This PDF excerpt of Programs, Courses and University Regulations is an archived snapshot of the web content on the date that appears in the footer of the PDF. Archival copies are available at www.mcgill.ca/study.

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

1. McGill University reserves the right to make changes to the information contained in this online publication - including correcting errors, altering fees, schedules of admission, and credit requirements, and revising or cancelling particular courses or programs - without prior notice.

2. In the interpretation of academic regulations, the Senate is the final authority.

3. Students are responsible for informing themselves of the University's procedures, policies and regulations, and the specific requirements associated with the degree, diploma, or certificate sought.

4. All students registered at McGill University are considered to have agreed to act in accordance with the University procedures, policies and regulations.

5. Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.

6. Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at https://horizon.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched for the most up-to-date information on whether a course is offered.

7. The academic publication year begins at the start of the Fall semester and extends through to the end of the Winter semester of any given year. Students who begin study at any point within this period are governed by the regulations in the publication which came into effect at the start of the Fall semester.

8. Notwithstanding any other provision of the publication, it is expressly understood by all students that McGill University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and/or other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) which reasonably prevent their provision.

Note: Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.
Publication Information

Published by

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

All contents copyright © 2023 by McGill University. All rights reserved, including the right to reproduce this publication, or portions thereof, in any form.

McGill University reserves the right to make changes to the information contained in this publication - including correcting errors, altering fees, schedules of admission and credit requirements, and revising or cancelling particular courses or programs - without prior notification.

Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at https://horizon.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched for the most up-to-date information on whether a course is offered.
1 About the Faculty, page 9
2 History, page 9
3 Faculty of Education Facilities, page 9
   3.1 Education Curriculum Resources Centre, page 9
   3.2 Education Undergraduate Society (EdUS), page 10
   3.3 Education Audiovisual Loan Service, page 10
   3.4 McGill Career Planning Service (CaPS), page 10
   3.5 McGill Journal of Education, page 11
   3.6 A.S. Lamb Learning Centre, page 11
   3.7 Internships & Student Affairs Office (ISA), page 11
   3.8 Faculty Institutes, Offices, and Centres, page 12
      3.8.1 The Institute for Human Development and Well-Being, page 12
      3.8.2 The International Centre for Youth Gambling Problems and High-Risk Behaviors, page 12
      3.8.3 The Research Centre for Physical Activity and Health, page 12
4 About the Faculty of Education (Undergraduate), page 13
   4.1 Location, page 13
   4.2 Department of Integrated Studies in Education, page 13
   4.3 Department of Educational and Counselling Psychology, page 13
   4.4 Department of Kinesiology and Physical Education, page 13
   4.5 Administrative Officers, page 14
5 Overview of Faculty Programs, page 15
   5.1 Undergraduate Education Programs, page 15
      5.1.1 General Admission Requirements, page 16
         5.1.1.1 CASPer Test Requirement for B.Ed. Kindergarten/Elementary, Secondary, TESL, PHYS Ed, and
         Music Programs, page 16
         5.1.1.2 Language Requirement for Applicants to B.Ed. TESL Program, page 16
      5.1.2 Credit Requirements, page 16
      5.1.3 Quebec Teacher Certification, page 17
         5.1.3.1 International Students, page 17
   5.2 Programs of Professional Development, page 17
      5.2.1 Department of Educational and Counselling Psychology, page 17
      5.2.2 Department of Integrated Studies in Education, page 18
   5.3 Programs for First Nations and Inuit, page 18
6 Faculty Regulations for Undergraduate Programs, page 18
   6.1 Advising, page 19
   6.2 McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates, page 19
   6.3 English Language Requirement, page 19
   6.4 Judicial Record Verification for Students in the Bachelor of Education Programs, page 20
   6.5 Course and Program Regulations, page 20
      6.5.1 Course Load, page 20
6.5.2 Time Limit and Credits for Completion of Degrees, page 20
6.5.3 Course Requirements, page 20
6.5.4 Electives, page 20
6.5.5 Courses Taken as Transfer Credit, page 21
6.5.6 Inter-University Transfer Credit, page 21
6.5.7 Online Courses, page 21
6.5.8 Courses Taken under Satisfactory/Unsatisfactory Option, page 21
6.5.9 Course Equivalencies and Overlap, page 21
6.5.10 Dress Regulations, page 21

