

FACULTY OF EDUCATION

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1. The Faculty

1.1 Location

3700 McTavish Street
Montreal, QC H3A 1Y2
Canada

Telephone: (514) 398-7042
Fax: (514) 398-4689
<http://www.education.mcgill.ca>

1.2 Administrative Officers

- ALBERT E. WALL, B.Ed., M.A.(McG.), Ph.D.(Alta.) **Dean**
JOHN B. GRADWELL, B.A., M.A.(Cal. State), Ph.D.(Iowa)
Associate Dean (Student Affairs)
JAMES P. HANRAHAN, B.A., B.Ed.(St.F.X.), M.A.(McG.),
Ph.D.(Lond.) **Associate Dean (Academic)**
RACHELLE KEYSERLINGK, B.A., B.Ed.(W.Ont.), Cert.Spec.Ed.,
M.A.(Ott.) **Associate Dean (Professional Development)**
ANDREW J. LARGE, B.Sc.(Lond.), Ph.D.(Glas.), Dip.Lib.(Lond.)
**Director, Graduate School of
Library and Information Studies (to June, 1998)**
JAMSHID BEHESHTI, B.A. (S.Fraser), M.L.S., Ph.D. (W. Ont.)
**Director, Graduate School of
Library and Information Studies (from July, 1998)**
MARY H. MAGUIRE, B.A, B.Ed.(Montr.), M.Ed.(McG.),
Ph.D. (Ariz.) **Chair, Department of
Second Language Education**
GREGORY D. REID, B.Ed.(P.E.)(McG.), M.S.(Calif.), Ph.D.(Penn.
State) **Chair, Department of Physical Education**
BRUCE M. SHORE, B.Sc., M.A.(McG.), Ph.D.(Calg.) **Chair,
Department of Educational and Counselling Psychology**
DAVID C. SMITH, B.Ed., M.A.(McG.), Ph.D.(Lond.), F.C.C.T.,
F.R.S.A. **Chair,
Department of Culture and Values in Education**
JOHN R. WOLFORTH, B.Sc.(Sheff.), M.A., Ph.D.(U.B.C.)
Chair, Department of Educational Studies
CHRISTA TOEPFFER-BARTHOLL, B.A.(C'dia), M.Ed.(McG.)
Assistant to the Dean and Area Personnel Representative
CHRISTINE ZILBERMAN **Student Affairs Officer**

1.3 The Faculty Then and Now

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

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

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

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

number of research and service centres, several of an interdisciplinary nature.

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

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

Faculty of Education / WWW Home Page: For other relevant information in addition to that presented in this Calendar, please consult the Faculty of Education's World Wide Web Home Page at the following address: <http://www.education.mcgill.ca>

1.4 Faculty Facilities

Education Library and Curriculum Laboratory

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

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

Sessional Hours:

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

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

For more information about the Education Library visit our site on the WWW at: <http://www.education.mcgill.ca/edlibrary>

Physical Education Reading Room

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

Sessional Hours:

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

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

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

Seagram Sport Science Centre

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

Co-Directors:

Dr. David Montgomery, Faculty of Education

Dr. Eric Lenczer, Faculty of Medicine

Telephone: (514) 398-4184

Microcomputer Facilities

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

Hours for the fall and winter terms are:

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

Summer hours To be Announced

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

Up to date information is posted on the World Wide Web at the following address: <http://www.education.mcgill.ca/DIS/lab./html>

Mainframe Facilities

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

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

Educational Media Centre (EMC)

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

The following facilities are available: audiovisual equipment self-instruction lab; student project work room; black and white darkroom; basic off-line VHS video editing suite; selected media preview room; basic single pass/four input audio mixing console (includes microphone, CD player, cassette player and record player); Macintosh computer station for printing and Internet access; and closed-circuit videotaping facility for the recording of interviews and test sessions.

Instructional functions comprise: small group workshops (appointment only); EMC facilities orientation tours (appointment only); individual equipment operation instruction and troubleshooting; and technical support to audiovisual and multimedia technol-

ogy courses available through the Faculty of Education. Most services and facilities are available without appointment, however the EMC recommends that reservations be made at 398-6950 well in advance whenever possible.

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

Hours for September through June are:
Monday to Thursday 08:15 – 21:00
Friday 08:15 – 17:00

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

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

Research Group for the Study and Teaching of Writing

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

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

Centre for University Teaching and Learning (CUTL)

The Centre is a University unit directed to the study and improvement of learning and teaching in higher and adult/professional education. Its academic staff are cross-appointed in the Faculty of Education. The Centre accommodates graduate students interested in research in higher and adult/professional education, instructional development, evaluation and educational innovation. Arrangements are most often made through programs in Educational Psychology, but are possible through other programs as well.

Director: Professor Cynthia B. Weston
Office: Education Building, Room 544E
Telephone: (514) 398-6648
Facsimile: (514) 398-4679

Centre for Educational Leadership (CEL)

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

Student Affairs Office (SAO)

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

Office Hours: Monday to Friday 09:00 - 17:00
Office: Education Building, Room 243
Telephone: (514) 398-7042
Facsimile: (514) 398-4679

Office of Student Teaching

The Office of Student Teaching is responsible for the planning and implementation of field experiences and arranging with school boards and schools for the placement of student teachers in the

Bachelor of Education programs. The office coordinates student teaching among Departments within the Faculty, and develops partnerships with the education community.

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

Office of First Nations and Inuit Education (OFNIE)

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

Director: Professor Lynn M^cAlpine
Office: Education Building, Room 240
Telephone: (514) 398-4533
Fax: (514) 398-2553

Office of Research on Educational Policy (OREP)

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

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

The McGill Journal of Education

The McGill Journal of Education is published three times a year, in Winter, Spring, and Fall. Subscriptions for one year are \$25, and are obtainable from the office of the Journal in Room 528, 3700 McTavish Street, Montreal H3A 1Y2.

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

Education Undergraduate Society (Ed. US)

The Society is the students' voice of undergraduates within the Faculty and its primary purpose is to serve and to inform the students. It also attempts to unify students through sponsorship of activities such as: conference participation; career placement; student orientation; participation in teachers' conventions; programs to foster children; library donations; Career Day; Safe Halloween; and raising funds for the Telethon of Stars. Other activities include the assignment of lockers for students; selling merchandise and the coordination of the Graduation Ball. Students are encouraged to participate and to make their opinions known. The Education Undergraduate Society Office is located in Room B185. Telephone: (514) 398-7048.

McGill Career and Placement Service (CAPS)

Refer to the [General University Information section](#) for further information on this service.

2. Faculty Programs

The Faculty of Education offers three different kinds of programs.

- For those wishing to become teachers, the Faculty offers programs leading to the Bachelor of Education (B.Ed.) degree. For those already holding a university degree, advanced standing may be given in the B.Ed. programs.
- For qualified teachers wishing to enhance their knowledge and skills, the Faculty offers a wide range of programs of professional development leading to specialized Certificates and Diplomas. Most courses required to complete these programs are offered in the evenings and in the summer.
- Finally, the Faculty offers graduate programs for those already holding a university degree who wish to pursue advanced study and research leading to masters and doctoral degrees in various fields of education and psychology.

Programs of initial and in-service teacher education are described in this Calendar, and graduate programs are described in the Calendar of the Faculty of Graduate Studies and Research.

2.1 Programs of Initial Teacher Education

IMPORTANT NOTICE TO APPLICANTS TO THE B.Ed. KINDERGARTEN AND ELEMENTARY AND B.Ed. GENERAL SECONDARY TWO-SUBJECT OPTION PROGRAMS ENTERING IN SEPTEMBER 1998

Since the academic year 1995-96, the Faculty of Education has revised its B.Ed. Kindergarten and Elementary and B.Ed. General Secondary Two-Subject Option Programs. These programs changed from 90 to 120 credits for Québec students and from 120 to 150 credits for out-of-province students. Please refer to the appropriate segments in this Calendar for information on program profiles and courses.

McGill Diploma in Education/Elementary and General Secondary Programs

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

IMPORTANT NOTICE TO STUDENTS ENROLLED IN B.Ed. ELEMENTARY AND B.Ed. SECONDARY PROGRAMS PRIOR TO SEPTEMBER 1995

The Faculty of Education will continue to offer 90-credit B.Ed. Elementary and B.Ed. Secondary programs exclusively to students previously enrolled in them. However, in order to phase out these programs, no new applicants have been accepted since September 1995. Please refer to the 1994-95 University Undergraduate Calendar for information regarding program profiles. Students readmitted to this program after an absence should be aware that substitutions may be made for courses no longer offered.

These programs will be entirely phased out by September 1998. Students who cannot complete their programs by that date will be required to enrol in the new 120-credit Bachelor of Education programs.

IMPORTANT NOTICE TO APPLICANTS TO THE SPECIAL AREA PROGRAMS

Bachelor of Education in Special Area Programs

For the academic year 1998-99 the Faculty of Education has revised its B.Ed. Special Area Programs. These programs have changed from 90 to 120 credits for Québec students and from 120 to 150 credits for out-of-province students. Please refer to the appropriate segments in this Calendar for information on program profiles and courses.

McGill Diploma in Education Special Area Programs

For the academic year 1998-99, the one-year, 45-credit post baccalaureate Diploma in Education in Special Area Programs has been discontinued.

IMPORTANT NOTICE TO STUDENTS ENROLLED IN B.Ed. SPECIAL AREA PROGRAMS PRIOR TO SEPTEMBER 1998

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

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

2.1.1 QUEBEC TEACHER CERTIFICATION

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

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

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

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

All graduates of the 120-credit B.Ed. and the 126-credit Kindergarten and Elementary Program (Jewish Studies Option) programs may apply for a permanent Teaching Diploma (Brevet) immediately upon graduation.

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

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

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

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

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

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

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

2.1.2 BACHELOR OF EDUCATION PROGRAMS

The Faculty offers B.Ed. programs in a number of areas; in Kindergarten and Elementary Education, General Secondary Two-Subject Options, Vocational Education, French as a Second Language, English as a Second Language, and Physical Education.

A student who successfully completes any of these programs, and meets other requirements set out by MEQ is recommended for initial or permanent certification as a teacher in the Province of Québec (See Section 2.1.1). The Faculty also offers a B.Ed. program in Physical Activity and Health Sciences which does not lead to certification as a teacher.

Details of each B.Ed. program are to be found in this Calendar under the headings of the appropriate department or in [Section 2.1.3 in the case of the B.Ed. General Secondary Two-Subject Option Programs](#).

Normally, the B.Ed. degrees may only be followed on a full-time day basis.

ADMISSION TO BACHELOR OF EDUCATION PROGRAMS

Applications should be made to the Admissions and Registrar's Office, McGill University, 847 Sherbrooke Street West, Montreal, QC H3A 3N6. [Please refer to the General University Information section for a description of admission requirements.](#)

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

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

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

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

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

Those applying to enter the B.Ed. Major in Physical Education program require a personal statement and two letters of reference showing appropriate background involvement in sport and physical activities. An interview may be required.

It is recommended that those applying to enter the B.Ed. Physical Activity and Health Sciences program have a DEC in Health Sciences or Pure and Applied Sciences or equivalent. Although the patterns of study described above are strongly recommended, students having other backgrounds will be considered for admission, but will be required to complete additional science courses which will increase the number of credits for the degree above the 90 normally required.

Students from outside Québec will complete the needed prerequisite science courses within the additional 30 credits of course work required in their programs.

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

INTRA-FACULTY TRANSFERS

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

Deadlines for application:

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

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

INTER-FACULTY TRANSFERS

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

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

Deadlines for application:

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

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

SUMMER SESSION

A wide range of courses enabling students either to acquire prerequisite credits or to earn credit towards their degree is offered through Summer Studies. Students wishing to attend Summer Studies at McGill University should contact the McGill Summer Studies Office at 550 Sherbrooke Street West, Suite 585, West Tower, Montreal, QC H3A 1B9 for information and to obtain the appropriate registration forms.

ADMISSION TO BACHELOR OF EDUCATION (VOCATIONAL) SECONDARY ONE SUBJECT

This program is available to applicants holding Provisional Teaching Authorizations who wish to qualify as teachers of vocational education subjects or for those not needing teacher certification but wishing to acquire a Bachelor of Education (Vocational) degree. Applicants should hold a diploma of collegial studies, or its equivalent, or be eligible for mature student status, and have formal training in their professional area. Work experience is also considered. Application should be made through the Office of Continuing Education, Faculty of Education. Telephone: (514) 398-7043.

PROGRAMS FOR FRENCH IMMERSION AND CLASSES D'ACCUEIL

The importance of teaching French as a second language in Québec and in the rest of Canada is clearly recognized in the Faculty of Education. The first French Immersion Programs were conceived and designed in 1965 by psychologists from McGill University. The Faculty of Education offers a 30-credit option known as Programmes Intensifs de français (PIF), to students

(B.Ed. Kindergarten and Elementary, B.Ed. General Secondary, B.Ed. Teaching French as a Second Language) who wish to teach French or a school subject in French in an immersion class or a classe d'accueil.

Further information may be obtained from the Department of Second Language Education.

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

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

The aim of the B.Ed. in Secondary Education is to prepare strong beginning teachers for the secondary school level. This integrated 120-credit program consists of academic studies to provide background depth in two subject areas and professional studies centred on school-based practicum components which are supported by studies in pedagogy, curriculum and educational foundations. The subjects are to be chosen from: Biology, Business Education, Chemistry, Drama (not offered in 1998/99), English, General Science, Geography, History, Mathematics, Moral Education, Physics, Religious Education (Catholic, Protestant, Jewish) and Technical Education.

A. THE PROGRAM COMPONENTS ARE AS FOLLOWS:

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

PEDAGOGY COURSES **9**

Required Courses	
First Teaching Option Methodology	3
Second Teaching Option Methodology	3
414-309 Exceptional Students	3

PEDAGOGICAL SUPPORT COURSES **12**

Required Courses	
416-304 Measurement & Evaluation	3
455-302 Language and Learning-Curr.	3

Complementary Courses

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

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

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

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

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

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

ELECTIVE COURSES **6**

TOTAL CREDITS **120**

B. DEPARTMENT OF CULTURE AND VALUES IN EDUCATION

The Department of Culture and Values in Education prepares students to teach the following subjects at the secondary level: Moral Education, Religious Education (Catholic, Jewish, Protestant), and Drama (not offered in 1998/99). Students may choose one or two of these subject areas as their first teaching option and/or their second teaching option.

Students who take Moral Education or Religious Education as an option will take the courses described in Section A and the appropriate pedagogy course(s) from the following list:

PEDAGOGY COURSES

- Catholic Option takes:
- 415-392 Guiding Religious Response - Sec.
- Protestant Option takes:
- 421-372 Human & Rel. Values in Sec. School
- Jewish Option takes one of the following:
- 422-250 Understanding and Teaching Jewish Living
 - 422-400 Teaching the Jewish Liturgy
 - 422-401 Teaching the Bible I
 - 422-404 Teaching Hebrew as a Second Language
 - 422-405 Teaching Yiddish as a Second Language
 - 422-420 Teaching Jewish History
 - 422-421 Teaching the Holocaust

Moral Education Option takes:

- 423-340 Moral Education C&I

FOUNDATION COURSES

Complementary Course
Students who choose Religious Studies(Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead of 423-Philosophical Foundations.

C. DEPARTMENT OF EDUCATIONAL STUDIES

The Department of Educational Studies prepares students to teach the following subjects at the secondary level: Biology, Business Education, Chemistry, English, General Science, Geography, History, Mathematics, Physics, Technical Education. Students may choose one or two of these subject areas as their First Teaching Option and/or their Second Teaching Option. Students taking one or two options from the Department of Educational Studies

should take the courses described in Section A and the appropriate courses from the following list:

PEDAGOGY COURSES

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

*Students taking one science subject as an option should take:

455-335	Teaching Secondary Science
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Students taking a second science subject as an option should take:

455-335	Teaching Secondary Science
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and 425-370 Teaching General Science

**Students taking one social science subject as an option should take:

425-389	Issues in Social Studies
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Students taking a second social science subject as an option should take:

455-334	Teaching Social Studies
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and 425-389 Issues in Social Studies

120-CREDIT BACHELOR OF EDUCATION GENERAL SECONDARY TWO-SUBJECT OPTION PROGRAM FOUR-YEAR PROGRAM OVERVIEW EFFECTIVE SEPTEMBER 1998

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

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

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

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

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

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

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

For a detailed description of this program please refer to [Section 6.1.4 Concurrent Bachelor of Science \(Major in Two Subjects for Teachers\)](#) and Bachelor of Education (General Secondary Two-Subject Option), and to the [Faculty of Science section entry "Science for Teachers", Concurrent B.Sc./B.Ed. Program](#).

