



Faculty of Education
Programs, Courses and University Regulations
2018-2019

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This publication provides guidance to prospects, applicants, students, faculty and staff.

1 . McGill University reserves the right to mak

Publication Information

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1 About the Faculty

The Faculty of Education serves approximately 2,000 students enrolled in undergraduate, graduate, and professional development programs. The Faculty is organized into three departments, and has a number of research and service centres, including 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.

2 History

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 renamed 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 the Institute of Education within the Faculty of Arts and Science. 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 on both the McGill and Macdonald campuses. 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 School of Information Studies became affiliated with the Faculty, until it moved to the Faculty of Arts in 2014.

3 Faculty of Education Facilities

3.1 Education Curriculum Resources Centre

The Education Curriculum Resources Centre, located on the first floor of the Education Building, provides materials and services to support the teaching and research programs of the Faculty.

The Curriculum Resources Centre collection includes:

- elementary and secondary school textbooks;
- teachers' resource guides;
- videos;
- DVDs;
- CDs;
- kits;
- big books.

The **Children's & Young Adult Literature Collection** contains over 11,000 fiction, non-fiction, poetry, folklore, and picture books. Students can also find course reserve materials for their education classes.

Instructional workshops are offered at the beginning of each term to individual students and to classes. These provide an introduction to library resources and information skills that will help in preparing course assignments and writing research papers. They cover topics such as searching the library catalogue, finding course materials on reserve, and locating articles and other materials via databases such as ERIC, PsycINFO, Education Full Text, and others. Workshops on EndNote and other citation management programs provide help on how to easily create in-text citations, notes, and reference lists.

Liaison librarians hold regular office hours; for further details, refer to the Education Curriculum Resources Centre website listed below.

Lending Services for laptops, digital still and video cameras, digital audio recorders, and tripods are now handled by the Education Computer Lab & Audiovisual Loan Service.

Visit the McGill Library website (below) to learn more about library loans, hours, reserv

ICS McGill Central Audiovisual Equipment Loan Services

Audiovisual equipment loan services are also available centrally through [ICS Audiovisual](#).

3.4 McGill Career Planning Service (CaPS)

Refer to [University Regulations and Resources](#) > [Undergraduate](#) > [Student Services](#) > : [Student Services – Downtown Campus](#) and : [Student Services – Macdonald Campus](#) for further information on this service.

Career Advisor: Véronique Gingras

Telephone: 514-398-2484

Email: career.education@mcgill.ca

Website: www.mcgill.ca/isa

3.5 McGill Journal of Education

The *McGill Journal of Education/Revue des sciences de l'éducation de McGill* is an open-access, online journal that is published three times a year: Winter, Spring, and Fall. It includes work in English and French from local, national, and international contexts. The *MJE* publishes peer-reviewed research articles and essays, as well as non-peer-reviewed (editorial) notes from the field, discussion forums, and book reviews. It is concerned with major issues in formal, non-formal, and incidental teaching and learning from a variety of perspectives, practical and theoretical.⁹² Tm 0 fr67eervices

- registration;
- general academic information and advice on undergraduate program and degree requirements;
- course change;
- withdrawal;
- supplemental and deferred exams;
- rereads;
- academic standing;
- inter-faculty transfer;
- readmission;
- study away;
- scholarships and awards;
- graduation;
- teacher certification.

At McGill, ISA works closely with students, departments, and other faculties, as well as externally in close partnership with schools, boards, and the larger community.

Office: Education Building, Room 243

Telephone: 514-398-7042 (Student Affairs); 514-398-7046 (Student Teaching Placement Coordinators)

Fax: 514-398-4679

Email: isa.education@mcgill.ca

Website: www.mcgill.ca/isa

3.8 Faculty Institutes, Offices, and Centres

3.8.1 The Institute for Human Development and Well-Being

The Institute for Human Development and Well-Being (IHDW) is a newly formed research institute led by the Faculty of Education that encourages a trans-disciplinary and multidisciplinary approach to the study of human development and well-being.

It works across three main axes:

- human development across the life span;
- the role of family, community, and schools in supporting human development and well-being;
- social policy and planning in relation to children and youth.

Director: Dr. Claudia Mitchell (*James McGill Professor*)

Email: claudia.mitchell@mcgill.ca

Website: www.mcgill.ca/ihdw

3.8.2 The International Centre for Youth Gambling Problems and High-Risk Behaviors

McGill University's International Centre for Youth Gambling Problems and High-Risk Behaviors has been attempting to identify and understand the underlying determinants and critical factors related to youth gambling problems and their relationship with other adolescent addictive and high-risk Tm(•)Tj9 7.477 to identi

Director: Dr. Dennis Jensen
Website: www.mcgill.ca/path/welcome-path

4 About the Faculty of Education (Undergraduate)

4.1 Location

3700 McTavish Street
Montreal QC H3A 1Y2
Canada
Telephone: 514-398-7042
Fax: 514-398-4679
Email: info@education.mcgill.ca
Website: www.mcgill.ca/education

4.2 Department of Integrated Studies in Education

The Department of Integrated Studies in Education (DISE) offers undergraduate programs that are committed to the preparation of exceptional teachers for work in elementary and secondary schools. We have four-year Bachelor of Education programs for CEGEP graduates and five-year programs for out-of-province students. In addition, we can accommodate students with completed or partly completed degrees in other disciplines.

The Department offers:

- Bachelor of Education Secondary English
- Bachelor of Education Secondary Mathematics
- Bachelor of Education Secondary Science & Technology
- Bachelor of Education Secondary Social Sciences
- Concurrent Bachelor of Music and Bachelor of Education in Music (Music Education)
- Bachelor of Education Kindergarten and Elementary Education
- Bachelor of Education Kindergarten and Elementary Education First Nations and Inuit Studies
- Bachelor of Education Kindergarten and Elementary Education Jewish Studies
- Bachelor of Education Kindergarten and Elementary Pédagogie de l'immersion française (PIF) [French Immersion]
- Bachelor of Education Teaching English as a Second Language
- Programs for First Nations and Inuit

For more information and full program details, refer to [section 8.2: Integrated Studies in Education](#).

4.3 Department of Educational and Counselling Psychology

The Department of Educational and Counselling Psychology (ECP) is committed to the advancement of scientific knowledge through research and practice in education and psychology. ECP addresses cognition and development in typical and atypical populations across the lifespan. Broadly speaking, researchers examine issues pertaining to assessment and intervention; cognitive processes and developmental neuroscience; and the design and evaluation of learning environments and instructional practices.

The Department offers:

- Minor concentrations for undergraduate students

For more information and full program details, refer to [section 8.1: Educational and Counselling Psychology](#).

5 Overview of Faculty Programs

The Faculty of Education offers three different kinds of programs.

Undergraduate Programs: The Faculty offers programs leading to the Bachelor of Education (B.Ed.) degree for those wishing to become teachers, and a Bachelor of Science (B.Sc.) – Kinesiology degree.

Programs of Professional Development: For qualified teachers wishing to enhance their knowledge and skills, the Faculty offers programs of professional development leading to specialized certificates and diplomas. Most courses that are required to complete these programs are offered in the evenings and in the summer.

Graduate Programs: The Faculty offers graduate programs for those already holding a university degree who wish to pursue advanced study and research leading to master's and doctoral degrees in various fields of education and psychology. A new Master of Arts in Teaching and Learning, which leads to teacher certification, is also offered; more information is available at www.mcgill.ca/dise/grad.

Undergraduate programs of initial teacher education are described here; programs of professional development are described in the [School of Continuing Studies section](#); and graduate programs are described in the [Graduate and Postdoctoral Studies section](#).

5.1 Undergraduate Education Programs

The Faculty of Education offers the following undergraduate programs. Details of each program may be found in this publication under the headings of the appropriate department.

All Bachelor of Education programs have been accredited by the *Comité d'agrément des programmes de formation à l'enseignement* (CAPFE).

The credit weights given are for students who have completed a Quebec CEGEP degree, or have been granted 30 credits of Advanced Standing. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the B.Ed. must also complete a minimum of 30 credits of Freshman courses (in addition to the 120-credit program) for a total of 150 credits.

Undergraduate Education Programs Leading to Certification

section 8.2.4.1: Bachelor of Education: Secondary Program (120 credits), offered by the Department of Integrated Studies in Education.

section 8.2.4.3: Bachelor of Education (Kindergarten and Elementary) (120 credits), offered by the Department of Integrated Studies in Education.

section 8.2.12: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits), offered by the Department of Integrated Studies in Education.

section 8.2.13.1: B.Ed. Kindergarten and Elementary Program (Jewish Studies Option), offered by the Department of Integrated Studies in Education.

section 8.2.14: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Pédagogie de l'Immersion Française (120 credits), offered by the Department of Integrated Studies in Education.

section 8.2.4.4: Bachelor of Education in Teaching English as a Second Language (120 credits), offered by the Department of Integrated Studies in Education.

section 8.2.16: Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary: Teaching Greek Language & Culture (120 cr

Other Undergraduate Education Programs

explore related areas in greater depth, including minor programs available elsewhere within the University. An honours program is available for particularly strong students.

5.1.1 General Admission Requirements

For information about admission requirements to the **B.Ed., B.Sc.(Kinesiology)**, or **Concurrent B.Mus. and B.Ed.** programs, refer to the Undergraduate Admissions Guide, found at www.mcgill.ca/applying.

- It is recommended, but not required, that applicants to the **B.Ed. – Secondary Science and Technology** meet the same requirements as for the **B.Sc.(Kinesiology)**, and that **B.Ed. – Secondary Mathematics** applicants have completed math courses equivalent to linear algebra and vector geometry, as well as integral and differential calculus. It is also recommended that applicants to the **B.Ed. – Secondary Science & Technology**, **B.Ed. – Secondary Mathematics**, and **B.Ed. – Physical & Health Education** programs have appropriate background in Science and Mathematics courses, i.e., biology, chemistry, physics, and mathematics. Students having other backgrounds will be considered for admission, but will be required to complete prerequisite courses in mathematics and science that may increase the number of credits required for the degree.
- Specific prerequisite courses are required for the **B.Sc.(Kinesiology)** program, described in the Undergraduate Admissions Guide.
- Applicants to the **Concurrent B.Mus. and B.Ed.** must apply through the Schulich School of Music.

5.1.1.1 Letter of Intent Requirement for B.Ed. Kindergarten/Elementary, Secondary, TESL, and Music Programs

Applicants to all Bachelor of Education programs, except Physical Education, are required to submit a letter of intent. This document is mandatory and must follow the guidelines indicated on the Faculty of Education's website at www.mcgill.ca/dise/files/dise/2017_letter_of_intent_instructions_dise_bed_admission-en-fr_final.pdf. This document must be provided by the supporting document submission deadline as indicated in the Admissions Guide; otherwise, the application will be cancelled.



Note: Special, Visiting, and Exchange applicants are exempted from this requirement.

For information about interfaculty transfers or readmission, see [University Regulations and Resources > Undergraduate > Registration > : Interfaculty Transfer](#) or [: Readmission](#), as well as information posted on the Internships and Student Affairs Office website: www.mcgill.ca/isa/faculty-advising.

5.1.1.ver Language Requirement for Applicants to B.Ed. TESL Program

In June 2005, the National Assembly of Quebec adopted an Act amending the Education Act and the Act respective of private education. The amendments concern the verification of judicial antecedents of persons holding or applying for a permit to teach in the youth, adult, and vocational sectors. Anyone seeking teacher certification in the Province of Quebec is required to submit a confidential declaration concerning their judicial record to the Minister of Education. This document is available on the Ministry website at http://www.education.gouv.qc.ca/fileadmin/site_web/documents/r

Fax: 514-398-4679

Email: james.howden@mcgill.ca

Website: www.mcgill.ca/dise/fnie

Courses offered through the School of Continuing Studies and Summer Studies: A wide range of courses are offered through the School of Continuing Studies and Summer Studies. For courses offered, please check [Minerva](#).

5.3 Programs for First Nations and Inuit

The following programs are offered for First Nations and Inuit teachers by the Faculty of Education.

Information can be obtained by contacting:

Office of First Nations and Inuit Education (OFNIE)

3700 McTavish Street, Room 244

Montreal QC H3A 1Y2

Telephone: 514-398-4527

Fax: 514-398-4679

Website: www.mcgill.ca/dise/fnie

Bachelor of Education – Kinder

All **newly admitted** students are required to consult with an academic adviser prior to the start of the Fall term. For a detailed description of advising and registration procedures, students should refer to *Welcome to McGill* at www.mcgill.ca/newstudents. Additional advising material is also available on the Internships and Student Affairs website, www.mcgill.ca/isa/faculty-advising/orientation.

Academic advising for all **returning students** takes place in March for the upcoming academic year. Links to departmental (program) advising websites and detailed information on registration and important Faculty of Education policies are posted on the Internships and Student Affairs website: www.mcgill.ca/isa/faculty-advising. Students entering their graduating year are encouraged to meet with their departmental (program) adviser during this Advising period.

A list of courses for Freshman (Year 0) students is available for each program at [section 5.1: Undergraduate Education Programs](#).

6.2 Code of Professional Conduct (Faculty Regulations for Undergraduate Programs)

Faculty of Education programs have professional components and field placements. In all aspects of any program, on and off campus, students are expected to demonstrate ethical, responsible, and professional behaviour in the performance of their duties, to conduct themselves in accordance with the law (e.g., Youth Protection), and to meet the expectations of schools, boards, and other host institutions receiving them for field placements. This applies to all aspects of professional conduct, including but not limited to respect for persons, property, and confidentiality, appropriate dress.

The normal course load per term is 15 credits. Students in Satisfactory Standing may take up to 17 credits per term. Students whose CGP

6.5.9 Course Equivalencies and Overlap

Students will not receive additional credit toward their degree for any course that is considered equivalent or that overlaps in content with a course for which they have already received credit at McGill, or any other institution. It is the student's responsibility to be aware of exclusion clauses specified in the course description in this publication and Minerva. Students should also refer to the following website for specific information about Advanced Standing credits and McGill course exemptions: www.mcgill.ca/students/courses/plan/transfer, as well as the following website for Faculty-specific information: www.mcgill.ca/isa.

6.5.10 Dress Regulations

All students enrolled in teacher certification programs are advised that school boards and individual schools may have re

Students in B.Ed. programs should be aware that some Field Experiences may begin in August, some are held in the Spring, and some may overlap with the official exam period. In addition, some professional seminars follow unique schedules. It is the student's responsibility to consult the Class Schedule on Minerva. In the case of a conflict with a final exam, students will be excused from the Field Experience or professional seminar on the exam date.

6.8 Grading

During the first week of lectures, each instructor will provide students with a course outline that should include a description of the means of evaluation to be used in the course.

For further information on Grading, see [University Regulations and Resources > Undergraduate > Student Records > : Grading and Grade Point Averages \(GPA\)](#).

6.9 Incomplete Grades

An instructor who believes that there is justification for a student to delay submitting term work may extend the deadline until after the end of the course. In this case, the instructor will submit a grade of "K" (Incomplete), indicating the date by which the work is to be completed.

The **maximum** extensions for the submission of grades to the [Internships and Student Affairs Office](#) are as follows:

- **April 30** for Fall term courses;
- **July 30** for Winter term courses;
- **November 30** for Summer courses.

It is important to note that instructors may impose earlier deadlines than those listed. Please refer to [University Regulations and Resources > Undergraduate > Student Records > : Incomplete Courses](#) for more information.

6.10 Examinations

Students should see [University Regulations and Resources > Undergraduate > : Examinations: General Information](#) for more information about final examinations and deferred examinations. The exam schedules are posted at www.mcgill.ca/students/exams, normally one month after the start of classes for the Tentative Exam Schedule, and two months after the start of classes for the Final Examination Schedule.

Students are warned not to make travel arrangements to leave Montreal prior to the scheduled end of any examination period.

6.10.1 Supplemental Examinations

Students who wish to write a supplemental examination for a course in which a supplemental examination is available must apply on [Minerva](#) within the published deadline. Please refer to www.mcgill.ca/students/exams for important information.

Students must be in Satisfactory or Probationary Standing and have received a final grade of D, J, F, or U in the course.

6.10.2 Reassessment and Rereads

In accordance with the Charter of Student Rights, and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark and the right to discuss this submission with the examiner (see [University Regulations and Resources > Undergraduate > Examinations: General Information > Final Examinations > : Final Examinations: Reassessments and Rereads](#)).

The Faculty recognizes two types of reassessments or rereads:

1. Reassessment of coursework (term papers, mid-terms, assignments, quizzes, etc.)
2. Reread of a final exam

6.10.3 Reassessment of Course Work

Reassessment of course work is administered by the course instructor or the offering department. Requests, made by students, must be made within 10 working days of the date of return of the graded materials. The reviewer will assess the fairness of the original grade rather than remark the assignment as he or she would have graded it. Reassessments should normally be completed within 20 working days of the request. Grades may be lowered or raised, or they may remain the same, as a result of the reassessment. The grade obtained on the reassessment takes precedence over the original grade.

6.10.4 Rereads of Final Exams or Final Term Papers or Projects

These rereads are administered by the Internships and Student Affairs Office, but conducted by the units involved. Students must apply in writing to the Internships and Student Affairs Office by:

- **March 31** for courses in the Fall term
- **June 30** for courses in the Winter term
- **September 30** for courses in the Summer term

These deadlines are strictly enforced and no requests will be accepted past them. Students are assessed a fee for such rereads; for fee amount and details, please refer to the [Student Accounts website](#). It is strongly recommended, but not required, that students consult with the instructor of the course before requesting an official reread. The reviewer will assess the fairness of the original grade rather than remark the assignment as he or she would have graded it. Grades may be lowered or raised, or they may remain the same, as a result of the reread. The grade obtained on the reread takes precedence over the original grade.

Reassessments and rereads in courses not in the Faculty of Education are subject to the deadlines, rules, and regulations of the particular faculty.

6.11 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). For students in the B.Ed. programs, it is also based on their performance in the Field Experience courses. 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.

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 Standing for the Fall term is 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. Students who do not receive a Pass grade for a Fall term EDFE (Field Experience course) are placed in Unsatisfactory Standing. Permission may be granted to allow them to continue taking courses during the Winter term only.

6.11.1 Satisfactory/Interim Satisfactory Standing

Students in Interim Satisfactory or Satisfactory Standing:

- may continue in their program;
- have a CGPA of 2.00 or greater.

6.11.2 Probationary/Interim Probationary Standing

6.11.2.1 Interim Probationary Standing at the end of the Fall term

Students in Interim Probationary Standing at the end of the Fall term:

- may continue in their program;
- should evaluate their course load and reduce it;
- should consult with their program adviser before the withdrawal deadlines;
- are permitted to proceed with the next scheduled Field Experience course, i.e., Winter or Spring, for First- or Second-Year Field Experiences only.

6.11.2.2 Probationary Standing at the end of the Winter term

Students in Probationary Standing at the end of the Winter term:

- may continue in their program;
- must carry a reduced load (maximum of 12 credits per term);
- are not permitted to take student teaching/Field Experience courses of any level during the next academic year;
- must raise their TGPA and CGPA to return to Satisfactory;
- should see their departmental adviser to discuss their course selection.

6.11.2.3 Students will be placed in Probationary Standing

- if their CGPA falls between 1.50 and 1.99, and if they were previously in Satisfactory Standing;
- if they receive a grade of D for a Field Experience course of any level and were previously in Satisfactory Standing;
- if their CGPA falls between 1.50 and 1.99 and their TGPA in Fall or Winter is 2.50 or higher, and if they were previously in Probationary or Interim Unsatisfactory Standing;
- if their CGPA is between 1.50 and 1.99 and their TGPA is 2.50 or higher, they were previously in Unsatisfactory Readmitted Standing, and have satisfied the relevant conditions specified in their letter of readmission.

6.11.3 Unsatisfactory/Interim Unsatisfactory Standing

6.11.3.1 Interim Unsatisfactory standing at the end of the Fall term

Students in Interim Unsatisfactory standing at the end of the Fall term:

- may continue in their program;
- should evaluate their course load and reduce it as appropriate;
- should consult a departmental adviser, before the withdrawal deadlines, about their course selection for the Winter term;
- will not be permitted to proceed with the next normally scheduled Field Experience.

6.11.3.2 Unsatisfactory Standing at the end of the Winter term

Students in Unsatisfactory Standing at the end of the Winter term:

- have failed to meet the minimum standards set by the Faculty;
- may not continue in their program.

6.11.3.3 Readmitted Unsatisfactory Standing

Students who were previously in Unsatisfactory Standing and who were readmitted to the Faculty by the Director, Internships and Student Affairs or the Student Affairs Committee will have their standing changed to Readmitted Unsatisfactory Standing. Their course load is specified at the time of readmission, as are the conditions they must meet to be allowed to continue in their program. They should see their departmental adviser to discuss their course selection.

6.11.3.4 Students will be placed in Unsatisfactory Standing (Winter or Summer term) or Interim Unsatisfactory Standing (Fall term)

- if their CGPA falls or remains below 1.50;
- if their TGPA falls below 2.50 and their CGPA is below 2.00 and they were previously in Probationary, Unsatisfactory Readmitted, or Interim Unsatisfactory Standing;
- if they receive a failure (F, J, KF, WF) in a student teaching/Field Experience course of any level;
- if they were previously in Unsatisfactory Standing and were readmitted to the Faculty by the Director, Internships and Student Affairs or the Student•

Students with Incomplete Standings in the Winter or Summer term may register for the Fall term, but their Standing must be resolved by the end of the Course Change period for that term. Students whose Incomplete Standing changes to Satisf

7 Student Teaching/Field Experience

The **Internships and Student Affairs Office (ISA)**, www.mcgill.ca/isa, is responsible for arranging the placement and evaluation of all student teachers in supervised Field Experiences.

7.1 About Field Experiences

Field Experiences:

- are required courses (with the subject code EDFE) for all students in B.Ed. programs from first through fourth year;
- are the sole responsibility of the Faculty of Education and are organized by the Internships and Student Affairs Office. Under no circumstances should students make their own placement arrangements;
- must be taken in the required sequence;
- require that newly admitted and returning students follow registration procedures (see [Faculty of Education > Undergraduate > Faculty Regulations for Undergraduate Programs > section 6.6: Registration](#)) or risk not being placed in a host school in a given term;
- are completed in schools within the province of Quebec, in the case of the B.Ed. TESL program, in which students are placed in Francophone school boards or private schools in the province of Quebec;
- can be specialized in some circumstances; refer to the [ISA website](#) for information regarding such opportunities (distance, special needs, resource room, adult education, etc.);
- require that students trav

7.3 Student Responsibilities

Students are responsible for familiarizing themselves with the policies and rules governing all aspects of Field Experience, including pedagogical and professional behaviour, available at www.mcgill.ca/isa/policies/placements.

Students should not engage in any type of employment during Field Experience, nor register for any non-corequisite course(s) that might interfere with the successful outcome of a Field Experience.

7.3.1 Guidelines (Syllabus)

Detailed guidelines and evaluation forms for every Field Experience are posted on the [ISA website](#), arranged by program and year. Students are responsible for familiarizing themselves with the objectiv

Given the emphasis of the corequisite course(s) on supporting the fieldwork component and vice versa, students who receive a grade of "D" in a Field Experience may be required to withdraw from the corequisite course(s) depending on the date of early dismissal and percentage of corequisite course(s) completed. A decision in this regard will be reached by the ISA Director in consultation with the Undergraduate Program Director. In the event that a student must withdraw from the corequisite course(s), the student will register for and repeat the course(s) along with the Field Experience when it is next regularly offered.

Students must receive a grade of "P" in order to proceed in the B.Ed. program. Failure ("F", "J", "KF", "WF") in any Field Experience places a student in Unsatisf

A joint subcommittee consisting of members from two standing committees of the Faculty of Education (Faculty of Education Ethical Review Board and Student Standing) was created to develop a Code of Ethics for Student Teachers and to examine the ways in which this Code will be communicated to students, faculty members, and educational partners.

- **Goals and Rationale**

The interests of the two Standing Committees of the Faculty of Education in promoting appropriate ethical and professional conduct have led us to develop the following Code of Ethics for Student Teachers. This code seeks to respond to and address the following needs:

1. The Code addresses the interdependent duties, rights, and responsibilities of student teachers, faculty members, and educational partners.
2. By addressing common issues and needs, the Code seeks to articulate and make explicit ethical principles that transcend disciplinary boundaries. These principles reflect the fundamental values that are expressed in the duties, rights, and responsibilities of all involved in Teacher Education.
3. The Code requires a reasonable flexibility in the implementation of common principles. It is designed to help those involved in Teacher Education, as a matter of sound ethical reasoning, to understand and respect the contexts in which they work and accommodate the needs of others.
4. The Code seeks to encourage continued reflection and thoughtful response to ethical issues. It does not seek definitive answers to all ethical questions or situations. Rather, it seeks to outline the guiding principles to ethical conduct and to identify major issues that are essential to the development and implementation of this Code.

- **Context of an Ethics Framework for Student Teachers**

The principles and norms guiding ethical conduct are developed within an ever-evolving complex societal context, elements of which include the need for reflective action and ethical principles.

Education is premised on a fundamental moral commitment to advance and construct knowledge and to ensure human understanding and respect for individual and collective well-being and integrity.

The moral imperative of respect translates into the following ethical principles that assume a student-centred perspective as articulated in the Quebec Curriculum Reform and Competencies outlined for Teacher Education.

7.5.2 Academic Freedom and Responsibilities

Teachers enjoy, and should continue to enjoy, important freedoms and privileges. However, with freedoms come responsibilities and ethical challenges. This Code of Ethics is in keeping with the philosophy and spirit of the New Directions that are embedded in the document “Teacher Training: Orientations,

- Respects and recognizes the right of individuals to be treated with fairness and equity and the importance of avoiding conflicts of interest.
- 5. Respect for Safety of Students**
- Respects the right of individuals to expect that student teachers will engage in practices that aim to ensure the physical, psychological, and emotional safety of students.
- 6. Respect for Existing Ethical Codes and Professional Standards**
- Respects the authority, roles, and responsibilities of the cooperating teacher, and agrees to adhere to the responsibilities and obligations for teachers as outlined in the Education Act, Faculty, and University handbooks as well as all local agreements by host school boards and schools.
- 7. Balancing Harm and Benefits**
- Acknowledges that an

Telephone: 514-398-4242

Email: ecpundergrad.education@mcgill.ca

Special services offered by the Department include the Psychoeducational & Counselling Clinic (www.mcgill.ca/edu-ecp/about/clinic).

Graduate and Postdoctoral Studies

At the graduate level, the Department of Educational and Counselling Psychology offers **Master of Arts degrees (M.A.)** in:

- Counselling Psychology – with concentrations in Project (Research-based) or in Professional/Internship (Practitioner-based)
- Educational Psychology – with concentrations in Health Professions Education, Human Development, and Learning Sciences
- School/Applied Child Psychology – Project (Research-based)

Also offered are **Master of Education degrees (M.Ed.)** in:

- Educational Psychology – with concentrations in General Educational Psychology, Inclusive Education,

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Professors

Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.) (*Canada Research Chair, Tier 1*)

Alenoush Saroyan; B.A.(Pahlavi), M.Ed.(Loy. U. Chic.), Ph.D.(McG.)

Associate Professors

Armando Bertone; B.A., M.A.(C' dia), M.Ps., Ph.D.(Montr.) (*William Dawson Scholar*) (*FRSQ Chercheur Boursier, Junior 2*)

Alain Breuleux; B.Sc., M.Sc., Ph.D.(Montr.)

Martin Drapeau; B.A.(Montr.), B.A.Ps.(UQTR), M.P.(Laval), Ph.D.(Montr.)

Tara Flanagan; B.A.(Winn.), M.A., Ph.D.(McG.)

Nathan Hall; B.A., M.A., Ph.D.(Manit.)

Michael L. Hoover; B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)

Annett Körner; M.A., Ph.D.(Leipzig)

Krista Muis; B.A.(Wat.), M.A.(Vic., BC), Ph.D.(S. Fraser) (*Canada Research Chair, Tier 2*)

Steven R. Shaw; B.A., M.Ed., Ed.S., Ph.D.(Flor.)

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

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

Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.) (*on leave*)

Victoria Talwar; M.A.(St. And.), M.A., Ph.D.(Qu.) (*Canada Research Chair*)

Associate Professors (Non-Tenure Track)

Marcia A.B. Delcourt; B.Sc.(Bloomsburg State Univ.), M.A., Ph.D.(Conn.)

Laura Winer; B.A., M.A., Ph.D.(C'dia) (*Teaching and Learning Services*)

Adjunct Professors

Dermot Bowler, Thomas Goetz, Judith Gradinger, Calvin Kalman, Jasvinder Magon, Marina Milyavskaya, Katherine Moxness, Nathan G. Smith, Lisa Spanierman, Anastassios Stalikas

8.2 Integrated Studies in Education**8.2.1 Location****Integrated Studies in Education, Faculty of Education**

3700 McTavish Street, Room 244

Montreal QC H3A 1Y2

Website: www.mcgill.ca/dise

Undergraduate Programs

Telephone: 514-398-4527

Fax: 514-398-4529

Graduate and Certificate Programs

Telephone: 514-398-4527

Fax: 514-398-4529

8.2.2 About the Department of Integrated Studies in Education

The Department of Integrated Studies in Education, created in September 2001, incorporates the programs and staff previously associated with the Departments of Culture and Values in Education, Educational Studies, Second Language Education, and First Nations and Inuit Education.

The Department offers four-year programs for CEGEP graduates and five-year programs for out-of-province students leading to a B.Ed. degree.

For B.Ed. program overviews, see www.mcgill.ca/dise/progs.

8.2.3 Integrated Studies in Education Faculty**Chair**

Steven Jordan

Director of Teacher Education Programs & Certificates, and M.A. Programs

Caroline Riches

Assistant Director of Undergraduate Programs

Sheryl Smith-Gilman

Director of First Nations and Inuit Education

James Howden

Director of Ph.D. Program

Marta Kobiela

Director of Graduate Certificate in Educational Leadership, Assistant Director of M.A. Programs

Lisa Starr

Emeritus Professors

Patrick X. Dias; B.A., M.A.(Karachi), B.Ed., Ph.D.(Montr.)

Emeritus Professors

David Dillon; B.A.(St. Columban's), M.S.(SW Texas St.), Ph.D.(Texas-Austin)

Margaret Gillett; B.A., Dip.Ed.(Syd.), M.A.(Russell Sage), Ed.D.(Col.) (*William C. Macdonald Emeritus Professor of Education*)

John B. Gradwell; B.A., M.A.(Calif.), Ph.D.(Iowa)

Assistant Professors

Marta Kobiela; B.Sc., M.Sc.(Texas A & M), Ph.D.(Vanderbilt)

Joseph Levitan; B.A.(Brandeis), M.A.(Col.), Ph.D.(Penn. St.)

Naomi Nichols; B.A.(Trent), B.Ed., M.Ed., Ph.D.(York)

Lisa Starr; B.Ed.(Regina), M.A.(Phoenix), Ph.D.(Vic., BC)

Paul Zanazanian; B.A., M.A.(McG.), Ph.D.(Montr.)

Faculty Lecturers

James Howden; B.Ed.(McG.), M.Ed.(OISE, Tor.)

Stephen Peters; B.Ed.(Alta.), M.A., Ph.D.(McG.)

Sheryl Smith-Gilman; B.Ed., M.A., Ph.D.(McG.)

Lisa Trimble; B.A.(W. Laur.), M.A., Ph.D.(McG.)

Dawn Wiseman; B.Eng., Grad.Dip., M.A.(C'dia)

8.2.4 Overview of Programs (Integrated Studies in Education)

The following is an overview of programs offered by the Department of Integrated Studies in Education.

8.2.4.1 Bachelor of Education: Secondary Program (120 credits)

The aim of the B.Ed. Secondary program 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 subjects taught in the secondary school, professional studies centred on school-based practicum, supported by studies in pedagogy, curriculum, and educational foundations. Students choose their teaching profiles from: English, Mathematics, Science and Technology, and Social Sciences (History and Citizenship, and one of Geography or Ethics and Religious Culture). Students applying to the B.Ed. Secondary in the areas of Mathematics or Science and Technology should refer to www.mcgill.ca/applying/requirements for admission requirements specific to each profile.

8.2.4.2 Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program (137 credits)

This program provides students with the opportunity to obtain a Bachelor of Music degree and a Bachelor of Education degree concurrently. The two degrees are awarded during the same convocation period. Students who have completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies are normally enrolled in a program requiring the completion of 137 credits.

8.2.4.3 Bachelor of Education (Kindergarten and Elementary) (120 credits)

This program leads to certification to teach children between the ages of five 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.

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

- First Nations and Inuit Studies
- Jewish Studies
- Péman;4c0 T525252525f(T1(P)Tj/F5 8.1 TfFrstiy studiea1 yearc0 T52525tr.lph

EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 350	(3)	Classroom Practices
EDES 361	(3)	Teaching Secondary English 1
EDES 461	(3)	Teaching Secondary English 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (6 credits)

6 credits selected as described below:

Equity Education

3 credits from:

EDEC 248	(3)	Equity and Education
EDEC 249	(3)	Global Education and Social Justice

Philosophy of Education

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

Secondary English Subject Area (51 credits)

Option 1

51 credits distributed as follows:

Required Course (3 credits)

EDES 366	(3)	Literature for Young Adults
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Complementary Language/Linguistics courses (6 credits)

CEAP 250*	(3)	Research Essay & Rhetoric
EDEC 203*	(3)	Communication in Education
EDSL 305	(3)	L2 Learning: Classroom Settings
EDSL 350	(3)	Essentials of English Grammar

LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics
LING 355	(3)	Language Acquisition 1

* Note: Students may take either CEAP 250 OR EDEC 203 for credit but not both

Complementary Courses

42 credits distributed as follows (including at least one course in Shakespeare):

Literature (30 credits)

A minimum of 15 credits must be at the 300 level or higher, chosen from the English Department undergraduate complementary course list (<http://www.mcgill.ca/english/undergrad>) or the following list:

ENGL 200	(3)	Survey of English Literature 1
ENGL 201	(3)	Survey of English Literature 2
ENGL 215	(3)	Introduction to Shakespeare
ENGL 225	(3)	American Literature 1
ENGL 226	(3)	American Literature 2
ENGL 227	(3)	American Literature 3
ENGL 228	(3)	Canadian Literature 1
ENGL 229	(3)	Canadian Literature 2
GERM 259	(3)	Introduction to German Literature 1
GERM 260	(3)	Introduction to German Literature 2
JWST 206	(3)	Introduction to Yiddish Literature
JWST 225	(3)	Literature and Society
LLCU 220	(3)	Introduction to Literary Analysis
RUSS 218	(3)	Russian Literature and Revolution
RUSS 223	(3)	Russian 19th Century: Literary Giants 1
RUSS 224	(3)	Russian 19th Century: Literary Giants 2

Cultural Studies (9 credits)

A minimum of 3 credits must be at the 300 level or higher chosen from the English Department undergraduate complementary course list (<http://www.mcgill.ca/english/undergrad>) or the following list:

ENGL 279	(3)	Introduction to Film as Art
ENGL 280	(3)	Introduction to Film as Mass Medium
LLCU 200	(3)	Topics in Film
LLCU 250	(3)	History and Future of the Book

Drama/Theatre (3 credits)

Chosen from the English Department undergraduate complementary course list (<http://www.mcgill.ca/english/undergrad>) or the following list:

ENGL 215	(3)	Introduction to Shakespeare
ENGL 230	(3)	Introduction to Theatre Studies

Option 2 (51 credits)

51 credits distributed as follows:

Required Course (3 credits)

EDES 366	(3)	Literature for Young Adults
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Complementary Language/Linguistics courses. (6 credits)

Select 6 credits from the following course list:

CEAP 250*	(3)	Research Essay & Rhetoric
EDEC 203*	(3)	Communication in Education
EDSL 305	(3)	L2 Learning: Classroom Settings
EDSL 350	(3)	Essentials of English Grammar
LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics
LING 355	(3)	Language Acquisition 1

*Note: Students may take either CEAP 250 OR EDEC 203 for credit but not both

Complementary Courses

27 credits, distributed as follows (including at least one course in Shakespeare):

Literature (18 credits)

A minimum of 6 credits at the 300 level or higher, chosen from the English Department undergraduate complementary course list (<http://www.mcgill.ca/english/undergrad>) or the following list:

ENGL 200	(3)	Survey of English Literature 1
ENGL 201	(3)	Survey of English Literature 2
ENGL 215	(3)	Introduction to Shakespeare
ENGL 225	(3)	American Literature 1
ENGL 226	(3)	American Literature 2
ENGL 227	(3)	American Literature 3
ENGL 228	(3)	Canadian Literature 1
ENGL 229	(3)	Canadian Literature 2
GERM 259	(3)	Introduction to German Literature 1
GERM 260	(3)	Introduction to German Literature 2
JWST 206	(3)	Introduction to Yiddish Literature
JWST 225	(3)	Literature and Society
LLCU 220	(3)	Introduction to Literary Analysis
RUSS 218	(3)	Russian Literature and Revolution
RUSS 223	(3)	Russian 19th Century: Literary Giants 1
RUSS 224	(3)	Russian 19th Century: Literary Giants 2

Cultural Studies (6 credits)

A minimum of 3 credits at the 300 level or higher from the English Department undergraduate complementary course list (<http://www.mcgill.ca/english/undergrad>) or the following list:

ENGL 279	(3)	Introduction to Film as Art
ENGL 280	(3)	Introduction to Film as Mass Medium
LLCU 200	(3)	Topics in Film

LLCU 250 (3) History and Future of the Book

Drama/Theatre (3 credits)

Chosen from the English Department undergraduate complementary course list (<http://www.mcgill.ca/english/undergrad>) or the following list:

ENGL 215 (3) Introduction to Shakespeare
ENGL 230 (3) Introduction to Theatre Studies

Unofficial "Teachable" Subject Area (15 credits)

15 credits of designated courses for Secondary English Option 2 students (Math, Social Sciences, or Science and Technology - see an adviser for course selection).

Elective Courses (6 credits)

Note: Students who have chosen to do Option 2 (36 credits in one teachable subject and 15 credits in another) will use 3 credits of electives to take the Secondary Teaching Methods course needed for their second unofficial teachable subject.

8.2.6 Bachelor of Education (B.Ed.) - Secondary Mathematics (120 credits)

The Bachelor of Education (B.Ed.) – Secondary Mathematics program requires 120 credits and leads to teacher certification. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the B.Ed. must also complete a minimum of 30 credits of Freshman courses (in addition to the 120 credits for the program) for a total of 150 credits.

Note: Students entering this program from CEGEP or with Advanced Standing should have a strong background in their Mathematics courses. Students entering from CEGEP or with Advanced Standing without having completed two calculus courses and one linear algebra course (MATH 133, MATH 140, and MATH 141 or their equivalents) will be required to make up any deficiencies in these courses over and above the degree requirements.

The aim of the B.Ed. Secondary Education program is to prepare strong beginning teachers for the secondary school level.

This integrated program consists of courses in Education (including field experiences) and courses in the subject area of the teaching specialization. Students also take 6 credits of free electives. For all teacher education programs, course sequencing is highly structured. For this reason, the advising information in this eCalendar section must be used in conjunction with the summary companion document (Program Overview) found at <http://www.mcgill.ca/dise/progs/secmath>.

The Secondary Mathematics program provides students with the learning opportunities needed to become proficient Mathematics teachers.

Please note that graduates of teacher education programs are recommended by the University for Quebec certification to the Quebec Ministère de l'Éducation. For more information about teacher certification in Quebec, please refer to the Faculty of Education section under "Overview of Faculty Programs", "Undergraduate Education Programs", and "Quebec Teacher Certification".

Freshman Program

Students normally complete 30 credits in their Freshman (U0) year.

The Freshman year is the time to take introductory-level courses in Mathematics, as well as to explore areas that are not normally taken as teachable subject areas within B.Ed. programs (e.g., Sociology, Psychology, Political Science, etc.). Students should also investigate the possibility of taking one of the First Year Seminar courses offered by the Faculty of Arts or the Faculty of Science.

Students in the Secondary Mathematics program must complete three Math prerequisite courses in their Freshman year, MATH 133, MATH 140, and MATH 141.

In addition, students select courses from the recommended list below or other courses in consultation with the Program Adviser. The French Second Language (FRSL) courses suggested require a placement test to determine the appropriate course level.

CEAP 250 (3) Research Essay & Rhetoric
EDEM 220 (3) Contemporary Issues in Education
FRSL 101 (3) Beginners French 1
FRSL 102 (3) Beginners French 2
FRSL 207D1 (3) Elementary French 01
FRSL 207D2 (3) Elementary French 01
FRSL 211D1 (3) Oral and Written French 1
FRSL 211D2 (3) Oral and Written French 1
MATH 133 (3) Linear Algebra and Geometry

MATH 140	(3)	Calculus 1
MATH 141	(4)	Calculus 2
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions

Required Courses (57 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 350	(3)	Classroom Practices
EDES 353	(3)	Teaching Secondary Mathematics 1
		Teaching Secondary Mathematics 2

MATH 346	(3)	Number Theory
MATH 348	(3)	Euclidean Geometry
MATH 417	(3)	Linear Optimization
MATH 423	(3)	Regression and Analysis of Variance
MATH 447	(3)	Introduction to Stochastic Processes
MATH 523	(4)	Generalized Linear Models
MATH 524	(4)	Nonparametric Statistics
MATH 525	(4)	Sampling Theory and Applications
PHIL 210**	(3)	Introduction to Deductive Logic 1

** Students cannot receive credit for both.

Unofficial "Teachable" Subject Area

15 credits

15 credits of designated courses for Secondary Mathematics Option 2 students (English, Social Sciences, or Science and Technology - see an adviser for course selection)

Electives (6 credits)

Note: Students who have chosen to do 36 credits in one teachable subject and 15 credits in another will use 3 credits of electives to take the Secondary Teaching Methods course needed for their second unofficial teachable subject.

8.2.7 Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Ethics and Religious Culture (120 credits)

The Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Ethics and Religious Culture program requires 120 credits and leads to teacher certification. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the B.Ed. must also complete a minimum of 30 credits of Freshman courses (in addition to the 120 credits for the program) for a total of 150 credits.

The aim of the B.Ed. Secondary Education Program is to prepare strong beginning teachers for the secondary school level. This integrated program consists of courses in Education (including field experiences) and courses in the subject area of the teaching specialization. Students also take 6 credits of free electives. For all teacher education programs, course sequencing is highly structured. For this reason, the advising information in this eCalendar section must be used in conjunction with the summary companion document (Program Overview) found at <http://www.mcgill.ca/dise/progs/secsocsci>.

The Secondary Social Sciences - History and Citizenship, Ethics and Religious Culture program provides students with the learning opportunities needed to become proficient Social Science teachers with a strong knowledge base in the associated disciplinary areas.

Please note that graduates of teacher education programs are recommended by the University for Quebec certification to the Ministry (Education). For more information about teacher certification in Quebec, please refer to the Faculty of Education section under "Overview of Faculty Programs," "Undergraduate Education Programs," and "Quebec Teacher Certification."

Freshman Program

Students normally complete 30 credits in their Freshman (U0) year.

The Freshman year is the time to take introductory-level courses in a teachable subject area, as well as to explore areas that are not normally taken within B.Ed. programs (e.g., Sociology, Psychology, Political Science, etc.). Students should also investigate the possibility of taking one of the First Y

FRSL 211D2	(3)	Oral and Written French 1
GEOG 200	(3)	Geographical Perspectives: World Environmental Problems
GEOG 205	(3)	Global Change: Past, Present and Future
GEOG 210	(3)	Global Places and Peoples
HIST 202	(3)	Survey: Canada to 1867
		Surv

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

Secondary Social Sciences - History & Citizenship, Ethics & Religious Culture Subject Area (51 credits)

Secondary Social Sciences - History and Citizenship, Ethics and Religious Culture students complete 51 credits selected in consultation with the Program Adviser with the following specifications:

Required Courses

History

9 credits:

POLI 341	(3)	Foreign Policy: The Middle East
POLI 345	(3)	International Organizations
POLI 354	(3)	Approaches to International Political Economy
POLI 360	(3)	Security: War and Peace
POLI 362	(3)	Political Theory and International Relations
POLI 423	(3)	Politics of Ethno-Nationalism
POLI 435	(3)	Identity and Inequality
POLI 442	(3)	International Relations of Ethnic Conflict
POLI 450	(3)	Peacebuilding
POLI 474	(3)	Inequality and Development

Ethics and Religious Culture

18 credits as specified below.

Revision, May 2018. Start of revision.

6 credits from:

EDER 309	(3)	The Religious Quest
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 208	(3)	World Religions and Cultures They Create
RELG 252	(3)	Hinduism and Buddhism

Revision, May 2018. End of revision.

6 credits from:

EDER 209	(3)	Search for Authenticity
EDER 395	(3)	Moral Values and Human Action
EDER 461	(3)	Society and Change
EDER 473	(3)	Living with Insight
EDER 494	(3)	Human Rights and Ethics in Practice
PHIL 230	(3)	Introduction to Moral Philosophy 1
PHIL 237	(3)	Contemporary Moral Issues

6 credits from:

CATH 200	(3)	Introduction to Catholicism
EDER 252	(3)	Understanding and Teaching Jewish Life
EDER 319	(3)	Teaching the Holocaust
EDER 394	(3)	Philosophy of God
RELG 270	(3)	Religious Ethics and the Environment

Electives (6 credits)

6 credits

EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 334	(3)	Teaching Secondary Social Studies 1
EDES 350	(3)	Classroom Practices
EDES 434	(3)	Teaching Secondary Social Studies 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (6 credits)

6 credits selected as described below:

Equity Education

3 credits from:

EDEC 248	(3)	Equity and Education
EDEC 249	(3)	Global Education and Social Justice

Philosophy of Education

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

Secondary Social Sciences - History and Citizenship, Geography Subject Area (51 credits)

Secondary Social Sciences - History and Citizenship, Geography students complete 51 credits selected in consultation with the Program Adviser with the following specifications:

Required Courses

History

9 credits selected from:

HIST 202	(3)	Survey: Canada to 1867
HIST 203	(3)	Survey: Canada since 1867
HIST 303	(3)	History of Quebec

Complementary Courses (42 credits)

History and Citizenship (24 credits)

At least 9 of the 24 credits must be taken at the 300 or 400 level, distributed as follows:

3-9 credits in European History

3-9 credits in Asian, African, American, Latin American, or Ancient History

6 credits of history courses on social history, gender history, identity, culture, religion and values, political life and institutions, conflict, wealth and poverty, science, and health

(Students may consult the course lists for History programs offered by the Faculty of Arts for guidance on course choices.)

6-12 credits selected from the following list (students must select a minimum of 3 credits ECON and a minimum of 3 credits POLI):

ANTH 338	(3)	Native Peoples of North America
CANS 200	(3)	Introduction to the Study of Canada
ECON 199	(3)	FYS: Aspects of Globalization
ECON 205	(3)	An Introduction to Political Economy
ECON 208	(3)	Microeconomic Analysis and Applications
ECON 209	(3)	Macroeconomic Analysis and Applications
ECON 219	(3)	Current Economic Problems: Topics
ECON 221	(3)	Economic History
ECON 313	(3)	Economic Development 1
ECON 326	(3)	Ecological Economics
ECON 341	(3)	Economic History of a World Area
ECON 347	(3)	Economics of Climate Change
ENVR 201	(3)	Society, Environment and Sustainability
ENVR 203	(3)	Knowledge, Ethics and Environment
POLI 212	(3)	Government and Politics - Developed World
POLI 221	(3)	Government of Canada
POLI 222	(3)	Political Process and Behaviour in Canada
POLI 227	(3)	Developing Areas/Introduction
POLI 243	(3)	International Politics of Economic Relations
POLI 244	(3)	International Politics: State Behaviour
POLI 341	(3)	Foreign Policy: The Middle East
POLI 345	(3)	International Organizations
POLI 354	(3)	Approaches to International Political Economy
POLI 360	(3)	Security: War and Peace
POLI 362	(3)	Political Theory and International Relations
POLI 423	(3)	Politics of Ethno-Nationalism
POLI 435	(3)	Identity and Inequality
POLI 442	(3)	International Relations of Ethnic Conflict
POLI 450	(3)	Peacebuilding
POLI 474	(3)	Inequality and Development

Geography

18 credits from:

ENVR 202	(3)	The Evolving Earth
GEOG 200	(3)	Geographical Perspectives: World Environmental Problems
GEOG 205	(3)	Global Change: Past, Present and Future
GEOG 210	(3)	Global Places and Peoples

GEOG 216	(3)	Geography of the World Economy
GEOG 217	(3)	Cities in the Modern World
GEOG 272	(3)	Earth's Changing Surface
GEOG 301	(3)	Geography of Nunavut
GEOG 309	(3)	Geography of Canada
GEOG 311	(3)	Economic Geography
GEOG 331	(3)	Urban Social Geography

Note: In consultation with the Program Adviser, students may choose their Geography courses from those that comprise the B.A. Minor Concentration Geography program.

Electives (6 credits)

Freshman Pr

CHEM 232 (4) Organic Chemistry Principles

Complementary Courses (26 credits)

At least 9 of the 26 credits must be taken at the 300 level or above, distributed as follows:

- 3 to 15 credits from the Living World complementary list;
- 3 to 18 credits from Earth and Space complementary list;
- 3 to 18 credits from Earth and Space - Environment complementary list;
- 0 to 15 credits from the Material World complementary list;
- 3 to 12 credits from the Technological World complementary list.

Living World

Students select a minimum of 3 credits to a maximum of 15 credits from the following lists:

Cell and Molecular Biology

BIOL 201	(3)	Cell Biology and Metabolism
BIOL 202	(3)	Basic Genetics
BIOL 300	(3)	Molecular Biology of the Gene
BIOL 301	(4)	Cell and Molecular Laboratory
BIOL 313	(3)	Eukaryotic Cell Biology

Human and Organismal Biology

BIOL 205	(3)	Biology of Organisms
EDKP 292	(3)	Nutrition and Wellness
EDKP 395	(3)	Exercise Physiology
NUTR 207	(3)	Nutrition and Health
NUTR 307	(3)	Metabolism and Human Nutrition
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2

Populations, Ecosystems, and Evolution

BIOL 215	(3)	Introduction to Ecology and Evolution
BIOL 240	(3)	Monteregian Flora
BIOL 304	(3)	Evolution
BIOL 305	(3)	Animal Diversity
BIOL 308	(3)	Ecological Dynamics
BIOL 310	(3)	Biodiversity and Ecosystems
BIOL 331	(3)	Ecology/Behaviour Field Course
BIOL 352	(3)	Dinosaur Biology
ENVB 305	(3)	Population & Community Ecology
EPSC 334	(3)	Invertebrate Paleontology

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ATOC 214	(3)	Introduction: Physics of the Atmosphere
ATOC 215	(3)	Oceans, Weather and Climate
ATOC 219	(3)	Introduction to Atmospheric Chemistry
ATOC 309	(3)	Weather Radars and Satellites
ATOC 315	(3)	Thermodynamics and Convection
ENVR 202	(3)	The Evolving Earth
EPSC 201	(3)	Understanding Planet Earth
EPSC 203	(3)	Structural Geology
EPSC 210	(3)	Introductory Mineralogy
EPSC 212	(3)	Introductory Petrology
EPSC 220	(3)	Principles of Geochemistry
EPSC 221	(3)	General Geology
EPSC 225	(1)	Properties of Minerals
EPSC 233	(3)	Earth and Life History
EPSC 320	(3)	Elementary Earth Physics
EPSC 330	(3)	Earthquakes and Earth Structure
EPSC 350	(3)	Tectonics
ESYS 200	(3)	Earth System Processes
ESYS 300	(3)	Investigating the Earth System
ESYS 301	(3)	Earth System Modelling
GEOG 272	(3)	Earth's Changing Surface
GEOG 321	(3)	Climatic Environments
PHYS 214	(3)	Introductory Astrophysics

Earth and Space - Environment

Students select a minimum of 3 credits to a maximum of 18 credits from the following list:

ENVR 200	(3)	The Global Environment
ENVR 201	(3)	Society, Environment and Sustainability
ENVR 203	(3)	Knowledge, Ethics and Environment
ENVR 301	(3)	Environmental Research Design
GEOG 200	(3)	Geographical Perspectives: World Environmental Problems
GEOG 203	(3)	Environmental Systems
GEOG 205	(3)	Global Change: Past, Present and Future
GEOG 221	(3)	Environment and Health

The Material World

Students select a maximum of 15 credits from the following list:

Note: Students who plan to teach Grade 11 Chemistry or Physics should select the maximum 15 credits from this list:

CHEM 222	(4)	Introductory Organic Chemistry 2
CHEM 267	(3)	Introductory Chemical Analysis
CHEM 273	(3)	Introductory Physical Chemistry 2: Kinetics and Methods
CHEM 302	(3)	Introductory Organic Chemistry 3

CHEM 319	(3)	Chemistry of Energy, Storage and Utilization
CHEM 381	(3)	Inorganic Chemistry 2
CHEM 392	(3)	Integrated Inorganic/Organic Laboratory
MATH 222	(3)	Calculus 3
PHYS 224	(3)	Physics of Music
PHYS 230	(3)	Dynamics of Simple Systems
PHYS 232	(3)	Heat and Waves
PHYS 241	(3)	Signal Processing
PHYS 242	(2)	Electricity and Magnetism
PHYS 257	(3)	Experimental Methods 1
PHYS 258	(3)	Experimental Methods 2
PHYS 271	(3)	Introduction to Quantum Physics
PHYS 328	(3)	Electronics
PHYS 331	(3)	Topics in Classical Mechanics
PHYS 333	(3)	Thermal and Statistical Physics
PHYS 339	(3)	Measurements Laboratory in General Physics
PHYS 340	(3)	Majors Electricity and Magnetism
PHYS 342	(3)	Majors Electromagnetic Waves
PHYS 432	(3)	Physics of Fluids
PHYS 434	(3)	Optics
PHYS 439	(3)	Majors Laboratory in Modern Physics
PHYS 446	(3)	Majors Quantum Physics
PHYS 447	(3)	Applications of Quantum Mechanics

The Technological World

Students select a minimum of 3 credits to a maximum of 12 credits from the following list:

COMP 102*	(3)	Computers and Computing
COMP 202**	(3)	Foundations of Programming
COMP 206	(3)	Introduction to Software Systems
COMP 280*	(3)	History and Philosophy of Computing
COMP 364	(3)	Computer Tools for Life Sciences
MATH 204	(3)	Principles of Statistics 2

* Note: Students may take either COMP 102 or COMP 280, but not both.

** Note: Credit will not be given for COMP 102 if it is taken concurrently with or after COMP 202.

Elective Courses (6 credits)

8.2.10 Concurrent Bachelor of Music (B.Mus.) - Major Music Education and Bachelor of Education (B.Ed.) - Music Elementary and Secondary (137 credits)

The Concurrent B.Mus./B.Ed. combines the Bachelor of Music (Major Music Education) with the Bachelor of Education (Music Elementary and Secondary). Requirements are normally completed in five years and lead to certification as a school teacher in the Province of Quebec. Out-of-province students (or those without Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the Concurrent program) are required to complete 170 credits, normally in six years.

Applicants who already hold a Bachelor of Music degree from a North American university should apply directly to the Bachelor of Education in Music Elementary and Secondary (B.Ed. Music) program offered by the Faculty of Education <https://www.mcgill.ca/dise/progs/music>.

Notes:

1. Students majoring in Music Education in the jazz stream may take Jazz Arranging 1 (MUJZ 260) with the permission of the instructor, per available space in the course, and if they have the prerequisite, MUJZ 161. Alternatively, they may be asked to register for a different jazz stream course upon the recommendation of the Jazz Area Chair and/or the Music Education Area Chair.

2. In addition to meeting prerequisites/co-requisites for MUCO 230 or MUCO 261, students must obtain the relevant instructor's permission, per available space in the course, prior to registration. MUCO 260 is waived as a prerequisite for MUCO 230.

The B.Mus. Major Music Education program in the Schulich School of Music focuses on the development of prospective music educators as musicians. This is achieved both through core music history, theory, musicianship, and performance courses, as well as through different instrumental, vocal, and conducting techniques courses. Laboratory experiences provide an opportunity to develop facility with basic music rehearsing/teaching techniques, with emphasis on the ability to diagnose and correct technical and musical problems. The B.Ed. Music Elementary and Secondary program in the Faculty of Education focuses on the development of the musicians as educators. This is achieved through courses in educational foundations, music pedagogy, pedagogical support, and a practicum component comprised of four field experiences and supporting professional seminars.

The components of the 137-credit Concurrent Bachelor of Music - Major Music Education and Bachelor of Education - Music Elementary and Secondary (excluding the 33-credit Freshman Program) are as follows:

58 credits in Education

71 credits in Music

8 free elective credits

Program Prerequisites - Freshman Program

33 credits

Prerequisite Courses

33 credits distributed as follows:

4 credits (2 credits per term) Basic Ensemble Training

6 credits of Non-Music Electives

and 23 credits in the following course list:

Students who can demonstrate through auditions and placement tests that they have mastered the material in any of the courses below will be exempt from them and may proceed to more advanced courses. First-year students enrolled in the Bachelor of Music program who have completed the Quebec Diploma of Collegial Studies (Diplôme d'études collégiales) in a Music concentration or equivalent, or students transferring from other universities or colleges, who have successfully completed a course in the history of Western music, will be exempted from the first-year Western Musical Traditions requirement (MUHL

21 credits of complementary Music courses distributed as follows:

9 credits of Music Education

2 credits of Musicianship

6 credits of Music History

4 credits of Performance

Music Education

3 credits, one of:

MUIT 201	(3)	String Techniques
MUIT 250	(3)	Guitar Techniques

3 credits, one of:

MUCT 315	(3)	Choral Conducting 1
MUIT 315	(3)	Instrumental Conducting

3 credits, select EDEA 362 or any course with a prefix of MUIT or MUGT.

EDEA 362	(3)	Movement, Music and Communication
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Musicianship

2 credits from:

MUSP 324	(2)	Musicianship for Strings
MUSP 330	(2)	Musicianship for Woodwinds
MUSP 335	(2)	Musicianship for Brass
MUSP 346	(2)	Post-Tonal Musicianship
MUSP 350	(2)	Musicianship for Pianists
MUSP 353	(2)	Musicianship for Voice
MUSP 354	(2)	Introduction to Improvisation and Ornammentation
MUSP 355	(2)	Musicianship for Percussion
MUSP 381	(2)	Singing Renaissance Notation

Music History

6 credits of courses with a MUHL or a MUPP prefix

Performance

4 credits from:

MUEN 563	(2)	Jazz Vocal Workshop
MUEN 572	(2)	Cappella Antica
MUEN 573	(2)	Baroque Orchestra
MUEN 587	(2)	Cappella McGill
MUEN 590	(2)	McGill Wind Orchestra
MUEN 592	(2)	Chamber Jazz Ensemble
MUEN 593	(2)	Choral Ensembles
MUEN 594	(2)	Contemporary Music Ensemble

MUEN 595	(2)	Jazz Ensembles
MUEN 597	(2)	McGill Symphony Orchestra

Electives (8 credits)

8 credits of free electives

Required Education Courses (43 credits)

EDEA 206	(1)	1st Year Professional Seminar
EDEA 407	(3)	Final Year Professional Seminar Music
EDEA 442	(3)	Methods in Music Education 1
EDEA 472	(3)	Methods in Music Education 2
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDES 350	(3)	Classroom Practices
EDFE 205	(2)	First Field Experience (Music)
EDFE 208	(3)	Second Field Experience (Music)
EDFE 308	(8)	Third Field Experience (Music)
EDFE 407	(7)	Fourth Field Experience (Music)

EDEE 355	(3)	Classroom-based Evaluation
EDPE 304	(3)	Measurement and Evaluation

8.2.10.1 Admissions to the Concurrent B.Mus. (Major Music Education) and B.Ed. in Music Program

Applicants without a completed Bachelor of Music degree who wish to pursue a teacher education degree specializing in Music should apply to the Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program. Students who hav

In addition, in consultation with the Program Adviser

EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (15 credits)

15 credits of courses selected as described below:

Equity Education

3 credits from:

EDEC 248	(3)	Equity and Education
EDEC 249	(3)	Global Education and Social Justice

Philosophy of Education

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

Ethics, Values, or Religion

Revision, May 2018. Start of revision.

3 credits from:

EDER 309	(3)	The Religious Quest
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 208	(3)	World Religions and Cultures They Create
RELG 341	(3)	Introduction: Philosophy of Religion

Revision, May 2018. End of revision.

Kindergarten and Elementary Teaching Methods - Art, Drama, or Music

3-6 credits from:

EDEA 332	(3)	Art Curriculum and Instruction - Elementary
EDEA 342	(3)	Curriculum and Instruction in Drama Education
EDEA 345	(3)	Music Curriculum and Instruction for Generalists

Kindergarten & Elementary Teaching Methods - Physical Education or English Second Language

0-3 credits from:

Students may select both their Methods courses from the list above for Art, Drama, or Music.

* Note: Courses marked with an asterisk ("*") have EDSL 350 "Essentials of English Grammar" as a prerequisite.

EDKP 332	(3)	Physical Education Curriculum and Instruction
EDSL 330*	(3)	Literacy 1: Teaching Reading in ESL
EDSL 447*	(3)	Methods in TESL 1

Kindergarten & Elementary Education - Subject Areas (18 credits)

18 credits selected in consultation with the Program Adviser as follows:

9 credits in "teachable" subject area courses of the elementary school curriculum from the lists below for Art, English, Ethics and Religious Culture, French, Mathematics, Music, Natural Sciences, Physical Education, and Social Studies.

And

9 credits, 3 credits from each of any three subject areas not chosen above.

No more than 9 credits may be selected from any single course list.

Art

Students may select up to 9 credits from this list and from Art History (ARTH) courses.

