



Faculty of Education
Programs, Courses and University Regulations
2022-2023

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

1 . McGill University reserves the right to mak

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- 1 About the Faculty, page 9
- 2 History, page 9
- 3 Faculty of Education Facilities, page 9
 - 3.1 Education Curriculum Resources Centre, page 9
 - 3.2 Education Undergraduate Society (EdUS), page 10
 - 3.3 Education Computer Lab & Audiovisual Loan Service, page 10
 - 3.4 McGill Career Planning Service (CaPS), page 11
 - 3.5 McGill Journal of Education, page 11
 - 3.6 A.S. Lamb Learning Centre, page 11
 - 3.7 Internships & Student Affairs Office (ISA), page 11
 - 3.8 Faculty Institutes, Offices, and Centres, page 12
 - 3.8.1 The Institute for Human Development and Well-Being, page 12
 - 3.8.2 The International Centre for Y

-
- 6.5.3 Course Requirements, page 20
 - 6.5.4 Electives, page 20
 - 6.5.5 Courses Taken as Transfer Credit, page 21
 - 6.5.6 Inter-University Transfer Credit, page 21
 - 6.5.7 Online Courses, page 21
 - 6.5.8 Courses Taken under Satisfactory/Unsatisfactory Option, page 21
 - 6.5.9 Course Equivalencies and Overlap, page 21
 - 6.5.10 Dress Regulations, page 21
 - 6.6 Registration, page 21
 - 6.6.1 Course Registration, page 21
 - 6.6.2 Withdrawals, page 22
 - 6.7 Attendance, page 22
 - 6.8 Grading, page 22
 - 6.9 Incomplete Grades, page 22
 - 6.10 Examinations, page 22
 - 6.10.1 Supplemental Examinations, page 23
 - 6.10.2 Reassessment and Rereads, page 23
 - 6.10.3 Reassessment of Course Work, page 23
 - 6.10.4 Rereads of Final Exams or Final Term Papers or Projects, page 23
 - 6.11 Academic Standing, page 23
 - 6.11.1 Satisfactory/Interim Satisfactory Standing, page 23
 - 6.11.2 Probationary/Interim Probationary Standing, page 24
 - 6.11.2.1 Interim Probationary Standing at the end of the Fall term, page 24
 - 6.11.2.2 Probationary Standing at the end of the Winter term, page 24
 - 6.11.2.3 Students will be placed in Probationary Standing, page 24
 - 6.11.3 Unsatisfactory/Interim Unsatisfactory Standing, page 24
 - 6.11.3.1 Interim Unsatisfactory Standing at the end of the Fall term, page 24
 - 6.11.3.2 Unsatisfactory Standing at the end of the Winter term, page 24
 - 6.11.3.3 Readmitted Unsatisfactory Standing, page 24
 - 6.11.3.4 Students will be placed in Unsatisfactory Standing (Winter or Summer term) or Interim Unsatisfactory Standing (Fall term), page 24
 - 6.11.3.5 Readmission, page 25
 - 6.11.3.6 Incomplete Standings, page 25
 - 6.12 Graduation Requirements, page 25
 - 6.13 Undergraduate Program Awards, page 26
 - 6.13.1 Dean's Honour List Designation for Graduating Students, page 26
 - 6.13.2 Dean's Honour List Designation for In-course Students, page 26
 - 6.13.3 Scholarships and Awards, page 26
 - 7 Student Teaching/Field Experience, page 26
 - 7.1 About Field Experiences, page 26

-
- 7.2 Registration for the Student Teaching/Field Experience, page 26
 - 7.2.1 Newly Admitted Students, page 26
 - 7.2.2 Returning Students, page 27
 - 7.3 Student Responsibilities, page 27
 - 7.3.1 Guidelines (Syllabus), page 27
 - 7.3.2 Attendance and Absences, page 27
 - 7.3.3 Judicial Record Verification, page 28
 - 7.3.4 Work Permit for International Students, page 28
 - 7.4 Grading and Credit, page 28
 - 7.4.1 Early Dismissal from Field Experience, page 28
 - 7.4.2 Withdrawal from Field Experience, page 29
 - 7.4.3 Transfer Credit, page 29
 - 7.5 McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates, page 29
 - 7.5.1 Section I. Introduction, page 29
 - 8 Browse Academic Units & Programs, page 29
 - 8.1 Educational and Counselling Psychology, page 29
 - 8.1.1 Location, page 29
 - 8.1.2 About the Department of Educational and Counselling Psychology, page 30
 - 8.1.3 Educational and Counselling Psychology Faculty, page 30
 - 8.2 Integrated Studies in Education, page 31
 - 8.2.1 Location, page 31
 - 8.2.2 About the Department of Integrated Studies in Education, page 31
 - 8.2.3 Integrated Studies in Education Faculty, page 32
 - 8.2.4 Overview of Programs (Integrated Studies in Education), page 32
 - 8.2.4.1 Bachelor of Education: Secondary Program (120 credits), page 32
 - 8.2.4.2 Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program (137 credits), page 33
 - 8.2.4.3 Bachelor of Education (Kindergarten and Elementary) (120 credits), page 33
 - 8.2.4.4 Bachelor of Education in Teaching English as a Second Language (120 credits), page 34
 - 8.2.4.5 In Community Programs, page 34
 - 8.2.5 Bachelor of Education (B.Ed.) - Secondary English (120 credits) , page 34
 - 8.2.6 Bachelor of Education (B.Ed.) - Secondary Mathematics (120 credits) , page 38
 - 8.2.7 Bachelor of Education (B.Ed.) - Secondary Science and Technology (120 credits) , page 41
 - 8.2.8 Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Ethics and Religious Culture (120 credits) , page 47
 - 8.2.9 Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Geography (120 credits) , page 50
 - 8.2.10 Bachelor of Arts(Education) - Major Education in Global Contexts (90 credits) , page 53
 - 8.2.11 Concurrent Bachelor of Music (B.Mus.) - Major Music Education and Bachelor of Education (B.Ed.) - Music Elementary and Secondary (137 credits) , page 56
 - 8.2.11.1 Admissions to the Concurrent B.Mus. (Major Music Education) and B.Ed. in Music Program, page 60

