



### 1.3 The Faculty Then and Now

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

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

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

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

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

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

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

### 1.4 Faculty Facilities

#### Centre for Educational Leadership (CEL)

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

Director: TBA

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

Telephone (514) 398-4531

Fax: (514) 398-7436

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

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

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

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

Director: Professor Lynn M<sup>c</sup>Alpine

Office: Education Building, Room 544E

Telephone: (514) 398-6648

Fax: (514) 398-4679

#### Education Library and Curriculum Laboratory

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

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

Sessional Hours:

Monday to Thursday 08:30 – 21:00

Friday 08:30 – 17:00

Saturday 11:00 – 17:00

Sunday 12:00 – 16:00

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

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

#### Education Undergraduate Society

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

#### Media Services

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

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

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







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

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

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

**B.Ed. Kinesiology:** Although a Diploma of Collegial Studies (DEC) in Sciences is not required, those applying to the B.Ed. in Kinesiology must also have completed the following courses:

**Department of Educational and Counselling Psychology**

Certificate in Educational Technology

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

Certificate in Inclusive Education

**Department of Integrated Studies in Education**

These programs will not accept students in 2001-02.

Certificate in Business and Industrial Trainer Development

Certificate in Moral and Religious Education

Certificate in Teaching English as a Second Language (TESL)

Certificate in Teaching French as a Second Language (TFSL)

Certificate of Teaching in the Arts

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

Certificate in Aboriginal Education for Certified Teachers

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

**2.2.2 Diploma Programs**

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

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

**Course Registration**

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

**Note:** Students must register for both Fall and Winter semesters at the same time. Students are required to be registered on MARS for Field Experience courses at least two months prior to com-



### 3.3 Bachelor of Education Program Awards

#### Dean's Honour List Designation for Graduating Students

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

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

#### Dean's Honour List Designation for In-course Students

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

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

#### Scholarships and Awards

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

### 3.4 Graduation Requirements

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

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

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

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

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

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

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

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

### 3.5 Attendance and Examination

The pattern of attendance necessary to satisfy the requirements of course work will vary according to the nature of different subjects

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

Application for rereads must be made by March 31 for courses ending in the fall term and by September 30 for courses ending in

Alenoush Saroyan, B.A.(Pahlavi), M.Ed.(Loy. U. Chic.),  
Ph.D.(McG.) (*joint appt. with Centre for University Teaching and Learning*)

Ada L. Sinacore, B.A.(Montclair St.), M.A., M.Ed., Ph.D.(Col.)

Anastassios Stalikas, B.A.(C'dia), M.A., Ph.D.(Ott.)

Renée Stevens, B.A.(U.C.L.A.), M.A., Ph.D.(McG.) (PT)

Gary E. Torbit, B.Ed., M.Ed., Ph.D.(Alta.)

Barbara Wainrib, B.A.(Brooklyn Coll.), M.Sc.(McG.),  
D.Ed.(Mass.) (PT)

Cynthia B. Weston, B.A. (Georgetown), M.L.S.(S.U.N.Y.),  
D.Ed.(Wash.) (*joint appt. with Centre for University Teaching and Learning*)

#### Assistant Professors

Elizabeth Cole; B.S.(Wisc.), M.A.(Kent.), M.A., Ed.D.(Cin.) (*joint appt. with School of Communication Sciences and Disorders*) (PT)

Miranda D'Amico, B.A., M.A.(C'dia), Ph.D.(McG.) (PT)

Marlene Dworkind, B.A., M.Ed.(McG.) (PT)

Marilyn Fitzpatrick, B.A.(Tor.), M.Ed., Ph.D.(McG.)

Ingrid E. Sladeczek, B.A., M.S., Ph.D.(Ariz.), A.A.(Maryland)

Ronald Stringer, B.Sc., M.A., Ph.D.(Tor.)

