron, Alice Bender, Miriam Berkovic, Sam Bruzese,
Noel Burke, Edith Clarke, Scott Conrad, Dawn Cruchet,
Ruth Faber, Adam Finkelstein, Diane Fyfe, Karen Gazith-Cohen,
Elizabeth Guadya, Myrna Hynes, Ruth Karp, Frank Lilly,
Audrey McAllister, Kathryn McMorrow, Sharon Miller,
Jody Pickard, Rosemary Reilly, Tina Roth, Christina Rudd,
Lynn Senecal, Judy Shenker, Joan Stafford, Scott Waugh,
Gerry Weintraub.

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

At the undergraduate level, the Department of Educational and Counselling Psychology is responsible for the B.Ed. in Inclusive Education (planned to begin in 2002), the B.A. Minor Concentration in Educational Psychology (see Faculty of Arts [section 11.13](#)), and for a variety of undergraduate courses in the areas of learning, cognition and development, inclusive education, gifted education, educational media and computers, and educational measurement and evaluation.

In professional development, the Department offers diploma and certificate programs in Human Relations and Family Life Education, Educational Technology, Inclusive Education, the Psychology and Education of the Gifted, and First Nations and Inuit Student Personnel Services. For further information, refer to the *2001-02 Centre for Continuing Education Calendar*.

At the graduate level, it offers a Graduate Certificate in Counselling Applied to Teaching. In addition, there are graduate programs leading to Ph.D., M.A. (thesis and non-thesis) and M.Ed. degrees in instructional psychology, applied cognitive psychology, special populations of learners (special needs and gifted education), counselling psychology, school/applied child psychology, family life education, computer applications in education, adult professional education, and the psychology of gender. For further information, consult the *2001-02 Faculty of Graduate Studies and Research Calendar*.

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

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

4.1 Bachelor of Education Program

4.1.1 Bachelor of Education in Inclusive Education

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

This new program will be offered in September 2002. (Awaiting Ministry of Education approval.)

The Bachelor of Education in Inclusive Education program (126 credits, 156 credits for out-of-province students) is especially geared toward preparation for contemporary inclusive classrooms that have a diversity of learners. This B.Ed. program enables students to combine their interest in teaching students with special needs with all the required components of either the B.Ed. Kindergarten and Elementary Education or the B.Ed. General Secondary Two-Subject Education. Although students concentrate in either elementary or secondary education, they will address both levels in selected courses and field experiences. Students completing this B.Ed. program will be prepared to work both as special educators and as regular elementary or secondary teachers, providing them with a highly versatile foundation for teaching, whether in special or regular classes, with learners who have diverse backgrounds, abilities and needs. This program also provides suitable preparation for graduate studies in most areas of educational psychology and other fields of education.

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

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

ACADEMIC COMPONENT

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

- 18 – 21 credits in one of these subject areas;
- at least 3 credits in each of five other subject areas

PROFESSIONAL COMPONENT

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

PRACTICUM

Required Courses

Field Experiences

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

PROFESSIONAL SEMINARS

414-201	First Year Prof. Sem. Incl. Ed.	1
414-251	Second Year Prof. Sem. Incl. Ed.(K/Elem)	1
414-307	Third Year Prof. Sem. Incl. Ed.(K/Elem)	3
414-405	Fourth Year Prof. Sem. Incl. Ed.(K/Elem)	3

INCLUSIVE EDUCATION CORE

Required Courses

414-309	Exceptional Students	3
414-341	Instruction in Inclusive Schools	3
414-344	Assessment for Instruction	3
414-440	Managing the Inclusive Classroom	3
414-441	Students with Behaviour Difficulties	3
414-442	Students with Learning Difficulties	3
414-543	Family, School and Community	3

FOUNDATIONS

Required Courses

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

Complementary Courses

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

PEDAGOGY

Required Courses

433-223	Language Arts	3
433-332	Teaching Mathematics	3
433-372	Teaching Science	3
433-382	Teaching Social Studies	3
455-310	Kindergarten/Elementary Curri.	3

Complementary Courses

Two other methodology courses chosen from:
Art, Drama, Moral and Religious Education, Music, Physical Education, TESL, TFSL.

PEDAGOGICAL SUPPORT

Required Course

455-302	Language & Learning - Curriculum	3
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Complementary Courses

414-450	Computers and Special Needs	6
or 455-402	Media, Technology and Education	

or, for students with a background in computers or other media applications in education, one of the following 3-credit courses may substitute the above:

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

CREDITS
36

87

27

21

21

9

6

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

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

ELECTIVE COURSES

3

TOTAL CREDITS

126

Special Requirements

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

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

FOUR-YEAR PROGRAM OVERVIEW

(Kindergarten and Elementary Concentration)

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

YEAR 1	
Term A	
A	Academics 3
P/PS	414-201 First Year Prof. Sem. Incl. Ed. 1
P/FE	435-200 First Year Field Experience I 2
P/F	423-400 Philosophical Foundations 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 12
P/IC	414-309 Exceptional Students 3
Term C	
P/IC	414-341 Instruction in Inclusive Schools 3
	414-344 Assessment for Instruction 3

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

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

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

BACHELOR OF EDUCATION IN INCLUSIVE EDUCATION
Concentration in General Secondary Two-Subject Education
CREDITS 48

ACADEMIC COMPONENTS

This component provides background in the following subject areas of the secondary school curriculum, namely: English, Science, Geography, Mathematics. Students may choose one or two of these subject areas as their first teaching and second teaching option.

FIRST TEACHING OPTION:

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

SECOND TEACHING OPTION:

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

PROFESSIONAL COMPONENTS

PROFESSIONAL SEMINARS 8

Required Courses

414-201	First Year Prof. Sem. Incl. Ed.	1
414-250	Second Year Prof. Sem. Incl. Ed. Sec.	1
414-306	Third Year Prof. Sem. Incl. Ed. Sec.	3
414-404	Fourth Year Prof. Sem. Incl. Ed. Sec.	3

FIELD EXPERIENCES 19

Required Courses

435-200	First Year Field Experience	2
435-251	Second Year Field Experience	2
435-351	Third Year Field Experience (Sec.)	8
435-451	Fourth Year Field Experience (Sec.)	7

INCLUSIVE EDUCATION CORE 21

Required Courses

414-309	Exceptional Students	3
414-341	Instruction in Inclusive Schools	3
414-344	Assessment for Instruction	3
414-440	Managing the Inclusive Classroom	3
414-441	Students with Behaviour Difficulties	3
414-442	Students with Learning Difficulties	3
414-543	Family, School and Community	3

