Faculty of Education

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1 The Faculty

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

1.2 Administrative Officers
RATNA GHOSH, B.A.(Calcutta), M.A., Ph.D.(Calg.) (WILLIAM C. MACDONALD PROFESSOR OF EDUCATION) Dean
MARY H. MAGUIRE, B.A., B.Ed.(Montr.), M.Ed.(McG.), Ph.D.(Ariz.) Associate Dean (Academic Programs, Graduate Studies and Research)
CHRISTOPHER S. MILLIGAN, B.A.(Sir G.Wms.) M.Ed.(McG.), Ed.D.(Tor.) Associate Dean (Student Affairs) and Physical Resources
JAMSHID BEHESHTI, B.A. (S.Fraser), M.L.S., Ph.D. (W. Ont.) Director, Graduate School of Library and Information Studies
DAVID C. SMITH, B.Ed., M.A.(McG.), Ph.D.(Lond.), F.C.C.T., F.R.S.A. Chair, Department of Culture and Values in Education
BRUCE M. SHORE, B.Sc., M.A.(McG.), Ph.D.(Calg.) Chair, Department of Educational and Counselling Psychology
ANTHONY W. PARÉ, B.Ed., M.Ed., Ph.D.(McG.) Chair, Department of Educational Studies
GREGORY D. REID, B.Ed.(P.E.)(McG.), M.S.(Calif.), Ph.D.(Penn. State) Chair, Department of Physical Education
JOHN B. GRADWELL, B.A. M.A.(Cal. State), Ph.D. (Iowa) Chair, Department of Second Language Education
CHRISTA TOEPFFER-BARTHOLL, B.A.(C'dia), M.Ed.(McG.) Assistant to the Dean and Area Personnel Representative
CHRISTINE ZILBERMAN Student Affairs Officer

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

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

The Institute was reconstituted as the Faculty of Education in 1965 and the work continued both on the McGill and the Macdon-
McGill University has a decentralized Library System made up of 15 libraries. Education students are welcome to use all of the libraries. For more information, consult the Library web site at: http://www.library.mcgill.ca and the individual library guides available in each library.

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

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

Co-Directors:
Dr. David Montgomery, Faculty of Education
Dr. Eric Lenczer, Faculty of Medicine
Telephone: (514) 398-4184, ext. 0558

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

Hours for the fall and winter terms are:
Monday to Thursday 09:00 – 21:00
Friday 09:00 – 17:00
Saturday 11:00 – 17:00
Summer hours To be Announced
The Computer Lab is closed on Sundays, holidays and during August.
Up to date information is posted on our website http://www.education.mcgill.ca/DIS/lab/html

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

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

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

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

Instructional functions comprise: small group workshops (appointment only); EMC facilities orientation tours (appointment only); individual equipment operation instruction and troubleshoot- ing; 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 in advance whenever possible.

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

Hours for September through June are:
- Monday to Thursday: 08:15 – 21:00
- Friday: 08:15 – 17:00
- Summer hours (July) Monday to Friday: 08:15 – 17:00

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

**Research Group for the Study and Teaching of Writing**

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

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

**Centre for University Teaching and Learning (CUTL)**

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

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

**Centre for Educational Leadership (CEL)**

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

**Student Affairs Office (SAO)**

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

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

**Office of Student Teaching**

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

Office Hours: Monday to Friday 08:30 - 17:00
Director: Dr. Spencer Boudreau
Office: Education Building, Room 215
Telephone: (514) 398-7046 Fax: (514) 398-3179
E-mail: boudreau@education.mcgill.ca

**Office of First Nations and Inuit Education (OFNIE)**

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

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

**Office of Research on Educational Policy (OREP)**

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

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

**The McGill Journal of Education**

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

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

Annual subscriptions may be requested at the following address:

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

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

McGill University, Undergraduate Programs 1999-2000
Education Undergraduate Society (Ed. US)
The Society is the students' voice of undergraduates within the Faculty and its primary purpose is to serve and to inform the students. It also attempts to unify students through sponsorship of activities such as: conference participation, career placement, student orientation, participation in teachers' conventions, programs to foster children, library donations, Career Day, Safe Halloween, and raising funds for the Telethon of Stars. Other activities include the assignment of lockers for students; selling merchandise, and the coordination of the Graduation Ball. Students are encouraged to participate and to make their opinions known. The Education Undergraduate Society Office is located in the Lobby of the Education Building. Telephone: (514) 398-7048.

McGill Career and Placement Service (CAPS)
Refer to the General University Information section for further information on this service.

2 Faculty Programs
The Faculty of Education offers three different kinds of programs.

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

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

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

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

2.1 Programs of Initial Teacher Education

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

B.Ed. Kindergarten and Elementary Education (120 credits) (Offered by the Department of Educational Studies – refer to S)
A 30-credit Programme intensif de français (PIF) Elementary Option is available for students enrolled in the B.Ed. Kindergarten and Elementary program. This option is offered by the Department of Second Language Education – refer to section 6 on page 184 and section 8 on page 193.

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

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

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

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

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

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

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

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

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

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

ADMISSION IS COMPETITIVE AND IT MAY NOT BE POSSIBLE TO ACCEPT ALL APPLICANTS WHO MEET THE MINIMUM REQUIREMENTS.
A student who successfully completes any of these programs, with the exception of the B.Ed. Kinesiology, and meets other requirements set out by the MEQ ( Ministère de l'Éducation du Québec) is recommended for initial or permanent certification as a teacher in the province of Quebec (see section 2.1.2).

IMPORTANT NOTICE TO APPLICANTS TO THE B.ED. KINDERGARTEN AND ELEMENTARY AND B.ED. GENERAL SECONDARY TWO-SUBJECT OPTION PROGRAMS ENTERING IN SEPTEMBER 1999
In 1995-96 the Faculty of Education revised its B.Ed. Kindergarten and Elementary and B.Ed. General Secondary Two-Subject Option Programs. These programs changed from 90 to 120 credits for Québec students and from 120 to 150 credits for out-of-province students.

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

IMPORTANT NOTICE TO APPLICANTS TO THE SPECIAL AREA PROGRAMS
Bachelor of Education in Special Area Programs
In September 1998 the Faculty of Education revised its B.Ed. Special Area Programs. These programs changed from 90 to 120 credits for Québec students and from 120 to 150 credits for out-of-province students.

McGill Diploma in Education Special Area Programs
The one-year, 45-credit post-baccalaureate Diploma in Education in Special Area Programs was discontinued in September, 1998.
4. "Aptitude as a classroom practitioner"
5. "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, 15e 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.

2.1.3 GENERAL ADMISSION REQUIREMENTS – BACHELOR OF EDUCATION PROGRAMS

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

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

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

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

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

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

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

2.1.4 ADDITIONAL ADMISSION REQUIREMENTS – BACHELOR OF EDUCATION PROGRAMS

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

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

B.Ed. Major in Physical Education Program: Those applying to the B.Ed. Major in Physical Education program require a personal
statement and two letters of reference showing appropriate back-
ground involvement in sport and physical activities. An interview
may be required. Students applying for advanced standing are
required to arrange an interview with the Undergraduate Program
Director at (514) 398-4184 ext. 0487.

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

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

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

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

2.1.5 CONCURRENT PROGRAMS

CONCURRENT BACHELOR OF SCIENCE (MAJOR IN TWO
SUBJECTS FOR TEACHERS) AND BACHELOR OF
EDUCATION (GENERAL SECONDARY TWO-SUBJECT
OPTION) PROGRAM (135 credits)
It is possible to obtain a B.Sc.(Major in Two Subjects for Teachers)
and a B.Ed. (General Secondary) degree after the completion of
135 credits of study.

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

CONCURRENT BACHELOR OF EDUCATION IN MUSIC AND
BACHELOR OF MUSIC (MUSIC EDUCATION) (157 credits)
It is possible to obtain a B.Ed. in Music and a B.Mus. (Music Edu-
cation) degree after the completion of 157 credits of study.

This program is available for applicants who meet the admis-
sion requirements of both the Bachelor of Education and the Bach-
elor of Music.

Applications to this Concurrent program should be made to:
Faculty of Music. Admissions Office,
555 Sherbrooke Street West,
Montreal, Quebec H3A 1E3
Telephone: (514) 398-4546 Fax: (514) 398-8061

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

2.1.6 INTRA-FACULTY TRANSFERS

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

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

2.1.7 INTER-FACULTY TRANSFERS

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

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

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

2.1.8 ADVANCED STANDING/TRANSFER CREDITS

Advanced standing credit will be granted on an individual basis de-
pending upon the student’s academic background. A minimum of
60 credits must be completed in order to obtain a McGill Degree.
Please note that transfer credit evaluation can only be determined
after the formal application and all necessary supporting docu-
mments have been received by the Admissions, Recruitment and
Registrar’s Office. For more details, please refer to General Infor-
mation section 2 “Admission Requirements” on page 10.

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

2.1.9 READMISSION

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

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

Students who withdrew because of illness must provide a med-
cal 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 develop-
ment in several fields. All such programs are of 30 credits, unless
otherwise indicated, and may be completed through part-time
study. They are intended to provide an opportunity for teachers
and other educators to enhance their existing knowledge and skills
or to develop new ones, and thus are normally available only to
those who are already certified as teachers.
Detailed information regarding general regulations, admission requirements and program profiles on the following certificates and diplomas may be found in the 1999-2000 Centre for Continuing Education Calendar or in the 1999-2000 Distance Education Brochure. Additional information about these programs may be obtained from the departments offering them or from the following offices:

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

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

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

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

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

*These two programs are under revision and will not accept students in 1999-2000.

Second Language Teaching  
(Department of Second Language Education)

Inclusive Education  
(Department of Educational and Counselling Psychology)

Educational Technology  
(Department of Educational and Counselling Psychology)

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

Certificates for First Nations and Inuit (refer to section 2.2.2)

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

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

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

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

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

Certificates for First Nations and Inuit (refer to section 2.2.2)

2.3 Programs for First Nations and Inuit
The following programs are offered for Aboriginal teachers through the:

Faculty of Education,  
Office of First Nations and Inuit Education (OFNIE)  
3700 McTavish Street, Room 614  
Montreal, Quebec, H3A 1Y2  
Telephone: (514) 398-4533, 398-2484 or 398-7043  
Fax: (514) 398-2553  
Website: http://www.education.mcgill.ca/ofnie

Detailed information about the following programs may be found in section 6.3 on page 189.

Certificate in Education for First Nations and Inuit  
(This program replaces the former Certificate in Native and Northern Education.)

Certificate in Aboriginal Literacy Education

Certificate in Middle School Education in Aboriginal Communities

B.Ed. for Certified Teachers (Elementary Education)

Certificate in Aboriginal Education for Certified Teachers

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

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

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

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

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

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

NOTE: Students are reminded that advisors are available to assist them with program planning.

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

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

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


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

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

Course Requirements

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

Course Registration

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

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

Summer Studies – Courses Offered Through Continuing Education and Distance Education

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

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

Courses Taken under Satisfactory/Unsatisfactory Option

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

Course Equivalencies

For the Bachelor of Education programs, the following 3-credit courses are considered equivalent:
- 455-410 Multi-cultured/Multi-racial Class
- 423-464 Intercultural Education
- 433-441 First Nations and Inuit Education

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

Also for the Bachelor of Education programs, the following 3-credit courses are considered equivalent:
- 425-201 Effective Written Communication
- 455-202 Effective Communication
- 455-203 Communication in Education

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

Dress Regulations

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

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

3.2 Academic Standing

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

Satisfactory Standing

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

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

Probationary Standing

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

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

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

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

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

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

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

Unsatisfactory Standing

Students in unsatisfactory standing must withdraw from the University. Students in unsatisfactory standing for a second time must withdraw permanently. Students are placed in unsatisfactory standing when:
- their GPA falls below 1.5;
- they receive a failure (F, J, KF) in any level of student teaching/field experience course;
- they were previously on probationary standing and did not obtain a GPA of 2.5, or both a GPA and CGPA of 2.0 or greater;
- they were readmitted by the Committee on Student Standing and did not satisfy the conditions specified in the letter of readmission.