Further information on admission requirements may be obtained from the Admissions and Registrar's Office at (514) 398-3910.

2.1.5 TRANSFER CREDITS

Applicants to the B.Ed. program who already hold a Bachelor's degree are required to complete a minimum of 60 credits within the B.Ed. program. An exception is made, however, for those already holding the McGill B.Ed. degree, who are required to complete a minimum of 45 credits in order to qualify for a second degree in another teaching field.

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

2.1.6 READMISSION

Students wishing to return after an absence of a portion of an academic year or more must apply for readmission in writing through the office of the Associate Dean (Student Affairs), stating the reasons for their absence from the University and giving a summary of their activities during that period.

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

Deadlines for application:

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

2.2 Programs of Professional Development

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

2.2.1 CERTIFICATE PROGRAMS

The Faculty of Education currently offers 30-credit programs leading to McGill Certificates in the following fields:

Teaching of the Arts*
(Department of Culture and Values in Education)

Moral and Religious Education*
(Department of Culture and Values in Education)

*These two programs are under revision and will not accept students in 1998/99.

Second Language Teaching
(Department of Second Language Education)

Inclusive (Special) Education
(Department of Educational and Counselling Psychology)

Educational Technology (Media or Computing Option)
(Department of Educational and Counselling Psychology)

Aboriginal Education for Certified Teachers
(Department of Educational Studies)

First Nation and Inuit Student Personnel Services
(Department of Educational and Counselling Psychology)
Restrictions apply to enrolment.

Details of these programs are to be found in this Calendar under the headings of the appropriate departments. Additional information may be obtained from these departments or from the Faculty's Office of Continuing Education (514) 398-7043.

ADMISSION TO CERTIFICATE PROGRAMS

Applicants to Certificate programs must provide the following:

- A diploma of collegial studies, or its equivalent;
- Evidence of having completed teacher training at an approved institution;
- A letter of recommendation from a competent authority.

Applicants to the programs leading to the Certificate in Educational Technology (Media or Computing Option) and the Certificate in First Nations and Inuit Student Personnel Services need not show evidence of having completed teacher training at an approved institution.

Applicants to the Certificate in Inclusive Education must also submit:

- a) teaching certification from the Québec Ministry of Education (Permis d'enseigner) or equivalent; OR
- b) letter from an educational institution indicating the applicant's employment as a teacher, non-teaching professional, or teaching assistant or the applicant's school involvement as a parent or community member, and
- c) personal statement regarding interest in the program.

Applications are made directly to the department offering each program. In certain cases departments may require that applicants be interviewed. Applicants to the program leading to the Certificate in

Second Language Teaching are required to take a language proficiency test administered by the Department of Second Language Education, and to show that they are, or expect to be, engaged as a teacher of the language concerned so that a supervised practicum may be arranged.

2.2.2 DIPLOMA PROGRAMS

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

Psychology and Education of the Gifted
(Department of Educational and Counselling Psychology)

Human Relations and Family Life Education
(Department of Educational and Counselling Psychology)

Details of these programs are to be found in this Calendar under the headings of the appropriate departments, from whom further information may be obtained.

ADMISSION TO DIPLOMA PROGRAMS

Applicants to Diploma programs must already have a university degree, or its equivalent, and must meet whatever additional admission requirements are set by departments.

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.

2.3 Programs for First Nations and Inuit

The following programs are offered for Aboriginal teachers through the Office of First Nations and Inuit Education.

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

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

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

ADMISSION TO THE CERTIFICATE IN EDUCATION FOR FIRST NATIONS AND INUIT

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

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

2.3.2 CERTIFICATE IN ABORIGINAL LITERACY EDUCATION

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

Admission requirements are the same as for the McGill Certificate in Education for First Nations and Inuit.

2.3.3 CERTIFICATE IN MIDDLE SCHOOL EDUCATION IN ABORIGINAL COMMUNITIES

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

ADMISSION TO THE CERTIFICATE IN MIDDLE SCHOOL EDUCATION IN ABORIGINAL COMMUNITIES

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

2.3.4 B.Ed. FOR CERTIFIED TEACHERS (ELEMENTARY)

The Faculty of Education offers a 90-credit program for teachers who are already certified to teach in elementary schools and who wish to upgrade to first degree status. Normally, a minimum of 60 credits must be taken in the program, and no more than 30 credits may be transferred from other institutions. Credit may be transferred from programs leading to the Certificates in Educational Technology, Moral and Religious Education, Second Language Teaching, Inclusive (Special) Education, Teaching of the Arts, or Aboriginal Literacy 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 community-based courses.

2.3.5 CERTIFICATE IN FIRST NATIONS AND INUIT STUDENT PERSONNEL SERVICES

This program is offered by the Department of Educational and Counselling Psychology. [Please see section 5.1 for details.](#)

3. General Regulations

3.1 Programs of Initial Teacher Education

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

Course Registration

Faculty of Education students must register for all courses on MARS, including required courses, student teaching courses, complementary and elective courses.

Courses taken in the Centre for Continuing Education

In the Fall and Winter terms, students may add credit courses offered through the Centre for Continuing Education directly on MARS, during a limited period ending on the last day of the course change (drop/add) period.

Fall courses (course numbers ending in X or Z) can be added on MARS starting August 15. Winter courses (course numbers ending in Y or V) can be added starting December 15.

Non-credit general interest or language courses cannot be added directly on MARS. Students may register in person at the appropriate office of the Centre for Continuing Education. These courses will not count for credit towards the student's program.

Summer courses offered through the Centre for Continuing Education (course numbers ending in R, S, U) cannot be added directly on MARS. To add these courses, students must fill out and sign a MARS Worksheet and return it to the Student Affairs Office, Room 243 where, subject to space availability and program controls, it will be added to their record. Students must enter the section number on the MARS worksheet.

Students may not add distance education courses directly on MARS. Students must obtain approval on a distance education registration form from the Office of Continuing Education, room 248, and fill out a MARS worksheet and present both documents to the Student Affairs Office, room 243, where the courses will be added to the student's record. Please note that additional fees will be charged for distance education courses and that these have an earlier registration deadline. Please consult the Office of Continuing Education for additional information on fees and registration dates.

COURSE INFORMATION

Courses taken under the Satisfactory/Unsatisfactory Option

[Please consult the General University Information and Regulations section.](#)

Course Load

Bachelor of Education programs leading to certification are full-time programs. Students must take a minimum of twelve (12) credits per semester unless they are given special permission by the Associate Dean (Student Affairs). Special permission must be requested prior to the end of the course change period.

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

Course Equivalence

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

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

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

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

425-201 Effective Written Communication

455-202 Effective Communication

455-203 Communication in Education

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

Dress Regulations

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

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

3.1.1 BACHELOR OF EDUCATION PROGRAMS

ACADEMIC STANDING

Satisfactory Standing

Students enter the University in satisfactory standing and remain in this standing unless their GPA for any year drops below 2.0.

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

To be in satisfactory standing a student must also pass student teaching and supervised field courses as arranged by the Student Teaching Office. In multi-term field experience courses, a satisfactory standing in the first semester is required for placement in the second semester (and/or the spring semester).

Probationary Standing

A student is placed in probationary standing if the GPA falls between 1.5 and 1.99. Probationary Students **can only enrol for a maximum of 12 credits per term.**

A student in probationary standing may return to satisfactory standing at the end of the next academic year by obtaining either a GPA of at least 2.5 or both a GPA and a CGPA of 2.0 or greater unless the student was admitted on probationary standing. A student admitted on probationary standing must obtain a GPA of 2.5.

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

A student in probationary standing who fails to achieve the levels of performance specified above will be placed in unsatisfactory standing.

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

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

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

Incomplete Standing

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

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

Unsatisfactory Standing

A GPA of less than 1.5 or a failure in student teaching places a student in unsatisfactory standing.

Students in unsatisfactory standing must withdraw from the University. Students required to withdraw may apply for readmission on probationary standing by appealing to the Committee on Student Standing chaired by the Associate Dean (Student Affairs). Students in unsatisfactory standing for the second time cannot apply for readmission.

Graduation Requirements

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

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

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

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

3.2 Programs of Professional Development

Satisfactory completion of the 30-credit program will qualify the student to apply for the appropriate McGill Certificate or Diploma.

Time Limits

Thirty-credit programs taken on a part-time basis must normally be completed within five years of admission to the program. Programs taken on a full-time basis must normally be completed within 28 months of admission to the program.

Field Experience (Practicum)

In programs where there is a required practicum (field experience) a Pass (P) is required. If a student fails this component of the program, the student will be required to withdraw from the program. Satisfactory completion of the required courses and satisfactory progress in the student's course work are prerequisites for placement in the Practicum.

Grading

Students are required to obtain a C grade or higher in all required and complementary courses and may not include more than one D grade (not exceeding 4 credits) in the elective courses. Students who obtain no more than two D or F grades (not exceeding 8 credits) may be permitted to write supplemental examinations if they are offered and/or repeat the course. Students may repeat failed courses only once. Failures and inadmissible D grades must normally be made up within 16 months of terminating the original course.

Transfer Credits

Because of Provincial regulations regarding the classification of teachers for salary purposes, it is not usually advisable to transfer credit to part-time Certificate and Diploma Programs. Students

seeking to transfer credit must obtain the approval of the Program Director concerned. A maximum of 9 approved credits may be transferred to a 30-credit program, and 15 approved credits to a 45-credit program.

3.3 Attendance and Examination

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

Class Tests

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

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

Supplemental Examinations

Students in satisfactory or probationary standing may apply for permission to write supplemental examinations (for courses that have formal examinations) in courses in which they obtained a D, F or J and must avail themselves of this privilege at the time of the next supplemental examination period. Normally a student who is absent from a final examination will be given a deferred status only if the absence was the result of illness or personal family affliction properly documented. Further information is available from the office of the Associate Dean (Student Affairs). Special permission is required if a student wishes to write supplementals totalling more than 7 credits. Only one supplemental examination is allowed in a course. Formal application may be obtained at the Student Affairs Office, Room 243, in the Faculty of Education.

The supplemental result will not erase the grade originally obtained which is used in calculating the GPA. Both the original mark and the supplemental result will be calculated in the CGPA (i.e. the taking of a supplemental examination has the same effect on a student's CGPA as does repeating the course).

There is a supplemental examination period for A courses during the months of April and May, and for B and D courses during the month of August. Students writing supplemental examinations in courses offered in both terms (A and B) take the final examination of the B course as the supplemental examination for the A course, provided that the instructors agree.

Written application to write a supplemental examination must be received at the Student Affairs Office before the first Friday in March for A courses, and before the second Friday in July for B and D courses.

A non-refundable fee for each supplemental paper is payable at the time of application. Consult the Student Affairs Office for further information.

Depending on the course, the supplemental result may or may not include the same proportion of class work as did the original grade. The instructor will announce the arrangements to be used for the course by the end of the change of course period.

NOTE: Students enrolled in courses in Faculties other than Education must confirm supplemental examination dates with those faculties.

Reassessment and Rereads

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

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

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

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

Incomplete Courses

An extension of deadline of up to four months after the end of the course may be granted. In this case, the instructor will submit a grade of K (incomplete) and will inform, in writing, the Student Affairs Office and the student of what must be done to complete the term work and by what date. If the instructor does not submit a change of grade, the K is automatically converted to a KF four months after the end of the course. Students who receive K grades in their graduating semester will not graduate at the end of that semester.

Student Teaching/Field Experience

Satisfactory progress in the student's program is a prerequisite for placement in the major student teaching experience.

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

Students who experience some difficulty in their student teaching practice, which does not constitute a clear failure, may receive a grade of K* indicating that the student must complete a component of the field experience. In order to receive a passing grade, students may be required to repeat a particular field experience successfully.

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

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

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

In all field experience practica designated as D (or multi term) courses, a satisfactory standing in the first semester (field experience) is required for placement in the second semester (field experience).

Supplemental examinations are not available in Student Teaching.

Students who, for reasons such as illness or family affliction, are unable to attend their school, must immediately inform the Office of Student Teaching at (514) 398-7046.

Students are expected to pay their own travel expenses.

Note: Faculty Regulations lie within the jurisdiction of the Faculty Committee on Student Standing. Inquiries concerning their meaning or application should be addressed to the chair of the committee.

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

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

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

Assistant Professors — SPENCER BOUDREAU, KEVIN MCDONOUGH, RONALD MORRIS, JAMES OFFICER, JACQUELINE REID-WALSH, ELIZABETH WOOD

Faculty Lecturers — ERIC CAPLAN, BARBARA FREEDMAN, FRANCES LEVY, LEO PURCELL, JOAN RUSSELL, CELINA SEGAL

Adjunct Professors — HENRY A. GIROUX, JASWANT K. GUZDER, GABRIEL MORAN

Research Associate — MARTA VALENZUELA

Department Office:
Education Building, Room 440
Telephone: (514) 398-6944 or 398-6972
Fax: (514) 398-4642

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

The Department also offers required, complementary and elective courses in philosophy, theology, ethics, music, drama, art, women's studies, multi-cultural and values education. (It should be noted that students who intend to teach in Catholic schools in Quebec, or who intend to teach Protestant Moral and Religious Education in Quebec elementary schools, need to meet the respective requirements of the Catholic and Protestant Committees. **The regulations of both committees are outlined in Section 6.1.1.**)

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

Director of Graduate Program: Professor Ratna Ghosh

Director of Undergraduate Program: Professor Ronald Morris

Director of Jewish Teacher Training Program: Mr. Eric Caplan

Course descriptions may be found in Section 10.

4.1 Bachelor of Education Programs

4.1.1 BACHELOR OF EDUCATION GENERAL SECONDARY TWO-SUBJECT OPTION PROGRAM

For a detailed description of this program, please refer to Section 2.1.3.

4.1.2 Music Education

The Faculty of Education and the Faculty of Music are developing a dual degree program for the preparation of music specialist teachers. Graduates of this program will be certified to teach music at the elementary and secondary levels and to teach a second academic subject at the secondary level. For further information, please contact:

Professor Joan Russell, Program Director (Music)
Faculty of Education
Department of Culture and Values in Education
3700 McTavish Street, Montréal, QC H3A 1Y2
Telephone: (514) 398-2447

4.2 Programs of Professional Development

CERTIFICATE IN THE TEACHING OF THE ARTS*

CERTIFICATE IN MORAL AND RELIGIOUS EDUCATION*

*These programs are undergoing revision and will not accept new students for the 1998/99 academic year.

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

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

Professors — MARK W. AULLS, GLENN F. CARTWRIGHT, JEFFREY L. DEREVENSKY, JANET G. DONALD, FLORENT R. DUMONT, THOMAS O. EISEMON, CARL H. FREDERIKSEN, BRUCE M. SHORE (*CHAIR*)

Associate Professors — CHERYL L. AMUNDSEN, ROBERT J. BRACEWELL (*ACTING CHAIR, JANUARY TO JUNE, 1998 AND 1999*), ALAIN BREULEUX, JACOB A. BURACK, PETER G. BURPEE, JAMES P. HANRAHAN, MICHAEL L. HOOVER, ANDREW HUM, RACHELLE KEYSERLINGK, SUSANNE P. LAJOIE, ROBERT A. LAVERS, EVELYN LUSTHAUS, LYNN M^cALPINE, DAVID D. MCWETHY, THEODORE J. MAROUN, SOCRATES O. RAPAGNA, F. GILLIAN REJSKIND, ALENOUSH SAROYAN, ANASTASSIOS STALIKAS, WILLIAM M. TALLEY, GARY E. TORBIT, CYNTHIA B. WESTON

Assistant Professors — JOYCE F. BENENSON, ADA L. SINACORE-GUINN, INGRID E. SLADCECZEK, TIMOTHY A. SMITH, NANCY L. HEATH

Associate Member — JANET DONIN

Adjunct Professors — ANNIE ALAKU, H. DON ALLEN, VALENTINA DE KROM, MARCIA A.B. DELCOURT, MARY ELIJASSIAPIK, JUDITH MACARTHUR, LEONARD SHENKER, MICHAEL THOMAS, MARY XENOS-WHISTON, VICKI ZACK

Part-time Professors — ANTONIO BERNARDELLI, LETICIA COX, DAWN CRUCHET, MIRANDA D'AMICO, JACK DE STEFANO, ARLENE DOVER, MARLENE DWORKIND, KATHRYN MCMORROW, ROSEMARY REILLY, JOAN STAFFORD, RENÉE STEVENS, BARBARA WAINRIB, BRENDA WILSON

Department Office:
Education Building, Room 513
Program Information: (514) 398-4248
Telephone – Professors: (514) 398-4240
Fax: (514) 398-6968

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

The Department of Educational and Counselling Psychology is responsible for a variety of undergraduate courses in the areas of learning, cognition and development, inclusive (special) education, gifted education, educational media and computers; educational measurement and evaluation.

