

7 Faculty of Education

Table of Contents

7.1 The Faculty,

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

1

August 2-27, 2004

CLOSED

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

Microcomputer Facilities

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

Closed Sundays, holidays and during August.

Hours for the Fall and Winter terms are:

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

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

www.education.mcgill.ca/complab.

McGill Career and Placement Service (CAPS)

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

For Information, contact:

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D. GUIDING ETHICAL PRINCIPLES

Ethical student teachers should respect the following guiding ethical principles:

1. Respect for Human Dignity

- Speaks and acts towards all students with respect and dignity; and deals judiciously with them at all times, always mindful of their individual rights and personal sensibilities.

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7.2.1.11 Readmission

Requests for readmission must be submitted to the Associate Dean (Teaching, Learning and Students), Faculty of Education. Students should request a Readmission Application package from the Associate Dean (Teaching, Learning and Students) Office. Information is also available on the Website: www.mcgill.ca/edu-sao. The application and all supporting documents must be received by the Associate Dean's office no later than **May 1** for September admission. Readmission for the Winter term is normally not permitted.

Students who are readmitted are subject to the program and degree requirements in effect at the time of readmission. Normally, in order to be considered for credit or exemption, pedagogical courses must have been completed within the last five years. The Associate Dean, in consultation with the appropriate department, will review special cases.

7.2.2 Programs of Professional Development

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

Detailed information regarding general regulations, admission requirements and program profiles for the following certificates and diplomas may be found in the section for offering departments.

Faculty of Education
Office of Continuing Education
3700 McTavish Street, Room 243
Montreal, QC H3A 1Y2
Telephone: (514) 398-7043

Time Limit for Completion of Degrees

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

Course Requirements

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

Course Registration

Students must register on-line using Minerva, McGill's Web-based information system. The registration system is unable to verify whether or not Faculty regulations are respected; therefore, if in

Application for rereads in courses in the Faculty of Education are subject to the deadlines, rules and regulations of the relevant faculty.

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

7.3.5 Academic Standing

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

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

Satisfactory/Interim Satisfactory Standing

Students in satisfactory standing may continue in their program.

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

Probationary/Interim Probationary Standing

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

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

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

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

7.3.6 Graduation Requirements

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

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

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

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

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

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

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A31Webrteth3n.Loy. Coll. Monor.), M.Ed., Ed.D.(MOp.) t5 excepties.PT)ivale-xceptieted dateue 69raduation,0a0.1167 Robert J.0Bracewell; B.Sc., M.A

Jeeseon Park; B.A., M.A.(Yonsei), Ph.D.(Penn State)
 Robert Savage; B.A.(Oxford), M.Sc.(Cambridge), M.Sc.,
 Ph.D.(Lond.)
 Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.)
 Victoria Talwar; M.A. Hons(St. Andrews), M.A., Ph.D. (Queen's)

Adjunct Professors

Annie Alaku; B.Ed.(McG.) (*Kativik School Board*)
 H. Don Allen; B.Sc.(McG.), M.S.T.M.(Santa Clara), Ed.M.,
 Ed.D.(Rutgers)
 Joyce F. Benenson; B.Sc.(Duke), Ph.D.(Harv.)
 Franco Carnevale; B.Sc.N, MSCA, M.Ed., M.Sc., Ph.D.(McG.)
 Bertha Dawang; B.A.(Sir G. Wms.), M.Ed.(McG.)
 Marcia A. B. Delcourt; M.A.B., B.Sc.(Bloomsburg), M.A.,
 Ph.D.(Conn.) (*Western Connecticut*)
 Michael J. Dixon; B.A., B.Sc.(Trent), M.A., Ph.D.(C'dia) (*Douglas
 Hospital*)
 Peter J. Doehring; B.A.(McG.), M.A., Ph.D.(C'dia) (*Douglas
 Hospital*)
 Mary Elijassiapik; B.Ed.(McG.) (*Kativik School Board*)
 Anette Koerner; B.A., M.A., Ph.D.(Leipzig)
 Micki Lane; A.B.(U.C. Berkeley), M.A., Ph.D.(U.C.L.A.) (*MVM
 Communications*)
 Elsa Lo; B.A.(Queen's), B.A.(Dalhousie), M.A., Ph.D.(McG.)
 Judith A. MacArthur; B.A.(Sir G. Wms.), M.Ed.(McG.) (*Kativik
 School Board*)
 Leonard Shenker; B.Sc.(C.C.N.Y.), Ph.D.(McG.)
 David Shore; B.Sc.(McM), M.A., Ph.D. (UBC)
 Michael Thomas; B.A.(Univ.Coll. Wales), M.A.(Montr.)
 Vicki Zack; B.A., M.A. (Montr.), Ph.D.(McG.) (*St. George's School*)
 Laura Winer; B.A., M.A., Ph.D.(C'dia)

Associate Members

Terry Gandell; B.A., M.Ed., Ph.D.(McG.)
 Mary H. Maguire; B.A., B.Ed., M.A.(Montr.), M.Ed.(McG.),
 Cert.Reading(McG.), Ph.D.(Ariz.)
 Joseph Rochford; B.A.(McG.), M.A.(Queen's), Ph.D.(C'dia)
 Lalit K. Srivastava; B.Sc., M.Sc.(U of Allahabad, India),
 Ph.D.(Jawaharlal U., New Delhi)
 Claire-Dominique Walker; B.Sc.(Collège Calvin, Geneva);
 Ph.D.(Salk Institute and U. of Geneva)

Part-time Instructors

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

Educational Psychology encompasses a) the theoretical and
 applied study of learning, cognition, and instruction in a variety of
 educational settings across ages and domains; b) instructional
 technology and computers as cognitive tools in learning;
 c) cognitive and social processes in learning; d) evaluation and

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Jewish Studies

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

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

This program applies to students admitted prior to September 2003.

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

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

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

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

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

GRADUATE PROGRAMS

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

IN-SERVICE PROGRAMS

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

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

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

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

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

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

7.5.1 Bachelor of Education Programs

7.5.1.1 Bachelor of Education Secondary Program

ACADEMIC COMPONENTS	CREDITS
A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling 54 credits, including required and complementary courses, and at least 36 credits in one "teachable" academic subject.	54

PROFESSIONAL COMPONENTS	60
PROFESSIONAL SEMINARS	7

Required Courses

- EDEC201 ~~Research and Development in Education / FC - 0.5 Cr. (a. 7007a) 7C.5 5a (EDEC201) 170~~
- EDEC201 ~~Research and Development in Education / FC - 0.5 Cr. (a. 7007a) 7C.5 5a (EDEC201) 170~~
- EDEC201 ~~Research and Development in Education / FC - 0.5 Cr. (a. 7007a) 7C.5 5a (EDEC201) 170~~

EDPT420 Media Literacy for Education

ELECTIVE COURSES 6
TOTAL CREDITS 120

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ACADEMIC COMPONENTS

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

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

Coordinator, Faculty of Education — Professor Marc Schwartz

Coordinator, Faculty of Science — Professor Richard Harris

This program has been designed to provide students with the opportunity to attain a Bachelor of Science degree and a Bachelor of Education degree after **135 credits of study (165 credits for students who have not completed the basic sciences, see Note below)**.

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

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

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

7.5.1.5 Programme intensif de français Elementary Option

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

7.5.1.6 Bachelor of Education Kindergarten and Elementary Program (JewishStudies Option)

EDFE356	Aboriginal Education Practicum 3	3
EDFE425	Aboriginal Education Practicum 4	3
(Students in the physical education concentration will do 6 of their total practicum credits in physical education settings.)		