EDEA 204	(3)	Drawing
EDEA 205	(3)	Painting 2
EDEA 241	(3)	Basic Art Media for Classroom
EDEA 296	(3)	Basic Design
EDEA 304	(3)	Painting 3
EDEA 305	(3)	Painting 4
EDEA 307	(3)	Drawing 2
EDEA 410	(3)	Aesthetics and Art for the Classroom
EDEA 496	(3)	Sculpture 1
EDEA 497	(3)	Sculpture 2

English

Students may select up to 9 credits from this list.

CLAS 203	(3)	Greek Mythology
COMS 200	(3)	History of Communication
COMS 210	(3)	Introduction to Communication Studies
COMS 300	(3)	Media and Modernity in the 20th Century
COMS 310	(3)	Media and Feminist Studies
COMS 320	(3)	Media and Empire
COMS 330	(3)	Media in Cultural Life
	(3)	Children's Literature

ENGL 345	(3)	Literature and Society
ENGL 347	(3)	Great Writings of Europe 1
ENGL 349	(3)	English Literature and Folklore 1
ENGL 386	(3)	Fans, Celebrities, Audiences
ENGL 388	(3)	Studies in Popular Culture
LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics

Ethics and Religious Culture

Students may select up to 9 credits from this list. Students may also choose other Religious Studies (RELG) courses with the permission of the Program Adviser.

* Note: Courses marked with an asterisk ("*") may be used as Ethics and Religious Culture courses or as Social Studies.

EDER 209	(3)	Search for Authenticity
EDER 252	(3)	Understanding and Teaching Jewish Life
EDER 309	(3)	The Religious Quest
EDER 394	(3)	Philosophy of God
EDER 395	(3)	Moral Values and Human Action
EDER 461	(3)	Society and Change
EDER 473	(3)	Living with Insight
EDER 494	(3)	Human Rights and Ethics in Practice
GSFS 200*	(3)	Feminist and Social Justice Studies
JWST 211	(3)	Jewish Studies 1: Biblical Period
JWST 240*	(3)	The Holocaust
PHIL 200	(3)	Introduction to Philosophy 1
PHIL 230	(3)	Introduction to Moral Philosophy 1
PHIL 237	(3)	Contemporary Moral Issues
RELG 203	(3)	Bible and Western Culture
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism
RELG 253	(3)	Religions of East Asia
RELG 256	(3)	Women in Judaism and Islam
RELG 270	(3)	Religious Ethics and the Environment
RELG 271	(3)	Sexual Ethics

French

Students may choose up to 9 credits of French as a Second Language (FRSL) courses and/or French (FREN) courses and/or:

EDSL 341	(3)	Littérature et littérature jeunesse en FLS
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Mathematics

Students may choose up to 9 credits of Mathematics (MATH) courses at the 200 level or higher.

Note: Students admitted with CEGEP mathematics (or equivalent) may not take MATH 111 for credit. MATH 111 is a recommended course for Freshman students.

MATH 111 (3) Mathematics for Education Students

Music

Students may choose up to 9 credits from this list. Students may also select any Music course with the MUGT, MUHL, MUIT, or MUCT subject codes.

With the permission of the Program Adviser, students without a formal music background may choose courses with the MUAR subject code.

* Note: Courses marked with a single asterisk ("*") require permission from the Schulich School of Music to register.

EDEA 341	(3)	Listening for Learning
EDEA 352	(3)	Music Listening in Education
EDEA 362	(3)	Movement, Music and Communication
MUJZ 160*	(3)	Jazz Materials 1
MUJZ 161*	(3)	Jazz Materials 2

Natural Sciences

Students may choose up to 9 credits from this list.

ATOC 181	(3)	Introduction to Atmospheric Science
ATOC 182	(3)	Introduction to Oceanic Sciences
ATOC 184	(3)	Science of Storms
ATOC 185	(3)	Natural Disasters
BIOL 115	(3)	Essential Biology
CHEM 180	(3)	World of Chemistry: Environment
CHEM 181	(3)	World of Chemistry: Food
CHEM 182	(3)	World of Chemistry: Technology
CHEM 183	(3)	World of Chemistry: Drugs
EDEC 374	(3)	Education and the Environment
EDEE 473	(3)	Ecological Studies
EPSC 180	(3)	The Terrestrial Planets
EPSC 181	(3)	Environmental Geology
EPSC 185	(3)	Natural Disasters
EPSC 201	(3)	Understanding Planet Earth
PHYS 180	(3)	Space, Time and Matter
PHYS 181	(3)	Everyday Physics
PHYS 182	(3)	Our Evolving Universe
PHYS 183	(3)	The Milky Way Inside and Out

Physical Education

Students may take up to 9 credits of Physical Education (EDKP) courses from the list with the permission of the Department of Kinesiology and Physical Education.

* Note: EDKP 292 is available as an academic Physical Education course. All other EDKP courses are restricted.

EDKP 204	(3)	Health Education
EDKP 208	(3)	Biomechanics and Motor Learning
EDKP 261	(3)	Motor Development
EDKP 292*	(3)	Nutrition and Wellness
EDKP 498	(3)	Sport Psychology

Social Studies

Students may take up to 9 credits from this list below which represents a balance of History (HIST), Geography (GEOG), and Citizenship courses offered by several departments. Anthropology (ANTH) and Sociology (SOCL) courses not on the list below may not be counted as Social Studies courses in the program requirements. Students may take them as electives only.

Students may select additional History courses as follows:

Any 3 credits in European History

Any 3 credits in Asian, African, or Latin American History

Any 3 credits in any topic or field of history

* Note: Courses marked with an asterisk ("*") may be used as Ethics and Religious Culture or Social Studies courses.

ANTH 202	(3)	Socio-Cultural Anthropology
CANS 200	(3)	Introduction to the Study of Canada

EDEC 215	(0)	English Exam for Teacher Certification
EDEC 216	(0)	Indigenous Language Requirement
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 342	(3)	Intermediate Indigenous Language
EDEC 344	(3)	Advanced Indigenous Language
EDEC 405	(3)	Fourth Year Professional Seminar (K/Elem)
EDEC 591	(3)	Cultural Values and Socialization
EDEE 223	(3)	Language Arts
EDEE 230	(3)	Elementary School Mathematics 1
EDEE 253	(3)	Kindergarten Classroom Pedagogy
EDEE 260	(3)	Reading Methods - Kindergarten/Elementary
EDEE 270	(3)	Elementary School Science
EDEE 273	(3)	Elementary School Science 2
EDEE 280	(3)	Geography, History and Citizenship Education
EDEE 283	(3)	Social Studies Pedagogy
EDEE 325	(3)	Children's Literature
EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDEE 355	(3)	Classroom-based Evaluation
EDER 309	(3)	The Religious Quest
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDFE 406	(7)	Fourth Field Experience (K/Elem)
EDKP 241	(3)	Indigenous Physical Activities
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools
EDSL 247	(3)	Second Language Education in Indigenous Communities
EDSL 300	(3)	Foundations of L2 Education

Complementary Courses (9 credits)

9 credits of courses selected as described below.

Language - Complementary Component

6 credits from the following language courses chosen according to language group and fluency:

Algonquin

EDEC 270	(3)	Algonquin Heritage Language 1
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EDEC 271	(3)	Algonquin Heritage Language 2
EDEC 272	(3)	Algonquin Language 1
EDEC 273	(3)	Algonquin Language 2

Cree

EDEC 241	(3)	Cree Language 1
EDEC 242	(3)	Cree Language 2

Inuktitut

EDEC 289	(3)	Inuktitut Orthography and Grammar
EDEC 403	(3)	The Dialects of Inuktitut

Mi'gmaq

EDEC 237	(3)	Mi'gmaq Heritage Language 1
EDEC 238	(3)	Mi'gmaq Heritage Language 2
EDEC 239	(3)	Mi'gmaq Language 1
EDEC 240	(3)	Mi'gmaq Language 2

Mohawk

EDEC 275	(3)	Mohawk Heritage Language 1
EDEC 276	(3)	Mohawk Heritage Language 2
EDEC 277	(3)	Mohawk Language 1
EDEC 278	(3)	Mohawk Language 2

Naskapi

EDEC 227	(3)	Naskapi Language 1
EDEC 228	(3)	Naskapi Language 2

Education - Complementary Component

3 credits from:

EDEC 233	(3)	Indigenous Education
EDEC 248	(3)	Equity and Education
EDEC 249	(3)	Global Education and Social Justice
EDEM 502n4186uacmar	(3)	Indigenous Family Dynamics and Supporting Institutions

EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDEE 355	(3)	Classroom-based Evaluation
EDER 320	(3)	Visions and Realities of Jewish Education
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDFE 406	(7)	Fourth Field Experience (K/Elem)
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools
		Jewish Studies 1: BibleadgF

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8.2.14 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Pédagogie de l'Immersion Française (120 credits)

The Kindergarten and Elementary Pédagogie de l'Immersion Franç

EDSL 341 (3) Littératie et littérature jeunesse en FLS

Kindergarten and Elementary Teaching Methods

EDSL 345 (3) Enseignement du FLS-immersion

EDSL 444 (3) Laboratoire d'enseignement en français langue seconde

* Students must register in the sections designated as 'Bilingual section'.

** Note: At least one of these Field Experiences must be completed in a French immersion setting.

Complementary Courses (15 credits)

15 credits selected as described below:

Equity Education

3 credits from:

EDEC 248 (3) Equity and Education

EDEC 249 (3) Global Education and Social Justice

Philosophy of Education

3 credits from:

EDEC 260 (3) Philosophical Foundations

EDEC 261 (3) Philosophy of Catholic Education

Ethics and Religious Culture

Revision, May 2018. Start of revision.

3 credits from:

EDER 309 (3) The Religious Quest

RELG 204 (3) Judaism, Christianity and Islam

RELG 207 (3) Introduction to the Study of Religions

RELG 208 (3) World Religions and Cultures They Create

RELG 341 (3) Introduction: Philosophy of Religion

Revision, May 2018. End of revision.

French

6 credits selected from courses with a FREN or FRSL (400 level, except 407 or 408) prefix QCST 336 or POLI 336, in consultation with an adviser and in keeping with individual student's French background.

Elective Courses (6 credits)

The following courses are suggested:

EDEA 332 (3) Art Curriculum and Instruction - Elementary

EDEA 342 (3) Curriculum and Instruction in Drama Education

EDEA 345 (3) Music Curriculum and Instruction for Generalists

EDEE 325 (3) Children's Literature

EDKP 332 (3) Physical Education Curriculum and Instruction

MATH 111 (3) Mathematics for Education Students

8.2.15 Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary (120 credits)

The Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary program requires 120 credits and leads to teacher certification. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the B.Ed. must also complete a minimum of 30 credits of Freshman courses (in addition to the 120-credit program) for a total of 150 credits.

The program includes studies in language and language learning from linguistic, literary, social, cultural, and psychological perspectives, accompanied by field experiences. It prepares students to teach English as a Second Language (ESL) at both the elementary school level (including regular and intensive ESL) and the secondary school level (including regular ESL and ESLA - English Second Language Arts), and provides a base for adult and other ESL teaching.

Please note that graduates of teacher education programs are recommended by the University for Quebec certification to the Ministry (Education). For more information about teacher certification in Quebec, please refer to the Faculty of Education section under "Overview of Faculty Programs", "Undergraduate Education Programs", and "Quebec Teacher Certification".

The Department is committed to supporting students in the development and creation of their individual professional portfolios throughout their program.

Freshman Program

Students normally complete 30 credits in their Freshman (U0) year.

The Freshman year is the time to take introductory-level courses in the subject field, as well as to explore areas that are not normally taken as academic subjects within B.Ed. programs (e.g., Sociology, Psychology, Political Science, etc.). Students should also investigate the possibility of taking one of the First Year Seminar courses offered by the Faculty of Arts or the Faculty of Science.

In consultation with the Program Adviser, students may select courses from the recommended course list below or other courses. Included in the list are several French Second Language (FRSL) courses for which placement tests are required to determine the appropriate level. In Quebec, ESL is taught within the French school system. Thus, proficiency in French is an asset for student teaching placements, and is a requirement for employment in Quebec.

To ensure that students are able to function effectively

EDFE 209	(2)	First Field Experience (TESL)
EDFE 255	(3)	Second Field Experience (TESL)
EDFE 359	(8)	Third Field Experience (TESL)

F

LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics

12 credits of English and other complementary courses distributed as follows:

6-9 credits of English (ENGL) courses

And

3-6 credits of other complementary courses including

Foreign language courses (0-6 credits)

Other Complementary courses (0-6 credits)

Electives (6 credits)

6 credits

8.2.16 Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary:Teaching Greek Language & Culture (120 credits)

This program requires 120 credits and leads to teacher certification. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the B.Ed. must also complete a minimum of 30 credits of Freshman courses (in addition to the 120-credit program) for a total of 150 credits.