The Department is developing a new B.Ed. proposal that is intended to provide specialized training to work with children with special needs in combination with the training available through selected existing Bachelor of Education programs. It has been proposed that this program will begin in 1999.

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

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

Special services offered by the Department include a project in pre-school child development (Ready-Set-Go); the McGill-PSBGM Gifted Summer School (Explorations); Distance Education courses in Educational Technology, Special Education and other subjects; and the Summer Institute in Integrated Education.

Course descriptions may be found in Section 10.

5.1 Programs of Professional Development

DIPLOMA IN COLLEGE TEACHING (Awaiting University Approval)

This program is under revision with the intent that it becomes a Minor in Higher Education within the Ph.D. in Educational Psychology. For further information please contact:

Department of Educational and Counselling Psychology
Faculty of Education
3700 McTavish Street, Montréal, QC H3A 1Y2
Telephone: (514) 398-4244

DIPLOMA IN THE PSYCHOLOGY AND EDUCATION OF THE GIFTED

N.B. This program is under revision. Potential applicants should contact the Department.

This program is designed to provide theoretical background, practical training and experience in the nature of giftedness and the differential education of the gifted in a variety of settings. A core of required courses is supplemented by a research project and complementary courses in areas of the student's interest.

Admission requirements

To be eligible for admission applicants must:

1. hold a recognized undergraduate degree with an overall standing of B or equivalent;
2. have worked successfully with children;
3. show evidence they possess at least one area of competence, expertise and continuing interest either in a traditional discipline or in an interdisciplinary field of study;
4. possess a knowledge of introductory statistics;
5. have completed teacher training from an approved institution or possess comparable professional training in a field such as counselling, child psychology, or social work; and
6. provide transcripts, at least 2 reference letters, and a personal statement in support of the above.

Advanced standing

Required courses which duplicate a course previously taken may, with the program director's written approval, be replaced by a complementary course.

Graduation requirement

Every course taken for credit toward the Diploma must be passed with a grade of B- or higher and an overall GPA of at least 3.0.

PROGRAM PROFILE

In general, students should take the groups of courses in sequence.

	CREDITS
Group 1 (Required Courses)	9
414-527 Creativity and its Cultivation	3
414-526 Talented and Gifted Students	3
416-304 Measurement and Evaluation	3

Group 2 (Required Courses)	9
414-536 Practicum in Gifted Education I	3
414-537 Practicum in Gifted Education II	3
416-535 Instructional Design	3
Group 3 (Complementary Courses)	6
One or more courses: either in an academic discipline other than psychology or an advanced course in the curriculum and instruction of a discipline.*	
Group 4 (Required Course)	6
448-498 Individual Research Project	6
Total:	30

* To be selected in consultation with the program director.

To find full descriptions of courses consult sections of this Calendar as follows: for courses beginning with 414- and 416-, Educational and Counselling Psychology; 448-, B.Ed. Core Courses.

414-536 and 414-537 are normally only offered in Summer Session in conjunction with the McGill-PSBGM Gifted Summer School (Explorations).

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

Information for the Summer School for the Gifted is available at (514) 398-4252.

DIPLOMA IN HUMAN RELATIONS AND FAMILY LIFE EDUCATION

This program is intended to train people who wish to conduct Family Life Education programs in schools, hospitals, religious institutions, and social services centres. The program is also designed for people who, though qualified to work in their respective professional domains, may wish to acquire auxiliary skills in basic human communication, group animation and effective interviewing.

A total of 30 credits is required to complete the program. Students should consult with advisors concerning appropriate course profiles.

Admission requirements:

1. a Bachelor's degree or equivalent;
2. two letters of recommendation; and
3. a biographical sketch.

Further information may be obtained from the Program Secretary. Telephone: (514) 398-4248.

PROGRAM PROFILE

Preference will be given to students in the Diploma in Human Relations and Family Life Education program.

	CREDITS
Required Courses	18
412-501 Helping Relationships	3
412-502 Group Processes and Individuals	3
412-503 Human Sexuality for Professionals	3
412-504 Practicum in Interviewing Skills	3
412-507 Practicum in Group Leadership	3
416-560 Human Development	3
Complementary Courses	12
Selected from:	
412-505 (3) Crisis Intervention Processes	3
412-506 (3) Organizational Development	3
412-508 (3) Seminar in Special Topics	3
412-509 (3) Individual Reading Course	3
412-510 (3) Family Life Education and Marriage	3
416-564 (3) Family Communication	3
416-565 (3) Psychosocial Aspects of Cancer	3
416-595 (3) Seminar in Special Topics	3

In addition to the above, other courses may be approved by the Program Director or Associate Program Director.

CERTIFICATE IN EDUCATIONAL TECHNOLOGY

The Department of Educational and Counselling Psychology offers a 30-credit McGill Certificate in Educational Technology with two options:

- a) **Educational Media Option**
- b) **Educational Computing Option**

The two options are practical and intended for elementary and secondary teachers of any subject. The wide range of courses are studied through distance education (correspondence) and are available anywhere in Canada and in other countries.

All eligible candidates may follow this program concurrently as part of the B.Ed. for Certified Teachers.

See Section 2.2.1 for admission requirements.

Further information may be obtained from the Program Secretary. Telephone: (514) 398-4248.

PROGRAM PROFILES**Required Courses – Both Options**

	CREDITS
432-315 Instructional Design	9
432-320 Desktop Publishing for Schools I	
432-408 Internet Resources	

Complementary Courses – Both Options

one of:	3
432-200 (3) Applications Software	
432-204 (3) Educational Media I	

Complementary Courses

Student chose one of the following options: **18**

Educational Media Option

416-496* (3) Individual Reading Course	
432-303 (3) Educational Photography I	
432-304 (3) Educational Media II	
432-306 (3) Video Production for Education I	
432-308 (3) Video in the Classroom	
432-321 (3) Desktop Publishing for Schools II	
432-330 (3) Audio Production for Education	
432-403 (3) Educational Photography II	
432-406 (3) Managing Media Resources	
432-407 (3) Video Production for Education II	
432-409 (3) Special Topics in Educational Technology	
432-420 (3) Media Literacy for Education	
432-470 (3) Developing School Media Activities	
432-405* (6) Independent Project	
448-497* (3) Individual Research Course	

or up to 3 courses from the Educational Computing list

*With the Program Director's permission

Educational Computing Option

416-496* (3) Individual Reading Course	
432-310 (3) Discovery through LOGO	
432-341 (3) Instructional Programming I	
432-300 (3) Spreadsheets and Charting	
432-311 (3) LOGO and the Learning Process	
432-321 (3) Desktop Publishing for Schools II	
432-340 (3) Databases in Education	
432-342 (3) Instructional Programming II	
432-346 (3) Creating Computer Courseware	
432-348 (3) Educational Software	
432-409 (3) Special Topics	
432-415 (3) Managing Computer Resources	
432-420 (3) Media Literacy for Education	
432-441 (3) Graphics Software in Education	
432-405* (6) Independent Project	
436-461 (3) Teaching Accounting	
448-497* (3) Individual Research Course	

*With the Program Director's permission

CERTIFICATE IN INCLUSIVE EDUCATION

(Formerly Certificate in Special Education)
(Awaiting University Approval)

This 30-credit program is designed to prepare educators to work effectively with students who have special needs. It is intended for regular class teachers, special educators, adult educators and other educational personnel. The program provides a sequence of courses which will ensure a sound foundation for adapting curriculum and instruction for students with varying abilities, learning styles, and special needs. It strives to meet the needs of educators who must adapt to their changing roles in contemporary schools: a) for general educators, to educate students with diverse needs in their heterogeneous classrooms, and b) for special educators, to collaborate with other professionals working with exceptional students.

Admission requirements

To be eligible for admission applicants must submit:

1. a Diploma of Collegial Studies, or its equivalent, or a transcript showing most recent educational attainment;
2. a) teaching certification from the Quebec Ministry of Education (Permis d'enseigner) or equivalent; OR
b) letter from an educational institution indicating the applicant's employment as a teacher, non-teaching professional, or teaching assistant or the applicant's school involvement as a parent or community member;
3. letter of reference;
4. personal statement regarding interest in the program.

PROGRAM PROFILE**Required Courses**

	CREDITS
414-309 Exceptional Students	24
414-341 Instruction in Inclusive Schools	
414-344 Assessment for Instruction	
414-440 Managing the Inclusive Classroom	
414-441 Students with Behavior Difficulties	
414-442 Students with Learning Difficulties	
414-443 Family, School, and Community	
414-526 Talented and Gifted Students	

Complementary Courses

Selected from the following list:	6
414-444 (3) Specialized Methods and Materials	
414-445 (3) Vocational Preparation	
414-446 (3) Special Topics	
414-447 (3) Special Topics	
414-448 (3) Special Topics	
414-450 (3) Computers and Special Needs	
414-527 (3) Creativity and its Cultivation	
414-528 (3) Gifted Students with Special Needs	
414-536 (3) Practicum in Gifted Education I	
414-537 (3) Practicum in Gifted Education II	
414-539 (3) Field Work: Exceptional Students	
434-496 (3) Adapted Physical Activity	

In addition, selected courses in the Bachelor of Education programs may be used as complementary courses in the Certificate in Inclusive Education. Other courses may be approved by the Program Director.

CERTIFICATE IN FIRST NATIONS AND INUIT STUDENT PERSONNEL SERVICES

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

Their communities, and to up-grade their academic qualifications and professional development; and to develop and make available, in English and the languages of instruction, collections of professional and scholarly knowledge about students' needs, and services in native and northern communities:

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

Admission requirements

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

PROGRAM PROFILE

Required Courses

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

Complementary Courses

nine credits from the following:	9
412-207 (3) Aboriginal Adolescent Development	
414-211 (3) Social and Emotional Development	
411-202 (3) Educ. & Admin. Institutions	
412-206 (3) Group Leadership Skills	
412-211 (3) Special Topics in Stud. Pers. Serv.	
434-204 (3) Health Education	

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

6. Educational Studies (411, 425, 433, 436, 455)

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

Professors — DAVID DILLON, JOHN R. WOLFORTH (CHAIR)

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

Assistant Professors — BRIAN J. ALTERS, CATHRINE LE MAISTRE, ALBERT J. SNOW

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

Adjunct Professors — JOHN ALLEN, MARY BEAR, LUCI BOBBISH-SALT, WILLIAM CORRIGAN, EDWARD CROSS, PAULINE DECONTIE, KEVIN DEER, LOUIS DELISLE, ELAINE FREELAND, DEBBIE HOUSE-COX, MONICA ITTUSARDJUAT, KAIA'TITAKE JACOBS, NELLIE KUSUGAK, EVA LOUTTIT, OOLOOTA MAATIUSI, HUGH MACDONALD, ALEX MCCOMBER, NOEL MCDERMOTT, HOWARD G. MARTIN, DAN MASON, PEESEE PITSILAK, SAA PITSILAK, LINDA SIMON, CLARENCE TIMATUK, CECIL WELCH, DORIS WINKLER, ANNIE WHISKEYCHAN, GILBERT WHITEDUCK, VICKI ZACK

Professional Associate — MARILYN BLAESER

Administrative Offices and Undergraduate Programs:

Education Building, Room 244S

Administration: (514) 398-4525

Undergraduate Programs: (514) 398-4527

Fax: (514) 398-4529

Graduate Programs:

Duggan House, Room 205

3724 McTavish Street

Telephone: (514) 398-4531

Fax: (514) 398-7436

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

At the Graduate level, the Department offers an M.A. program in Administration and Policy Studies and M.Ed. programs in Administration and Policy Studies, Curriculum Studies and Literacy Studies. For details, see the Calendar of the Faculty of Graduate Studies and Research.

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

Course descriptions may be found in Section 10.

6.1 Bachelor of Education Programs

6.1.1 KINDERGARTEN AND ELEMENTARY EDUCATION PROGRAM

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

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

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

ACADEMIC COMPONENT	CREDITS
This component provides background in the subject areas of the elementary school curriculum, namely: English Language Arts, Mathematics, Natural Sciences, Social Studies, Art, Physical Education, Moral and Religious Education, French. During their four years of study, students will take: 18 – 21 credits in one of these subject areas; at least 3 credits in each of five other subject areas; and 455-203 Communication in Education;	39
PROFESSIONAL COMPONENT	75
This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:	
PRACTICUM	27
Required Courses	
Field Experiences	
435-200 First Year Field Experience	2
435-252 Second Year Field Exp. (K/Elem)	2
435-303 Third Year Field Exp. (K/Elem)	7
435-403 Fourth Year Field Exp. (K/Elem)	8
PROFESSIONAL SEMINARS	
455-201 First Year Professional Seminar	1
416-251 Second Year Prof. Sem. (K/Elem)	1
455-307 Third Year Prof. Sem. (K/Elem)	3
455-405 Fourth Year Prof. Sem. (K/Elem)	3
FOUNDATIONS	15
Required Courses	
411-405 Policy Issues in Quebec Education	3
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
416-300 Educational Psychology	3
Complementary Courses	
one of:	3
415-398 Philosophy of Catholic Education	
423-400 Philosophical Foundations	
PEDAGOGY	21
Required Courses	
433-223 Language Arts	3
433-332 Teaching Mathematics	3
433-372 Teaching Elementary Science	3
433-382 Teaching Social Studies	3
455-310 Kindergarten/Elementary Curri.	3
Complementary Courses	6
Two other methodology courses chosen from: Art, Drama, Moral and Religious Education, Music, Physical Education, TESL, TFSL.	
PEDAGOGICAL SUPPORT	12
Required Courses	
455-302 Language & Learning- Curriculum	3
455-402 Media, Technology and Education	3
Complementary Courses	6
one of:	
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
one of:	
455-300 Special Topics I	
455-301 Special Topics II	
ELECTIVE COURSES	6
TOTAL CREDITS	120

Special Requirements

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

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

**120-CREDIT BACHELOR OF EDUCATION
KINDERGARTEN AND ELEMENTARY PROGRAM
4-YEAR PROGRAM OVERVIEW
EFFECTIVE SEPTEMBER 1998**

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

YEAR 1		
Term A		
A	455-203 Communication in Education	3
P/PS	455-201 First Year Professional Seminar	1
P/FE	435-200 First Year Field Experience I	2
P/F	423-400 Philosophical Foundations or 415-398 Philosophy of Catholic Education	3
	416-300 Educational Psychology	3
P/Ps	455-410 Multicultural/ Multiracial Classroom or 423-464 Intercultural Education or 433-441 First Nations and Inuit Education	3
Term B		
A	Academics	15

YEAR 2		
Term A		
A	Academics	15
Term B		
P/PS	416-251 Second Year Prof. Sem. (K/Elem)	1
P/FE	435-252 Second Year Field Exp. (K/Elem)	2
P/PD	433-223 Language Arts	3
	433-332 Teaching Mathematics	3
	433-382 Teaching Social Studies	3
P/Ps	455-402 Media, Technology, Computers and Education	3

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

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

6.1.2 KINDERGARTEN AND ELEMENTARY EDUCATION PROGRAM (JEWISH STUDIES OPTION) (126 Credits) (Awaiting University and Ministry of Education Approval)

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

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

Students wishing to teach Jewish and general studies at the high school level should register for the dual program outlined in [section 2.1.3 \(A,B\)](#)