#### Adjunct Professors

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

H. Don Allen, B.Sc.(McG.), M.S.T.M.(Santa Clara), Ed.M.,  
Ed.D.(Rutgers)

Franco Carnevale; B.Sc.N, MSCA, M.Ed., M.Sc., Ph.D.(McG.)

Bertha Dawang, B.A.(Sir G. Wms.), M.Ed.(McG.)

Valentina De Krom, B.A.(Ott.), M.Sc.(McG.) (*Nunavut Arctic College*)

Marcia A. B. Delcourt, M.A.B., B.Sc.(Bloomsburg), M.A.,  
Ph.D.(Conn.) (*Western Connecticut*)

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

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

Jeanne Eddisford, B.A.(Bishop's), M.Ed.(McG.), Ph.D.(Tor.)

Mary Eljassiapik, B.Ed.(McG.) (*Kativik School Board*)

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

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

Henry Markovits; B.Sc.(McG.), M.Sc.(Sussex), Ph.D.(Montr.)

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

Margaret O'Burne, B.A.(C'dia), M.Ed.(McG.), Ph.D.(Montr.)

Susan Pinker, B.A.(McG.), M.A.Sc.(WaFRF\*WeQRb;PMoWeRbR4qShur, B.A.(Sir G. Wms.), M.Esbb66\*jSA., Ph.D. b6iu9(Su T[xCF]\*ZeRFQqbq-x, A.B.S Hene%A., Pxé(C'd

Henry MbRRRDF\*q-I J. Di

adr-jeQ-qb-x7DFQqba Ph FDiPh.D.(Conn.) 5Q-qb-x7DFQqba Pcle4U9mseAMos-kqxx\*nctuMbRRRDF\*q-I J. Di6\*je\*17.)

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

**ACADEMIC COMPONENT**

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

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

**PROFESSIONAL COMPONENT**

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

**PRACTICUM**

**Required Courses**

Field Experiences

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

**PROFESSIONAL SEMINARS**

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

**INCLUSIVE EDUCATION CORE**

**Required Courses**

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

**FOUNDATIONS**

**Required Courses**

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

**Complementary Courses**

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

**PEDAGOGY**

**Required Courses**

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

**Complementary Courses**

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

**PEDAGOGICAL SUPPORT**

**Required Course**

455-302	Language & Learning - Curriculum	3
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**Complementary Courses**

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

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

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

**CREDITS**  
**36**

**87**

**27**

**21**

**21**

**9**

**6**

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

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

**ELECTIVE COURSES**

**3**

**TOTAL CREDITS**

**126**

**Special Requirements**

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

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

**FOUR-YEAR PROGRAM OVERVIEW**

(Kindergarten and Elementary Concentration)

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

YEAR 1	
<b>Term A</b>	
<b>A</b>	<b>Academics</b> 3
<b>P/PS</b>	414-201 First Year Prof. Sem. Incl. Ed. 1
<b>P/FE</b>	435-200 First Year Field Experience I 2
<b>P/F</b>	423-400 Philosophical Foundations 3
	or 415-398 Philosophy of Catholic Education
	416-300 Educational Psychology 3
<b>P/Ps</b>	455-410 Multi-cultured/ Multi-racial Classroom 3
	or 423-464 Intercultural Education
	or 433-441 First Nations and Inuit Education
<b>Term B</b>	
<b>A</b>	<b>Academics</b> 12
<b>P/IC</b>	414-309 Exceptional Students 3
<b>Term C</b>	
<b>P/IC</b>	414-341 Instruction in Inclusive Schools 3
	414-344 Assessment for Instruction 3
YEAR 2	
<b>Term A</b>	
<b>A</b>	<b>Academics</b> 15
<b>Term B</b>	
<b>P/PS</b>	414-251 Second Year Prof. Sem. Inc. Ed. (K/Elem) 1
<b>P/FE</b>	435-252 Second Year Field Exp. (K/Elem) 2
<b>P/PD</b>	433-223 Language Arts 3
	433-332 Teaching Mathematics 3
	433-382 Teaching Social Studies 3
<b>P/Ps</b>	414-450 Computers and Special Needs 3
	or 455-402 Media, Technology, Computers and Education





**5 Department of Integrated Studies in  
Education (411, 415, 421, 422, 423, 424,**

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

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

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

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

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

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

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

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

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**5.1 Bachelor of Education Programs**

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

**ACADEMIC COMPONENTS**

**CREDITS**

**57**

**FIRST TEACHING OPTION:**

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

**SECOND TEACHING OPTION:**

A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses.