The program includes studies in language and language learning from linguistic, literary, social, cultural, and psychological perspectives, accompanied by field experiences. It prepares students to teach English as a Second Language (ESL) at both the elementary school level (including regular and intensive ESL) and the secondary school level (including regular ESL and ESLA - English Second Language Arts), and provides a base for adult and other ESL teaching. This program also prepares students to teach in Hellenic school settings. Students are encouraged to participate in a 'study away' semester in Greece.

Please note that graduates of teacher education programs are recommended by the University for Quebec certification to the Ministry (Education). For more information about teacher certification in Quebec, please refer to the Faculty of Education section under "Overview of Faculty Programs", "Undergraduate Education Programs", and "Quebec Teacher Certification".

The Department is committed to supporting students in the development and creation of their individual professional portfolios throughout their program.

Additional Entrance and Language Requirements

All applicants must pass the English Language Proficiency Test (ELPT) set by the Department of Integrated Studies in Education and pass a Greek language proficiency test set by the Department of Classical Studies prior to being offered admission. Eligible applicants will be contacted by email with information on how to register for these two tests.

Freshman Program

Students normally complete 30 credits in their Freshman (U0) year.

The Freshman year is the time to take introductory-level courses in the subject field, as well as to explore areas that are not normally taken as academic subjects within B.Ed. programs (e.g., Sociology, Psychology, Political Science, etc.). Students should also investigate the possibility of taking one of the First Year Seminar courses offered by the Faculty of Arts or the Faculty of Science.

In consultation with the Program Adviser, students may select courses from the recommended course list below or other courses. Included in the list are several French Second Language (FRSL) courses for which placement tests are required to determine the appropriate level. In Quebec, ESL is taught within the French school system. Thus, proficiency in French is an asset for student teaching placements, and is a requirement for employment in Quebec.

To ensure that students are able to function effectively in French in the French school setting, EDSL 215 - Effective Communication in French (placement test required) is a required course in the TESL program. This course is offered in alternate years and must be taken in students' first or second year of their program. Students may need to take prerequisite FRSL courses prior to taking EDSL 215. If so, the Freshman year is an ideal time in which to do so.

Other language courses (selected from CLAS Greek/Latin; EAST Korean/Chinese/Japanese; GERM German; HISP Spanish, ISLA Arabic; ITAL Italian; RUSS Russian/Polish) are also good choices for the Freshman year.

EDEC 203	(3)	Communication in Education
EDEE 325	(3)	Children's Literature
EDEM 220	(3)	Contemporary Issues in Education
ENGL 201	(3)	Survey of English Literature 2
FRSL 101	(3)	Beginners French 1
FRSL 102	(3)	Beginners French 2
FRSL 207D1	(3)	Elementary French 01

FRSL 207D2	(3)	Elementary French 01
FRSL 211D1	(3)	Oral and Written French 1
FRSL 211D2	(3)	Oral and Written French 1
LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics

Required Courses (90 credits)

CLAS 336*	(3)	Modern Greek Literature
EDEC 203	(3)	Communication in Education
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 262	(3)	Media, Technology and Education
EDES 350	(3)	Classroom Practices
EDFE 209	(2)	First Field Experience (TESL)
EDFE 255	(3)	Second Field Experience (TESL)
EDFE 359**	(8)	Third Field Experience (TESL)
EDFE 459**	(7)	Fourth Field Experience (TESL)
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools
EDSL 210	(1)	First Professional Seminar

Ef

3 credits from:

- | | | |
|----------|-----|-------------------------------------|
| EDEC 248 | (3) | Equity and Education |
| EDEC 249 | (3) | Global Education and Social Justice |

3 credits from:

- | | | |
|----------|-----|----------------------------------|
| EDEC 260 | (3) | Philosophical Foundations |
| EDEC 261 | (3) | Philosophy of Catholic Education |

3 credits from:

- | | | |
|----------|-----|---|
| EDEA 332 | (3) | Art Curriculum and Instruction - Elementary |
|----------|-----|---|

PHIL 353	(3)	The Presocratic Philosophers
PHIL 355	(3)	Aristotle
PHIL 452	(3)	Later Greek Philosophy
PHIL 454	(3)	Ancient Moral Theory
	(3)	Western Political Theory 1

EDEC 270	(3)	Algonquin Heritage Language 1
EDEC 271	(3)	Algonquin Heritage Language 2
EDEC 272	(3)	Algonquin Language 1
EDEC 273	(3)	Algonquin Language 2

Cree

EDEC 24m(Cree Language 1) 1 67.52 645.1.001 Cree Language 1

EDEE 223	(3)	Language Arts
EDEE 230	(3)	Elementary School Mathematics 1
EDEE 245	(3)	Orientation to Education
EDEE 248	(3)	Reading and Writing Inuktitut/Cree Kinderg

EDEA 246	(3)	Cultural Skills - Spring
EDEA 247	(3)	Cultural Skills - Summer
EDEC 263	(3)	Information Communication Technology in Indigenous Literacy
EDEC 342	(3)	Intermediate Indigenous Language
EDEC 344	(3)	Advanced Indigenous Language
EDEE 230	(3)	Elementary School Mathematics 1
EDEE 245	(3)	Orientation to Education
EDEE 248	(3)	Reading and Writing Inuktitut/Cree
EDEE 270	(3)	Elementary School Science
EDEE 283	(3)	Social Studies Pedagogy
EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 347	(3)	Grammar and Composition 1
EDEE 348	(3)	Grammar and Composition 2
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDEE 355	(3)	Classroom-based Evaluation
EDEE 370	(3)	Traditional Indigenous Life Skills
EDEE 371	(3)	Integrating Indigenous Storytelling and Creative Writing
EDEE 373	(3)	Traditional Healing
EDEE 383	(3)	Oral and Family History
EDKP 241	(3)	Indigenous Physical Activities

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

Those intending to complete the program offered in cooperation with the Kativik Ilisarniliriniq must be fluent and literate in Inuktitut/Inuinnaqtun. Fluency in Algonquin, Cree, Mi'kmaq, Mohawk, or Naskapi is not a condition for acceptance for applicants from these communities, but is considered an asset. Courses are available in some of these languages for those teaching in immersion classes and other teaching situations where a knowledge of the first language is essential.

EDEC 227	(3)	Naskapi Language 1
EDEC 228	(3)	Naskapi Language 2
EDEC 239	(3)	Mi'gmaq Language 1
EDEC 240	(3)	Mi'gmaq Language 2
EDEC 241	(3)	Cree Language 1
EDEC 242	(3)	Cree Language 2
EDEC 272	(3)	Algonquin Language 1
EDEC 273	(3)	Algonquin Language 2
EDEC 277	(3)	Mohawk Language 1
EDEC 278	(3)	Mohawk Language 2
EDEC 289	(3)	Inuktitut Orthography and Grammar

Education Courses

12 credits from the list below:

EDEA 242	(3)	Cultural Skills 1
EDEC 220	(3)	Curriculum Development
EDEC 403	(3)	The Dialects of Inuktitut
EDEE 223	(3)	Language Arts
EDEE 240	(3)	Use and Adaptation of Curricula
EDEE 243	(3)	Reading Methods in Inuktitut/Cree
EDEE 248	(3)	Reading and Writing Inuktitut/Cree
EDEE 345	(3)	Literature and Creative Writing 1
EDEE 346	(3)	Literature and Creative Writing 2
EDEE 347	(3)	Grammar and Composition 1
EDEE 348	(3)	Grammar and Composition 2
EDEE 373	(3)	Traditional Healing
EDEE 383	(3)	Oral and Family History
EDES 365	(3)	Experiences in Communications
EDPE 304	(3)	Measurement and Evaluation

Electives (6 credits)

6 credits of suitable courses approved by the Director of Programs in First Nations and Inuit Education.

8.3.2.1 Admission to the Certificate in Indigenous Language and Literacy Education

Students admitted to this program will be recommended by their communities. If the program is used for professional development, students will be Indigenous teachers employed in local schools. They must be mature students, or hold a Secondary V diploma or equivalent. The right of final decision for acceptance of candidates rests with McGill.

8.3.3 Certificate (Cert.) Middle School Education in Indigenous Communities (30 credits)

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

Required Courses (15 credits)

EDEC 311	(6)	Resource Management
EDEC 312	(3)	Practicum in Educational Leadership
EDEM 502	(3)	Indigenous Family Dynamics and Supporting Institutions

Complementary Courses (12 credits)

12 credits from the list below or any other course approved by the Director of Programs in First Nations and Inuit Education.

EDEC 230	(3)	Conflict Resolution
EDEC 233	(3)	Indigenous Education
EDEC 244	(3)	Issues in Aboriginal Education
EDEC 262	(3)	Media, Technology and Education
EDEE 245	(3)	Orientation to Education
EDEE 340	(3)	Special Topics: Cultural Issues
EDES 365	(3)	Experiences in Communications

8.3.4.1 Admission to the Certificate in First Nations and Inuit Educational Leadership

Students admitted to this program will be recommended by their communities. They must be mature students (21 years of age), or hold a Secondary V diploma or equivalent. Students must speak, read, and write fluently the language of instruction as agreed upon between the unit and the Indigenous School Board or Education Centre. For Nunavik applicants, students must have experience in a Nunavik educational or community organization. The right of final decision for acceptance of candidates rests with McGill.

8.3.5 Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits)

This 90-credit program is designed for teachers who are already certified to teach in elementary schools and who wish to earn a Bachelor of Education degree. 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, Second Language T

8.3.5.1 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 the field-based program. The right of final decision for acceptance of candidates rests with McGill.

8.3.6 Certificate (Cert.) First Nations and Inuit Student Personnel Services (30 credits)

This program is offered by the Department of Educational and Counselling Psychology through First Nations and Inuit Education.

This 30-credit program is designed to provide Indigenous school personnel advisers with a training program that will enable them to learn about the principles and practice of personnel services as generally applied in educational settings, to help Indigenous student personnel advisers develop their personal skills, and to modify or adapt their services and the content to best suit the cultural and educational needs of Indigenous students; to encourage Indigenous student personnel advisers to take leadership in developing educational programs that address the social needs of their communities, to upgrade their academic qualifications and professional development; and to develop and make available, in English and in the languages of instruction, collections of professional and scholarly knowledge about students' needs, and services in Indigenous communities.

Bearers of this certificate will be qualified to work as educational and school personnel advisers within the employ of an Indigenous educational authority.

Required Courses (21 credits)

EDPC 201	(3)	Introduction to Student Advising
EDPC 202	(3)	Helping Skills Practicum 1
EDPC 203	(3)	Helping Skills Practicum 2
EDPC 205	(3)	Career/Occupational Development
EDPC 208	(3)	Native Families' Dynamics
EDPC 209	(3)	Basic Crisis Intervention Skills
EDPC 210	(3)	Field Experience

Complementary Courses (9 credits)

9 credits selected from the list below or any other suitable course approved by the Program Adviser.

Registration in EDEM 502, 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 through an arrangement made with that department or program. The Program Adviser will attempt to make these contacts whenever required.

EDEM 502	(3)	Indigenous Family Dynamics and Supporting Institutions
EDKP 204	(3)	Health Education
EDPI 211	(3)	Social and Emotional Development

8.3.6.1 Admission to Certificate in First Nations and Inuit Student Personnel Services

Admission Requirements

- Fluently speak, read, and write the language of instruction as agreed upon between the *Office of First Nations and Inuit Education* and the Indigenous School Board or Education authority.
- Hold a student adviser position in an Indigenous community. This may be a new appointment concurrent with registration in the program. The position must be sufficient to meet the practicum requirements of the program.
- Be recommended by the local education authority.
- Be at least 21 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).
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8.4 Kinesiology and Physical Education

8.4.1 Location

Kinesiology and Physical Education, Faculty of Education

Currie Gym
475 Pine Avenue West, 2nd floor
Montreal QC H2W 1S4
Telephone: 514-398-4184
Fax: 514-398-4186
Email: kin.physed@mcgill.ca
Website: www.mcgill.ca/edu-kpe

8.4.2 About the Department of Kinesiology and Physical Education

The Department of Kinesiology and Physical Education offers one program leading to a **B.Ed.** degree, two programs leading to a **B.Sc.** degree, a **Minor** in Kinesiology for Science students, and a **Minor** in Entrepreneurship in collaboration with the Faculty of Management. For more information, please visit the website's [Undergraduate Program Information](#) section.

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 on these programs, please visit the website's [Graduate Program Information](#) section.

