

7 Faculty of Education

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7.1 The Faculty

7.1.1 Location

3700 McTavish Street
 Montreal, QC H3A 1Y2
 Canada
 Telephone: (514) 398-7042
 Fax: (514) 398-4679
 Website: www.mcgill.ca/education

7.1.2 Administrative Officers

Roger Slee; B.A.(Queensland, Australia),
 Grad.Dip.Ed.(State College of Victoria, Rusden),
 Grad.Dip.Sp.Ed.(Melbourne College of Advanced
 Education, Australia), M.Ed., Ph.D.(La Trobe, Australia)
Dean

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

Spencer Boudreau; B.A.(Don Bosco), B.A., M.A.(Sherb.),
 Ph.D. (C'dia.) **Associate Dean (Teaching,
 Learning and Students)**

Cathrine Le Maistre; B.Sc., Dip. Ed.(Exeter), M.Ed.,
 Ph.D.(McG.) **Associate Dean (Academic Affairs)**

Roy Lyster; B.A. (Regina), M.A.(Paris VII), B.Ed., M.Ed.,
 Ph.D.(Tor.) **Associate Dean (Graduate Studies)**

France Bouthillier; B.Ed.(UQAM), MBSI(Montr.), Ph.D.(Tor.)
**Director, Graduate School of Library
 and Information Studies**

Steven Jordan; B.A.(Kent), M.Sc.(Lond.), Ph.D.(McG.)
**Chair, Department of Integrated
 Studies in Education**

Hélène Perrault; B.Sc.(C'dia), M.Sc., Ph.D.(Montr.)
**Chair, Department of Kinesiology and
 Physical Education**

Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.)
**Chair, Department of Educational and
 Counselling Psychology**

Anne Farray **Assistant to the Dean/APR**
 Christine Zilberman **Senior Student Affairs Officer**
 Susan Mao Cheia **Financial Officer**

7.1.3 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 renamed 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 on both the McGill and Macdonald Campuses. The St. Joseph Teachers College and the Faculty of Education were amalgamated in 1970 and relocated in a new building on the McGill Campus. In 1996, the Graduate School of Library and Information Studies became affiliated with the Faculty.

The Faculty serves approximately 2,000 students enrolled in undergraduate, graduate and professional development programs. The Faculty is organized into three departments and the Graduate School of Library and Information Studies. In addition, the Faculty has a number of research and service centres, several of an interdisciplinary nature.

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

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

7.1.4 Faculty Facilities

Centre for Educational Leadership (CEL)

CEL, a unit of the Department of Integrated Studies in Education, is committed to the development of leadership for all educational stakeholders through teacher preparation, graduate studies, research and ongoing professional development. The Centre seeks to promote dialogue, partnerships and projects among teachers, policy makers and other educational leaders in the local community and beyond through credit and non-credit work, research and development activities.

Director: Dr. Lynn Butler-Kisber

CEL is located in the Faculty of Education (Room 422)
 Telephone (514) 398-6961; 1591 Fax: (514) 398-7436
 Website: www.mcgill.ca/edu-integrated

Education Library and Curriculum Laboratory

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

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

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

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

Visit the Education Library Website for library hours, loan policies, information about reserve reading, curriculum guides and

links to other important education sites.

Head Librarian: Marilyn Cohen
 Telephone: (514) 398-8109
 Website: 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 career placement, student orientation, participation in teachers' conventions, library donations and Career Fair. Other activities include the assignment of lockers for students, selling merchandise in the Spirit Store, the administration of a tutoring service, 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
 Website: www.mcgilledus.ca

Media Services

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

The equipment loan inventory includes a 30-seat mobile wireless computer lab, multimedia projectors, laptop computers, digital video and still cameras, DVD and VHS video playback units, audiocassette kits for recording lectures and interviews, and CD/MP3/tape boom boxes for in-class audio playback. Media-related consumables such as CDs and batteries are available for sale at the service counter.

An eight-seat multimedia lab gives students access to workstations equipped for a range of multimedia production tasks including digital video editing and DVD burning. Students can create video programs, audio tracks, Websites and PowerPoint presentations, often combining "multi" media in each project. The lab is supported by experienced technical staff.

In-class technical support services are provided as needed, both by appointment and in urgent situations, as well as through ongoing maintenance of classroom technology facilities. All classrooms in the Faculty have Internet access, while most are equipped with wireless (wi-fi) connectivity as well.

Media production services are provided free of charge (except consumables) for teaching staff preparing teaching materials for Faculty of Education courses. Services include everything from making copies of various media (when legal), to live video recording, Website creation, banners, booklets, pamphlets, conference presentation materials and production of internationally distributed education journals. Production services are also available to research, administration and external clients at competitive pricing.

In-house conference expertise is available for all technical aspects of supporting conferences in the Education building. This includes pre-conference planning, promotional materials preparation services and extensive conference-day technical support resources.

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

Media Services manages and maintains the Faculty Web server, participates in maintaining the Faculty Website, and provides production services for the Faculty newsletter.

Sessional Hours (September to mid-April):

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

Spring Hours (mid-April, May & June):

Monday to Friday 08:15 - 16:45
 (from June 25, 2004, closed Fridays)

Summer Hours (July & August):

Monday to Thursday 08:15 - 16:45

August 2-27, 2004

CLOSED

Educational Media Services is closed on Saturdays, Sundays and holidays.

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. Consultants are available for help. This facility is available for courses, workshops and individual use by Education students and staff.

Closed Sundays, holidays and during August.

Hours for the Fall and Winter terms are:

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

Up-to-date information is posted on our Website:

www.education.mcgill.ca/complab.

McGill Career and Placement Service (CAPS)

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

For Information, contact:

Alain Villemaire, Career Adviser

Telephone: (514) 398-2484

E-mail: alain.villemaire@mcgill.ca

Website: www.mcgill.ca/edu-sao/careerandplacementservices/

McGill Journal of Education

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

For annual subscriptions, contact:

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

Current rates (applicable taxes are extra):

\$25.00 for Faculty of Education student subscriptions;

\$40.00 for Canadian subscriptions; and

\$60.00 for International subscriptions (airmail).

Office of First Nations and Inuit Education (OFNIE)

The Office of First Nations and Inuit Education coordinates the work which the Faculty of Education carries out cooperatively with various Indigenous 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, and various other indigenous communities in Quebec, OFNIE delivers field-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 indigenous peoples.

Director: Dr. Michael Doxtater

Office: Education Building, Room 614

Telephone: (514) 398-4533

Fax: (514) 398-2553

E-mail: michael.doxtater@mcgill.ca

The A.S. Lamb Learning Centre

The A.S. Lamb Learning Centre integrated by the Reading Room and the Computer Laboratory is located on the second floor of the Sir Arthur Currie Memorial Gymnasium. It houses 20 P4 computers with CDRW drives and 1 Apple iMac with DVD-R drive for video editing. Laser printing as well as scanning facilities are also available. This facility will be used for courses, workshops, and individually by students and staff. Users will also be able to access the McGill wireless network using their notebook or laptop computer equipped with a wireless Network Interface Card (NIC).

Website: www.mcgill.ca/edu-kpe/complab

Hours: Monday to Friday

09:00 - 17:00

Evolution Education Research Centre (EERC)

Mission: "To advance the teaching and learning of biological evolution through research." It opened its doors at McGill in 2001 with 4 McGill professors and 4 Harvard professors who have expertise in anthropology, biological evolution, educational psychology, geology, molecular biology, palaeontology, philosophy of science/education and science education.

Director: Professor Brian Alters

Office: Education Building, Room 355

Telephone: (514) 398-5151

Centre for the Study and Teaching of Writing

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

The Centre is located in the Education Building, Room 244.

Telephone: (514) 398-6960

Seagram Sport Science Centre

The Seagram Sport Science Centre, opened in 1993, houses five laboratories for faculty and graduate students in the Department of Kinesiology and Physical Education. The laboratories for adapted physical activity, exercise physiology, biomechanics, psychology and the Cleghorn Hyperbaric Oxygen Laboratory are supported by a full-time technician. The activities of the Centre include ongoing research programs of staff, performance testing of elite athletes, joint research activities with other departments within McGill and industry.

Co-Directors:

Dr. David Pearsall, Faculty of Education

Dr. Eric Lenczer, Faculty of Medicine

Telephone: (514) 398-4184 ext. 0558

Office of Student Teaching (OST)

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

Office Hours: Monday to Friday

08:30 - 17:00

Director: Professor Fiona J. Benson

Office: Education Building, Room 430

Telephone: (514) 398-7046

Fax: (514) 398-3179

E-mail: fiona.j.benson@mcgill.ca

Student Affairs Office (SAO)

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

Special requests can be made, in writing, to the Associate Dean (Teaching, Learning and Students).

Office: Education Building, Room 243

Telephone: (514) 398-7042

Fax: (514) 398-4679

E-mail: sao.education@mcgill.ca

Website: www.mcgill.ca/edu-sao

7.2 Faculty Programs

The Faculty of Education offers three different kinds of programs.

Undergraduate Programs

The Faculty offers programs leading to the Bachelor of Education (B. Ed.) degree for those wishing to become teachers, and a B.Sc. (Kinesiology). Advanced standing may be given to those already holding a university degree.

Programs of Professional Development

For qualified teachers wishing to enhance their knowledge and skills, the Faculty offers 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 master's and doctoral degrees in various fields of education and psychology, and library and information studies.

Undergraduate programs of initial teacher education are described in this Calendar, programs of professional development are described in the *2005-06 Centre for Continuing Education Calendar*, and graduate programs are described in the *2005-06 Graduate and Postdoctoral Studies Calendar*.

7.2.1 Undergraduate Education Programs

7.2.1.1 Code of Professional Conduct

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

7.2.1.2 Code of Ethics for Student Teachers

A. PREAMBLE - A STUDENT-CENTRED PERSPECTIVE

Mandate

A joint subcommittee consisting of members from two standing committees of the Faculty of Education (Faculty of Education Ethical Review Board and Student Standing) was created to develop a Code of Ethics for Student Teachers and to examine the ways in

which this Code will be communicated to students, faculty members and educational partners.

Goals and Rationale

The interests of the two Standing Committees of the Faculty of Education in promoting appropriate ethical and professional conduct have led us to develop the following Code of Ethics for Student Teachers. This code seeks to respond to and address the following needs:

- The Code addresses the interdependent duties, rights and responsibilities of student teachers, faculty members and educational partners.
- By addressing common issues and needs, the Code seeks to articulate and make explicit ethical principles that transcend disciplinary boundaries. These principles reflect the fundamental values that are expressed in the duties, rights and responsibilities of all involved in Teacher Education.
- The Code requires a reasonable flexibility in the implementation of common principles. It is designed to help those involved in Teacher Education, as a matter of sound ethical reasoning, to understand and respect the contexts in which they work and accommodate the needs of others.
- The Code seeks to encourage continued reflection and thoughtful response to ethical issues. It does not seek definitive answers to all ethical questions or situations. Rather, it seeks to outline the guiding principles to ethical conduct and to identify major issues which are essential to the development and implementation of this Code.

Context of an Ethics Framework for Student Teachers

The principles and norms guiding ethical conduct are developed within an ever-evolving complex societal context, elements of which include the need for reflective action and ethical principles.

Education is premised on a fundamental moral commitment to advance and construct knowledge and to ensure human understanding and respect for individual and collective well-being and integrity.

The moral imperative of respect translates into the following ethical principles that assume a student-centred perspective as articulated in the Quebec Curriculum Reform and Competencies outlined for Teacher Education.

B. ACADEMIC FREEDOM AND RESPONSIBILITIES

Teachers enjoy, and should continue to enjoy, important freedoms and privileges. However, with freedoms come responsibilities and ethical challenges. This Code of Ethics is in keeping with the philosophy and spirit of the New Directions that are embedded in the document "Teacher Training: Orientations, Professional Competencies" (Ministry of Education 2001) and the reflective practice literature.

The role of the teacher and the contexts of teaching have changed. Thus, new resources (knowledge, skills, attitudes) are required to practice the profession and meet the challenges of teaching and learning in whatever contexts student teachers may find themselves and to engage in professional development individually and with others.

C. ETHICS AND LAW

"Teaching is governed by a legal and regulatory framework" (MEQ p. 120). The law affects and regulates the standards and norms of teaching behaviours in a variety of ways such as respecting privacy, confidentiality, intellectual property, competence. Human rights legislation prohibits discrimination and recognizes equal treatment as fundamental to human dignity and well being. Teachers should respect the spirit of the Canadian Charter of Rights and Freedoms, particularly the sections dealing with life, liberty and the security of the person as well as those involving equality and discrimination and the Education Act that sets out the obligations and rights of teachers.