6.6 Registration, page 21
6.6.1 Course Registration, page 21
6.6.2 Withdrawals, page 22

6.7 Attendance, page 22

6.8 Grading, page 22
6.9 Incomplete Grades, page 22

6.10 Examinations, page 22
6.10.1 Supplemental Examinations, page 23
6.10.2 Reassessment and Rereads, page 23
6.10.3 Reassessment of Course Work, page 23
6.10.4 Rereads of Final Exams or Final Term Papers or Projects, page 23

6.11 Academic Standing, page 23
6.11.1 Satisfactory/Interim Satisfactory Standing, page 23
6.11.2 Probationary/Interim Probationary Standing, page 24
6.11.2.1 Interim Probationary Standing at the End of the Fall Term, page 24
6.11.2.2 Probationary Standing at the End of the Winter Term, page 24
6.11.2.3 Students Will be Placed in Probationary Standing, page 24
6.11.3 Unsatisfactory/Interim Unsatisfactory Standing, page 24
6.11.3.1 Interim Unsatisfactory Standing at the End of the Fall Term, page 24
6.11.3.2 Unsatisfactory Standing at the End of the Winter Term, page 24
6.11.3.3 Readmitted Unsatisfactory Standing, page 24
6.11.3.4 Students Will be Placed in Unsatisfactory Standing (Winter or Summer Term) or Interim Unsatisfactory Standing (Fall Term), page 24
6.11.3.5 Readmission, page 25
6.11.3.6 Incomplete Standings, page 25

6.12 Graduation Requirements, page 25
6.13 Undergraduate Program Awards, page 26
6.13.1 Dean's Honour List Designation for Graduating Students, page 26
6.13.2 Dean's Honour List Designation for In-Course Students, page 26
6.13.3 Scholarships and Awards, page 26

7 Student Teaching/Field Experience, page 26
7.1 About Field Experiences, page 26

7.2 Registration for the Student Teaching/Field Experience, page 26

7.2.1 Newly Admitted Students, page 26

7.2.2 Returning Students, page 27

7.3 Student Responsibilities, page 27

7.3.1 Guidelines (Syllabus), page 27

7.3.2 Attendance and Absences, page 27

7.3.3 Judicial Record Verification, page 28

7.3.4 Work Permit for International Students, page 28

7.4 Grading and Credit, page 28

7.4.1 Early Dismissal from Field Experience, page 28

7.4.2 Withdrawal from Field Experience, page 28

7.4.3 Transfer Credit, page 29

7.5 McGill Principles of Practice, Behaviour, and Ethical Conduct for Teacher Candidates, page 29

7.5.1 Section I. Introduction, page 29

8 Browse Academic Units and Programs, page 29

8.1 Educational and Counselling Psychology, page 29

8.1.1 Location, page 29

8.1.2 About the Department of Educational and Counselling Psychology, page 30

8.1.3 Educational and Counselling Psychology Faculty, page 30

8.2 Integrated Studies in Education, page 31

8.2.1 Location, page 31

8.2.2 About the Department of Integrated Studies in Education, page 31

8.2.3 Integrated Studies in Education Faculty, page 31

8.2.4 Overview of Programs (Integrated Studies in Education), page 32

8.2.4.1 Bachelor of Education: Secondary Program (120 credits), page 32

8.2.4.2 Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program (137 credits), page 33

8.2.4.3 Bachelor of Education (Kindergarten and Elementary) (120 credits), page 33

8.2.4.4 Bachelor of Education in Teaching English as a Second Language (120 credits), page 34

8.2.4.5 In-Community Programs, page 34

8.2.5 Bachelor of Education (B.Ed.) - Secondary English (120 credits), page 34

8.2.6 Bachelor of Education (B.Ed.) - Secondary Mathematics (120 credits), page 38

8.2.7 Bachelor of Education (B.Ed.) - Secondary Science and Technology (120 credits), page 41

8.2.8 Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Ethics and Religious Culture (120 credits), page 47

8.2.9 Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Geography (120 credits), page 50