8.4.3 Kinesiology and Physical Education Faculty

Chair

Julie Côté

Director of Undergraduate Programs

Gordon Bloom

Graduate Program Director

David Pearsall

Assistant Professors

Lee Schaefer; B.Ed.(Regina), M.Ed., Ph.D.(Alta.)

Shane Sweet; B.A., Ph.D.(Ott.)

Charlotte Usselman; B.Sc.(Hons.)(Brock), M.Sc., Ph.D.(Western)

Faculty Lecturer

Celena Scheede-Bergdahl; B.Sc.(C'dia), M.Sc.(Montr.), Ph.D.(Copen.)

Adjunct Professors

Lymperis Koziris; M.A.(McG.), Ph.D.(Penn. St.)

Ruddy Richard; M.D.(Strasbourg I), Ph.D.(Paris V)

Catherine M. Sabiston; B.Sc.K.(Dal.), M.H.K.(Windsor), Ph.D.(Br. Col.)

Associate Members

Susan Bartlett; B.A.(Conc.), M.Ed.(McG.), Ph.D.(Syrac.)

Jean Bourbeau; M.D.(Laval)

Robert Thomas Jagoe; B.A.(Camb.), M.B., B.Chir., M.R.C.P.(UK), C.C.S.T. (Resp. and General (Internal Med.)), Ph.D.(Newcastle, UK), F.R.C.P.

Jose Morais; M.D.(Montr.)

Shawn Robbins; M.Sc., Ph.D.(Western)

Benjamin Smith; M.D., Ph.D.(McG.)

Timothy H. Wideman; Ph.D.(McG.)

8.4.4 Bachelor of Education (B.Ed.) - Physical and Health Education (120 credits)

The Bachelor of Education (B.Ed.) - Physical and Health Education is a 120-credit program leading to teacher certification. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the B.Ed. must also complete a minimum of 30 credits of Freshman courses (in addition to the 120 credit program) for a total of 150 credits.

The Physical and Health Education program prepares students to teach physical and health education at the elementary and secondary levels. In a unique structure interweaving academic studies, professional course work, and teaching practices over the course of study, students are rapidly given the opportunity to assume a teaching role; the extent of teaching involvement and expectations progressively building on additional academic and professional courses.

Please note that graduates of teacher education programs are recommended by the University for Quebec certification to the Quebec Ministère de l'Éducation, du Loisir et du Sport (MELS). For more information about teacher certification in Quebec, please refer to the Faculty of Education section under "Overview of Faculty Programs", "Undergraduate Education Programs", and "Quebec Teacher Certification".

Freshman Program

Freshman students are required to complete 30 credits of introductory (100- or 200-level) courses. Students will not be granted permission to take first-year (U1) courses if the credits from the Freshman year have not been obtained. For students considering a second teachable subject, the following areas are recommended: history, geography, English, or mathematics.

From the "Required Courses" list, Freshman students take the 0-credit course EDEC 215 English Language Requirement. In addition, in consultation with the Program Adviser, students may select courses from the recommended course list below or other courses.

CEAP 250	(3)	Research Essay & Rhetoric
EDEC 202	(3)	Effective Communication
EDEM 220	(3)	Contemporary Issues in Education

Required Courses (99 credits)

EDFE 373	(3)	Second Field Experience (Physical Education)
EDFE 380	(7)	Third Field Experience (Physical Education)
EDFE 480	(7)	Fourth Field Experience (Physical Education)
EDKP 100	(3)	Introduction to Physical and Health Education in Quebec
EDKP 200	(1)	Weight Training
EDKP 204	(3)	Health Education
EDKP 208	(3)	Biomechanics and Motor Learning
EDKP 213	(1)	Aquatics
EDKP 214	(2)	Basketball
EDKP 215	(0)	Standard First Aid/Cardio-Pulmonary Resuscitation Level C
EDKP 217	(2)	Track & Field / Cross Country
EDKP 218	(2)	Volleyball
EDKP 223	(2)	Games: Principles and Practice 1
EDKP 225	(2)	Games: Principles and Practice 2
EDKP 231	(1)	Martial Arts
EDKP 233	(2)	Soccer
EDKP 252	(2)	Racquet Sports
EDKP 253	(2)	Movement Education
EDKP 261	(3)	Motor Development
EDKP 292	(3)	Nutrition and Wellness
EDKP 293	(3)	Anatomy and Physiology
EDKP 307	(3)	Evaluation in Physical Education
EDKP 330	(3)	Physical Activity and Health
EDKP 342	(3)	Physical Education Methods
EDKP 391	(3)	Physiology in Sport and Exercise
EDKP 394	(3)	Historical Perspectives
EDKP 396	(3)	Adapted Physical Activity
EDKP 442	(3)	Physical Education Pedagogy
EDKP 443	(3)	Research Methods
EDKP 448	(3)	Exercise and Health Psychology
EDKP 494	(3)	Physical Education Curriculum Development
EDKP 498	(3)	Sport Psychology
EDPE 300	(3)	Educational Psychology

Complementary Courses (6 credits)

6 credits selected as specified below:

Multicultural Education

3 credits from:

EDEC 233	(3)	Indigenous Education
EDEC 248	(3)	Equity and Education
EDEC 249	(3)	Global Education and Social Justice

Media, Technology, Computers and Education

3 credits from:

EDEC 262	(3)	Media, Technology and Education
EDPT 200	(3)	Integrating Educational Technology in Classrooms
EDPT 204	(3)	Creating and Using Media for Learning

Electives (15 credits)

15 credits chosen from any of the University's course offerings to contribute to the student's academic proficiency and professional preparation.

8.4.5 Bachelor of Science (B.Sc) (Kinesiology) - Minor in Entrepreneurship (18 credits)

****NEW PROGRAM****

This Minor is a collaboration of the Department of Kinesiology and Physical Education and the Desautels Faculty of Management. The program will demonstrate how to conceptualize, develop and manage successful new ventures - including for-profit private companies, social enterprises and cooperatives, as well as intrapreneurship initiatives. The program covers the essentials of management and is interdisciplinary and integrative. Many courses in the Minor will address a mix of students from across multiple McGill faculties.

This Minor is restricted to students who have completed one year of univ

Students admitted from CEGEP or with other Advanced Standing should have equivalencies for these courses to be exempt from Freshman program requirements.

Fall term BIOL and CHEM courses:

BIOL 111	(3)	Principles: Organismal Biology
CHEM 110	(4)	General Chemistry 1

In consultation with a program adviser, one of the following Fall term MATH courses:

MATH 139	(4)	Calculus 1 with Precalculus
MATH 140	(3)	Calculus 1
MATH 150	(4)	Calculus A

In consultation with a program adviser, one of the following Fall term PHYS courses:

PHYS 101	(4)	Introductory Physics - Mechanics
PHYS 131	(4)	Mechanics and Waves

Winter term BIOL and CHEM courses:

BIOL 112	(3)	Cell and Molecular Biology
CHEM 120	(4)	General Chemistry 2

One of the following Winter term MATH courses:

MATH 141	(4)	Calculus 2
MATH 151	(4)	Calculus B

One of the following Winter term PHYS courses:

PHYS 102	(4)	Introductory Physics - Electromagnetism
PHYS 142	(4)	Electromagnetism and Optics

Required Courses (64 credits)

ANAT 315	(3)	Clinical Human Musculoskeletal Anatomy
ANAT 316	(3)	Clinical Human Visceral Anatomy
CHEM 212	(4)	Introductory Organic Chemistry 1
EDKP 206	(3)	Biomechanics of Human Movement
EDKP 215	(0)	Standard First Aid/Cardio-Pulmonary Resuscitation Level C
EDKP 250	(3)	Introductory Principles in Applied Kinesiology
EDKP 261	(3)	Motor Development
EDKP 292	(3)	Nutrition and Wellness
EDKP 330	(3)	Physical Activity and Health
EDKP 350	(3)	Physical Fitness Evaluation Methods
EDKP 395	(3)	Exercise Physiology
EDKP 396	(3)	Adapted Physical Activity

EDKP 405	(3)	Sport in Society
EDKP 443	(3)	Research Methods
EDKP 447	(3)	Motor Control
EDKP 448	(3)	Exercise and Health Psychology
EDKP 450	(3)	Advanced Principles in Applied Kinesiology Exercise P

8.4.7 Bachelor of Science (Kinesiology) (B.Sc.(Kinesiology)) - Kinesiology - Honours (90 credits)

The Honours version of the B.Sc.(Kinesiology) is a 90-credit program. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies are normally enrolled in a four-year B.Sc.(Kinesiology) program, which includes a 30-credit Freshman year for a total of 120 credits.

The Kinesiology - Honours program offers particularly strong students aspiring to continue their studies at the graduate level the opportunity to pursue more advanced coursework. The program requires the completion of a research project under the direction of a professor during the final year. To qualify for the Honours program, students must obtain a CGPA of 3.3 after two years in Kinesiology and must retain this CGPA until graduation.

Graduation Requirement:

Prior to graduation, students are required to show proof of certification in Standard Level Safety Oriented First Aid/Level C in Cardiopulmonary Resuscitation, or equivalencies.

Freshman Program

29-30 credits of basic science courses depending on the Fall term MATH course selected.

Students admitted from CEGEP or with other Advanced Standing should have equivalencies for these courses to be exempt from Freshman program requirements.

Fall term BIOL and CHEM courses:

BIOL 111	(3)	Principles: Organismal Biology
CHEM 110	(4)	General Chemistry 1

In consultation with a program adviser, one of the following Fall term MATH courses:

MATH 139	(4)	Calculus 1 with Precalculus
MATH 140	(3)	Calculus 1
MATH 150	(4)	Calculus A

In consultation with a program adviser, one of the following Fall term PHYS courses:

PHYS 101	(4)	Introductory Physics - Mechanics
PHYS 131	(4)	Mechanics and Waves

Winter term BIOL and CHEM courses:

BIOL 112	(3)	Cell and Molecular Biology
CHEM 120	(4)	General Chemistry 2

One of the following Winter term MA

ANAT 315	(3)	Clinical Human Musculoskeletal Anatomy
ANAT 316	(3)	Clinical Human Visceral Anatomy
CHEM 212	(4)	Introductory Organic Chemistry 1
EDKP 206	(3)	Biomechanics of Human Movement
EDKP 215	(0)	Standard First Aid/Cardio-Pulmonary Resuscitation Level C
EDKP 250	(3)	Introductory Principles in Applied Kinesiology
EDKP 261	(3)	Motor Development
EDKP 292	(3)	Nutrition and Wellness
EDKP 330	(3)	Physical Activity and Health
EDKP 350	(3)	Physical Fitness Evaluation Methods
EDKP 395	(3)	Exercise Physiology
EDKP 396	(3)	Adapted Physical Activity
EDKP 405	(3)	Sport in Society
EDKP 443	(3)	Research Methods
EDKP 447	(3)	Motor Control
EDKP 448	(3)	Exercise and Health Psychology
EDKP 450	(3)	Advanced Principles in Applied Kinesiology
EDKP 453	(3)	Research Practicum in Kinesiology
EDKP 485	(3)	Exercise Pathophysiology 1
EDKP 495	(3)	Scientific Principles of Training
EDKP 498	(3)	Sport Psychology
EDKP 499	(6)	Undergraduate Honours Research Project
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2

Complementary Courses (15 credits)

15 credits selected as described below.

3 credits of Statistics from:

BIOL 373	(3)	Biometry
MATH 203	(3)	Principles of Statistics 1
PSYC 204	(3)	Introduction to Psychological Statistics
SOCI 350	(3)	Statistics in Social Research

12 credits from:

BIOC 311	(3)	Metabolic Biochemistry
EDKP 301	(3)	Kinesiology Internship 1
EDKP 311	(3)	Athletic Injuries
EDKP 394	(3)	Historical Perspectives
EDKP 401	(3)	Kinesiology Internship 2
EDKP 444	(3)	Ergonomics
EDKP 445	(3)	Exercise Metabolism

EDKP 446	(3)	Physical Activity and Ageing
EDKP 449	(3)	Exercise Pathophysiology 2
EDKP 542	(3)	Environmental Exercise Physiology
EDKP 548	(3)	Applied Exercise Psychology
EDKP 566	(3)	Advanced Biomechanics Theory
NUTR 344	(4)	Clinical Nutrition 1
NUTR 503	(3)	Bioenergetics and the Lifespan
PHGY 314	(3)	Integrative Neuroscience
POTH 434	(3)	Musculoskeletal Biomechanics
PSYC 471	(3)	Human Motivation

Elective Courses (2 credits)

To be chosen in consultation with the Program Director or Student Adviser.