**PROFESSIONAL COMPONENTS**

**57**

**PROFESSIONAL SEMINARS**

**8**

**Required Courses**

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

**FIELD EXPERIENCES**

**19**

**Required Courses**

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

**FOUNDATION COURSES**

**9**

**Required Courses**

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

**Complementary Course**

**3**

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

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

**PEDAGOGY COURSES**

**9**

**Required Courses**

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

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

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

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

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

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

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

*Catholic Option takes:*

415-392 Guiding Religious Response - Sec.

*Protestant Option takes:*

421-372 Human & Rel. Values in Sec. School

*Jewish Option takes one of the following:*

422-250 Understanding and Teaching Jewish Living

422-400 Teaching the Jewish Liturgy

422-401 Teaching the Bible I

422-404 Teaching Hebrew as a Second Language

422-405 Teaching Yiddish as a Second Language

422-420 Teaching Jewish History

422-421 Teaching the Holocaust

*Moral Education Option takes:*

423-340 Moral Education C&I

**PEDAGOGICAL SUPPORT COURSES**

**12**

**Required Courses**

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

**Complementary Courses**

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

**3**

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

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

**3**

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

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

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

**ELECTIVE COURSES**

**6**

**TOTAL CREDITS**

**120**

**FOUR-YEAR PROGRAM OVERVIEW**

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

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

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



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

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

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

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

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

Students in the Concurrent B.Sc./B.Ed. who receive an F or J in any Field Experience course are placed in unsatisfactory standing. Although they may complete their semester, they are required to

**Special Requirements:**

\* Contemporary Music Ensemble may be taken for a maximum of four credits of Basic Ensemble. (Basic Ensemble component change awaiting University approval.)

The program components are as follows:

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

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

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

<b>ACADEMIC COMPONENT</b>	<b>CREDITS</b>	<b>39</b>
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;		
<b>PROFESSIONAL COMPONENT</b>	<b>75</b>	
This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:		
<b>PRACTICUM</b>	<b>27</b>	
<b>Required Courses</b>		
Field Experiences		
435-200 First Year Field Experience	2	
435-252 Second Year Field Exp. (K/Elem)	2	
435-303 Third Year Field Exp. (K/Elem)	8	
435-403 Fourth Year Field Exp.(K/Elem)	7	
<b>PROFESSIONAL SEMINARS</b>		
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	
<b>FOUNDATIONS</b>	<b>15</b>	
<b>Required Courses</b>		
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	
<b>Complementary Courses</b>		
one of:	3	
415-398 Philosophy of Catholic Education		
423-400 Philosophical Foundations		
<b>PEDAGOGY</b>	<b>21</b>	
<b>Required Courses</b>		
433-223 Language Arts	3	
433-332 Teaching Mathematics	3	
433-372 Teaching Science	3	
433-382 Teaching Social Studies	3	
455-310 Kindergarten/Elementary Curri.	3	

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

**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**

**5.1.7 Bachelor of Education  
Kindergarten and Elementary Program  
(Jewish Studies Option) (126 credits)**

The Bachelor of Education in Kindergarten and Elementary Education (Jewish Studies Option) leads to certification to teach Jewish and general studies to students between the ages of 5 and 11 years. The program consists of four years of full-time study