ACADEMIC COMPONENT	CREDITS
	45
This component provides background in the subject areas of the elementary school curriculum, namely: Art, English Language Arts, French, Mathematics, Moral and Religious Education, Natural Sciences, Physical Education, Social Studies. During their four years of study, students will take:	
30 credits in Jewish Studies (chosen with the Program Advisor from a list of approved courses published yearly);	30
at least 3 credits in each of five other subject areas listed above	15
PROFESSIONAL COMPONENT	75
This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:	
PROFESSIONAL SEMINARS	8
455-201 First Year Professional Seminar	1

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

FIELD EXPERIENCES 19

Required Courses		
435-200	First Year Field Experience	2
435-252	Second Year Field Exp. (K/Elem) (Jewish Studies - Kindergarten)	2
435-303	Third Year Field Exp. (K/Elem)	7
435-403	Fourth Year Field Exp.(K/Elem) (Jewish Studies - Grades 1-6)	8

FOUNDATIONS 15

Required Courses		
411-405	Policy Issues in Quebec Education	3
414-309	Exceptional Students	3
414-341	Instruction in Inclusive Schools	3
416-300	Educational Psychology	3
Complementary Courses 3		

one of:		
422-320	Visions and Realities of Jewish Education	
423-400	Philosophical Foundations	

PEDAGOGY 21

Required Courses		
422-250	Understanding and Teaching Jewish Living	3
422-400	Teaching Jewish Liturgy	3
422-401	Teaching the Bible 1	3
433-223	Language Arts	3
433-332	Teaching Mathematics	3
433-372	Teaching Elementary Science	3
Complementary Courses 3		

one of:		
422-420	Teaching Jewish History	
433-382	Teaching Social Studies	
433-421	Teaching the Holocaust	

PEDAGOGICAL SUPPORT 12

Required Course		
455-302	Language & Learning - Curriculum	3
Complementary Courses		
one course in Multicultural Education chosen from:		3
423-464	Intercultural Education	
433-441	First Nations and Inuit Education	
455-410	Multi-cultured/Multi-racial Class	
one course in Media, Technology, Computers & Education chosen from:		3
416-310	Education Computer Applications	
432-200	Application Software	
432-204	Educational Media I	
455-402	Media, Technology & Education	

Students with a background in computers or other media applications in education may substitute the following course for one of the above four:

432-341 Instructional Programming 1

one course chosen from:		3
422-404	Teaching Hebrew as a Second Language	
422-405	Teaching Yiddish as a Second Language	
With permission of the program advisor, 431-300 Foundations of Second Language Teaching, or 431-305 Second Language Learning in the Classroom may be taken instead of 422-404 or 422-405.		

In consultation with the Program Advisor, any course beginning with the prefix 422- may be replaced with a relevant course from the Faculty of Arts or the Faculty of Education.

ELECTIVE COURSES	6
TOTAL CREDITS	120

**6.1.3 BACHELOR OF EDUCATION GENERAL
SECONDARY TWO-SUBJECT OPTION PROGRAM**

For a detailed description of this program, please refer to Section 2.1.3.

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

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

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

To be admitted to the concurrent program, students must satisfy the regular admission requirements of the Faculties of Science and Education. Normally, students will be admitted to both components of the concurrent program simultaneously. Students who have completed more than 30 credits in a B.Sc. or a B.Ed. program, exclusive of the Freshman Year for out-of-province students, will not be allowed to opt into the concurrent program. Students in the concurrent program may change to either a B.Sc. or a B.Ed. but may not subsequently switch back to the concurrent program. The two degrees will be awarded at two different convocations but during the same convocation period.

The requirements for the B.Ed. component are described in Section 3.1.3 with the following exceptions:

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

**6.1.5 PROGRAMMES INTENSIFS DE FRANÇAIS (PIF) –
ELEMENTARY OR SECONDARY (30 credit option)**

A 30-credit PIF option is available. For further information, please refer to Section 9 (Department of Second Language Education).

**6.1.6 BACHELOR OF EDUCATION – VOCATIONAL
SECONDARY ONE SUBJECT**

This program is for those holding Provisional Teaching Authorizations (P.T.A.s) in a vocational subject area or for those not desiring secondary school teacher certification. The teaching option must be either a business or technical subject. The program components are as follows:

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

Note: This program is offered through the Centre for Continuing Education.

Application forms and further information may be obtained from the office of Continuing Education, Faculty of Education. Telephone (514) 398-7043.

6.2 Programs of Professional Development

**6.2.1 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.

See Section 2.2.1 for admission requirements.

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

PROGRAM PROFILE

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

Complementary Courses **9**

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

**6.2.2 CERTIFICATE IN BUSINESS AND INDUSTRIAL
TRAINER DEVELOPMENT**

This 30-credit program is designed to meet the staff development needs of current business and industrial trainers in companies offering in-house training. The competency-based program emphasizes the development of generic trainer skills applicable to most business and industrial training settings. The program leads toward a McGill Certificate. It is offered only through the Centre for Continuing Education.

Admission Requirements:

- Applicants must:
1. Hold a Diploma of Collegial Studies (DEC) or its equivalent; OR be 23 years of age or more and be eligible for mature student status according to the current University admission standard.
 2. Function as a trainer within a training environment.

Eligible candidates may follow this program concurrently as part of the B.Ed. (Vocational) degree, see Section 2.1.2. for admission requirements.

	CREDITS
Required Courses	18
416-320 Adult Learning and Teaching	3
436-258 Training Methodologies	3
436-269 Instructional Design	3
436-357 Training Needs Analysis	3
436-257 Evaluation Techniques	3

436-358	Special Project	3	
Complementary Courses			12
one of:			
280-222	(3) Introduction to Organizational Behaviour		
412-502	(3) Group Processes and Individuals		
Any three (9 credits in total) of the following courses are to be chosen by the student in consultation with a Faculty Advisor.			
272-420	(3) Group Dynamics and Interpersonal Relations		
272-426	(3) Human Resource Training and Development (Prerequisites: 280-221, 272-423 or equiv.)		
279-294	(3) Introduction to Labour-Management Relations		
412-506	(3) Organizational Development		
425-201	(3) Effective Written Communication		
or 425-365	(3) Experiences in Communication		
432-204	(3) Educational Media I		
or 432-304	(3) Educational Media II		
432-346	(3) Creating Computer Courseware		
436-476	(3) Special Seminars		

Further information may be obtained from the Coordinator, Certificate Program for Business and Industrial Trainer Development, Division of Vocational Teacher Education. Telephone (514) 398-7106 or 398-4525.

6.3 Programs for First Nations and Inuit

The following programs are offered for Aboriginal teachers through the Office of First Nations and Inuit Education.

6.3.1 CERTIFICATE IN EDUCATION FOR FIRST NATIONS AND INUIT

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

See Section 2.3.1 for admission requirements.

For further information, please call (514) 398-4533.

TIME LIMIT

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

PROGRAM PROFILE (60 credits)

		CREDITS
a) <i>THE ABORIGINAL SCHOOL AND CLASSROOM</i>		6
Required Courses		
411-202	Educ. & Admin. Institutions	3
433-245	Orientation to Education	3
b) <i>LANGUAGE FOR INUIT STUDENTS</i>		6
Required Courses		
433-249	Inuktitut Orthography and Grammar (The term "Inuktitut" in all course descriptions includes "Inuttitit" and "Inuinaqtun".)	3
Complementary Courses		
One 3-credit course from Language complementary course list		3
FOR ALGONQUIN, CREE, MI'KMAQ AND MOHAWK STUDENTS		
Required Courses		
Two of the following according to language group and fluency:		6
433-293	(3) Algonquin Second Language I	
455-234	(3) Algonquin Second Language II	
433-294	(3) Algonquin Language I	

433-295	(3) Algonquin Language II	
455-241	(3) Cree Language I	
455-242	(3) Cree Language II	
455-237	(3) Mi'kmaq Second Language I	
455-238	(3) Mi'kmaq Second Language II	
455-239	(3) Mi'kmaq Language I	
455-240	(3) Mi'kmaq Language II	
433-296	(3) Mohawk Second Language I	
455-236	(3) Mohawk Second Language II	
433-297	(3) Mohawk Language I	
433-298	(3) Mohawk Language II	
c) <i>CONTENT AND TEACHING METHODS</i>		18
(at least 18 credits)		
Required Courses		
426-242	Cultural Skills	3
Complementary Courses		
At least five 3-credit courses from Content and Teaching Methods complementary course list.		
At least three of these five courses should be in different subject content areas.		
For trainees specializing in Physical Education:		
Required Courses		
434-241	Aboriginal Culture: Physical Skills replaces 426-242 Cultural Skills	3
434-342	Physical Education Methods	3
434-493	Administration (434-342 and 434-493 replace any two of the Content and Teaching Methods courses.)	3
Complementary Courses		
At least three 3-credit courses from Content and Teaching Methods complementary course list.		
d) <i>PSYCHOLOGICAL, SOCIAL AND PHYSICAL DEVELOPMENT OF THE CHILD</i>		12
Required Courses		
414-211	Social and Emotional Development	3
414-212	Perceptual Motor Development	3
414-341	Methods in Special Education	3
433-246	Cultivating Language and Thought	3
e) <i>PRACTICUM FOR ALL STUDENTS EXCEPT NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS</i>		12
Required Courses		
435-444	Field Experience – Elementary School	3
The purpose of this practicum, which occurs fairly early in the program is to determine the student's suitability for teaching.		
435-394	Field Experience – Elem. and Sec. Schools	3
The purpose of this practicum is to give exposure at the elementary and secondary levels, where available.		
435-422	Aboriginal Education Practicum I	3
435-423	Aboriginal Education Practicum II	3
(Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.)		
FOR NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS		9
Required Courses		
435-444	Field Experience – Elementary School	3
The purpose of this practicum, which occurs fairly early in the program is to determine the student's suitability for teaching.		
435-422	Aboriginal Education Practicum I	3
435-423	Aboriginal Education Practicum II	3
(435-394 is an option for students enrolled in the Nunavut Teacher Education Program. These students can take another complementary course in lieu of 435-394.)		
f) <i>ELECTIVE COURSES (not more than 6 credits)</i>		6

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

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

g) FOR TRAINEES SPECIALIZING IN PHYSICAL EDUCATION

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

COMPLEMENTARY COURSE LIST

Language

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

Content and Teaching Methods

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

Physical Education

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

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

6.3.2 CERTIFICATE IN ABORIGINAL LITERACY EDUCATION

This program gives aboriginal teachers the opportunity of enhancing their reading and writing skills in their aboriginal language. It is intended to respond to the concern that most aboriginal languages in Canada are now seriously weakened, and that many aboriginal school and school boards have adopted educational policies intended to address this situation. In particular, some educational systems, such as the Cree School Board and the Kativik School Board, use their aboriginal language in the early grades. These policies have brought about an increased need for teachers who are not only fluent in their language, but can read and write it well and know enough of its linguistic structure to teach it effectively and to develop curriculum materials for their schools. The program will be delivered in the aboriginal language, initially in Cree but in other languages as needs arise. In the first instance, the program will be delivered in collaboration with the Cree School Board, but may be developed for other jurisdictions in the future. It will use courses that have already been developed for the field-based aboriginal teacher education program which has been offered by McGill for many years.

See Section 2.3.2 for admission requirements.

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

PROGRAM PROFILE

	CREDITS
Required Courses	12
A beginning course in the Aboriginal language as a first language (e.g. 455-241 Cree I)	3
A second level course in the same language (e.g. 455-242 Cree II)	3
433-342 Inter. Inuktitut/Amerindian Language	3
433-344 Adv. Inuktitut/Amerindian Language	3
Complementary Courses	12
Four courses to be chosen from the following list:	
416-304 (3) Measurement and Evaluation	
426-242 (3) Cultural Skills	
433-223 (3) Language Arts Part I	
433-224 (3) Language Arts Part II	
433-240 (3) Use and Adaptation of Curriculum	
433-243 (3) Reading Methods in Inuktitut/Cree	
433-247 (6) Individualized Instruction	
433-248 (3) Reading and Writing Inuktitut/Cree	
433-345 (3) Literature and Creative Writing I	
433-346 (3) Literature and Creative Writing II	
455-202 (3) Effective Communication	
455-220 (3) Curriculum Development	
455-403 (3) Dialects of Inuktitut	

Elective Courses

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

6.3.3 CERTIFICATE IN MIDDLE SCHOOL EDUCATION IN ABORIGINAL COMMUNITIES

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

See section 2.3.3 for admission requirements

PROGRAM PROFILE (30 credits)

	CREDITS
Required Courses	27

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

Elective Course

3

one chosen from:

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

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

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

6.3.4 BACHELOR OF EDUCATION FOR CERTIFIED TEACHERS (ELEMENTARY EDUCATION)

See Section 2.3.4 for admission requirements.

This 90-credit program is available on a part-time basis in the summer, fall, winter and spring terms. It is available also on a full-time basis. The program combines academic courses in areas of concentration, academic and electives, and professional courses related to educational theories and teaching strategies.

PROGRAM PROFILE

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

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

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

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

7. Physical Education (434)

Professors — DAVID MONTGOMERY, GREGORY D. REID (*CHAIR*), ALBERT E. WALL

Associate Professors — DANIEL Q. MARISI, GRAHAM I. NEIL, HÉLÈNE PERRAULT, RENÉ A. TURCOTTE

Assistant Professors — MARGARET J. DOWNEY, DAVID J. PEARSALL

Faculty Lecturer — JANE WARDLE

Adjunct Professors — T. BLAINE HOSHIZAKI, VASSILIOS VARDAXIS

Department Office
Currie Gym
475 Pine West
Telephone: (514) 398-4184
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The Department of Physical Education offers two programs leading to a B.Ed. Degree.

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

Course descriptions may be found in Section 10.

7.1 Bachelor of Education Programs

7.1.1 BACHELOR OF EDUCATION MAJOR IN PHYSICAL EDUCATION
(Awaiting approval from the Ministry of Education)

This four-year specialist program prepares students to teach physical education at the elementary and secondary levels as well as a second subject at one of these levels.

Graduation Requirement

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

PROGRAM PROFILE

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

MINOR IN SECOND TEACHING SUBJECT

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

Minors may be selected from the following:

Elementary level: Moral and Religious Education, Arts, Social Science.

Secondary level: Moral Education, General Science, Biology, Chemistry, Physics, Geography, History, Vocational Education (Technical or Business).

SKILL AND TECHNIQUE COURSES

Required Courses

434-202	Rhythmic Activities	1
434-210	Educational Gymnastics	1
434-213	Aquatics I	1
434-214	Basketball I	1
434-216	Gymnastics I	1
434-217	Track & Field	1
434-218	Volleyball I	1
434-223	Basic Games	1
434-226	Badminton	1
434-236	Softball	1
434-243	Dance	1

Complementary Courses

one of:

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

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

FIELD EXPERIENCES

Required Courses

435-246	First Year Field Experience (Elem.)	3
435-374	Second Year Field Experience (Sec.)	3
435-348	Field Exp. Elem. School	6
435-478	Field Experience Secondary	6

FOUNDATION COURSES

Required Courses

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

Complementary Course

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

PEDAGOGY COURSES

Required Courses

434-342	Physical Education Methods	3
434-442	Physical Education Pedagogy	3
434-494	Curriculum Development	3

A 3-credit Teaching Methods course in the area of the teaching minor to be selected from the offerings of the Departments of Educational Studies or Culture and Values of the Faculty of Education.

PEDAGOGICAL SUPPORT COURSES

Complementary Courses

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

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

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

- 416-310 Educational Computer Applications
- 432-200 Applications Software
- 432-204 Educational Media I

21	455-402 Media, Technology & Education
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For students with a background in computers or other media applications in education, the following courses may be substituted for the above:

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

ELECTIVE COURSES

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

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7.1.2 BACHELOR OF EDUCATION

PHYSICAL ACTIVITY AND HEALTH SCIENCES (PAHS)

(Program to be implemented in September, 1999)

The focus of the Physical Activity and Health Sciences three-year program is to provide a scientific and professional study of the assessment, maintenance and enhancement of human health and well-being. Students will gain experience for careers in health instruction, fitness consulting and administration, exercise and sport leadership, as well as preparation for further study in other allied health fields and graduate research. Within this program, students may seek professional certification in one or more of the careers defined above but not including teacher certification.

