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  - 1.3 The Faculty Then and Now

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.

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## 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.

Director: Dr. Lynn Butler-Kisber

CEL is located in the Faculty of Education (Room 443).

Telephone (514) 398-1591

Fax: (514) 398-4529

Website: [www.mcgill.ca/edu-integrated](http://www.mcgill.ca/edu-integrated)

### 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 Centre accommodates graduate students interested in research in higher and adult/professional education, instructional development, evaluation and educational innovation.

Director: Professor Lynn McAlpine

Office: Education Building, Room 544E

Telephone: (514) 398-6648

Fax: (514) 398-6968

### Education Library and Curriculum Laboratory

The Education Library and Curriculum Lab are located on the first floor of the Faculty of Education Building. The collection consists of over 100,000 monograph volumes, more than 500 periodical titles, microforms, government documents, non-print materials, and CD-ROMS. The focus of the S. Toss-appointedec5nt crosi-7.iS.. The14.4296 0 TD0 Tc[092kg429(tment )7.4(o be .1185 TD-Orning ()6.1(C)-4.8(UTL))TJ/Tfnsice,

**McGill Journal of Education**

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

For annual subscriptions, contact:

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

Current rates (applicable taxes are extra):

\$25.00 for Faculty of Education member subscriptions;  
 \$37.50 for Canadian subscriptions; and  
 \$55.00 for International subscriptions (airmail).

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

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

Director: Professor Valentina de Krom  
 Office: Education Building, Room 614  
 Telephone: (514) 398-4533 Fax: (514) 398-2553  
 E-mail: valentina.de\_krom@mcgill.ca

**International Office**

The International Office (IO) of the Faculty of Education was established in 1998. It is a self-funded, non-academic unit which develops Faculty expertise in international education and creates opportunities for students to learn about international educational projects in collaboration with departments within the Faculty. The IO works closely with the McGill Office of International Research. The main functions of the IO are: to seek large international development projects for Faculty members' participation, such as, the recent endeavours in South Africa and Indonesia; to develop international professional development non-credit courses; and to organize conferences and seminars on international and national education-related topics for foreign and domestic participants.

Office: 3724 McTavish Street, Duggan House, Room 100.  
 Telephone: (514) 398-3529 Fax: (514) 398-4233

**Evolution Education Research Centre (EERC)**

Opened in 2000, the EERC is an academic body with a mission to advance the teaching and learning of biological evolution at all educational levels through research. The Centre's international team currently consists of four research professors from McGill and four from Harvard, who have combined expertise in anthropology, biological evolution, educational psychology, geology, molecular biology, paleontology, philosophy of science, philosophy of

**Graduate Programs**



## **2.2 Programs of Professional Development**

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

Detailed information regarding general regulations, admission requirements and program profiles for the following certificates and diplomas may be found in the *2003-04 Centre for Continuing Education Calendar*



- Students who were previously in unsatisfactory standing and who were readmitted to the Faculty by the Associate Dean or the Committee on Student Standing will be placed in probationary standing if their CGPA is less than 2.00, but if they satisfy relevant conditions specified in



granted special permission must be prepared to delay graduation until the next session.

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

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

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

The Office of Student Teaching has sole responsibility for Student Teaching placements. Final

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

At the undergraduate level, the Department of Educational and Counselling Psychology is responsible for the B.A. **Educational Psychology Minor Concentration**, see page 71, under the Faculty of Arts, and for a variety of undergraduate courses in the areas of learning, cognition and development, inclusive education, gifted education, educational media and computers, and educational measurement and evaluation.

In professional development, the Department offers diploma or certificate programs in Human Relations and Family Life Education, Educational Technology, Inclusive Education, the Psychology and Education of the Gifted, and First Nations and Inuit Student Personnel Services. For further information, refer to the *2003-04 Centre for Continuing Education Calendar*.