FOUNDATION COURSES 9

Required Courses

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

Complementary Course

423-400*	Philosophical Foundations	3
or 415-398	Philosophy of Catholic Education	

PEDAGOGY COURSES 6

Required Courses

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 3

TOTAL CREDITS 126

FOUR-YEAR PROGRAM OVERVIEW

(General Secondary Two-Subject Concentration)

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

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

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

YEAR 3		
Term A		
P/PS	414-306 Third Year Prof. Sem. Incl. Ed. Sec.	3
P/FE	435-351 Third Year Field Experience (Sec.)	8
P/PD	First Teaching Option Methodology	3
	Second Teaching Option Methodology	3
Term B		
A	Academics	6
P/Ps	455-302 Language and Learning - Curriculum	3
P/IC	414-440 Managing Inclusive Classrooms	3
P/Ps	414-450 Computers and Special Needs or 455-402 Media, Technology, Computers and Education (or equivalent)	3

YEAR 4		
Term A		
P/F	411-405 Policy Issues in Quebec Education	3
P/Ps	416-304 Measurement and Evaluation	3
P/IC	414-441 Students with Behaviour Difficulties	3
	414-442 Students with Learning Difficulties	3
E	Elective	3

Term B		
P/PS	414-404 Fourth Year Prof. Sem. Incl. Ed. Sec.	3
P/FE	435-451 Fourth Year Field Experience (Sec.)	7
P/IC	414-543 Family, School and Community	3

4.2 Programs of Professional Development

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

Detailed information regarding general regulations, admission requirements and program profiles on the following certificates and diplomas may be found in the *2001-02 Centre for Continuing Education Calendar*. Further information about these programs may be also obtained from the Department at (514) 398-4248 or from:

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

CERTIFICATE PROGRAMS

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

- Inclusive Education
- Educational Technology
Offered through Distance Education. Further information is available from the Program Secretary at (514) 398-4248.
- First Nations and Inuit Student Personnel Services
This program is offered by the Department of Educational and Counselling Psychology through the Office of First Nations and Inuit Education. For detailed information about this program, please refer to [section 5.2](#).

DIPLOMA PROGRAMS

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

- Human Relations and Family Life Education
Further information is available from the Program Secretary at (514) 398-4248.
- Psychology and Education of the Gifted
Admission to this Diploma is temporarily suspended. Interested students are referred to the M.Ed. (Educational Psychology) Concentration in the Education of the Gifted.

OTHER PROGRAMS

For the 15-credit Graduate Certificate in Counselling Applied to Teaching and all M.Ed., M.A., and Ph.D. degrees, please consult the *2001-02 Faculty of Graduate Studies and Research Calendar*.

5 Department of Integrated Studies in Education (411, 415, 421, 422, 423, 424, 425, 426, 429, 431, 433, 436, 455)

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

Telephone: (514) 398-4525

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

Undergraduate Programs: Graduate Programs:
Telephone: (514) 398-4527 Telephone: (514) 398-4531
Fax: (514) 398-4529 Fax: (514) 398-7436

Chair — Anthony Paré

Director of Undergraduate Programs — TBA

Director of Graduate Programs — TBA

Director of Jewish Teacher Training Program — Eric Caplan

Director of Music Education — Joan Russell

Director of TESL — TBA

Director of TFSL — TBA

Emeritus Professors

Patrick X. Dias, B.A., M.A.(Karachi), B.Ed., Ph.D.(Montr.)
Margaret Gillett, B.A., Dip. Ed.(Syd.), M.A.(Russel Sage),
Ed.D.(Col.) (*William C. Macdonald Emeritus Professor of Education*)

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

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

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

Professors

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

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

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

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

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

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

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

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

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

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

Associate Professors

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

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

Clermont Barnabe, B.Ped.(Laval), L.Ped.(Montr.),
Ph.D.(S.U.N.Y., Buffalo)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assistant Professors

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

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

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

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

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

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

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

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

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

Faculty Lecturers

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

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

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

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

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

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

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

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

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

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

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

Adjunct Professors

Annie Alaku, B.Ed.(McG.) (*Katvik School Board*)

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

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

Mary Bear, B.Ed.(Québec)

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

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

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

Gretta Chambers, B.A.(McG.)

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

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

Debbie Cox, B.Ed.(Québec)

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

Mary Eljassiapik, B.Ed.(McG.)

Elaine Freeland, M.A.(Montr.)

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

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

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

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

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

Nellie Kusugak, B.Ed.(McG.)

Kaia'titake Jacobs, B.Ed.(Québec)

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

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

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

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

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

Dan Mason, Ph.D.(Ott.)

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

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

Peter Roche de Coppens, B.Sc.(Col.), M.S.W.(Montr.), M.A.,
Ph.D.(Fordham)
Linda Simon, B.Ed.(Montr.)
Clarence Tomatuk, M.Ed.(McG.)
Gilbert Whiteduck, B.Ed.(Québec), M.Ed.(Carl.)
Doris Winkler, B.A.(Sir G.Wms.), M.Ed.(Harv.)
Vikki Zack, B.A., Dip.Ed.(McG.), M.A.(Montr.), Ph.D.(McG.)

The Faculty of Education has recently undertaken an administrative restructuring which amalgamates three units to create the Department of Integrated Studies in Education. Included within this new Department are the programs and staff previously housed in the Departments of Culture and Values in Education, Educational Studies, and Second Language Education. (Awaiting final University approval.)

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

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

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

The aim of the B.Ed. in Secondary Education is to prepare strong beginning teachers for the secondary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide background depth in two subject areas and professional studies centred on school-based practicum components which are supported by studies in pedagogy, curriculum and educational foundations. Student choose their two subjects from: Biology, Business Education, Chemistry, Drama (not offered in 2001-02), English, General Science, Geography, History, Mathematics, Moral Education, Physics, Religious Education (Catholic, Jewish, Protestant) and Technical Education.

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

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

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

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

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

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

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

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

Jewish Studies

Program intensif de français.

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

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

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

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

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

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

Graduate Programs

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

An *ad hoc* Ph.D. program is also available in each of these areas. For details, please consult the *2001-02 Faculty of Graduate Studies and Research Calendar*.

In-Service Programs

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

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

A 30-credit Certificate in Second Language Teaching (TESL) currently offered through Distance Education. (This program will not accept students in 2001-02.)

