



**Faculty of Education (Undergraduate)**  
**Programs, Courses and University Regulations**  
**2021-2022**



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## ***Publication Information***

Published by

### **Enrolment Services**

McGill University  
3415 McTavish Street  
Montreal, Quebec, H3A 0C8  
Canada

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## 1 About the Faculty of Education (Undergraduate)

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### 1.1 Location

3700 McTavish Street  
Montreal QC H3A 1Y2  
Canada  
Telephone: 514-398-7042  
Fax: 514-398-4679  
Email: [info@education.mcgill.ca](mailto:info@education.mcgill.ca)  
Website: [mcgill.ca/education](http://mcgill.ca/education)

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### 1.2 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 P

The Department offers:

- Bachelor of Education Major in Physical and Health Education
- Bachelor of Science (Kinesiology) Major and Honours
- Minor in Kinesiology for Bachelor of Science students

For more information and full program details, refer to the Department of [section 5.4: Kinesiology and Physical Education](#).

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## 1.5 Administrative Officers

### Dean

Dilson Rassier; B.P.E.(Fed. de Pelotas), M.Sc.(UFRGS), Ph.D.(Calg.)

### Associate Deans

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

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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](http://www.education.gouv.qc.ca/en/contenus-communs/teachers/teaching-authorizations/application-for-a-teaching-licence/) at [education.gouv.qc.ca/en/contenus-communs/teachers/teaching-authorizations/application-for-a-teaching-licence/](http://www.education.gouv.qc.ca/en/contenus-communs/teachers/teaching-authorizations/application-for-a-teaching-licence/).

### Teacher Certification

All graduates of the Bachelor of Education Teacher Education programs (Canadian citizens, permanent residents or international Students) may apply for a permanent Teaching Diploma (*Brevet*) immediately upon graduation).

All students graduating from a B.Ed. program are required to submit the documents to apply for a provincial Teaching Diploma or Permit by the approved deadline. For more information on how and when to apply for teacher certification, visit the [ISA website](http://www.isa.gouv.qc.ca/).

Individuals with a Quebec teaching license who wish to teach in another province or country must first apply for and receive their Teacher Certification in Quebec before applying directly to the Teacher Certification Agency in the other relevant province or country. It is recommended that applicants intending to teach outside of Quebec obtain information beforehand concerning the requirements for certification.

Teachers from other provinces or countries who wish to teach in Quebec must apply to the Ministry of Education. Consult the Ministry's guides and forms, available at [www.education.gouv.qc.ca/en/teachers/teaching-in-quebec/teaching-authorizations](http://www.education.gouv.qc.ca/en/teachers/teaching-in-quebec/teaching-authorizations).

#### 2.1.3.1 International Students

In addition to the CAQ and Study Permit, international students in Bachelor of Education programs must hold a valid "Internship/Co-op Work Permit" issued by Citizenship and Immigration Canada as a requirement for the mandatory Field Experiences. Applicants require a medical exam completed by a CIC-certified physician. Failure to do the medical exam will result in a remark that prohibits students from working in primary or secondary schools on their work permit. Consult International Student Services for more information: [mcgill.ca/internationalstudents/work/work-permits/co-opinternship-work-permit](http://mcgill.ca/internationalstudents/work/work-permits/co-opinternship-work-permit).

International students who are applying for the permanent Quebec Teaching Diploma as described above must hold a different type of temporary work permit; most commonly the "Post-Graduation Work Permit". For more information, see [mcgill.ca/internationalstudents/work/work-permits/post-graduation-work-permit](http://mcgill.ca/internationalstudents/work/work-permits/post-graduation-work-permit).

## 2.2 Programs of Professional Development

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

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

### 2.2.1 Department of Educational and Counselling Psychology

#### Programs Offered

- Certificate in Inclusive Education
- Diploma in Human Relationships, Diversity & Sexuality
- Graduate Certificate in Counselling Applied to Teaching (*This program is currently under review and closed for admission*)

Further information is available from:

Department of Educational and Counselling Psychology  
 Education Building, Room 614  
 Telephone: 514-398-4242  
 Fax: 514-398-6968  
 Email: Prospective students: [ecpcont.education@mcgill.ca](mailto:ecpcont.education@mcgill.ca); Current students: [ecpcont.education@mcgill.ca](mailto:ecpcont.education@mcgill.ca)  
 Website: [mcgill.ca/edu-ecp](http://mcgill.ca/edu-ecp)

### 2.2.2 Department of Integrated Studies in Education

**The Office of First Nations and Inuit Education (OFNIE):** The Faculty of Education collaborates with various Indigenous communities and institutions offering programs whose courses are given either at McGill or off campus. In collaboration with the Kativik Ilisarniliriniq, the Cree School Board, the Kahnawà:ke Education Centre, and various other Indigenous communities in Quebec, OFNIE delivers field-based teacher education programs leading to initial teacher certification and to the Bachelor of Education for Certified Teachers or the Bachelor of Education Kindergarten/Elementary First Nations and Inuit degree. OFNIE also works with departments to meet other educational needs of Indigenous peoples.

Department of Integrated Studies in Education, OFNIE  
 Education Building, Room 244  
 Telephone: 514-398-4527

Email: [ofnie.education@mcgill.ca](mailto:ofnie.education@mcgill.ca)

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 [mcgill.ca/accepted](http://mcgill.ca/accepted). Additional advising material is also available on the [Internships and Student Affairs website](#).

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: [mcgill.ca/isa/student](http://mcgill.ca/isa/student). 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 2.1: Undergraduate Education Programs](#).

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## 3.2 McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates

The mission of McGill University's Bachelor of Education Program within the Department of Integrated Studies in Education (DISE) and the Department of Kinesiology and Physical Education (KPE) as well as the Master of Teaching and Learning (MATL) Program within DISE in cooperation with the Faculty of Education's F

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### **3.4 Judicial Record Verification for Students in the Bachelor of Education Programs**

Quebec's Education Act, section 261.0.2, grants school boards the right to verify the judicial record of any person regularly in contact with minors, and this includes student teachers. Each school board or priv



take transfer courses during their graduating term. Please refer to [University Regulations and Resources](#) > *Undergraduate* > *Student Records* > : [Transfer Credits](#) for further information.

### **3.5.6 Inter-University Transfer Credit**

Students may, with the permission of their academic adviser, register at any university in the province of Quebec for three (3) or, exceptionally, six (6) credits per term in addition to their registration at McGill. Students will only be permitted to take courses required to complete their program. Students are not permitted to take transfer courses during their graduating term. Please refer to [University Regulations and Resources](#) > *Undergraduate*

### **3.6.2 Withdrawals**

There are three course withdraw

### 3.10.1 Supplemental Examinations

### **3.11.2 Probationary/Interim Probationary Standing**

#### **3.11.2.1 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.

#### **3.11.2.2 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.

#### **3.11.2.3 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.

### **3.11.3 Unsatisfactory/Interim Unsatisfactory Standing**

#### **3.11.3.1 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.

#### **3.11.3.2 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.

#### **3.11.3.3 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.

#### **3.11.3.4 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 f

- if they recei

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### **3.13 Undergraduate Program Awards**

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

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

- Students must be among the top 10% of the Faculty's graduating students.

- must register for the appropriate Field Experience course by the date set forth by the Internships & Student Affairs Office; this date will be communicated to students at their @mail.mcgill.ca email address;
- who are registered for a Field Experience course will receive instructions for accessing the online Student Teaching Placement Form at their @mail.mcgill.ca email address. Forms must be submitted by the date indicated.