Incomplete Standing

A student whose record in any year shows a mark of K, K*, L, L*, or & will have no GPA or CGPA calculated for that year, and the record will show "Standing Incomplete". After completing the appropriate course requirements, the GPA and CGPA will be calculated and the student’s standing determined as described above.
Students whose standing is still "incomplete" at the time of registration for the next academic year must obtain a Letter of Permission to Register from the Office of the Associate Dean (Student Affairs).

3.3 Bachelor of Education Program Awards

Dean's Honour List Designation for Graduating Students
The designation Dean's Honour List may be awarded to graduating students under the following conditions:
- students must be among the top 10% of the Faculty's graduating students;
- students must have completed a minimum of 60 McGill credits to be considered;
- the designation is based on the cumulative academic record (CGPA).

Dean's Honour List Designation for In-course Students
The designation Dean's Honour List may be awarded to in-course students under the following conditions:
- students must be among the top 10% of the Faculty's students;
- students must have completed at least 27 graded credits during the academic year;
- the designation is based on the sessional GPA.

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

3.4 Graduation Requirements

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

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

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

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

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

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

Information pertaining to the Convocation Ceremonies can be obtained on infoMcGill and the Admissions, Recruitment and Registrar's Office website (http://www.aro.mcgill.ca).

3.5 Attendance and Examination

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

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

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

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

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

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

Final Examinations
Student should refer to the General University Information section 6 for further information about final examinations.

Supplemental Examinations
Students may apply for permission to write a supplemental examination for certain courses that have formal examinations. The following conditions apply:
- students must be in satisfactory or probationary standing;
- students must have received a final grade of D, J, F, or U in the course;
- students must avail themselves of this privilege at the time of the next supplemental examination period;
- students must have submitted an application to write a supplemental examination before the first Friday in March for A courses, and before the second Friday in July for B and D courses.

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

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

Reassessment and Rereads
In accordance with the Charter of Student Rights, and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark and the right to discuss this submission with the examiner. If, after such
Students are expected to attend school regularly all day and to be on time every day of the field experience. If, for any reason, student teachers are unable to attend their school, they must immediately notify the Office of Student Teaching at (514) 398-7046 and the cooperating teacher in the school to which they are assigned.

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

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

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

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

Chair — DAVID C. SMITH
Director of Graduate Program — DR. BOYD E. WHITE
Director of Undergraduate Program — DR. ELIZABETH WOOD
Director of Jewish Teacher Training Program — DR. ERIC CAPLAN
Director of Music Education — DR. JOAN RUSSELL

Professors — THOMAS A. FRANCOEUR, RATNA GHOSH (WILLIAM C. MacDONALD Professor of EDUCATION), BARRY LEVY, DAVID SMITH, R. LYNN STUDHAM

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

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

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

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

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

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

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

Course descriptions may be found in section 10.
4.1 Bachelor of Education Programs

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

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>ACADEMIC COMPONENTS</th>
<th>PROFESSIONAL COMPONENTS</th>
</tr>
</thead>
</table>
| 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.
|         | SECONb 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. |
|         | 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 | 3 |
|         | Complementary Courses | 3 |
|         | 423-400 Philosophy of Catholic Education |
|         | or 415-398 Philosophy of Catholic Education |
|         | * Students who choose Religious Education (Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead. |
|         | PEDAGOGY COURSES | 9 |
|         | Required Courses | 414-309 Exceptional Students 3 | First Teaching Option Methodology 3 | Second Teaching Option Methodology 3 |
|         | Catholic Option takes: | 415-392 Guiding Religious Response - Sec. |
|         | Protestant Option takes: | 421-372 Human & Rel. Values in Sec. School |
|         | Jewish Option takes one of the following: | 422-250 Understanding and Teaching Jewish Living |
|         | 422-400 Teaching the Jewish Liturgy |
|         | 422-401 Teaching the Bible I |
|         | 422-404 Teaching Hebrew as a Second Language |
|         | 422-405 Teaching Yiddish as a Second Language |
|         | 422-420 Teaching Jewish History |
|         | 422-421 Teaching the Holocaust |
|         | Moral Education Option takes: | 423-340 Moral Education C&I |
|         | PEDAGOGICAL SUPPORT COURSES | 12 |
|         | Required Courses | 416-304 Measurement & Evaluation 3 | 455-302 Language and Learning - Curr. 3 |
|         | Complementary Courses | 3 |
|         | 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 |
|         | 450-402 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: | 3 |
|         | 432-341 Instructional Programming I |
|         | 432-420 Media Literacy for Education |
|         | TOTAL CREDITS | 120 |

FOUR-YEAR PROGRAM OVERVIEW

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>TERM A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Academics</td>
</tr>
<tr>
<td>P/PS</td>
<td>455-201 First Year Professional Seminar</td>
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<tr>
<td>P/FE</td>
<td>435-200 First Year Field Experience</td>
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</table>

<table>
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<tr>
<th>YEAR 2</th>
<th>TERM A</th>
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<td>A</td>
<td>Academics</td>
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<tr>
<td>P/Ps</td>
<td>455-410 Multi-cultured/Multi-racial</td>
</tr>
<tr>
<td>or 423-464 Intercultural Education</td>
<td></td>
</tr>
<tr>
<td>or 433-441 First Nations and Inuit Education</td>
<td></td>
</tr>
</tbody>
</table>
BE REQUIRED TO COMPLETE 62 ACADEMIC CREDITS, 3 ELECTIVE CREDITS, 157 CREDIT BACHELOR OF EDUCATION IN MUSIC, FACULTY PROGRAM.

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

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

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

2. Credits are required for completion of the Concurrent program.

3. Eight credits of ensemble are required for completion of the Concurrent program; 4 credits are required for completion of the Bachelor of Education program.

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

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

#### ELECTIVE 3

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

### PROFESSIONAL COMPONENTS

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>423-400</td>
<td>Philosophical Foundations</td>
<td>1</td>
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<tr>
<td>429-206</td>
<td>First Year Professional Seminar Music</td>
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</tr>
<tr>
<td>429-207</td>
<td>Second Year Professional Seminar Music</td>
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<td>429-306</td>
<td>Third Year Professional Seminar Music</td>
<td>2</td>
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<tr>
<td>429-406</td>
<td>Fourth Year Professional Seminar Music</td>
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**Complementary Courses**

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<tr>
<th>Course Code</th>
<th>Title</th>
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<td>423-400</td>
<td>Philosophical Foundations</td>
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</tr>
<tr>
<td>416-300</td>
<td>Educational Psychology</td>
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**FIELD EXPERIENCES**

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>435-405</td>
<td>Fourth Year Field Experience Music</td>
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**FOUNDATION COURSES**

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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<td>First Year Field Experience Music</td>
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<tr>
<td>435-206</td>
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<td>435-305</td>
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<tr>
<td>435-405</td>
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</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>429-406</td>
<td>First Year Professional Seminar Music</td>
<td>1</td>
</tr>
<tr>
<td>429-207</td>
<td>Second Year Professional Seminar Music</td>
<td>1</td>
</tr>
<tr>
<td>429-306</td>
<td>Third Year Professional Seminar Music</td>
<td>2</td>
</tr>
<tr>
<td>429-406</td>
<td>Fourth Year Professional Seminar Music</td>
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**FIELD EXPERIENCES**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>435-405</td>
<td>Fourth Year Field Experience Music</td>
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**FOUNDATION COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Fourth Year Field Experience Music</td>
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**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>429-406</td>
<td>First Year Professional Seminar Music</td>
<td>1</td>
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<tr>
<td>429-207</td>
<td>Second Year Professional Seminar Music</td>
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**Complementary Courses**

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<td>423-400</td>
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<tr>
<td>416-300</td>
<td>Educational Psychology</td>
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**TOTAL CREDITS**

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<tbody>
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<td>157</td>
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### 4.2 Programs of Professional Development

**CERTIFICATE IN THE TEACHING OF THE ARTS**

**CERTIFICATE IN MORAL AND RELIGIOUS EDUCATION**

*These programs are undergoing revision and will not accept new students for the 1999-2000 academic year.*
At the graduate level, it offers a Graduate Certificate in Counseling Applied to Teaching. In addition, there are graduate programs leading to Ph.D., M.A. and M.Ed. degrees in instructional psychology, applied cognitive psychology, special populations of learners (special needs and gifted education), counselling psychology, school/child psychology, family life education, computer applications in education, adult professional education, and the psychology of gender. For further information, consult the 1999-2000 Faculty of Graduate Studies and Research Calendar.

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

Course descriptions may be found in section 10.

5.1 Programs of Professional Development

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

Detailed information regarding general regulations, admission requirements and program profiles on the following certificates and diplomas may be found in the 1999-2000 Centre for Continuing Education Calendar. Further information about these programs may be also obtained from the Department at (514) 398-4248 or from:

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

CERTIFICATE PROGRAMS

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

- Inclusive Education
- Educational Technology

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

First Nations and Inuit Student Personnel Services
This program is offered by the Department of Educational and Counselling Psychology through the Office of First Nations and Inuit Education. For detailed information about this program, please refer to section 6.3.

DIPLOMA PROGRAMS

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

- Human Relations and Family Life Education
- Psychology and Education of the Gifted

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

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

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

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

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

Chair — ANTHONY PARÉ

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

Professors — DAVID DILLON, JOHN R. WOLFORTH

Associate Professors — HELEN AMORIGGI, GARY ANDERSON,
CLERMONT BARNABÉ, ANNI J. BEER, JON G. BRADLEY,
LYNN BUTLER-KISBER, JUNE E. COOPER, WINSTON G. EMERY,
JOHN B. GRADWELL, NANCY JACKSON, YAREMA K. KEBLEY,
CATRINE LE MAISTRE, CHARLES S. LUSTHAUS, LYNN MÈLALINE,
DAVID D. MCWETHY, CHRISTOPHER S. MILLIGAN,
CLAUDIA A. MITCHELL, ANTHONY PARÉ, HOWARD N. RIGGS,
PHYLISS SHAPIRO

Assistant Professor — BRIAN J. ALTERS

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

Adjunct Professors — JOHN ALLEN, MARY BEAR, LUCI BOBBISH-
SALT, TINO BORONARDO, WILLIAM CORRIGAN, EDWARD CROSS,
ELAINE FREELAND, CAROL HORN, DEBBIE HOUSE-COX,
KAI'TITAKE JACOBS, NELLIE KUSUGAK, EVA LOUTITT,
OLOOTA MAATUSI, HUGH MACDONALD, NOEL MCDERMOTT,
CHARLOTTE MCLEOD, HOWARD G. MARTIN, DAN MASON,
KEVIN O’DONNELL, PEASEE PITSIAK, SAA PITSIAK,
LINDA SIMON, CLARENCE TOMATUK, CECIL WELCH,
DORIS WINKLER, GILBERT WHITEDUCK, VICKI ZACK

Professional Associate — MARYLIN BLAESER

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

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

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

Course descriptions may be found in section 10.
6.1 Bachelor of Education Programs

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

This program applies to students admitted on or after September 1987. Students admitted to the 150-credit program in September 1996 must also follow this program.

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

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

ACADEMIC COMPONENT 39

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

- 18 – 21 credits in one of these subject areas; at least 3 credits in each of five other subject areas; and
- 455-203 Communication in Education;

PROFESSIONAL COMPONENT 75

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

PRACTICUM 27

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

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

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.