At the graduate level, it offers a Graduate Certificate in Counselling Applied to Teaching. In addition, there are graduate programs leading to Ph.D., M.A. (thesis and non-thesis) and M.Ed. degrees in instructional psychology, applied cognitive psychology, special populations of learners (special needs and gifted education), counselling psychology, school/applied child psychology, family life education, computer applications in education, adult professional education, and the psychology of gender. For further information, consult the *2003-04 Graduate and Postdoctoral Studies Calendar*.

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

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#### **4.1 Programs of Professional Development**

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

Detailed information regarding general regulations, admission requirements and program profiles on the following certificates and diplomas may be found in the *2003-04 Centre for Continuing Education Calendar*. Further information about these programs may be also obtained from the Department at (514) 398-4248 or from:

Faculty of Education  
Office of Continuing Education  
3700 McTavish Street, Room 243

Claudia A. Mitchell; B.A.(Brandon), M.A.(Mt. St. Vincent),  
Ph.D.(Alta.)  
Bernard Shapiro; B.A.(McG.), M.A.T., Ed.D.(Harv.)  
R. Lynn Studham; N.D.D.(Sunder.), A.R.A.(Royal Acad., Copen.),  
M.A.(E. Carolina), C.S.G.A., S.C.A.

*Associate Professors*

Brian J. Alters; B.Sc., Ph.D.(USC) (*William Dawson Scholar*)  
Helen Amoriggi; B.Sc., M.A.(Rhode Island), Ed.D.(Boston)  
Ann J. Beer; B.A.(Oxon.), M.A.(Tor.), D.Phil.(Oxon.)  
Jon G. Bradley; B.A., M.A.(Sir G.Wms.)  
Lynn Butler-Kisber; B.Ed., M.Ed.(McG.), Ed.D.(Harv.)  
Janet Donin; B.A.(Tor.), M.A.(Ill.), Ph.D.(Cal.) (*joint appoint. with  
Educational and Counselling Psychology*)  
Winston G. Emery; B.Ed., M.A.(McG.), Ph.D.(Montr.)  
Steven Jordan; B.A.(Kent), M.Sc.(London), Ph.D.(McG.)  
Yarema G. Kelebay; B.A., B.Ed.(Montr.), M.A.(Sir G.Wms.),  
Ph.D.(C'dia)  
Cathrine Le Maistre; B.Sc., Dip.Ed.(Exeter), M.Ed., Ph.D.(McG.)  
Denise Lussier; B.A.(Coll. Jesus Marie de Sillery), M.Ed.(Boston),  
M.A., Ph.D.(Laval)  
Charles S. Lusthaus; B.S., M.S.(Canisius), Ph.D.(S.U.N.Y.)  
Roy Lyster; B.A.(Reg e5.A.(57)()Bd)

### **Bachelor of Education (Kindergarten and Elementary) (120 credits)**

This program applies to students admitted in September 2003.

This program leads to certification to teach children between the ages of 5 and 11 years. It consists of four years of full-time study requiring the completion of 120 credits (150 credits or five years for out-of-province students), of academic and professional courses and practica.

Options within the B.Ed. (Kindergarten and Elementary) program are:

Jewish Studies \* **under revision for 2003-04.**

Program intensif de français \* **under revision for 2003-04.**

Available to students enrolled in the B.Ed. Kindergarten and Elementary who wish to teach French, or a school subject in French, in an immersion class.

Candidates will be selected by the Department of Integrated Studies in Education according to their mastery of French, which will be tested prior to admission to the option.

### **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)**

This four-year program prepares specialist teachers to teach French as a second language, in Core French programs, immersion programs, intensive programs and *class d'accueil*, at both the elementary and the secondary levels.

### **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

**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 Québec. 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 are already enrolled at McGill in the Bachelor of Music may transfer into the Concurrent program. Students who have partially completed a Bachelor of Music program are eligible to apply for advanced st

**B.Ed. Secondary Program – Four-Year Overview**

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







### 5.1.6 Programme intensif de français Elementary Option

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.