#### 4.2.2 Returning Students

Returning students:

- must register for the appropriate Field Experience course by the date set forth by the Internships & Student Affairs Office; this date will be communicated to students at their @mail.mcgill.ca email address;
- who are registered for a Field Experience course will receive instructions for accessing the online Student Teaching Placement Form at their @mail.mcgill.ca email address. Forms must be submitted by the date indicated;
- must be in Satisfactory Standing and have satisfied all prerequisite and corequisite course requirements (refer to [mcgill.ca/isa/teaching](http://mcgill.ca/isa/teaching)). **B.Ed. Secondary** program students must have successfully completed 24 credits in their official subject area prior to Field Experience 3. All **B.Ed.** students must successfully pass the English Exam for Teacher Certification (EETC; EDEC 215) prior to Field Experience 3. Minerva does not necessarily prevent students from registering for courses that they should not take. It is the student's responsibility to be aware of prerequisites, corequisites, restrictions, and Faculty regulations that apply to the courses in which they register. Students should consult an academic adviser for assistance. Students missing any of these requirements will be removed from their field placement. (See [section 4.4.1: Early Dismissal from Field Experience](#).)
- in **B.Ed. K/Elementary**, **Secondary**, and **TESL** programs who wish to transfer within these programs will not be required to repeat Field Experience 1.

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#### 4.3 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 [mcgill.ca/isa/teaching/ehandbook/policy](http://mcgill.ca/isa/teaching/ehandbook/policy).

Students are advised not to engage in any type of employment during Field Experience nor register for any non-corequisite course(s) that might conflict with times when students should be in the field, and therefore will interfere with the successful outcome of a Field Experience.

##### 4.3.1 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 objectives, evaluation criteria, and forms for each level of Field Experience, and must submit all completed evaluation forms to the ISA on the first business day following the end of the Field Experience in order to receive a grade.

##### 4.3.2 Attendance and Absences

Punctual attendance is required at the assigned school for the entire Field Experience. Alternate dates cannot be arranged at the request of the student. Unexcused absences from intensive courses and professional seminars may result in exclusion from the course, course failure, and/or removal from any associated Field Experience.

Days absent due to **illness** or **McGill exams** must be made up at the end of the Field Experience. Absences due to illness extending beyond two days require a valid medical note (see [mcgill.ca/wellness-hub/access-care/medical-notes](http://mcgill.ca/wellness-hub/access-care/medical-notes)) to be submitted to the ISA, and, depending on the circumstances, the outcome of the Field Experience will be evaluated on an individual basis. Student teachers must contact the following people as soon as possible on the morning of the day of their absence:

- Cooperating Teacher
- ISA Placement Coordinators (Email : [placements.education@mcgill.ca](mailto:placements.education@mcgill.ca))
- Field Supervisor

Student teachers are permitted to be absent for **religious holy days**, as outlined in McGill's Policy for the Accommodation of Religious Holy Days; see [mcgill.ca/importantdates/holy-days-0](http://mcgill.ca/importantdates/holy-days-0). Students must notify the ISA, Cooperating Teacher, and Field Supervisor before the Field Experience begins if possible, or at least two weeks before the planned absence. The missed days must be made up, usually at the end of the Field Experience.

Absences related to **McGill Intercollegiate Sport** events are evaluated by the ISA Director on a case-by-case basis. Student teachers must submit a signed copy of the [Intercollegiate Sport Event Accommodation form](#) to the ISA at least two weeks in advance of the scheduled event/absence. This form can be obtained from McGill Athletics & Recreation.

Requests to be absent from the placement for any other reasons are exceptionally permitted by the ISA Director on a case-by-case basis. Any request for absence must be sent to your Placement Coordinator a minimum of 2 weeks before the proposed absence. Students should consult an Academic Adviser if they need to rearrange their course schedule.

### 4.3.3 Judicial Record Verification

See [Faculty of Education > Undergraduate > Faculty Regulations for Undergraduate Programs > section 3.4: Judicial Record Verification for Students in the Bachelor of Education Programs](#) for information on the requirement to obtain this security clearance. Additional information can be found on the [ISA website](#).

### 4.3.4 Work Permit for International Students

In order to be in compliance with government regulations, international students (students who are not Permanent Residents or citizens of Canada) should apply for an internship/co-op work permit issued by Citizenship and Immigration Canada (CIC) to complete their mandatory Field Experiences. This is not the same as an off-campus paid work permit, and it is not automatically included in the study permit. The internship/co-op work permit is free of charge, but takes time to obtain and requires a medical exam by a designated CIC physician; medical exam fees vary. For assistance with the application process, students should contact International Student Services: [mcgill.ca/internationalstudents](http://mcgill.ca/internationalstudents).

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## 4.4 Grading and Credit

Field Experiences are graded "Pass/Fail" ("P", "F") and final grades are based on field evaluation forms from both the Field Supervisor and Cooperating Teacher.

Where a student is experiencing serious difficulties in a Field Experience but has demonstrated some potential to successfully reach the required standard, the student may be granted a grade of "D". In this case, the ISA Director has the authority to grant permission for the student to repeat the Field Experience during the next term in which it is regularly offered. This permission will be granted once only in a student's program.

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 Unsatisfactory Standing, requiring withdrawal from the B.Ed. program. Students who fail in a Fall term Field Experience may be allowed to continue taking courses in the program in the subsequent Winter term in order to be able to transfer to another faculty. If unsuccessful in this regard, students must withdraw from the University.

A student may appeal any outcome of a Field Experience by making a formal application to the Faculty of Education Student Affairs Committee. Please refer to [mcgill.ca/isa/student](http://mcgill.ca/isa/student) for more details.

### 4.4.1 Early Dismissal from Field Experience

At any time, students may be removed from their Field Experience at the request of the host School Administrator and/or Cooperating Teacher, or at the request of the ISA Director. Students who are removed from a Field Experience will be informed of the reason for the dismissal and will meet with the ISA Director.

Circumstances that could lead to early dismissal include, but are not limited to:

- Prerequisite courses not successfully completed;
- Exceeding the number of permissible unexcused absences for corequisite courses (consult the syllabus for each course);
- Failure to pass a judicial record check, if required by the school/board where the student is placed;
- Unprofessional behaviour; behaviour that contravenes the McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates ;
- Failure to make the improvements outlined on a Competency Improvement Plan (CIP) by the date indicated.

The final outcome for early dismissal from a Field Experience will be decided by the ISA Director.

Possible outcomes are:

- Reassignment during the same term, subject to availability of placements;
- "W" – Withdrawal;
- "D" – Student will be permitted to register for the Field Experience again when next offered;
- "F", "J", "KF", "WF" – Failure in any Field Experience places the student into Unsatisfactory Standing, requiring withdrawal from the B.Ed. program.

If a student cannot continue the Field Experience due to illness, see [section 4.4.2: Withdrawal from Field Experience](#).

If a student wishes to end their Field Experience prematurely, the ISA Director will evaluate the circumstances and determine an outcome. Possible outcomes are the same as those listed above.



#### 4.4.2 Withdrawal from Field Experience

- Withdrawal (with refund) for any reason must be done at least two weeks before the start of the Field Experience. The student is responsible for notifying the ISA in writing by this deadline and deregistering for the Field Experience course in Minerva.
- Students having to withdraw for any reason, including illness, from a Field Experience that begins in less than two weeks or that is already underway must immediately inform the ISA. Based on the circumstances of the withdrawal request, the ISA Director will determine the final outcome of the Field Experience and eligibility for refund.

#### 4.4.3 Transfer Credit

Field Experience courses from other institutions are not eligible for transfer credit to McGill. Students must complete all Field Experiences at McGill, as required by their program.