TOTAL CREDITS 120

Special Requirements

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

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

FOUR-YEAR PROGRAM OVERVIEW

| YEAR 1 | A | Academic Courses 39 |
| YEAR 2 | P | Professional Courses 75 |
| Term A | PS | Professional Seminars 8 |
| Term B | FE | Field Experiences 19 |
| Term A | F | Foundations 15 |
| Term B | PD | Pedagogy 21 |
| Term B | Ps | Pedagogical Support 12 |
| TOTAL CREDITS 120 | E | Elective Courses 6 |
6.1.2 BACHELOR OF EDUCATION

KINDERGARTEN AND ELEMENTARY PROGRAM (JEWISH STUDIES OPTION) (126 credits)

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

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

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

ACADEMIC COMPONENT

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);
- at least 3 credits in each of five other subject areas listed above

PROFESSIONAL COMPONENT

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

<table>
<thead>
<tr>
<th>PROFESSIONAL SEMINARS</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>19</td>
</tr>
</tbody>
</table>

FIELD EXPERIENCES

- 19 credits

Required Courses

- 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

Jewish Studies - Grades 1-6

EDUCATION CONCENTRATION

- 15 credits

Required Courses

- 431-301 Étude de la langue l’ens. du FLS 3
- 431-344 Enseignement du FLS au primaire 3
- 431-345 Enseignement du FLS par immersion 3

Complementary Courses

- 6 credits

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

TOTAL CREDITS

- 30 credits

ACADEMIC CONCENTRATION

- 15 credits

Required Course

- 433-341 Teaching Mathematics 3
- 433-382 Teaching Social Studies 3
- 455-402 Media, Technology, Computers and Education 3

Complementary Courses

- 12 credits

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).

FOUNDATION

- 15 credits

Required Courses

- 114-405 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 credits

one of:

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

PEDAGOGY

- 21 credits

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

Total Credits

- 126 credits

Competency in French

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

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

KINDERGARTEN AND ELEMENTARY PROGRAM (30-credits)

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

PROGRAMME INTENSIF DE FRANÇAIS ELEMENTARY OPTION (30-credits)

For further information about this option, please contact the

Department of Second Language Education at (514) 398-6982.

Note: One (1) subject of moral and religious education, natural sciences and physical education must be taught in French.

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

PROFESSIONAL SEMINARS

- 8 credits

FIELD EXPERIENCES

- 19 credits

Required Courses

- 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

Jewish Studies - Kindergarten

EDUCATION CONCENTRATION

- 15 credits

Required Courses

- 431-301 Étude de la langue l’ens. du FLS 3
- 431-344 Enseignement du FLS au primaire 3
- 431-345 Enseignement du FLS par immersion 3

Complementary Courses

- 6 credits

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

TOTAL CREDITS

- 30 credits

ACADEMIC CONCENTRATION

- 15 credits

Required Course

- 433-341 Teaching Mathematics 3
- 433-382 Teaching Social Studies 3
- 455-402 Media, Technology, Computers and Education 3

Complementary Courses

- 12 credits

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).

FOUNDATION

- 15 credits

Required Courses

- 114-405 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 credits

one of:

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

PEDAGOGY

- 21 credits

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

Total Credits

- 126 credits

Competency in French

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

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

KINDERGARTEN AND ELEMENTARY PROGRAM (30-credits)

For further information about this option, please contact the

Department of Second Language Education at (514) 398-6982.

Note: One (1) subject of moral and religious education, natural sciences and physical education must be taught in French.
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.

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

PROFESSIONAL SEMINARS

Required Courses
455-201 First Year Professional Seminar 1
416-250 Second Year Professional Seminar 1
455-306 Third Year Professional Seminar 3
455-404 Fourth Year Professional Seminar 3

FIELD EXPERIENCES

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

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

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

* Students who choose Religious Education (Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead.

PEDAGOGY COURSES

Required Courses
414-309 Exceptional Students 3
First Teaching Option Methodology 3
Second Teaching Option Methodology 3
425-361 Secondary School English I
425-353 Secondary School Mathematics I
425-370 Teaching General Science*
425-389 Issues in Social Studies**
436-360 Teaching Business Subjects
436-373 Teaching Technical Subjects
455-334 Teaching Social Studies**
455-335 Teaching Secondary Science*

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

Students taking a second science subject as an option should take:
455-335 Teaching Secondary Science and 425-370 Teaching General Science

**Students taking one social science subject as an option should take:
455-334 Teaching Social Studies

Students taking a second social science subject as an option should take:
455-334 Teaching Social Studies and 425-389 Issues in Social Studies

PEDAGOGICAL SUPPORT COURSES

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:
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 & Education from the following list:
416-310 Educational Computer Applications
432-200 Applications Software
432-204 Educational Media I
455-402 Media, Technology & Education
For students with a background in computers or other media applications in education, the following courses may be substituted for the above:
432-341 Instructional Programming I
432-420 Media Literacy for Education

**ELECTIVE COURSES** 6
**TOTAL CREDITS** 120

**FOUR-YEAR PROGRAM OVERVIEW**

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<thead>
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<th>Term A</th>
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<td>Academic Courses</td>
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<td>PS Professional Seminars</td>
<td>8</td>
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<tr>
<td>FE Field Experiences</td>
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<td>F Foundations</td>
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<tr>
<td>PD Pedagogy</td>
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<tr>
<td>Ps Pedagogical Support</td>
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<tr>
<td>Elective Courses</td>
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**YEAR 1**

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<tr>
<td>A Academics</td>
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<tr>
<td>P/PS 455-201 First Year Professional Seminar</td>
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</tr>
<tr>
<td>P/FE 435-200 First Year Field Experience I</td>
<td>2</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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<th>Term B</th>
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<tbody>
<tr>
<td>A Academics</td>
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<tr>
<td>P/F 423-400 Philosophical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>or 415-398 Philosophy of Catholic Education</td>
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</tr>
<tr>
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**YEAR 2**

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<tr>
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</tr>
<tr>
<td>P/PS 455-410 Multi-cultural/ Multi-racial</td>
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</tr>
<tr>
<td>or 423-464 Intercultural Education</td>
<td>1</td>
</tr>
<tr>
<td>or 433-441 First Nations and Inuit Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
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<table>
<thead>
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<th>Term A</th>
<th>Term B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Academics</td>
<td>9</td>
</tr>
<tr>
<td>P/PS 416-250 Second Year Professional Seminar</td>
<td>1</td>
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<td>P/FE 435-251 Second Year Field Experience</td>
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<tr>
<td>P/F 416-300 Educational Psychology</td>
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**YEAR 3**

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<tr>
<td>P/PS 455-306 Third Year Professional Seminar</td>
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<td>P/FE 435-302 Third Year Field Experience</td>
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<td>P/PD First Teaching Option C/I</td>
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<td><strong>TOTAL CREDITS</strong></td>
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<table>
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<tr>
<th>Term A</th>
<th>Term B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Academics</td>
<td>9</td>
</tr>
<tr>
<td>P/PS 455-302 Language and Learning - Curriculum</td>
<td>3</td>
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<tr>
<td>455-402 Media, Technology, Computers and Education (or equivalent)</td>
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<td><strong>TOTAL CREDITS</strong></td>
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**YEAR 4**

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<tbody>
<tr>
<td>A Academics</td>
<td>3</td>
</tr>
<tr>
<td>P/F 411-405 Policy Issues in Quebec Education</td>
<td>3</td>
</tr>
<tr>
<td>P/PS 416-304 Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>E Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term A</th>
<th>Term B</th>
</tr>
</thead>
<tbody>
<tr>
<td>P/PS 455-404 Fourth Year Professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td>P/FE 435-402 Fourth Year Field Experience</td>
<td>8</td>
</tr>
<tr>
<td>P/PD 414-309 Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

---

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

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

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

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

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

**Program Requirements**

The requirements for the B.Ed. component are described in section 6.1.3 with the following exceptions:

A. Students in the Concurrent B.Sc./B.Ed. program must choose their 57 academic credits from the lists of required and complementary courses in their respective B.Sc. Majors.

B. Students must take the following courses which will be required for the B.Sc. component:

- 423-400 Philosophical Foundations
- 455-410 Multi-Cultured/Multi-Racial Class
- 455-402 Media, Technology, and Education

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

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

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

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 248
Telephone: (514) 398-7043 Fax: (514) 398-2182
The program components are as follows:

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Complementary Courses 75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Concentration 30</td>
<td></td>
</tr>
<tr>
<td>Courses that give attention to teaching methodologies, learning theories, educational philosophy, etc.</td>
<td></td>
</tr>
<tr>
<td>Academic Concentration 30</td>
<td></td>
</tr>
<tr>
<td>Courses directly related to the subject option.</td>
<td></td>
</tr>
<tr>
<td>Departmental Selections 15</td>
<td></td>
</tr>
<tr>
<td>Elective Courses 15</td>
<td></td>
</tr>
<tr>
<td>Courses selected in consultation with an advisor and which count for university credit.</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS 90</td>
<td></td>
</tr>
</tbody>
</table>

### 6.2 Programs of Professional Development

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

This program is under review.

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

#### 6.2.2 DIPLOMA IN EDUCATIONAL ADMINISTRATION (30 credits)

Not offered for the academic year 1999-2000.

### 6.3 Programs for First Nations and Inuit

The following programs are offered for Aboriginal teachers through the:

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

#### 6.3.1 CERTIFICATE IN EDUCATION FOR FIRST NATIONS AND INUIT (60 credits)

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

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

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

#### Admission to the Certificate in Education for First Nations and Inuit

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

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

#### Time Limit

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

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

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>First Nations and Inuit Education Concentration (30 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) THE ABORIGINAL SCHOOL AND CLASSROOM 6</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>411-202 Educ. &amp; Admin. Institutions 3</td>
<td></td>
</tr>
<tr>
<td>433-245 Orientation to Education 3</td>
<td></td>
</tr>
<tr>
<td>b) LANGUAGE 6</td>
<td></td>
</tr>
<tr>
<td>FOR INUIT STUDENTS</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>433-249 Inuktitut Orthography and Grammar (The term &quot;Inuktitut&quot; in all course descriptions includes &quot;Inuinnaqtun&quot;) 3</td>
<td></td>
</tr>
<tr>
<td>COMPLEMENTARY COURSES</td>
<td></td>
</tr>
<tr>
<td>FOR ALGONQUIN, CREE, MI’KMAQ AND MOHAWK STUDENTS</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>433-293 (3) Algonquin Second Language I</td>
<td></td>
</tr>
<tr>
<td>455-234 (3) Algonquin Second Language II</td>
<td></td>
</tr>
<tr>
<td>433-294 (3) Algonquin Language I</td>
<td></td>
</tr>
<tr>
<td>433-295 (3) Algonquin Language II</td>
<td></td>
</tr>
<tr>
<td>455-241 (3) Cree Language I</td>
<td></td>
</tr>
<tr>
<td>455-242 (3) Cree Language II</td>
<td></td>
</tr>
<tr>
<td>455-237 (3) Mi’kmaq Second Language I</td>
<td></td>
</tr>
<tr>
<td>455-238 (3) Mi’kmaq Second Language II</td>
<td></td>
</tr>
<tr>
<td>455-239 (3) Mi’kmaq Language I</td>
<td></td>
</tr>
<tr>
<td>455-240 (3) Mi’kmaq Language II</td>
<td></td>
</tr>
<tr>
<td>433-296 (3) Mohawk Second Language I</td>
<td></td>
</tr>
<tr>
<td>455-236 (3) Mohawk Second Language II</td>
<td></td>
</tr>
<tr>
<td>433-297 (3) Mohawk Language I</td>
<td></td>
</tr>
<tr>
<td>433-298 (3) Mohawk Language II</td>
<td></td>
</tr>
<tr>
<td>c) CONTENT AND TEACHING METHODS 18</td>
<td></td>
</tr>
<tr>
<td>(at least 18 credits)</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>436-242 Cultural Skills 3</td>
<td></td>
</tr>
<tr>
<td>COMPLEMENTARY COURSES</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>For trainees specializing in Physical Education:</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>434-241 Aboriginal Culture: Physical Skills 3</td>
<td></td>
</tr>
<tr>
<td>(replaces 426-242 Cultural Skills)</td>
<td></td>
</tr>
<tr>
<td>434-342 Physical Education Methods 3</td>
<td></td>
</tr>
<tr>
<td>434-493 Administration 3</td>
<td></td>
</tr>
<tr>
<td>(434-342 and 434-493 replace any two of the Content and Teaching Methods courses.)</td>
<td></td>
</tr>
</tbody>
</table>
### Complementary Courses

At least three 3-credit courses from Content and Teaching Methods complementary course list.

d) **PSYCHOLOGICAL, SOCIAL AND PHYSICAL DEVELOPMENT OF THE CHILD**

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>414-211</td>
<td>Social and Emotional Development</td>
<td>3</td>
</tr>
<tr>
<td>414-212</td>
<td>Perceptual Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>414-341</td>
<td>Methods in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>433-246</td>
<td>Cultivating Language and Thought</td>
<td>3</td>
</tr>
</tbody>
</table>

e) **PRACTICUM**

For all students except Nunavut Teacher Education Program students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>435-444</td>
<td>Field Experience – Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

The purpose of this practicum, which occurs fairly early in the program, is to determine the student's suitability for teaching.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>435-394</td>
<td>Field Experience – Elem. and Sec. Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

The purpose of this practicum is to give exposure at the elementary and secondary levels, where available.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>435-422</td>
<td>Aboriginal Education Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>435-423</td>
<td>Aboriginal Education Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

(Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.)