**This option is currently under revision. Admission is suspended for 2003-04.**

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

The Jewish Studies Option described below is currently under revision, and will be subject to University and MEQ approval. Please refer to the Website [www.mcgill.ca](http://www.mcgill.ca) (Course Calendars) in July 2003 for details, or contact the Program Director, Dr. Eric Caplan at (514) 398-6544.

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

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

**This option is currently under revision. Admission is suspended for 2003-04.**

### 5.1.8 Bachelor of Education in Teaching French as a Second Language

This program applies to students admitted on or prior to September 2002.

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 pro-



**5.1.10 Bachelor of Education in Teaching English as a  
Second Language**

The four-year B.Ed. in Teaching English as a Second Language (TESL) program prepares specialists

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## 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: [www.education.mcgill.ca/ofnie](http://www.education.mcgill.ca/ofnie)

### 5.2.1 Certificate in Education for First Nations and Inuit

(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/Inuinnaqtun. Fluency in Algonquin, Cree, Mi'kmaq or Mohawk is not a condition for acceptance for applicants from these communities, but is considered an asset. Courses are available in all four of these languages for those teaching in immersion classes and other

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## COMPLEMENTARY COURSE LIST

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**

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,

This certificate may be taken concurrently and completed within the [Bachelor of Education for Certified Teachers \(Elementary Education\)](#), see [section 5.2.5](#), if the required B.Ed. profile is fulfilled.

#### **5.2.4 Certificate in First Nations and Inuit Educational Leadership**

#### **5.2.3 Certificate in Middle School Education in Aboriginal Communities**

This 30-credit program focuses on developing the particular skills and abilities required of the 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)**





3. Be recommended by the local education authority.
4. Be at least 23 years of age (except for special permission). By this means students will qualify for admission as Mature Students under McGill regulations, and thereby not be required to have a Diploma of Collegial Studies (DEC).
5. Be recommended and selected by the school administration in collaboration with McGill personnel.

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

| Required Courses                          | CREDITS   |
|---|-----------|
|   | <b>21</b> |
| EDPC 201 Introduction to Student Advising | 3         |
| EDPC 202 Helping Skills Practicum 1       | 3         |
| EDPC 203 Helping Skills Practicum 2       | 3         |
| EDPC 205 Career/Occupational Development  | 3         |
| EDPC 208 Native Families' Social Problems | 3         |
| EDPC 209 Basic Crisis Intervention Skills | 3         |
| EDPC 210 Field Experience                 | 3         |

#### Complementary Courses 9

Nine credits from the following:

|   |  |
|---|--|
| EDEM 202 (3) Educational and Administrative Institutions  |  |
| EDKP 204 (3) Health Education                             |  |
| EDPC 206 (3) Group Leadership Skills                      |  |
| EDPC 207 (3) Aboriginal Adolescent Development            |  |
| EDPC 211 (3) Special Topics in Student Personnel Services |  |

EDPI 211 (3) Social and Emotional Development or any other suitable course approved by the Program Coordinator.

#### TOTAL CREDITS 30

Registration in EDEM 202, EDKP 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 Kinesiology and Physical Education

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

*Chair* — Hélène Perrault

*Director of Undergraduate Programs* — Greg Reid

*Director of Graduate Programs* — René A. Turcotte

#### 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)

#### 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 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 Professors

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

Alain Comtois; B.Sc.(C'dia), M.Sc., Ph.D.(McG.)

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

The Department of Kinesiology and Physical Education offers two programs leading to a B.Ed. degree, and a Minor in **Kinesiology for Science Students**, see page 278.

The Department also offers programs at the graduate level leading to an M.A. and possibilities for doctoral studies. For further information, see the *2003-04 Graduate and Postdoctoral Studies Calendar*.

### 6.1 Bachelor of Education Programs

#### 6.1.1 Bachelor of Education Physical Education

**This program is exclusive to students previously registered in the program. New students in September 2003 are required to follow the B.Ed. Physical and Health Education program.**

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

#### Please note:

1. As of September 2002, the Ministry of Education will no longer be certifying students in the P.E. with a minor option.
2. Students who were registered in the Major in Physical Education with a minor may choose to opt for this revised program or to continue with the 123-credit program described in the *2002-03 Undergraduate Programs Calendar*.