D. GUIDING ETHICAL PRINCIPLES

Ethical student teachers should respect the following guiding ethical principles:

1. Respect for Human Dignity

- Speaks and acts towards all students with respect and dignity; and deals judiciously with them at all times, always mindful of their individual rights and personal sensibilities.
- Respects the dignity and responsibilities of cooperating teachers, peers, principals, parents and other professionals or para-professionals within the school, school board and community.

2. Respect for Vulnerable Persons

- Respects and recognizes ethical obligations towards vulnerable persons. This principle recognizes that students are in a vulnerable position and that student teachers are in a privileged relationship with students and their families and will always refrain from exploiting that relationship in any form or manner.

3. Respect for Confidentiality and Privacy

- Respects the confidential nature of all information related to students and their families and will share such information in an appropriate manner only with those directly concerned with their welfare.
- Respects the confidential nature of all information related to all school personnel and will share such information in an appropriate manner.

4. Respect for Justice

- Respects and recognizes the right of individuals to be treated with fairness and equity and the importance of avoiding conflicts of interest.

5. Respect for Safety of Students

- Respects the right of individuals to expect that student teachers will engage in practices that aim to ensure the physical, psychological and emotional safety of students.

6. Respect for Existing Ethical Codes and Professional Standards

- Respects the authority, roles and responsibilities of the cooperating teacher and agrees to adhere to the responsibilities and obligations for teachers as outlined in the Education Act, Faculty and University handbooks as well as all local agreements by host school boards and schools.

7. Balancing Harm and Benefits

- Acknowledges that any potentially harmful practices (e.g., science labs and physical education activities) must be balanced with anticipated benefits and conducted in a prudent, informed manner.

E. PUTTING PRINCIPLES INTO PRACTICE: VENUES FOR COMMUNICATION

More than one principle may apply to a given case or situation. For meaningful and effective implementation of these principles, they must be widely communicated and applied in appropriate contexts.

The Code of Ethics will be published on the Faculty of Education Website with links from department Web pages to the Code, and in the Student Teaching Handbook and Undergraduate Student Handbook.

7.2.1.3 English Language Requirement

The Quebec Ministry of Education and the Faculty of Education require that all students in teacher education programs demonstrate their proficiency in the language of instruction. To fulfill this obligation, all students are required to successfully pass an English Language Proficiency Test in the Fall term of their first year of admission to the Faculty. The test will be administered in the December examination period. Students who fail the test the first time and who wish to remain in the program will have adequate opportunities to improve the quality of their English lan-

guage skills. Students who were unsuccessful in their first test in the first year in the program will be required to register and take the test again in the Fall term of the second year of the program. Students who fail the second test will be placed in unsatisfactory standing and must withdraw from the program. Students who fail to register for the test in the Fall term of their first year in the program will be given only one opportunity to pass the test, in the Fall term of their second year.

Note: This requirement does not apply to students in the B.Ed. or in the Education for First Nations and Inuit TFSL Certificate programs.

Language Requirement for Applicants to B.Ed. TESL, TFSL Programs

Applicants to the B.Ed. TESL or TFSL programs are required to pass written and oral language tests in order to fulfill the admission requirements of these two programs.

7.2.1.4 Undergraduate Programs

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

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

Admission is competitive and it may not be possible to accept all applicants who meet the minimum requirements.

- For "[Bachelor of Education Secondary Program](#)", see [section 7.5.1.1](#). A 120-credit program offered by the Department of Integrated Studies in Education.
- For "[Bachelor of Education Kindergarten and Elementary Program](#)", see [section 7.5.1.4](#). A 120-credit program, offered by the Department of Integrated Studies in Education.
- For "[Bachelor of Education Kindergarten and Elementary Program \(Jewish Studies Option\)](#)", see [section 7.5.1.6](#). Students taking this option take 126 credits, offered by the Department of Integrated Studies in Education.
- For "[Baccalauréat en enseignement du français langue seconde](#)", see [section 7.5.1.7](#). A 120-credit program, offered by the Department of Integrated Studies in Education jointly with the Université de Montréal.
- For "[Bachelor of Education in Teaching English as a Second Language](#)", see [section 7.5.1.8](#). A 120/121-credit program offered by the Department of Integrated Studies in Education.
- For "[Bachelor of Education Physical Education](#)", no new students will be admitted to this program; refer to previous Calendars for program details.
- For "[Bachelor of Education Physical and Health Education](#)", see [section 7.6.1.1](#). A 120-credit program offered by the Department of Kinesiology and Physical Education.
- For "[Concurrent Bachelor of Education in Music and Bachelor of Music \(Music Education\) Program](#)", see [section 7.5.1.2](#). A 143/144-credit program offered jointly by the Department of Integrated Studies in Education and the Faculty of Music. See also [section 10.6.5 "B.Mus./B.Ed. Bachelor of Music and Bachelor of Education Concurrent Program"](#).
- For "[Concurrent Bachelor of Science \(Major or Major Concentration with a Minor for Teachers\) and Bachelor of Education Secondary Program](#)", see [section 7.5.1.3](#). This program is offered jointly by the Department of Integrated Studies in Education and the Faculty of Science.

A student who successfully completes any of the above programs, (and meets other requirements set out by the MEQ (Ministère de l'Éducation du Québec) is recommended for certification as a teacher in the province of Quebec; see [section 7.2.1.5 "Quebec Teacher Certification"](#).

- "Bachelor of Education Kinesiology". No new students will be admitted to this program; refer to previous Calendars for program details.

"Bachelor of Science (Kinesiology)", see section 7.6.2. A 90-credit (120 credits for out-of-province students) program offered by the Department of Kinesiology and Physical Education.

The program entails a comprehensive understanding of human movement. Kinesiology is a multidisciplinary field viewing human movement from social, historical, psychological, or biological perspectives. The program provides students with a breadth of theoretical knowledge as well as an opportunity to explore related areas in greater depth, including minor programs available elsewhere within the University. Students may opt for either General or Applied emphasis, with an Honours program available for particularly strong students.

7.2.1.5 Quebec Teacher Certification

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

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

All graduates of the 120-credit Bachelor of Education Teacher 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 Quebec Diploma, candidates must be either Canadian citizens or Permanent Residents.

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

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

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

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

Fluency (oral and written) in the language of instruction is a requirement for all those seeking certification.

7.2.1.6 General Admission Requirements – Undergraduate Programs

Except for the Concurrent Bachelor of Education in Music and Bachelor of Music (Music Education) program for which application should be made to the Faculty of Music (refer to section

7.2.1.7 "Additional Admission Requirements" and to section 7.5.1.2 "Concurrent Bachelor of Education in Music and Bachelor of Music (Music Education) Program"), application for all Bachelor of Education programs should be made to:

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

For application procedures and admission requirements for the Bachelor of Education and Bachelor of Science (Kinesiology) programs, see section 3.5 "General Admission and Documentation Requirements" or the Website: www.mcgill.ca/applying.

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

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

Residents of Canada 23 years of age or older who lack the academic qualifications required for admission may apply for entry as mature students. Please refer to section 3.5 "General Admission and Documentation Requirements" or at the Website: www.mcgill.ca/applying.

7.2.1.7 Additional Admission Requirements

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

Although no additional prerequisite courses are required, the Faculty recommends that applicants to the B.Ed. Secondary, Science & Technology, and B.Ed. Physical & Health Education programs have appropriate background science and mathematics courses, i.e., biology, chemistry, physics and mathematics.

Students having other backgrounds will be considered for admission but will be required to complete prerequisite courses in mathematics and science that may increase the number of credits required for the degree.

7.2.1.8 Intra-Faculty Transfers

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

Deadlines for application:

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

7.2.1.9 Inter-Faculty Transfers

Students wishing to transfer to the Faculty of Education may apply to the Office of the Associate Dean (Teaching, Learning & Students). Normally, students who are registered for their first term of university studies in the Fall term cannot apply for a transfer in January.

Transfer applicants will be considered on the basis of both university work and previous studies. A minimum CGPA of 3.0 (B) is required for admission as a transfer student.

Deadlines for application:

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

7.2.1.10 Advanced Standing/Transfer Credits

Advanced standing credit will be granted on an individual basis depending upon the student's academic background. A minimum of 60 credits must be completed at McGill in order to obtain a McGill degree. Please note that transfer credit evaluation can only be determined after the formal application and all necessary supporting documents have been received by the Admissions, Recruitment and Registrar's Office. For more details, see section 3.5 "General Admission and Documentation Requirements".

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

7.2.1.11 Readmission

Requests for readmission must be submitted to the Associate Dean (Teaching, Learning and Students), Faculty of Education. Students should request a Readmission Application package from the Associate Dean (Teaching, Learning and Students) Office. Information is also available on the Website: www.mcgill.ca/edu-sao. The application and all supporting documents must be received by the Associate Dean's office no later than **May 1** for September admission. Readmission for the Winter term is normally not permitted. Students who are readmitted are subject to the program and degree requirements in effect at the time of readmission. Normally, in order to be considered for credit or exemption, pedagogical courses must have been completed within the last five years. The Associate Dean, in consultation with the appropriate department, will review special cases.

7.2.2 Programs of Professional Development

The Faculty of Education offers programs of professional development in several fields. All such programs are 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 section for offering departments.

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

The Faculty of Education offers 30-credit certificate and diploma programs to university graduates in the following fields:

Department of Educational and Counselling Psychology

- Certificate in Educational Technology
Admission to this Certificate is temporarily suspended.
- Certificate in Inclusive Education
- 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.

Department of Integrated Studies in Education

- Certificate in Teaching English as a Second Language (TESL)
This program will not accept students in 2005-2006.

7.2.3 Programs for First Nations and Inuit

The following programs are offered for First Nations and Inuit teachers by the Faculty of Education. Information can be obtained by contacting:

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

Detailed information about the following programs may be found in [section 7.5.2 "Programs for First Nations and Inuit"](#).

- B.Ed. for Certified Teachers (Elementary Education)
- Certificate in Aboriginal Literacy Education
- Certificate in Education for First Nations and Inuit
- Certificate in First Nations and Inuit Student Personnel Services
(This program is offered by the Department of Educational Psychology and Counselling through the Office of First

Nations and Inuit Education. Restrictions apply to enrolment.)

Certificate in Middle School Education in Aboriginal Communities

Certificate in First Nations and Inuit Educational Leadership

Certificate in Aboriginal Education for Certified Teachers

7.3 Faculty Regulations Undergraduate Programs

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

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

Language Requirement

See [section 7.2.1.3 "English Language 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. (This document is also available on the Website: www.mcgill.ca/edu-sao).

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 advisers are available to assist them with program planning; however, students are ultimately responsible for their academic record.

7.3.1 Course Information

Course Load

Undergraduate Education programs leading to certification can only be followed on a full-time basis and part-time study is not normally permitted. Students must take a minimum of twelve (12) credits per term unless the Associate Dean (Teaching, Learning and Students) 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 (Teaching, Learning and Students).

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

Time Limit for Completion of Degrees

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

Course Requirements

All required and complementary courses used to fulfill program requirements must be completed with a grade of C or better. A failure (F, J, KF, WF) in any level of field experience or the English Language Proficiency Test (EDEC 215), second attempt, places a student in unsatisfactory standing requiring withdrawal from the University. Further details on requirements for field experience are listed in [section 7.3.3 "Student Teaching/Field Experience"](#).

Course Registration

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

Note: Students must register for both Fall and Winter terms at the same time. Students are required to be registered for Field Experience courses at least two months prior to commencement of the term. Students who are not officially registered by this date risk the possibility of not being placed for their Field Experience assignment. First-year students must be registered for their first-year Field Experience course by the end of August. Students admitted to teacher education programs (except TFSL) must register for EDEC 215 in their first term in the Faculty.

Courses offered through Continuing Education and Summer Studies

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

Courses Taken as Transfer Credit

Students may, with the approval of their adviser 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. Grades of C-, P, S are not acceptable for transfer credit. Please refer to [section 4.6.5 "Transfer Credits"](#), for further information. **Students are not permitted to take transfer courses during their graduating term.**

Courses taken under Satisfactory/Unsatisfactory Option

Required or Complementary courses cannot be taken under this option. Please consult [section 4.3.5 "Courses Taken under the Satisfactory/Unsatisfactory \(S/U\) Option"](#).

Course Equivalencies

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

- EDEC 233 First Nations and Inuit Education (formerly EDEE 441)
- EDEC 248 Multicultural Education
- EDEC 410 Multi-cultural/Multi-racial Class (retired Fall 2005)
- EDER 464 Intercultural Education (retired Fall 2005)

(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:

- EDES201 Effective Written Communication
- EDEC202 Effective Communication
- EDEC203 Communication in Education

(Only one of these courses may be taken for credit.) Credit for Elementary Computing ACOM150, offered by the Faculty of Arts, will not be given if taken concurrently with or after EDPT 200.

Dress Regulations

All students enrolled in teacher certification programs are advised that school boards and individual schools may have regulations concerning acceptable attire. Students are advised to adhere to any such regulations.

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

7.3.2 Attendance

The pattern of attendance necessary to satisfy the requirements of coursework 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 field experience courses offered by the Office of Student Teaching as well as for skill and technique courses offered by the Department of Kinesiology and Physical Education.

Students will not be allowed to register for, or continue to attend, intensive (6-week to 7-week blocked) Education courses if they miss the entire first six hours of the course.

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

7.3.3 Student Teaching/Field Experience

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

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

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

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

The Director of the Office of Student Teaching has the authority to grant special permission for a student to repeat a Field Experience. This permission is granted for a student who experiences serious difficulties in a Field Experience but who has demonstrated some potential to successfully reach the required standard. In such cases the student will be granted a "D" grade and will be given the opportunity to register for the course during the next regularly scheduled session. This privilege will only be granted once in a student's program. The Director also has the authority to terminate a placement and assign a failing grade. A student may appeal this decision by making a formal application.

Students who transfer from the B.Ed. Kindergarten/Elementary to the B.Ed. Secondary program, or vice-versa, will not be required to repeat the first-year professional seminar or Field Experience. Normally, all professional seminar and Field Experience courses will be taken in sequence. Exceptions must be approved by the Associate Dean (Teaching, Learning and Students).

Students with teaching experience acquired before entering the Bachelor of Education programs may, under certain circumstances, be granted exemption for the first-year professional seminar and Field Experience. Requests must be submitted with supporting documentation to the Director of the Office of Student Teaching upon admission to the program.

Students are expected to attend school regularly all day and to be on time every day of the Field Experience. If, for any reason, student teachers are unable to attend their school, they must immediately notify the Office of Student Teaching at (514) 398-7046 and the cooperating teacher in the school to which they are assigned. Student teachers will be required to make up for absences.

A conscious effort is made to place students within reasonable travelling 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.

7.3.4 Grading and Examination

Method of Evaluation

Every instructor shall provide with every course outline a description of the means of evaluation to be used in the course. This includes:

- whether there will be a final examination in the course
- how term work will affect the final mark in the course
- how term work will be distributed through the term
- whether there will be a supplemental examination in the course, and if so, whether term work will be included in the supplemental grade.

Academic Integrity

The Code of Student Conduct and Disciplinary Procedures includes sections on plagiarism and cheating. The Code is included in the *Student Rights and Responsibilities Handbook*. Please refer to General Policies and Information, [section 4.1.6 "Academic Integrity"](#), for further information.

Incomplete Grades

Instructors may grant an extension for the submission of required term work if they feel the student's request is reasonable. In such cases the student is responsible for submitting an application for an extension (forms are available from the Student Affairs Office), along with supporting documents for the instructor's approval before the end of the course. The deadline date for which the work is to be completed must be included. In such cases, the instructor will submit a grade of "K" (incomplete). The maximum extension for the submission of grades to the Student Affairs Office is as follows:

Fall term courses - April 30

Winter term courses - July 30

Summer term courses - October 30

NB: Students' deadlines for submitting their work must be sufficiently in advance of these dates to ensure that the work can be graded and the mark submitted on time. If marks to clear the K grades have not been submitted to the Student Affairs Office by the above dates, the K is automatically changed to a KF, which counts as an F in the GPA.

No additional extensions may be granted without the approval of the Associate Dean (Teaching, Learning and Students).

Evaluation of Student Teachers – Field Experience Courses

Students are responsible for familiarizing themselves with the objectives, evaluation criteria and forms for each level of Field Experience. Detailed information is included in the *Student Teach-*

ing Handbook, available on the Website www.mcgill.ca/ost/handbooks.

A failure in any Field Experience places a student in unsatisfactory standing, requiring withdrawal from the teacher education program. Students with a grade of D who wish to remain in the program will be required to repeat the Field Experience course during the next normally scheduled session. Students will only be permitted to repeat a Field Experience course once during their program.

Evaluation of Language Proficiency

See [section 7.2.1.3 "English Language Requirement"](#).

Examinations

Formal final examinations are held during an examination period following the term in which the course is given (Fall and Winter terms only). The dates of the examination periods are listed in the Calendar of Dates. Students must not make travel arrangements to leave Montreal prior to the scheduled end of any examination period. Not all courses have final examinations; standing in these courses is determined on the basis of term work and class tests. Students should refer to the Examinations section of the Calendar, and the Web site www.mcgill.ca/student-records/exam for information about 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 Fall courses, and before the second Friday in July for Winter courses and courses that span Fall/Winter.

Students should be aware of the following:

- special permission is required to write supplemental exams totalling more than 7 credits;
- only one supplemental examination is allowed in a course;
- the supplemental result may or may not include the same proportion of class work as did the original grade. Students should consult with the instructor;
- the supplemental result will not erase the grade originally obtained; both the original mark and the supplemental result will be calculated in the CGPA. Supplemental applications are available at the Student Affairs Office. A non-refundable fee for each supplemental paper is 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 in the Faculty of Education are subject to the deadlines, rules and regulations of the relevant faculty.

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

7.3.5 Academic Standing

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

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

Satisfactory/Interim Satisfactory Standing

Students in satisfactory standing may continue in their program.

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

Probationary/Interim Probationary Standing

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

Students in interim probationary standing may continue in their program, but should evaluate their course load and reduce it as appropriate. They are strongly advised to consult a departmental adviser, before the withdrawal deadlines, about their course selection for the winter term. Students in interim probationary standing will be permitted to proceed with the next scheduled Field Experience course, i.e., Winter or Spring, for First- or Second-Year Field Experiences only.

- Students who were previously in satisfactory standing will be placed in probationary standing if their CGPA falls between 1.50 and 1.99.
- Students who were previously in probationary standing will remain in probationary standing if their CGPA falls between 1.50 and 1.99 and their TGPA is 2.50 or higher, although the TGPA requirement will not apply to the Summer term.
- Students who were previously in interim unsatisfactory standing will be placed in probationary standing if their CGPA falls between 1.50 and 1.99 and their TGPA is 2.50 or higher.
- Students who were previously in unsatisfactory standing and who were readmitted to the Faculty by the Associate Dean or the Committee on Student Standing will be placed in probationary standing if their CGPA is less than 2.00, but if they satisfy relevant conditions specified in their letter of readmission.
- Students who receive a grade of D for any level Field Experience course will be placed in probationary standing.

Readmitted Unsatisfactory Standing

Students who were previously in unsatisfactory standing and who were readmitted to the Faculty by the Associate Dean or the Committee on Student Standing will have their standing changed to

readmitted unsatisfactory standing. Their course load is specified in their letter of readmission, as are the conditions they must meet to be allowed to continue in their program. They should see their departmental adviser to discuss their course selection.

Unsatisfactory/Interim Unsatisfactory Standing

Students in interim unsatisfactory standing may continue in their program, but should evaluate their course load and reduce it as appropriate. They are strongly advised to consult a departmental adviser, before the withdrawal deadlines, about their course selection for the Winter term. Students in interim unsatisfactory standing will not be permitted to proceed with the next normally scheduled Field Experience.

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

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

- Students will be placed in unsatisfactory standing (Winter or Summer term) or interim unsatisfactory standing (Fall term) if their CGPA falls or remains below 1.50.
- Students who were previously in probationary, unsatisfactory readmitted, or interim unsatisfactory standing will be placed in unsatisfactory standing if their TGPA falls below 2.50 and their CGPA is below 2.00.
- Students who were previously in unsatisfactory standing and who were readmitted to the Faculty by the Associate Dean or the Committee on Student Standing and who have not at least satisfied the conditions to attain probationary standing that were specified in the letter of readmission will be placed in unsatisfactory standing.
- Students who receive a failure (F, J, KF, WF) in any level of student teaching/Field Experience course are automatically placed in unsatisfactory standing and must withdraw from the program.
- Students in Teacher Education Programs who receive a failure in the English Language Requirement Test for the second time are automatically placed in unsatisfactory standing and are required to withdraw from the program.

Students in either the Concurrent B.Sc./B.Ed. or B.Mus./B.Ed. program who receive an F or J in any Education Field Experience course, or fail the English Language Proficiency Test for the second time, are placed in unsatisfactory standing. Although they may complete their term, they are required to withdraw from the Concurrent program. They may, however, contact the Faculties of Science or Music regarding application to their general degrees.

Appeals for readmission by students in unsatisfactory standing should be addressed to the Associate Dean no later than May 1 for readmission to the Fall term. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation). Students in unsatisfactory standing for the second time must withdraw permanently. Students who were placed in unsatisfactory standing due to a failure in student teaching/Field Experience cannot apply for readmission for at least one full year. Please see [section 7.2.1.11 "Readmission"](#).

Incomplete Standings

Standing awaits deferred or supplemental exams.

Must clear K's, L's or Supplementals.

Standing incomplete.

Students with incomplete standings in the Winter or Summer term may register for the Fall term, but their standing must be resolved by the end of the course change period for that term; students whose incomplete standing changes to satisfactory, probationary, or interim unsatisfactory standing may continue in the program. Students whose standing changes to unsatisfactory may not continue in their program.

Students whose standing changes to unsatisfactory and who wish to ask for permission to continue in their program must make a request to the Associate Dean of Student Affairs as soon as they are placed in unsatisfactory standing. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation). (Please see section 7.2.1.11 "Readmission".)

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

7.3.6 Graduation Requirements

To be eligible for a B.Ed. or the B.Sc. (Kinesiology) degree, students must fulfill all Faculty and program requirements. This includes completing the minimum credit requirements for the degree as stipulated in the letter of acceptance; obtaining a grade of C or better in all courses except electives; and achieving a minimum cumulative grade point average (CGPA) of 2.00. Students must satisfactorily complete a minimum of 60 credits at McGill University towards the fulfillment of the degree requirements. In addition, students must complete specific components of their program at McGill.

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

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

Students are not permitted to take courses outside McGill University during the last term prior to graduation. Students who fail to graduate as expected and who do not re-register must apply to the Associate Dean (Teaching, Learning and Students) to graduate. Application to graduate must be made sufficiently in advance of the expected graduation date to allow the Faculty to verify the student's record.

Information pertaining to the convocation ceremonies can be obtained on the McGill Website www.mcgill.ca/secretariat/convocations.

7.3.7 Undergraduate Program Awards

Dean's Honour List Designation for Graduating Students

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

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

Dean's Honour List Designation for In-course Students

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

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

Scholarships and Awards

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

7.4 Department of Educational and Counselling Psychology

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Telephone: (514) 398-4248

Fax: (514) 398-6968

Website: www.mcgill.ca/edu-ecp

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Howard A. Stutt; B.A.(Queen's), B.Ed., M.Ed.(Montr.), F.C.C.T.

Professors

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Jacob A. Burack; B.A.(Col.), M.S., M.Phil., Ph.D.(Yale)
Glenn F. Cartwright; B.A.(Sir G. Wms.), M.A.(McG.), Ph.D.(Alta.),
F.A.A.S.P., F.C.C.T.
Jeffrey L. Derevensky; B.A.(C. W. Post), M.A., Ph.D.(McG.)
Janet G. Donald; B.A., M.A.(W. Ont.), Ph.D.(Tor.)
Florent R. Dumont; A.B.(Col.), M.S.(S. Conn. St.), Ed.D.(Mass.)
Carl H. Frederiksen; B.A.(Harv.), M.A., Ph.D.(Ill.)
Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.) (*James McGill Professor*)
Lynn McAlpine; B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.) ()
Bruce M. Shore; B.Sc., M.A.(McG.), Ph.D.(Calg.)
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Alain Breuleux; B.Sc., M.Sc., Ph.D.(Montr.)
Kim Cornish; B.Sc., Ph.D.(Lond.)
Jack de Stefano; B.A.(Loy. Coll., Montr.), M.A., Ed.D.(McG.) (PT)
Janet Donin; B.A.(Tor.), M.A.(Ill.), Ph.D.(Cal.) (*joint appoint. with Integrated Studies in Education*)
James P. Hanrahan; B.A., B.Ed.(St. F. X.), M.A.(McG.),
Ph.D.(Lond.)
Nancy L. Heath; B.A.(McG.), M.Ed.(Ott.), Ph.D.(Tor.) (*William Dawson Scholar*)
Michael L. Hoover; B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)
Evelyn Lusthaus; B.S., M.S., Ph.D.(S.U.N.Y. Buffalo)
Theodore J. Maroun; B.S.(S.U.N.Y. Potsdam), M.S.(Canisius),
M.Ed.(S.U.N.Y. Buffalo), Ed.D.(Ind.)
Alenoush Saroyan; B.A.(Pahlavi), M.Ed.(Loy. U. Chic.),
Ph.D.(McG.)
Ada L. Sinacore; B.A.(Montclair St.), M.A., M.Ed., Ph.D.(Col.)
Ingrid E. Sladeczek; B.A., M.S., Ph.D.(Ariz.), A.A.(Maryland)
Renée Stevens; B.A.(U.C.L.A.), M.A., Ph.D.(McG.) (PT)
Barbara Wainrib; B.A.(Brooklyn Coll.), M.Sc.(McG.),
D.Ed.(Mass.)(PT)
Assistant Professors
Martin Drapeau; B.A.(UdeM), B.A. Ps.(UQTR), M.Ps.(Laval),
Ph.D.(UdeM)
Marilyn Fitzpatrick; B.A.(Tor.), M.Ed., Ph.D.(McG.)

Jeeseon Park; B.A., M.A.(Yonsei), Ph.D.(Penn State)
Robert Savage; B.A.(Oxford), M.Sc.(Cambridge), M.Sc.,
Ph.D.(Lond.)

Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.)
Victoria Talwar; M.A. Hons.(St. Andrews), M.A., Ph.D. (Queen's)

Adjunct Professors

Annie Alaku; B.Ed.(McG.) (*Kativik School Board*)
H. Don Allen; B.Sc.(McG.), M.S.T.M.(Santa Clara), Ed.M.,
Ed.D.(Rutgers)
Joyce F. Benenson; B.Sc.(Duke), Ph.D.(Harv.)
Franco Carnevale; B.Sc.N, MSCA, M.Ed., M.Sc., Ph.D.(McG.)
Bertha Dawang; B.A.(Sir G. Wms.), M.Ed.(McG.)
Marcia A. B. Delcourt; M.A.B., B.Sc.(Bloomsburg), M.A.,
Ph.D.(Conn.) (*Western Connecticut*)

Michael J. Dixon; B.A., B.Sc.(Trent), M.A., Ph.D.(C'dia) (*Douglas Hospital*)

Peter J. Doehring; B.A.(McG.), M.A., Ph.D.(C'dia) (*Douglas Hospital*)

Mary Elijassiapik; B.Ed.(McG.) (*Kativik School Board*)

Anette Koerner; B.A., M.A., Ph.D.(Leipzig)

Micki Lane; A.B.(U.C. Berkeley), M.A., Ph.D.(U.C.L.A.) (*MVM Communications*)

Elsa Lo; B.A.(Queen's), B.A.(Dalhousie), M.A., Ph.D.(McG.)

Judith A. MacArthur; B.A.(Sir G. Wms.), M.Ed.(McG.) (*Kativik School Board*)

Leonard Shenker; B.Sc.(C.C.N.Y.), Ph.D.(McG.)

David Shore; B.Sc.(McM), M.A., Ph.D. (UBC)

Michael Thomas; B.A.(Univ.Coll. Wales), M.A.(Montr.)

Vicki Zack; B.A., M.A. (Montr.), Ph.D.(McG.) (*St. George's School*)

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

Associate Members

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

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

Cert. Reading(McG.) Ph.D.(Ariz.)

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.(Collège Calvin, Geneva);
Ph.D.(Salk Institute and U. of Geneva)

Part-time Instructors

Maureen Baron, Dianne Bateman, Gloria Berdugo, Penny Bloch,
Sam Bruzzese, Andrew Chiarella, Scott Conrod, Tara Flanagan,
Karen Gazith-Cohen, Andrew Hum, Monica Justin, Judy McBride,
Sharon Miller, Judith Norton, Lisa Reisinger, Andre Renaud,
Kieron Rogan, Christina Rudd, Niki Saros, Joan Stafford, Caroline
Zanni-Dansereau

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

At the undergraduate level, the Department of Educational and Counselling Psychology is responsible for the B.A., **see section 5.12.16 "Educational Psychology Minor Concentration"**, under the Faculty of Arts, and for a variety of undergraduate courses in the areas of learning, cognition and development, inclusive education, gifted education, educational media and computers, and educational measurement and evaluation.

In professional development, the Department offers diploma or certificate programs in Human Relations and Family Life Education, Educational Technology, Inclusive Education, the Psychology and Education of the Gifted, and First Nations and Inuit Student Personnel Services. For more information, **see section 7.2.2 "Programs of Professional Development"** and **see section 7.2.3 "Programs for First Nations and Inuit"**.

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 *2005-06 Graduate and Postdoctoral Studies Calendar*.

Special services offered by the Department include a project in gambling and treatment; the McGill-EMSB Gifted Summer School (Explorations); Inclusive Education; and the Psychoeducational and Counselling Clinic.

7.5 Department of Integrated Studies in Education

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

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

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

Chair — Steven Jordan

Director of Undergraduate Programs — Kevin Kee

Associate Director of Undergraduate Programs — Caroline Riches

Director of Graduate Programs — Carolyn E. Turner

Director of Music Education — Joan Russell

Emeritus Professors

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

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

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

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

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

Professors

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

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

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., Cert.
Reading(McG.) Ph.D.(Ariz.)

Claudia A. Mitchell; B.A.(Brandon), M.A.(Mt. St. Vincent),
Ph.D.(Alta.) (*James McGill Professor*)

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

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

Associate Professors

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

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

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

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

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

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

Michael Doxtater; B.A.(McM.), M.Sc.(Cornell), Ph.D.(Cornell)

Steven Jordan; B.A.(Kent), M.Sc.(London), Ph.D.(McG.)
 Yarema G. Kelebay; B.A., B.Ed.(Montr.), M.A.(Sir G.Wms.),
 Ph.D.(C'dia)
 Cathrine Le Maistre; B.Sc., Dip.Ed.(Exeter), M.Ed., Ph.D.(McG.)
 Denise Lussier; B.A.(Coll. Jesus Marie de Sillery), M.Ed.(Boston),
 M.A., Ph.D.(Laval)
 Charles S. Lusthaus; B.S., M.S.(Canisius), Ph.D.(S.U.N.Y.)
 Roy Lyster; B.A.(Regina), M.A.(Paris VII), B.Ed., M.Ed.,
 Ph.D.(Tor.)
 Kevin McDonough; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.)
 Christopher S. Milligan; B.A.(Sir G.Wms.), M.Ed.(McG.),
 Ed.D.(Tor.)
 Ronald Morris; B.Ed., M.A., Ph.D.(McG.)
 Anthony Paré; B.Ed, M.Ed., Ph.D.(McG.)
 Howard N. Riggs; B.Ed.(Alta.), M.A., Ph.D.(Minn.)
 Carolyn E. Turner; B.A.(Ariz.), M.Ed., Ph.D.(McG.)
 Boyd White; B.A.(Sir G.Wms.), B.F.A.(C'dia), M.F.A.(Inst. Allende,
 Guanajuato), Ph.D.(C'dia)
 Lise Winer; B.A.(Pitts.), M.A.(Minn.), Cert. Ped.(C'dia),
 Ph.D.(West Indies)
 Elizabeth Wood; B.F.A.(York), B.F.A.(C'dia), Dip.Ed., M.A.,
 Ph.D.(McG.)

Assistant Professors

Spencer Boudreau; B.A.(Don Bosco), B.A., M.A.(Sherb.),
 Ph.D.(C'dia)
 Eric Caplan; B.A.(Tor.), M.A.(Hebrew University), Ph.D.(McG.)
 Michael Hoehschmann; B.A., M.A.(S.Fraser), Ph.D.(Tor.)
 Dip Kapoor; B.Com., MBA., Ph.D.(Alta)
 Kevin Kee; B.A., M.A., Ph.D.(Queen's)
 Bronwen Low; B.A.(Queen's), M.A.(UBC), Ph.D.(York)
 Joan Russell; B.Mus., L.Mus., M.Ed., Ph.D.(McG.)
 Mela Sarkar; B.A.(McG.), M.A., Ph.D.(C'dia)
 Marc Schwartz; B.S., M.Ed.(N.H.), Ed.D.(Harv.)
 Shaheen Shariff; B.A., M.A.(S.Fraser)
 Sylvia Sklar; Dip.Ed.(McG.), B.A.(C'dia), M.Ed.(McG.)
 Doreen Starke-Meyerring; B.Ed.(Potsdam), M.A.(North Dakota),
 Ph.D.(Minnesota)
 Teresa Strong-Wilson; B.A.(Calg.), B.A., Dip. Ed.(McG.), M.A.,
 Ph.D.(Victoria)

Associate Members

Richard Harris; B.A.(Oxon.), D.Phil.(Sus.)
 Lynn McAlpine; B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.)

Faculty Lecturers

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

Adjunct Professors

Abigail Anderson; B.A., Dip. Ed., M.A.(McG.)
 Betsy Annahatak; B.Ed., M.Ed.(McG.)
 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.)
 Jessie Clunas; B.Ed. (McG.)
 Thomas Cobb; B.A., M.A.(Man), Cert. Ed.(Wales), Ph.D.(C'dia)
 Scott G. Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)
 William E. B. Corrigan; M.T.M.(C'dia)
 Deborah House-Cox; B.Ed.(Québec)

Edward Cross; B.A.(Carl.), M.Ed.(McG.)
 Elaine Freeland; M.A.(Montr.)
 Sarah Grey; B.Ed (McG.)
 James M. Heywood; B.A.(C'dia), M.Ed.(Montr.)
 Kanahstasi Howard; B.A.(C'dia), Dip.Ed.(McG.)
 Kaia'titake Jacobs; B.Ed.(Québec)
 Louise Joanas; B.Ed.(McG.)
 Charley Levy; B.A.(Sir G.Wms.), M.A.(Middlebury)
 Betsy Matt; B.Ed.(McG.)
 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)
 Ooloota Maatiusi; B.Ed.(McG.)
 Howard G. Martin; M.Ed.(McG.)
 Dan Mason; Ph.D.(Ott.)
 Kevin O'Donnell; B.A.(Montr.)
 Allan Patenaude; B.A.(Ott.), B.Ed.(Montr.)
 Mary Josephine Peck; Dip.Ed.(St. F-X), B.S.W.(Dal.),
 Dip.Curr.Dev.(UCCB), M.Ed.(Mt.St.Vin.)
 Saa Pitsiulak; B.Ed.(McG.)
 Uvinik Qamaniq; B.Ed.(McG.)
 J. Kenneth Robertson; B.Ed., M.A.(McG.), Ph.D.(Alta.)
 Patrick J. Ryan; B.Sc.(Loyola), B.A.(C'dia), M.Ed.(McG.)
 Howard Simpkin; B.Sc., Dip.Ed.(McG.), M.Sc.Ed.(SUNY)
 Harold H. Smithman; B.A.(C'dia), M.A.(McG.), Ed.D.(UCLA)
 Clarence Tomatuk; M.Ed.(McG.)
 Gilbert Whiteduck; B.Ed.(Québec), M.Ed.(Carl.)
 Doris Winkler; B.A.(Sir G.Wms.), M.Ed.(Harv.)
 Vikki Zack; B.A., Dip.Ed.(McG.), M.A.(Montr.), Ph.D.(McG.)

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

The Department offers the four-year programs for CEGEP graduates and five-year programs for out-of-province students leading to a B.Ed. degree. For B.Ed. program overviews, see www.mcgill.ca/edu-sao.

The following programs are offered:

Bachelor of Education: Secondary Program (120 credits)

The aim of the B.Ed. Secondary is to prepare strong beginning teachers for the secondary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide background depth in subjects taught in the secondary school, professional studies centred on school-based practicum, supported by studies in pedagogy, curriculum and educational foundations. Students choose their teaching profiles from: English, Mathematics, Science and Technology, Social Sciences (History and Citizenship, and one of: Geography, Catholic Education, Protestant Education, or Moral Education).

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

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

Concurrent Bachelor of Science/Bachelor of Education (Secondary) (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 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

Programme intensif de français * **under revision for 2005-06.**

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

This program applies to students admitted prior to September 2003.

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

Baccalauréat en enseignement du français langue seconde (120 credits) (B.Ed. TFSL)

This four-year program prepares specialist teachers to teach French as a second language, in Core French programs, immersion programs, intensive programs and *classes d'accueil*, at both the elementary and the secondary levels. Offered by the Department of Integrated Studies in Education jointly with the Université de Montréal.

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

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

GRADUATE PROGRAMS

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

IN-SERVICE PROGRAMS

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

A 90-credit Bachelor of Education (Vocational) program offered through the Centre for Continuing Education for practising vocational teachers possessing a provisional teaching authorization in a vocational area. (This program will not accept students in 2005-06.)

A 30-credit Certificate in Second Language Teaching (TESL) normally offered through Distance Education. (This program will not accept students in 2005-06.)

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).

7.5.1 Bachelor of Education Programs

7.5.1.1 Bachelor of Education Secondary Program

	CREDITS
ACADEMIC COMPONENTS	54
A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling 54 credits, including required and complementary courses, and at least 36 credits in one "teachable" academic subject.	
PROFESSIONAL COMPONENTS	60
PROFESSIONAL SEMINARS	7
Required Courses	
EDEC201 First Year Professional Seminar	1
EDEC306 Third Year Professional Seminar	3
EDEC404 Fourth Year Professional Seminar	3
FIELD EXPERIENCES	20
Required Courses	
EDFE200 First Year Field Experience	2
EDFE254 Second Field Experience (Sec)	3
EDFE351 Third Year Field Experience (Sec.)	8
EDFE451 Fourth Year Field Experience (Secondary)	7
FOUNDATION COURSES	9
Required Courses	
EDEC215 English Language Requirement	0
EDEC247 Policy Issues in Quebec Education	3
EDPE300 Educational Psychology	3
Complementary Course	3
one of:	
EDEC260 Philosophical Foundations	
EDEC261 Philosophy of Catholic Education	
PEDAGOGY COURSES	12
Required Courses	
EDPI309 Exceptional Students	3
EDPI341 Instruction in Inclusive Schools	3
Complementary Courses	6
Two methodology courses chosen from the following list, depending on the teaching profile	
EDEC334 Teaching Secondary Social Studies	
EDEC335 Teaching Secondary Science	
EDEC338 Secondary School - Mathematics 2	
EDER340 Moral Education Curriculum and Instruction	
EDER372 Human and Religious Values in Secondary School	
EDER392 Guiding Religious Response - Secondary	
EDES353 Secondary School Mathematics 1	
EDES361 Secondary School English 1	
EDES370 Teaching General Science	
EDES389 Issues in Social Studies	
EDES461 Secondary School English 2	
PEDAGOGICAL SUPPORT COURSES	12
Required Courses	
EDPE304 Measurement and Evaluation	3
EDES350 Classroom Practices (Secondary)	3
Complementary Courses	
one 3-credit course in Multicultural Education from the following list:	3
EDEC233 First Nations and Inuit Education	
EDEC248 Multicultural Education	
one 3-credit course in Media, Technology, Computers and Education from the following list:	3
EDEC262 Media, Technology and Education	
EDPE310 Educational Computer Applications	
EDPT200 Applications Software	
EDPT204 Educational Media 1	
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:	
EDPT341 Instructional Programming 1	

EDPT420 Media Literacy for Education

ELECTIVE COURSES 6
TOTAL CREDITS 120

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

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

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

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

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

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

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

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

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

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

Students who wish to complete only the Bachelor of Education in Music have the option of doing so after the successful completion of the first two years of the concurrent program and MUIN 321 concentration exam or equivalent. Students who decide to complete only a Bachelor of Music may transfer at any time into the Bachelor of Music, Faculty Program.

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

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

For prerequisite requirements for the Concurrent Bachelor of Education in Music/Bachelor of Music (Music Education) Program see section 7.1 of the Faculty of Music announcement in this calendar.

[A minor program revision is under consideration for September 2005. Go to www.mcgill.ca (Course Calendars) in July for details.]

ACADEMIC COMPONENTS

	CREDITS
THEORY COURSES (REQUIRED)	14
MUTH210 Tonal Theory and Analysis 1	3
MUTH211 Tonal Theory and Analysis 2	3
MUTH310 Mid and Late 19th-Century Theory and Analysis	3
MUTH311 20th-Century Theory and Analysis	3
MUTH461 Choral and Keyboard Arranging 1 (see Note 1 above)	2
MUSICIANSHIP COURSES (REQUIRED)	8
MUSP229 Musicianship 3	2
MUSP231 Musicianship 4	2
MUSP329 Musicianship 5	2
MUSP331 Musicianship 6	2
PERFORMANCE COURSES (REQUIRED)	16
Practical Concentration	8
Basic Ensemble Training	8
COMPLEMENTARY MUSIC HISTORY COURSES (see Note 1 above)	6
3 credits chosen from Music History (MUHL) offerings at the 300 level	3
3 credits of Music History/Literature chosen from:	3
MUHL389 Orchestral Literature	
MUHL397 Choral Literature after 1750	
MUHL398 Wind Ensemble Literature after 1750	
MUSIC EDUCATION COURSES (REQUIRED)	25
MUCT235 Vocal Techniques	3
MUGT215 Basic Conducting Techniques	1
MUGT356 Music for Children 1: Philosophy and Techniques	3
MUGT357 Music for Children 2: Philosophy and Techniques (see Note 2 above)	3
MUGT401 Issues in Music Education (see Note 1 above)	3
MUIT202 Woodwind Techniques	3
MUIT203 Brass Techniques	3
MUIT204 Percussion Techniques	3
MUIT356 Jazz Instruction: Philosophy and Techniques (see Note 2 above)	3
COMPLEMENTARY MUSIC EDUCATION COURSES	9
MUIT201 String Techniques	3
or MUIT250 Guitar Techniques	
MUCT315 Choral Conducting 1	3
or MUIT315 Instrumental Conducting	
EDEA362 Movement, Music and Communication	3
or any course with a prefix of MUIT or MUGT	
ELECTIVE	12
PROFESSIONAL COMPONENTS	53-54
PROFESSIONAL SEMINARS	4
Required Courses	
EDEA206 1st Year Professional Seminar	1
EDEA407 Final Year Professional Seminar Music	3
FIELD EXPERIENCE	20
Required Courses	
EDFE205 First Year Field Experience (Music)	2
EDFE207 2nd Field Experience Music	4
EDFE305 Third Year Field Experience (Music)	7
EDFE407 4th Field Experience Music	7
FOUNDATION COURSES	12
Required Courses	
EDEC215 English Language Requirement	0
EDEC247 Policy Issues in Quebec Education	3
EDPE300 Educational Psychology	3
EDPI309 Exceptional Students	3
Complementary Courses	3

EDER400 Philosophical Foundations of Education or EDER398 Philosophy of Catholic Education		
PEDAGOGY COURSES		6
Required Courses		
EDEA442 Elementary Music Curriculum and Instruction		3
EDEA472 Secondary Music Curriculum and Instruction		3
PEDAGOGICAL SUPPORT COURSES		11-12
one of:		3
EDEC248 Multicultural Education		
EDEE441 First Nations and Inuit Education		
one of:	2 - 3	
EDEE352 Classroom Practices (2 credits)		
EDES350 Classroom Practices (Secondary)		
one of:		3
EDEC402 Media, Technology and Education		
EDPT200 Applications Software		
EDPT204 Educational Media 1		
EDPT341 Instructional Programming 1		
MUGT301 Technology and Media for Music Education		
one of:		3
EDPE304 Measurement and Evaluation		
EDEE355 Classroom-based Evaluation		
TOTAL CREDITS		143/144

7.5.1.3 Concurrent Bachelor of Science (Major or Major Concentration with a Minor for Teachers) and Bachelor of Education Secondary Program

Coordinator, Faculty of Education — Professor Marc Schwartz
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 (165 credits for students who have not completed the basic sciences, see Note below)**.

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 switch to either a B.Sc. or a B.Ed., but may not subsequently switch back to the Concurrent program.

Note: Science students are normally admitted to a four-year program requiring the completion of 120 credits, but advanced standing of up to 30 credits may be granted to students who obtain satisfactory results in International Baccalaureate, French Baccalaureate, Advanced Levels, Advanced Placement tests, or the Diploma of Collegial Studies (DCS). Quebec students with a DCS in Science are granted 30 credits advanced standing and will have normally completed the equivalent of, and are therefore exempt from, the basic science courses in biology, chemistry, mathematics and statistics, and physics. Students with satisfactory results in International Baccalaureate, French Baccalaureate and Advanced Levels, and Advanced Placement tests may be exempt from some or all of the basic science courses.

Students in the Concurrent B.Sc./B.Ed. who receive an F or J in any Field Experience course are placed in unsatisfactory standing. Although they may complete their term, they are required to withdraw from the Concurrent program. However, they may apply to transfer to the conventional B.Sc. program as outlined in Faculty of Science, "[Science for Teachers](#)", see [section 12.12.29](#).

The two degrees are awarded during the same convocation period.

The two components of the Concurrent program are the B.Ed. Secondary program and one of the B.Sc. programs described in

the Faculty of Science, "[Science for Teachers](#)", see [section 12.12.29](#):

- biology, with chemistry
- biology, with physics
- chemistry, with biology
- chemistry, with physics
- physics, with biology
- physics, with chemistry
- mathematics

The requirements for the B.Ed. component are as described in the "[Bachelor of Education Secondary Program](#)", see [section 7.5.1.1](#) with the following exceptions:

- A. Students in the Concurrent B.Sc./B.Ed. program must choose their 54 academic credits from the lists of required and complementary courses in their respective B.Sc. Major or Major Concentration with a Minor.
- B. Students in the Concurrent B.Sc./B.Ed. program must take EDEC262 Media, Technology and Education.

7.5.1.4 Bachelor of Education Kindergarten and Elementary Program

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

ACADEMIC COMPONENT	CREDITS
This component provides background in the subject areas of the elementary school curriculum. During their four years of study, students will take:	42
Required Courses	12
EDEC203 Communication in Education	3
EDEE230 Elementary School Mathematics	3
EDEE270 Elementary School Science	3
EDEE280 Geography, History and Citizenship Education	3
Complementary Courses	30
a) one of:	3
EDER209 Search for Authenticity	
EDER309 The Religious Quest	
EDER394 Philosophy of God	
EDER395 Moral Values and Human Action	
EDER473 Living with Insight	
EDER494 Ethics in Practice	
b) 18 credits from one of these areas:	18
English, Mathematics, Natural Sciences, Social Sciences, The Arts, Physical Education, Moral and Religious Education, French	
9 credits, 3 credits from each of any three areas not chosen in b) above.	9
PROFESSIONAL COMPONENT	72
This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:	
PRACTICUM	24
Required Courses	
Field Experiences	
EDFE200 First Year Field Experience	2
EDFE253 Second Field Experience (K/Elem)	4
EDFE303 Third Field Experience (K/Elem)	7
EDFE406 Fourth Field Experience (K/Elem)	7
PROFESSIONAL SEMINARS	
EDEC201 First Year Professional Seminar	1
EDEC405 Fourth Year Professional Seminar (K/Elem)	3

FOUNDATIONS	15
Required Courses	
EDEC215 English Language Requirement	0
EDEC247 Policy Issues in Quebec Education	3
EDPI309 Exceptional Students	3
EDPI341 Instruction in Inclusive Schools	3
EDPE300 Educational Psychology	3
Complementary Courses	
one of:	3
EDEC260 Philosophical Foundations	
EDEC261 Philosophy of Catholic Education	
PEDAGOGY	22
Required Courses	
EDEE223 Language Arts Part 1	3
EDEE250 The Kindergarten Classroom	2
EDEE275 Science Teaching	2
EDEE282 Teaching Social Sciences	2
EDEE332 Teaching Mathematics 1	3
EDEE350 Integrating the Curriculum	2
Complementary Courses	
one of:	2
EDER360 MRE in the K/Elem. Curriculum	
EDER375 Catholic Religious Education (K/Elem)	
6 additional credits of methodology courses chosen from Plastic Arts, Drama, Music, Physical Education, L2 teaching, at least one course must be from Plastic Arts, Drama, Music	6
PEDAGOGICAL SUPPORT	11
Required Courses	
EDEE352 Classroom Practices	2
EDEE355 Classroom-based Evaluation	3
Complementary Courses	
EDEC262 Media, Technology and Education	3
For students with a background in computers or other media applications in education, the following courses may substitute for the above:	
EDPT341 Instructional Programming 1	
EDPT420 Media Literacy for Education	
one 3-credit course in Multicultural Education from the following list:	3
EDEC233 First Nations and Inuit Education	
EDEC248 Multicultural Education	
ELECTIVE COURSES	6
TOTAL CREDITS	120

7.5.1.5 Programme intensif de français Elementary Option

This option is currently under revision. Admission is suspended for 2005-06.

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

Students who have already been accepted into the B.Ed. (Kindergarten/Elementary) program may apply for the Jewish Studies Option. This Option allows qualified candidates an opportunity to select specific Jewish Studies courses in place of selected education electives and academic courses. Additionally, students will have an opportunity to have one of their major field placements in a Jewish school environment. 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 who wish to follow this option should contact:

Professor Eric Caplan
 Department of Integrated Studies in Education
 Faculty of Education
 Telephone: (514) 398-6544
 E-mail: eric.caplan@mcgill.ca

7.5.1.7 Baccalauréat en enseignement du français langue seconde

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

Students admitted to this program are required to take a diagnostic test in mathematics administered by the Université de Montréal. A student who fails this test will be required to pass a remedial course in mathematics in addition to the regular program.

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

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

	CREDITS
	51
ACADEMIC COMPONENTS	
Required Courses	30
EDSL264 Phonétique et phonologie	3
EDSL265 Acquisition-apprentissage-langues secondes	3
EDSL266 Mathématiques au primaire	3
EDSL267 Didactique des arts plastiques 1	3
EDSL270 Morphologie et syntaxe	3
EDSL271 Lexique et sémantique	3
EDSL341 Littérature jeunesse en FLS	3
EDSL491 Didactique des mathématiques en langues secondes	3
EDSL492 Didactique des sciences-technologies	3
FREN251 Littérature française depuis 1800	3
Complementary Courses	21
3 credits, one of:	3
EDEC248 Multicultural Education	
LING350 Linguistic Aspects of Bilingualism	
3 credits, one of:	3
FREN362 La littérature du 17 ^e siècle 1	
FREN382 Le roman québécois 2	
FREN487 L'essai québécois	
9 credits to increase the student's proficiency level in the teaching of French, the following courses (or equivalent courses if not available):	9
FREN239 Stylistique comparée	
FREN245 Grammaire avancée	
FREN334 Méthodes d'analyse des textes littéraires 1	
6 credits of study of a second or third language, to be chosen from University offerings, so that students experience the learning processes that take place in the learning of a language.	6
ACADEMIC OR PROFESSIONAL COMPONENT	3
Complementary Course	3
one of:	
EDSL493 Sciences humaines au primaire (Academic Component)	
EDSL494 Didactique de l'univers social et TIC (Academic Component)	

EDSL495	Recherche-résolution de problèmes (Professional Component: Pedagogical Support)	
EDSL496	Laboratoire de formation professionnelle (Professional Component: Pedagogical Support)	
EDSL497	Problématique en éducation préscolaire (Professional Component: Foundation)	

PROFESSIONAL COMPONENTS **63**

PROFESSIONAL SEMINARS and FIELD EXPERIENCES **24**

Required Courses

EDFE260	Stage de familiarisation (Field Exp.)	1
EDFE261	Stage d'assistantat - 2e année (Field Ex.)	3
EDSL260	Séminaire professionnel - 2e (Prof. Sem.)	1

Complementary Courses
one of the following sets:

EDFE362	Stage d'enseignement en français langue seconde	7
EDSL320	Séminaire 3 professionnel or	1
EDFE361	Stage d'enseignement 1	7
EDSL394	Séminaire de stage-3e and	1

one of the following sets:

EDFE461	Stage d'enseignement - immersion	9
EDSL420	Séminaire 4 professionnel or	2
EDFE460	Stage d'enseignement 2	9
EDSL499	Séminaire de stage-4e	2

FOUNDATION COURSES **12**

Required Courses

EDSL262	Système éducatif - profession enseignante	3
EDSL269	École et environnement social	3
EDSL393	Adolescent et expérience scolaire	3
Complementary Course		3

one of:

EDEC260	Philosophical Foundations	
EDEC261	Philosophy of Catholic Education	

PEDAGOGY COURSES **12**

Required Courses

EDSL402	Évaluation en français langue seconde	3
EDSL444	Laboratoire d'enseignement en français langue seconde	3

Complementary Courses

one of:

EDSL391	Didactique du français en accueil 1	3
EDSL472	Enseignement du français langue seconde-secondaire	

one of:

EDSL345	Enseignement du FLS-immersion	3
EDSL498	Didactique du français en accueil 2	

PEDAGOGICAL SUPPORT COURSES **15**

Required Courses

EDPI309	Exceptional Students	3
EDSL263	Apprentissage et développement	3
EDSL268	Intégration des TIC	3
EDSL301	Étude de la langue	3
EDSL392	Gestion de classe en langues secondes	3

ELECTIVES **3**

TOTAL CREDITS **120**

7.5.1.8 Bachelor of Education in Teaching English as a Second Language

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

This integrated 120/121-credit program (150/151 credits for out-of-province students) includes studies in language and language learning from linguistic, literary, social, cultural, and psychological perspectives, accompanied by field experiences. The academic components aim to increase students' academic knowl-

edge, with emphasis on language, linguistics and literature. Complementary courses address both academic and professional concerns. The professional components revolve around school-based Field Experiences which are supported by studies in pedagogy and educational foundations. These prepare students to teach ESL at both the elementary school level (including regular and intensive ESL) and the secondary school level (including regular ESL and ESLA - English Second Language Arts), and provide a base for adult and other ESL teaching.

ACADEMIC COMPONENTS **45**

Required Courses **18**

EDSL300	Foundations of L2 Education	3
EDSL304	Sociolinguistics and L2 Education	3
EDSL305	L2 Learning: Classroom Settings	3
EDSL350	Essentials of English Grammar	3
LING200	Introduction to the Study of Language	3
LING350	Linguistic Aspects of Bilingualism	3

Complementary Courses **27**

3 credits, one of:

EDEE325	Children's Literature	3
EDES366	Literature for Young Adults	
6 - 12 credits from courses with the prefix ENGL (Department of English)		6 - 12
12 - 18 credits must be taken from the following areas:		12 - 18
Foreign Languages (0-12 credits)		
Academic courses (0-18 credits)		

PROFESSIONAL COMPONENTS **69 - 70**

PROFESSIONAL SEMINARS **9**

Required Courses

EDSL210	First Professional Seminar	1
EDSL255	Second Professional Seminar	2
EDSL310	Third Professional Seminar	3
EDSL415	Fourth Professional Seminar	3

FIELD EXPERIENCES **19**

Required Courses

EDFE209	First Year Field Experience	2
EDFE259	Second Year Field Experience	2
EDFE359	Third Year Field Experience (ESL/FSL)	8
EDFE459	Fourth Year Field Experience (ESL/FSL)	7

FOUNDATION COURSES **9**

Required Courses

EDEC215	English Language Requirement	0
EDEC247	Policy Issues in Quebec Education	3
EDPE300	Educational Psychology	3

Complementary Course **3**

one of:

EDEC260	Philosophical Foundations	
EDEC261	Philosophy of Catholic Education	

PEDAGOGY COURSES **12**

Required Courses

EDSL330	L2 Literacy Development	3
EDSL412	Measurement and Evaluation in TESL	3
EDSL447	Third-Year Methods in TESL	3
EDSL458	Fourth-Year Methods in TESL	3

PEDAGOGICAL SUPPORT COURSES **20-21**

Required Course

EDSL311	Pedagogical Grammar	3
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Complementary Courses **3**

3 credits, one of the following courses:

EDEC233	First Nations and Inuit Education	3
EDEC248	Multicultural Education	

3 credits, one of the following courses:

EDEC262	Media, Technology and Education	3
EDPE310	Educational Computer Applications	
EDPT200	Applications Software	
EDPT204	Educational Media 1	

EDPT341	Instructional Programming 1	
EDPT420	Media Literacy for Education	
11 - 12 credits, four of the following courses:		11-12
EDEE352	Classroom Practices (2 credits)	
EDPI309	Exceptional Students	
EDPI341	Instruction in Inclusive Schools	
EDPI441	Students with Behaviour Difficulties	
EDPI442	Students with Learning Difficulties	
EDSL390	TESL to the Adult Learner	
ELECTIVES		6
TOTAL CREDITS		120 - 121

7.5.2 Programs for First Nations and Inuit

The following programs are offered in First Nations and Inuit communities for First Nations and Inuit teachers through the:

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

7.5.2.1 Certificate in Education for First Nations and Inuit

This 60-credit program provides an opportunity for Algonquin, Cree, Inuit, Mi'kmaq and Kaniienkehaka (Mohawk) people to become qualified as teachers. It is offered on a part-time basis in Indigenous 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.

Quebec graduates of this program receive Ministry (MEQ) certification to teach at the elementary level in First Nations and Inuit schools.

Admission to the Certificate in Education for First Nations and Inuit

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

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

Time Limit

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

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

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.

		CREDITS
a) THE ABORIGINAL SCHOOL AND CLASSROOM		
		6
Required Courses		
EDEM202	Educational and Administrative Institutions	3
EDEE245	Orientation to Education	3
b) LANGUAGE		
		6
FOR INUIT STUDENTS		
Required Courses		
EDEE249	Inuktitut Orthography and Grammar (The term "Inuktitut" in all course descriptions includes "Inuttit" and "Inuinnaqtun".)	3
Complementary Courses		
	One 3-credit course from Language complementary course list	3
FOR ALGONQUIN, CREE, MI'KMAQ AND KANIENKEHAKA (MOHAWK) STUDENTS		
Required Courses		
	Two of the following according to language group and fluency:	6
EDEE293 (3)	Algonquin Second Language 1	
EDEC234 (3)	Algonquin Second Language 2	
EDEE294 (3)	Algonquin Language 1	
EDEE295 (3)	Algonquin Language 2	
EDEC241 (3)	Cree Language 1	
EDEC242 (3)	Cree Language 2	
EDEC237 (3)	Mi'kmaq Second Language 1	
EDEC238 (3)	Mi'kmaq Second Language 2	
EDEC239 (3)	Mi'kmaq Language 1	
EDEC240 (3)	Mi'kmaq Language 2	
EDEE296 (3)	Mohawk Second Language 1	
EDEC236 (3)	Mohawk Second Language 2	
EDEE297 (3)	Mohawk Language 1	
EDEE298 (3)	Mohawk Language 2	
c) CONTENT AND TEACHING METHODS		
	(at least 18 credits)	18
Required Courses		
EDEA242	Cultural Skills	3
Complementary Courses		
	At least five 3-credit courses from Content and Teaching Methods complementary course list.	15
	At least three of these five courses should be in different subject content areas.	
For trainees specializing in Physical Education:		
Required Courses		
EDKP241	Aboriginal Physical Activities (replaces EDEA242 Cultural Skills)	3
EDKP342	Physical Education Methods	3
EDKP493	Administration	3
	(EDKP342 and EDKP493 replace any two of the Content and Teaching Methods courses.)	
Complementary Courses		
	At least three 3-credit courses from Content and Teaching Methods complementary course list.	9
d) PSYCHOLOGICAL, SOCIAL AND PHYSICAL DEVELOPMENT OF THE CHILD		
		12
Required Courses		
EDPI211	Social and Emotional Development	3
EDPI212	Perceptual Motor Development	3
EDPI341	Instruction in Inclusive Schools	3
EDEE246	Cultivating Language and Thought	3
e) PRACTICUM		
	FOR ALL STUDENTS EXCEPT NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS	12
Required Courses		
EDFE214	Aboriginal Education Practicum 1	3
EDFE325	Aboriginal Education Practicum 2	3

EDFE356 Aboriginal Education Practicum 3 3
 EDFE425 Aboriginal Education Practicum 4 3
 (Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.)
FOR NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS 9
Required Courses
 EDFE214 Aboriginal Education Practicum 1 3
 EDFE325 Aboriginal Education Practicum 2 3
 EDFE356 Aboriginal Education Practicum 3 3
 (EDFE425 is an option for students enrolled in the Nunavut Teacher Education Program. These students can take another complementary course in lieu of EDFE425.)
 (Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.)

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.

- EDEA241 (3) Basic Art Media for Classroom
- EDEC200 (3) Introduction to Inuit Studies
- EDEC220 (3) Curriculum Development
- EDEC243 (3) Teaching: Multigrade Classrooms
- EDEC244 (3) Issues in Aboriginal Education
- EDEC403 (3) The Dialects of Inuktitut
- EDEE240 (3) Use and Adaptation of Curricula
- EDEE247 (6) Individualized Instruction
- EDEE290 (3) Cooperative Learning
- EDEE291 (3) Cultural Values and Socialization
- EDEE292 (3) Using Instructional Resources
- EDEE340 (3) Special Topics: Cultural Issues
- EDEE342 (3) Intermediate Inuktitut/Amerindian Language
- EDEE344 (3) Advanced Inuktitut/Amerindian Language
- EDEE345 (3) Literature and Creative Writing 1
- EDEE346 (3) Literature and Creative Writing 2
- EDEE441 (3) First Nations and Inuit Education
- EDEE444 (3) First Nations and Inuit Curriculum
- EDKP204 (3) Health Education
- EDKP224 (3) Foundations of Movement Education
- EDPE377 (3) Adolescence and Education
- EDPT200 (3) Applications Software
- EDSL247 (3) Second Language Education in Aboriginal Communities

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

TOTAL CREDITS 60

COMPLEMENTARY COURSE LIST

- Language**
 EDEE241 (3) Teaching Language Arts
 EDEE248 (3) Reading and Writing Inuktitut/Cree
 EDEE342 (3) Intermediate Inuktitut/Amerindian Language
- Content and Teaching Methods**
 EDEC243 (3) Teaching: Multigrade Classrooms
 EDEE223 (3) Language Arts Part I
 EDEE230 (3) Elementary School Mathematics
 EDEE241 (3) Teaching Language Arts
 EDEE242 (3) Teaching Mathematics
 EDEE243 (3) Reading Methods in Inuktitut/Cree
 EDEE247 (6) Individualized Instruction
 EDEE248 (3) Reading and Writing Inuktitut/Cree
 EDEE261 (3) Reading Clinic - Early Childhood
 EDEE270 (3) Elementary School Science

- EDEE312 (3) Activities for the Kindergarten
- EDEE372 (3) Teaching Science
- EDEE382 (3) Teaching Social Studies
- EDKP204 (3) Health Education
- EDKP224 (3) Foundations of Movement Education
- EDKP342 (3) Physical Education Methods
- EDKP494 (3) Physical Education Curriculum Development
- EDPE304 (3) Measurement and Evaluation

Physical Education

- EDKP214 (1) Basketball 1
- EDKP216 (1) Gymnastics 1
- EDKP217 (1) Track and Field
- EDKP218 (1) Volleyball 1
- EDKP223 (1) Basic Games
- EDKP226 (1) Badminton
- EDKP229 (1) Ice Hockey 1
- EDKP240 (1) Winter Activities

7.5.2.2 Certificate in Aboriginal Literacy Education

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

Admission to the Program in Aboriginal Literacy Education

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

This certificate may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled. See [section 7.5.2.5 "Bachelor of Education for Certified Teachers \(Elementary Education\)"](#).

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

Required Courses 12

- A beginning course in the indigenous language as a first language (e.g., EDEC241 Cree Language 1) 3
- A second-level course in the same language (e.g., EDEC242 Cree Language 2) 3
- EDEE342 Intermediate Inuktitut/Amerindian Language 3
- EDEE344 Advanced Inuktitut/Amerindian Language 3

Complementary Courses 12

- Four courses to be chosen from the following list:
- EDEA242 (3) Cultural Skills
 - EDEC220 (3) Curriculum Development
 - EDEC403 (3) The Dialects of Inuktitut
 - EDEE223 (3) Language Arts Part 1
 - EDEE224 (3) Language Arts Part 2
 - EDEE240 (3) Use and Adaptation of Curricula
 - EDEE243 (3) Reading Methods in Inuktitut/Cree
 - EDEE247 (6) Individualized Instruction
 - EDEE248 (3) Reading and Writing Inuktitut/Cree
 - EDEE345 (3) Literature and Creative Writing 1
 - EDEE346 (3) Literature and Creative Writing 2
 - EDES365 (3) Experiences in Communications
 - EDPE304 (3) Measurement and Evaluation

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

TOTAL CREDITS 30

7.5.2.3 Certificate in Middle School Education in Aboriginal Communities

This 30-credit program focuses on developing the particular skills and abilities required of the Indigenous teacher in the middle school of his/her community. It does not lead to provincial certification. Rather, it prepares Indigenous teachers who are bilingual or have some knowledge of their indigenous 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 indigenous 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
EDEC245 Middle School Teaching	3
EDEC246 Middle School Curriculum	3
EDEC302 Language and Learning - Curriculum (for teachers of first language students)	3
or EDSSL305 L2 Learning: Classroom Settings (for teachers of second language students)	
EDFE210 Middle School Practicum	3
EDPE377 Adolescence and Education	3
Two 3-credit courses in the major subject area of the B.Ed. for Certified Teachers.	6
Two 3-credit courses in the minor subject area of the B.Ed. for Certified Teachers.	6
Elective Course	3
one chosen from:	
EDEA241 (3) Basic Art Media for Classroom	
EDEC220 (3) Curriculum Development	
EDEC243 (3) Teaching: Multigrade Classrooms	
EDEE291 (3) Cultural Values and Socialization	
EDEE444 (3) First Nations and Inuit Curriculum	
EDKP241 (3) Aboriginal Physical Activities	
EDPT200 (3) Applications Software	
EDSSL247 (3) Second Language Education in Aboriginal Communities	
EDSSL305 (3) L2 Learning: Classroom Settings or other courses which may be approved by the Director of the Office of First Nations and Inuit Education	
TOTAL CREDITS	30

This certificate may be taken concurrently and completed within the "[Bachelor of Education for Certified Teachers \(Elementary Education\)](#)", see [section 7.5.2.5](#), if the required B.Ed. profile is fulfilled.

7.5.2.4 Certificate in First Nations and Inuit Educational Leadership

This 30-credit program is designed for First Nations and Inuit organizations to develop their role as leaders within the educational community. The program will focus on developing the core competencies of educational leaders, e.g., decision making and problem solving; fostering a self-reflective leader able to partner with parents to create community outreach; cultivating awareness of the holistic learning and developmental cycles of a child and the

role of the educational leader in enhancing that development; maintaining the continuity of community and cultural values and aspirations within the structure of the administration of the school and other educational milieu; and understanding and supporting the pedagogical objectives and the administrative framework of the educational system.

Admission to the Certificate in First Nations and Inuit Educational Leadership

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

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

	CREDITS
Required Courses	15
EDEC221 Leadership and Group Skills	3
EDEC222 Personnel Management and Support	3
EDEC311 Resource Management	3
EDEC312 Practicum in Educational Leadership	3
EDEE441 First Nations and Inuit Education	3
Complementary Courses	15
Five of the following:	
EDEC220 (3) Curriculum Development	
EDEC244 (3) Issues in Aboriginal Education	
EDEE240 (3) Use and Adaptation of Curricula	
EDEE245 (3) Orientation to Education	
EDEE340 (3) Special Topics: Cultural Issues	
EDEM202 (3) Educational and Administrative Institutions	
EDES365 (3) Experiences in Communications	
EDPI341 (3) Instruction in Inclusive Schools or any other course approved by the Director of the Office of First Nations and Inuit Education	
TOTAL CREDITS	30

This certificate may be taken concurrently and completed within the "[Bachelor of Education for Certified Teachers \(Elementary Education\)](#)", see [section 7.5.2.5](#), if the required B.Ed. profile is fulfilled.

It may also be followed concurrently with the "[Certificate in Education for First Nations and Inuit](#)", see [section 7.5.2.1](#).

7.5.2.5 Bachelor of Education for Certified Teachers (Elementary Education)

The Faculty of Education offers a 90-credit program for teachers who are already certified to teach in elementary schools and who wish to earn a B.Ed. degree. 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, Second Language Teaching, Inclusive Education, or Aboriginal Literacy Education taken concurrently. Credit may also be 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 the field-based program.

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

Candidates enrolled in the program complete coursework within the following general pattern:

	CREDITS
COMPLEMENTARY COURSES	
Academic Concentration	30
In five (5) subject areas relevant to elementary education in a 12-9-3-3-3 pattern (i.e., 12 credits in one subject, 9 credits in a second subject, and 3 credits in each of three other subject areas), or 30 academic credits in three subject areas in a 15-9-6 pattern.	
Note: Subject areas relevant to elementary education, in broad terms, are the Arts (Art, Music and Drama), English, French, Science, Mathematics, Physical Education, Moral and Religious Education, Social Studies, Educational Technology, or an Aboriginal language.	
Cultural Development	15
Chosen from courses which will enhance the candidate's cultural development. These are to be chosen in consultation with the Director of the Office of First Nations and Inuit Education.	
ELECTIVE COURSES	15
Courses selected by the candidate after consultation with the Director of the Office of First Nations and Inuit Education.	
EDUCATION CONCENTRATION	30
Normally the Education concentration is completed within the Certificate in Education for First Nations and Inuit.	
TOTAL CREDITS	90

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

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

This program does not lead to further certification.

7.5.2.6 Certificate in Aboriginal Education for Certified Teachers

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

Admission to the Certificate in Aboriginal Education for Certified Teachers

Applicants must provide the following:

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

All courses (except EDEE441) 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
EDEC220 Curriculum Development	3
EDEE240 Use and Adaptation of Curricula	3

EDEE291 Cultural Values and Socialization	3
EDEE441 First Nations and Inuit Education	3
EDEE444 First Nations and Inuit Curriculum	3
EDSL247 Second Language Education in Aboriginal Communities	3
Introductory language course in the language of the community, e.g. EDEE341 Inuktitut for Beginners.	3

Complementary Courses **9**

Selected from:

EDEA242 (3) Cultural Skills	
EDEC200 (3) Introduction to Inuit Studies	
EDEE247 (6) Individualized Instruction	
EDEE290 (3) Cooperative Learning	
EDEM202 (3) Educational and Administrative Institutions	
EDSL200 (3) Intro. to Second Language Teaching or any other suitable course approved by the Director of the Office of First Nations and Inuit Education.	

TOTAL CREDITS **30**

7.5.2.7 Certificate in First Nations and Inuit Student Personnel Services

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

This program is designed to provide Aboriginal school personnel advisers 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 advisers 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 advisers to take leadership in developing educational programs which address the social needs of their communities, to upgrade 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 Advisers 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 adviser position in an Aboriginal community. This may be a new appointment concurrent with registration in the program. The position must be sufficient to meet the practical 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
EDPC201 Introduction to Student Advising	3
EDPC202 Helping Skills Practicum 1	3
EDPC203 Helping Skills Practicum 2	3
EDPC205 Career/Occupational Development	3
EDPC208 Native Families' Social Problems	3
EDPC209 Basic Crisis Intervention Skills	3
EDPC210 Field Experience	3

Complementary Courses **9**

Nine credits from the following:

- EDEM202 (3) Educational and Administrative Institutions
- EDKP204 (3) Health Education
- EDPC206 (3) Group Leadership Skills
- EDPC207 (3) Aboriginal Adolescent Development
- EDPC211 (3) Special Topics in Student Personnel Services
- EDPI211 (3) Social and Emotional Development or any other suitable course approved by the Program Coordinator.

TOTAL CREDITS **30**

Registration in EDEM202, EDKP204 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 through an arrangement made with that department or program. The Program Coordinator will attempt to make these contacts whenever required.

7.6 Department of Kinesiology and Physical Education

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Fax: (514) 398-4186

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Chair — Hélène Perrault

Director of Undergraduate Programs — Greg Reid

Director of Graduate Programs — René A. Turcotte

Professors

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)

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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.)

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Julie Côté; B.Sc., M.Sc.(University of Wisconsin-Madison),
Ph.D.(Montr.)

Todd M. Loughead; B.Sc.(Ott.), B.Ed.(Brock), M.Sc.(Tor.),
Ph.D.(University of Western Ontario)

Paul James Stapley; B.A. (Leeds Poly.), M.Sc. (Northumbria),
Ph.D. (Université de Bourgogne)

Tanja Taivassalo; B.Sc., Ph.D. (McG)

Adjunct Professors

Bernard Aguilaniu; M.D., Ph.D.(Grenoble)
Robert Boushel; B.A.(P.E.)(Acadia), M.A.(S. Florida),
D.Sc.(Boston)

Karen Johnston; B.Sc., M.D., Ph.D.(Tor.)

The Department of Kinesiology and Physical Education offers one program leading to a B.Ed. degree, one program leading to a B.Sc. degree and a Minor in "Kinesiology for Science Students", see section 12.12.15.

The Department also offers programs at the graduate level leading to an M.A. and M.Sc., and possibilities for doctoral studies. For further information, see the 2005-06 Graduate and Postdoctoral Studies Calendar.