Graduation Requirement

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

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PROGRAM PROFILE

PHYSICAL ACTIVITY AND HEALTH SCIENCE THEORY

Required Courses

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

PHYSICAL ACTIVITY AND HEALTH SCIENCE PROFESSIONAL COMPONENT

Required Course

434-201	Physical Activity Leadership	3
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Complementary Courses

189-203	Principles of Statistics I	3
	or 204-305 Statistics for Experimental Design	
432-200	Applications Software	3
	or 308-102 Computers and Computing	
	Nine credits from one of the Option lists given below:	9
	A) Sciences,	
	B) Social Perspective of Health,	
	C) Management and Administration,	
	D) Certified Fitness Appraiser (CFA),	
	E) Personal Trainer	

SKILL AND TECHNIQUE COURSES

Required Courses

434-200	Weight Training	1
434-213	Aquatics I	1

434-244	Dance and Fitness	1
434-248	Resistance Training	1
434-249	Physical Activity Appraisal	1

Complementary Courses 4

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

PRACTICA**Required Courses** 9

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

ELECTIVE COURSES 9

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

A) SCIENCE OPTION

Students select three courses from one of the following areas:

Biology

177-200	(3)	Molecular Biology
177-201	(3)	Cell Biology and Metabolism
177-202	(3)	Basic Genetics
177-205	(3)	Biology of Organisms
177-206	(3)	Methods in Biology of Organisms
177-308	(3)	Ecology

Chemistry

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

Mathematics

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

Physics

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

Psychology

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

B) SOCIAL PERSPECTIVE OF HEALTH OPTION

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

C) MANAGEMENT AND ADMINISTRATION OPTION

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

D) CERTIFIED FITNESS APPRAISER (CFA) OPTION

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

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

(* required)

E) PERSONAL TRAINER CERTIFICATION OPTION

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

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

(* required)

8. Second Language Education (431)

Professors — MARY H. MAGUIRE (*CHAIR*), JACQUES J. REBUFFOT

Associate Professors — JANET DONIN, DENISE LUSSIER, ROY LYSTER, NINA SPADA, CAROLYN TURNER, LISE WINER

Faculty Lecturer — LOUISE SAVOIE

Education Building, Room 431-A
Telephone: (514) 398-6982 or 398-6985
Fax: (514) 398-5595

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

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

Course descriptions may be found in Section 10.

8.1 Bachelor of Education Programs**8.1.1 BACHELOR OF EDUCATION IN TEACHING FRENCH AS A SECOND LANGUAGE**

(Awaiting approval from the Ministry of Education)

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

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

ACADEMIC COMPONENTS	51-54	CREDITS
Required Courses	24	
104-201 Introduction to Linguistics	3	
104-350 Linguistic Aspects of Bilingualism	3	
125-203 Composition II	3	
125-231 Linguistique Française	3	
431-300 Foundations of L2 Education	3	
431-305 L2 Learning in Classroom Settings	3	
431-314 Sociolinguistique du FLS	3	
431-341 Littérature et littérature en FLS	3	
Complementary Courses	27-30	
Students must take 21 credits from:	21	
approved courses in one of the following subject areas taught at the secondary level (Biology, Geography, History, Physics, Chemistry, Mathematics);		
or approved courses in two of the following subjects taught at the elementary level (Arts, Mathematics, Natural Sciences, Social Sciences, Moral and Religious Education).		
Students must take 6 to 9 credits selected from a list of approved courses in the Department of French Language and Literature and the Department of Linguistics:	6 - 9	
9 credits if the above 21 credits were chosen at the secondary level;		
or 6 credits if the above 21 credits were chosen at the elementary level.		
PROFESSIONAL COMPONENTS	60-63	
<i>PROFESSIONAL SEMINARS</i>	8	
Required Courses		
431-209 First Year Professional Seminar	1	
431-259 Second Year Professional Seminar	1	
431-319 Séminaire professionnel III	3	
431-419 Séminaire professionnel IV	3	
<i>FIELD EXPERIENCES</i>	19	
Required Courses		
435-209 First Year Field Experience	2	
435-259 Second Year Field Experience	2	
435-309 Third Year Field Experience	7	
435-409 Fourth Year Field Experience	8	
<i>FOUNDATION COURSES</i>	9	
Required Courses		
411-405 Policy Issues in Québec Education	3	
416-300 Educational Psychology	3	
Complementary Courses	3	
one of:		
423-400A Philosophical Foundations		
415-398A Philosophy of Catholic Education		
<i>PEDAGOGY COURSES</i>	12-15	
Required Courses		
431-444 Enseignement du FLS au primaire	3	
431-472 Enseignement du FLS au secondaire	3	
431-402 Mesure et évaluation en FLS	3	
Complementary Courses	3-6	
Three to six credits of pedagogy in approved subjects:		
3 credits in one subject area if the 21 complementary academic credits were chosen at the secondary level;		
or 6 credits (3 in each subject area) if the 21 complementary academic credits were chosen at the elementary level.		
<i>PEDAGOGICAL SUPPORT COURSES</i>		
Required Courses	12	

431-301 Étude de la langue ens. du FLS	3
431-345 Enseignement du FLS par immersion	3
431-506 Computer/Internet & L2 Learning	3
414-309 Exceptional Students	3
ELECTIVES	6
TOTAL CREDITS	120

PROGRAMMES INTENSIFS DE FRANÇAIS (PIF) OPTION (ELEMENTARY OR SECONDARY) (30 credits)

A 30-credit (PIF) option is available to students who wish to teach in an immersion class or a classe d'accueil. A student must choose either the elementary or the secondary option. This option is available to students enrolled either in the B.Ed. Major in the Teaching of French (Second Language) at the elementary level or the B.Ed. General Secondary Two-Subject Option program.

The mastery of French will be tested prior to admission to the option.

PROGRAM REQUIREMENTS (ELEMENTARY OR SECONDARY)

Competency in French

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

ELEMENTARY PROGRAM

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

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

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

SECONDARY PROGRAM

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

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

(Awaiting approval from the Ministry of Education)

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

ACADEMIC COMPONENTS	CREDITS
Required Courses	57
104-201 Introduction to Linguistics	3
104-350 Linguistic Aspects of Bilingualism	3

110-200	Survey of English Literature	3
425-366	Literature for Young Adults	3
431-300	Foundations of L2 Education	3
431-304	Sociolinguistics and L2 Education	3
431-305	L2 Learning in Classroom Settings	3
Complementary Courses		36
36 credits selected from a list of approved courses in the Faculties of Arts and of Science, 12 credits of which must be from the Department of English and/or the Department of Linguistics .		
PROFESSIONAL COMPONENTS		57
<i>PROFESSIONAL SEMINARS</i>		8
Required Courses		
431-209	First Year Professional Seminar	1
431-259	Second Year Professional Seminar	1
431-309	Third Year Field Experience	3
431-409	Fourth Year Professional Seminar	3
<i>FIELD EXPERIENCES</i>		19
Required Courses		
435-209	First Year Field Experience	2
435-259	Second Year Field Experience	2
435-309	Third Year Field Experience	7
435-409	Fourth Year Field Experience	8
<i>FOUNDATION COURSES</i>		9
Required Courses		
411-405	Policy Issues in Québec Education	3
416-300	Educational Psychology	3
Complementary Courses		3
one of:		
423-400	Philosophical Foundations	
415-398	Philosophy of Catholic Education	
<i>PEDAGOGY COURSES</i>		9
Required Courses		
431-447	TESL in Elementary Schools	3
431-458	TESL in Secondary Schools	3
431-412	Measurement and Evaluation in TESL	3
<i>PEDAGOGICAL SUPPORT COURSES</i>		12
Required Courses		
414-309	Exceptional Students	3
431-311	Language Study for ESL Teachers	3
431-506	Computer/Internet & L2 Learning	3
Complementary Courses		3
one of:		
414-341	Instruction in Inclusive Schools	
431-330	L2 Literacy Development	
ELECTIVES		6
TOTAL CREDITS		120

8.2 Program of Professional Development

CERTIFICATE IN SECOND LANGUAGE TEACHING

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

Teaching French as a Second Language, Elementary and Secondary

Teaching English as a Second Language, Elementary and Secondary.

All eligible candidates may follow this program concurrently as part of the B.Ed. for Certified Teachers.

See section 2.2.1 for admission requirements.

For further information about this program, please contact the Student Affairs Assistant by telephone at (514) 398-6985 or fax (514) 398-5595.

PROGRAM PROFILE

CREDITS

Required Courses		15
431-360	Pract-Sec. Lang. Teach. Elem/Sec I	3
431-361	Pract-Sec. Lang. Teach. Elem/Sec II	3
And one of the following sets of courses, depending on specialization		9
TFSL students take:		
431-301	Étude de la langue ens. du FLS	
431-444	Enseignement du FLS au primaire	
431-472	Enseignement du FLS au secondaire	
TESL students take:		
431-311	Language Study for ESL Teachers	
431-447	TESL in Elementary Schools	
431-458	TESL in Secondary Schools	
Complementary Courses		15
one selected Academic course		3
selected Language, Linguistics or Literature courses		12
Selection to be made in consultation with Program Director or the Student Affairs Assistant.		

9. Graduate School of Library and Information Studies (405)

Emeritus Professors — EFFIE C. ASTBURY, VIOLET L. COUGHLIN

Professor — J. ANDREW LARGE (DIRECTOR, TO JUNE 1998)

Associate Professors — JAMSHID BEHESHTI (DIRECTOR, FROM JULY 1998), CAMILLE CÔTÉ, JOHN E. LEIDE, PETER F. McNALLY, DIANE MITTERMAYER, LORNA REES-POTTER

Assistant Professor — FRANCE BOUTHILLIER

Faculty Lecturers — FRANCES ACKERMAN, GORDON BURR, LOUISE CARPENTIER, SANDRA DUCHOW, LUC GRONDIN, HAIDAR MOUKDAD, EINO SIERPE, MARCOS SILVA, MARIE TROTTIER, RICHARD VIRR

Professional Associate — ANDRÉ BOUDREAU

School Office:

McLennan Library Building, Room MS57

3459 McTavish, Montreal, QC H3A 1Y1

Telephone: (514) 398-4204

Fax: (514) 398-7193

E-Mail: AD27@MusicA.McGill.CA

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

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

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

For further information concerning programs, requirements, and courses consult the Graduate School of Library and Information Studies section of the Faculty of Graduate Studies and Research Calendar or the Web homepage.

10. Course Descriptions

Undergraduate courses offered by the Faculty of Education in various degree, diploma, and certificate programs are listed according to the department responsible for the courses. Some courses

will be available in the evenings only, through the Centre for Continuing Education.

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

† Denotes courses not available as Education electives.

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

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

* Denotes courses which, because they are scheduled around practice teaching, are open only to Bachelor of Education (U3) and Diploma in Education students (Special Areas).

□ Denotes courses with limited enrolment.

● Denotes courses not offered in 1998-1999.

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

411 – Administration and Policy Studies Courses

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

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

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

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

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

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

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

411-470C ISSUES IN EDUCATIONAL POLICY. (3) (Offered through Summer Studies) (Prerequisite: 411-204, 411-404 or 411-405) Critical examination of current policy issues in education such as equality of opportunity, public attitudes to education, critiques of secondary education, schooling and employment, and intercultural education.

412 – Counselling Psychology Courses

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

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

● **412-201 INTRODUCTION TO STUDENT ADVISING.** (3)

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

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

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

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

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

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

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

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

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

● **412-442 COUNSELLING ROLE OF THE TEACHER.** (3)

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

□ **412-501 HELPING RELATIONSHIPS.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) The basic principles of human relationship and communication skills, approached from a theoretical and experiential viewpoint. An emphasis will be given to training in basic listening skills, interviewing techniques, and the interpretation of non-verbal behaviour in communication.

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

□ **412-503 HUMAN SEXUALITY FOR PROFESSIONALS.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) Historical, biological, anthropological, psychological and sociological perspectives of human sexual development. Sexual dysfunctions and approaches to sex therapy. Attitudes toward sexuality held by professional helpers relative to their implications for the learning and teaching of human sexuality and sex therapy.

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

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

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

□ **412-508 SEMINAR IN SPECIAL TOPICS.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) Content will vary from year to year and

will be announced prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants. Permission must be obtained from the department before registration.

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

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

414 – Inclusive (Special) Education Courses

Courses listed under codes 412-, 416-, 432- and 449- are also offered by the Department of Educational and Counselling Psychology.

● Denotes courses not offered in 1998-99. (Some of the following courses may be offered through Continuing Education, please consult the 1998-99 Continuing Education Calendar)

● **414-211 SOCIAL AND EMOTIONAL DEVELOPMENT.** (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of Native and Northern Education.)

● **414-212 PERCEPTUAL MOTOR DEVELOPMENT.** (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of Native and Northern Education.)

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

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

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

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

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

of teaching methods with students experiencing behavior difficulties.

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

414-443 FAMILY, SCHOOL AND COMMUNITY. (3) (May be offered through Continuing Education.) Examination of family, school, community, and societal influences on student growth, development and adjustment. Emphasis on family perspectives, school orientation, community services, and community collaboration. Application component: using knowledge and skills in the field.

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

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

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

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

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

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

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

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

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

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

For course symbol legends, see page 189

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

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

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

415 – Catholic Studies Courses

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

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

● ▲ **415-207 WHO IS CHRIST?** (3)

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

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

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

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

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

▲ **415-394A PHILOSOPHY OF GOD.** (3) A critical study of the concept of God from a variety of religious, philosophic and mystical perspectives.

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

● ▲ **415-396 SEMINAR IN CONTEMPORARY THEOLOGY.** (3)

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

415-473A LIVING WITH INSIGHT. (3) An examination of the moral and spiritual challenges of the modern and post-modern world. Emphasis will also be placed on the role and responsibility of education in meeting these challenges.

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

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

● ▲ **415-495 THE EUCHARIST.** (3)

416 – Educational Psychology Courses

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

416-208 PERSONALITY AND SOCIAL DEVELOPMENT. (3) Personality, social behavior, and moral development from nursery school up to, but not including, adolescence. Emphasis on aspects of personal-

ity and social development that are related to the process of schooling.

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

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

416-251B SECOND YEAR PROF. SEM. (K/ELEM). (1) (Prerequisites: 435-200 and 455-201. Corequisite: 435-252) (Open to B.Ed. K/Elem. students only.) The seminar, which accompanies the early childhood teaching experience, will focus on individual differences in teaching and learning, learning styles, strategies for accommodating individual differences in an early childhood setting.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

□ **416-560C HUMAN DEVELOPMENT.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) (Offered during Summer Session.) A review of current theory and knowledge of human development through the life cycle. Particular attention is given to emotional and social development. All major age-stages are considered. Emphasis is placed on the effects of interaction between individuals of these different age groupings.

416-564C FAMILY COMMUNICATION. (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) Family communication processes and interpersonal reactions in the context of marriage and the contemporary family will be considered. Attention will be given to role changes and the effect of crises on marital and family relationships. Permission of Associate Program Director required.

416-565C PSYCHOSOCIAL ASPECTS OF CANCER. (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) Psychosocial aspects of cancer experience; assessment of psychological needs, resources and development of appropriate new coping skills. Crisis intervention, cognitive-behavioral therapy, relaxation, visual imagery, communication, decision making and pain management in group and individual modalities, for patients and significant others

▲ **416-575C EDUCATIONAL MEASUREMENT.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) Statistical measurements in education, graphs, charts, frequency distributions, central tendencies, dispersion, correlation, and sampling errors.

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

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

421 – Protestant Studies Courses

● **421-331 DEVELOPMENTAL APPROACHES TO MRE.** (3)

● **421-332 MRE ELEMENTARY CURRICULUM.** (3)

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

422 – Jewish Studies Courses

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

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

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

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

422-400A TEACHING THE JEWISH LITURGY. (3) Survey of the daily, Sabbath, festival and high holy day liturgy of the Jewish people. Emphasis is placed on the meaning and purpose of prayer, and the theological, moral and philosophical issues raised by the texts. Curriculum developed for teaching in various Jewish educational frameworks is examined and evaluated.