#### Graduation Requirement

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

#### PROGRAM PROFILE – B.ED PHYSICAL EDUCATION

(120 credits)

| PHYSICAL EDUCATION THEORY                           | CREDITS   |
|---|-----------|
|   | <b>33</b> |
| <b>Required Courses</b>                             | <b>33</b> |
| EDKP 205 Structural Anatomy                         | 3         |
| EDKP 206 Biomechanics of Human Movement             | 3         |
| EDKP 207 Evaluation of Human Performance            | 3         |
| EDKP 261 Motor Development                          | 3         |
| EDKP 292 Nutrition and Wellness (formerly EDKP 392) | 3         |
| EDKP 330 Physical Activity and Health               | 3         |
| EDKP 331 Homeostatic Physiology                     | 3         |
| EDKP 391 Ergo-physiology                            | 3         |
| EDKP 492 Psychology of Motor Performance            | 3         |
| EDKP 496 Adapted Physical Activity                  | 3         |
| EDKP 498 Social Psychology of Sport                 | 3         |
| <b>SKILL AND TECHNIQUE COURSES</b>                  | <b>18</b> |
| <b>Required Courses</b>                             | <b>11</b> |
| EDKP 202 Rhythmic Activities                        | 1         |
| EDKP 210 Educational Gymnastics                     | 1         |
| EDKP 213 Aquatics 1                                 | 1         |
| EDKP 214 Basketball 1                               | 1         |
| EDKP 216 Gymnastics 1                               | 1         |
| EDKP 217 Track and Field                            | 1         |
| EDKP 218 Volleyball 1                               | 1         |
| EDKP 223 Basic Games                                | 1         |
| EDKP 226 Badminton                                  | 1         |
| EDKP 236 Softball                                   | 1         |
| EDKP 243 Dance                                      | 1         |

|   |           |  |
|---|-----------|--|
| <b>Complementary Courses</b>  | <b>7</b>  | <b>PROGRAM PROFILE – B.Ed. PHYSICAL AND HEALTH EDUCATION (120 credits)</b> |
| one of:<br>EDKP 233 Soccer<br>EDKP 238 Field Hockey 1<br>and six Skill and Technique courses offered by the Department of Kinesiology and Physical Education. |           |  |
| <b>FIELD EXPERIENCES</b>  | <b>18</b> |  |
| <b>Required Courses</b>   |           |  |
| EDFE 246 First Year Field Experience (Elem.)  | 3         |  |
| EDFE 373 Second Year Field Experience Physical Education (Sec)  | 3         |  |
| EDFE 348 Third Year Field Experience Physical Education   | 6         |  |
| EDFE 479 Fourth Year Field Experience Physical Education  | 6         |  |
| <b>FOUNDATION COURSES</b>   | <b>9</b>  |  |
| <b>Required Courses</b>   |           |  |
| EDEM 405 Policy Issues in Quebec Education  | 3         |  |
| EDPE 300 Educational Psychology   | 3         |  |
| <b>Complementary Course</b>   | <b>3</b>  |  |
| one of:   |           |  |
| EDER 400 Philosophical Foundations of Education   |           |  |
| EDER 398 Philosophy of Catholic Education   |           |  |
| <b>PEDAGOGY COURSES</b>   | <b>9</b>  |  |
| <b>Required Courses</b>   |           |  |
| EDKP 342 Physical Education Methods   | 3         |  |
| EDKP 442 Physical Education Pedagogy  | 3         |  |
| EDKP 494 Physical Education Curriculum Development  | 3         |  |
| <b>PEDAGOGICAL SUPPORT COURSES</b>  | <b>6</b>  |  |
| <b>Complementary Courses</b>  |           |  |
| A 3-credit course in Multicultural Education from the following list  | 3         |  |
| EDER 464 Intercultural Education  |           |  |
| EDEE 441 First Nations and Inuit Education  |           |  |
| EDEC 410 Multi-cultured/Multi-racial Class  |           |  |

### 6.1.2 Bachelor of Education Physical and Health Education

Effective September 2003 students are required to complete the following program.