FOR NUNAVUT TEACHER EDUCATION PROGRAM STUDENTS **9**

Required Courses

EDFE214	Aboriginal Education Practicum 1	3
EDFE325	Aboriginal Education Practicum 2	3
EDFE356	Aboriginal Education Practicum 3	3

(EDFE425 is an option for students enrolled in the Nunavut Teacher Education Program. These students

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7.5.2.2 Certificate in Aboriginal Literacy Education

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

Admission to the Program in Aboriginal Literacy Education

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

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

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

COMPLEMENTARY COURSE LIST

Registration in EDEM202, EDKP204 or any other courses offered by departments other than Educational and Counselling Psychology; or in other programs of this Department is dependent on availability (e.g., through a concurrently offered program) or through an arrangement made with that department or program. The Program Coordinator will attempt to make these contacts whenever required.

7.6 Department of Kinesiology and Physical Education

Currie Gym
475 Pine Avenue West
Montreal, QC H2W 1S4

Telephone: (514) 398-4184

Fax: (514) 398-4186

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

Chair — Hélène Perrault

Director of Undergraduate Programs — Greg Reid

Director of Graduate Programs — René A. Turcotte

Professors

Hélène Perrault; B.Sc.(C'dia), M.Sc., Ph.D.(Montr.)

Greg Reid; B.Ed.(P.E.)(McG.), M.S.(Calif.), Ph.D.(Penn. State)

Associate Professors

Margaret J. Downey; B.Ed., M.A., Ph.D.(McG)

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 Professors

Gordon Bloom; M.A.(W.Ont.), M.A.(York), Ph.D.(Ott.)

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

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

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

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

Adjunct Professors

Bernard Aguilaniu; M.D., Ph.D.(Grenoble)

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

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

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

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

7.6.1 Bachelor of Education Programs

7.6.1.1 Bachelor of Education Physical and Health Education

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

Graduation Requirement

All students in Physical Education programs are required, before graduation, to show proof of certification in Standard Level Safe03cy levels. Thi

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7.6.2 Bachelor of Science (Kinesiology)

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

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

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

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

3 credits, one of the following courses:

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

9 credits chosen from the following courses:

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

Elective Courses (30 credits)

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

B.SC. (KINESIOLOGY) – HONOURS IN KINESIOLOGY

(90credits)

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

Required Courses (39 credits)

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

Complementary Courses (27 credits)

- ANAT214 (3) Systemic Human Anatomy
or equivalent

3 credits, one of the following courses:

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

6 credits, one of the following course sets:

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

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

3 credits, one of the following courses:

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

12 credits chosen from the following courses:

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

Elective Courses (24 credits)

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

7.7 Graduate School of Library and Information Studies

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Professors

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

Peter F.McNally; B.A.(W. Ont.), B.L.S., M.L.S., M.A.(McG.)

Associate Professors

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

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

John E. Leide; B.S.(M.I.T.), M.S.(Wis.), Ph.D.(Rutg.)

Diane Mittermeyer; B.A., B.L.S.(Montr.), M.L.S., Ph.D.(Tor.)

Assistant Professors

Joan Bartlett; B.Sc., M.L.S., Ph.D. (Tor.)

Kim Dalkir; B.Sc., M.B.A.(McG.), Ph.D.(C' dia)

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

Professional Associate

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

Faculty Lecturers

Erica Burnham; B.A., M.L.I.S.(McG.)

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

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

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

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

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

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

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

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

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

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

FACULTY OF EDUCATION

Chukwemeka Nwakanma; B.Sc.(Abia State), M.L.I.S.(Ibadan)
 Phyllis Rudin; B.A.(Pitts.), B.Ed.(Tor.), M.L.S.(McG.)
 Richard Virr; B.A.(Tulane), M.A.(Queen's), Ph.D.(McG.)

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

The Graduate School of Library and Information Studies offers four programs at the graduate level. Its 48-credit Master of Library and Information Studies (MLIS), accredited by the American Library Association, prepares professionals to manage information resources and services in libraries and the wider information industries. Its 30-credit Graduate Diploma in Library and Information Studies and 15-credit Graduate Certificate in Library and Information Studies are designed to provide a formal environment in which information professionals can update, specialize, and redirect their careers for advanced responsibilities. Its Ph.D. Ad Hoc Program provides an opportunity to undertake research at the doctoral level in library and information studies within an interdisciplinary context.

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