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

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

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

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

5.1 Bachelor of Education Programs

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

ACADEMIC COMPONENTS

CREDITS

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
435-351	Third Year Field Experience (Sec.)	8
435-451	Fourth Year Field Experience (Sec.)	7

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

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 2
Term B	
A	Academics 12
P/F	423-400 Philosophical Foundations 3 or 415-398 Philosophy of Catholic Education

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

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	435-351 Third Year Field Experience (Sec.)	8
P/PD	First Teaching Option C&I	3
	Second Teaching Option C&I	3
Term B		
A	Academics	9
P/PS	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	435-451 Fourth Year Field Experience (Sec.)	7
P/PD	414-309 Exceptional Students	3

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

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

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

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

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

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

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

1. B.Ed./B.Mus. students are required to complete 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
78

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 III	2
212-231	Musicianship IV	2
212-329	Musicianship V	2
212-331	Musicianship VI	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, Wind Symphony or Contemporary Music Ensemble*	
Percussion: Orchestra, Wind Symphony or Contemporary Music Ensemble*	
Strings: Orchestra or Contemporary Music Ensemble*	
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	3
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	21
Appropriately sequenced courses chosen from one of the following subject areas:	
Elementary level: Arts (Drama, Movement and Art), Social Science, Moral and Religious Education (Catholic or Protestant).	
Secondary level: Biology, Chemistry, General Science, Geography, History, Moral Education, Physics, Religious Education (Catholic, Jewish, or Protestant).	
ELECTIVE	3
Students who transfer to the Bachelor of Education after completion of the second year of the Concurrent program may use the 3 credits of Theory 211-311 as elective credit for the Bachelor of Education – see Note 1 above.	
PROFESSIONAL COMPONENTS	55
<i>PROFESSIONAL SEMINARS</i>	6
Required Courses	
429-206 First Year Professional Seminar Music	1
429-207 Second Year Professional Seminar Music	1
429-306 Third Year Professional Seminar Music	2
429-406 Fourth Year Professional Seminar Music	2
<i>FIELD EXPERIENCES</i>	19
Required Courses	
435-205 First Year Field Experience Music	2
435-206 Second Year Field Experience Music	2
435-305 Third Year Field Experience Music	7
435-405 Fourth Year Field Experience Music	8
<i>FOUNDATION COURSES</i>	9
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	
<i>PEDAGOGY COURSES</i>	12
Required Courses	
429-442 Elementary Music Curriculum & Instruction	3
429-472 Secondary Music Curriculum & Instruction	3
414-309 Exceptional Students	3
Second subject Curriculum & Instruction	3
<i>PEDAGOGICAL SUPPORT COURSES</i>	9
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
Special Requirements:	
* Contemporary Music Ensemble may be taken for a maximum of four credits of Basic Ensemble. (Basic Ensemble component change awaiting University approval.)	

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

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

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

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

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

Students in the Concurrent B.Sc./B.Ed. who receive an F or J in any Field Experience course are placed in unsatisfactory standing. Although they may complete their semester, they are required to withdraw from the Concurrent Program. However, they may apply to transfer to the conventional B.Sc. program as outlined in Faculty of Science [section 11.28](#).

The two degrees are awarded during the same convocation period.

Program Requirements

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

- A. Students in the Concurrent B.Sc./B.Ed. program must choose their 57 academic credits from the lists of required and complementary courses in their respective B.Sc. Majors.
- B. Students must take the following courses which will be required for the B.Sc. component:
 - 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](#).

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

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

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

Fax: (514) 398-2182

The program components are as follows:

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

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

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

ACADEMIC COMPONENT	CREDITS	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)	8
435-403 Fourth Year Field Exp.(K/Elem)	7
PROFESSIONAL SEMINARS	
455-201 First Year Professional Seminar	1
416-251 Second Year Prof. Sem. (K/Elem)	1
455-307 Third Year Prof. Sem. (K/Elem)	3
455-405 Fourth Year Prof. Sem. (K/Elem)	3

FOUNDATIONS	15
Required Courses	
411-405 Policy Issues in Quebec Education	3
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
416-300 Educational Psychology	3
Complementary Courses	
one of:	3
415-398 Philosophy of Catholic Education	
423-400 Philosophical Foundations	

PEDAGOGY	21
Required Courses	
433-223 Language Arts	3
433-332 Teaching Mathematics	3
433-372 Teaching Science	3
433-382 Teaching Social Studies	3
455-310 Kindergarten/Elementary Curri.	3

Complementary Courses	6
Two other methodology courses chosen from: Art, Drama, Moral and Religious Education, Music, Physical Education, TESL, TFSL.	

PEDAGOGICAL SUPPORT 12

Required Course	
455-302 Language & Learning - Curriculum	3

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 Science	3
	Methods I (chosen from a list of courses offered by other departments)	3
Term B		
P/PS	455-307 Third Year Prof. Sem. (K/Elem)	3
P/FE	435-303 Third Year Field Exp. (K/Elem)	7
P/F	414-309 Exceptional Students	3
P/PD	Methods II (chosen from a list of courses offered by other departments)	3

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

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

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

Competency in French

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

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

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

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

5.1.7 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 or 5 years for out-of-province students), academic and professional courses and practica.

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

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

	CREDITS
ACADEMIC COMPONENT	45
This component provides background in the subject areas of the elementary school curriculum, namely: Art, English Language Arts, French, Mathematics, Moral and Religious Education, Natural Sciences, Physical Education, Social Studies. During their four years of study, students will take:	
30 credits in Jewish Studies (chosen with the Program Advisor from a list of approved courses published yearly);	30
at least 3 credits in each of five other subject areas listed above	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)	8
435-403 Fourth Year Field Exp. (K/Elem) (Jewish Studies - Grades 1-6)	7

FOUNDATIONS	15
Required Courses	
411-405 Policy Issues in Quebec Education	3
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
416-300 Educational Psychology	3
Complementary Courses	3
one of:	
422-320 Visions and Realities of Jewish Education	
423-400 Philosophical Foundations (with permission of Program Director)	
PEDAGOGY	21
Required Courses	
422-250 Understanding and Teaching Jewish Living	3
422-400 Teaching Jewish Liturgy	3
422-401 Teaching the Bible 1	3
433-223 Language Arts	3
433-332 Teaching Mathematics	3
433-372 Teaching Science	3
Complementary Courses	3
one of:	
422-420 Teaching Jewish History	
433-382 Teaching Social Studies	
433-421 Teaching the Holocaust	
PEDAGOGICAL SUPPORT	12
Required Course	
455-302 Language & Learning - Curriculum	3
Complementary Courses	
one course in Multicultural Education chosen from:	3
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
one course in Media, Technology, Computers & Education chosen from:	3
416-310 Education Computer Applications	
432-200 Application Software	
432-204 Educational Media I	
455-402 Media, Technology & Education	
Students with a background in computers or other media applications in education may substitute the following course for one of the above four:	
432-341 Instructional Programming 1	
one course in Hebrew or Yiddish chosen from:	3
422-404 Teaching Hebrew as a Second Language	
422-405 Teaching Yiddish as a Second Language	
With the approval of Program Advisor, any course beginning with the prefix 422- may be replaced with a relevant course from the Faculty of Arts or the Faculty of Education.	
ELECTIVE COURSES	6
TOTAL CREDITS	126