8.2.10 Bachelor of Arts(Education) - Major Education in Global Contexts (90 credits), page 53

8.2.11 Concurrent Bachelor of Music (B.Mus.) - Major Music Education and Bachelor of Education (B.Ed.) - Music Elementary and Secondary (170 credits), page 56
8.2.11.1 Admissions to the Concurrent B.Mus. (Major Music Education) and B.Ed. in Music Program, page 59
8.2.12 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education (120 credits), page 60
8.2.13 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits), page 65
8.2.14 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Jewish Studies (120 credits), page 70
8.2.14.1 B.Ed. Kindergarten and Elementary Program (Jewish Studies Option), page 72
8.2.15 Bachelor of Education (B.Ed.) - Kindergarten and Elementary Pédagogie de l'Immersion Française (120 credits), page 72
8.2.16 Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary (120 credits), page 74
8.2.17 Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary: Teaching Greek Language & Culture (120 credits), page 76
8.3 Programs for First Nations and Inuit, page 79
8.3.1 Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits), page 80
8.3.1.1 Admission Requirements for the B.Ed. for Certified Teachers, page 80
8.3.2 Certificate (Cert.) Education for First Nations and Inuit (60 credits), page 80
8.3.2.1 Admission to the Certificate in Education for First Nations and Inuit, page 83
8.3.3 Certificate (Cert.) First Nations and Inuit Student Personnel Services (30 credits), page 83
8.3.3.1 Admission to Certificate in First Nations and Inuit Student Personnel Services, page 84
8.3.4 Certificate (Cert.) Middle School Education in Indigenous Communities (30 credits), page 84
8.3.4.1 Admission to the Certificate in Middle School Education in Indigenous Communities, page 85
8.3.5 Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits), page 85
8.3.5.1 Admission to the Certificate in First Nations and Inuit Educational Leadership, page 86
8.3.6 Certificate (Cert.) Indigenous Language and Literacy Education (30 credits), page 86
8.3.6.1 Admission to the Certificate in Indigenous Language and Literacy Education, page 87
8.3.7 Certificate (Cert.) Inclusive Education (30 credits), page 87
8.4 Kinesiology and Physical Education, page 88
8.4.1 Location, page 88
8.4.2 About the Department of Kinesiology and Physical Education, page 88
8.4.3 Kinesiology and Physical Education Faculty, page 88
8.4.4 Bachelor of Education (B.Ed.) - Physical and Health Education (120 credits), page 89
8.4.5 Bachelor of Science (B.Sc.) (Kinesiology) - Minor in Entrepreneurship (18 credits), page 90
8.4.6 Bachelor of Science (Kinesiology) (B.Sc.(Kinesiology)) - Kinesiology (90 credits), page 91
8.4.7 Bachelor of Science (Kinesiology) (B.Sc.(Kinesiology)) - Kinesiology - Honours (90 credits), page 93
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 have been established with counterparts in other countries for teaching, research, and development purposes. Current active projects, some of which involve students as well as staff, include those in Japan, Hong Kong, Indonesia, South Africa, and Mexico.

2 History

The Faculty of Education traces its beginnings back to 1857, when the McGill Normal School was established at McGill by agreement between the University and the Government of Quebec. In 1907, it was renamed the School for Teachers and was moved to Sainte-Anne-de-Bellevue, where it became part of Macdonald College. At this time also, the Macdonald Chair of Education was endowed at McGill University and a Department of Education was created in the Faculty of Arts and Science for the purpose of preparing candidates for the High School Diploma. The first graduate program was inaugurated in 1930, and in 1953, the University established the B.Ed. degree.

In 1955, the School for Teachers and the Department of Education were combined to become the Institute of Education within the Faculty of Arts and Science. To these was joined, in 1957, the McGill School of Physical Education (founded in 1912).

The Institute was reconstituted as the Faculty of Education in 1965 and the work continued on both the McGill and Macdonald campuses. The St. Joseph Teachers College and the Faculty of Education were amalgamated in 1970 and relocated in a new building on the Downtown Campus. In 1996, the School of Information Studies became affiliated with the Faculty, until it moved to the Faculty of Arts in 2014.

3 Faculty of Education Facilities

3.1 Education Curriculum Resources Centre

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

The Curriculum Resources Centre collection includes:

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

The Children's and Young Adult Literature Collection contains over 16,000 fiction, non-fiction, poetry, folklore, and picture books. Students can also find course reserve materials for their education classes.

Instructional workshops are offered throughout the year in the Humanities and Social Sciences Library and in Faculty of Education classes. These provide an introduction to library resources and information skills that will help in preparing course assignments and writing research papers. They cover topics such as searching the library catalogue, finding course materials on reserve, and locating articles and other materials. Workshops on EndNote and Zotero can help you create in-text citations, notes, and reference lists.

Liaison librarians hold regular office hours and are available for consultation.

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

Visit the McGill Library website at mcgill.ca/library to learn more about library loans, hours, and reserve readings.
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 inform the students. It also seeks to unify students through sponsorship of activities such as:

- career placement;
- student orientation;
- participation in teachers' conventions;
- library donations; and
- the organization of the annual Education Career Fair.

Other activities include assigning lockers to students, selling merchandise at the EdUS office, coordinating the Graduation Ball, as well as fundraising and events throughout the academic year. Students are encouraged to participate and make their opinions known. The Society Office is located in Room B179 of the Education Building.

Telephone: 514-398-7048
Fax: 514-398-2476
Email: admin.edus@mail.mcgill.ca
Website: edus.mcgill.com
Facebook: www.facebook.com/EdUSMcGill

3.3 Education Audiovisual Loan Service

Audiovisual Equipment Loan Service

Audiovisual equipment loans are available with priority access to the Faculty of Education community (Room 136). Students, faculty, and staff may borrow:

<table>
<thead>
<tr>
<th>Available equipment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptops and tablets</td>
<td>Webcam/audio system conferencing kits</td>
</tr>
<tr>
<td>Data projectors</td>
<td>Portable public address systems</td>
</tr>
<tr>
<td>Video cameras</td>
<td>Tripods</td>
</tr>
<tr>
<td>Microphones and cables</td>
<td>Small portable mixers</td>
</tr>
<tr>
<td>PC data projector adaptors</td>
<td>Mac data projector adaptors</td>
</tr>
<tr>
<td>iPad adaptors</td>
<td>Bullhorns</td>
</tr>
<tr>
<td>Digital still cameras</td>
<td>Digital audio recorders</td>
</tr>
<tr>
<td>Portable document cameras</td>
<td>Document cameras on carts for Education classroom use</td>
</tr>
<tr>
<td>Cables and connectors for most applications</td>
<td>Extension cords and power bars</td>
</tr>
</tbody>
</table>

You can send in an equipment reservation request using the Reservation Request Form, or visit the counter in person or call 514-398-6954. Note that the online AV reservation form does not guarantee a reservation; please wait for an email confirmation of the reservation.

For information about our hours of operation, please consult mcgill.ca/education/prospective/audiovisual-equipment-loans (under “Audiovisual Equipment Loans”).

ICS McGill Central Audiovisual Equipment Loan Services

Audiovisual equipment loan services are also available centrally through ICS Audiovisual equipment loans (article # KB0010873).

3.4 McGill Career Planning Service (CaPS)

Refer to University Regulations and Resources > Undergraduate > Student Services > Student Services – Downtown Campus and Student Services – Macdonald Campus for further information on this service.

Career Adviser: Lara Franko
Telephone: 514-398-2484
Email: career.education@mcgill.ca
3.5  McGill Journal of Education

The McGill Journal of Education/Revue des sciences de l'éducation de McGill (MJE/RSEM) is an open-access, online journal that is published three times a year: winter, spring, and fall. It includes work in English and French from local, national, and international contexts. The MJE/RSEM publishes peer-reviewed research articles and essays, as well as non-peer-reviewed (editorial) notes from the field, discussion forums, and book reviews. It is concerned with major issues in formal, non-formal, and incidental teaching and learning from a variety of perspectives, practical and theoretical, personal and collective. Its policy is to bring new ideas and research into a context open to teacher educators and scholars, as well as to parents, teachers, popular educators, community workers, and administrators.

Editor-in-Chief: Teresa Strong-Wilson
Associate Editors: Anila Asghar, Alexandre Lanoix, Vander Tavares and Emilie Tremblay-Wragg
Assistant Editors: Patrice-Cyrille Ahelhehinnou, Thierry Desjardins, Maggie McDonnell, Kevin Peloquin and Evan Saperstein
Managing Editors: Emma Dollery and Rahema Imtiaz

McGill Journal of Education
Education Building, Faculty of Education
3700 McTavish Street, Room 345
Montreal QC H3A 1Y2
Telephone: 514-398-4246
Email: mje.education@mcgill.ca
Website: mje.mcgill.ca

3.6  A.S. Lamb Learning Centre

The A.S. Lamb Learning Centre, consisting of the computer laboratory and the reading room, is located on the second floor of the Sir Arthur Currie Memorial Gymnasium. The computer lab houses 28 desktop PCs with audiovisual equipment, connected to the McGill network. The lab is available for courses, workshops, and individual walk-in use by students and staff (except when reserved for classes). To reserve the PC Lab, please email sanjeev.panigrahy@mcgill.ca with dates and times, and be sure to include any special software needs well in advance of reserved class time. There is a charge for laser printing through the uPrint service.