For general information about transfer credits at McGill, see [mcgill.ca/transferecredit](http://mcgill.ca/transferecredit), as well as Faculty-specific information at [mcgill.ca/isa/student/new](http://mcgill.ca/isa/student/new).

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## 4.5 McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates

### 4.5.1 Section I. Introduction

- The mission of McGill University's Bachelor of Education Program within the Department of Integrated Studies in Education (DISE) and the Department of Kinesiology and Physical Education (KPE) as well as the Master of Teaching and Learning (MATL) Program within DISE in cooperation with the Faculty of Education's Internship and Student Affairs Office (ISA) is to prepare teachers who are knowledgeable, skillful, flexible, creative, and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society.

In keeping with the professional culture of teaching and learning, McGill's teacher education community believes that teaching and learning spaces should model such professional environments. McGill's teacher education community is committed to creating authentic opportunities where an understanding of teaching and learning is co-constructed between instructors and teacher candidates, teachers and learners, as well as peer-to-peer and beyond. In order for us to create these learning environments, we are expected to demonstrate awareness of, respect for, and commitment to, the behaviours and actions of professionals. We expect members of McGill's teacher education community, including teacher candidates, teaching assistants, lecturers, professors and community partners to be accountable to themselves and others, and to be engaged, collegial, and accessible. By doing so, McGill's teacher education community is more fully able to share together in the types of critical dialogue, creative thinking, and reflective practice expected of professionals.

McGill's teacher education community is committed to nurturing a space where teacher candidates, teaching assistants, lecturers, professors and community partners can all engage in the exchange of ideas and dialogue, without fear of being made to feel unwelcome or unsafe on account of biological sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and cultural background, age, physical or mental ability, or any other aspect integral to one's personhood. We therefore recognize that it is our individual and collective responsibility, to strive to establish and maintain an environment wherein all interactions are based on empathy and mutual respect for the person, acknowledging differences of perspectives, free from judgment, censure, and/or stigma.

Finally, McGill's teacher education community is charged with ensuring that all graduates of its programs have the requisite knowledge, skills, and attitudes required of the teaching profession and can meet standards of the Québec Professional Teacher Competencies to be eligible for professional certification as educators in the Province of Québec.

- The complete McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates document can be found on this link [mcgill.ca/isa/student/principles](http://mcgill.ca/isa/student/principles)

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## 5 Browse Academic Units & Programs

The programs and courses in the following sections have been approved for the 2020–2021 session as listed; the Faculty reserves the right to introduce changes as may be deemed necessary or desirable.

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### 5.1 Educational and Counselling Psychology

#### 5.1.1 Location

**Educational and Counselling Psychology, Faculty of Education**  
3700 McTavish Street, Room 614

Montreal QC H3A 1Y2  
 Telephone: 514-398-4242  
 Fax: 514-398-6968  
 Website: [mcgill.ca/edu-ecp](http://mcgill.ca/edu-ecp)

### 5.1.2 About the Department of Educational and Counselling Psychology

Educational Psychology encompasses:

- a. the theoretical and applied study of learning, cognition, and instruction in a variety of educational settings across ages and domains;
- b. instructional technology and computers as cognitive tools in learning;
- c. cognitive and social processes in learning;
- d. evaluation and enhancement of learning and teaching;
- e. methods for fostering inclusive education;
- f. relationships of phenomena related to teaching, learning, and assessment in human development; and
- g. the impact of family and community on children's learning and development.

At the undergraduate level, the Department of Educational and Counselling Psychology is responsible for the B.A. Minor Concentration Educational Psychology; see the [Faculty of Arts > Undergraduate > Browse Academic Units & Programs > : Educational Psychology](#) for more information and for a variety of undergraduate courses in the areas of learning, cognition and development, inclusive education, gifted education, educational media and computers, and educational measurement and evaluation.

In professional development, the Department offers diploma or certificate programs in Human Relationships, Diversity & Sexuality, Inclusive Education, and Counselling Applied to Teaching. For more information, please consult our [website](#), or contact the Department:

Telephone: 514-398-4242  
 Email: [ecpcont.education@mcgill.ca](mailto:ecpcont.education@mcgill.ca)

Special services offered by the Department include the Psychoeducational & Counselling Clinic ([mcgill.ca/edu-ecp/about/clinic](http://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, and Learning Sciences.

Students can also obtain **Doctoral degrees (Ph.D.)** in:

- Counselling Psychology
- School/Applied Child Psychology
- Educational Psychology – with concentrations in Human Development or Learning Sciences

The Department also offers a **Postdoctoral Graduate Diploma** in School/Applied Child Psychology (*admission to this program is temporarily suspended*).

For further information, consult the Faculty of Education's [Graduate and Postdoctoral Studies section](#).

### 5.1.3 Educational and Counselling Psychology Faculty

#### Chair

Victoria Talwar

#### Program Directors

Armando Bertone – *School/Applied Child Psychology*

Adam Dubé – *Learning Sciences, Health Professions Education*

Tara Flanagan – *M.Ed. Concentrations in Educational Psychology*

Ada Sinacore – *Counselling Psychology, Graduate Certificate in Counselling Applied to Teaching*

### Program Directors

Ingrid Sladeczek – *Human Development*

### Emeritus Professors

Mark W. Aulls; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia)

Robert J. Bracewell; B.Sc., M.A.(McM.), Ph.D.(Tor.)

Janet G. Donald; B.A., M.A.(UWO), Ph.D.(Tor.)

Florent R. Dumont; A.B.(Col.), M.S.(S. Conn. St.), Ed.D.(Mass.)

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

Carl H. Frederiksen; B.A.(Harv.), M.A., Ph.D.(Ill.)

Lynn McAlpine; B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.)

Eigil Pedersen; B.A.(Sir G. Wms.), M.A.(McG.), Ed.D.(Harv.)

Bruce M. Shore; B.Sc., M.A.(McG.), Ph.D.(Calg.)

Cynthia B. Weston; B.A.(G'town), M.L.S.(SUNY), Ed.D.(Wash.)

### Professors

Jacob A. Burack; B.A.(Col.), M.S., M.Phil., Ph.D.(Yale)

Jeffrey L. Derevensky; B.A.(C.W. Post), M.A., Ph.D.(McG.) (*James McGill Professor*)

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

Nancy L. Heath; B.A.(McG.), M.Ed.(Ott.), Ph.D.(Tor.) (*James McGill Professor*)

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

Krista Muis; B.A.(Wat.), M.A.(Vic., BC), Ph.D.(S. Fraser) (*T*

### Assistant Professors

Chiaki Konishi; B.Ed.(Chiba), M.Ed.(UMass Amherst), M.A., Ph.D.(Br. Col.)

Rachel Langevin; B.Sc., Ph.D.(UQAM)

Tina Montreuil; M.Ed.(McG.), Ph.D.(UQAM)

Marie-Hélène Pennestri; B.Sc., M.Ps., Ph.D.(Montr.) (*FRSQ Chercheur Boursier, Junior 1*)

Eve-Marie Quintin; B.Sc.(McG.), Ph.D.(UQAM) (*William Dawson Scholar*) (*FRSQ Chercheur Boursier, Junior 1*)

Kristy Robinson; B.Sc.(BYU), Ph.D.(Mich. St.)

Dennis Wendt; B.Sc.(BYU), M.Sc., Ph.D.(Mich.)

Shanna Williams; B.A., M.A., Ph.D.(McG.)

### Faculty Lecturers

Karen Cohen-Gazith; B.A.(Dal.), M.A., Ph.D.(McG.)