7.6.1 Bachelor of Education Programs

7.6.1.1 Bachelor of Education Physical and Health Education

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

Graduation Requirement

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

PROGRAM PROFILE – B.ED. PHYSICAL AND HEALTH EDUCATION (120 credits)

	CREDITS
ACADEMIC COMPONENTS	36
Required Courses	36
EDKP204 Health Education	3
EDKP208 Applied Biomechanics	3
EDKP261 Motor Development	3
EDKP292 Nutrition and Wellness	3
EDKP293 Anatomy and Physiology	3
EDKP307 Evaluation in Physical Education	3
EDKP330 Physical Activity and Health	3
EDKP391 Physiology in Sport and Exercise	3
EDKP393 Skill Learning and Expertise	3
EDKP394 Historical Perspectives	3
EDKP396 Adapted Physical Activity	3
EDKP498 Sport Psychology	3
PROFESSIONAL COMPONENTS	66
PHYSICAL ACTIVITY COURSES	19
Required Courses	19
EDKP213 Aquatics 1	1
EDKP214 Basketball 1	1
EDKP217 Track and Field/Cross Country	2
EDKP218 Volleyball 1	1
EDKP223 Basic Games	2
EDKP233 Soccer	1
EDKP252 Racquet Sports	2
EDKP253 Gymnastics	2
EDKP254 Principles of Dance	2
Complementary Courses	5
five physical activity credits offered by the Department of Kinesiology and Physical Education	
FIELD EXPERIENCES	20
Required Courses	20
EDFE246 First Year Field Experience (Elem.)	3
EDFE373 Second Year Field Experience Physical Education (Sec)	3
EDFE380 3rd Year Field Experience Physical Education	7
EDFE480 4th Year Field Experience Physical Education	7
FOUNDATION COURSES	12
Required Courses	12
EDEC215 English Language Requirement	0
EDEC247 Policy Issues in Quebec Education	3
EDEC260 Philosophical Foundations	3
EDPE208 Personality and Social Development	3
EDPE300 Educational Psychology	3
PEDAGOGY COURSES	9
Required Courses	9
EDKP342 Physical Education Methods	3
EDKP442 Physical Education Pedagogy	3
EDKP494 Physical Education Curriculum Development	3

PEDAGOGICAL SUPPORT COURSES	6
Complementary Courses	
A 3-credit course in Multicultural Education from the following list	3
EDEC233 First Nations and Inuit Education	
EDEC248 Multicultural Education	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
EDEC262 Media, Technology and Education	
EDPE310 Educational Computer Applications	
EDPT200 Applications Software	
EDPT204 Educational Media 1	
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:	
EDPT341 Instructional Programming 1	
EDPT420 Media Literacy for Education	
ELECTIVE COURSES	18
18 credits chosen from any of the University's offerings to contribute to the student's academic proficiency and professional preparation.	
TOTAL CREDITS	120

7.6.2 Bachelor of Science (Kinesiology)

The focus of the 90-credit (120 credits for out-of-province students) Bachelor of Science (Kinesiology) is a comprehensive understanding of human movement. Kinesiology is a multidisciplinary field viewing human movement from social, historical, psychological, or biological perspectives. The program provides students with a breadth of theoretical knowledge as well as an opportunity to explore related areas in greater depth, including Minor programs available elsewhere within the University.

Students may opt for either General or Applied emphasis, with an Honours program available for particularly strong students. Students must obtain a CGPA of 3.3 after two years in Kinesiology to qualify for the Honours Program, and must retain this CGPA until graduation.

Students admitted into 120-credit B.Sc.(Kinesiology) must register in and successfully complete the Science Freshman Program, which is designed to provide the basic science foundation for the subsequent three-year Major program. The Science requirements are as follows: two terms each of calculus, general physics, biology, and general chemistry, and one term of organic chemistry. For a more detailed description of the Science Freshman Program, students should consult the B.Sc.(Kinesiology) Freshmen Student information available on the Department Website, www.education.mcgill.ca/phys_ed/Undergrad.htm

Students in the B.Sc. (Kinesiology) Major are encouraged to select a Minor program in a given discipline or interdisciplinary area. A maximum of 6 credits of overlap is allowed between the Minor and the primary program. Science Minors consist of up to 24 credits. Arts Minor Concentrations consist of 18 credits. A minimum of 18 new credits must be completed in the Minor or Minor Concentration. For a list of approved Minors and Minor Concentrations, please refer to the Faculty of Science, "[Minor Programs](#)", [see section 12.11.6](#), and "[Faculty of Arts Major and Minor Concentration Programs Available to Science Students](#)", [see section 12.11.10](#).

Graduation Requirement

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

B.SC. (KINESIOLOGY) – MAJOR IN APPLIED KINESIOLOGY (90credits)

Required Courses (36 credits)

EDKP206	(3)	Biomechanics of Human Movement
EDKP261	(3)	Motor Development
EDKP292	(3)	Nutrition and Wellness

EDKP330	(3)	Physical Activity and Health
EDKP393	(3)	Skill Learning and Expertise
EDKP394	(3)	Historical Perspectives
EDKP395	(3)	Exercise Physiology
EDKP396	(3)	Adapted Physical Activity
EDKP443	(3)	Research Methods
EDKP485	(3)	Exercise Pathophysiology 1
EDKP495	(3)	Scientific Principles of Training
EDKP498	(3)	Sport Psychology

Complementary Courses (33 credits)

ANAT214 (3) Systemic Human Anatomy or equivalent

3 credits, one of the following courses:

ANAT315	(4)	Anatomy/Limbs and Back
EDKP205	(3)	Structural Anatomy

6 credits, one of the following course sets:

PHGY 201	(3)	Human Physiology: Control Systems
and PHGY202	(3)	Human Physiology: Body Functions
or PHGY 209	(3)	Mammalian Physiology 1
and PHGY210	(3)	Mammalian Physiology 2

3 credits, one of the following courses:

BIOL373	(3)	Biometry
MATH203	(3)	Principles of Statistics 1
MGCR271	(3)	Statistics 1
PSYC204	(3)	Introduction to Psychological Statistics
SOCI350	(3)	Statistics in Social Research

18 credits chosen from the following courses:

EDKP200	(1)	Weight Training
EDKP201	(3)	Physical Activity Leadership
EDKP249	(1)	Physical Activity Appraisal
EDKP250	(3)	Practicum 1
EDKP252	(2)	Racquet Sports
EDKP254	(2)	Principles of Dance
EDKP311	(3)	Athletic Injuries
EDKP350	(3)	Practicum 2
EDKP450	(3)	Practicum 3
EDKP451	(3)	Personal Trainer Practicum
EDKP452	(3)	Fitness & Lifestyle Consulting
EDKP553	(3)	Physiological Assessment: Sport

Elective Courses (21 credits)

Students are encouraged to obtain all, or part, of their remaining program credits by completing one of the Minor/Minor Concentrations (18 - 24 credits) available in the Faculties of Arts and of Science.

B.SC. (KINESIOLOGY) – MAJOR IN GENERAL KINESIOLOGY (90credits)

Required Courses (36 credits)

EDKP206	(3)	Biomechanics of Human Movement
EDKP261	(3)	Motor Development
EDKP292	(3)	Nutrition and Wellness
EDKP330	(3)	Physical Activity and Health
EDKP393	(3)	Skill Learning and Expertise
EDKP394	(3)	Historical Perspectives
EDKP395	(3)	Exercise Physiology
EDKP396	(3)	Adapted Physical Activity
EDKP443	(3)	Research Methods
EDKP485	(3)	Exercise Pathophysiology 1
EDKP495	(3)	Scientific Principles of Training
EDKP498	(3)	Sport Psychology

Complementary Courses (24 credits)

ANAT214 (3) Systemic Human Anatomy or equivalent

3 credits, one of the following courses:

ANAT315	(4)	Anatomy/Limbs and Back
EDKP205	(3)	Structural Anatomy

6 credits, one of the following course sets:

- PHGY 201 (3) Human Physiology: Control Systems
 and PHGY202 (3) Human Physiology: Body Functions
 or PHGY 209 (3) Mammalian Physiology 1
 and PHGY210 (3) Mammalian Physiology 2

3 credits, one of the following courses:

- BIOL373 (3) Biometry
 MATH203 (3) Principles of Statistics 1
 MGCR271 (3) Statistics 1
 PSYC204 (3) Introduction to Psychological Statistics
 SOCI350 (3) Statistics in Social Research

9 credits chosen from the following courses:

- EDKP200 (1) Weight Training
 EDKP201 (3) Physical Activity Leadership
 EDKP244 (1) Dance and Fitness
 EDKP249 (1) Physical Activity Appraisal
 EDKP250 (3) Practicum 1
 EDKP303 (3) Advanced Biomechanics
 EDKP311 (3) Athletic Injuries
 EDKP350 (3) Practicum 2
 EDKP444 (3) Ergonomics
 EDKP445 (3) Exercise Metabolism
 EDKP446 (3) Physical Activity and Ageing
 EDKP447 (3) Motor Development 2
 EDKP448 (3) Exercise and Health Psychology
 EDKP449 (3) Exercise Pathophysiology 2
 EDKP450 (3) Practicum 3
 EDKP451 (3) Personal Trainer Practicum
 EDKP452 (3) Fitness & Lifestyle Consulting
 EDKP505 (3) Sport in Society
 EDKP553 (3) Physiological Assessment: Sport
 EDKP566 (3) Biomechanical Assessment
 EDKP568 (3) Biomechanics Instrumentation

Elective Courses (30 credits)

Students are encouraged to obtain some of their remaining program credits by completing one of the Minor/Minor Concentrations (18 - 24 credits) available in the Faculties of Arts and of Science.

B.SC. (KINESIOLOGY) – HONOURS IN KINESIOLOGY

(90credits)

Students must obtain a CGPA of 3.3 after two years in Kinesiology to qualify for the Honours Program, and must retain this CGPA until graduation.

Required Courses (39 credits)

- EDKP206 (3) Biomechanics of Human Movement
 EDKP261 (3) Motor Development
 EDKP292 (3) Nutrition and Wellness
 EDKP330 (3) Physical Activity and Health
 EDKP393 (3) Skill Learning and Expertise
 EDKP3 94 (3) Historical Perspectives
 EDKP395 (3) Exercise Physiology
 EDKP396 (3) Adapted Physical Activity
 EDKP443 (3) Research Methods
 EDKP453 (3) Research Practicum in Kinesiology
 EDKP485 (3) Exercise Pathophysiology 1
 EDKP495 (3) Scientific Principles of Training
 EDKP498 (3) Sport Psychology

Complementary Courses (27 credits)

- ANAT214 (3) Systemic Human Anatomy
 or equivalent

3 credits, one of the following courses:

- ANAT315 (4) Anatomy/Limbs and Back
 EDKP205 (3) Structural Anatomy

6 credits, one of the following course sets:

- PHGY 201 (3) Human Physiology: Control Systems
 and PHGY202 (3) Human Physiology: Body Functions

- or PHGY 209 (3) Mammalian Physiology 1
 and PHGY210 (3) Mammalian Physiology 2

3 credits, one of the following courses:

- BIOL373 (3) Biometry
 MATH203 (3) Principles of Statistics 1
 MGCR271 (3) Statistics 1
 PSYC204 (3) Introduction to Psychological Statistics
 SOCI350 (3) Statistics in Social Research

12 credits chosen from the following courses:

- EDKP303 (3) Advanced Biomechanics
 EDKP444 (3) Ergonomics
 EDKP445 (3) Exercise Metabolism
 EDKP446 (3) Physical Activity and Ageing
 EDKP447 (3) Motor Development 2
 EDKP448 (3) Exercise and Health Psychology
 EDKP449 (3) Exercise Pathophysiology 2
 EDKP505 (3) Sport in Society
 EDKP566 (3) Biomechanical Assessment
 EDKP568 (3) Biomechanics Instrumentation

Elective Courses (24 credits)

Students are encouraged to obtain all, or some, of their remaining program credits by completing one of the Minor/Minor Concentrations (18 - 24 credits) available in the Faculties of Arts and of Science.

7.7 Graduate School of Library and Information Studies

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(*CN-Pratt-Grinstead Professor of Information Studies*)

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

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Eun Park; B.A.(Pusan), M.L.I.S.(Illinois), M.B.A.(Pitts.),
 Ph.D.(UCLA)

Professional Associate

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

Faculty Lecturers

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Gordon Burr; B.A., M.L.I.S.(McG.)

Martin Cohen; B.A.(McG.), Ph.D.(Exeter), M.L.S.(McG.)

Joanne Cournoyer; B.A., M.L.S.(Montr.)

Jocelyn Godolphin; B.A.(Man.), M.A.(Oregon), M.L.S.(U.B.C.)

Jim Henderson; B.Sc.(Victoria), M.Sc.(Queen's), M.L.S.(UBC)

Lorie Kloda; B.A., M.L.I.S.(McG.)

Cynthia Leive; B.Mus.(Eastman), M.L.S.(SUNY, Genesco),
 M.F.A.(Carl.)

Johanne Lessard; B.Ed.(UQAC), M.L.I.S.(McG.)

Valerie Nessel; B.A.(Queen's), M.L.I.S.(McG.)

Ruth Noble; B.Sc., M.L.I.S.(McG.)

FACULTY OF EDUCATION

Chukwemeka Nwakanma; B.Sc.(Abia State), M.L.I.S.(Ibadan)
 Phyllis Rudin; B.A.(Pitts.), B.Ed.(Tor.), M.L.S.(McG.)
 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 Graduate School of Library and Information Studies offers four programs at the graduate level. Its 48-credit Master of Library and Information Studies (MLIS), accredited by the American Library Association, prepares professionals to manage information resources and services in libraries and the wider information industries. Its 30-credit Graduate Diploma in Library and Information Studies and 15-credit Graduate Certificate in Library and Information Studies are designed to provide a formal environment in which information professionals can update, specialize, and redirect their careers for advanced responsibilities. Its Ph.D. Ad Hoc Program provides an opportunity to undertake research at the doctoral level in library and information studies within an interdisciplinary context.

For further information concerning programs, requirements, and courses, consult the Graduate School of Library and Information Studies section of the *2005-06 Graduate and Postdoctoral Studies Calendar* or the Website.