Chief LAN Tech.: Mr. Sanjeev Panigrahy
Location: McGill Sports Complex, Room 207A
475 Pine Avenue West
Telephone: 514-398-4184 ext. 0464
Website: mcgill.ca/edu-kpe/facilities/asllc
Hours: Monday to Friday 08:00—17:00

3.7  Internships & Student Affairs Office (ISA)

The Internships and Student Affairs Office (ISA) in the Faculty of Education is responsible for the planning and implementation of the practice teaching component of undergraduate (B.Ed) and graduate (MATL) Teacher Education programs, the internship component of the B.A. Education program, as well as career advising and undergraduate student affairs. Student Affairs includes:

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

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

Location: Education Building, Room 243
3700 McTavish Street
Telephone: Student Affairs 514-398-7042
Telephone: Internships 514-398-7046 (Student Teaching Placement Coordinators)
Fax: 514-398-4679
Email: isa.education@mcgill.ca
Website: mcgill.ca/isa
Hours: Monday to Friday 9:30—16:00

3.8 Faculty Institutes, Offices, and Centres

3.8.1 The Institute for Human Development and Well-Being

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

It works across three main axes:
• human development across the life span;
• the role of family, community, and schools in supporting human development and well-being; and
• social policy and planning in relation to children and youth.

#303, Duggan House, Faculty of Education
3740 McTavish
Director: Dr. Claudia Mitchell (James McGill Professor)
Telephone: 514-398-4527 ext. 09990
Email: claudia.mitchell@mcgill.ca
Website: mcgill.ca/ihdw

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

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

Director: Dr. Jeffrey Derevensky
Website: youthgambling.com

3.8.3 The Research Centre for Physical Activity and Health

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

Faculty of Education
3700 McTavish Street
Director: Dr. Dennis Jensen
Website: mcgill.ca/path
4 About the Faculty of Education (Undergraduate)

4.1 Location

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

4.2 Department of Integrated Studies in Education

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

The Department offers:

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

For more information and full program details, refer to the Department of section 8.2: Integrated Studies in Education.

4.3 Department of Educational and Counselling Psychology

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

The Department offers:

- Minor concentrations for undergraduate students

For more information and full program details, refer to the Department of section 8.1: Educational and Counselling Psychology.

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 the Department of section 8.4: Kinesiology and Physical Education.

### 4.5 Administrative Officers

**Dean**

Dilson Rassier

**Associate Deans**

Sheryl Smith-Gilman (Academic Programs)

Caroline Paquette (Administration)

Marie-Helene Pennestri (Research and Innovation)

**Unit Heads**

Gordon Bloom – Chair, Kinesiology and Physical Education

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

Lisa Starr; B.Ed.(Regina), M.A.(Phoenix), Ph.D.(Vic., BC) – Chair, Integrated Studies in Education

**Internships and Student Affairs Manager**

Yasmine Zein

**Senior Manager, Finance and Resource Planning**

Daniela Frischer

**Senior Adviser to the Dean**

Allyson Noftall

**Human Resources Adviser**

Simona Lupu

**Administrative Assistant**

Degane Sougal

**Building Director**

Vanessa Bridgman

David Maris (Deputy Building Director)

**Marketing and Communications Officer**

Andee Schuster

**Associate Director Development**

TBA
5 Overview of Faculty Programs

The Faculty of Education offers three different kinds of programs.

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

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

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

Undergraduate programs of initial teacher education are described below in section 8.2.1: Undergraduate Education Programs; programs of professional development are described in the School of Continuing Studies section; and graduate programs are described in the Graduate and Postdoctoral Studies section.

5.1 Undergraduate Education Programs

The Faculty of Education offers the following 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 their degree must also complete a minimum of 30 credits of Freshman courses (in addition to the 90-credit or 120/137-credit program) for a total of 120 credits (B.A.(Education), B.Sc.(Kinesiology)) or 150/167 credits (B.Ed.).

### 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 8.2.13:** 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 8.2.14.1:** B.Ed. Kindergarten and Elementary Program (Jewish Studies Option), offered by the Department of Integrated Studies in Education.
- **section 8.2.15:** 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 8.2.17:** 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 (170 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 et de l’Enseignement supérieur), 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 8.2.10:** Bachelor of Arts(Education) - Major Education in Global Contexts (90 credits), offered by the Department of Integrated Studies in Education.

The program focuses on understanding the role of education in addressing contemporary and emergent global challenges. Students will take the concepts of teaching and learning outside of the classroom environment, exploring subject areas in sociology, psychology, leadership studies, history, philosophy, and public policy. Students will benefit from examining the world through an international scope and learning to problem-solve using the foundation of...
Other Undergraduate Education Programs

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

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

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

5.1.1 General Admission Requirements

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

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

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

All applicants to the Bachelor of Education (B.Ed.) programs in the Faculty of Education are required to complete an online assessment, CASPer® (takecasper.com/about-casper/), to be eligible for admission:

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

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

More information on the CASPer test requirement can be found at mcgill.ca/edu-kpe/programs/ag/bedphe.

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

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

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

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

5.1.2 Credit Requirements

The Bachelor of Education (B.Ed.) requires 120 credits and leads to teacher certification. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the B.Ed. must also complete a minimum of 30 credits of Freshman courses (in addition to the 120-credit program) for a total of 150 credits. The Bachelor of Arts (Education) (B.A.(Education) - Education in Global Contexts and Bachelor of Science (Kinesiology) (B.Sc.) - Kinesiology are 90-credit programs. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies are normally enrolled in a four-year B.A.(Education) or B.Sc.(Kinesiology) program, which includes a 30-credit Freshman year for a total of 120 credits.

Students entering the five-year B.Ed., or four-year B.A.(Education) degree or B.Sc.(Kinesiology) degree are in Year 0 and are required to complete the Freshman requirements applicable to their program.

Students who have completed previous university studies may be awarded transfer credits for their coursework. This can only be determined after the formal application and all necessary supporting documents have been received by Enrolment Services. A minimum of 60 credits must be completed while in residence at McGill University in order to be eligible for a degree. Transfer credits for courses taken more than five (5) years before the time of admission are not permitted in subjects where there have been substantial content changes, nor in any pedagogy courses specific to the Quebec K-11 curriculum. Courses more
than five (5) years old in other subject areas may be considered on an individual subject basis by the Program Director. It is the student's responsibility to verify their student record to ensure that they have received Advanced Standing. Students must meet with their adviser, in their admitted term, to ensure that the necessary record changes are made before the set deadlines. For more details, see the Undergraduate Admissions Guide, found at mcgill.ca/applying.

5.1.3 Quebec Teacher Certification

Teacher Certification in Quebec is the responsibility of the Quebec Ministry of Education. Students who complete requirements for the Bachelor of Education degree and who meet the Ministry requirements (specified below) are recommended by the University for certification.

Language Proficiency

Fluency (oral and written) in the language of instruction is a requirement for all those seeking certification.

Confidential Declaration Concerning Judicial Record

In June 2005, the National Assembly of Quebec adopted an Act amending the Education Act and the Act respective of private education. The amendments concern the verification of judicial antecedents of persons holding or applying for a permit to teach in the youth, adult, and vocational sectors. Anyone seeking teacher certification in the Province of Quebec is required to submit a confidential declaration concerning their judicial record to the Minister of Education. This document is available on the Ministry website at Verification of judicial records of teaching staff | Gouvernement du Quebec (quebec.ca).

Teacher Certification

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

All students graduating from a B.Ed. program are required to submit the documents to apply for a provincial Teaching Diploma or Permit by the approved deadline. For more information on how and when to apply for teacher certification, visit the ISA website.

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 Teaching authorizations | Ministère de l’Éducation et Ministère de l’Enseignement supérieur (gouv.qc.ca).

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. Applicants require a medical exam completed by a CIC-certified physician (exam fees vary). Failure to do the medical exam will result in a remark that prohibits students from working in primary or secondary schools on their work permit. Consult International Student Services for more information: mcgill.ca/internationalstudents/work/work-permits/co-opinternship-work-permit.

International students who are applying for the permanent Quebec Teaching Diploma as described above must hold a different type of temporary permit; most commonly the Post-Graduation Work Permit or a study permit (if pursuing further formal education post-graduation). For more information, see mcgill.ca/internationalstudents/work/work-permits/post-graduation-work-permit.

5.2 Programs of Professional Development

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

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

5.2.1 Department of Educational and Counselling Psychology

Programs Offered

- Certificate in Inclusive Education
- Diploma in Human Relationships, Diversity & Sexuality

Further information is available from:

Department of Educational and Counselling Psychology
Education Building, Room 614
Telephone: 514-398-4242
Fax: 514-398-6968
Email: Prospective students: ecpcont.education@mcgill.ca; Current students: ecpcont.education@mcgill.ca
Website: mcgill.ca/edu-ecp
5.2.2 Department of Integrated Studies in Education

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

Department of Integrated Studies in Education, OFNIE
Education Building, Room 431A
Telephone: 514-398-4527
Email: ofnie.education@mcgill.ca
Website: mcgill.ca/dise/ofnie

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

5.3 Programs for First Nations and Inuit

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

Information can be obtained by contacting:

Office of First Nations and Inuit Education (OFNIE)
3700 McTavish Street, Room 431A
Montreal QC H3A 1Y2
Telephone: 514-398-4527
Website: mcgill.ca/dise/ofnie

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

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

Programs for First Nations and Inuit

Detailed information about the following programs may be found in section 8.3: Programs for First Nations and Inuit

- Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits)
- Certificate (Cert.) Education for First Nations and Inuit (60 credits)
- Certificate (Cert.) First Nations and Inuit Student Personnel Services (30 credits) (This program is offered by the Department of Educational and Counselling Psychology through the Office of First Nations and Inuit Education. Restrictions apply to enrolment.)
- Certificate (Cert.) Middle School Education in Indigenous Communities (30 credits)
- Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits)
- Certificate (Cert.) Indigenous Language and Literacy Education (30 credits)
- Certificate (Cert.) Inclusive Education (30 credits) (This program is offered by the School of Continuing Studies and the Department of Educational and Counselling Psychology through the Office of First Nations and Inuit Education. Restrictions apply to enrolment.)

6 Faculty Regulations for Undergraduate Programs

Please consult University Regulations and Resources > Undergraduate for regulations and procedures regarding registration, fees, course load, course change (add/drop), withdrawal, verification, examinations, inter-university transfer, and graduation. In addition, the following section provides regulations specific to Faculty of Education students.

Note: Each student in the Faculty of Education must be aware of and comply with the Faculty regulations as stated in this publication. While departmental and Faculty advisers and staff are always available to give advice and guidance, the ultimate responsibility—for complete and correct course selection and registration; for compliance with, and completion of program and degree requirements; for the observance of regulations and deadlines; and for academic records—rests with the student. It is the student’s responsibility to seek guidance. Misunderstanding will not be accepted as cause for dispensation from any regulation, deadline, program, or degree requirement.
6.1 Advising

Refer to University Regulations and Resources > Undergraduate > Undergraduate Advising and the Internships and Student Affairs website for further information. Assistance is also available by emailing advisedise.education@mcgill.ca.

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

Academic advising for all returning students takes place in the spring for the upcoming academic year. Links to departmental (program) advising websites and detailed information on registration and important Faculty of Education policies are posted on the Internships and Student Affairs website: mcgill.ca/isa/student. 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 McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates

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

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

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

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

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

In the event of discrepancy between the information included here and the information on the ISA website, the latter shall prevail.

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 fulfill this obligation, B.Ed. students are expected 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 are required to 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 for a specific session date and time 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 avail themselves of support offered via workshops and/or recommended courses and 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. If a student does not pass the EETC on the fifth and final attempt, they will be withdrawn from the program. Any subsequent readmission will be conditional on first passing the EETC.

More information about the EETC is available on the ISA website (mcgill.ca/isa/student/current/eetc).
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.A.(Education) 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 apply to the Faculty for permission to continue.

Students will receive credits for all courses (subject to degree regulations) taken up to and including the semester in which they obtain the full degree credit requirements. Students who wish to remain at McGill beyond that semester must seek permission of the Director of Internships and Student Affairs. Students who wish to exceed the specified minimum number of credits required for their degree must also seek permission of the Director of Internships and Student Affairs. If permission is granted, credits over the limit will be flagged for no credit and the grades will not count in the CGPA.