Scott Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)

### Associate Members

Reut Gruber; B.A., M.A., Ph.D.(Tel Aviv) (*Psychiatry*)

Vera Romano; B.A., Dip. H.R. & F.L.E., M.Ed., Ph.D.(McG.) (*McGill Student Wellness Hub*)

Brett D. Thombs; B.A.(N'western), M.A.(Ariz.), M.A., Ph.D.(Fordham) (*Psychiatry*)

Ashley Wazana; M.D., M.Sc.(McG./Col.), FRCP (*Psychiatry, Jewish General Hospital*)

Jeffrey G. Wiseman; B.Sc., M.A., M.D., C.M.(McG.) (*Medi2e.M.S A1(RO)Tj1 0 0 1 27.8431 RGET67.52 520.947 m TmenDennestri; B.SH0re*)

### 5.2.3 Integrated Studies in Education Faculty

#### **Chair**

Steven Jordan

#### **Co-Directors of Teacher Education Programs (B Ed & MATL) & Graduate Certificates (TESL & GCPIF), and M.A. Programs**

Caroline Riches

Mindy Carter

#### **Assistant Director of Teacher Education Programs (B Ed & MATL)**

Sheryl Smith-Gilman

#### **Director of First Nations and Inuit Education**

James Howden

#### **Assistant Director of First Nations and Inuit Education**

Stephen Peters

#### **Co-Directors of Ph.D. Program and MA Thesis Programs**

Marta Kobiela

Paul Zanazanian

#### **Co-Directors of MA Non-Thesis Programs**

Caroline Riches

Joseph Levitan

#### **Director of Internships and Student Affairs**

Lisa Starr

#### **Emeritus Professors**

Patrick X. Dias; B.A., M.A.(Karachi), B.E392.001.

**Professors**

Shaheen Shariff; B.G.S., M.A.Educ., Ph.D.(S. Fraser) (*James McGill Professor*)

**Associate Professors**

Anila Asghar; M.S.(Punj.), M.A.(Col.), M.Ed., Ed.D.(Harv.)

Eric Caplan; B.A.(Tor.), M.A.(Hebrew), Ph.D.(McG.)

Mindy Carter; B.A.(Dal.), B.Ed.(Lake.), M.A.(C'dia), Ph.D.(Br. Col.)

Steven Jordan; B.A.(Kent), M.Sc.(Lond.), Ph.D.(McG.)

Bronwen Low; B.A.(Qu.), M.A.(Br. Col.), Ph.D.(York)

Kevin McDonough; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.)

Caroline Riches; B.A., M.Sc.(Alta.), Ph.D.(McG.)

Mela Sarkar; B.A., Dip.Ed.(McG.), M.A., Ph.D.(C'dia)

Annie Savard; B.Ed., M.A., Ph.D.(Laval)

Teresa Strong-Wilson; B.A.(Calg.), B.A.(McG.), M.A., Ph.D.(Vic., BC)

Boyd White; B.A.(Sir G. Wms.), B.F.A.(C'dia), M.F.A.(Inst. Allende), Ph.D.(C'dia)

Elizabeth Wood; B.F.A.(York), B.F.A.(C'dia), Dip.Ed., M.A., Ph.D.(McG.)

**Assistant Professors**

Susan Ballinger; B.A.(Wash.), M.A., Ph.D.(McG.)

Christian Ehret; B.A., M.Ed.(Georgia), Ph.D.(Vand.)

Angelica Galante; B.A., B.Ed.(São Paulo), Cert.(Camb.), Cert.(Senac São Paulo), M.A.(Brock), Ph.D.(OISE, Tor.)

Allison Gonsalves; B.Sc.(UWO), M.Sc.(Guelph), Ph.D.(McG.)

Blane Harvey; B.A.(Ott.), M.A., Ph.D.(McG.)

Philip Howard; B.A.(Cornell), Dip.Ed., M.A.(McG.), Ph.D.(OISE, Tor.)

Limin Jao; B.Sc., B.Ed.(Qu.), M.A., Ph.D.(OISE, Tor.)

Amir Kalan; B.A. (Tehran), M.T. Ph.D (OISE, Tor.)

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

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

Janine Metallic; B.Sc., M.Sc., Ph.D. (McG.)

Elizabeth Patitsas; B.Sc.(Br. Col.), M.Sc., Ph.D.(Tor.) (*joint app. with Computer Science*)

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

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

**Faculty Lecturers**

Hannah Chestnutt; B.Sc.(Trent), B.Ed.(Trent-Qu), M.Ed., Ph.D.(Glas.)

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.)

**5.2.4 Overview of Programs (Integrated Studies in Education)**

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

**5.2.4.1 Bachelor of Education: Secondary Program (120 credits)**

The aim of the B.Ed. Secondary program is to prepare strong 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, and professional studies in pedagogy, curriculum, and educational foundations organized around school-based field experiences. 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 [mcgill.ca/applying/requirements](http://mcgill.ca/applying/requirements) for specific admission requirements.

For more information on each profile, see:

- [section 5.2.5: Bachelor of Education \(B.Ed.\) - Secondary English \(120 credits\)](#)
- [section 5.2.6: Bachelor of Education \(B.Ed.\) - Secondary Mathematics \(120 credits\)](#)
- [section 5.2.7: Bachelor of Education \(B.Ed.\) - Secondary Science and Technology \(120 credits\)](#)
- [section 5.2.8: Bachelor of Education \(B.Ed.\) - Secondary Social Sciences - History and Citizenship, Ethics and Religious Culture \(120 credits\)](#)
- [section 5.2.9: Bachelor of Education \(B.Ed.\) - Secondary Social Sciences - History and Citizenship, Geography \(120 credits\)](#)

#### 5.2.4.2 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. This integrated program consists of studies in music to develop musicianship and professional studies in pedagogy, curriculum, and educational foundations organized around school-based field experiences in elementary and secondary music classrooms. 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.

For more information, see:

- [section 5.2.10: Concurrent Bachelor of Music \(B.Mus.\) - Major Music Education and Bachelor of Education \(B.Ed.\) - Music Elementary and Secondary \(137 credits\)](#)

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 have partially completed a Bachelor of Music program are eligible to apply for Advanced Standing in the Concurrent program.

Application to the Concurrent B.Mus./B.Ed. program may be made online at [mcgill.ca/applying](http://mcgill.ca/applying), where you can also obtain more information, alternatively please contact:

Admissions Office  
Schulich School of Music, McGill University  
555 Sherbrooke Street West  
Montreal QC H3A 1E3  
Telephone: 514-398-4546  
Email: [undergraduateadmissions.music@mcgill.ca](mailto:undergraduateadmissions.music@mcgill.ca)  
Website: [mcgill.ca/music/admissions/undergraduate](http://mcgill.ca/music/admissions/undergraduate)

Applicants who have completed a Bachelor of Music degree from a North American university should apply to the Bachelor of Education in Music program in the Faculty of Education and, if eligible, will receive Advanced Standing for applicable courses. Application to the Bachelor of Education in Music may be made online at [mcgill.ca/applying](http://mcgill.ca/applying), where you can also obtain more information, alternatively please contact:

Service Point  
Enrolment Services, McGill University  
3415 McTavish Street  
Montreal QC H3A 0C8  
Telephone: 514-398-7878  
Website: [mcgill.ca/servicepoint](http://mcgill.ca/servicepoint)

Program details are available from:

Department of Integrated Studies in Education  
Professor Caroline Riches, Program Director  
Telephone: 514-398-4527 ext. 00539  
Email: [caroline.riches@mcgill.ca](mailto:caroline.riches@mcgill.ca)  
Email: [advisedise.education@mcgill.ca](mailto:advisedise.education@mcgill.ca)  
Website: [mcgill.ca/dise](http://mcgill.ca/dise)

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

The aim of the B.Ed. Kindergarten and Elementary program is to prepare strong teachers for the elementary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide a generalist background in elementary school subjects and professional studies in pedagogy, curriculum, and educational foundations organized around school-based field experiences.