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

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

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

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

● **422-421 TEACHING THE HOLOCAUST.** (3)

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

423 – Philosophy of Education Courses

● **423-205 SOCIOLOGY OF EDUCATION.** (3)

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

● □ ▲ **423-309 THE RELIGIOUS QUEST.** (3)

● □ ▲ **423-324A VALUES AND HUMAN SEXUALITY.** (3)

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

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

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the nature of the school and the curriculum, the roles and responsibilities of professional educators.

- **423-403 EDUCATION OF MINORITY GROUPS.** (3)
- □ ▲ **423-405 EDUCATIONAL AND SOCIAL CRITICISM.** (3)
- **423-406 COMPARATIVE EDUCATION.** (3)
- ▲ **423-408A,B HUMAN VALUES AND EDUCATION.** (3) A study of selected works dealing with moral, religious, social, and political values with a view to determining their relevance to basic educational issues.
- **423-409B WOMEN AND EDUCATION.** (3) (Core course for the Women's Studies Minor Program.) The school as a sexist institution in both historical and contemporary perspectives; identifies women's contributions to intellectual history and the development of educational ideas and practices; analyses problems such as those of prejudice in schools, women teachers and promotion, sex role stereotypes in texts. Interdisciplinary approach. Guest speakers.
- □ **423-410B WOMEN IN HIGHER EDUCATION.** (3) (Core course for the Women's Studies Minor Program)
- 423-461B SOCIETY AND CHANGE.** (3) Factors influencing patterns of stability and change in major social institutions and the implications for formal and non-formal education.
- **423-462 LEARNING IN CONTEMPORARY SOCIETY.** (3)
- * **423-464A INTERCULTURAL EDUCATION.** (3) (Not for credit if already taken 455-410 or 433-441.) Issues of learning and teaching in multicultural classrooms; development of understanding of different cultures and cultural perspectives.
- 423-498A SEMINAR ON WOMEN'S STUDIES I.** (3) An interdisciplinary seminar on topics of common interest to the area of Women's Studies. This course is designed to allow students to undertake theoretical and applied projects which are based in the university and the community. (Awaiting University Approval)
- 423-499B SEMINAR ON WOMEN'S STUDIES II.** (3) An interdisciplinary research seminar on topics of common interest to the students and staff in the Women's Studies Major program. This seminar is designed to enable students to undertake a substantial research project and to contextualize their work within the spectrum of feminist research within the university and the community. (Awaiting University Approval)
- ▲ **423-505A EDUCATION AND SOCIAL ISSUES.** (3) A study of the philosophical aspects of major social issues to education, and of selected approaches to fostering critical thinking concerning such issues.

424 – Education in Drama Courses

- † **424-342B C&I IN DRAMA EDUCATION.** (3) (Prerequisite or corequisite: at least one course in Drama Education.) Pedagogical theory and practical applications in the teaching of developmental drama, dramatic forms, improvisation and theatre arts.
- ▲ **424-394 CREATIVE DRAMATICS FOR THE CLASSROOM.** (3) (Offered through Continuing Education.) A participatory course in creative drama and the use of improvisational techniques in the pursuit of student development.
- □ ▲ **424-396 SPEECH IN DRAMA EDUCATION.** (3)
- □ ▲ **424-494 IMPROVISATION & THEATRE ARTS FOR CLASS.** (3) (Prerequisite: 424-394)
- **424-496 DRAMA/PLAY PRODUCTION IN EDUCATION.** (3) (Prerequisites: one or more of the following, or the permission of the instructor: 424-394, 494, 110-269.)

425 – Secondary Education Courses

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

ENGLISH

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

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

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

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

MATHEMATICS

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

SCIENCE

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

SOCIAL SCIENCES

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

426 – Education in Art Courses

All courses have limited enrolment.

- ▲ **426-204A DRAWING.** (3) Development of sound drafting skills through the study of organic forms and the human figure in various media.
- ▲ **426-205A PAINTING II.** (3) (Prerequisite: 426-204) Investigation of color, media, tools, techniques. Studies of natural forms, the human figure.
- □ ▲ **426-208 CERAMICS I.** (3)
- ♦ ▲ **426-209 CERAMICS II.** (3) (Prerequisite: 426-208)
- ▲ **426-241A,B BASIC ART MEDIA FOR THE CLASSROOM.** (3) An introduction to media that can be easily adapted to elementary classroom studio exploration.
- ▲ **426-242 CULTURAL SKILLS.** (3) Development of First Nations and Inuit skills and knowledge in art, music handicrafts or other areas both modern and traditional. Topics will vary and be chosen from a range identified by classroom teachers. Course may continue over several training sessions.
- ▲ **426-296A BASIC DESIGN.** (3) Exploration of the basic elements of visual art through two dimensional composition and three-dimensional constructions. Investigation of materials and tools and the processes of manipulating and relating materials.

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

□ **▲ 426-302A SPECIAL TOPICS.** (3) Selected topics and contemporary issues in education in the arts. The content will vary from year to year and will be announced prior to registration.

□ **▲ 426-304B PAINTING III.** (3) Continuation of course 426-205 with emphasis on drawing and structure.

□ **▲ 426-305B PAINTING IV.** (3) Continuation of course 426-304 with emphasis on advanced composition.

□ **▲ 426-307B DRAWING II.** (3) (Prerequisite: 426-204) A course designed to further the individual's natural drawing ability, and to develop a keen, perceptive approach to varied subject matter, including figure drawing.

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

● □ **† 426-342B ART C&I FOR ELEMENTARY SCHOOL ART MAJORS.** (3)

● **▲ 426-398 EARLY CANADIAN ART.** (3)

□ **▲ 426-404B PAINTING V.** (3) (Prerequisite: 426-305) Major problems in graphic expression. A tutorial course where the student selects the instructor. Individual conferences and criticism leads the student to an independent approach to painting.

□ **▲ 426-405B PAINTING VI.** (3) (Prerequisite: 426-404) The student will be required to work in a variety of sizes up to mural painting. Exploration of selected media and new dimensions of design.

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

● **† 426-473 ART C&I – SECONDARY.** (3) (Prerequisite: for B.Ed. students 426-342 and teaching in elementary schools.)

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

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

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

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

Note: For other courses in Art History see the Faculty of Arts section.

429 – Education in Music Courses

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

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

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

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

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

● * **† 429-442A ELEMENTARY MUSIC C&I.** (3)

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

431 – Second Language Education Courses

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

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

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

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

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

† 431-291 OBSERVATION AND FAMILIARIZATION. (0) Observation, individual tutoring, and small group work in a secondary or elementary school environment. (Student activity to approximate 10 days in school setting; arrangements in consultation with an advisor.)

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

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

▲ 431-304A SOCIOLINGUISTICS AND L2 EDUCATION. (3) This course introduces students to various social aspects of language, language use, and language learning by examining second language education from three interrelated perspectives: sociolinguistics, discourse, and culture. Issues range from language

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variation and social attitudes to conversational analysis and cross-cultural communication. (May be offered in English or French.)

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

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

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

▲ **431-314A,B SOCIOLINGUISTIQUE DU FLS.** (3) Ce cours étudie les aspects propres à la situation sociolinguistique de la langue française selon trois perspectives: langue, société et culture. Les problèmes à l'étude portent sur les variations de langue, les attitudes sociales et le développement d'une compétence transculturelle, par le biais d'applications pédagogiques pertinentes pour l'enseignement du FLS.

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

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

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

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

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

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

◆▲ **431-381 YNG. ADULT LIT. STUDENTS LEARN. FSL.** (3) Aesthetic, sociological and psychological views of literature for young adults; the tastes, interests and motivation of young adult readers; the selection and use of types of literature written for these readers; trends in the production of this kind of literature in Québec and other francophone cultures.

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

431-400B SÉMINAIRE PROFESSIONNEL V (FLS). (3) (Competence in French is required) (Prerequisites: 455-350 and 435-350. Corequisite: 431-478 and 435-400) Analyse des difficultés d'apprentissage, des contextes d'enseignement à plusieurs niveaux, de la diversité des habiletés et de leur évaluation. Réflexion sur le stage pratique final (variables affectives, gestion de la classe, relations avec milieu scolaire). Complément de la cours de pédagogie.

431-401B PROFESSIONAL SEMINAR V (ESL). (3) (Competence in English is required) (Prerequisites: 455-350 and 435-350. Corequisites: 431-458 and 435-400) Aspects of ESL learning: learning difficulties, pedagogical implications of working in multilevel and multiability settings, evaluation. Forum for reflection on ESL teaching as experienced in the final practicum. Topics will include: affective variables; classroom management; relationships with students and school milieu. Complement to the Pedagogy course.

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

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

431-410B SÉMINAIRE PROFESSIONNEL VI (FSL). (1) (Competence in French is required. Corequisites: 431-400 and 435-400 and 435-450) Accompagne et favorise la recherche, la discussion et la réflexion autour d'un projet de recherche-action du dernier stage et portant sur des sujets variés: la responsabilité personnelle de l'enseignement, le changement social, la formation continue, la comparaison entre le stage initial et le stage final, l'analyse critique de la formation à l'enseignement.

431-411B PROFESSIONAL SEMINAR VI (ESL). (1) (Competence in English is required. Corequisites: 431-401 and 435-400 and 435-450) Critical reflection on a project undertaken in the final ESL practicum. Specified topics and issues will include: personal responsibility and social change; ongoing professional development; comparison between beginning teaching experiences and later experiences; critical perspectives on teacher education.

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

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

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

431-447A TESL IN ELEMENTARY SCHOOLS. (3) (Prerequisite: 431-311. Corequisites: 431-309 and 435-309.) This course aims to develop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the elementa-

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ry level. The planning of instructional units that aim to develop learners' oral and written communication skills will be emphasized.

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

431-458B TESL IN SECONDARY SCHOOLS. (3) (Prerequisite: 431-311. Corequisites: 431-409 and 435-409.) This course aims to develop skills in planning appropriate lessons, activities, units and projects for ESL learners in a variety of programs at the secondary level, namely, Regular ESL and English Second Language Arts. The planning of instructional units that develop learners' oral and written communication skills will be emphasized.

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

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

432 – Educational Technology Courses

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

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

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

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

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

432-304 EDUCATIONAL MEDIA II. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) A continuation of the study of Educational Media in teaching and learning with an emphasis on theoretical concepts and multi-media. Students will systematically develop more complex audio-visual productions that link closely to instructional design productions.

432-306 VIDEO PRODUCTION FOR EDUCATION I. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) The course comprises a survey of the development of educational video and

the making of short productions for schools using single camera and portable video systems.

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

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

▲ **432-311 LOGO AND THE LEARNING PROCESS.** (3) (Prerequisite: 432-310) (Offered only through Distance Education.) The second course in LOGO explores further features of this programming language and provides practical work in turtle graphics, words, lists and numbers. Students will also discuss issues in teaching LOGO and be involved in an extended project.

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

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

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

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

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

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

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

▲ **432-346 CREATING COMPUTER COURSEWARE.** (3) (Prerequisite: 432-315) (Offered only through Distance Education.) This course is designed for teachers who wish to develop educational software and classroom activities through the use of authoring tools. Emphasis is on learning how to design and produce inter-active Computer Assisted Learning units such as simulation exercises with graphics and sound.

432-347 MULTI-MEDIA TOOLS. (3) (Prerequisite: 432-200 or equivalent.) The course examines theoretical concepts for, and provides

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a practical training in, the creation of multi-media presentations for the classroom and Web sites.

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

432-403 EDUCATIONAL PHOTOGRAPHY II. (3) (Prerequisite: 432-303) (Enrolment limited to 24. Offered only through Continuing Education.) A continuation of the study and application of photography in education with an emphasis on the development of intermediate level photographic skills.

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

432-406 MANAGING MEDIA RESOURCES. (3) (Offered only through Distance Education.) An examination of the development and management of school services, including the design of instructional facilities, the administration of materials, equipment and production services, budgeting, personnel management, and the promotion of effective use of technology.

432-407 VIDEO PRODUCTION FOR EDUCATION II. (3) (Prerequisite: 432-306) (Offered only through Continuing Education.) Advanced studies of television program design and production for instructional purposes. Focus on four types of presentation: exploratory, documentary, segmented and dramatic. Production steps include planning, shooting, editing, revision and critical evaluation.

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

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

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

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

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

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

and includes a structure for collaborative learning through computer-mediated communication.

432-470 DEVELOPING SCHOOL MEDIA ACTIVITIES. (3) (Prerequisite: 432-204) (Replaces 432-440/470. Offered only through Distance Education.) This course focuses on the development of visual perception, media literacy in school-age children and the impact of mass media on them. It also focuses on the student as producer and critic of media-based communication.

433 – Elementary Education Courses

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

LANGUAGE ARTS – LITERATURE – READING

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

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

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

MATHEMATICS

● **189-111B MATHEMATICS FOR EDUCATION STUDENTS.** (3) (Open only to students in the B.Ed. program, not open to students who have successfully completed CEGEP course 201-101 or an equivalent. Not available for credit with 189-112.)

433-322B TEACHING MATHEMATICS I. (3) Curriculum trends in teaching mathematics to children. Programs, methods, materials and evaluation procedures appropriate for the elementary school. *Please check timetable information for LABS schedule.*

FIRST NATIONS AND INUIT EDUCATION

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

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

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

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

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

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

▲ **433-246 CULTIVATING LANGUAGE AND THOUGHT.** (3) Study and observation of spoken language development and its maturation in First Nations or Inuit children. Application of observed data to the

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selection and devising of appropriate materials and methods for pre-school and elementary levels.

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

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

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

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

433-291 CULTURAL VALUES AND SOCIALIZATION. (3) An introduction to the educational implications of cultural values and patterns of socialization of children. Topics will include a description of the cultural values of Aboriginal peoples, home styles of communication, learning and discipline and intercultural educational issues.

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

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

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

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

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

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

▲ 433-298 MOHAWK LANGUAGE II. (3) (Prerequisite: 433-297) Students will complete their earlier study of the predictable items in the language, and then will focus on the non-predictable items in Mohawk: irregular verbs, reflexive and semi-reflexive verbs, pur-

posive stem, translocative, etc. Importance will be placed on developing reading and writing skills.

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

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

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

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

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

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

433-441 FIRST NATIONS AND INUIT EDUCATION. (3) Study of First Nations and Inuit schools as diverse social, cultural, linguistic, political and pedagogical settings. Considers school and community minority-majority interactions and their influence on teaching and learning in educational settings. Examines how a teacher's personal practice can be influenced by an understanding of these factors.

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

READING CERTIFICATE

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

● **433-467 SPECIAL TOPICS IN READING.** (3)

SCIENCE

▲ 433-270 ELEMENTARY SCHOOL SCIENCE. (3) (Offered through Continuing Education) (Not open to students with CEGEP Science.) Science as a means of exploring and explaining our environment. A study of some of the fundamental concepts and process skills common to most elementary programs.

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

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

SOCIAL STUDIES

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

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434 – Physical Education Courses

Please check timetable information for Labs and Conferences schedules.

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

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

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

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

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

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

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

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

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

434-300 SPECIAL TOPICS. (3) Content will vary from year to year and will be announced prior to registration. The course will be given by a single instructor or by a group, as the occasion warrants.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

▲ **434-492A PSYCHOLOGY OF MOTOR PERFORMANCE.** (3) This course is concerned with selected psychological factors in terms of their relationship to the acquisition of motor skills, that is, how they affect the skill acquisition of the individual and how the activity patterns of the individual affect the psychological factors.

434-493B ADMINISTRATION. (3) Organization and administration of physical education programs in various settings with emphasis on common problems relating to management practices of centres of-

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fering physical activity. Topics include facilities and equipment, fiscal considerations, liability and program planning.

† **434-494A,C CURRICULUM DEVELOPMENT.** (3) (Prerequisite: 435-374 or equivalent.) Directed towards an understanding of the important principles which should be the foundation of a modern program in Physical Education; student's role in the development, implementation and evaluation of the Physical Education Curriculum.

▲ **434-495 SCIENTIFIC PRINCIPLES OF TRAINING.** (3) (Prerequisites: 434-331 and 434-391) Application of physiological and kinesiological principles in the selection and evaluation of athletic and physical fitness programs. Specific topics studied will include aerobic and anaerobic training, interval training, circuit training, weight training for muscular strength and endurance, flexibility, motor ability, obesity and energy balance.