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

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

ACADEMIC COMPONENTS	51-54
Required Courses	24
104-200 Introduction to the Study of Language	3
104-350 Linguistic Aspects of Bilingualism	3
125-231 Linguistique française	3
125-336 La langue française	3
431-300 Foundations of L2 Education	3
431-304 Sociolinguistics and L2 Education	3
431-305 L2 Learning in Classroom Settings	3
431-341 Littérature et 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
435-359 Third Year Field Experience (ESL/FSL)	8
435-459 Fourth Year Field Experience (ESL/FSL)	7
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

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

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

	CREDITS
ACADEMIC COMPONENTS	57
Required Courses	24
104-200 Introduction to the Study of Language	3
104-301 Structure of English	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	33
33 credits selected from a list of approved courses in the Faculties of Arts and of Science, 12 credits of which must be from the Department of English and/or the Department of Linguistics.	
PROFESSIONAL COMPONENTS	57
<i>PROFESSIONAL SEMINARS</i>	8
Required Courses	
431-209 First Year Professional Seminar	1
431-259 Second Year Professional Seminar	1
431-309 Third Year Professional Seminar	3
431-409 Fourth Year Professional Seminar	3
<i>FIELD EXPERIENCES</i>	19
Required Courses	
435-209 First Year Field Experience	2
435-259 Second Year Field Experience	2
435-359 Third Year Field Experience (ESL/FSL)	8
435-459 Fourth Year Field Experience (ESL/FSL)	7
<i>FOUNDATION COURSES</i>	9
Required Courses	
411-405 Policy Issues in Québec Education	3
416-300 Educational Psychology	3
Complementary Courses	3
one of:	
423-400 Philosophical Foundations	
415-398 Philosophy of Catholic Education	
<i>PEDAGOGY COURSES</i>	9
Required Courses	
431-447 TESL in Elementary Schools	3
431-458 TESL in Secondary Schools	3
431-412 Measurement and Evaluation in TESL	3
<i>PEDAGOGICAL SUPPORT COURSES</i>	12
Required Courses	
414-309 Exceptional Students	3
431-311 Language Study for ESL Teachers	3
431-506 Computer/Internet & L2 Learning	3
Complementary Courses	3
one of:	
414-341 Instruction in Inclusive Schools	
431-330 L2 Literacy Development	
ELECTIVES	6
TOTAL CREDITS	120

5.2 Programs for First Nations and Inuit

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

Faculty of Education
Office of First Nations and Inuit Education (OFNIE)
3700 McTavish Street, Room 614
Montreal, Quebec H3A 1Y2

Telephone: (514) 398-4533 Fax: (514) 398-2553
Website: <http://www.education.mcgill.ca/ofnie>

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

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

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

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

Admission to the Certificate in Education for First Nations and Inuit

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

Those intending to complete the programs offered in cooperation with the Kativik School Board or the Nunavut Teacher Education Program must be fluent and literate in Inuktitut/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</i>	6
FOR INUIT STUDENTS	
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

Two of the following according to language group and fluency: 6

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

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

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 Instruction in Inclusive Schools 3
- 433-246 Cultivating Language and Thought 3

e) PRACTICUM 12

FOR ALL STUDENTS EXCEPT NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS

Required Courses

- 435-444 Field Experience – Elementary School The purpose of this practicum, which occurs fairly early in the program, is to determine the student's suitability for teaching. 3
- 435-394 Field Experience – Elem. and Sec. Schools The purpose of this practicum is to give exposure at the elementary and secondary levels, where available. 3
- 435-422 Aboriginal Education Practicum I 3
- 435-423 Aboriginal Education Practicum II (Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.) 3

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) Movement Education Activities
- 455-200 (3) Introduction to Inuit Studies
- 455-220 (3) Curriculum Development
- 455-243 (3) Teaching in Multigrade Classrooms
- 455-244 (3) Issues in Aboriginal Education
- 455-403 (3) The Dialects of Inuktitut

g) FOR TRAINEES SPECIALIZING IN PHYSICAL EDUCATION

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

TOTAL CREDITS 60

COMPLEMENTARY COURSE LIST

Language

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

Content and Teaching Methods

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

Physical Education

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

5.2.2 Certificate in Aboriginal Literacy Education (30 credits)

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

Admission to the Certificate in Aboriginal Literacy Education

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

This certificate may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled. (See section 5.2.4.)

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) The 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

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

This 30-credit program focuses on developing the particular skills and abilities required of the Aboriginal teacher in the middle school of his/her community. It does not lead to provincial certification. Rather, it prepares Aboriginal teachers who are bilingual or have some knowledge of their Aboriginal language and who have

already established themselves as teachers to teach students at this level in ways that are developmentally and culturally appropriate. The program focuses on the particular psychological, emotional and social needs of Aboriginal adolescents and the teacher's role in facilitating the transition between elementary and high school.

Admission to the Certificate in Middle School Education in Aboriginal Communities

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

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

	CREDITS
Required Courses	27
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 5.2.4.)

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

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	15
Courses selected by the candidate after consultation with the Director of the Office of First Nations and Inuit Education.	
EDUCATION CONCENTRATION	30
Normally the Education concentration is completed within the Certificate in Education for First Nations and Inuit.	
TOTAL CREDITS	90

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

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

This program does not lead to further certification.

5.2.5 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	3
426-242 (3) Cultural Skills	3
431-200 (3) Intro. to Second Language Teaching	3
433-290 (3) Co-operative Learning	3
433-247 (6) Individualized Instruction	6
455-200 (3) Introduction to Inuit Studies	3
or any other suitable course approved by the Director of the Office of First Nations and Inuit Education.	
TOTAL CREDITS	30

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

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

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

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

Admission Requirements

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

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

	CREDITS
Required Courses	21
412-201 Introduction to Student Advising	3
412-202 Helping Skills Practicum I	3
412-203 Helping Skills Practicum II	3
412-205 Career/Occupational Development	3
412-208 Native Families' Social Problems	3
412-209 Basic Crisis Intervention Skills	3
412-210 Field Experience	3

Complementary Courses 9
 Nine credits from the following:
 411-202 (3) Educ. & Admin. Institutions
 412-206 (3) Group Leadership Skills
 412-207 (3) Aboriginal Adolescent Development
 412-211 (3) Special Topics in Stud. Pers. Serv.
 414-211 (3) Social and Emotional Development
 434-204 (3) Health Education
 or any other suitable course approved by the Program Coordinator.

TOTAL CREDITS 30
 Registration in 411-202, 434-204 or any other courses offered by departments other than Educational and Counselling Psychology or in other programs of this Department is dependent on availability (e.g., through a concurrently offered program) or on an arrangement made with that department or program. The Program Coordinator will attempt to make these contacts whenever required.

6 Department of Physical Education (434)

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

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

Faculty Lecturer
 Jane Wardle; Dip.P.E.(Camb.), M.A.(McG.)
Adjunct Professor
 Robert Kilgour; B.Sc.(C'dia), M.Sc.(Dal.), Ph.D.(Florida State)

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 2001-02 *Faculty of Graduate Studies and Research Calendar*.

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

6.1 Bachelor of Education Programs

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

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

Graduation Requirement

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

PROGRAM PROFILE

PHYSICAL EDUCATION THEORY 33

Required Courses 33
 434-205 Structural Anatomy 3
 434-206 Biomechanics of Human Movement 3
 434-207 Evaluation of Human Performance 3
 434-261 Motor Development 3
 434-330 Physical Activity and Health 3
 434-331 Homeostatic Physiology 3
 434-391 Ergo-physiology 3
 434-392 Nutrition and Wellness 3
 434-492 Psychology of Motor Performance 3
 434-496 Adapted Physical Activity 3
 434-498 Social Psychology of Sport 3

MINOR IN SECOND TEACHING SUBJECT 21

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

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

SKILL AND TECHNIQUE COURSES 18

Required Courses 11
 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 Department of Integrated Studies in Education.

PEDAGOGICAL SUPPORT COURSES

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

Students are encouraged to select courses that will contribute to their academic proficiency and professional preparation. 6

TOTAL CREDITS 123

6.1.2 Bachelor of Education Kinesiology (90 credits)

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

Graduation Requirement

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

PROGRAM PROFILE

KINESIOLOGY THEORY

Required Courses

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

KINESIOLOGY PROFESSIONAL COMPONENT

Required Course

434-201 Physical Activity Leadership 3

Complementary Courses

189-203 Principles of Statistics I 3

or 204-305 Statistics for Experimental Design

432-200 Applications Software 3

or 308-102 Computers and Computing

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

A) SOCIAL PERSPECTIVE OF HEALTH OPTION

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

B) MANAGEMENT AND ADMINISTRATION OPTION

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

C) CERTIFIED FITNESS APPRAISER (CFA) OPTION

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

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

D) PERSONAL TRAINER CERTIFICATION OPTION

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

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

E) SCIENCE OPTION

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

Biology

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

Chemistry

- 180-150 (3) World of Chem: Food
- 180-160 (3) World of Chem: Technology
- 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) Algebra I
- 189-318 (3) Mathematical Logic
- 189-323 (3) Probability Theory
- 189-324 (3) Statistics
- 189-338 (3) History and Philosophy of Mathematics

Physics

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

198-333	(3)	Thermal and Statistical Physics	
198-340	(3)	Electricity and Magnetism	
Psychology			
204-211	(3)	Learning and Motivation	
204-212	(3)	Perception	
204-213	(3)	Cognition	
204-337	(3)	Intro: Abnormal Psychology I	
204-354	(3)	Interpersonal Relationships	
SKILL AND TECHNIQUE COURSES			
Required Courses			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			
PRACTICA			
Required Courses			9
434-250D		Practicum I	3
434-350D		Practicum II	3
434-450D		Practicum III	3
ELECTIVE COURSES			
Students are encouraged to select courses that will contribute to their academic proficiency and professional preparation.			9
TOTAL CREDITS			90

7 Graduate School of Library and Information Studies (405)

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

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Emeritus Professors

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

Professor

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

Associate Professors

Jamshid Beheshti; B.A.(S. Fraser), M.L.S., Ph.D.(W. Ont.)
John E. Leide; B.S.(M.I.T.), M.S.(Wis.), Ph.D.(Rutg.)
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Professional Associate

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

Faculty Lecturers

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

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

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

For further information concerning programs, requirements, and courses, consult the Graduate School of Library and Information Studies section of the *2001-02 Faculty of Graduate Studies and Research Calendar* or the website.

8 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*. They provide the necessary information on course schedules (session, time, place, etc.). For further assistance, students should consult their Faculty advisor.

The names of course instructors are listed on the Course Timetable available on **infoMcGill** via the Web : <http://www.mcgill.ca/students/courses/>.

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

- † 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 2001-02.

8.1 411 – Administration and Policy Studies

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)

● * **411-405D 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.

For course symbol legends, see [page 211](#)

- **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)

8.2 412 – Counselling Psychology and Family Life Education

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

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)

The following courses are also offered through Continuing Education in connection with the Diploma in Human Relations and Family Life Education.

□ **412-508A/B SEMINAR IN SPECIAL TOPICS.** (3) (Permission must be obtained from the Department before registration.) 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.

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

The following courses are also offered through Continuing Education in connection with the Graduate Certificate in Counselling Applied to Teaching.

412-542A COUNSELLING ROLE OF THE TEACHER. (3) Theory and practice in interpersonal communication, interviewing, group dynamics, group leadership management, and referral criteria and procedures for students with developmental problems who experience trauma or crisis. Addressed primarily to elementary and secondary teachers who combine instructional responsibilities with a supportive role in school guidance and counselling activities.

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

8.3 414 – Inclusive Education and Gifted Education

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 2001-02.

Some of the following courses may be offered through Continuing Education. Please consult the *2001-02 Continuing Education Calendar*.

414-041 VOLUNTEER SPECIAL NEEDS TUTORING. (0) In collaboration with the McGill Chapter of the Council for Exceptional Children, and subject to the approval of collaborating Montreal-area schools, students contract to tutor students with learning needs. This provides a further practical component to complement students' program experience.

414-201 FIRST YEAR PROF. SEM. INCL. ED. (1) (Corequisite: 435-200) This seminar, in conjunction with the first field experience, serves as an orientation to the culture of the school and to teaching as a profession. Inclusive Education students will focus on serving special needs students in various settings across the age/grade span, from preschool through high school.

● **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.)

414-250 SECOND YEAR PROF. SEM. INCL. ED. SEC. (1) (Prerequisites: 414-201 and 435-200. Corequisite: 435-251) This seminar centers on individual differences in teaching and learning, learning styles, and strategies for accommodating individual differences. Inclusive Education students will focus on adolescent development and early identification and prevention of learning and behavioral problems.

414-251 SECOND YEAR PROF. SEM. INCL. ED. (K/ELEM.). (1) (Prerequisites: 414-201 and 435-200. Corequisite: 435-252) This seminar, which accompanies the early childhood teaching experience, will focus on recognizing and accommodating individual differences in learning. Inclusive Education students will focus on child development and early identification and prevention of learning and behavioral problems.

414-306 THIRD YEAR PROF. SEM. INCL. ED. SEC. (3) (Prerequisites: 414-250 and 435-251. Corequisite: 435-302) This seminar focuses on planning classroom teaching and puts into practice students' knowledge of subject methodologies. Topics include: computer technology, cooperative learning, and integrated curriculum. Inclusive Education students focus on teaching academic and social skills to special needs learners across age and grade spans, from preschool to high school.

414-307 THIRD YEAR PROF. SEM. INCL. ED. (K/ELEM.). (3) (Prerequisites: 414-251 and 435-252. Corequisite: 435-303) This seminar focuses on planning classroom teaching and puts into practice students' knowledge of subject methodologies. Topics include: computer technology, cooperative learning; and integrated curriculum. Inclusive Education students focus on teaching academic and social skills to special needs learners across age and grade spans, from preschool to high school.

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

414-341A INSTRUCTION IN INCLUSIVE SCHOOLS. (3) (Open to B.Ed. students only.) Planning, implementing and evaluating curriculum and instruction for students with exceptionalities. Using technology and adapting curriculum and instruction for learners with varying abilities, learning styles, and needs. Collaboration with students,

families, and other educators in the instructional process. Application component: application of instructional modifications for exceptional students in inclusive schools.

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

414-404 FOURTH YEAR PROF. SEM. INCL. ED. SEC. (3) (Prerequisites: 414-306 and 435-302. Corequisite: 435-402) This seminar will focus on advanced methodology in the two teaching subjects. Students in the B.Ed. Inclusive Education programs will explore advanced issues in Inclusive Education, including the education of high ability learners. They will complete a leadership project related to special needs students during this seminar.

414-405 FOURTH YEAR PROF. SEM. INCL. ED. (K/ELEM.). (3) (Prerequisites: 414-307 and 435-303. Corequisite: 435-403) This seminar accompanies the second major block of student teaching. Measurement and evaluation will be central to this seminar. Inclusive Education students will explore advanced issues in Inclusive Education, including the education of high ability learners. They will complete a leadership project related to special needs students during this seminar.

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

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

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.

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.

414-527A CREATIVITY AND ITS CULTIVATION. (3) 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.) Supervised practice in demonstration classrooms for gifted and talented children, with supporting seminars.

The following course is also offered through Continuing Education in connection with the Graduate Certificate in Counseling Applied to Teaching.

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

8.4 415 – Catholic Studies

● ▲ **415-204 HUMANITY BEFORE REALITY.** (3)

● ▲ **415-205 PHILOSOPHY OF RELIGION.** (3)

▲ **415-207 WHO IS CHRIST?** (3) (Offered through Continuing Education.)

● ▲ **415-208 PHILOSOPHY OF HUMAN NATURE.** (3)

▲ **415-209 THE SEARCH FOR AUTHENTICITY.** (3) (Offered through Continuing Education.) A search for meaning in contemporary living as reflected in selected authors.

● ▲ **415-290 GUIDE TO READING THE BIBLE.** (3)

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) (Offered through Continuing Education.) A critical study of the concept of God from a variety of religious, philosophic and mystical perspectives.

● ▲ **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.

▲ **415-473B LIVING WITH INSIGHT.** (3) An examination of the moral and spiritual challenges of the modern and post-modern

For course symbol legends, see [page 211](#)

world. Emphasis will also be placed on the role and responsibility of education in meeting these challenges.

☐ ▲ **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)

8.5 416 – Educational Psychology

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) (Not available for Psychology Major students or any student who has taken or is required to take 204-304 in the Psychology Department.) Personality, social behavior, and moral development from nursery school up to, but not including, adolescence. Emphasis on aspects of personality and social development that are related to the process of schooling.

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. 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.

● ▲ **416-310 EDUCATIONAL COMPUTER APPLICATIONS.** (3)

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.

416-335A INSTRUCTIONAL PSYCHOLOGY. (3) (Prerequisites: An introductory course in psychology or 416-300.) (Also offered through Continuing Education.) Psychological processes in instruction and learning, assessment, and curriculum design, based on theories of cognition, motivation, and the social context of instruction.

416-355B COGNITION AND EDUCATION. (3) (Prerequisites: 204-213 or permission of the instructor.) (Also offered through Continuing Education.) Cognition and learning in educational domains and contexts. Contributions of cognitive science to issues in education including domain-specific and general knowledge and expertise,

situated cognition and learning, cognitive apprenticeship, and uses of computers and networks as cognitive tools in educational settings.

416-377A ADOLESCENCE AND EDUCATION. (3) 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.)

● **416-410 ADVANCED COMPUTER APPLICATIONS.** (3) (Prerequisite 416-310)

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.)

The following courses are also offered through Continuing Education.

416-515 GENDER IDENTITY DEVELOPMENT. (3) (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.)

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.

☐ **416-595A/B SEMINAR IN SPECIAL TOPICS.** (3) 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.

416-596A/B SEMINAR IN SPECIAL TOPICS. (3) Seminar in selected topics in Educational and Counselling Psychology. The topic will vary from year and will be announced prior to registration.

8.6 421 – Protestant Studies

● **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.

8.7 422 – Jewish Studies

☐ **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)

● ☐ **422-320 VISIONS & REALITIES OF JEWISH EDUCATION.** (3)

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

□ **422-400B TEACHING THE JEWISH LITURGY.** (3) (Prerequisite: 135-333 or permission of instructor.) Survey of the high holiday and festival liturgy of the Jewish people, including the Passover Haggadah. Emphasis is placed on the meaning and purpose of prayer, and on the theological, moral and philosophical issues raised by the texts. Curriculum developed for teaching prayer and fostering spirituality within Jewish educational frameworks is examined and evaluated. (Awaiting University approval)

● □ **422-401 TEACHING THE BIBLE I.** (3)

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

● **422-404 TEACHING HEBREW AS A SECOND LANGUAGE.** (3) (Prerequisite: 135-340D or its equivalent.)