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 course work, and teaching practices in mutually beneficial ways throughout the four years.

**Note:** As of September 2002, the Ministry of Education will no longer be certifying students in the P.E. with a minor option.

#### 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.

|  |            |
|--|------------|
| <b>ELECTIVE COURSES</b>  | <b>18</b>  |
| 18 credits chosen from any of the University's offerings to contribute to the student's academic proficiency and professional preparation. |            |
| <b>TOTAL CREDITS</b>   | <b>120</b> |

### 6.1.3 Bachelor of Education Kinesiology

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 – B.ED. KINESIOLOGY

|   | <b>CREDITS</b> |
|---|----------------|
| <b>KINESIOLOGY THEORY</b>   | <b>45</b>      |
| <b>Required Courses</b>   |                |
| PSYC 215 Social Psychology  | 3              |
| EDKP 205 Structural Anatomy   | 3              |
| EDKP 206 Biomechanics of Human Movement   | 3              |
| EDKP 261 Motor Development  | 3              |
| EDKP 292 Nutrition and Wellness   | 3              |
| EDKP 311 Athletic Injuries  | 3              |
| EDKP 330 Physical Activity and Health   | 3              |
| EDKP 331 Homeostatic Physiology   | 3              |
| EDKP 391 Ergo-physiology  | 3              |
| EDKP 485 Exercise: Chronic Health Conditions  | 3              |
| EDKP 492* Psychology of Motor Performance   | 3              |
| EDKP 493 Administration   | 3              |
| EDKP 495 Scientific Principles of Training  | 3              |
| EDKP 496 Adapted Physical Activity  | 3              |
| EDKP 498 Sport Psychology   | 3              |
| * number has changed, consult the Department.   |                |
| <b>KINESIOLOGY PROFESSIONAL COMPONENT</b>   | <b>9</b>       |
| <b>Required Course</b>  | <b>3</b>       |
| EDKP 201 Fitness Leadership   |                |
| <b>Complementary Courses</b>  | <b>6</b>       |
| MATH 203 Principles of Statistics 1   | 3              |
| or PSYC 305 Statistics for Experimental Design  |                |
| EDPT 200 Applications Software  | 3              |
| or COMP 102 Computers and Computing   |                |
| <b>OPTION COMPONENT</b>   | <b>9</b>       |
| Nine credits from <i>one</i> of the following Options (see lists given below):                  |                |
| A. Social perspective of Health   |                |
| B. Management and Administration  |                |
| C. Certified Fitness Appraiser  |                |
| D. Personal Trainer   |                |
| E. Sciences   |                |
| <b>SKILL AND TECHNIQUE COURSES</b>  | <b>6</b>       |
| <b>Required Courses</b>   | <b>4</b>       |
| EDKP 200 Weight Training  | 1              |
| EDKP 213 Aquatics 1   | 1              |
| EDKP 244 Dance and Fitness  | 1              |
| EDKP 249 Physical Activity Appraisal  | 1              |
| <b>Complementary Courses</b>  | <b>2</b>       |
| Two Skill and Technique Courses offered by the Department of Kinesiology and Physical Education |                |

|                                      |          |
|--------------------------------------|----------|
| <b>PRACTICA</b>                      | <b>9</b> |
| <b>Required Courses</b>              |          |
| EDKP 250 Practicum 1                 | 3        |
| EDKP 350 Practicum 2                 | 3        |
| <b>Complementary Courses</b>         |          |
| one of:                              | 3        |
| EDKP 450 Practicum 3                 |          |
| EDKP 451 Personal Trainer Practicum  |          |
| EDKP 452 Fitness Appraisal Practicum |          |
| EDKP 453 ResearE cticum              |          |

EDKP

#### B.ED. KINESIOLOGY OPTIONS\*

\* some options are under revision:

