



Faculty of Education
Programs, Courses and University Regulations
2019-2020

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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

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

3.2 Education Undergraduate Society (EdUS)

The EdUS is the voice for undergraduate students within the Faculty, with its primary purpose being to serve and to inform the students. It also seeks to unify students through sponsorship of activities such as:

- career placement;
- student orientation;
- participation in teachers' conventions;
-

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

3.4 McGill Career Planning Service (CaPS)

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

- general academic information and advice on undergraduate program and degree requirements;
- course change;
- withdrawal;
- supplemental and deferred exams;
- rereads;
- Academic Standing;
- interfaculty transfer;
- readmission;

4 About the Faculty of Education (Undergraduate)

4.1 Location

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

4.2 Department of Integrated Studies in Education

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

The Department offers:

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

4.4 Department of Kinesiology and Physical Education

The mission of the Department of Kinesiology and Physical Education (KPE) is to generate, advance, and disseminate knowledge about human health and physical activity, and to prepare professionals to engage in related employment.

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 [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*)

Dennis Jensen; B.P.E.(Brock), M.Sc., Ph.D.(Qu.) (*Infr*)

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, and a Bachelor of Science (B.Sc.) – Kinesiology degree.

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

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

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

5.1 Undergraduate Education Programs

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

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

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

Undergraduate Education Programs Leading to Certification

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

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

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

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

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

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

section 8.2.16: Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary: Teaching Greek Language & Culture (120 credits), offered by the Department of Integrated Studies in Education.

section 8.4.4: Bachelor of Education (B.Ed.) - Physical and Health Education (120 credits), offered by the Department of Kinesiology and Physical Education.

section 8.2.4.2: Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program (137 credits), offered jointly by the Department of Integrated Studies in Education and the Schulich School of Music.

See also : *Concurrent Bachelor of Music (B.Mus.) - Major Music Education and Bachelor of Education (B.Ed.) - Music Elementary and Secondary (137 credits)* under *Schulich School of Music*.

A student who successfully completes any of the **above** programs (and meets other requirements set out by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS)), is recommended for certification as a teacher in the province of Quebec; see *section 5.1.3: Quebec Teacher Certification*.

Other Undergraduate Education Programs

section 8.4.6: Bachelor of Science (Kinesiolo

Other Undergraduate Education Programs

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

5.1.1 General Admission Requirements

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

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

Applicants to all Bachelor of Education programs, except Physical Education, are required to submit a letter of intent. This document is mandatory and must follow the guidelines indicated on the Faculty of Education's website at www.mcgill.ca/dise/files/dise/12018_letter_of_intent_instructions_dise_bed_admission-en-fr_final.pdf. This document must be provided by the supporting document submission deadline as indicated in the Admissions Guide; otherwise, the application will be cancelled.



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

For information about interfaculty transfers or readmission, see [University Regulations and Resources > Undergraduate > Registration > : Interfaculty Transfer](#) or [: Readmission](#), as well as information posted on the Internships and Student Affairs Office website: www.mcgill.ca/isa/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 (c752 700.12 ose

Teacher Certification

All graduates of the Bachelor of Education Teacher Education programs who are Canadian citizens or permanent residents may apply for a permanent Teaching Diploma (*Brevet*) immediately upon graduation. International students may apply for a Temporary Permit (*Permis d'enseigner*).

All students graduating from a B.Ed. program are required to submit the documents to apply for a provincial Teaching Diploma or Permit to the Internships & Student Affairs Office by the approved deadline. For more information on how and when to apply for teacher certification, visit the [ISA website](#).

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

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

5.1.3.1 International Students

In addition to the CAQ and Study Permit, international students in Bachelor of Education programs must hold a valid "Internship/Co-op Work Permit" issued by Citizenship and Immigration Canada as a requirement for the mandatory Field Experiences. Consult International Student Services for more information: 1 8.1 Tf1 0 0

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: www.mcgill.ca/dise/fnie

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

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

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

Faculty of Education programs have professional components and field placements. In all aspects of any program, on and off campus, students are expected to demonstrate ethical, responsible, and professional behaviour in the performance of their duties, to conduct themselves in accordance with the law (e.g., Youth Protection), and to meet the expectations of schools, boards, and other host institutions receiving them for field placements. This applies to all aspects of professional conduct, including but not limited to respect for persons, property, and confidentiality, appropriate dress, and punctuality. Failure to meet these expectations, regardless of performance in courses or other formal program requirements will be taken into account in the assessment of the students' overall Academic Standing in the program and, in the most serious instance, may result in a requirement to withdraw from the program.

6.3 English Language Requirement

The Quebec Ministry of Education requires that all students in teacher education programs demonstrate their proficiency in the language of instruction. To fulfil this obligation, B.Ed. students are required to write the **English Examination for Teacher Certification (EETC)** before the end of their first semester in the program, except for Year 0 (Freshman) students who will write the examination in their second year (Year 1). Students must pass the examination prior to their Third Field Experience.

The examination is coordinated by an independent body, the Centre for the English Exam for Teacher Certification ([CEETC](#)). McGill assists with the administration and scheduling of the examination.

To write this examination, students must:

1. register on Minerva for a section of EDEC 215;
2. register with the CEETC (www.ceetc.ca);
3. pay a fee to the CEETC prior to writing the test.

Students who do not pass the examination the first time are expected to take EDEC 202 in the Winter term of their first year. After successful completion of EDEC 202, students are required to take the EETC again. A fee is charged each time the examination is written. Students who do not pass the examination on their fourth attempt must request permission from the Director of Internships and Student Affairs to write the examination again.



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. Anyone unable to obtain the required security clearance will not be permitted to undertake their Field Experiences, which is a mandatory requirement of the program, and consequently would be required to withdraw from the program.

6.5 Course and Program Regulations

6.5.1 Course Load

Undergraduate Education programs can normally be followed only on a full-time basis. Students must take a minimum of twelve (12) credits per term unless the Director of Internships and Student Affairs gives them special permission. Special permission must be requested prior to the end of Course Add/Drop period.

Any absence or reduction in course load that may impact the regular progression of a student's program must have written approval by the Director of Internships and Student Affairs.

The normal course load per term is 15 credits. Students in Satisfactory Standing may take up to 17 credits per term. Students whose CGPA is above 3.00 may request permission to take an overload. Overloads are **not** allowed in major Field Experience terms for students in the B.Ed. programs. Students in Probationary Standing take a maximum of 12 credits.

6.5.2 Time Limit and Credits for Completion of Degrees

Students are expected to complete their program no more than:

- five (5) years after their initial registration and within 150 credits for the **B.Ed.** degree;
- four (4) years after their initial registration and within 120 credits for the **B.Sc.(Kinesiology)** degree.

Students who enter into a **Freshman year** become subject to these regulations one year after their initial registration. Students who exceed these limits must

description in this publication and Minerva. Students should also refer to the following website for specific information about Advanced Standing credits and McGill course exemptions: www.mcgill.ca/students/courses/plan/transfer, as well as the following website for Faculty-specific information: www.mcgill.ca/isa.

6.5.10 Dress Regulations

All students enrolled in teacher certification programs are advised that school boards and individual schools may have 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 www.mcgill.ca/accepted; the Internships and Student Affairs website, www.mcgill.ca/isa; and to the Student Records website, www.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 www.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 www.mcgill.ca/isa for new and current students. For more information on registration, see [University Regulations and Resources > Undergraduate > : Course Registration](#).

6.8 Grading

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

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

6.9 Incomplete Grades

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

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

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

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

6.10 Examinations

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

Students are warned not to make travel arrangements to leav

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

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

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

6.11 Academic Standing

Academic Standing is based primarily on students' cumulative grade point average (CGPA), but may also be affected by their term grade point av

6.11.3 Unsatisfactory/Interim Unsatisfactory Standing

6.11.3.1 Interim Unsatisfactory Standing at the end of the Fall term

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

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

6.11.3.2 Unsatisfactory Standing at the end of the Winter term

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

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

6.11.3.3 Readmitted Unsatisfactory Standing

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

6.12 Graduation Requirements

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

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

Students must complete their degree requirements within five (5) years after their initial registration for the B.Ed. degree and within four (4) years after their initial registration for the B.Sc.(Kinesiology) degree. Students who enter into a Freshman year become subject to these regulations one year after their initial registration. Students in the part-time B.Ed. for Certified Teachers program are allowed a maximum of 12 years to complete the requirements for the degree.

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

Early in their graduating year, all students should check with their adviser to make sure that they will meet all program requirements in time for graduation. It is essential that students in their final year indicate the expected date of graduation by applying for graduation on Minerva; see [University Regulations and Resources > Undergraduate > : Graduation](#) for more information. During the graduation approval process, students can query their graduation record on Minerva to verify that the Faculty has approved their graduation. When a final-year student changes the expected date of graduation, the student must notify the Internships and Student Affairs Office immediately. It is also the student's responsibility to complete the required forms for teacher certification, and to check that his/her graduation has been approved. Further information is available on the Internships and Student Affairs Office website: www.mcgill.ca/isa.

Students are not permitted to take courses outside McGill University during the last term prior to graduation. Students who fail to graduate as expected and who do not re-register must apply to the Director of Internships and Student Affairs to graduate. Application to graduate must be made sufficiently in advance of the expected graduation date to allow the Faculty to verify the student's record.

Information pertaining to the convocation ceremonies can be obtained on the McGill website: www.mcgill.ca/graduation/convocation.

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 www.mcgill.ca/studentaid/scholarships-aid.

7 Student Teaching/Field Experience

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

7.1 About Field Experiences

Field Experiences:

- are required courses (with the subject code EDFE) for all students in B.Ed. programs from first through fourth year;
- are the sole responsibility of the Faculty of Education and are organized by the Internships and Student Affairs Office. Under no circumstances should students make their own placement arrangements;
- must be taken in the required sequence;
- require that newly admitted and returning students follow registration procedures (see [Faculty of Education > Undergraduate > Faculty Regulations for Undergraduate Programs > section 6.6: Registration](#)) or risk not being placed in a host school in a given term;
- are completed in schools within 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 www.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** programs who wish to transfer within these programs will not be required to repeat Field Experience 1.

7.3 Student Responsibilities

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

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

7.3.1 Guidelines (Syllabus)

Detailed guidelines and evaluation forms for every Field Experience are posted on the [ISA website](#), arranged by program and year. Students are responsible for familiarizing themselves with the objectives, evaluation criteria, and forms for each level of Field Experience, and must submit all completed e

A student may appeal any outcome of a Field Experience by making a formal application to the Faculty of Education Student Affairs Committee. Please write to isa.education@mcgill.ca 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 Code of Ethics for Student Teachers;
- Failure to make the improvements outlined on a Competency Improvement Plan (CIP) by the date indicated.

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

Possible outcomes are:

- Reassignment during the same term, subject to availability of placements;
- “W” – Withdrawal;
- “D” – Student will be permitted to register for the Field Experience again when next offered;
-

3. The Code requires a reasonable flexibility in the implementation of common principles. It is designed to help those involved in Teacher Education, as a matter of sound ethical reasoning, to understand and respect the contexts in which they work and accommodate the needs of others.
4. The Code seeks to encourage continued reflection and thoughtful response to ethical issues. It does not seek definitive answers to all ethical questions or situations. Rather, it seeks to outline the guiding principles to ethical conduct and to identify major issues that are essential to the development and implementation of this Code.

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

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

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

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

7.5.2 Academic Freedom and Responsibilities

Teachers enjoy, and should continue to enjoy, important freedoms and privileges. However, with freedoms come responsibilities and ethical challenges. This Code of Ethics is in keeping with the philosophy and spirit of the New Directions that are embedded in the document “Teacher Training: Orientations, Professional Competencies” (MEQ 2001) and the reflective practice literature.

The role of the teacher and the contexts of teaching have changed. Thus, new resources (knowledge, skills, attitudes) are required to practice the profession and to meet the challenges of teaching and learning in whatever contexts student teachers may find themselves, and to engage in professional development individually and with others.

7.5.3 Ethics and Law

“Teaching is governed by a legal and regulatory framework” (MEQ 2001, p. 120). The law affects and regulates the standards and norms of teaching behaviours in a variety of ways such as respecting privacy, confidentiality, intellectual property, and competence. Human rights legislation prohibits discrimination and recognizes equal treatment as fundamental to human dignity and well-being. Teachers should respect the spirit of the Canadian Charter of Rights and Freedoms, particularly the sections dealing with life, liberty, and the security of the person, as well as those involving equality and discrimination and the Education Act that sets out the obligations and rights of teachers.

7.5.4 Guiding Ethical Principles

Ethical student teachers should respect the following guiding ethical principles:

1. She uoij0 Tw0 Tc1 0 Ng ethical principlespei 0 e follo

7. Balancing Harm and Benefits

- Acknowledges that any potentially harmful practices (e.g., science labs and physical education activities) must be balanced with anticipated benefits and conducted in a prudent, informed manner.

7.5.5 Putting Principles into Practice: Venues for Communication

More than one principle may apply to a given case or situation. For meaningful and effective implementation of these principles, they must be widely communicated and applied in appropriate contexts.

8 Browse Academic Units & Programs

The programs and courses in the following sections have been approved for the 2019–2020 session as listed; the Faculty reserves the right to introduce changes as may be deemed necessary or desirable.

8.1 Educational and Counselling Psychology

8.1.1 Location

Educational and Counselling Psychology, Faculty of Education

3700 McTavish Street, Room 614

Montreal QC H3A 1Y2

Telephone: 514-398-4242

Fax: 514-398-6968

Website: www.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 Relations and Family Life Education, 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 (www.mcgill.ca/edu-ecp/about/clinic).

Graduate and Postdoctoral Studies

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

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

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

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

Jeffrey L. Derevensky

Program Directors

Martin Drapeau – *Counselling Psychology*

Tara Flanagan – *Human Development, M.Ed. Concentrations in Educational Psychology*

Nathan Hall – *Health Professions Education, Learning Sciences*

Armando Bertone – *School/Applied Child Psychology*

Ada L. Sinacore – *Graduate Certificate in Counselling Applied to Teaching*

Emeritus Professors

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

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

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

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

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

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

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

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

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

Howard A. Stutt; B.A.(Qu.), B.Ed., M.Ed.(Montr.), F.C.C.T.

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

Professors

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

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

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

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

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

Associate Professors

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

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

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

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

Associate Professors

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

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

Adjunct Professors

Sylvie Beauchamp, Dermot Bowler, Sam Bruzzese, Thomas Goetz, Mi Song Kim, Marina Milyavskaya, Katherine Moxness, Eric Poitras, Nathan G. Smith, Anastassios Stalikas

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

3700 McTavish Street, Room 244

Montreal QC H3A 1Y2

Website: www.mcgill.ca/dise

Undergraduate Programs

Telephone: 514-398-4527

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 www.mcgill.ca/dise/progs.

8.2.3 Integrated Studies in Education Faculty**Chair**

Steven Jordan

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

Caroline Riches

Assistant Director of Undergraduate Programs

Sheryl Smith-Gilman

Director of First Nations and Inuit Education

James Howden

Assistant Director of First Nations and Inuit Education

Stephen Peters

Director of Ph.D. Program

Marta Kobiela

Assistant Director of MATL

Limin Jao

Director of Internships and Student Affairs, and of Graduate Certificates in Educational Leadership

Lisa Starr

Emeritus Professors

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

Emeritus Professors

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

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

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

Program details are available from:

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

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

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

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

First Nations and Inuit Studies (*offered thr*

- *section 8.2.12: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits)*
- *section 8.3.1: Certificate (Cert.) Education for First Nations and Inuit (60 credits)*
- *section 8.3.2: Certificate (Cert.) Indigenous Language and Literacy Education (30 credits)*
- *section 8.3.3: Certificate (Cert.) Middle School Education in Indigenous Communities (30 credits)*
- *section 8.3.4: Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits)*
- *section 8.3.6: Certificate (Cert.) First Nations and Inuit Student Personnel Services (30 credits)*
- *section 8.3.5: Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits)*

8.2.4.5.1 Graduate Programs

At the graduate level, the Department offers M.A. programs with thesis and non-thesis options in the following areas: Education and Society, Educational Leadership, and Second Language Education.

The Department offers a Master of Arts in Teaching and Learning (MATL), leading to teacher certification at the secondary level for those meeting specific criteria. See www.mcgill.ca/dise/grad.

The Department also offers graduate certificates in Leadership, Teaching English as a Second Language and Pédagogie de l'Immersion Française. See www.mcgill.ca/dise/grad.

8.2.5 Bachelor of Education (B.Ed.) - Secondary English (120 credits)

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

The aim of the B.Ed. Secondary Education Program is to prepare strong beginning teachers for the secondary school level. This integrated program consists of courses in Education (including field experiences) and courses in the subject area of the teaching specialization. Students also take 6 credits of free electives. For all teacher education programs, course sequencing is highly structured. F

Required Courses (60 credits)

EDEC 201	(1)	First Year Professional Seminar
	(0)	English Exam for Teacher Certification

EDSL 350	(3)	Essentials of English Grammar
LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics
LING 355	(3)	Language Acquisition 1

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

Complementary Courses

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

Literature (30 credits)

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

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

Cultural Studies (9 credits)

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

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

Drama/Theatre (3 credits)

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

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

Option 2 (51 credits)

51 credits distributed as follows:

Required Course (3 credits)

EDES 366 (3) Literature for Young Adults

Complementary Language/Linguistics courses. (6 credits)

Select 6 credits from the following course list:

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

*Note: Students may take either CEAP 250 O Lr

LLCU 250 (3) History and Future of the Book

Drama/Theatre (3 credits)

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

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

Unofficial "Teachable" Subject Area (15 credits)

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

Elective Courses (6 credits)

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

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

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

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

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

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

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

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

Freshman Program

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

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

Students in the Secondary Mathematics program must complete three Math prerequisite courses in their Freshman year, MA

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

Required Courses (60 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 350	(3)	Classroom Practices
EDES 353	(3)	Teaching Secondary Mathematics 1
EDES 453	(3)	Teaching Secondary Mathematics 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (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

Complementar

HIST 202	(3)	Survey: Canada to 1867
HIST 203	(3)	Survey: Canada since 1867
HIST 214	(3)	Early Modern Europe
HIST 215	(3)	Modern Europe
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism

Required Courses (60 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec 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 & 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

POLI 450	(3)	Peacebuilding
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

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

Freshman Program

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

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

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

CEAP 250	(3)	Research Essay & Rhetoric
EDEM 220	(3)	Contemporary Issues in Education
FRSL 101	(3)	Beginners French 1
FRSL 102	(3)	Beginners French 2
FRSL 207D1	(3)	Elementary French 01
FRSL 207D2	(3)	Elementary French 01
FRSL 211D1	(3)	Oral and Written French 1
FRSL 211D2	(3)	Oral and Written French 1
GEOG 200	(3)	Geographical Perspectives: World Environmental Problems
GEOG 205	(3)	Global Change: Past, Present and Future
GEOG 210	(3)	Global Places and Peoples
HIST 202	(3)	Survey: Canada to 1867
HIST 203	(3)	Survey: Canada since 1867
HIST 214	(3)	Early Modern Europe
HIST 215	(3)	Modern Europe
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism

Required Courses (60 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 334	(3)	Teaching Secondary Social Studies 1
EDES 350	(3)	Classroom Practices
EDES 434	(3)	Teaching Secondary Social Studies 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)

EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (3 credits)

3 credits selected as described below:

Equity Education

3 credits from:

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

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

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

Required Courses

History

9 credits selected from:

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

Complementary Courses (42 credits)

History and Citizenship (24 credits)

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

3-9 credits in European History

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

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

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

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

ANTH 338	(3)	Native Peoples of North America
CANS 200	(3)	Introduction to the Study of Canada
ECON 199	(3)	FYS: Aspects of Globalization
ECON 205	(3)	An Introduction to Political Economy
ECON 208	(3)	Microeconomic Analysis and Applications
ECON 209	(3)	Macroeconomic Analysis and Applications
ECON 219	(3)	Current Economic Problems: Topics
ECON 221	(3)	Economic History

ECON 313	(3)	Economic Development 1
ECON 326	(3)	Ecological Economics
ECON 341	(3)	Economic History of a World Area
ECON 347	(3)	Economics of Climate Change
ENVR 201	(3)	Society, Environment and Sustainability
ENVR 203	(3)	Knowledge, Ethics and Environment
POLI 212	(3)	Government and Politics - Developed World
POLI 221	(3)	Government of Canada
POLI 222	(3)	Political Process and Behaviour in Canada
POLI 227	(3)	Developing Areas/Introduction
POLI 243	(3)	International Politics of Economic Relations
POLI 244	(3)	International Politics: State Behaviour
POLI 341	(3)	Foreign Policy: The Middle East
POLI 345	(3)	International Organizations
POLI 354	(3)	Approaches to International Political Economy
POLI 360	(3)	Security: War and Peace
POLI 362	(3)	Political Theory and International Relations
POLI 423	(3)	Politics of Ethno-Nationalism
POLI 435	(3)	Identity and Inequality
POLI 442	(3)	International Relations of Ethnic Conflict
POLI 450	(3)	Peacebuilding
POLI 474	(3)	Inequality and Development

Geography

18 credits from:

ENVR 202	(3)	The Evolving Earth
GEOG 200	(3)	Geographical Perspectives: World Environmental Problems
GEOG 205	(3)	Global Change: Past, Present and Future
GEOG 210	(3)	Global Places and Peoples
GEOG 216	(3)	Geography of the World Economy
GEOG 217	(3)	Cities in the Modern World
GEOG 272	(3)	Earth's Changing Surface
GEOG 301	(3)	Geography of Nunavut
GEOG 309	(3)	Geography of Canada
GEOG 311	(3)	Economic Geography
GEOG 331	(3)	Urban Social Geography

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

Electives (6 credits)

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

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

The aim of the B.Ed. Secondary Education program is to prepare strong beginning teachers for the secondary school level. This integrated program consists of courses in Education (including field experiences) and courses in the subject area of the teaching specialization. Students also take 6 credits of free electives. 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/secscitech>.

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 ay 0 0 1 67.52 0 :7 0 0 1 171.yial

FRSL 211D2 (3) Oral and Written French 1

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 Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 335	(3)	Teaching Secondary Science 1
EDES 350	(3)	Classroom Practices
EDES 435	(3)	Teaching Secondary Science 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (3 credits)

3 credits selected as described below:

Equity Education

3 credits from:

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

Secondary Science and Technology (51 credits)

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

the Material World

- Earth and Space

- the Living World

- the Technological World

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

Required Courses (15 credits)

3 credits of Statistics:

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

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

CHEM 281	(3)	Inorganic Chemistry 1
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3 credits of the Living World:

BIOL 206	(3)	Methods in Biology of Organisms
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3 credits of the Technological World:

EDTL 525	(3)	Teaching Science and Technology
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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)	Biology of Organisms
EDKP 292	(3)	Nutrition and Wellness
EDKP 395	(3)	Exercise Physiology
NUTR 207	(3)	Nutrition and Health
NUTR 307	(3)	Metabolism and Human Nutrition
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2

Populations, Ecosystems, and Evolution

BIOL 215	(3)	Introduction to Ecology and Evolution
BIOL 240	(3)	Monteregian Flora
BIOL 304	(3)	Evolution
BIOL 305	(3)	Animal Diversity
BIOL 308	(3)	Ecological Dynamics
BIOL 310	(3)	Biodiversity and Ecosystems
		Ecology/Beha

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
	(3)	Earth's Changing Surface

PHYS 339	(3)	Measurements Laboratory in General Physics
PHYS 340	(3)	Majors Electricity and Magnetism
PHYS 342	(3)	Majors Electromagnetic Waves
PHYS 432	(3)	Physics of Fluids
PHYS 434	(3)	Optics
PHYS 439	(3)	Majors Laboratory in Modern Physics
PHYS 446	(3)	Majors Quantum Physics
PHYS 447	(3)	Applications of Quantum Mechanics

The Technological World

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

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

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

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

Elective Courses (6 credits)

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

The Concurrent B.Mus./B.Ed. combines the Bachelor of Music (Major Music Education) with the Bachelor of Education (Music Elementary and Secondary).

Requirements are normally completed in five years and lead to certification as a school teacher in the Province of Quebec. Out-of-province students (or those without Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the Concurrent program) are required to complete 170 credits, normally in six years.

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

Notes:

1. Students majoring in Music Education in the jazz stream may take Jazz Arranging 1 (MUJZ 260) with the permission of the instructor, per available space in the course, and if they have the prerequisite, MUJZ 161. Alternatively, they may be asked to register for a different jazz stream course upon the recommendation of the Jazz Area Chair and/or the Music Education Area Chair.
2. In addition to meeting prerequisites/co-requisites for MUCO 230 or MUCO 261, students must obtain the relevant instructor's permission, per available space in the course, prior to registration. MUCO 260 is waived as a prerequisite for MUCO 230.

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

Program Prerequisites - Freshman Program

33 credits

Prerequisite Courses

33 credits distributed as follows:

4 credits (2 credits per term) Basic Ensemble Training

6 credits of Non-Music Electives

and 23 credits in the following course list:

Students who can demonstrate through auditions and placement tests that they have mastered the material in any of the courses below will be exempt from them and may proceed to more advanced courses. First-year students enrolled in the Bachelor of Music program who have completed the Quebec Diploma of Collegial Studies (Diplôme d'études collégiales) in a Music concentration or equivalent, or students transferring from other universities or colleges, who have successfully completed a course in the history of Western music, will be exempted from the first-year Western Musical Traditions requirement (MUHL 186).

MUHL 186	(3)	Western Musical Traditions
MUIN 180	(3)	BMus Practical Lessons 1
MUIN 181	(3)	BMus Practical Lessons 2
MUPD 135	(1)	Music as a Profession 1
MUPD 235	(1)	Music as a Profession 2
MUSP 140	(2)	Musicianship Training 1
MUSP 141	(2)	Musicianship Training 2
MUSP 170	(1)	Musicianship (Keyboard) 1
MUSP 171	(1)	Musicianship (Keyboard) 2
MUTH 150	(3)	Theory and Analysis 1
MUTH 151	(3)	Theory and Analysis 2

Required Music Components (50 credits)

50 credits of required Music courses distributed as follows:

25 credits of Music Education

9 credits of Theory

3 credits of Composition/Arranging

4 credits of Musicianship

3 credits of Music History

6 credits of Performance

Music Education

25 credits:

MUCT 235	(3)	Vocal Techniques
MUGT 215	(1)	Basic Conducting Techniques
MUGT 354	(3)	Music for Children
MUGT 358	(3)	General Music for Adults and Teenagers
MUGT 401	(3)	Issues in Music Education
MUIT 202	(3)	Woodwind Techniques
MUIT 203	(3)	Brass Techniques
MUIT 204	(3)	Percussion Techniques
MUIT 356	(3)	Jazz Instruction: Philosophy and Techniques

Theory

9 credits:

MUTH 250	(3)	Theory and Analysis 3
MUTH 251	(3)	Theory and Analysis 4
MUTH 350	(3)	Theory and Analysis 5

Composition/Arranging

3 credits from:

MUCO 230	(3)	The Art of Composition
MUCO 261	(3)	Orchestration 1
MUZJ 260	(3)	Jazz Arranging 1

Musicianship

4 credits:

MUSP 240	(2)	Musicianship Training 3
MUSP 241	(2)	Musicianship Training 4

Music History

3 credits:

MUHL 286	(3)	Critical Thinking About Music
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Performance

6 credits:

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

Complementary Music Components (21 credits)

21 credits of complementary Music courses distributed as follows:

9 credits of Music Education

2 credits of Musicianship

6 credits of Music History

4 credits of Performance

Music Education

3 credits, one of:

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

3 credits, one of:

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

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

EDEA 362	(3)	Movement, Music and Communication
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Musicianship

2 credits from:

MUSP 324	(2)	Musicianship for Strings
MUSP 330	(2)	Musicianship for Woodwinds
MUSP 335	(2)	Musicianship for Brass
MUSP 346	(2)	Post-Tonal Musicianship
MUSP 350	(2)	Musicianship for Pianists
MUSP 353	(2)	Musicianship for Voice
MUSP 354	(2)	Introduction to Improvisation and 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 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)

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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 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 & 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 208	(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: Courses marked with an asterisk ("*") have EDSL 350 "Essentials of English Grammar" as a prerequisite.

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

Kindergarten & Elementary Education - Subject Areas (18 credits)

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

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

And

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

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

Art

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

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

English

Students may select up to 9 credits from this list.

CLAS 203	(3)	Greek Mythology
COMS 200	(3)	History of Communication
COMS 210	(3)	Introduction to Communication Studies

COMS 300	(3)	Media and Modernity in the 20th Century
COMS 310	(3)	Media and Feminist Studies
COMS 320	(3)	Media and Empire
COMS 330	(3)	Media in Cultural Life
EDEE 325*	(3)	Children's Literature
EDES 366	(3)	Literature for Young Adults
EDSL 350	(3)	Essentials of English Grammar
ENGL 200	(3)	Survey of English Literature 1
ENGL 201	(3)	Survey of English Literature 2
ENGL 215	(3)	Introduction to Shakespeare
ENGL 225	(3)	American Literature 1
ENGL 226	(3)	American Literature 2
ENGL 227	(3)	American Literature 3
ENGL 228	(3)	Canadian Literature 1
	(3)	Canadian Literature 2

PHIL 200	(3)	Introduction to Philosophy 1
PHIL 230	(3)	Introduction to Moral Philosophy 1
PHIL 237	(3)	Contemporary Moral Issues
RELG 203	(3)	Bible and Western Culture
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism
RELG 253	(3)	Religions of East Asia
RELG 256	(3)	Women in Judaism and Islam
RELG 270	(3)	Religious Ethics and the Environment
RELG 271	(3)	Sexual Ethics

French

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

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

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

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

MATH 111	(3)	Mathematics for Education Students
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Music

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

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

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

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

Natural Sciences

Students may choose up to 9 credits from this list.

ATOC 181	(3)	Introduction to Atmospheric Science
ATOC 182	(3)	Introduction to Oceanic Sciences
ATOC 184	(3)	Science of Storms
ATOC 185	(3)	Natural Disasters
BIOL 115	(3)	Essential Biology
CHEM 180	(3)	World of Chemistry: Environment
CHEM 181	(3)	World of Chemistry: Food
CHEM 182	(3)	World of Chemistry: Technology
CHEM 183	(3)	World of Chemistry: Drugs

EDEC 374	(3)	Education and the Environment
EDEE 473	(3)	Ecological Studies
EPSC 180	(3)	The Terrestrial Planets
EPSC 181	(3)	Environmental Geology
EPSC 185	(3)	Natural Disasters
EPSC 201	(3)	Understanding Planet Earth
PHYS 180	(3)	Space, Time and Matter
PHYS 181	(3)	Everyday Physics
PHYS 182	(3)	Our Evolving Universe
PHYS 183	(3)	The Milky Way Inside and Out

Physical Education

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

* Note: EDKP 292 is av

Electives (6 credits)**8.2.12 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits)**

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

Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the B.Ed. must also complete a minimum of 30 credits of freshman courses (in addition to the 120 credit program) for a total of 150 credits. Students who are admitted as "mature students" are not required to complete the 30 credits of Freshman courses. These students are admitted to U1.

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

Freshman Program

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

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

Students admitted to the First Nations and Inuit Studies program in U0 should consult with their program adviser for guidance on course selection. More information is also found for newly admitted students to the B.Ed. Kindergarten and Elementary Education program on the Faculty of Education website at <http://www.mcgill.ca/dise/fnie/teachcert/kelemfnie/current>.

Required Courses (111 credits)

EDEA 242	(3)	Cultural Skills 1
EDEA 243	(3)	Cultural Skills 2
EDEC 201	(1)	First Year Professional Seminar
EDEC 203	(3)	Communication in Education
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 216	(0)	Indigenous Language Requirement
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 342	(3)	Intermediate Indigenous Language
EDEC 344	(3)	Advanced Indigenous Language
EDEC 405	(3)	Fourth Year Professional Seminar (K/Elem)
EDEC 591	(3)	Cultural Values and Socialization
EDEE 223	(3)	Language Arts
EDEE 230	(3)	Elementary School Mathematics 1
EDEE 253	(3)	Kindergarten Classroom Pedagogy
EDEE 260	(3)	Reading Methods - Kindergarten/Elementary
EDEE 270	(3)	Elementary School Science
EDEE 273	(3)	Elementary School Science 2
EDEE 280	(3)	Geography, History and Citizenship Education
EDEE 283	(3)	Social Studies Pedagogy
EDEE 325	(3)	Children's Literature
EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDEE 355	(3)	Classroom-based Evaluation

EDER 309	(3)	The Religious Quest
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDFE 406	(7)	Fourth Field Experience (K/Elem)
EDKP 241	(3)	Indigenous Physical Activities
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools
EDSL 247	(3)	Second Language Education in Indigenous Communities
EDSL 300	(3)	Foundations of L2 Education

Complementary Courses (9 credits)

9 credits of courses selected as described below.

Language - Complementary Component

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

Algonquin

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

Cree

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

Inuktitut

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

Mi'gmaq

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

Mohawk

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

EDEC 277	(3)	Mohawk Language 1
EDEC 278	(3)	Mohawk Language 2

Naskapi

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

Education - Complementary Component

3 credits from:

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

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

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

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

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

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

Freshman Program

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

The Freshman year is the time to take introductory-level courses in the subjects taught in elementary school, as well as to explore areas that are not normally taken as teachable subject area courses within B.Ed. programs (e.g., Sociology, Psychology, Political Science, etc.). Students should also investig

FRSL 211D2	(3)	Oral and Written French 1
MATH 111	(3)	Mathematics for Education Students
RELG 207	(3)	Introduction to the Study of Religions

Required Courses (87 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 203	(3)	Communication in Education
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
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 320	(3)	Visions and Realities of Jewish Education
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDFE 406	(7)	Fourth Field Experience (K/Elem)
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools
JWST 211	(3)	Jewish Studies 1: Biblical Period

Complementary Courses (30 credits)

Equity Education

3 credits from:

EDEC 248	(3)	Equity and Education
	(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

9 credits from:

EDER 252	(3)	Understanding and Teaching Jewish Life
EDER 318	(3)	Teaching the Jewish Liturgy
		T

EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDEC 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

Ethics and Religious Culture

3 credits from:

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

French

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

Elective Courses (6 credits)

The following courses are suggested:

EDEA 332	(3)	Art Curriculum and Instruction - Elementary
EDEA 342	(3)	Curriculum and Instruction in Drama Education
EDEA 345	(3)	Music Curriculum and Instruction for Generalists
EDEE 325	(3)	Children's Literature
EDKP 332	(3)	Physical Education Curriculum and Instruction
MATH 111	(3)	Mathematics for Education Students

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

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

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

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

Freshman Program

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

The Freshman year is the time to take introductory-level courses in the subject field, as well as to explore areas that are not normally taken as academic subjects within B.Ed. programs (e.g., Sociology, Psychology, Political Science, etc.). Students should also investigate the possibility of taking one of the First Year Seminar courses offered by the Faculty of to teach Englio "Qreas that are nt 0 1 4irmc0 0 1 8t 263.566 194.70each En162Tj1 0 0 1 24rmatation about t0162a nt

EDEE 325	(3)	Children's Literature
EDEM 220	(3)	Contemporary Issues in Education
ENGL 201	(3)	Survey of English Literature 2
FRSL 101	(3)	Beginners French 1
FRSL 102	(3)	Beginners French 2
FRSL 207D1	(3)	Elementary French 01
FRSL 207D2	(3)	Elementary French 01
FRSL 211D1	(3)	Oral and Written French 1
FRSL 211D2	(3)	Oral and Written French 1
LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics

Required Courses (93 credits)

EDEC 203	(3)	Communication in Education
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 260	(3)	Philosophical Foundations
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)	Effective French Communication for ESL Teachers 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 (21 credits)

21 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

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

6-9 credits of English (ENGL) courses

And

3-6 credits of other complementary courses including

Foreign language courses (0-6 credits)

Other Complementary courses (0-6 credits)

Electives (6 credits)

6 credits

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

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

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

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

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

Freshman Program

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

The Freshman year is the time to take introductory-level courses in the subject field, as well as to explore areas that are not normally taken as academic

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 (27 credits)

27 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

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)	Methods in MeEu.S4S.ls from: Modern Greek Culture and Society

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: www.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 8.2.12: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#).

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

This 60-credit program provides an opportunity for Algonquin, Cree, Inuit, Mi'gmaq, Mohawk, and Naskapi people to become qualified as teachers. It is offered on a part-time basis in Indigenous communities throughout Quebec in collaboration with, for example, the Cree School Board, the Kativik School Board and various Mi'gmaq, Mohawk, Algonquin and education authorities.

Quebec graduates of this program receive Quebec Minist

30 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

30 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 355	(3)	Classroom-based Evaluation

Stream B: Physical Education

24 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
EDKP 204	(3)	Health Education
		Education Foundations of Movement Education

EDKP 218	(2)	Volleyball
EDKP 223	(2)	Games 1: Elementary Physical Education
EDKP 226	(1)	Quebec Education Program Orientation
EDKP 229	(1)	Ice Hockey 1
EDKP 240	(1)	Winter Activities

Stream C: Culture and Language

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

Required Courses (6 credits)

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

Complementary Courses (18 credits)

18 credits selected as described below.

Language Courses

6 credits from the following language courses (or other courses as approved by the Director of Programs in First Nations and Inuit Education) including a beginning course (3 credits) in the Indigenous language as a first language (e.g., EDEC 241 Cree Language 1) and a second-level course (3 credits) in the same language (e.g., EDEC 242 Cree Language 2).

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

Education Courses

12 credits from the list below:

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

Electives (6 credits)

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

8.3.2.1 Admission to the Certificate in Indigenous Language and Literacy Education

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

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

This 30-credit program focuses on developing the particular skills and abilities required of the Indigenous teacher in the middle school of his/her community. It does not lead to provincial certification. Rather, it prepares Indigenous teachers, who are bilingual or have some knowledge of their Indigenous language and who have already established themselves as teachers, to teach students at this level in ways that are developmentally and culturally appropriate (es a0541 41S4ly 44

8.3.3.1 Admission to the Certificate in Middle School Education in Indigenous Communities

Applicants will normally have completed or be completing their B.Ed. for Certified Teachers. It is strongly recommended that they hav

Academic Concentration (30 credits)

30 credits in five (5) subject areas relevant to elementary education in a 12-9-3-3-3 pattern (i.e., 12 credits in one subject, 9 credits in a second subject, and 3 credits in each of three (3) other subject areas), or 30 academic credits in three subject areas in a 15-9-6 pattern.

Note: Subject areas relevant to elementary education, in broad terms, are the Arts (Art, Music and Drama), English, French, Science, Mathematics, Physical Education, Moral and Religious Education, Social Studies, Educational Technology, or an Indigenous language.

Cultural Development (15 credits)

15 credits of courses that will enhance the candidate's cultural development. These are to be chosen in consultation with the Director of Programs in First Nations and Inuit Education.

Education Concentration (30 credits)

30 credits. Normally the Education concentration is completed within the Certificate in Education for First Nations and Inuit.

Electives (15 credits)

15 credits selected by the candidate after consultation with the Director of Programs in First Nations and Inuit Education.

8.3.5.1 Admission Requirements for the B.Ed. for Certified Teachers

Applicants apply on the basis of having completed the Certificate in Education for First Nations and Inuit or equivalent and must have the continued support of their education authority to attend the field-based program. The right of final decision for acceptance of candidates rests with McGill.

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

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

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

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

Required Courses (21 credits)

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

Complementary Courses (9 credits)

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

Registration in EDEM 502, EDKP 204, or any other courses offered by departments other than Educational and Counselling Psychology, or in other programs of this Department is dependent on availability (e.g., through a concurrently offered program) or through an arrangement made with that department or program. The Program Adviser will attempt to make these contacts whenever required.

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

Admission to Certificate in First Nations and Inuit Student Personnel Services (87 T125 sing)Tj1 0r5 madw169.9e0 1 281ies.

- Fluently speak, read, and write the language of instruction as agreed upon between the *Office of First Nations and Inuit Education* and the Indigenous School Board or Education authority.
- Hold a student adviser position in an Indigenous community. This may be a new appointment concurrent with registration in the program. The position must be sufficient to meet the practicum requirements of the program.
- Be recommended by the local education authority.
- Be at least 21 years of age (except for special permission). By this means, students will qualify for admission as Mature Students under McGill regulations, and thereby not be required to have a Diploma of Collegial Studies (DEC).
- Be recommended and selected by the school administration in collaboration with McGill personnel.

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

8.4 Kinesiology and Physical Education

8.4.1 Location

Kinesiology and Physical Education, Faculty of Education

Currie Gym

475 Pine Avenue West, 2nd floor

Montreal QC H2W 1S4

Telephone: 514-398-4184

Fax: 514-398-4186

Email: kin.physed@mcgill.ca

Website: www.mcgill.ca/edu-kpe

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

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

Required Courses (102 credits)

EDEC 215	(0)	English Exam for Teacher Certification
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 260	(3)	Philosophical Foundations
EDFE 246	(3)	First Field Experience (Physical Education)
EDFE 373	(3)	Second Field Experience (Physical Education)
EDFE 380	(7)	Third Field Experience (Physical Education)
EDFE 480	(7)	Fourth Field Experience (Physical Education)
EDKP 100	(3)	Introduction to Physical and Health Education in Quebec
EDKP 204	(3)	Health Education
EDKP 208	(3)	Biomechanics and Motor Learning
EDKP 213	(1)	Aquatics
EDKP 215	(0)	Standard First Aid/Cardio-Pulmonary Resuscitation Level C
EDKP 217	(3)	Track and Field
EDKP 223	(3)	Games 1: Elementary Physical Education
EDKP 225	(3)	Games 2: Secondary Physical Education
EDKP 232	(3)	Health-Related Fitness
EDKP 235	(3)	Non-Traditional Physical Activities
EDKP 237	(3)	Outdoor Education
EDKP 253	(3)	Movement Education
EDKP 261	(3)	Motor Development
EDKP 292	(3)	Nutrition and Wellness
EDKP 293	(3)	Anatomy and Physiology
EDKP 307	(3)	Evaluation in Physical Education
EDKP 330	(3)	Physical Activity and Health
EDKP 342	(3)	Physical Education Methods

Ph

6 credits selected as specified below:

Multicultural Education

3 credits from:

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

Media, Technology, Computers and Education

3 credits from:

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

Electives (12 credits)

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

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

****NEW PROGRAM****

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

This Minor is restricted to students who have completed one year of university studies with a minimum CGPA of 3.0. The Minor has limited enrolment; students should contact the Student Advising Office to apply for admission. Students in this Minor are not permitted to take the Desautels Minor in Management (for Non-Management Students).

Required Courses (12 credits)

INTG 201	(3)	Integrated Management Essentials 1
INTG 202	(3)	Integrated Management Essentials 2
MGPO 362	(3)	Fundamentals of Entrepreneurship
MGPO 364	(3)	Entrepreneurship in Practice

Complementary Courses (6 credits)

6 credits from the following:

BUSA 465	(3)	Technological Entrepreneurship
EDKP 301	(3)	Kinesiology Internship 1
MGPO 438	(3)	Social Entrepreneurship and Innovation
MIMM 387	(3)	The Business of Science

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

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

An Honours program is available for particularly strong students. 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.

EDKP 215	(0)	Standard First Aid/Cardio-Pulmonary Resuscitation Level C
EDKP 250	(3)	Introductory Principles in Applied Kinesiology
EDKP 261	(3)	Motor Development
EDKP 292	(3)	Nutrition and Wellness
EDKP 330	(3)	Physical Activity and Health
EDKP 350	(3)	Physical Fitness Evaluation Methods
EDKP 395	(3)	Exercise Physiology
EDKP 396	(3)	Adapted Physical Activity
EDKP 405	(3)	Sport in Society
EDKP 443	(3)	Research Methods
EDKP 447	(3)	Motor Control
EDKP 448	(3)	Exercise and Health Psychology
EDKP 450	(3)	Advanced Principles in Applied Kinesiology
EDKP 485	(3)	Exercise Pathophysiology 1
EDKP 495	(3)	Scientific Principles of Training
EDKP 498	(3)	Sport Psychology
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2

Complementary Courses (12 credits)

12 credits selected as described below.

3 credits of Statistics from:

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

9 credits from:

EDKP 200	(1)	Weight Training
EDKP 201	(3)	Physical Activity Leadership
EDKP 244	(1)	Dance and Fitness
EDKP 301	(3)	Kinesiology Internship 1
EDKP 311	(3)	Athletic Injuries
EDKP 394	(3)	Historical Perspectives
EDKP 401	(3)	Kinesiology Internship 2
EDKP 444	(3)	Ergonomics
EDKP 445	(3)	Exercise Metabolism
EDKP 446	(3)	Physical Activity and Ageing
EDKP 449	(3)	Exercise Pathophysiology 2
EDKP 451	(3)	Personal Trainer Practicum
EDKP 452	(3)	Fitness & Lifestyle Consulting

EDKP 453	(3)	Research Practicum in Kinesiology
EDKP 542	(3)	Environmental Exercise Physiology
EDKP 548	(3)	Applied Exercise Psychology
EDKP 566	(3)	Advanced Biomechanics Theory
NUTR 503	(3)	Bioenergetics and the Lifespan

Elective Courses (14 credits)

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

One of the following Winter term PHYS courses:

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

Required Courses (73 credits)

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

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

Adapted PhcTm.pted Ph

BIOC 311	(3)	Metabolic Biochemistry
EDKP 301	(3)	Kinesiology Internship 1
EDKP 311	(3)	Athletic Injuries
EDKP 394	(3)	Historical Perspectives
EDKP 401	(3)	Kinesiology Internship 2
EDKP 444	(3)	Ergonomics
EDKP 445	(3)	Exercise Metabolism
EDKP 446	(3)	Physical Activity and Ageing
EDKP 449	(3)	Exercise Pathophysiology 2
EDKP 453	(3)	Research Practicum in Kinesiology
EDKP 542	(3)	Environmental Exercise Physiology
EDKP 548	(3)	Applied Exercise Psychology
EDKP 566	(3)	Advanced Biomechanics Theory
NUTR 344	(4)	Clinical Nutrition 1
NUTR 503	(3)	Bioenergetics and the Lifespan
PHGY 314	(3)	Integrative Neuroscience
POTH 434	(3)	Musculoskeletal Biomechanics
PSYC 471	(3)	Human Motivation

Elective Courses (2 credits)

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