-
- 8.2.12 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education (120 credits) , page 60
 - 8.2.13 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits) , page 66
 - 8.2.14 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Jewish Studies (120 credits) , page 70
 - 8.2.14.1 B.Ed. Kindergarten and Elementary Program (Jewish Studies Option), page 72
 - 8.2.15 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Pédagogie de l'Immersion Française (120 credits) , page 73
 - 8.2.16 Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary (120 credits) , page 75
 - 8.2.17 Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary:Teaching Greek Language & Culture (120 credits) , page 77
 - 8.3 Programs for First Nations and Inuit, page 80
 - 8.3.1 Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits) , page 80
 - 8.3.1.1 Admission Requirements for the B.Ed. for Certified Teachers, page 80
 - 8.3.2 Certificate (Cert.) Education for First Nations and Inuit (60 credits) , page 81
 - 8.3.2.1 Admission to the Certificate in Education for First Nations and Inuit, page 84
 - 8.3.3 Certificate (Cert.) First Nations and Inuit Student Personnel Services (30 credits) , page 84
 - 8.3.3.1 Admission to Certificate in First Nations and Inuit Student Personnel Services, page 84
 - 8.3.4 Certificate (Cert.) Middle School Education in Indigenous Communities (30 credits) , page 85
 - 8.3.4.1 Admission to the Certificate in Middle School Education in Indigenous Communities, page 85
 - 8.3.5 Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits) , page 86
 - 8.3.5.1 Admission to the Certificate in First Nations and Inuit Educational Leadership, page 86
 - 8.3.6 Certificate (Cert.) Indigenous Language and Literacy Education (30 credits) , page 86
 - 8.3.6.1 Admission to the Certificate in Indigenous Language and Literacy Education, page 87
 - 8.3.7 Certificate (Cert.) Inclusive Education (30 credits) , page 87
 - 8.4 Kinesiology and Physical Education, page 88
 - 8.4.1 Location, page 88
 - 8.4.2 About the Department of Kinesiology and Physical Education, page 88
 - 8.4.3 Kinesiology and Physical Education Faculty, page 88
 - 8.4.4 Bachelor of Education (B.Ed.) - Physical and Health Education (120 credits) , page 89
 - 8.4.5 Bachelor of Science (B.Sc) (Kinesiology) - Minor in Entrepreneurship (18 credits) , page 91
 - 8.4.6 Bachelor of Science (Kinesiology) (B.Sc.(Kinesiology)) - Kinesiology (90 credits) , page 91
 - 8.4.7 Bachelor of Science (Kinesiology) (B.Sc.(Kinesiology)) - Kinesiology - Honours (90 credits) , page 94

1 About the Faculty

The Faculty of Education serves approximately 2,500 students enrolled in undergraduate, graduate, and professional development programs. The Faculty is organized into three departments, and has a number of research and service centres, including several of an interdisciplinary nature.

The Faculty of Education has a role in the initial training of teachers and leaders in education-allied occupations. It also prepares professionals in the areas of Educational and Counselling Psychology and Kinesiology and Physical Education. It provides professional development services to the wider educational community and it is concerned with constructing knowledge through research and scholarship.

In recent years, a number of links ha

Website: mcgill.ca/library

3.4 McGill Career Planning Service (CaPS)

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

Career Adviser: Lara Franko

Telephone: 514-398-2484

Email: career.education@mcgill.ca

Website: mcgill.ca/isa

3.5 McGill Journal of Education

The *McGill Journal of Education/Revue des sciences de l'éducation de McGill* is an open-access, online journal that is published three times a year: Winter, Spring, and Fall. It includes work in English and French from local, national, and international contexts. The *MJE* publishes peer

- withdrawal;
- supplemental and deferred exams;
- rereads;
- Academic Standing;
- interfaculty transfer;
- readmission;
- study away;
- scholarships and awards;
- graduation;
- teacher certification.

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

Office: Education Building, Room 243
Telephone: 514-398-7042 (Student Affairs); 514-398-7046 (Student Teaching Placement Coordinators)
Fax: 514-398-4679
Email: isa.education@mcgill.ca
Website: mcgill.ca/isa

3.8 Faculty Institutes, Offices, and Centres

3.8.1 The Institute for Human Development and Well-Being

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

It works across three main axes:

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

Director: Dr. Claudia Mitchell (*James McGill Professor*)
Email: claudia.mitchell@mcgill.ca
Website: mcgill.ca/ihdw

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

McGill University's International Centre for Youth Gambling Problems and High-Risk Behaviors has been attempting to identify and understand the underlying determinants and critical factors related to youth gambling problems and their relationship with other adolescent addictive and high-risk behaviours. The ongoing research efforts conducted by Drs. Derevensky and Gupta, along with their graduate students, have been crucial in helping to identify the determinants placing youth at risk for gambling problems, and in the development of empirically based treatment and prevention programs. Of importance has been the Centre's role in impacting public health and social policy in an effort to reduce and minimize the harms associated with excessive, problematic gambling.

Director: Dr. Jeffrey Derevensky
Website: youthgambling.com

3.8.3 The Research Centre for Physical Activity and Health

The Research Centre for Physical Activity and Health brings together specialists from different areas of research to investigate the implications of physical activity on health and well-being. The Centre's researchers examine physiological, neuromechanical, or behavioural aspects of physical activity and healthy living, in an attempt to bridge the gap between basic sciences (e.g., cellular physiology) and applied sciences (e.g., clinical exercise physiology) through multidisciplinary research.

Director: Dr. Dennis Jensen
Website: mcgill.ca/path

4 About the Faculty of Education (Undergraduate)

4.1 Location

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

4.2 Department of Integrated Studies in Education

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

The Department offers:

- Bachelor of Education Secondary English
- Bachelor of Education Secondary Mathematics
- Bachelor of Education Secondary Science & Technology
- Bachelor of Education Secondary Social Sciences
- Concurrent Bachelor of Music and Bachelor of Education in Music (Music Education)
- Bachelor of Education Kindergarten/Elementary

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 8.4: Kinesiology and Physical Education](#).

4.5 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*)

Marta Kobiela; B.S., M.S. (Texas), Ph.D.,(Vanderbilt) (*Infrastructure*)

Nancy L. Heath; B.A.(McG.), M.Ed.(Ott.), Ph.D.(Tor.) (*Research and Innovation*)

Unit Heads

Julie Côté; B.Sc., M.Sc.(Wisc. Madison), Ph.D.(Montr.) – *Chair, Kinesiology and Physical Education*

Victoria Talwar; M.A. (St. Andrews), Ph.D. (Queen's) – *Chair, Educational and Counselling Psychology*

Steven Jordan; B.A.(Kent), M.Sc.(Lond.), Ph.D.(McG.) – *Chair, Integrated Studies in Education*

Director, Internships and Student Affairs

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

Internships and Student Affairs Officer

TBA

Senior Manager, .s391.87 lhf0 G0 gBT/F3 8.1 Tf1 0 0 1 70thDean

5 Overview of Faculty Programs

The Faculty of Education offers three different kinds of programs.

Undergraduate Programs: The Faculty offers programs leading to the Bachelor of Education (B.Ed.) degree that can lead to teacher certification, a Bachelor of Arts - Education (B.A.(Education)) degree with a Major in Education in Global Contexts, and a Bachelor of Science (B.Sc.) – Kinesiology degree.

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

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

Undergraduate programs of initial teacher education are described below in [section 5.1: Undergraduate Education Programs](#); programs of professional development are described in the [School of Continuing Studies section](#); and graduate programs are described in the [Graduate and Postdoctoral Studies section](#).

5.1 Undergraduate Education Programs

The Faculty of Education offers the following under

Other Undergraduate Education Programs

educational principles and hands-on experiences through a semester-long internship. Designed for anyone who wishes to take on the role of educator in non-traditional contexts: in non-profit, government, business, and other career sectors.

section 8.4.6: Bachelor of Science (Kinesiology) (B.Sc.(Kinesiology)) - Kinesiology (90 credits), offered by the Department of Kinesiology and Physical Education.

The program entails a comprehensive understanding of human movement. Kinesiology is a multidisciplinary field viewing human movement from social, historical, psychological, or biological perspectives. The program provides students with a breadth of theoretical knowledge as well as an opportunity to explore related areas in greater depth, including minor programs available elsewhere within the University. An honours program is available for particularly strong students.

5.1.1 General Admission Requirements

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

- Specific Mathematics and/or Science prerequisite courses are required for the **B.Ed. Secondary Science and Technology, B.Ed. Secondary Mathematics, and B.Sc.(Kinesiology)** programs, described in the Undergraduate Admissions Guide.
- Applicants to the **Concurrent B.Mus. and B.Ed.** must apply through the Schulich School of Music.

5.1.1.1 CASPer Test Requirement for B.Ed. Kindergarten/Elementary, Secondary, TESL, and Music Programs

All applicants to the following Bachelor of Education (B.Ed.) Programs, in the Department of Integrated Studies in Education (DISE), Faculty of Education, McGill University are required to complete an online assessment, CASPer@takecasper.com/about-casper/, to be eligible for admission:

- B.Ed. in Kindergarten and Elementary Education (except the First Nations and Inuit Education (FNIE) option)
- B.Ed. in Secondary Education (all profiles)
- B.Ed. in Teaching English as a Second Language (all options)
- B.Ed. in Music (except applicants to the Concurrent B.Mus/B.Ed. program).

Students can apply to these programs without having registered for or taken the CASPer Test; however, it is expected that they will eventually register for and take the test before admissions decisions are made.

Students applying to B.Ed. Physical and Health Education **do not** have the CASPer Test admission requirement.

More information on the CASPer test requirement can be found at mcgill.ca/dise/files/dise/casper_bed_9oct2020.pdf.



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

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

5.1.1.2 Language Requirement for Applicants to B.Ed. TESL Program

The application process for the B.Ed. TESL program involves several steps. Students first apply to the University indicating their program choice. Those whose academic record meets minimum program requirements will be informed by the University that they are being considered for admission to the B.Ed. TESL program. Students being considered will need to pass written and oral English language proficiency tests as a further admission requirement, and will be contacted by email with information about how to make arrangements to take the test.

5.1.2 Credit Requirements

The Bachelor of Education (B.Ed.) 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 Bachelor of Arts (Education) (B.A.(Education) - Education in Global Contexts and Bachelor of Science (Kinesiology) (B.Sc.) – Kinesiology are 90-credit programs. 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.A.(Education) or B.Sc.(Kinesiology) program, which includes a 30-credit Freshman year for a total of 120 credits.

Students entering the five-year B.Ed., or four-year B.A.(Education) degree or B.Sc.(Kinesiology) deEducation

than five (5) years old in other subject areas may be considered on an individual subject basis by the Program Director. For more details, see the *Undergraduate Admissions Guide*, found at mcgill.ca/applying.

5.1.3 Quebec Teacher Certification

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5.2.2 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
Website: mcgill.ca/dise/ofnie

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

5.3 Programs for First Nations and Inuit

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

Information can be obtained by contacting:

Office of First Nations and Inuit Education (OFNIE)
3700 McTavish Street, Room 244
Montreal QC H3A 1Y2
Telephone: 514-398-4527
Website: mcgill.ca/dise/ofnie

Bachelor of Education – Kindergarten and Elementary First Nations and Inuit Studies Option

Detailed information about this program may be found at [section 8.2.13: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#)

6.1 Advising

Refer to *University Regulations and Resources > Undergraduate > : Undergraduate Advising* and the *Internships and Student Affairs website* for further information. Assistance is also available by emailing isa.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. Additional advising material is also av



Note: This requirement does not apply to students in Certificate in Education for First Nations and Inuit programs.

6.4 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 private school may have its own administrative procedures for verification. Students are responsible for complying with their request. An

6.5.5 Courses Taken as Transfer Credit

Students wishing to study away at a university outside of Quebec must obtain approval from their academic adviser and the Internships and Student Affairs Office prior to taking a transfer course. 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 > Student Records > : Transfer Credits](#) for further information.

6.5.6 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 > Registration > : Quebec Inter-University Transfer Agreement](#) for further information.

6.5.7 Online Courses

A maximum of 18 credits of courses taught as online courses may be used toward the B.Ed., B.A.(Education), or B.Sc.(Kinesiology) degree at McGill. Requests to take online courses at another university must be assessed for equivalency and approved by an academic adviser and the Internships and Student Affairs Office. Please refer to [section 6.5.5: Courses Taken as Transfer Credit](#) above.

6.5.8 Courses Taken under Satisfactory/Unsatisfactory Option

Required or complementary courses, including subject area courses for B.Ed. students, cannot be taken under this option. Please consult [University Regulations and Resources > Undergraduate > Registration > : Courses Taken under the Satisfactory/Unsatisfactory \(S/U\) Option](#).

6.5.9 Course Equivalencies and Overlap

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

6.5.10 Dress Regulations

All students enrolled in teacher certification programs are advised that school boards and individual schools may have regulations concerning acceptable attire. Students must adhere to any such regulations.

Students in Kinesiology and Physical Education programs are required to wear appropriate clothing for activity courses as approved by the instructor(s). Students may also be responsible for providing some items of personal equipment.

6.6 Registration

All students register by Minerva, McGill's web-based registration system. For detailed information about registration, refer to [University Regulations and Resources > Undergraduate > : Registration](#); *Next Steps* at mcgill.ca/accepted; the Internships and Student Affairs website, mcgill.ca/isa; and to the Student Records website, mcgill.ca/student-records.

Students who fall into Unsatisfactory Standing at the end of the academic year will have their registration cancelled and may not re-register in the Faculty. Students who can provide proof of extenuating circumstances may appeal to the Director of Internships and Student Affairs for readmission. Please refer to [University Regulations and Resources > Undergraduate > : Readmission](#) and to mcgill.ca/isa for Faculty-specific information.

Students who have an outstanding fee balance from a previous term or outstanding fines will not be permitted to register. Students with financial problems should consult the Student Aid Office, Brown Student Services Building.

Students who decide not to return to McGill must withdraw from all of their courses on Minerva or inform the Internships and Student Affairs Office in writing. For further information, refer to [University Regulations and Resources > Undergraduate > : Course Withdrawal](#) and [: University Withdrawal](#).

6.6.1 Course Registration

Students in Faculty of Education programs should register for the courses as outlined in the individual program overviews and advising material available on the Internships and Student Affairs Office website at mcgill.ca/isa for new and current students. For more information on registration, see [University Regulations and Resources > Undergraduate > : Registration](#).

Students in the B.Ed. programs who are required to be registered for Field Experience should consult [section 7: Student Teaching/Field Experience](#) for more information.

Some courses may require special permission. Students should consult the [eCalendar](#) and/or the Class Schedule on Minerv

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

6.10.1 Supplemental Examinations

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

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

6.10.2 Reassessment and Rereads

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

The Faculty recognizes two types of reassessments or rereads:

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

6.10.3 Reassessment of Course Work

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

6.10.4 Rereads of Final Exams or Final Term Papers or Projects

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

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

These deadlines are strictly enforced and no requests will be accepted past them. Students are assessed a fee for such rereads; for fee amount and details, please refer to the [Student Accounts website](#). It is strongly recommended, but not required, that students consult with the instructor of the course before by:v

Probationar

- if they receive a failure (F, J, KF, WF) in a student teaching/Field Experience course of any level (*in this case, students will be placed in Unsatisfactory Standing, regardless of the term);
- if they were previously in Unsatisfactory Standing and were readmitted to the Faculty by the Director, Internships and Student Affairs or the Student Affairs Committee and have not at least satisfied the conditions to attain Probationary Standing that were specified in the letter of readmission.



Note: Students in the Concurrent B.Mus. and B.Ed. program who receive an F or J in any Education Field Experience course are placed in Unsatisfactory Standing. Although they may complete their term, they are required to withdraw from the Concurrent program. They may, however, contact the Schulich School of Music regarding application to a Bachelor of Music degree.

6.11.3.5 Readmission

Students should apply on Minerva by July 1 for readmission to the Fall term or by November 15 for the Winter term. Appeals for readmission by students in Unsatisfactory Standing should be addressed to the Director, Internships and Student Affairs. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation). Additional conditions may apply.

Students in Unsatisfactory Standing for the second time must withdraw permanently. Students who were placed in Unsatisfactory Standing due to a failure in student teaching/Field Experience cannot apply for readmission for at least one full year and are advised to apply for Fall readmission by April 15. Appeals for readmission due to failure in a field experience are heard by the Faculty of Education Student Affairs Committee. Please refer to the Internships and Student Affairs Office website for further information: mcgill.ca/isa.

6.11.3.6 Incomplete Standings

- Must clear Ks, Ls, or Supplementals
- To Be Determined
- Incomplete

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

6.13 Undergraduate Program Awards

6.13.1 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.
- Students must have completed a minimum of 60 McGill credits to be considered.
- The designation is based on the cumulative academic record (CGPA).

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

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

- Students must be among the top 10% of the Faculty's students.
- Students must have completed at least 27 graded credits during the academic year.
- The designation is based on the sessional (Fall and Winter) GPA.

6.13.3 Scholarships and Awards

Various scholarships and awards are open to both graduating and in-course students. For more information, consult the Scholarships and Student Aid website at mcgill.ca/studentaid/scholarships-aid.

7 Student Teaching/Field Experience

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

7.1 About Field Experiences

Field Experiences:

- are required courses (with the subject code EDFE) for all students in B.Ed. programs from first through fourth year;
- are the sole responsibility of the Faculty of Education and are organized by the Internships and Student Affairs Office. Under no circumstances should students seek, solicit, or make their own placement arrangements;
- must be taken in the required sequence;
- require that newly admitted and returning students follow registration procedures (see [Faculty of Education > Undergraduate > Faculty Regulations for Undergraduate Programs > section 6.6: Registration](#)) or risk not being placed in a host school in a given term;
- are completed in schools within English school boards or private schools in the province of Quebec in the majority of cases, with the exception of the B.Ed. TESL program, in which students are placed in Francophone school boards or private schools in the province of Quebec;
- can be specialized in some circumstances; refer to the [ISA website](#) for information regarding such opportunities (distance, special needs, resource room, adult education, etc.);
- require that students travel to their host school. Students should therefore budget time and money for this purpose;
- may begin before the first day of lectures or end after the last day of lectures;
- may continue during regularly scheduled University breaks;
- may continue through May into the Summer term (refer to the [ISA website](#) or [Minerva](#) for exact dates).

7.2 Registration for the Student Teaching/Field Experience

7.2.1 Newly Admitted Students

Newly admitted 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.

7.2.2 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). **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 7.4.1: Early Dismissal from Field Experience](#).)
- in **B.Ed. K/Elementary, Secondary, and TESL**

7.3.3 Judicial Record Verification

See [Faculty of Education > Undergraduate > Faculty Regulations for Undergraduate Programs > section 6.4: 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](#).

7.3.4 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.

7.4 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 (regardless of the term), requiring withdrawal from the B.Ed. program.

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/teaching/ehandbook/policy/grade-appeal for more details.

7.4.1 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 demonstrate Professional Competencies as expected and/or 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 7.4.2: 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.

7.4.2 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.

7.4.3 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/transfercrredit, as well as Faculty-specific information at mcgill.ca/isa/student/new.

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

7.5.1 Section I. Introduction

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Telephone: 514-398-4242
Fax: 514-398-6968
Email, for general inquiries: ecpinfo.education@mcgill.ca
Email, for admissions inquiries: admissions.ecp@mcgill.ca
Website: mcgill.ca/edu-ecp

8.1.2 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

Special services offered by the Department include the Psychoeducational & Counselling Clinic (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](#).

8.1.3 Educational and Counselling Psychology Faculty

Chair

Victoria Talwar

Program Directors

Armando Bertone – *School/Applied Child Psychology*

Michael Hoover – *Learning Sciences, Health Professions Education*

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

Gigi Luk – *Human Development, M.Ed. Concentrations in Educational Psychology*

Emeritus Professors

Mark W. Aulls; Robert J. Bracewell; Janet G. Donald; Florent R. Dumont; Marilyn Fitzpatrick; Carl H. Frederiksen; Lynn McAlpine; Eigil Pedersen; Alenoush Saroyan; Bruce M. Shore; Cynthia B. Weston.

Professors

Jacob A. Burack; Jeffrey L. Derevensky; Martin Drapeau; Nancy L. Heath; Susanne P. Lajoie; Krista Muis; Victoria Talwar.

Associate Professors

Armando Bertone; Alain Breuleux; Adam Dubé; Tara Flanagan; Nathan Hall; Michael L. Hoover; Chiaki Konishi; Annett Körner; Gigi Luk; Eve-Marie Quintin; Jessica Ruglis; Steven R. Shaw; Ada L. Sinacore; Ingrid E. Sladeczek; Ronald Stringer; Caroline Temcheff.

Assistant Professors

Marie-Claude Geoffroy; Bassam El-Khoury; Rachel Langevin; Tina Montreuil; Marie-Hélène Pennestri; Kristy Robinson; Dennis Wendt; Shanna Williams.

Faculty Lecturer

Karen Cohen-Gazith.

Associate Members

Reut Gruber; Vera Romano; Brett D. Thombs; Ashley Wazana; Jeffrey G. Wiseman.

Associate Professors (Non-Tenure Track)

Marcia A.B. Delcourt; Laura Winer.

Assistant Professors (Non-Tenure Track)

Judith Norton

Adjunct Professors

Sylvie Beauchamp; Nicola Gazzola; Thomas Goetz; Mi Song Kim; Marina Milyavskaya; Katherine Moxness; Eric Poitras; Robert Savage; Anastassios Stalikas; Boris Vucovic.

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

3700 McTavish Street, Room 244

Montreal QC H3A 1Y2

Website: mcgill.ca/dise

Undergraduate Programs

Telephone: 514-398-4527

Graduate and Certificate Programs

Telephone: 514-398-4527

8.2.2 About the Department of Integrated Studies in Education

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

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

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

8.2.3 Integrated Studies in Education Faculty

Chair

Lisa Starr

Director of Teacher Education Programs (B Ed & MATL)

Mindy Carter

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

Sheryl Smith-Gilman

Director of First Nations and Inuit Education

Stephen Peters

Assistant Director of First Nations and Inuit Education

James Howden

Director of Ph.D. Program and MA Thesis Programs

Paul Zanazanian

Director of MA Non-Thesis Programs

Joseph Levitan

Director of Internships and Student Affairs

TBA

Emeritus Professors

Patrick X. Dias; David Dillon; Margaret Gillett; John B. Gradwell; Denise Lussier; Roy Lyster; Mary H. Maguire; Anthony Paré; Jacques J. Rebuffot; Bernard Shapiro; David C. Smith; R. Lynn Studham; Lise Winer; John Wolforth.

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

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)

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
WCOM 250*	(3)	Research Essay and Rhetoric

* Note: Students may take either WCOM 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
- (3) Introduction to Yiddish Literature

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

Cultural Studies (6 credits)

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

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

Drama/Theatre (3 credits)

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

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

Unofficial "Teachable" Subject Area (15 credits)

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

Elective Courses (6 credits)

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

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

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

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

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

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 Perspecti3)

The Secondary Science and Technology program provides students with the subject matter expertise in the Living World, Earth and Space, the Material World, and the Technological World needed to teach the secondary science curriculum in Quebec schools.

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."

Note: Students entering this program from CEGEP or with Advanced Standing should have completed two biology courses, two chemistry courses, two math courses and two physics courses at the CEGEP level. Students entering from CEGEP without having completed these prerequisites (or their equivalents) will be required to make up any deficiencies in these courses over and above the degree requirements.

Freshman Program - Basic Sciences

Freshmen in the Science and Technology program must complete the 29 to 30 credits of Basic Science courses listed below in their first year of studies.

Fall term: BIOL 111, CHEM 110, MATH 139 or MATH 140 or MATH 150, PHYS 101 or PHYS 131

Winter term: BIOL 112, CHEM 120, MATH 141 or MATH 151, PHYS 102 or PHYS 142

Students should consult a program adviser for guidance on which Fall and Winter term Math and Physics courses should be taken. Course choices depend on a student's background in science and plans for upper-level Physics courses.

BIOL 111	(3)	Principles: Organismal Biology
BIOL 112	(3)	Cell and Molecular Biology
CHEM 110	(4)	General Chemistry 1
CHEM 120	(4)	General Chemistry 2
MATH 139	(4)	Calculus 1 with Precalculus
MATH 140	(3)	Calculus 1
MATH 141	(4)	Calculus 2
MATH 150	(4)	Calculus A
MATH 151	(4)	Calculus B
PHYS 101	(4)	Introductory Physics - Mechanics
PHYS 102	(4)	Introductory Physics - Electromagnetism
PHYS 131	(4)	Mechanics and Waves

EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 260	(3)	Philosophical Foundations Media,

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 331	(3)	Topics in Classical Mechanics
PHYS 333	(3)	Thermal and Statistical Physics
PHYS 339	(3)	Measurements Laboratory in General Physics
PHYS 340	(3)	Majors Electricity and Magnetism
PHYS 342	(3)	Majors Electromagnetic Waves
PHYS 346	(3)	Majors Quantum Physics
PHYS 432	(3)	Physics of Fluids
PHYS 434	(3)	Optics
PHYS 439	(3)	Majors Laboratory in Modern Physics

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
WCOM 250	(3)	Research Essay and Rhetoric

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 & Citizenship, Ethics & Religious Culture Subject Area (51 credits)

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

Required Courses

History

9 credits:

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

POLI 474 (3) Inequality and Development

Ethics and Religious Culture
18 credits as specified below.

6 credits from:

EDER 309	(3)	The Religious Quest
RELG 203	(3)	Bible and Western Culture
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism
RELG 309	(3)	World Religions and Cultures They Create

6 credits from:

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

6 credits from:

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

Electives (6 credits)

6 credits

8.2.9 Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Geography (120 credits)

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

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

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

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

ENVR 203	(3)	Knowledge, Ethics and Environment
POLI 212	(3)	Government and Politics - Developed World
POLI 221	(3)	Government of Canada
POLI 222	(3)	Political Process and Behaviour in Canada
POLI 227	(3)	Developing Areas/Introduction
POLI 243	(3)	International Politics of Economic Relations
POLI 244	(3)	International Politics: State Behaviour
POLI 341	(3)	Foreign Policy: The Middle East
POLI 345	(3)	International Organizations
POLI 354	(3)	Approaches to International Political Economy
POLI 360	(3)	Security: War and Peace
POLI 362	(3)	Political Theory and International Relations
POLI 423	(3)	Politics of Ethno-Nationalism
POLI 435	(3)	Identity and Inequality
POLI 442	(3)	International Relations of Ethnic Conflict
POLI 450	(3)	Peacebuilding
POLI 474	(3)	Inequality and Development

Geography

18 credits from:

ENVR 202	(3)	The Evolving Earth
GEOG 200	(3)	Geographical Perspectives: World Environmental Problems
GEOG 205	(3)	Global Change: Past, Present and Future
GEOG 210	(3)	Global Places and Peoples
GEOG 216	(3)	Geography of the World Economy

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verified by an adviser*, for a total of 120 credits. Students will not be granted permission to take first-year (U1) courses if the credits from the Freshman year have not been obtained. In consultation with the Program Adviser, students may select courses from the recommended course list below or other courses. There are no required courses in the Freshman Program, though the department recommends that students use the opportunity to take 100- or 200- level courses in the subject areas that interest them or are relevant to their chosen concentration. As well, the Freshman year offers students the opportunity to explore areas that are not typically taken as a course of study in the program.

The department recommends the following courses:

Courses in the Faculty of Education:

EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDPE 208	(3)	Personality and Social Development
EDPT 204	(3)	Creating and Using Media for Learning

Courses from the French Language Centre:

(Placement tests may be required)

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

Courses Across McGill Faculties:

INDG 200	(3)	Introduction to Indigenous Studies
INTD 200	(3)	Introduction to International Development
RELG 207	(3)	Introduction to the Study of Religions
SOCI 210	(3)	Sociological Perspectives
WCOM 250	(3)	Research Essay and Rhetoric

For examples of courses suitable for Freshman Year 0 students, see the Faculty of Education approved freshman courses (<https://www.mcgill.ca/dise/freshmancourses>).

If you are admitted into McGill with advanced standing (International Baccalaureate, Advanced Placement, etc.), those credits may be used to fulfill some or all of your Freshman requirements.

* Freshman Advising:

All Freshman students must have their Fall and Winter course selections verified prior to the start of classes. This can be done by email or by attending the group advising session in late August. To verify your course selection by email, send a message to edgc.advise@mcgill.ca with the subject "B.A.(Education) Freshman Course Selection" including your student ID number edits from the Fr8j0

EDGC 301	(3)	Program Design and Evaluation
EDGC 398	(0)	Internship: Education in Global Contexts
EDGC 399	(3)	Education in Global Contexts Internship Project
EDGC 400	(3)	21st Century Learning
EDGC 499	(3)	Critical Research Inquiry
EDPE 300	(3)	Educational Psychology

Complementary Courses (30 credits)

12 credits from the following; no more than 9 credits from one specific list. Other courses on these topics from the Faculty of Education or other Faculties may be advised by the Faculty of Education. (EDGC 301, 398, 399, 400, 499, EDPE 300, EDGC 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000)

EDGC 348	(3)	Global Perspectives of Early Childhood Education
EDGC 444	(3)	Critical Contexts of Youth Development and Wellbeing

* when topic is relevant to this list.

One of the following approved minors:

B.Com.; Minor in Management for Non-Management Students

B.A.; Minor Concentration in International Development Studies

B.A.; Minor Concentration in Educational Psychology

Subject to approval of program adviser, students in a minor offered by the Faculty of Education (i.e., Educational Psychology) may be granted permission to complete a second minor from the above list in order to fulfill the requirement of 18 credits of elective courses.

Elective Courses (18 credits)

18 credits of electives selected from Faculty of Education offerings. Exceptionally, students may be permitted to take courses elsewhere in the University with permission of the program adviser.

Concurrent Bachelor of Music (B.Mus.) - Major Music Education and Bachelor of Education (B.Ed.) - Music Elementary and qsccond minor f0 0 1 558.18 513.9665 Tm(and qscoyedit37))Tj/F1 8.1 487.193 53241 Tm(y)Tj1 00.3.228.1 -0.911 0 GTf1 0 0 1 67.52

have successfully completed a course in the history of

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

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

8.2.11.1 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. 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
Website: 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. 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

Program details are available from:

Telephone: 514-398-4527
Email: advisedise.education@mcgill.ca
Website: mcgill.ca/dise

8.2.12 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 univ

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," "Under

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 (12 credits)

12 credits of courses selected as described below:

Equity Education

3 credits from:

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

Ethics, Values, or Religion

3 credits from:

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

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

3-6 credits from:

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

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

0-3 credits from:

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

* Note: EDSL 447 has EDSL 350 as a prerequisite.

EDKP 332	(3)	Physical Education Curriculum and Instruction
EDSL 447*	(3)	Methods in TESL 1

Kindergarten & Elementary Education - Subject Areas (18 credits)

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

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

And

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

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

Art

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

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

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
	(3)	Survey of English Literature 1

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 388	(3)	Studies in Popular Culture
LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics

Ethics and Religious Culture

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

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

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
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 Natural Disasters

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.

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
		Glopi

EDEA 410	(3)	Aesthetics and Art for the Classroom
EDEA 496	(3)	Sculpture 1

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 252	(3)	Understanding and Teaching Jewish Life
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

French

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

EDEA 341	(3)	Listening for Learning
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Natural Science

EDEC 374	(3)	Education and the Environment
EDEE 370	(3)	Traditional Indigenous Life Skills
EDEE 373	(3)	Traditional Healing
EDEE 473	(3)	Ecological Studies

Physical Education

EDKP 204	(3)	Health Education
EDKP 208	(3)	Biomechanics and Motor Learning
EDKP 241	(3)	Indigenous Physical Activities
EDKP 261	(3)	Motor Development
EDKP 292	(3)	Nutrition and Wellness

Social Studies

EDEE 383	(3)	Oral and Family History
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Advanced Indigenous Languages

EDEC 341	(3)	Intermediate Indigenous Heritage Language
EDEC 342	(3)	Intermediate Indigenous Language
EDEC 343	(3)	Advanced Indigenous Heritage Language
EDEC 344	(3)	Advanced Indigenous Language

Methods and Curriculum and Pedagogy Component

12 credits,

6-9 credits from the following

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
EDEC 243	(3)	Teaching: Multigrade Classrooms
EDEE 243	(3)	Reading Methods in Inuktitut/Cree
EDEE 248	(3)	Reading and Writing Inuktitut/Cree
EDSL 247	(3)	Second Language Education in Indigenous Communities
EDSL 300	(3)	Foundations of L2 Education
EDSL 370	(3)	Issues and Practices in Teaching Indigenous Languages
EDSL 390	(3)	Teaching English as a Second Language in the Community

3-6 credits from the following

EDEC 244	(3)	Issues in Aboriginal Education
EDEC 263	(3)	Information Communication Technology in Indigenous Literacy
EDEC 302	(3)	Language and Learning - Curriculum
EDEC 313	(3)	Indigenous Land-Based Pedagogy
EDEC 591	(3)	Cultural Values and Socialization
EDEE 245	(3)	Orientation to Education
EDEE 444	(3)	First Nations and Inuit Curriculum
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.

8.2.14 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.

EDEE 325	(3)	Children's Literature
EDEM 220	(3)	Contemporary Issues in Education Literature for Y

EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDEE 355	(3)	Classroom-based Evaluation
EDER 320	(3)	Visions and Realities of Jewish Education
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem 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
JWST 211	(3)	Jewish Studies 1: Biblical Period

Complementary Courses (30 credits)

Equity Education

3 credits from:

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

Teaching Methods (12 credits)

3 credits from:

Email: eric.caplan@mcgill.ca

8.2.15 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".

Competency in French

Students wishing to follow the Kindergarten and Elementary Pédagogie de l'Immersion Française major must demonstrate a high level of competency in French by: providing proof of graduation from a French language secondary/high school (not French Immersion) or CEGEP; or by placing at the FRSL 431 level or higher on the French Language Placement Test (FLPT) at the French Language Centre (McGill).

For more information on the FLPT, including test dates, see www.mcgill.ca/flc/registration/placement-tests/placement-tests-dates-0.

Pédagogie de l'Immersion Française (PIF) Freshman Year (U0)

Students from outside of Quebec may be required to complete the Freshman en français year (offered through the French Language Centre, Faculty of Arts). Students undertaking the Freshman en français year may also be conditionally accepted into the PIF program, if they have a strong background in French (ex. Grade 12 French Immersion Program) and achieve an acceptable grade in the FLPT.

Those students who are conditionally accepted will be transferred to the PIF program following successful completion of their freshman year (passing grade in level appropriate FRSL courses). Unsuccessful candidates will remain registered in the regular B.Ed. Kindergarten/Elementary stream.

Students should contact advisedise.education@mcgill.ca to indicate their desire to transfer into this major and will need to provide proof of French Language Competency, as outlined above for the transfer to be accepted/processed.

Required Courses (102 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 203	(3)	Communication in Education
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and 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 273*	(3)	Elementary School Science 2
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
EDSL 300	(3)	Foundations of L2 Education
EDSL 301	(3)	Étude de la langue
EDSL 305	(3)	L2 Learning: Classroom Settings
EDSL 341	(3)	Littérature et littérature jeunesse en FLS

Kindergarten and Elementary Teaching Methods

EDSL 345	(3)	Enseignement du FLS-immersion
EDSL 444	(3)	Laboratoire d'enseignement en français langue seconde

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

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

French Language Proficiency Requirement

EDSL 501	(0)	Attestation de maîtrise langue française
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Complementary Courses (12 credits)

12 credits selected as described below:

Equity Education

3 credits from:

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

Ethics and Religious Culture

3 credits from:

EDER 309	(3)	The Religious Quest
	(3)	Judaism, Christianity and Islam

EDEC 262	(3)	Media, Technology and Education
EDES 350	(3)	Classroom Practices
EDES 361	(3)	Teaching Secondary English 1
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
EDSL 311	(3)	Pedagogical Grammar
EDSL 315	(2)	Third Year Professional Seminar
EDSL 330	(3)	Literacy 1: Teaching Reading in ESL
EDSL 332	(3)	Literacy 2: Teaching Writing in ESL
EDSL 334	(3)	Teaching Oral Skills in ESL
EDSL 350	(3)	Essentials of English Grammar
EDSL 412	(3)	Assessment in TESL
EDSL 415	(3)	Fourth Professional Seminar
EDSL 447	(3)	Methods in TESL 1
EDSL 458	(3)	Methods in TESL 2

Complementary Courses (24 credits)

24 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
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12 credits of English and other complementary courses distributed as follows:

6-9 credits of English (ENGL) courses

And

3-6 credits of other complementary courses including

Foreign language courses (0-6 credits)

Other Complementary courses (0-6 credits)

Electives (6 credits)

6 credits

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

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

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

Please note that graduates of teacher education programs are recommended by the University 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".

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

Additional Entrance and Language Requirements

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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
EDSL 311	(3)	Pedagogical Grammar
EDSL 315	(2)	Third Year Professional Seminar
EDSL 330	(3)	Literacy 1: Teaching Reading in ESL
EDSL 332	(3)	Literacy 2: Teaching Writing in ESL
EDSL 334	(3)	Teaching Oral Skills in ESL
EDSL 350	(3)	Essentials of English Grammar
EDSL 412	(3)	Assessment in TESL
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

8.3 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

For details about the **First Nations and Inuit Studies Option** within the Bachelor of Education Kindergarten and Elementary program, see [section 8.2.13: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#).

Bachelor of Education for Certified Teachers - Elementar

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

27 credits from one of the three following Stream course lists:

Stream A: Generalist

Stream B: Physical Education

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

EDEE 273 (3) Elementary School Science 2

EDEE 280 (3) Geography, History and Citizenship Education

EDEE 283 (3) Social Studies Pedagogy

EDEE 325 (3) Children's Literature

EDEE 332 (3) Teaching Elementary Mathematics 2

EDEE 353 (3) Third Year Professional Seminar (Kindergarten/Elementary)

EDEE 355 (3) Classroom-based Evaluation

Stream B: Physical Education

21 credits from the following list:

EDEC 243 (3) Teaching: Multigrade Classrooms

EDEC 262 (3) Media, Technology and Education

EDEE 223	(3)	Language Arts
EDEE 245	(3)	Orientation to Education
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDKP 204	(3)	Health Education
EDKP 241	(3)	Indigenous Physical Activities
EDKP 292	(3)	Nutrition and Wellness
EDKP 307	(3)	Evaluation in Physical Education
EDKP 342	(3)	Physical Education Methods
EDKP 494	(3)	Physical Education Curriculum Development

and 6 credits from the following Physical Education courses:

EDKP 214	(2)	Basketball
EDKP 217	(3)	Track and Field
EDKP 218	(2)	Volleyball
EDKP 223	(3)	Games 1: Elementary Physical Education
EDKP 229	(1)	Ice Hockey 1

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

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

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

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

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

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

Required Courses (21 credits)

EDPC 201	(3)	Introduction to Student Advising
EDPC 202	(3)	Helping Skills Practicum 1
EDPC 203	(3)	Helping Skills Practicum 2

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

8.3.4 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.

8.3.5 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.

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

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

Students admitted to this program will be recommended by their communities. The

Naskapi Language 1

EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools
EDPI 344	(3)	Assessment for Instruction
EDPI 440	(3)	Managing the Inclusive Classroom
EDPI 441	(3)	Students with Behaviour Difficulties
EDPI 442	(3)	Students with Learning Difficulties
EDPI 526	(3)	Supporting Students' Strengths and Talents
EDPI 543	(3)	Family, School and Community

Complementary Courses (6 credits)

6 credits chosen from the following:

EDPE 496	(3)	Individual Reading Course
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2

Other courses may be approved by the Program Director. Further information may be obtained by emailing ecpundergrad.education@mcgill.ca. Courses listed above are not necessarily offered on a regular basis. Check Minerva for course availability.

8.4 Kinesiology and Physical Education

8.4.1 Location

Kinesiology and Physical Education, Faculty of Education

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

8.4.2 About the Department of Kinesiology and Physical Education

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

The Department also offers programs at the graduate level leading to an **M.A.** and **M.Sc.**, as well as a Ph.D. in Kinesiology Sciences. For further information on these programs, please visit mcgill.ca/edu-kpe/programs section.

8.4.3 Kinesiology and Physical Education Faculty

Chair

Julie Côté

Undergraduate Program Director

Celena Scheede-Bergdahl

Graduate Program Director

Lindsay Duncan

Emeritus Professors

Theodore Milner; Greg Reid

Professors

Ross E. Andersen; Gordon Bloom; Julie Côté; Dilson Rassier.

Associate Professors

Lindsay Duncan; William Harvey; Dennis Jensen; Caroline Paquette; David J. Pearsall; Shane Sweet.

Assistant Professors

Tyler Churchward-Venne; Benoit Gentil; Jenna Gibbs; Jordan Koch; Charlotte Usselman.

Senior Faculty Lecturer

Celena Scheede-Bergdahl

Faculty Lecturer

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 Mechanics and Wa
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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
SOCI 350	(3)	Statistics in Social Research

3 credits from Psychosocial:

EDKP 394	(3)	Historical Perspectives
EDKP 405	(3)	Sport in Society
EDKP 548	(3)	Applied Exercise Psychology

0-6 credits from Internships/Practicums:

EDKP 301	(3)	Kinesiology Internship 1
EDKP 302	(3)	Kinesiology Clinic Internship 1
EDKP 401	(3)	Kinesiology Internship 2
EDKP 402	(3)	Kinesiology Clinic Internship 2
EDKP 451	(3)	Personal Trainer Practicum
EDKP 453	(3)	Research Practicum in Kinesiology

3 credits from Biomechanics/Motor Learning:

EDKP 444	(3)	Ergonomics
EDKP 446	(3)	Physical Activity and Ageing
EDKP 566	(3)	Advanced Biomechanics Theory

6 credits from Exercise Physiology:

EDKP 445	(3)	Exercise Metabolism
EDKP 449	(3)	Neuromuscular and Inflammatory Pathophysiology
EDKP 485	(3)	Cardiopulmonary Exercise Pathophysiology
EDKP 542	(3)	Environmental Exercise Physiology

0-3 credits from Nutrition:

NUTR 503	(3)	Nutrition and Exercise
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Elective Courses (15-24 credits)

15-24 credits of any 200-500 level courses; in consultation with the Student Adviser, a Minor in another faculty may be possible.

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

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

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

Graduation Requirement:

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

Freshman Program

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

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

Fall term BIOL and CHEM courses:

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

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

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

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

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

Winter term BIOL and CHEM courses:

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

One of the following Winter term MA