For Nunavut Teacher Education Program students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>435-444</td>
<td>Field Experience – Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

The purpose of this practicum, which occurs fairly early in the program is to determine the student's suitability for teaching.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>435-422</td>
<td>Aboriginal Education Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>435-423</td>
<td>Aboriginal Education Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

(435-394 is an option for students enrolled in the Nunavut Teacher Education Program. These students can take another complementary course in lieu of 435-394.)

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

Students may choose any or all other suitable courses approved by the Director of the Office of First Nations and Inuit Education.

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

g) **FOR TRAINEES SPECIALIZING IN PHYSICAL EDUCATION**

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

#### TOTAL CREDITS

60

### COMPLEMENTARY COURSE LIST

**Language**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>433-241</td>
<td>Teaching Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>433-248</td>
<td>Reading and Writing Inuktitut/Cree</td>
<td>3</td>
</tr>
<tr>
<td>433-342</td>
<td>Inter. Inuktitut/Amerindian Language</td>
<td>3</td>
</tr>
</tbody>
</table>

**Content and Teaching Methods**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>416-304</td>
<td>Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>433-223</td>
<td>Language Arts Part I</td>
<td>3</td>
</tr>
<tr>
<td>433-230</td>
<td>Elementary School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>433-241</td>
<td>Teaching Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>433-242</td>
<td>Teaching Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>433-243</td>
<td>Reading Methods in Inuktitut/Cree</td>
<td>3</td>
</tr>
<tr>
<td>433-247</td>
<td>Individualized Instruction</td>
<td>6</td>
</tr>
<tr>
<td>433-248</td>
<td>Reading and Writing Inuktitut/Cree</td>
<td>3</td>
</tr>
<tr>
<td>433-261</td>
<td>Reading Clinic – Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>433-270</td>
<td>Elementary School Science</td>
<td>3</td>
</tr>
<tr>
<td>433-312</td>
<td>Activities for the Kindergarten</td>
<td>3</td>
</tr>
<tr>
<td>433-372</td>
<td>Teaching Elementary Science</td>
<td>3</td>
</tr>
<tr>
<td>433-382</td>
<td>Teaching Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>434-204</td>
<td>Health Education</td>
<td>3</td>
</tr>
<tr>
<td>434-224</td>
<td>Foundations of Movement Education</td>
<td>3</td>
</tr>
<tr>
<td>434-494</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Physical Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>434-214</td>
<td>Basketball</td>
<td>1</td>
</tr>
<tr>
<td>434-216</td>
<td>Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>434-217</td>
<td>Track and Field</td>
<td>1</td>
</tr>
<tr>
<td>434-218</td>
<td>Volleyball</td>
<td>1</td>
</tr>
<tr>
<td>434-223</td>
<td>Basic Games</td>
<td>1</td>
</tr>
<tr>
<td>434-226</td>
<td>Badminton</td>
<td>1</td>
</tr>
<tr>
<td>434-229</td>
<td>Ice Hockey</td>
<td>1</td>
</tr>
<tr>
<td>434-240</td>
<td>Winter Activities</td>
<td>1</td>
</tr>
</tbody>
</table>

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

**6.3.2 CERTIFICATE IN ABORIGINAL LITERACY EDUCATION (30 credits)**

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

**Admission to the Certificate in Aboriginal Literacy Education**

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

This certificate may be taken concurrently and completed within the B.Ed. for Certified Teachers if the required B.Ed. profile is fulfilled. (See section 6.3.4.)
### PROGRAM PROFILE – CERTIFICATE IN ABORIGINAL LITERACY EDUCATION (30 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>A beginning course in the Aboriginal language as a first language (e.g. 455-241 Cree I)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A second level course in the same language (e.g. 455-242 Cree II)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>433-342 Int. Inuktitut/Amerindian Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>433-344 Adv. Inuktitut/Amerindian Language</td>
<td>3</td>
</tr>
<tr>
<td>Complementary Courses</td>
<td>Four courses to be chosen from the following list:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>416-304 (3) Measurement and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>426-246 (3) Cultural Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>433-222 (3) Language Arts Part I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>433-224 (3) Language Arts Part II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>433-240 (3) Use and Adaptation of Curricula</td>
<td></td>
</tr>
<tr>
<td></td>
<td>433-243 (3) Reading Methods in Inuktitut/Cree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>433-247 (6) Individualized Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>433-248 (3) Reading and Writing Inuktitut/Cree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>433-345 (3) Literature and Creative Writing I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>433-346 (3) Literature and Creative Writing II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>455-220 (3) Curriculum Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>455-403 (3) Dialects of Inuktitut</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>Two suitable 3-credit courses approved by the Director of the Office of First Nations and Inuit Education</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

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

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

Admission to the Certificate in Middle School Education in Aboriginal Communities

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>416-377 Adolescence and Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>433-210 Middle School Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>455-245 Middle School Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>455-246 Middle School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>455-302 Language and Learning - Curriculum (for teachers of first language students)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or 431-305 Sec. Lang. Learning in the Classroom (for teachers of second language students)</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td>Two 3-credit courses in the major subject area of the B.Ed. for Certified Teachers.</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>
### ELECTIVE COURSES
Courses selected by the candidate after consultation with the Director of the Office of First Nations and Inuit Education.

### EDUCATION CONCENTRATION
Normally the Education concentration is completed within the Certificate in Education for First Nations and Inuit.

### TOTAL CREDITS

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec. Lang. in Aboriginal Cmmts.</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Values and Socialization</td>
<td>3</td>
</tr>
<tr>
<td>First Nations and Inuit Education</td>
<td>3</td>
</tr>
<tr>
<td>First Nations and Inuit Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Use and Adaptation of Curricula</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>Introductory language course in the language of the community, e.g., 433-341 Inuktitut for Beginners.</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Admission to the Certificate in Aboriginal Education for Certified Teachers
Applicants must provide the following:
- A Diploma of Collegial Studies (DEC) or its equivalent;
- Evidence of having completed teacher training at an approved institution;
- A letter of recommendation from a competent authority.

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

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

#### Required Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>431-247</td>
<td>Sec. Lang. in Aboriginal Cmmts.</td>
<td>3</td>
</tr>
<tr>
<td>433-291</td>
<td>Cultural Values and Socialization</td>
<td>3</td>
</tr>
<tr>
<td>433-441</td>
<td>First Nations and Inuit Education</td>
<td>3</td>
</tr>
<tr>
<td>433-444</td>
<td>First Nations and Inuit Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>433-240</td>
<td>Use and Adaptation of Curricula</td>
<td>3</td>
</tr>
<tr>
<td>455-220</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Complementary Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>411-202</td>
<td>Educ. &amp; Admin. Institutions</td>
<td>(3)</td>
</tr>
<tr>
<td>426-242</td>
<td>Cultural Skills</td>
<td>(3)</td>
</tr>
<tr>
<td>431-200</td>
<td>Intro. to Second Language Teaching</td>
<td>(3)</td>
</tr>
<tr>
<td>433-373</td>
<td>Curr. &amp; Devel. in Sec. Lang.</td>
<td>(3)</td>
</tr>
<tr>
<td>433-290</td>
<td>Co-operative Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>433-247</td>
<td>Individualized Instruction</td>
<td>(6)</td>
</tr>
<tr>
<td>455-200</td>
<td>Introduction to Inuit Studies</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS
30

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

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

#### Required Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>412-201</td>
<td>Introduction to Student Advising</td>
<td>3</td>
</tr>
<tr>
<td>412-202</td>
<td>Helping Skills Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>412-203</td>
<td>Helping Skills Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>412-205</td>
<td>Career/Occupational Development</td>
<td>3</td>
</tr>
<tr>
<td>412-208</td>
<td>Native Families’ Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>412-209</td>
<td>Basic Crisis Intervention Skills</td>
<td>3</td>
</tr>
<tr>
<td>412-210</td>
<td>Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Complementary Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>411-202</td>
<td>Educ. &amp; Admin. Institutions</td>
<td>(3)</td>
</tr>
<tr>
<td>412-206</td>
<td>Group Leadership Skills</td>
<td>(3)</td>
</tr>
<tr>
<td>412-207</td>
<td>Aboriginal Adolescent Development</td>
<td>(3)</td>
</tr>
<tr>
<td>412-211</td>
<td>Special Topics in Stud. Pers. Serv.</td>
<td>(3)</td>
</tr>
<tr>
<td>414-211</td>
<td>Social and Emotional Development</td>
<td>(3)</td>
</tr>
<tr>
<td>434-204</td>
<td>Health Education</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS
30

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

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

Chair — GREGORY D. REID
Professors — DAVID MONTGOMERY, GREGORY D. REID, ALBERT E. WALL
Associate Professors — MARGARET J. DOWNEY, GRAHAM I. NEIL, HÉLÈNE PERRAULT, RENE A. TURCOTTE
Assistant Professor — DAVID J. PEAIRSON
Adjunct Professors — DOMINQUE BANVILLE, JANE WARDLE

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

Course descriptions may be found in section 10.

7.1 Bachelor of Education Programs

7.1.1 BACHELOR OF EDUCATION

MAJOR IN PHYSICAL EDUCATION (120 credits)

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

Graduation Requirement

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

PROGRAM PROFILE

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>434-205</td>
<td>Structural Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>434-206</td>
<td>Biomechanics of Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>434-207</td>
<td>Evaluation of Human Performance</td>
<td>3</td>
</tr>
<tr>
<td>434-261</td>
<td>Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>434-331</td>
<td>Homeostatic Physiology</td>
<td>3</td>
</tr>
<tr>
<td>434-391</td>
<td>Ergo-physiology</td>
<td>3</td>
</tr>
<tr>
<td>434-392</td>
<td>Nutrition and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>434-492</td>
<td>Psychology of Motor Performance</td>
<td>3</td>
</tr>
<tr>
<td>434-496</td>
<td>Adapted Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>434-498</td>
<td>Social Psychology of Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>434-202</td>
<td>Rhythmic Activities</td>
<td>1</td>
</tr>
<tr>
<td>434-210</td>
<td>Educational Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>434-213</td>
<td>Aquatics I</td>
<td>1</td>
</tr>
<tr>
<td>434-214</td>
<td>Basketball I</td>
<td>1</td>
</tr>
<tr>
<td>434-216</td>
<td>Gymnastics I</td>
<td>1</td>
</tr>
<tr>
<td>434-217</td>
<td>Track &amp; Field</td>
<td>1</td>
</tr>
<tr>
<td>434-218</td>
<td>Volleyball I</td>
<td>1</td>
</tr>
<tr>
<td>434-223</td>
<td>Basic Games</td>
<td>1</td>
</tr>
<tr>
<td>434-226</td>
<td>Badminton</td>
<td>1</td>
</tr>
<tr>
<td>434-236</td>
<td>Softball</td>
<td>1</td>
</tr>
<tr>
<td>434-243</td>
<td>Dance</td>
<td>1</td>
</tr>
</tbody>
</table>

Complementary Courses: 7

one of:

434-233 Soccer
434-238 Field Hockey I

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

FIELD EXPERIENCES

Required Courses: 18

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

FOUNDATION COURSES: 9

Required Courses:

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

Complementary Course: 3

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

PEDAGOGY COURSES: 12

Required Courses:

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

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

PEDAGOGICAL SUPPORT COURSES: 6

Complementary Courses: 3

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

Multi-cultured/Multi-racial Class

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

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

ELECTIVE COURSES: 6

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

TOTAL CREDITS: 120

7.1.2 BACHELOR OF EDUCATION KINESIOLOGY (90 credits)

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

**Graduation Requirement**

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

### PROGRAM PROFILE

**KINESIOLOGY THEORY**

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

**KINESIOLOGY PROFESSIONAL COMPONENT**

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>434-201 Physical Activity Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complementary Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>189-203 Principles of Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>or 204-305 Statistics for Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>432-200 Applications Software</td>
<td>3</td>
</tr>
<tr>
<td>or 308-102 Computers and Computing</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### A) SOCIAL PERSPECTIVE OF HEALTH OPTION

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

### B) MANAGEMENT AND ADMINISTRATION OPTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>272-420 (3) Group Dynamics (prerequisite: 280-222)</td>
<td>3</td>
</tr>
<tr>
<td>272-435 (3) Women as Global Leaders and Managers</td>
<td>3</td>
</tr>
<tr>
<td>275-351 (3) Marketing and Society (prerequisite: 280-352)</td>
<td>3</td>
</tr>
<tr>
<td>275-452 (3) Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>280-211 (3) Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>280-222 (3) Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>280-331 (3) Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>280-352 (3) Marketing Management I</td>
<td>3</td>
</tr>
<tr>
<td>455-202 (3) Effective Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

### C) CERTIFIED FITNESS APPRAISER (CFA) OPTION

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>412-501 (3) Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>412-504 (3) Practicum in Interviewing Skills</td>
<td>3</td>
</tr>
<tr>
<td>434-553* (3) Physiological Assessment in Sport</td>
<td>3</td>
</tr>
<tr>
<td>434-452* (3) Fitness Appraisal Practicum (* required)</td>
<td>3</td>
</tr>
</tbody>
</table>

### D) PERSONAL TRAINER CERTIFICATION OPTION

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>434-451* (3) Personal Trainer Practicum</td>
<td>3</td>
</tr>
<tr>
<td>412-501 (3) Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>412-504 (3) Practicum in Interviewing Skills (* required)</td>
<td>3</td>
</tr>
</tbody>
</table>

### E) SCIENCE OPTION

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

**Biology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>177-200 (3) Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>177-201 (3) Cell Biology and Metabolism</td>
<td>3</td>
</tr>
<tr>
<td>177-202 (3) Basic Genetics</td>
<td>3</td>
</tr>
<tr>
<td>177-205 (3) Biology of Organisms</td>
<td>3</td>
</tr>
<tr>
<td>177-206 (3) Methods in Biology of Organisms</td>
<td>3</td>
</tr>
<tr>
<td>177-208 (3) Introduction to Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Chemistry**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>180-150 (3) The World of Chemistry: Part I</td>
<td>3</td>
</tr>
<tr>
<td>180-160 (3) The World of Chemistry: Part II</td>
<td>3</td>
</tr>
<tr>
<td>180-201 (3) Modern Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>180-203 (3) Survey of Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>180-212 (4) Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>180-213 (3) Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>180-257 (4) Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>180-307 (3) Environmental Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>189-221 (3) Practical Methods of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>189-223 (3) Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>189-235 (3) Basic Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>189-318 (3) Mathematical Logic</td>
<td>3</td>
</tr>
<tr>
<td>189-323 (3) Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>189-324 (3) Statistics</td>
<td>3</td>
</tr>
<tr>
<td>189-338 (3) History and Philosophy of Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Physics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>198-230 (3) Dynamics of Simple Systems</td>
<td>3</td>
</tr>
<tr>
<td>198-232 (3) Heat and Waves</td>
<td>3</td>
</tr>
<tr>
<td>198-241 (3) Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>198-253 (3) Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>198-259 (3) Lab in Mechanics, Heat and Optics</td>
<td>3</td>
</tr>
<tr>
<td>198-331 (3) Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>198-333 (3) Thermal and Statistical Physics</td>
<td>3</td>
</tr>
<tr>
<td>198-340 (3) Electricity and Magnetism</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>204-211 (3) Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>204-212 (3) Perception</td>
<td>3</td>
</tr>
<tr>
<td>204-213 (3) Cognition</td>
<td>3</td>
</tr>
<tr>
<td>204-337 (3) Intro: Abnormal Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>204-354 (3) Interpersonal Relationships</td>
<td>3</td>
</tr>
</tbody>
</table>

**SKILL AND TECHNIQUE COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>434-200 (3) Weight Training</td>
<td>3</td>
</tr>
<tr>
<td>434-213 (3) Aquatics I</td>
<td>3</td>
</tr>
<tr>
<td>434-244 (3) Dance and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>434-248 (3) Resistance Training</td>
<td>3</td>
</tr>
<tr>
<td>434-249 (3) Physical Activity Appraisal</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>434-250D Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>434-350D Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>434-450D Practicum III</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES**

9

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>434-201 Physical Activity Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

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

TOTAL CREDITS 90

8 Department of Second Language Education (431)

Faculty of Education
3700 McTavish Street, Room 431-A
Montreal, QC H3A 1Y2
Telephone: (514) 398-6982 or 398-6895  Fax: (514) 398-5595
Website: http://www.education.mcgill.ca/sle/default.htm

Chair — JOHN B. GRADWELL
Professors — MARY H. MAGUIRE, JACQUES J. REBUFFOT
Associate Professors — JANET DONIN, JOHN B. GRADWELL,
DÉNISE LUSSIER, ROY LYSTER, NINA SPADA, CAROLYN TURNER,
LISE WINTER

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

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

Course descriptions may be found in section 10.

8.1 Bachelor of Education Programs

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

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

ACADEMIC COMPONENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td>51-54</td>
</tr>
<tr>
<td>104-201 Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>104-350 Linguistic Aspects of Bilingualism</td>
<td>3</td>
</tr>
<tr>
<td>125-203 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>125-231 Linguistique française</td>
<td>3</td>
</tr>
<tr>
<td>431-300 Foundations of L2 Education</td>
<td>3</td>
</tr>
<tr>
<td>431-305 L2 Learning in Classroom Settings</td>
<td>3</td>
</tr>
<tr>
<td>431-314 Sociolinguistique du FLS</td>
<td>3</td>
</tr>
<tr>
<td>431-341 Littérature et littératie en FLS</td>
<td>3</td>
</tr>
</tbody>
</table>

Complementary Courses 27-30

Students must take 21 credits from:

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>21</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONAL COMPONENTS 60-63

PROFESSIONAL SEMINARS 8

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>431-209 First Year Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>431-259 Second Year Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>431-319 Séminaire professionnel III</td>
<td>3</td>
</tr>
<tr>
<td>431-419 Séminaire professionnel IV</td>
<td>3</td>
</tr>
</tbody>
</table>

FIELD EXPERIENCES 19

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>435-209 First Year Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>435-259 Second Year Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>435-309 Third Year Field Experience</td>
<td>7</td>
</tr>
<tr>
<td>435-409 Fourth Year Field Experience</td>
<td>8</td>
</tr>
</tbody>
</table>

FOUNDATION COURSES 9

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>411-405 Policy Issues in Québec Education</td>
<td>3</td>
</tr>
<tr>
<td>416-300 Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Complementary Courses 3

one of:

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>423-400 Philosophical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>415-398 Philosophy of Catholic Education</td>
<td>3</td>
</tr>
</tbody>
</table>

PEDAGOGY COURSES 12-15

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>431-444 Enseignement du FLS au primaire</td>
<td>3</td>
</tr>
<tr>
<td>431-472 Enseignement du FLS au secondaire</td>
<td>3</td>
</tr>
<tr>
<td>431-402 Mesure et évaluation en FLS</td>
<td>3</td>
</tr>
</tbody>
</table>

Complementary Courses 3-6

Three to six credits of pedagogy in approved subjects:

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

PEDAGOGICAL SUPPORT COURSES 12

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>431-301 Etude de la langue ens. du FLS</td>
<td>3</td>
</tr>
<tr>
<td>431-345 Enseignement du FLS par immersion</td>
<td>3</td>
</tr>
<tr>
<td>431-506 Computer/Internet &amp; L2 Learning</td>
<td>3</td>
</tr>
<tr>
<td>414-309 Exceptional Students</td>
<td>3</td>
</tr>
</tbody>
</table>

ELECTIVES 6

TOTAL CREDITS 120

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

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

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

ELEMENTARY PROGRAM

ACADEMIC CONCENTRATION

Required Courses
431-341 Littérature et littératie en FLS 3

Complementary Courses
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

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

TOTAL CREDITS 30

SECONDARY PROGRAM

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

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

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

ACADEMIC COMPONENTS

Required Courses
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 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

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

TOTAL CREDITS 120

FIELD EXPERIENCES

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

FOUNDATION COURSES

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

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

PEDAGOGY COURSES

Required Courses
431-447 TESL in Elementary Schools 3
431-458 TESL in Secondary Schools 3
431-412 Measurement and Evaluation in TESL 3

Complementary Courses
one of:
414-341 Instruction in Inclusive Schools 3
431-330 L2 Literacy Development 3

TOTAL CREDITS 120

8.2 Program of Professional Development

CERTIFICATE IN SECOND LANGUAGE TEACHING

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

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

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

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

9 Graduate School of Library and Information Studies (405)

McLennan Library Building, Room MS57
3459 McTavish Street,
Montreal, QC H3A 1Y1
Telephone: (514) 398-4204 Fax: (514) 398-7193
Email: AD27@MusicA.McGill.CA
Website: http://www.gslib.mcgill.ca

Director — JAMSHID BEHESHTI
Emeritus Professors — EFFIE C. ASTBURY, VIOLET L. COUGHLIN
10 Course Descriptions

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

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

Denotes courses not available as Education electives.

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

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

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

Denotes courses with limited enrolment.

Denotes courses not offered in 1999-2000.

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

411 – Administration and Policy Studies Courses

411-300 THE SCHOOL AS AN ORGANIZATION. (3)
411-394 ADMINISTRATION OF EDUCATION IN QUEBEC. (3) (Offered at distance through Continuing Education.)
411-405D POLICY ISSUES IN QUEBEC EDUCATION. (3)
411-405A POLICY ISSUES IN QUEBEC EDUCATION. (3) (This course examines the organization of education in Quebec from various perspectives, including institutional, political, social and legal. It aims to provide students with sufficient knowledge that they can begin the life-long learning process of a professional educator, aware of, and contributing to, the policy talk on schools.
411-411 EDUCATION POLICY ACROSS CANADA. (3) (Offered through Summer Studies.)
411-450 CURRICULUM ALTERNATIVES. (3) (Prerequisite: permission of the instructor. Offered through Summer Studies.)
411-470C ISSUES IN EDUCATIONAL POLICY. (3) (Offered through Summer Studies.) (Prerequisite: 411-204, 411-404 or 411-405)

412 – Counselling Psychology and Family Life Education Courses

Courses listed under codes 411-, 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/OCUPATIONAL DEVELOPMENT. (3) (Prerequisite 412-203)
412-206 GROUP LEADERSHIP SKILLS. (3) (Prerequisite 412-203)
412-207 ABORIGINAL ADOLESCENT DEVELOPMENT. (3) (Prerequisite 412-201)
412-208 NATIVE FAMILIES’ SOCIAL PROBLEMS. (3) (Prerequisite 412-203)
412-209 BASIC CRISIS INTERVENTION SKILLS. (3) (Prerequisite 412-208)
412-210 FIELD EXPERIENCE. (3) (Prerequisite 412-202)
412-211 SPECIAL TOPICS IN STUD. PERS. SERV. (3) (Prerequisite: 412-203)
412-542 COUNSELLING ROLE OF THE TEACHER. (3)
412-562 CAREER EDUCATION AND GUIDANCE. (3) A review of career education and guidance programs that refer to the subject matter and related methods and techniques designed to foster the intellectual development of career awareness, career planning, career decision-making, and the necessary career-repliant employability skills for the school-to-work transition. (Awaiting University Approval)

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

□ 412-501 HELPING RELATIONSHIPS. (3) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.)

A course in the basic principles of human relationship and communication skills, approached from a theoretical and experiential viewpoint. An emphasis will be given to training in basic listening skills, interviewing techniques, and the interpretation of non-verbal behaviour in communication.
For course symbol legends, see page 197

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

- **412-503 HUMAN SEXUALITY FOR PROFESSIONALS.** (3) (Restricted to Educational and Counselling M.Ed. and Diploma in Family Life Education students or with permission of Associate Program Director.) The practical aspects of the learning and teaching of human sexuality and sex therapy. Emphasis on using an integrated curriculum approach. Assessing students with emotional or behavior problems, including students with intellectual, emotional, behavioral, sensory, physical and learning differences.

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

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

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

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

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

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

| 414 – Inclusive Education and Gifted Education Courses |  
|--------------------------------------------------------|---|
| Courses listed under codes 412-, 416-, 432- and 449- are also offered by the Department of Educational and Counselling Psychology. |  
| Denotes courses not offered in 1999-2000. |  
| Some of the following courses may be offered through Continuing Education. Please consult the 1999-2000 Continuing Education Calendar. |  
| **414-211 SOCIAL AND EMOTIONAL DEVELOPMENT.** (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of First Nations and Inuit Education.) |  
| **414-212 PERCEPTUAL MOTOR DEVELOPMENT.** (3) (Offered through Continuing Education. Limited to students enrolled in programs offered by the Office of First Nations and Inuit Education.) |  
| **414-309B EXCEPTIONAL STUDENTS.** (3) (Prerequisite for B.Ed. students only: 416-300 or equivalent.) (May be offered through Continuing Education.) Evolution of special education to inclusive education; characteristics, teaching practices, and teachers’ roles in inclusive classrooms. Overview of characteristics, causes, needs, and teaching strategies for students with each exceptionality, including students with intellectual, emotional, behavioral, sensory, physical and learning differences. |  
| **414-341A INSTRUCTION IN INCLUSIVE SCHOOLS.** (3) (May be offered through Continuing Education and Distance Education.) Planning, implementing and evaluating curriculum and instruction for students with exceptionalities. Using technology and adapting curriculum and instruction for learners with varying abilities, learning styles, and needs. Collaboration with students, families, and other educators in the instructional process. Application component: application of instructional modifications for exceptional students in inclusive schools. |  
| **414-344 ASSESSMENT FOR INSTRUCTION.** (3) (May be offered through Continuing Education.) Assessing student strengths, problems and needs; functions and use of different types of student assessment (traditional and alternative assessments); assessing the classroom environment; issues in assessment. Application component: application of assessment process with exceptional students, and use of results for planning and adapting instruction. |  
| **414-440 MANAGING THE INCLUSIVE CLASSROOM.** (3) (May be offered through Continuing Education.) Comprehensive approach to classroom management, including management of student learning and behavior, classroom environment, material and human resources, and teacher growth. Focus on research-based practices, including behavioral approaches, for effectively managing a classroom with diversity of students. Application component: application of classroom management principles in the field. |  
| **414-441 STUDENTS WITH BEHAVIOR DIFFICULTIES.** (3) (May be offered through Continuing Education and Distance Education.) Theoretical approaches and specific teaching methods appropriate to the needs of students with emotional or behavior problems, including students with attention deficit hyperactivity disorder. Multimodal team intervention approaches are emphasized. Application component: application of teaching methods with students experiencing behavior difficulties. |  
| **414-442 STUDENTS WITH LEARNING DIFFICULTIES.** (3) (May be offered through Continuing Education.) Commonalities and differences between students with specific learning disabilities, and related teaching approaches. Emphasis on methods, materials, and technology for teaching academic content as well as social skills. Application component: modifying and teaching content areas to students experiencing learning difficulties. |  
| **414-444 SPECIALIZED METHODS AND MATERIALS.** (3) (May be offered through Continuing Education.) Critical review of specialized methods, materials, and technology specifically developed for teaching academic content areas and personal and social development to students with special learning needs. Use of specialized methods and materials in elementary and secondary classrooms. Emphasis on using an integrated curriculum approach. |  

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

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

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

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

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

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

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

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

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

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

414-539 Field Work I: Exceptional Students. (3) Supervised experience with exceptional students in an approved educational setting.

414-540 Field Work II: Exceptional Students. (3) (Prerequisite: 414-539) Supervised experience with exceptional students in an approved educational setting.

414-543 Family, School and Community. (3) (May be offered through Continuing Education.) Examination of family, school, community and societal influences on student growth, development and adjustment. Emphasis on family perspectives, school, community services, and community collaboration.

414-5270 The Search for Authenticity. (3) (Offered through Continuing Education.)

415-204 HUMANITY BEFORE REALITY. (3)

415-205 PHILOSOPHY OF RELIGION. (3)

415-207 WHO IS CHRIST? (3)

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

415-209 The Search for Authenticity. (3) (Offered through Continuing Education.)

415-20A GUIDE TO READING THE BIBLE. (3) An introduction to the Judeo-Christian Scriptures with the emphasis upon reading and existential interpretation.

415-533A GUIDING RELIGIOUS RESPONSE – ELEMENTARY. (3) Religious and moral phases in the development of the elementary school child and an exploration of various programs and procedures for cultivating this development.

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

415-394 PHILOSOPHY OF GOD. (3)

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

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

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

415-473 LIVING WITH INSIGHT. (3)

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

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

415-495 THE EUCHARIST. (3)

416 Educational Psychology Courses

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

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

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


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


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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

421 – Protestant Studies Courses

421-331 DEVELOPMENTAL APPROACHES TO MRE. (3)

421-332 MRE ELEMENTARY CURRICULUM. (3)

421-372A HUMAN & RELIGIOUS VALUES IN SEC. SCHOOL. (3) An enquiry into teaching methods in two areas: (1) Religion (as a phenomenon of human experience). (2) The development of moral judgment in social and personal issues.
Curriculum developed for teaching this material in various Jewish placements on their historical development and philosophical meaning. Emphasis 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.

A study of the most up-to-date methods and theories related to the teaching of Hebrew as a second language in both day schools and supplementary settings. A reading course for students who wish to explore intensively the literature in a particular area related to teaching Jewish studies.

A study of selected works dealing with moral, religious, social, and political values with a view to determining their relevance to basic educational issues.

A reading course for students who wish to explore intensively the literature in a particular area related to teaching Jewish studies.

Factors influencing patterns of stability and change in major social institutions and the implications for formal and non-formal education.

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.

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423-405A Educational and Social Criticism. (3) A study of contemporary social and educational criticism, and its impact on the teacher and the school. Readings will be drawn from the works of critics representing a variety of viewpoints.

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

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

423-410 Women in Higher Education. (3) (Core course for the Women's Studies Minor Program.)

423-461B Society and Change. (3) Factors influencing patterns of stability and change in major social institutions and the implications for formal and non-formal education.

423-462 Learning in Contemporary Society. (3)

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

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

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

423-505 Education and Social Issues. (3)

424 – Education in Drama Courses

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

424-394 Creative Dramatics For the Classroom. (3) (Offered through Continuing Education.)

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

424-494 Improvisation & Theatre Arts for Class. (3) (Prerequisite: 424-394)

424-496 Drama/Play Production in Education. (3) (Prerequisites: one or more of the following, or the permission of the instructor: 424-394, 424-494, 110-269.)
For course symbol legends, see page 197

425 – Secondary Education Courses

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

ENGLISH

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

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

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

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

MATHEMATICS

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

SCIENCE

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

SOCIAL SCIENCES

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

426 – Education in Art Courses

All courses have limited enrolment.

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

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

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

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

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

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

426-302 SPECIAL TOPICS. (3)

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

426-305 PAINTING IV. (3)

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


426-398 EARLY CANADIAN ART. (3)

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

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

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

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

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

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

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

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

429 – Education in Music Courses

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

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

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

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

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

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

429-341 LISTENING FOR LEARNING. (3) (Offered through Distance Education.) (The ability to read notation is not a prerequisite.) Musical knowledge is developed and articulated through a structured approach to listening. Using recorded examples, students learn how to recognize, identify and discuss musical elements, devices, styles and genres.
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 COMMITS. (3) (Prerequisite: 435-209.) Global view of, and reflection on, administrative structures and responsibilities, and diversity of school populations, in relation to the various second language programs in Quebec.

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

431-330C L2 LITERACY DEVELOPMENT. (3) (Corequisites: 431-444, 435-309.) This course examines current theories of second language literacy development and their implications for teaching, including the use of literature as a tool for language learning. Key issues include the nature of literacy development, reading and writing processes, and appropriate pedagogical approaches.

431-341A,B LITTERATURE ET LITTÉRATIE EN FLS. (3) (Prerequisites: 431-300.) Ce cours étudie les modèles théoriques et le développement de la littératie, les processus d’apprentissage d’un bon lecteur/lecture 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 l’ancienne Bourgogne.

431-345A,B ENSEIGNEMENT DU FSL PAR IMMERSION. (3) (Prerequisites: 431-300.) Ce cours examine divers cheminement trouvés en contexte immersif ainsi que diverses approches pédagogiques propres 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) (Prerequisites: 431-444 for TESL students; 431-447 for TFSL students.) (Offered through Continuing Education.) Supervised practice in the application of language teaching and learning theories; focus on the design and use of teaching units, the organization of communication activities, the selection and use of diagnostic and remedial materials.

431-360 TESL/TFSL PRACTICUM – ELEMENTARY. (3) (Corequisites: 431-444 for TESL students; 431-447 for TFSL students.) (Offered through Continuing Education.) Supervised practice in the application of language teaching and learning theories; focus on curriculum development, and on the production of instructional, diagnostic and remedial materials.

431-361 TESL/TFSL PRACTICUM – SECONDARY. (3) (Corequisites: 431-472 for TESL students; 431-458 for TFSL students.) (Offered through Continuing Education.) Supervised practice in the application of language teaching and learning theories: focus on curriculum development, and on the production of instructional, diagnostic and remedial materials.
431-380 Teach. Fr. to Non-Francophone Adults. (3) (Prerequisite: fluency in French.)

431-381 Yng. Adult Lit. Students Learn. FSL. (3)

431-390 TESL to the Adult Learner. (3)

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


431-402B Messeur et Evaluation en FLS. (3) (Prerequisites: 431-444 and 435-309.) This course initiates the students to an evaluation of their own learning. The techniques and materials will be experimented with and analyzed in terms of classroom processes, including instructional strategies and classroom organization.

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


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

431-419B Sém. Professionnel IV. (3) (Prerequisite: 431-319. Corequisites: 431-472 and 435-409.) This course provides an overview of educational technology in the classroom. It introduces students to the basic concepts and techniques of educational technology and its applications in the classroom.

431-444A Enseignement du FLS au primaire. (3) (Prerequisite: 431-301. Corequisites: 431-319 and 435-309.) The course deals with the planning of instructional units that develop learners’ oral and written communication skills. The planning of instructional units that develop learners’ oral and written communication skills will be emphasized.

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

431-458B 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) (Prerequisites: 431-301. Corequisites: 431-419 and 435-409.) This course provides an overview of educational technology in the classroom. It introduces students to the basic concepts and techniques of educational technology and its applications in the classroom.

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

432 – Educational Technology Courses

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

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

432-204 Educational Media I. (3) (Offered only through Distance Education and Continuing Education.) Educational Media I is the “gateway” course to 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 graphic and darkroom techniques for teachers and their students.

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

432-306 Video Production for Education I. (3) (Prerequisite: 432-204) (Offered only through Distance Education.) The course covers 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
432-311 LOGO AND THE LEARNING PROCESS. (3) (Prerequisite: 432-310) (Offered only through Distance Education.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

433 – Elementary Education Courses

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

LANGUAGE ARTS – LITERATURE – READING

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

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

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

MATHEMATICS

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

For course symbol legends, see page 197
For course symbol legends, see page 197

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

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

FIRST NATIONS AND INUIT EDUCATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

433-441 FIRST NATIONS AND INUIT EDUCATION. (3) (Not for credit if 455-410 or 423-464 has been or is being taken.) 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.

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

433-467 SPECIAL TOPICS IN READING. (3)

SCIENCE

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

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

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

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

SOCIAL STUDIES

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

434 – Physical Education Courses

Please check timetable information for Labs and Conferences schedules.

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

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

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

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

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

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

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

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

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

434-300 SPECIAL TOPICS. (3)

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

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

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

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

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

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

434-350D PRACTICUM II. (3) (Prerequisite: 434-250) A practical work-study experience with a focus on assessment and instructional program design in fitness. Work will be in a community placement under a qualified sponsor selected with the approval of the Department.
434-371D ALTERNATIVE FIELD EXPERIENCE. (3) (Prerequisite: 435-246B) A work-study experience focusing on a specific aspect of Physical Education and carried out in a community agency selected with the approval of the Department.

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

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

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

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

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

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

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

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

434-493B ADMINISTRATION. (3) Organization and administration of physical education programs in various settings with emphasis on common problems relating to management practices of centres offering physical activity. Topics include facilities and equipment, fiscal considerations, liability and program planning.

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

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

434-496B ADAPTED PHYSICAL ACTIVITY. (3) (Prerequisite: 434-342 or 434-201) Assessment, instruction and evaluation in physical activity for special populations. Emphasis on inclusion of 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.

434-504A HEALTH & LIFESTYLE EDUCATION. (3) This course will focus on content development and implementation of health and lifestyle concepts within the elementary and secondary physical education curriculum. Emphasis through lectures and labs will allow students' participation and experimentation of activities that could be taught in classroom and/or physical education settings.

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

434-550 ANALYZING INSTRUCTIONAL BEHAVIORS. (3)

434-553 PHYSIOLOGICAL ASSESSMENT IN SPORT. (3)

434-566 BIOMECHANICAL ASSESSMENT IN SPORT. (3)

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

PHYSICAL EDUCATION SKILLS AND TECHNIQUES (1 credit)

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

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

☐ 434-200B WEIGHT TRAINING

434-202B RHYTHMIC ACTIVITIES

434-210A EDUCATIONAL GYMNASTICS

434-212B FOLK DANCE

434-213B AQUATICS I

434-214A BASKETBALL I

434-216B GYMNASTICS I

434-217A TRACK AND FIELD

434-218B VOLLEYBALL I

434-220B CREATIVE DANCE

434-221B WRESTLING I

434-223A BASIC GAMES

434-226B BADMINTON

434-227A RUGBY

434-228A TOUCH & TACKLE FOOTBALL

434-229B ICE HOCKEY I

434-233A SOCCER

434-234B TEAM HANDBALL

434-235A TENNIS

434-236A SOFTBALL

434-238A FIELD HOCKEY I

434-239C RHYTHMIC GYMNASTICS

434-240B WINTER ACTIVITIES

434-243 DANCE (Prerequisite: 434-202)

434-248A RESISTANCE TRAINING

434-249B PHYSICAL ACTIVITY APPRAISAL
435 – Student Teaching Courses

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

FIELD EXPERIENCES

435-200A First Year Field Experience. (2) (Corequisite: 455-201) (Open to B.Ed. Secondary and B.Ed. K Elem. students.) Students will participate in organized visits to schools to observe a range of school settings, sizes and orientations within the contemporary education system. Students are then assigned to a school for a “participant observer” stage.
435-205A First Year Field Exp. (Music). (2) (Corequisite: 429-206) Students participate in organized visits to elementary schools to observe a range of school settings, sizes and orientations and may be involved in some limited music teaching in an elementary classroom.
435-206B Second Year Field Exp. (Music). (2) (Prerequisites: 429-205 and 435-205. Corequisite: 429-207) Students participate in organized visits to secondary schools to observe a range of school settings, sizes and orientations and may be involved in some limited music teaching in a secondary classroom.
435-209A First Year Field Experience. (2) (Prerequisite: 431-300. Corequisite: 431-209) This field experience involves observation in second language classrooms for the equivalent of about ten days. Observations will include the use of observation schemes designed to capture information about second language classrooms and programs.

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

435-246B First Year Field Experience (Elem.). (3) (Prerequisites: 434-342 and 435-205) 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: 455-201 and 435-200. Corequisites: 455-201) (Open to B.Ed. Secondary students only.) The student teacher will be assigned to a school and will work with individuals or small groups of students under a mentor-teacher.

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

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

435-302A Third Year Field Experience. (7) (Prerequisites: 435-251, 416-250 or 431-251. Corequisite: 455-306) (Open to B.Ed. Secondary students only. Students must have completed, with a grade of C or higher, a minimum of 18 credits in each of their two teaching subjects.) This first field experience will consist of about 35-40 days of student teaching under the tutelage of school personnel.

435-303B Third Year Field Exp. (K/Elem). (7) (Prerequisites: 435-252, 433-233 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.

435-346A Field Experience – Elementary School. (9)

435-348 Field Experience Elem. School. (6) (Prerequisite: 434-442) This major field experience consists of seven weeks of student teaching in physical education under the tutelage of elementary school personnel. Those whose minor is at the elementary school level will complete part of their student teaching in the classroom.

435-373B Second Year Field Exp. (Sec.). (3) (Prerequisite: 435-246) This is an initial three-week experience in a secondary school in which the student will observe and teach in a physical education setting. Those whose minor is at the secondary level will complete part of their experience in the classroom. (Awaiting University Approval)

435-374 Field Experience – Secondary School. (3) (1 subject)

435-394 Field Experience – Elementary and Secondary Schools. (3)
435-402A, B FOURTH YEAR FIELD EXPERIENCE. (8) (Prerequisites: 435-302, 455-306. Corequisite: 455-404 or 431-400 or 431-401) (Open to B.Ed. Secondary students only.) This major field experience of about 40-45 days of student teaching will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume more responsibility for student learning, classroom management and formative and summative evaluation.

435-403A FOURTH YEAR FIELD EXP. (K/ELEM.). (8) (Prerequisites: 435-303, 433-223, 433-332, 433-372, 433-382 and 455-307. Corequisite: 455-405) (Open to B.Ed. K/Elem. students only.) This second major field experience consisting of about 40-45 days of student teaching, will provide the opportunity to further enhance and develop teaching skills under the tutelage of school personnel. Students will be expected to assume an increased responsibility for students' learning, classroom management and formative and summative evaluations.


435-409 FOURTH YEAR FIELD EXPERIENCE. (8) (Prerequisites: 431-309 and 435-309. Corequisites: 431-409 and 431-458) The fourth year field experience will consist of about 40-45 days of student teaching under the tutelage of experienced school personnel at the secondary level.

435-422 ABORIGINAL EDUCATION PRACTICUM I. (3) (Restricted to students registered in the Certificate for First Nations and Inuit.) Students will teach a specific number of weeks in an elementary school environment.

435-423 ABORIGINAL EDUCATION PRACTICUM II. (3) (Restricted to students registered in the Certificate for First Nations and Inuit.) Students will teach a specific number of weeks in an elementary school environment.

435-444 FIELD EXPERIENCE – ELEMENTARY SCHOOL. (3)

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

435-479 FIELD EXPERIENCE SECONDARY. (6) (Prerequisite: 434-442)

435-494A FIELD EXPERIENCE – SECONDARY (1 SUBJECT). (9)

435-495A FIELD EXPERIENCE – ELEMENTARY AND SECONDARY PHYSICAL EDUCATION. (9)

436 – Vocational Education Courses

VOCATIONAL EDUCATION

436-275 FIELD EXPERIENCE: OVERVIEW. (3) (Offered through Continuing Education.) Participation and/or observation on location in an industry or business. A study of the total operations of a selected industrial or commercial enterprise. A comprehensive technical report is submitted upon completion of the work study.

436-278 FIELD EXPERIENCE: OVERVIEW. (6) (Offered through Continuing Education.) Participation and/or observation on location in an industry or business. A study of the total operations of a selected industrial or commercial enterprise. Includes an investigation of the inter-relationship of specific parts of sub-divisions to the product produced or the service rendered.

436-351A TECHNOLOGY: SURVEY. (3) The Introduction to Technology program as taught in Quebec secondary schools: original development of the program, theoretical framework of this and similar programs and the preparation of sample lessons. Emphasis on the interdisciplinary nature of teaching the different categories of technology. "Tutorial."

436-352B TECHNOLOGY: SPECIAL THEMES. (3) (Prerequisite: 436-351) Development of one or more of the particular themes found in the Introduction to Technology program (examples include 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.

436-360 TEACHING BUSINESS SUBJECTS. (3) (Offered through Continuing Education.) A course in general teaching principles which will include the teaching and learning process, lesson planning, unit planning, and techniques of instruction specific to: a) Accounting and Business Machines b) Typewriting and Short-hand.

436-373 TEACHING TECHNICAL SUBJECTS. (3) (Offered through Continuing Education.) Methods and techniques of instruction in vocational education subjects. Classroom management and administration. Lesson planning and use of instructional materials. Individual assignments, demonstrations and reports. Special problems of the teacher.

436-376 EVALUATION: VOCATIONAL EDUCATION. (3) (Offered through Continuing Education.) Emphasis on student growth and progress in public education: appraisal of specialized techniques of evaluation, teacher made tests, and data analysis as specifically related to Technical-Vocational Education.

436-378 FIELD EXPERIENCE: PROCESS. (3) (Offered through Continuing Education.) A work study experience selected in consultation with an advisor focusing on new equipment, techniques or practices recently introduced into industry or business. Requirements include the preparation and submission of a technical report.

436-379 FIELD EXPERIENCE: PROCESS. (6) (Offered through Continuing Education.) A work study experience selected in consultation with an advisor focusing on new equipment, techniques or practices recently introduced into industry or business. Requirements include the preparation and submission of a technical report.

436-395 PRINCIPLES AND FOUNDATIONS. (3) (Offered through Distance Education.) A study of leaders, movements, legislation, events, and institutions that have contributed to the formation and development of vocational education. Special attention given to economic, social and philosophical factors.

436-398 SPECIAL PROJECT. (3) (Offered through Continuing Education.) A project related to the student's teaching concentration will be investigated, developed, produced, implemented, and/or evaluated, depending on the nature of the project. Students must identify the problem or topic to be investigated and obtain approval of the instructor. Includes preparation and submission of a written report.

436-461 TEACHING ACCOUNTING. (3) (Offered through Distance Education.) (Prerequisites: 280-211 or equivalent.) Organization of knowledge and learning activities to achieve instructional objectives. Development of evaluative techniques used in determining instructional effectiveness in the field of accounting.

436-477 FIELD EXPERIENCE: METHODOLOGY. (3) (Offered through Continuing Education.) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.

436-478 FIELD EXPERIENCE: METHODOLOGY. (6) (Offered through Continuing Education.) A workstudy experience involving observation and evaluation of training techniques and pedagogical principles used by business or industry in the preparation of personnel for specified tasks. Includes preparation and submission of a technical report.
For course symbol legends, see page 197

436-482A, B SELECTED STUDIES. (3) (Offered through Continuing Education.) (Prerequisite: normally taken at the U3 level.) A specially designed course related to the teaching specialities of the individual student. Involves a study of contemporary technological developments from business or industry. In addition to meeting the requirements of the training program, students must submit a comprehensive report.

BUSINESS AND INDUSTRIAL TRAINING

436-257 EVALUATION TECHNIQUES. (3) (Offered through Continuing Education.) A competency-based course that examines concepts, methodologies, and instruments associated with trainee evaluation in business and industry. Emphasis on formative and summative evaluation, product and process evaluation, and data analysis. Special attention given to test construction, performance appraisal, and program evaluation skills.

436-258 TRAINING METHODOLOGIES. (3) (Offered through Continuing Education.) A competency-based course that examines training methods and techniques used in business and industry. Emphasis on instructional planning and presentation skills. Examination of seminar and workshop coordination, on-the-job training techniques and contemporary teaching methods such as computer-assisted instruction and teleconferencing.

436-269 INSTRUCTIONAL DESIGN. (3) (Offered through Continuing Education.) A competency-based course that examines course, instructional module, and self-instructional package development for business and industrial application. Emphasis given to instructional material preparation and validation, competency-based instruction, and program development approaches appropriate for business and industrial training.

436-357 TRAINING NEEDS ANALYSIS. (3) (Offered through Continuing Education.) A competency-based course which examines the purpose and techniques of conducting training needs analysis. Examines various needs assessment models and “systems” approaches. Special emphasis given to particular research techniques associated with needs assessment and analysis.

436-358 SPECIAL PROJECT. (3) (Offered through Continuing Education.) A self designed project that demonstrates an integration and application of competencies acquired throughout the core courses. Project proposal prepared in consultation with a faculty advisor.

448 – Core Courses

448-301A,D ORIENTATION TO SECONDARY SCHOOL TEACHING. (0)

448-497 INDIVIDUAL RESEARCH PROJECT. (3)

448-498 INDIVIDUAL RESEARCH PROJECT. (6) (Prerequisites: open only to U3 level students and students who have completed most of the requirements of a certificate or diploma program, and with permission of the program advisor or director.) An independent research project dealing with a defined theoretical, experimental, or applied topic in the study of education, carried out under the supervision of a faculty member, and leading to a formal report. The report would normally be evaluated by an appropriate committee of faculty members appointed by the faculty supervisor.

449 – College Teaching

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

449-582 HIGHER EDUCATION THEORY/ POLICY. (3) Major issues facing universities and colleges in Canada and internationally. Review of systems of higher education in Canada. Analysis of the most important issues across higher education institutions, for example, quality of programs, instruction.

449-588 HIGHER EDUCATION ENVIRONMENT. (3) Investigation of the post secondary environment, its constraints and potential for facilitating intellectual development and higher order learning. The student in the learning environment. In-depth analysis of the learning environment provided by universities and colleges, with an emphasis on the steps that can be taken to ensure effective teaching and learning.

455 – Curriculum and Instruction Courses

FIRST NATIONS AND INUIT EDUCATION

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

455-200 INTRODUCTION TO INUIT STUDIES. (3) An introductory survey of Inuit history, language and culture, and of the social and political issues affecting contemporary Inuit life.

455-220 CURRICULUM DEVELOPMENT. (3) This course, introducing Aboriginal educators to the principles and processes of curriculum development, emphasizes the impact of language and culture on the development of materials. Features of the process of curriculum and materials design, which are strategically important in meeting the needs of Aboriginal students, are highlighted.

455-234 ALGONQUIN SECOND LANGUAGE II. (3) (Prerequisite: 433-293) Students will continue their study of Algonquin syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. They will become aware of the difficulties encountered by students in learning a second language and consider implications for their students’ language learning.

455-236 MOHAWK SECOND LANGUAGE II. (3) (Prerequisite: 433-296) Students will continue their study of Mohawk syntax and morphology and improve their literacy. Oral skills will focus on basic interactions and classroom commands. Students will discuss the difficulties encountered in learning a second language and consider implications for their students’ language learning.

455-237 MI’KMAQ SECOND LANGUAGE I. (3) Students will gain a basic understanding of Mi’kmag syntax and morphology, and stress and intonation patterns of the language. Students will develop literacy and learn what makes Mi’kmag 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’kmag 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’kmag syntax and morphology. Word generation conventions will be introduced and Mi’kmag 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’kmag and further develop their reading and writing skills. Features of Mi’kmag 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 Offices 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-Alutet 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.) A course designed to help students develop the quality and effectiveness of their writing and speaking (in English) in a variety of academic disciplines and professional situations. Emphasis is on identifying, analyzing, and solving writing and speaking problems. Attendance at first class is imperative.

This course has limited enrolment and program restrictions on LARS. Students who cannot register via LARS 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.

(Prereq: that procedure does not guarantee registration.)

455-203A Communication in Education. (3) (Restricted to Education students who have not taken 425-201 or 455-202.) Written and oral communication in Education (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in education, with a particular focus on classroom communication. Attendance at first class is imperative.

455-204A Communication in Social Work. (3) (Restricted to Social Work students who have not taken 425-201 or 455-202.) Written and oral communication in Social Work (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in social work. Attendance at first class is imperative.

455-205A, B Communication in Management I. (3) (Placement test required.) (Restricted to B. Com. students who have not taken 425-201 or 455-202.) Written and oral communication in Management (in English): emphasis on strategies for identifying, analyzing and solving writing and speaking problems. Course work based on academic and professional communication in management. Attendance at first class is imperative.

455-206A, B Communication in Engineering. (3) (Restricted to B.Eng students who have not taken 425-201 or 455-202.) Written and oral communication in Engineering (in English): emphasis on strategies for generating, developing, organizing, and presenting ideas in a technical setting; problem solving; communicating to different audiences; editing and revising; public speaking. Course work based on academic, technical and professional writing in Engineering. Attendance at first class is imperative.

455-305 Communication in Management II. (3) (3) (Offered through Continuing Education.) (Restricted to B.Com. students. Prerequisite: 455-205 or based on the results of Placement Test. Students must not have taken 425-201 or 455-202) Advanced course (in English) in professional written and oral communication in Management. Assignments include résumés, business proposals, public relations documents and oral presentations. Students use a wide variety of communication technologies such as presentation software, video equipment, e-mail and the Internet. Attendance at first class is imperative.

455-500A, B Tutoring Writing. (3) Theory and practice of teaching writing through one-on-one conferencing. Focus on composition theory and research, rules of English usage, and tutorial teaching strategies. Practical experience offered through work in Writing Tutorial Service. Relevant for anyone who teaches or will teach in English at any level in any subject.

GENERAL

455-201A First Year Professional Seminar. (1) (Corequisite: 435-200) (Open to B.Ed. Secondary and B.Ed. K/Elem. students only.) This seminar in conjunction with the field experience serves as an orientation to the culture of the school and to teaching as a profession. The focus of the seminar is on the general functioning of schools.

455-300 Special Topics I. (3) (Offered through Continuing Education.) Selected topics and contemporary developments in the areas of elementary and/or secondary education. The content will vary from year to year and will be announced prior to registration.

455-301A, B Special Topics II. (3) Selected topics and contemporary developments in the areas of elementary and/or secondary education. The content will vary from year to year and will be announced prior to registration. Examples of the topics to be covered are Cooperative Learning and Multicultural Education.

455-302B Language & Learning – Curriculum. (3) (Not for credit if 431-301 or 431-301A taken.) This course on language and learning across the curriculum will explore the central role of pupils’ language, both oral and written, in their learning and the implications for using this learning tool in teaching. It will also consider “languages” (e.g., computers, media, etc.) in teaching and learning.

455-306A Third Year Professional Seminar. (3) (Prerequisites: 416-250 or 431-251 and 435-251. Corequisite: 435-302) (Open to B.Ed. Secondary students only.) The primary focus of this seminar is on classroom management. Other topics will include cooperative and collaborative learning and the use of computers, video and visual aids in the classroom.

455-307B Third Year Prof. Sem. (K/Elem). (3) (Prerequisites: 435-252 and 416-251. Corequisite: 435-303) (Open to B.Ed. K/Elem. students only.) The seminar focuses on planning classroom teaching and puts into practice the students’ knowledge of subject methodologies. Specific topics will include: the use of visual aids, music and video; the use of computers; classroom management; commonalities among subjects/grade levels; cooperative and collaborative learning strategies.

455-310B Kindergarten/Elementary Curr. (3) This course provides a general orientation to pedagogy and the preschool/elementary school program. The main ideas in the elementary school subject areas (language arts, second language, mathematics, social studies, science, expressive arts, moral and religious education, and physical education) are explored individually and as an integrated whole.
For course symbol legends, see page 197

455-402B MEDIA, TECHNOLOGY AND EDUCATION. (3) Orientation to the equipment and systems of educational technology. Examination of theories of educational technology, media education and technology education and the exploration and development of possible applications in school settings.

455-404B FOURTH YEAR PROFESSIONAL SEMINAR. (3) (Prerequisites: 455-306, 435-302. Corequisite: 435-402) (Open to B.Ed. Secondary students only.) This seminar will focus on: a) the relationships between the classroom, particularly at home, community and professional organizations; b) advanced methodology in the two teaching subjects.

455-405A FOURTH YEAR PROF. SEM. (K/ELEM). (3) (Prerequisites: 435-303 and 455-307. Corequisite: 435-403) (Open to B.Ed. K/Elem. students only.) This seminar accompanies the second major block of student teaching. Measurement and evaluation will be central to the concerns and issues addressed in this seminar, as well as mainstreaming, special needs students, and responsibility for the learning of all students.

455-410A MULTI-CULTURE/MULTI-RACIAL CLASS. (3) (Not for credit if 423-464 or 433-441 has been or is being taken.) This course addresses cultural diversity in Canadian classrooms. Students will consider the social, personal, pedagogical and political dimensions of classroom practice in a multi-lingual, multi-cultural, multi-racial society. It will be specifically related to the cultural diversity in schools in the Montreal area, as well as schools in Aboriginal communities.

SOCIAL STUDIES

455-334A TEACHING SECONDARY SOCIAL STUDIES. (3) An examination of Quebec and other secondary school social studies curricula: Objectives: theoretical orientation; course structures; curriculum resources. Teaching and learning methodologies both common to the social studies and specific to the disciplines of history, geography, and economics.

SCIENCE

455-335A TEACHING SECONDARY SCIENCE. (3) A survey of the philosophy and curriculum principles behind modern high school courses in the physical and life sciences, especially related to the Quebec context. An examination of teaching methods for junior and senior high school science.

11 Academic Staff

As of January 1, 1999

DEPARTMENT CODES AND FULL NAMES:
CVE Culture and Values in Education
ECP Educational and Counselling Psychology
ES Educational Studies
GSLIS Graduate School of Library & Information Studies
SLE Second Language Education
PE Physical Education

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