▲ **434-496B ADAPTED PHYSICAL ACTIVITY.** (3) (Prerequisite: 434-342 or 434-201) Assessment, instruction and evaluation in physical activity for special populations. Emphasis on inclusion of people labelled intellectually disabled, learning disabled, physically awkward, autistic, visually or hearing impaired and physically disabled. Weekly lectures plus practical teaching lab.

▲ **434-498A SOCIAL PSYCHOLOGY OF SPORT.** (3) (Prerequisite: 416-300) This course is concerned with the social and psychological aspects of participation in physical activity and sport. It examines the application of sociological and psychological knowledge and methodology within sport and the findings of such sport and related physical activity research.

434-550A ANALYZING INSTRUCTIONAL BEHAVIORS. (3) Students will investigate generic and specialized data collection instruments used in the supervision of and research into teaching and coaching. Practical experience will include the selection and use of appropriate tools, establishment of observer reliability, critical analysis of observational systems, and application of systematic observation to pertinent research questions.

● **434-553B PHYSIOLOGICAL ASSESSMENT IN SPORT.** (3)

382-207 INTRODUCTORY NUTRITION. (3) A study of the nutrients essential for an adequate diet and ways of meeting these needs. An analysis of some contemporary nutrition problems. This course is suitable for students who wish a course in human nutrition in their program.

PHYSICAL EDUCATION SKILLS AND TECHNIQUES (1 credit)

The one-credit courses are designed to introduce students to the fundamental skills of physical activity and to provide opportunities for personal practice and refinement. Related rules, strategies and etiquette are also discussed. In addition, the pedagogical concepts of the activity are described and practiced, from participation in lead up activities to preparation of lesson and unit plans.

Costume and Equipment: All students pursuing a Physical Education program are required to wear a costume appropriate to the activity as approved by the instructor. Students are also responsible for providing some items of personal sports equipment such as skis, skates, etc.

□ **434-200B WEIGHT TRAINING**

434-202B RHYTHMIC ACTIVITIES

434-210A EDUCATIONAL GYMNASTICS

434-212B FOLK DANCE

434-213B AQUATICS I

434-214A BASKETBALL I

434-216B GYMNASTICS I

434-217A TRACK AND FIELD

434-218B VOLLEYBALL I

434-220B CREATIVE DANCE

434-221B WRESTLING I

434-22A BASIC GAMES

434-226B BADMINTON

434-227A RUGBY

434-228A TOUCH & TACKLE FOOTBALL

434-229B ICE HOCKEY I

434-233A SOCCER

434-234B TEAM HANDBALL

434-235A TENNIS

434-236A SOFTBALL

434-238A FIELD HOCKEY I

434-240B WINTER ACTIVITIES

434-243 DANCE (Prerequisite: 434-202)

● **434-248A RESISTANCE TRAINING**

434-249B PHYSICAL ACTIVITY APPRAISAL

□ **434-244B DANCE AND FITNESS**

□ **434-316 OLYMPIC GYMNASTICS**

● **434-336 LACROSSE**

435 – Student Teaching Courses**Note:**

- 1) All students must register on MARS for the appropriate student teaching course, and fill out and submit a Student Teaching Placement Form to the Office of Student Teaching, for all field experience courses listed below. Failure to do so may result in no placement. Student Teaching Placement Forms are available from the Office of Student Teaching or from the Department offering the program. Students must also advise the Office of Student Teaching immediately of any subsequent changes in their addresses, telephone numbers, programs, or academic standing.
- 2) Students are expected to do their practice teaching in the school to which they are assigned. Under no circumstances are they to make their own arrangements. Supervised field courses are arranged by the Office of Student Teaching.
- 3) An effort will be made to place students within a reasonable travelling distance, but this cannot be guaranteed. Each student must budget a sum of money for travel to and from a school each day of the field experience.
- 4) There is to be no substitute teaching by student teachers, nor any remuneration paid to them by schools or school boards during field experience.
- 5) Students changing from the B.Ed. Kindergarten/Elementary to the B.Ed. General Secondary Two-Subject Option program or vice-versa will not be required to repeat the first and second seminars or field experiences.
- 6) Normally, all professional seminars and field experiences will be taken in sequence. Exceptions must be approved by the Associate Dean (Student Affairs).
- 7) Students with teaching experience acquired before entering the Bachelor of Education programs may, under certain circumstances, substitute courses from the first and second year professional seminars and field experiences. Permission must be obtained from the Associate Dean (Student Affairs).

FIELD EXPERIENCES

435-200 FIRST YEAR FIELD EXPERIENCE. (2) (Corequisite: 455-201) (Open to B.Ed. Secondary and B.Ed. K/Elem. students.) Students will participate in organized visits to schools to observe a range of school settings, sizes and orientations within the contemporary education system. Students are then assigned to a school for a "participant observer" stage.

435-209 FIRST YEAR FIELD EXPERIENCE. (2) (Prerequisite: 431-300. Corequisite: 431-209.) This field experience involves observation in second language classrooms for the equivalent of about ten days. Observations will include the use of observation

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schemes designed to capture information about second language classrooms and programs.

435-210 MIDDLE SCHOOL PRACTICUM. (3)(Prerequisite: At least 24 credits must have been completed.) Supervised practice to provide classroom teaching experience in the middle school context designed to prepare individuals to teach effectively at this level; seminars where participants discuss how best to respond to the social and emotional issues their students face.

435-246 FIRST YEAR FIELD EXPERIENCE (ELEM.). (3) (Prerequisite: 434-342) This is an initial three week experience in which the student will observe and teach physical education in an elementary school setting. Those whose minor is at the elementary level will complete part of their experience in the classroom.

435-251B SECOND YEAR FIELD EXPERIENCE. (2) (Prerequisites: 455-201 and 435-200. Corequisites: 416-250 or 431-251) (Open to B.Ed. Secondary students only.) The student teacher will be assigned to a school and will work with individuals or small groups of students under a mentor-teacher.

435-252B SECOND YEAR FIELD EXP. (K/ELEM). (2) (Prerequisites: 435-200 and 455-201. Corequisite: 416-251) (Open to B.Ed. K/Elem. students only.) Students will teach a specified number of days in an early childhood environment. This will provide students with the competence to work effectively in such settings and will complement the two later field experiences (III and IV) conducted at cycles one and two of the elementary level.

435-259 SECOND YEAR FIELD EXPERIENCE. (2) (Prerequisite: 431-209 and 435-209. Corequisite: 431-259.) During the second-year field experience, the student will assist experienced school personnel in a variety of classroom learning situations for the equivalent of about ten days.

● **435-300B FIELD EXPERIENCE III.** (2) (Prerequisites: 435-250, 455-250 or one of the following 431-250, 423-250, 434-251. Corequisite: 455-303)

● **435-301B FIELD EXPERIENCE III (K/ELEM).** (2) (Prerequisites: 435-250, 455-250. Corequisites: 455-304)

435-302B THIRD YEAR FIELD EXPERIENCE. (7) (Prerequisites: 435-251, 416-250 or 431-251. Corequisite: 455-306) (Open to B.Ed. Secondary students only. Students must have completed, with a grade of C or higher, a minimum of 18 credits in each of their two teaching subjects.) This first field experience will consist of about 35-40 days of student teaching under the tutelage of school personnel.

435-303B THIRD YEAR FIELD EXP. (K/ELEM). (7) (Prerequisites: 435-252, 433-223, 433-332 and 416-251. Corequisite: 455-307) (Open to B.Ed. K/Elem. students only.) This first major field experience will consist of about 35-40 days of student teaching under the tutelage of school personnel.

435-309 THIRD YEAR FIELD EXPERIENCE. (7)(Prerequisites: 431-259 and 435-259. Corequisites: 431-309 and 431-447.) The third-year field experience will consist of about 35-40 days of student teaching under the tutelage of experienced school personnel at the elementary level.

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

435-348 FIELD EXPERIENCE ELEM. SCHOOL. (6) (Prerequisite: 434-442). This major field experience consists of seven weeks of student teaching in physical education under the tutelage of elementary school personnel. Those whose minor is at the elementary school level will complete part of their student teaching in the classroom.

435-374 SECOND YEAR FIELD EXP. (SEC.). (3) (Prerequisite: 435-246) This is an initial three-week experience in a secondary school in which the student will observe and teach in a physical education setting. Those whose minor is at the secondary level will complete part of their experience in the classroom.

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

435-402A FOURTH YEAR FIELD EXPERIENCE. (8) (Prerequisites: 435-302, 455-306. Corequisite: 455-404 or 431-400 or 431-401) (Open to B.Ed. Secondary students only.) This major field experience of about 40-45 days of student teaching will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume more responsibility for student learning, classroom management and formative and summative evaluation.

435-403A FOURTH YEAR FIELD EXP. (K/ELEM). (8) (Prerequisites: 435-303, 433-223, 433-332, 433-372, 433-382 and 455-307. Corequisite: 455-405) (Open to B.Ed. K/Elem. students only.) This second major field experience consisting of about 40-45 days of student teaching, will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume an increased responsibility for students' learning, classroom management and formative and summative evaluations.

435-409 FOURTH YEAR FIELD EXPERIENCE. (8)(Prerequisites: 431-309 and 435-309. Corequisites: 431-409 and 431-458.) The fourth-year field experience will consist of about 40-45 days of student teaching under the tutelage of experienced school personnel at the secondary level.

435-422 ABORIGINAL EDUCATION PRACTICUM I. (3) (Restricted to students registered in the Certificate for First Nations and Inuit.) Students will teach a specific number of weeks in an elementary school environment.

435-423 ABORIGINAL EDUCATION PRACTICUM II. (3) (Restricted to students registered in the Certificate for First Nations and Inuit.) Students will teach a specific number of weeks in an elementary school environment.

435-444 FIELD EXPERIENCE – ELEMENTARY SCHOOL. (3)

435-478 FIELD EXPERIENCE SECONDARY. (6) (Prerequisite: 434-442) This major field experience consists of seven weeks of student teaching in physical education under the tutelage of secondary school personnel. Those whose minor is at the secondary school level will complete part of their student teaching in this field.

435-494 FIELD EXPERIENCE – SECONDARY (1 SUBJECT). (9)

435-495 FIELD EXPERIENCE – ELEMENTARY AND SECONDARY PHYSICAL EDUCATION. (9)

435-496D FIELD EXPERIENCE – ELEMENTARY AND SECONDARY SCHOOLS. (15)

436 – Vocational Education Courses

VOCATIONAL EDUCATION

436-275 FIELD EXPERIENCE: OVERVIEW. (3) (Offered through Continuing Education.) Participation and/or observation on location in an industry or business. A study of the total operations of a selected industrial or commercial enterprise. A comprehensive technical report is submitted upon completion of the work study.

436-278 FIELD EXPERIENCE: OVERVIEW. (6) (Offered through Continuing Education.) Participation and/or observation on location in an industry or business. A study of the total operations of a selected industrial or commercial enterprise. Includes an investigation of the inter-relationship of specific parts of sub-divisions to the product produced or the service rendered.

436-351A TECHNOLOGY: SURVEY. (3) The Introduction to Technology program as taught in Quebec secondary schools: original development of the program, theoretical framework of this and similar programs and the preparation of sample lessons. Emphasis on the interdisciplinary nature of teaching the different categories of technology. Tutorial.

436-352B TECHNOLOGY: SPECIAL THEMES. (3) (Prerequisite: 436-351) Development of one or more of the particular themes found

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in the Introduction to Technology program (examples include energy, transportation, housing and communication). Emphasis on the presentation, critique and revision of sample lessons and the development of instructional aids and materials. Tutorial.

436-355A,B PRODUCT DEVELOPMENT. (3) A survey of the design process used in industrial product development. Conceptualization and development of patentable ideas or products by class participants. Methods of stimulating the creativity of secondary school pupils. Tutorial.

* **436-360B TEACHING BUSINESS SUBJECTS.** (3) A course in general teaching principles which will include the teaching and learning process, lesson planning, unit planning, and techniques of instruction specific to: a) Accounting and Business Machines b) Typewriting and Shorthand.

* **436-373B TEACHING TECHNICAL SUBJECTS.** (3) Methods and techniques of instruction in vocational education subjects. Classroom management and administration. Lesson planning and use of instructional materials. Individual assignments, demonstrations and reports. Special problems of the teacher.

436-376 EVALUATION: VOCATIONAL EDUCATION. (3) (Offered through Continuing Education.) Emphasis on student growth and progress in public education; appraisal of specialized techniques of evaluation, teacher made tests, and data analysis as specifically related to Technical-Vocational Education.

436-378 FIELD EXPERIENCE: PROCESS. (3) (Offered through Continuing Education.) A work study experience selected in consultation with an advisor focusing on new equipment, techniques or practices recently introduced into industry or business. Requirements include the preparation and submission of a technical report.

436-379 FIELD EXPERIENCE: PROCESS. (6) (Offered through Continuing Education.) A work study experience selected in consultation with an advisor focusing on new equipment, techniques or practices recently introduced into industry or business. Requirements include the preparation and submission of a technical report.

* **436-395D PRINCIPLES AND FOUNDATIONS.** (3) (Offered through Distance Education) A study of leaders, movements, legislation, events, and institutions that have contributed to the formation and development of vocational education. Special attention given to economic, social and philosophical factors.

436-398 SPECIAL PROJECT. (3) (Offered through Continuing Education.) A project related to the student's teaching concentration will be investigated, developed, produced, implemented, and/or evaluated, depending on the nature of the project. Students must identify the problem or topic to be investigated and obtain approval of the instructor. Includes preparation and submission of a written report.

436-461 TEACHING ACCOUNTING. (3) (Offered through Distance Education) (Prerequisites: 280-211 or equivalent.) Organization of knowledge and learning activities to achieve instructional objectives. Development of evaluative techniques used in determining instructional effectiveness in the field of accounting.

436-477 FIELD EXPERIENCE: METHODOLOGY. (3) (Offered through Continuing Education.) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

436-478 FIELD EXPERIENCE: METHODOLOGY. (6) (Offered through Continuing Education.) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

436-482A,B SELECTED STUDIES. (3) (Offered through Continuing Education.) (Prerequisite: normally taken at the U3 level.) A specially designed course related to the teaching specialities of the individual student. Involves a study of contemporary technological developments from business or industry. In addition to meeting the requirements of the training program, students must submit a comprehensive report.

BUSINESS AND INDUSTRIAL TRAINING

436-257 EVALUATION TECHNIQUES. (3) (Offered through Continuing Education.) A competency-based course that examines concepts, methodologies, and instruments associated with trainee evaluation in business and industry. Emphasis on formative and summative evaluation, product and process evaluation, and data analysis. Special attention given to test construction, performance appraisal, and program evaluation skills.

436-258 TRAINING METHODOLOGIES. (3) (Offered through Continuing Education.) A competency-based course that examines training methods and techniques used in business and industry. Emphasis on instructional planning and presentation skills. Examination of seminar and workshop coordination, on-the-job training techniques and contemporary teaching methods such as computer-assisted instruction and teleconferencing.

436-269 INSTRUCTIONAL DESIGN. (3) (Offered through Continuing Education.) A competency-based course that examines course, instructional module, and self-instructional package development for business and industrial application. Emphasis given to instructional material preparation and validation, competency-based instruction, and program development approaches appropriate for business and industrial training.

436-357 TRAINING NEEDS ANALYSIS. (3) (Offered through Continuing Education.) A competency-based course which examines the purpose and techniques of conducting training needs analysis. Examines various needs assessment models and "systems" approaches. Special emphasis given to particular research techniques associated with needs assessment and analysis.

436-358 SPECIAL PROJECT. (3) (Offered through Continuing Education.) A self designed project that demonstrates an integration and application of competencies acquired throughout the core courses. Project proposal prepared in consultation with a faculty advisor.

448 – Core Courses

● * **448-301A,D ORIENTATION TO SECONDARY SCHOOL TEACHING.** (0)

448-497 INDIVIDUAL RESEARCH PROJECT. (3)

448-498 INDIVIDUAL RESEARCH PROJECT. (6) (Prerequisites: open only to U3 level students and students who have completed most of the requirements of a certificate or diploma program, and with permission of the program advisor or director.) An independent research project dealing with a defined theoretical, experimental, or applied topic in the study of education, carried out under the supervision of a faculty member, and leading to a formal report. The report would normally be evaluated by an appropriate committee of faculty members appointed by the faculty supervisor.