□ **422-420B TEACHING JEWISH HISTORY.** (3) Approaches, strategies and techniques of teaching Jewish history from ancient times to the present. Particular attention will be paid to creating educational materials that teach an understanding of history and that relate Jewish history to general world history, primarily at the secondary level.

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

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.

8.8 423 – Philosophy of Education

● **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.)

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

● **423-403 EDUCATION OF MINORITY GROUPS.** (3)

● □ **423-405 EDUCATIONAL AND SOCIAL CRITICISM.** (3)

● □ **423-406 COMPARATIVE EDUCATION.** (3)

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

□ **423-409B WOMEN AND EDUCATION.** (3) (Core course for the Women's Studies Minor Program.) The school as a sexist institution in both historical and contemporary perspectives; identifies women's contributions to intellectual history and the development of educational ideas and practices; analyses problems such as those of prejudice in schools, women teachers and promotion, sex role stereotypes in texts. Interdisciplinary approach. Guest speakers.

● □ **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.

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

8.9 424 – Education in Drama

□ † **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.) A participatory course in creative drama and the use of improvisational techniques in the pursuit of student development.

● □ **424-396 SPEECH IN DRAMA EDUCATION.** (3) (Offered through Continuing Education.)

● □ **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.)

8.10 425 – Secondary Education

Note: All courses in the Department of Integrated Studies in Education have limited enrolment.

ENGLISH

● **425-201 EFFECTIVE WRITTEN COMMUNICATION.** (3) (Offered through Distance Education.)

* † **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

* † **425-370B 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.

For course symbol legends, see [page 211](#)

8.11 426 – Education in Art

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.
- ▲ **426-205A 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](#).

8.12 429 – Education in Music

- ▲ **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.

▲ **429-207C 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.

▲ **429-306B THIRD YEAR PROF. SEM. MUSIC.** (2) (Prerequisites: 429-207 and 435-206. Corequisite: 435-305) This seminar emphasizes classroom management in the elementary classroom and the development of strategies for teaching music to large groups; critical examination of the school, the program, the teacher and the student body and how these elements converge in the elementary classroom.

□ ▲ **429-314B INSTRUMENTS IN THE CLASSROOM.** (3) (The ability to read notation is not a prerequisite) Rhythmic and melodic instruments are introduced and their potential to enhance songs, poems, stories and movement is explored through students' active participation.

□ ▲ **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.

□ † **429-342B 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.

▲ **429-406A FOURTH YEAR PROF. SEM. MUSIC.** (2) (Prerequisites: 429-306 and 435-305. Corequisite: 435-405) Continuation of topics from Third Year Professional Seminar Music with emphasis on philosophical issues of music teaching at the secondary level.

* † **429-442B ELEMENTARY MUSIC C&I.** (3) Preparation for Third Year Field Experience. Includes the study of curriculum content and instructional approaches, classroom management issues, lesson planning and program development for elementary schools.

* † **429-472A SECONDARY MUSIC C&I.** (3) Preparation for Fourth Year Field Experience. Includes the study of curriculum content and instructional approaches, classroom management issues, lesson planning and program development for secondary schools.

8.13 431 – Second Language Education

▲ **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.

431-259B 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.

▲ **431-300A 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.)

▲ **431-305B 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.

431-311B 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.

431-319A 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.

431-330A 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 LITTÉRATURE ET LITTÉRATIE EN FLS.** (3) Ce cours étudie les modèles théoriques et le développement de la littératie, les processus d'apprentissage d'un bon lecteur/scripteur et les approches méthodologiques dans divers contextes scolaires, en plus d'analyser les différents genres de la littérature enfantine et de jeunesse propre à la culture du Québec et de la francophonie.

431-345A ENSEIGNEMENT DU FSL PAR IMMERSION. (3) (Prerequisite: 431-300) Ce cours examine divers cheminements re-

trouvés 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 TFSL students; 431-447 for TESL 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 TFSL students; 431-458 for TESL 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.

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

431-402B MESURE ET ÉVALUATION EN FLS. (3) (Prerequisites: 431-444 and 435-359.) 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: 431-359. Corequisite: 435-459.) The fourth-year professional seminar will provide a forum for reflection on teaching in a variety of ESL classrooms at the secondary level. A wide range of techniques and materials will be experimented with and analyzed in terms of classroom processes, including instructional strategies and classroom organization.

431-412B MEASUREMENT & EVALUATION IN TESL. (3) (Prerequisites: 431-447 and 435-359.) This course deals with the role of evaluation in TESL. Students will explore the kinds of information needed to make educational decisions in second language courses, different techniques for getting that information, and ways for interpreting it. Principles and methods for evaluation with and without tests are discussed and practiced.

431-419B SÉMINAIRE PROFESSIONNEL IV. (3) (Prerequisite: 431-319. Corequisites: 431-472 and 435-459.) Ce séminaire professionnel porte sur l'analyse réflexive des pratiques stratégiques d'enseignement propres aux divers contextes scolaires au secondaires. Ce séminaire vise également l'expérimentation de divers matériels pédagogiques et la simulation de techniques d'animation et de gestion de classe.

431-444A ENSEIGNEMENT DU FLS AU PRIMAIRE. (3) (Prerequisite: 431-301. Corequisites: 431-319 and 435-359.) Le but de ce cours est de développer l'habileté à planifier des activités, des unités et des projets, dans des séquences d'enseignement, en fonction du programme d'études propre au contexte scolaire : FLS, immersion, et accueil. Cet enseignement vise l'intégration des pédagogies de la communication orale et écrite au primaire.

431-447A TESL IN ELEMENTARY SCHOOLS. (3) (Prerequisite: 431-311. Corequisites: 431-309 and 435-359.) This course aims to develop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the elementary level. The planning of instructional units that aim to develop learners' oral and written communication skills will be emphasized.

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

431-458B TESL IN SECONDARY SCHOOLS. (3) (Prerequisite: 431-311. Corequisites: 431-409 and 435-459.) This course aims to develop skills in planning appropriate lessons, activities, units and

For course symbol legends, see [page 211](#)

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 435-459.) Le but de ce cours est de développer l'habileté à planifier des activités, des unités et des projets, dans des séquences d'enseignement, en fonction du programme d'études propre au contexte scolaire: FLS, immersion, et accueil. Cet enseignement vise l'intégration des pédagogies de la communication orale et écrite de la langue seconde au secondaire.

□ **431-506B 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.

8.14 432 – Educational Technology

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

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

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

▲ 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.

432-306 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 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.

● **432-407 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.