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

First Nations and Inuit Studies (*offered through community partners*)

Jewish Studies

Pédagogie de l'immersion française

For more information on each profile, see:

- [section 5.2.11: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education \(120 credits\)](#)
- [section 5.2.12: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#)
- [section 5.2.13: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Jewish Studies \(120 credits\); \(Please contact Prof. Eric Caplan for more information. Email: \[eric.caplan@mcgill.ca\]\(mailto:eric.caplan@mcgill.ca\). Telephone: 514-398-6544.\)](#)
- [section 5.2.14: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Pédagogie de l'Immersion Française \(120 credits\)](#)

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

This program prepares specialist teachers to teach English as a second language (ESL) at both the elementary level (including regular and intensive ESL) and the secondary level (including regular ESL and enriched ESL). This integrated 120-credit program (150 credits for out-of-province students) consists of academic and professional components. The academic components provide students with opportunities to develop a broad liberal education and to study language and language learning from linguistic, social, cultural, and psychological perspectives. The professional components revolv



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

Please note that graduates of teacher education programs are recommended by the University to the Quebec Ministry of Education for Quebec teacher certification. 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 English, as well as to explore areas that are not normally taken as "teachable" subject

EDPE 304	(3)	Measurement and Evaluation
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools

**Complementary Courses (3 credits)**

3 credits selected as described below:

**Equity Education**

3 credits from:

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

**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 and 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
<b>3 credits</b>	3	3	3
	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/undergraduate/complementary>) 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)**

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 v

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 to the Quebec Ministry of Education for Quebec teacher certification. 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 and 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 (60 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 and Indigenous Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)

Fourth (2)Sm2165.864 243.302 Tm(2 0 0 1 70.52 164.702 Tm3.302 Tm(2j1 040 1 221.949 309.701 Tm11EDEC 254)T

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 (3 credits)**

3 credits selected as described below.

**Multicultural Education**

3 credits from:

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

**Secondary Mathematics Subject Area (51 credits)**

Secondary Mathematics students complete 51 credits selected in consultation with the Program Adviser in one of two options.

Option 1

21 credits from the list of "Required Mathematics Courses" and  
30 credits from the list of "Complementary Mathematics Courses"

Or

Option 2:

21 credits from the list of "Required Mathematics Courses" and  
15 credits from the list of "Complementary Mathematics Courses"

And

15 credits of designated courses in another unofficial "teachable" subject area (English, Social Sciences, or Science and Technology - see an adviser for courses).

**Required Mathematics Courses (21 credits)**

MATH 222	(3)	Calculus 3
MATH 223	(3)	Linear Algebra
MATH 228	(3)	Classical Geometry
MATH 315	(3)	Ordinary Differential Equations
MATH 323	(3)	Probability
MATH 324	(3)	Statistics
MATH 338	(3)	History and Philosophy of Mathematics

**Complementary Mathematics Courses**

(30 OR 15 credits)

3 credits from:

MATH 235*	(3)	Algebra 1
MATH 242*	(3)	Analysis 1

\* Should be taken in Year 1 or Year 2

27 credits from the list below for Secondary Mathematics Option 1 students or

12 credits from the list below for Secondary Mathematics Option 2 students

COMP 202	(3)	Foundations of Programming
COMP 230	(3)	Logic and Computability
EDTL 520	(3)	Perspectives on Knowledge in Mathematics and Science
MATH 235	(3)	Algebra 1
MATH 236	(3)	Algebra 2
MATH 242	(3)	Analysis 1
MATH 243	(3)	Analysis 2
MATH 314	(3)	Advanced Calculus
MATH 316	(3)	Complex Variables
MATH 317	(3)	Numerical Analysis
MATH 318**	(3)	Mathematical Logic
MATH 319	(3)	Introduction to Partial Differential Equations
MATH 326	(3)	Nonlinear Dynamics and Chaos
MATH 327	(3)	Matrix Numerical Analysis
MATH 329	(3)	Theory of Interest
MATH 340	(3)	Discrete Mathematics
MATH 346	(3)	Number Theory
MATH 348	(3)	Euclidean Geometry
MATH 417	(3)	Linear Optimization
MATH 423	(3)	Applied Regression
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.

## 5.2.7 Bachelor of Education (B.Ed.) - Secondary Science and Technology (120 credits)

The Bachelor of Education (B.Ed.) - Secondary Science and Technology 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.





EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 335	(3)	Teaching Secondary Science 1
EDES 350	(3)	Classroom Practices
EDES 435	(3)	Teaching Secondary Science 2
EDFE 200	(2)	First Field Experience (K/Elem and 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 (3 credits)

3 credits selected as described below:

#### Equity Education

3 credits from:

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

### Secondary Science and Technology (51 credits)

51 credits in designated science courses selected to provide subject matter expertise in the four areas of:

the Material World

- Earth and Space

- the Living World

- the Technological World

All students need to plan their course selections with attention to the prerequisites.

### Required Courses (15 credits)

3 credits of Statistics:

MATH 203	(3)	Principles of Statistics 1
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3 credits of History of Science:

EDTL 520	(3)	Perspectives on Knowledge in Mathematics and Science
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3 credits of the Material World:

CHEM 281 (3) Inorganic Chemistry 1

3 credits of the Living World:

BIOL 206 (3) Methods in Biology

3 credits of the Technological World:

EDTL 525 (3) Teaching Science and Technology

### **Core Complementary Courses (10 credits)**

The Living World

3 credits from:

BIOL 200 (3) Molecular Biology

LSCI 202 (3) Molecular Cell Biology

The Material World

3 credits from:

CHEM 203 (3) Survey of Physical Chemistry

CHEM 213 (3) Introductory Physical Chemistry 1: Thermodynamics

4 credits from:

CHEM 212 (4) Introductory Organic Chemistry 1

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)	Functional Biology of Plants and Animals
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 and Community Ecology
EPSC 334	(3)	Invertebrate Paleontology

## Earth and Space

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

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 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 303	(3)	Structural Geology
EPSC 320	(3)	Elementary Earth Physics
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 320	(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 381	(3)	Inorganic Chemistry 2
CHEM 392	(3)	Experimental Chemistry 1
CHEM 429	(3)	Chemistry of Energy, Storage and Utilization.
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 439	(3)	Majors Laboratory in Modern 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)

##### 5.2.8 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. F

GEOG 205	(3)	Global Change: Past, Present and Future
GEOG 210	(3)	Global Places and Peoples
HIST 202	(3)	Survey: Canada to 1867
HIST 203	(3)	Survey: Canada since 1867
HIST 214	(3)	Early Modern Europe
HIST 215	(3)	Modern Europe
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism

### Required Courses (60 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 and Indigenous Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDER 372	(3)	Ethics and Religious Culture (Secondary)
EDES 334	(3)	Teaching Secondary Social Studies 1
EDES 350	(3)	Classroom Practices
EDFE 200	(2)	First Field Experience (K/Elem and 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 (3 credits)

3 credits selected as described below.

#### Equity Education

3 credits from:

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

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:

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)	Understanding Canada
ECON 199	(3)	FYS: Aspects of Globalization
ECON 205	(3)	An Introduction to Political Economy Microeconomic Analysis and Applications





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, Geography program provides students with the learning opportunities needed to become proficient Social Science teachers with a strong knowledge base in History and Geography.

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 Year Seminar courses offered by the Faculty of Arts or the Faculty of Science.

In addition, in consultation with the Program Adviser, students may select courses from the recommended course list below or other courses. The list includes History, Geography, and Religious Studies courses that may be used toward the academic component of the Secondary Social Sciences course requirements. Also included are several French Second Language (FRSL) courses for which placement tests are required to determine the appropriate level.

CEAP 250	(3)	Research Essay and 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
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
HIST 203	(3)	Survey: Canada since 1867
HIST 214	(3)	Early Modern Europe
HIST 215	(3)	Modern Europe
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism

### Required Courses (60 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 and Indigenous Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 260	(3)	Philosophical Foundations
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 and 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 (3 credits)**

3 credits selected as described below:

#### **Equity Education**

3 credits from:

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

### **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 lev

Microeconomic

**Electives (6 credits)**

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

MUTH 150	(3)	Theory and Analysis 1
MUTH 151	(3)	Theory and Analysis 2

**Required Music Components (50 credits)**

50 credits of required Music courses distributed as follows:

25 credits of Music Education

9 credits of Theory

3 credits of Composition/Arranging

4 credits of Musicianship

3 credits of Music Js7E0 0 1 67.52 618.561h3l.8.721 Tm6(3 credits oPerformance51)Tj/F0 8.3 Tf1 0 0 1 67.5551.74884 Tm Music Education

**The)**

MUHL 286 (3) Critical Thinking About Music

### Performance

6 credits:

MUIN 280 (2.5) BMus Practical Lessons 3  
MUIN 281 (2.5) BMus Practical Lessons 4  
MUIN 283 (1) BMus Concentration Final Examination

### Complementary Music Components (21 credits)

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

### 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 Ornamentation  
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

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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 (46 credits)

EDEA 206	(1)	1st Year Professional Seminar
EDEA 208	(1)	Second Professional Seminar (Music)
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 and Indigenous Education
EDEC 260	(3)	Philosophical Foundations
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)
EDPE 300	(3)	Educational Psychology
EDPI 341	(3)	Instruction in Inclusive Schools

### Required Indigenous Studies Course (3 credits)

EDEC 233	(3)	Indigenous Education
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or any other course with Indigenous Studies content approved by the Faculty of Education.

### Complementary Education Courses (9 credits)

9 credits distributed as follows:

3 credits from:

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

3 credits from:

EDEC 262	(3)	Media, Technology and Education
MUGT 301	(3)	Technology and Media for Music Education

3 credits from:

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

### 5.2.10.1 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 have partially completed a Bachelor of Music program are eligible to apply for Advanced Standing in the Concurrent program.

Application to the Concurrent B.Mus./B.Ed. program may be made online at [mcgill.ca/applying](http://mcgill.ca/applying). Information is available on that site or may be obtained from:

Admissions Office  
Schulich School of Music, McGill University  
555 Sherbrooke Street West  
Montreal QC H3A 1E3  
Telephone: 514-398-4546  
Email: [undergraduateadmissions.music@mcgill.ca](mailto:undergraduateadmissions.music@mcgill.ca)  
Website: [mcgill.ca/music/admissions/undergraduate](http://mcgill.ca/music/admissions/undergraduate)

Those who have completed a Bachelor of Music degree from a North American university should apply to the Bachelor of Education in Music program in the Faculty of Education and, if eligible, will receive Advanced Standing for applicable courses. Application to the Bachelor of Education in Music may be made online at [mcgill.ca/applying](http://mcgill.ca/applying). Information is available on that site or may be obtained from:

Service Point  
Enrolment Services, McGill University  
3415 McTavish Street  
Montreal QC H3A 0C8  
Telephone: 514-398-7878  
Website: [mcgill.ca/servicepoint](http://mcgill.ca/servicepoint)

Program details are available from:

Department of Integrated Studies in Education  
Professor Caroline Riches, Program Director  
Telephone: 514-398-4527 ext. 00539  
Email: [caroline.riches@mcgill.ca](mailto:caroline.riches@mcgill.ca)

or

Telephone: 514-398-4527  
Email: [advisedise.education@mcgill.ca](mailto:advisedise.education@mcgill.ca)  
Website: [mcgill.ca/dise](http://mcgill.ca/dise)

### 5.2.11 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education (120 credits)

The Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education 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 Kindergarten and Elementary Education program leads to certification to teach children between the ages of 5 and 11 years (kindergarten and elementary school). The program consists of academic and professional courses, as well as studies in pedagogy and educational foundations. Each year of the program provides a school-based practicum.



Please note that graduates of teacher education programs are recommended by the University to the Quebec Ministry of Education for Quebec teacher certification. 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 T



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
EDEE 325*	(3)	Children's Literature
EDES 366	(3)	Literature for Young Adults
EDSL 350	(3)	Essentials of English Grammar
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
ENGL 230	(3)	Introduction to Theatre Studies
ENGL 237	(3)	Introduction to Study of a Literary Form
ENGL 279	(3)	Introduction to Film as Art
ENGL 280	(3)	Introduction to Film as Mass Medium
ENGL 314	(3)	20th Century Drama

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

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)	Understanding Canada
CANS 310	(3)	Canadian Cultures: Context and Issues
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 217	(3)	Cities in the Modern World
GSFS 200*	(3)	Feminist and Social Justice Studies
HIST 202	(3)	Survey: Canada to 1867
HIST 203	(3)	Survey: Canada since 1867
JWST 240*	(3)	The Holocaust
POLI 221	(3)	Government of Canada
POLI 222	(3)	Political Process and Behaviour in Canada

## Electives (6 credits)

### 5.2.12 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits)

The Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies program requires 120 credits and leads to teacher certification. Interested applicants must contact the office of First Nations and Inuit Education for admission information; please call 514-398-4527.

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. Students who are admitted as "mature students" are not required to complete the 30 credits of Freshman courses. These students are admitted to U1.

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

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

The Freshman year is the time to take introductory-level courses in the subjects taught in Elementary school, as well as to explore areas that are not normally taken as teachable subject area courses within B.Ed. programs (e.g., Sociology

EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 262	(3)	Media, Technology and Education
EDEC 321	(3)	Visions and Realities of Indigenous Education
EDEC 405	(3)	Fourth Year Professional Seminar (K/Elem)
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 280	(3)	Geography, History and Citizenship Education
EDEE 283	(3)	Social Studies Pedagogy
EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDEE 355	(3)	Classroom-based Evaluation
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem and 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

### Complementary Courses (36 credits)

36 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
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 Component**

3 credits from:

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

**Science Component**

3 credits from:

EDEC 374	(3)	Education and the Environment
EDEE 273	(3)	Elementary School Science 2

**Religion Component**

3 credits from:

EDER 309	(3)	The Religious Quest
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

**Kindergarten and Elementary Subject Area Component**

9 credits from the subject course lists below

Art

EDEA 204	(3)	Drawing
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EDEA 205	(3)	Painting 2
EDEA 241	(3)	Basic Art Media for Classroom
EDEA 242	(3)	Cultural Skills 1
EDEA 243	(3)	Cultural Skills 2
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

EDEA 394	(3)	Creative Dramatics for Classroom
EDEE 325	(3)	Children's Literature
EDEE 371	(3)	Integrating Indigenous Storytelling and Creative Writing
EDES 366	(3)	Literature for Young Adults
EDSL 350	(3)	Essentials of English Grammar

## Ethics and Religious Culture

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

## French

EDSL 341	(3)	Littérature et littérature jeunesse en FLS
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## Music

EDEA 341	(3)	Listening for Learning
EDEA 352	(3)	Music Listening in Education
EDEA 362	(3)	Movement, Music and Communication

## Natural Science

EDEC 374	(3)	Education and the Environment
EDEE 370	(3)	Traditional Indigenous Life Skills



EDPC 209	(3)	Basic Crisis Intervention Skills
EDPI 441	(3)	Students with Behaviour Difficulties
EDPI 442	(3)	Students with Learning Difficulties

### Elective Courses (6 credits)

6 credits chosen from the Subject Area and/or the Methods and Curriculum and Pedagogy courses listed above. No more than 9 credits can be chosen from any one subject area.

## 5.2.13 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Jewish Studies (120 credits)

Bachelor of Education (B.Ed.) - Kindergarten and Elementary Jewish Studies 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 Kindergarten and Elementary program leads to certification to teach children between the ages of 5 and 11 years (kindergarten and elementary school). The program consists of academic and professional courses, as well as studies in pedagogy and educational foundations. Each year of the program provides a school-based practicum.

The Jewish Studies option is addressed to students enrolled in the Kindergarten and Elementary program who wish to teach Jewish studies as well as general studies. Students are encouraged to acquire a strong background in Bible, Jewish prayer, Jewish holidays, and Jewish history prior to registering in the option. Students lacking the ability to teach in Hebrew should consider spending a semester at an Israeli university or seek other avenues to improve their language skills.

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 the subjects taught in elementary school, as well as to explore areas that are not normally taken as teachable subject area courses 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 addition, 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. Also recommended are any 100- or 200-level courses with the subject codes of ANTH (Anthropology), ENGL (English), GEOG (Geography), HIST (History), MUAR (Music-Arts Faculty), POLI (Political Science), PSYC (Psychology), RELG (Religious Studies), and SOCI (Sociology). For 200-level courses, information about any required prerequisites is found in the Minerva Class Schedule by clicking on the course CRN for registration. Check prerequisites before registering.

CEAP 250	(3)	Research Essay and Rhetoric
EDEE 325	(3)	Children's Literature
EDEM 220	(3)	Contemporary Issues in Education
EDES 366	(3)	Literature for Young Adults
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 111	(3)	Mathematics for Education Students
RELG 207	(3)	Introduction to the Study of Religions

### Required Courses (87 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 203	(3)	Communication in Education
		English Exam for T(3)w or other clisite1s2 se

EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 262	(3)	Media, Technology and Education
		Fourth Year Professional Seminar (K 0 1 gm(arten/Elementary))Tnu2 Tm(g)Tj1(121.949 709.84 Tm(PoliTm(E4.s.Tm(T

EDER 319	(3)	Teaching the Holocaust
EDER 401	(3)	Teaching Biblical Literature - Jewish School 1

### **Kindergarten and Elementary - Subject Area: Jewish Studies (15 credits)**

In consultation with the Jewish Studies option Program Adviser, students select 15 credits from the undergraduate course offerings of the Department of Jewish Studies, Faculty of Arts.

### **Electives (3 credits)**

#### **5.2.13.1 B.Ed. Kindergarten and Elementary Program (Jewish Studies Option)**

Students who wish to follow this option should contact:

Professor Eric Caplan  
 Department of Integrated Studies in Education  
 Faculty of Education  
 Telephone: 514-398-6544  
 Email: [eric.caplan@mcgill.ca](mailto:eric.caplan@mcgill.ca)

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

The Kindergarten and Elementary Pédagogie de l'Immersion Française major is designed to meet the needs of students enrolled in the B.Ed. Kindergarten and Elementary program who wish to teach in French immersion contexts. It consists of 30 credits of French and second language education courses embedded within the regular B.Ed. Kindergarten and Elementary program. In addition, certain other course sections may be offered in French.

Please note that graduates of teacher education programs are recommended by the University to the Quebec Ministry of Education for Quebec teacher certification. 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".

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

### 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

### 5.2.15 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 to the Quebec Ministry of Education for Quebec teacher certification. F





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

3 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
		Physical Education Curriculum and Instruction

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.

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 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDEC 260	(3)	Philosophical Foundations
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
EDSL 215	(3)	Communication in Education for TESL in Quebec
EDSL 254	(1)	Second Professional Seminar (TESL)
EDSL 300	(3)	Foundations of L2 Education
EDSL 304	(3)	Sociolinguistics and L2 Education
EDSL 305	(3)	L2 Learning: Classroom Settings Pedagogical Grammar

EDSL 415	(3)	Fourth Professional Seminar
EDSL 447	(3)	Methods in TESL 1
EDSL 458	(3)	Methods in TESL 2

\* Note: Offered every 3rd year (alternating with CLAS 333, 335).

\*\* Note: At least one of these Field Experiences must be completed in a Hellenic school.

### Complementary Courses (30 credits)

30 credits selected as described below:

3 credits from:

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

3 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
EDKP 332	(3)	Physical Education Curriculum and Instruction

3 credits from:

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

3 credits from\* FRSL

or

FREN 201	(3)	Le français littéraire (français langue seconde)
FREN 203	(3)	Analyse de textes (français langue seconde)
FREN 239	(3)	Stylistique comparée
FREN 245	(3)	Grammaire normative
FREN 250	(3)	Littérature française avant 1800
FREN 251	(3)	Littérature française depuis 1800
FREN 252	(3)	Littérature québécoise

(\*selected according to individual student's French proficiency level)

### TESL and Greek Language & Culture (18 credits)

12-15 credits of Greek Language and Culture from the following (with adviser's approval);

CLAS 230D1	(3)	Introductory Modern Greek
CLAS 230D2	(3)	Introductory Modern Greek
CLAS 331	(3)	Intermediate Modern Greek 1
CLAS 332	(3)	Intermediate Modern Greek 2
CLAS 335	(3)	Modern Greek Culture and Society
CLAS 498	(3)	Independent Research

HIST 349	(3)	Greece: From Ottoman to the European Union
HIST 368	(3)	Greek History: Classical Period

3-6 credits from (with adviser's approval, other courses may be considered):

ARTH 314	(3)	The Medieval City
CLAS 203	(3)	Greek Mythology
CLAS 301	(3)	Ancient Greek Literature and Society
CLAS 404	(3)	Classical Tradition
HIST 205	(3)	Ancient Mediterranean History
HIST 369	(3)	Greek History: Early Greece
PHIL 345	(3)	Greek Political Theory
PHIL 353	(3)	The Presocratic Philosophers
PHIL 355	(3)	Aristotle
PHIL 452	(3)	Later Greek Philosophy
PHIL 454	(3)	Ancient Moral Theory
POLI 333	(3)	Western Political Theory 1

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## 5.3 Programs for First Nations and Inuit

The following programs are offered in Indigenous communities for First Nations and Inuit teachers by McGill's Faculty of Education.

Information may be obtained by contacting:

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

3700 McTavish Street, Room 244

Montreal QC H3A 1Y2

Telephone: 514-398-4527

Website: [mcgill.ca/dise/ofnie](http://mcgill.ca/dise/ofnie)

For details about the **First Nations and Inuit Studies Option** within the Bachelor of Education Kindergarten and Elementary program, see [section 5.2.12: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#).

### 5.3.1 Certificate (Cert.) Education for First Nations and Inuit (60 credits)

This 60-credit program provides an opportunity for Algonquin, Cree, Inuit, Mi'gmaq, Mohawk, and Naskapi people to become qualified as teachers. It is offered on a part-time basis in Indigenous communities throughout Quebec in collaboration with, for example, the Cree School Board, the Kativik School Board and various Mi'gmaq, Moha6AS 401ationAro43.52 283.27517.35.86AS 401ationanc-tiStudi8.1./F1 8.0 gi7Boan,1.165.8192.801ation 257.744 607.2 T1868192.8

EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDPE 300	(3)	Educational Psychology
EDPI 341	(3)	Instruction in Inclusive Schools

**Complementary Courses (33 credits)**

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

**Algonquin**

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

**Inuktitut**

EDEC 289	(3)	Inuktitut Orthography and Grammar
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Stream C: Culture and Language

In order to ensure appropriate choices, students select from the list of Complementary Courses in consultation with the Program Adviser.

**Stream A: Generalist**

27 credits from the following list:

EDEA 242	(3)	Cultural Skills 1
EDEC 243	(3)	Teaching: Multigrade Classrooms
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
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
EDEE 253	(3)	Kindergarten Classroom Pedagogy
EDEE 270	(3)	Elementary School Science
	(3)	Elementary School Science 2

EDKP 226	(1)	Quebec Education Program Orientation
EDKP 229	(1)	Ice Hockey 1
EDKP 240	(1)	Winter Activities

### **Stream C: Culture and Language**

27 credits from the following list:

EDEA 242	(3)	Cultural Skills 1
EDEA 243	(3)	Cultural Skills 2
EDEA 244	(3)	Cultural Skills - Fall
EDEA 245	(3)	Cultural Skills - Winter
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

#### **5.3.1.1 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'gmaq, 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.

An applicant will normally be emplo

**Required Courses (6 credits)**

EDEC 342	(3)	Intermediate Indigenous Language
EDEC 344	(3)	Advanced Indigenous Language

**Complementary Courses (18 credits)**

18 credits selected as described below.

**Language Courses**

6 credits from the following language courses (or other courses as approved by the Director of Programs in First Nations and Inuit Education) including a beginning course (3 credits) in the Indigenous language as a first language (e.g., EDEC 241 Cree Language 1) and a second-level course (3 credits) in the



### 5.3.2.1 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.

### 5.3.3 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 facilitating the transition between elementary and high school.

This certificate may be taken concurrently and completed within the Bachelor of Education for Certified Teachers program if the requirements for the B.Ed. are fulfilled.

#### Required Courses (15 credits)

EDEC 245	(3)	Middle School Teaching
EDEC 246	(3)	Middle School Curriculum
EDFE 210	(3)	Middle School Practicum
EDPE 377	(3)	Adolescence and Education

3 credits from the list below:

EDEC 302	(3)	Language and Learning - Curriculum
EDSL 305	(3)	L2 Learning: Classroom Settings

#### Major Subject Area (6 credits)

6 credits in the major subject area of the Bachelor of Education for Certified Teachers selected in consultation with the Director of Programs in First Nations and Inuit Education.

#### Minor Subject Area (6 credits)

6 credits in the minor subject area of the Bachelor of Education for Certified Teachers selected in consultation with the Director of Programs in First Nations and Inuit Education.

#### Education Courses (3 credits)

3 credits from the list below or from other courses as approved by the Director of Programs in First Nations and Inuit Education.

EDEA 241	(3)	Basic Art Media for Classroom
EDEC 220	(3)	Curriculum Development
EDEC 243	(3)	Teaching: Multigrade Classrooms
EDEC 591	(3)	Cultural Values and Socialization
EDEE 444	(3)	First Nations and Inuit Curriculum
EDKP 241	(3)	Indigenous Physical Activities
EDPT 200	(3)	Integrating Educational Technology in Classrooms
EDSL 247	(3)	Second Language Education in Indigenous Communities
EDSL 305	(3)	L2 Learning: Classroom Settings

### 5.3.3.1 Admission to the Certificate in Middle School Education in Indigenous Communities

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

communities, applicants must be recommended by their school boards or teaching authorities. The right of final decision for acceptance of candidates rests with McGill.

#### **5.3.4 Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits)**

The 30 credit Certificate in First Nations and Inuit Educational Leadership will focus on the following 5 objectives: (1) developing the core competencies of educational leaders; (2) fostering a self-reflective leader able to partner with parents to create community outreach; (3) cultivating awareness of the holistic learning and developmental cycles of the child and the role of the educational leader in enhancing that development; (4) maintaining the inter-connectedness and continuity of community and cultural values and aspirations within the structure of the administration of the school and other educational milieu; and (5) understanding and supporting the pedagogical objectives and the administrative framework of the educational context and system.

##### **Required Courses (18 credits)**

EDEC 203	(3)	Communication in Education
EDEC 222	(3)	Personnel Management and Group Skills
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.



- 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).
- Be recommended and selected by the school administration in collaboration with McGill personnel.

The right of final decision for acceptance of candidates rests with McGill.

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## 5.4 Kinesiology and Physical Education

### 5.4.1 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](mailto:kin.physed@mcgill.ca)  
Website: [mcgill.ca/edu-kpe](http://mcgill.ca/edu-kpe)

### 5.4.2 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](#)

**Associate Professors**

David J. Pearsall; B.A., B.P.H.E., M.Sc., Ph.D.(Qu.)

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

**Assistant Professors**

Tyler Churchward-Venne; B.A.(York), M.Sc.(UWO), Ph.D.(McM.)

Benoit Gentil; B.Sc.(UJF), M.Sc.(Paris VII), Ph.D.(UJF)

Jenna Gibbs; B.Sc.(UWO), Ph.D.(Penn. St.)

Jordan Koch; B.A.(UWO), M.Sc.(Calg.), Ph.D.(Alta.)

Caroline Paquette; B.Sc., M.Sc.(Laval), Ph.D.(McG.)

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

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

**Faculty Lecturer**

Jessica Mocella; B.A.(C'dia); B.A.(McG.)

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

**Associate Members**

Susan Bartlett; B.A.(C'dia), M.Ed.(McG.), Ph.D.(Syrac.)

José Morais; M.D.(Montr.)

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

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

**5.4.4 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 Ministère de l'Éducation, et L'Enseignement supérieur (MEES). 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 and Rhetoric
EDEC 202	(3)	Effective Communication
EDEM 220	(3)	Contemporary Issues in Education

**Required Courses (102 credits)**

EDEC 215	(0)	English Exam for Teacher Certification
EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDEC 260	(3)	Philosophical Foundations

EDFE 246	(3)	First Field Experience (Physical Education)
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 204	(3)	Health Education
EDKP 208	(3)	Biomechanics and Motor Learning
EDKP 213	(1)	Aquatics
EDKP 215	(0)	Standard First Aid/Cardio-Pulmonary Resuscitation Level C
EDKP 217	(3)	Track and Field
EDKP 223	(3)	Games 1: Elementary Physical Education
EDKP 225	(3)	Games 2: Secondary Physical Education
EDKP 232	(3)	Health-Related Fitness
EDKP 235	(3)	Non-Traditional Physical Activities
EDKP 237	(3)	Outdoor Education
EDKP 253	(3)	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 Public 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

Ph

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 (12 credits)**

12 credits chosen from any of the University's course offerings to contribute to the student's academic proficiency and professional preparation. Students are encouraged to choose as they wish. However, beware that some courses have restrictions, pre-requisites and/or enrollment limitations.

**Bac**

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

W



PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2

**Complementary Courses (15-24 credits)**

3 credits from Statistics:

BIOL 373	(3)	Biometry
EDPE 375	(3)	Introductory Statistics
MATH 203	(3)	Principles of Statistics 1
PSYC 204	(3)	Introduction to Psychological Statistics

**5.4.7 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 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 (73 credits)**

In addition to the 61 credits of required courses for the Major, Honours students complete EDKP 454 "Honours Research Practicum" and EDKP 499 "Undergraduate Honours Research Project."

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 Public 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 454	(3)	Honours Research Practicum
EDKP 485	(3)	Cardiopulmonary Exercise Pathophysiology
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