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

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

**Competency in French**

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

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

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

<b>FOUNDATIONS</b>	<b>15</b>
<b>Required Courses</b>	
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
<b>Complementary Courses</b>	<b>3</b>
one of:	
422-320 Visions and Realities of Jewish Education	
423-400 Philosophical Foundations (with permission of Program Director)	
<b>PEDAGOGY</b>	

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

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

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

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

	<b>CREDITS</b>
<b>ACADEMIC COMPONENTS</b>	<b>57</b>
<b>Required Courses</b>	<b>24</b>
104-200 Introduction to the Study of Language	3
104-301 Structure of English	3
104-350 Linguistic Aspects of Bilingualism	3
110-200 Survey of English Literature	3
425-366 Literature for Young Adults	3
431-300 Foundations of L2 Education	3
431-304 Sociolinguistics and L2 Education	3
431-305 L2 Learning in Classroom Settings	3
<b>Complementary Courses</b>	<b>33</b>
33 credits selected from a list of approved courses in the Faculties of Arts and of Science, 12 credits of which must be from the Department of English and/or the Department of Linguistics.	
<b>PROFESSIONAL COMPONENTS</b>	<b>57</b>
<i>PROFESSIONAL SEMINARS</i>	<b>8</b>
<b>Required Courses</b>	
431-209 First Year Professional Seminar	1
431-259 Second Year Professional Seminar	1
431-309 Third Year Professional Seminar	3
431-409 Fourth Year Professional Seminar	3
<i>FIELD EXPERIENCES</i>	<b>19</b>
<b>Required Courses</b>	
435-209 First Year Field Experience	2
435-259 Second Year Field Experience	2
435-359 Third Year Field Experience (ESL/FSL)	8
435-459 Fourth Year Field Experience (ESL/FSL)	7
<i>FOUNDATION COURSES</i>	<b>9</b>
<b>Required Courses</b>	
411-405 Policy Issues in Québec Education	3
416-300 Educational Psychology	3
<b>Complementary Courses</b>	<b>3</b>
one of:	
423-400 Philosophical Foundations	
415-398 Philosophy of Catholic Education	
<i>PEDAGOGY COURSES</i>	<b>9</b>
<b>Required Courses</b>	
431-447 TESL in Elementary Schools	3
431-458 TESL in Secondary Schools	3
431-412 Measurement and Evaluation in TESL	3
<i>PEDAGOGICAL SUPPORT COURSES</i>	<b>12</b>
<b>Required Courses</b>	
414-309 Exceptional Students	3
431-311 Language Study for ESL Teachers	3
431-506 Computer/Internet & L2 Learning	3
<b>Complementary Courses</b>	<b>3</b>
one of:	
414-341 Instruction in Inclusive Schools	
431-330 L2 Literacy Development	
<b>ELECTIVES</b>	<b>6</b>
<b>TOTAL CREDITS</b>	<b>120</b>

**5.2 Programs for First Nations and Inuit**

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

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

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

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

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

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

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

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

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

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

**Time Limit**

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

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

	<b>CREDITS</b>
<b>a) THE ABORIGINAL SCHOOL AND CLASSROOM</b>	<b>6</b>
<b>Required Courses</b>	
411-202 Educ. & Admin. Institutions	3
433-245 Orientation to Education	3
<b>b) LANGUAGE</b>	<b>6</b>
<b>FOR INUIT STUDENTS</b>	
<b>Required Courses</b>	
433-249 Inuktitut Orthography and Grammar (The term "Inuktitut" in all course descriptions includes "Inuttitut" and "Inuinaqtun".)	3

**Complementary Courses**

One 3-credit course from Language complementary course list 3

**FOR ALGONQUIN, CREE, MI'KMAQ AND MOHAWK STUDENTS**

**Required Courses**

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

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

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

**Required Courses**

426-242 Cultural Skills 3

**Complementary Courses**

At least five 3-credit courses from Content and Teaching Methods complementary course list. 15

At least three of these five courses should be in different subject content areas.

**For trainees specializing in Physical Education:**

**Required Courses**

- 434-241 Aboriginal Culture: Physical Skills 3  
(replaces 426-242 Cultural Skills)
- 434-342 Physical Education Methods 3

**COMPLEMENTARY COURSE LIST**

**Language**

**Content and Teaching Methods**



**Physical Education**

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

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

**5.2.2 Certificate in Aboriginal Literacy Education (30 credits)**

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

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

Students admitted to this program will be designated by their communities (as is presently the case with the Certificate in Education for First Nations and Inuit). If the program is used for professional development, students will be Aboriginal teachers employed in local schools. As with the Certificate in Education for First Nations and Inuit, they must be mature students, or hold a Secondary 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 5.2.4.](#))

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

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

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

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

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

**Admission to the Certificate in Middle School Education in Aboriginal Communities**

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

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

	<b>CREDITS</b>
<b>Required Courses</b>	<b>27</b>
416-377 Adolescence and Education	3
435-210 Middle School Practicum	3
455-245 Middle School Teaching	3

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

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

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

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

### **Admission Requirements for the B.Ed. for Certified Teachers**

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

### **PROGRAM PROFILE – B.ED. FOR CERTIFIED TEACHERS**

(90 credits)

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

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

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

**This program does not lead to further certification.**

#### **5.2.5 Certificate in Aboriginal Education for Certified Teachers (30 credits)**

This 30-credit professional development program provides training to assist mainstream teachers in becoming more effective teachers in First Nations and Inuit communities. It is designed to address subjects of particular interest and need in First Nations

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

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

## 6 Department of Physical Education (434)

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](http://www.education.mcgill.ca/phys_ed/default.html)

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

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

The Department of Physical Education offers two programs leading to a B.Ed. Degree.  
 The Department also offers programs at the graduate level leading to an M.A. and possibilities for doctoral studies. For further information, see the 2001-02 *Faculty of Graduate Studies and Research Calendar*.  
 Course descriptions may be found in [section 8](#).

### 6.1 Bachelor of Education Programs

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

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

#### Graduation Requirement

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

## PROGRAM PROFILE

*PHYSICAL EDUCATION THEORY* 33

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

*MINOR IN SECOND TEACHING SUBJECT* 21

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

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

*SKILL AND TECHNIQUE COURSES* 18

**Required Courses** 11  
 434-202 Rhythmic Activities 1  
 434-210 Educational Gymnastics 1  
 434-213 Aquatics I 1  
 434-214 Basketball I 1  
 434-216 Gymnastics I 1  
 434-217 Track & Field 1  
 434-218 Volleyball I 1  
 434-223 Basic Games 1  
 434-226 Badminton 1  
 434-236 Softball 1  
 434-243 Dance 1

**Complementary Courses** 7  
 one of:  
 434-233 Soccer  
 434-238 Field Hockey I  
 and six Skill and Technique courses offered by the Department of Physical Education.

*FIELD EXPERIENCES* 18

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

*FOUNDATION COURSES* 9

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

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

*PEDAGOGY COURSES* 12

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

A 3-credit Teaching Methods course in the area of the teaching minor to be selected from the offerings of the Department of Integrated Studies in Education.

**PEDAGOGICAL SUPPORT COURSES**

6

**Complementary Courses**

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

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

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

- 416-310 Educational Computer Applications

**A) SOCIAL PERSPECTIVE OF HEALTH OPTION**

**B) MANAGEMENT AND ADMINISTRATION OPTION**

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

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

**D) PERSONAL TRAINER CERTIFICATION OPTION**

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

**E) SCIENCE OPTION**

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

**Biology**

**Chemistry**

**Mathematics**

**Physics**

**6.1.2 Bachelor of Education Kinesiology (90 credits)**

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

**Graduation Requirement**

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

**PROGRAM PROFILE**

**Psychology**


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**7 Graduate School of Library and Information Studies (405)**

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

Telephone: (514) 398-4204

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*Emeritus Professors*

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Violet L. Coughlin; B.Sc., B.L.S.(McG.), M.S., D.L.S.(Col.)

*Professor*

J. Andrew Large; B.Sc.(Lond.), Ph.D.(Glas.), Dip.Lib.(Lond.)

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

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Lorna Rees-Potter; B.A.(U.N.B.), M.L.S.(McG.), Ph.D.(W.Ont.)

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*Faculty Lecturers*

Daniel Boyer; B.A.(McG.), B.C.L.C.(UQAM), M.L.I.S.(McG.)

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Louise Carpentier; B.L.S.(Tor.), M.Bibl.(Montr.), M.P.P.P.A.(C'dia)

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Lisa Goddard; B.A.(Queen's), M.L.I.S.(McG.)

Sharon Grant; B.A.(C'dia), M.L.I.S.(McG.)

Luc Grondin; B.Sc.(U.Q.A.M.), M.Sc.(Laval), Ph.D.(Montr.)

Richard Virr; B.A.(Tulane), M.A.(Queen's), Ph.D.(McG.)

- **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)

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## **8.2 412 – Counselling Psychology and Family Life Education**

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

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

- **412-201 INTRODUCTION TO STUDENT ADVISING.** (3)
- **412-202 HELPING SKILLS PRACTICUM I.** (3) (Prerequisite 412-201)
- **412-203 HELPING SKILLS PRACTICUM II.** (3) (Prerequisite 412-202)
- **412-205 CAREER/OCCUPATIONAL DEVELOPMENT.** (3) (Prerequisite 412-203)
- **412-206 GROUP LEADERSHIP SKILLS.** (3) (Prerequisite 412-203)
- **412-207 ABORIGINAL ADOLESCENT DEVELOPMENT.** (3) (Prerequisite 412-201)
- **412-208 NATIVE FAMILIES' SOCIAL PROBLEMS.** (3) (Prerequisite 412-203)
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families, and other educators in the instructional process. Application component: application of instructional modifications for exceptional students in inclusive schools.

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

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

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

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

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

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

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

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

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

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

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

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

**414-527A CREATIVITY AND ITS CULTIVATION.** (3) Recent research, theory, and educational practice concerning creativity, with special attention to creativity in students and educational settings.

**414-528 GIFTED STUDENTS WITH SPECIAL NEEDS.** (3) (Prerequisite: 414-526) (May be offered through Continuing Education.) Selected examination of gifted students who have special needs beyond those normally associated with their abilities. Examples

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

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

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

● ▲ **415-495 THE EUCHARIST.** (3)

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## **8.5 416 – Educational Psychology**

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

**416-208A PERSONALITY AND SOCIAL DEVELOPMENT.** (3) (Not available for Psychology Major students or any student who has taken or is required to take 204-304 in the Psychology Department.) Per-



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

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

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

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

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**8.11 426 – Education in Art**

All courses have limited enrolment.

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

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

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

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

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

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

● ▲**426-302 SPECIAL TOPICS.** (3)

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

● ▲ **426-305 PAINTING IV.** (3)

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

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

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

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

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

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

▲ **426-496 SCULPTURE I.** (3) (Offered through Continuing Education.) An investigation of basic sculpture methods and concepts with a view toward developing personal aptitudes. Development of





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.

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## 8.15 433 – Elementary Education

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

### LANGUAGE ARTS – LITERATURE – READING

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

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

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

### MATHEMATICS

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

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

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

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

### FIRST NATIONS AND INUIT EDUCATION

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

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

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

▲ **433-242 TEACHING MATHEMATICS.** (3) An introduction to mathe-

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 struc-

†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.

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

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

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

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

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

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

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

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

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

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

**435-494A FIELD9**

- **436-269 INSTRUCTIONAL DESIGN.** (3) (Offered through Continuing Education.)

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

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

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### **8.19 448 – Core Courses**

- \* **448-301A,D ORIENTATION TO**