449 – College Teaching

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

449-582 HIGHER EDUCATION THEORY/POLICY. (3) Major issues facing universities and colleges in Canada and internationally. Review of systems of higher education in Canada. Analysis of the most important issues across higher education institutions, for example, quality of programs, instruction. (Awaiting University Approval)

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449-588 HIGHER EDUCATION ENVIRONMENT. (3) Investigation of the post secondary environment, its constraints and potential for facilitating intellectual development and higher order learning. The student in the learning environment. In-depth analysis of the learning environment provided by universities and colleges, with an emphasis on the steps that can be taken to ensure effective teaching and learning. (Awaiting University Approval)

455 – Curriculum and Instruction Courses**FIRST NATIONS AND INUIT EDUCATION**

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

▲ 455-200 INTRODUCTION TO INUIT STUDIES. (3) An introductory survey of Inuit history, language and culture, and of the social and political issues affecting contemporary Inuit life.

455-220 CURRICULUM DEVELOPMENT. (3) This course, introducing Aboriginal educators to the principles and processes of curriculum development, emphasizes the impact of language and culture on the development of materials. Features of the process of curriculum and materials design, which are strategically important in meeting the needs of Aboriginal students, are highlighted.

▲ 455-234 ALGONQUIN SECOND LANGUAGE II. (3) (Prerequisite: Algonquin Second Language I 433-293.) Students will continue their study of Algonquin syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. They will become aware of the difficulties encountered by students in learning a second language and consider implications for their students' language learning.

▲ 455-236 MOHAWK SECOND LANGUAGE II. (3) (Prerequisite: Mohawk Second Language I 433-296.) Students will continue their study of Mohawk syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. Students will discuss the difficulties encountered in learning a second language and consider implications for their students' language learning.

▲ 455-237 MI'KMAQ SECOND LANGUAGE I. (3) Students will gain a basic understanding of Mi'kmaq syntax and morphology, and stress and intonation patterns of the language. Students will develop literacy and learn what makes Mi'kmaq distinctive as well as how the culture is reflected in the language.

▲ 455-238 MI'KMAQ SECOND LANGUAGE II. (3) (Prerequisite: 455-237) Students will continue their study of Mi'kmaq syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. Students will discuss the difficulties encountered in learning a second language and consider implications for their students' language learning.

▲ 455-239 MI'KMAQ LANGUAGE I. (3) Students will learn the phonological system and develop their literacy skills. They will also begin to explore Mi'kmaq syntax and morphology. Word generation conventions will be introduced and Mi'kmaq labels developed to describe how the language functions.

▲ 455-240 MI'KMAQ LANGUAGE II. (3) (Prerequisite: 455-239) Students will continue their syntactical and morphological analysis of Mi'kmaq and further develop their reading and writing skills. Features of Mi'kmaq that are difficult for second language learners will be highlighted and implications for classroom practice discussed.

▲ 455-241 CREE LANGUAGE I. (3) Students will learn their own phonology and see how the phonological system is reflected in dialects. They will learn the spelling rules and develop their literacy skills in syllabics. Finally, they will derive Cree grammatical terms and begin to study Cree morphology and syntax.

▲ 455-242 CREE LANGUAGE II. (3) (Prerequisite: 455-241) Students will study the morphology and syntax analysis of Cree at a more advanced level and begin the study of word generation conventions. In addition, features of Cree that are difficult in first language acquisition will be highlighted and implications for classroom practice discussed.

455-243 TEACHING IN MULTIGRADE CLASSROOMS. (3) This course introduces students to concepts and strategies for organizing, teaching, and evaluating learning in classes in which there are students from 2, 3 or 4 grade levels.

▲ 455-244 ISSUES IN ABORIGINAL EDUCATION. (3) The content of this course changes depending on the needs and interests of the students and the educational communities participating in programs administered by the Office of First Nations and Inuit Education. It always addresses issues related to Aboriginal education, e.g., local control, development of linguistic and cultural policies.

455-245 MIDDLE SCHOOL TEACHING. (3) Explores the philosophy of middle school teaching and how this impacts on the institutional, curricula and instructional decisions made in meeting the specialized needs of aboriginal adolescents. Particular attention will be paid to how middle school philosophy can be integrated with aboriginal values.

455-246 MIDDLE SCHOOL CURRICULUM. (3) (Prerequisite: 455-245.) Curriculum principles underlying an integrated approach to learning in the middle school level; surveys various curricula looking at program structures; explores teaching and learning methodologies appropriate for this age level when implementing an integrated curriculum, with particular attention to integrating indigenous language and culture.

▲ 455-403 THE DIALECTS OF INUKTITUT. (3) (Prerequisite: 433-344) Study of the main Eskimo-Aleut dialects from Siberia to Greenland, looking at the effect of Inuit migrations across the Arctic on the development of dialectical differences. The main phonological, grammatical and lexical differences between the dialects and the patterns underlying these differences will be examined.

ENGLISH/COMMUNICATION

455-202A,B EFFECTIVE COMMUNICATION. (3) (Not open to students who have taken 425-201, 455-203, 455-204, 455-205 or 455-206.) Written and oral communication in university and beyond: emphasis on strategies for generating, developing, organizing, and presenting ideas; communicating to different audiences; editing and revising; public speaking. Course work based on academic and professional communication in a variety of disciplines. Attendance at first class is imperative.

This course has limited enrolment and program restrictions on MARS. Students who cannot register via MARS prior to the first class are encouraged to attend the first classes of a section that fits their schedules. After approximately three classes, if a sufficient number of registered students do not attend, students who have been attending may be given passwords for registration. (Please note that this procedure does not guarantee registration.)

455-203A,B COMMUNICATION IN EDUCATION. (3) (Restricted to Education students who have not taken 425-201 or 455-202.) Written and oral communication in Education: emphasis on strategies for generating, developing, organizing, and presenting ideas; communicating to different audiences; editing and revising; public speaking. Course work based on academic and professional communication in education, with a particular focus on classroom communication. Attendance at first class is imperative.

455-204A COMMUNICATION IN SOCIAL WORK. (3) (Restricted to Social Work students who have not taken 425-201 or 455-202.) Written and oral communication in Social Work: emphasis on strategies for generating, developing, organizing, and presenting ideas; communicating to different audiences; editing and revising; public speaking. Course work based on academic and professional communication in social work. Attendance at first class is imperative.

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455-205A,B COMMUNICATION IN MANAGEMENT I. (3) (Placement test required.) (Restricted to B. Com. and out-of-province students who have not taken 425-201 or 455-202.) Written and oral communication in Management: emphasis on strategies for generating, developing, organizing, and presenting ideas; communicating to different audiences; editing and revising; public speaking. Course work based on academic and professional communication in management. Attendance at first class is imperative.

455-206A,B COMMUNICATION IN ENGINEERING. (3) (Restricted to B.Eng. students who have not taken 425-201 or 455-202.) Written and oral communication in Engineering: emphasis on strategies for generating, developing, organizing, and presenting ideas; communicating to different audiences; editing and revising; public speaking. Course work based on academic, technical and professional writing in Engineering. Attendance at first class is imperative.

455-305 COMMUNICATION IN MANAGEMENT II. (3) (Restricted to B.Com. students or for those who have taken or have been exempted from Communication in Management I.) Advanced course in professional written and oral communication in Management. Assignments will include résumés, business proposals, and public relations documents, as well as speeches and other oral presentations. Students will use a wide variety of communication technologies: visual and graphic aids, video, computers, the Internet, etc.

455-500A,B TUTORING WRITING. (3) Theory and practice of teaching writing through one-on-one conferencing. Focus on composition theory and research, rules of English usage, and tutorial teaching strategies. Practical experience offered through work in Writing Tutorial Service. Relevant for anyone who teaches or will teach in English at any level in any subject.

GENERAL

455-201A FIRST YEAR PROFESSIONAL SEMINAR. (1) (Corequisite: 435-200) (Open to B.Ed. Secondary and B.Ed. K/Elem. students only.) This seminar in conjunction with the field experience serves as an orientation to the culture of the school and to teaching as a profession. The focus of the seminar is on the general functioning of schools.

455-300 SPECIAL TOPICS I. (3) (Offered through Continuing Education.) Selected topics and contemporary developments in the areas of elementary and/or secondary education. The content will vary from year to year and will be announced prior to registration.

● **455-301A,B SPECIAL TOPICS II.** (3)

455-302A,B LANGUAGE & LEARNING – CURRICULUM. (3) (Not for credit with 431-301 or 431-311.) This course on language and learning across the curriculum will explore the central role of pupils' language, both oral and written, in their learning and the implications for using this learning tool in teaching. It will also consider "languages" (e.g. computers, media, etc.) in teaching and learning.

455-306B THIRD YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: 416-250 or 431-251 and 435-251. Corequisite: 435-302) (Open to B.Ed. Secondary students only.) The primary focus of this seminar is on classroom management. Other topics will include cooperative and collaborative learning and the use of computers, video and visual aids in the classroom.

455-307B THIRD YEAR PROF. SEM. (K/ELEM). (3) (Prerequisites: 435-252 and 416-251. Corequisite: 435-303) (Open to B.Ed. K/Elem. students only.) The seminar focuses on planning classroom teaching and puts into practice the students' knowledge of subject methodologies. Specific topics will include: the use of visual aids, music and video; the use of computers; classroom management; commonalities among subjects/grade levels; cooperative and collaborative learning strategies.

455-310 KINDERGARTEN/ELEMENTARY CURR. (3) (Offered through Continuing Education.) (Corequisites: 455-350 and 435-350) This course provides a general orientation to pedagogy and the pre-school/elementary school program. The main ideas in the elementary school subject areas (language arts, second language, mathematics, social studies, science, expressive arts, moral and religious education, and physical education) are explored individually and as an integrated whole.

□ **455-402A,B MEDIA, TECHNOLOGY AND EDUCATION.** (3) Orientation to the equipment and systems of educational technology. Examination of theories of educational technology, media education and technology education and the exploration and development of possible applications in school settings.

455-404A FOURTH YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: 455-306, 435-302. Corequisite: 435-402) (Open to B.Ed. Secondary students only.) This seminar will focus on: a) the relationships beyond the classroom, particularly at home, community and professional organizations; b) advanced methodology in the two teaching subjects.

455-405A FOURTH YEAR PROF. SEM. (K/ELEM). (3) (Prerequisites: 435-303 and 455-307. Corequisite: 435-403.) (Open to B.Ed. K/Elem. students only.) This seminar accompanies the second major block of student teaching. Measurement and evaluation will be central to the concerns and issues addressed in this seminar, as well as mainstreaming, special needs students, and responsibility for the learning of all students.

□ **455-410A,B MULTI-CULTURED/MULTI-RACIAL CLASS.** (3) (Not for credit with 423-464 or 433-441.) This course addresses cultural diversity in Canadian classrooms. Students will consider the social, personal, pedagogical and political dimensions of classroom practice in a multi-lingual, multi-cultural, multi-racial society. It will be specifically related to the cultural diversity in schools in the Montreal area, as well as schools in aboriginal communities.

SOCIAL STUDIES

* **455-334B TEACHING SECONDARY SOCIAL STUDIES.** (3) An examination of Quebec and other secondary school social studies curricula: Objectives; theoretical orientation; course structures; curriculum resources. Teaching and learning methodologies both common to the social studies and specific to the disciplines of history, geography, and economics.

SCIENCE

* **455-335B TEACHING SECONDARY SCIENCE.** (3) A survey of the philosophy and curriculum principles behind modern high school courses in the physical and life sciences, especially related to the Quebec context. An examination of teaching methods for junior and senior high school science.

11. Academic Staff

As of January 1, 1998

DEPARTMENT CODES AND FULL NAMES:

CVE	Culture and Values in Education
ECP	Educational and Counselling Psychology
ES	Educational Studies
GSLIS	Graduate School of Library & Information Studies
SLE	Second Language Education
PE	Physical Education

ALAKU, ANNIE; B.Ed.(McG.); Adjunct Professor, ES/ECP
 ALLEN, H. DON; B.Sc.(McG.), M.S.T.M.(Santa Clara), Ed.M.,
 Ed.D.(Rutgers), F.C.C.T.; Adjunct Professor, ECP
 ALLEN, JOHN; M.Sc.(C'dia); Adjunct Professor, ES
 ALTERS, BRIAN J.; B.Sc., Ph.D.(USC); Assistant Professor, ES
 AMORIGGI, HELEN D.; B.Sc., M.A.(Rhode Island), Ed.D.(Boston);
 Associate Professor, ES

- AMUNDSEN, CHERYL L.; B.A.(Wash.), M.Ed.(Alaska) Ph.D.(C'dia); Associate Professor, ECP and Centre for University Teaching and Learning
- ANDERSON, GARY J.; B.Sc., M.A.(McG.), Ed.D.(Harv.); Associate Professor, ES
- ASTBURY, EFFIE C.; B.A., B.L.S.(McG.), M.L.S.(Tor.); Emeritus Professor, GSLIS
- AULLS, MARK W.; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia); Professor, ECP
- BAKER, PATRICK A.; B.Com., B.A.(Sir G.Wms.), M.Ed.(McG.); Adjunct Professor, ES
- BARNABE, CLERMONT; B.Péd.(Laval), L.Péd.(Montr.), Ph.D.(S.U.N.Y., Buffalo); Associate Professor, ES
- BEAR, MARY; B.Ed.(U.Q.A.C.); Adjunct Professor, ES
- BEER, ANN J.; B.A.(Oxon.) M.A.(Tor.), D.Phil.(Oxon.); Associate Professor, ES
- BEHESHTI, JAMSHID; B.A.(S. Fraser), M.L.S., Ph.D.(W. Ont.); Associate Professor and Director (as of July, 1998), GSLIS
- B.A.(S. Fraser), M.L.S., Ph.D.(W. Ont.); Associate Professor and Director (as of July, 1998), GSLIS
- BENENSON, JOYCE F.; B.Sc.(Duke), Ph.D.(Harv.); Assistant Professor, ECP
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- BOBBISH-SALT, LUCI; B.Ed.(U.Q.A.C.); Adjunct Professor, ES
- BOUDREAU, ANDRÉ; B.A.h.(Tor.), M.L.I.S.(McG.); Professional Associate, GSLIS
- BOUDREAU, SPENCER; B.A.(Don Bosco), B.A., M.A.(Sherb.), Ph.D.(C'dia); Assistant Professor, CVE; Director, Office of Student Teaching
- BOUTHILLIER, FRANCE; B.Ed.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.); Assistant Professor, GSLIS
- BRACEWELL, ROBERT J.; B.Sc., M.A.(McM.), Ph.D.(Tor.); Associate Professor and Acting Chair (January to June, 1998 and 1999), ECP
- BRADLEY, JON G.; B.A., M.A.(Sir G.Wms.); Associate Professor, ES
- BREULEUX, ALAIN; B.Sc., MSc., Ph.D.(Montr.); Associate Professor; Director, Division of Instructional Services, ECP
- BURACK, JACOB A.; B.A.(Col.) M.S., M.Phil, Ph.D.(Yale); Associate Professor, ECP
- BURPEE, PETER G.; B.Sc., M.Ed.(McG.); Associate Professor, ECP; Director, Distance Education
- BUTLER-KISBER, LYNN; B.Ed., M.Ed.(McG.) Ed.D.(Harv.); Associate Professor, ES
- CARTWRIGHT, GLENN F.; B.A.(Sir G.Wms.), M.A.(McG.), Ph.D.(Alta.), F.A.A.S.P., F.C.C.T.; Professor, ECP
- COLE, ELIZABETH; B.S.(Wisc.), M.A.(Kent.), M.A., Ed.D.(Cin.); Assistant Professor, ECP and School of Communication Sciences and Disorders
- COOPER, JUNE E.; B.A.(Acad.), M.Ed.(Stetson); Associate Professor, ES
- CORRIGAN, WILLIAM; M.T.M.(C'dia); Adjunct Professor, ES
- CÔTÉ, CAMILLE; B.A.(Montr.), M.L.S.(Catholic), B.Ped.(Montr.); Associate Professor, GSLIS
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