8.15 433 – Elementary Education

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

LANGUAGE ARTS – LITERATURE – READING

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

● □ † **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. Note: all Science courses have limited enrolment.) 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.

● ▲ **433-230C ELEMENTARY SCHOOL MATHEMATICS.** (3)

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.

● **433-435C MATHEMATICS TOPICS.** (3) (Permission of instructor.) (Offered through Continuing Education.)

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.

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

▲ **433-473 ECOLOGICAL STUDIES.** (3) (Offered through Summer Studies.) 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.

● ▲ **433-474C PROBLEMS OF THE ENVIRONMENT.** (3) (Offered through Summer Studies.)

SOCIAL STUDIES

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

8.16 434 – Physical Education

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.

▲ **434-207B 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.

434-311 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.

† **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) This pedagogy course builds on physical education methods and field experiences. It focuses on the developing teacher, the establishment of the learning environment, and the implementation of the varied teaching strategies. Principles of research on teaching in physical education are translated into practical techniques for application in the field.

† **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.

● **434-451 PERSONAL TRAINER PRACTICUM.** (3) (Prerequisite: 434-250)

● **434-452 FITNESS APPRAISAL PRACTICUM.** (3) (Prerequisite: 434-350. Corequisite: 434-553)

▲ **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: 435-373 or equivalent) Directed towards an understanding of the important principles which should be the foundation of a modern program in Physical Education; student's role in the development, implementation and evaluation of the Physical Education Curriculum.

▲ **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 people 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) 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.

● **434-504 HEALTH & LIFESTYLE EDUCATION.** (3)

● **434-505A SPORT AND PHYSICAL EDUCATION IN SOCIETY.** (3)

● **434-550 ANALYZING INSTRUCTIONAL BEHAVIORS.** (3)

434-553 PHYSIOLOGICAL ASSESSMENT IN SPORT. (3) Various modes and protocols to evaluate the physical fitness of athletes will be examined. Students will design testing programs for athletes in specific sports.

● **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

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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)
- ☐ 434-244B DANCE AND FITNESS
- 434-248A RESISTANCE TRAINING
- 434-249B PHYSICAL ACTIVITY APPRAISAL
- ☐ 434-316 OLYMPIC GYMNASTICS
- 434-336 LACROSSE

8.17 435 – Student Teaching

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.

435-206C SECOND YEAR FIELD EXP. (MUSIC). (2) (Prerequisites: 429-206 and 435-205. Corequisite: 429-207) (Open to B.Ed. in Music students.) Students are placed with cooperating teachers in a secondary school for 10 days. They observe teachers in music and in their second subject, as feasible, and may engage in some limited teaching.

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.

435-246C 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.

435-259B 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.

435-303B 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.

435-305B THIRD YEAR FIELD EXP. (MUSIC). (7) (Prerequisites: 429-207 and 435-206. Corequisite: 429-306) Thirty-five days of teaching in an elementary school under the supervision of a music teacher and other school personnel. Students will gradually assume more responsibility for student learning, formative and summative evaluation, and will be expected to experience a full teaching load.

435-346A FIELD EXPERIENCE – ELEMENTARY SCHOOL. (9)

435-348A 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.

435-351A THIRD YEAR FIELD EXPERIENCE (SEC.). (8) (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 40 days of student teaching under the tutelage of school personnel.

435-359A THIRD YEAR FIELD EXPERIENCE (ESL/FSL). (8) (Prerequisites: 431-259 and 435-259. Corequisites: 431-309 and 431-447) The third-year field experience will consist of about 40 days of student teaching under the tutelage of experienced school personnel at the elementary level.

435-373C 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.

435-374 FIELD EXPERIENCE – SECONDARY SCHOOL. (3) (1 subject)

435-394 FIELD EXPERIENCE – ELEMENTARY AND SECONDARY SCHOOLS. (3)

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.

435-405A FOURTH YEAR FIELD EXP. (MUSIC). (8) (Prerequisites: 429-306 and 435-305. Corequisite: 429-406.) Forty days of teaching in a secondary school under the supervision of experienced school personnel in music and a second subject area. Students will gradually assume more responsibility for student learning, formative and summative evaluation, and will be expected to experience a full teaching load.

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)

435-451B FOURTH YEAR FIELD EXPERIENCE (SEC.). (7) (Prerequisites: 435-351, 455-351. Corequisite: 455-404 or 431-400 or 431-401) (Open to B.Ed. Secondary students only.) This major field experience of about 35 days of student teaching will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume more responsibility for student learning, classroom management and formative and summative evaluation.

435-459B FOURTH YEAR FIELD EXPERIENCE (ESL/FSL). (7) (Prerequisites: 431-309 and 435-359. Corequisites: 431-409 and 431-458) The fourth-year field experience will consist of about 35 days of student teaching under the tutelage of experienced school personnel at the secondary level.

435-478 FIELD EXPERIENCE – SECONDARY. (6) (1 subject)

- **435-479B 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)**8.18 436 – Vocational Education****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.

- **436-351 TECHNOLOGY: SURVEY.** (3)

- **436-352 TECHNOLOGY: SPECIAL THEMES.** (3) (Prerequisite: 436-351)

- **436-355 PRODUCT DEVELOPMENT.** (3)

- * **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.

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 specialties 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.)

- **436-258 TRAINING METHODOLOGIES.** (3) (Offered through Continuing Education.)

For course symbol legends, see [page 211](#)

- **436-269 INSTRUCTIONAL DESIGN.** (3) (Offered through Continuing Education.)
 - **436-357 TRAINING NEEDS ANALYSIS.** (3) (Offered through Continuing Education.)
- 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.

8.19 448 – 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.

8.20 449 – College Teaching

Courses listed under codes 412-, 414-, 416-, 449- and 450- are offered by the Department of Educational and Counselling Psychology.

- **449-582 HIGHER EDUCATION THEORY/POLICY.** (3)
- **449-588 HIGHER EDUCATION ENVIRONMENT.** (3)

8.21 455 – Curriculum and Instruction

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. Students will become aware of the difficulties encountered 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.

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 dialectical differences. The main phonological, grammatical and lexical differences between the dialects and the patterns underlying these differences will be examined.

ENGLISH/COMMUNICATION

▲ **455-202 EFFECTIVE COMMUNICATION.** (3) (Not open to students who have taken 425-201, 455-203, 455-204, 455-205 or 455-206.) (Offered through Continuing Education.) 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 suffi-

cient number of registered students do not attend, the instructor may sign a MARS worksheet giving the unregistered students permission to register. (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) (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) (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.

455-302B 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.

□ **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.