Permission for exceeding the time and/or credit limits will normally be granted only for valid academic reasons, such as change of program or approved part-time status. If permission is granted, students will receive credit only for required and complementary courses necessary to complete their program requirements.

6.5.3 Course Requirements

All required and complementary courses used to fulfill program requirements must be completed with a grade of C or better. Students who fail to obtain a satisfactory grade in a required and/or complementary course must either pass the supplemental examination if available, or repeat the course. If the failed course is a complementary course required by the program, a student may choose to replace it with another complementary course. If a student repeats a required course in which a D was received, credit will only be given once. Students must contact their program adviser at least once each academic year and at the end of year 3 (B.Ed. Programs) and year 2 (B.A.(Education), B.Sc.(Kinesiology) program) to ensure that they are on the right track to completing their program requirements. A failure (F, J, KF, WF) in any level of Field Experience places a student in Unsatisfactory Standing, requiring withdrawal from the program. Further details on requirements for Field Experience are listed in Faculty of Education > Undergraduate > section 7: Student Teaching/Field Experience.

6.5.4 Electives

Any courses taught at McGill University may be used towards elective credits, with the following exceptions:

- School of Continuing Studies courses with a teaching unit that starts with C are not for credit (except for CHEM courses).
- Online Education: Refer to the section 6.5.7: Online Courses section below.
6.5.5 Courses Taken as Transfer Credit

Students wishing to study away at a university outside of Quebec must obtain approval from their academic adviser and the Internships and Student Affairs Office prior to taking a transfer course. Students will only be permitted to take courses required to complete their program. Students are not permitted to take transfer courses during their graduating term. Please refer to University Regulations and Resources > Undergraduate > Student Records > : Transfer Credits for further information.

6.5.6 Inter-University Transfer Credit

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

6.5.7 Online Courses

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

6.5.8 Courses Taken under Satisfactory/Unsatisfactory Option

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

6.5.9 Course Equivalencies and Overlap

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

6.5.10 Dress Regulations

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

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

6.6 Registration

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

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

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

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

6.6.1 Course Registration

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

Students in the B.Ed. programs who are required to be registered for Field Experience should consult section 7: Student Teaching/Field Experience for more information.
Some courses may require special permission. Students should consult the eCalendar and/or the Class Schedule on Minerva well in advance of the Course Change period to determine if permission is required of the instructor, the department, or the Faculty for any course they wish to take.

A number of courses have prerequisites that must be completed prior to course registration. Permission to waive a prerequisite requirement must be given in writing by an academic adviser.

6.6.2 Withdrawals

There are three course withdrawal periods, published on the University website, mcgill.ca/importantdates, and in University Regulations and Resources > Undergraduate > Course Withdrawal. Students may, under exceptional circumstances, be granted permission to withdraw after the published deadlines. Such students should contact the Internships and Student Affairs Office for further information.

Students withdrawing from a Field Experience should refer to section 7: Student Teaching/Field Experience.

6.7 Attendance

The class attendance necessary to satisfy course requirements varies from course to course. All students are expected to apprise themselves of and meet course-specific requirements.

Attendance is particularly critical in B.Ed. programs, as these are designed to develop required professional competencies, which prepare students for the demands of the teaching profession. Students must therefore inform themselves of, and adhere to, the attendance requirements for all Education courses. Special attention should be paid to the requirements of intensive courses and professional seminars scheduled around Field Experiences. Unexcused absences may result in exclusion from a course, course failure, and/or removal from any associated Field Experience.

For Field Experiences, punctual attendance is required throughout. Absences are only excused in exceptional circumstances. Please refer to section 7: Student Teaching/Field Experience.

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

Note: For the most up-to-date and accurate information about placements and attendance, please consult the Student Teaching e-Handbook.

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 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 leave Montreal prior to the scheduled end of any examination period.

6.10.1 Supplemental Examinations

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

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

6.10.2 Reassessment and Rereads

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

The Faculty recognizes two types of reassessments or rereads:

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

6.10.3 Reassessment of Course Work

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

6.10.4 Rereads of Final Exams or Final Term Papers or Projects

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

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

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

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

6.11 Academic Standing

Academic Standing is based primarily on students’ cumulative grade point average (CGPA), but may also be affected by their term grade point average (TGPA). For students in the B.Ed. programs, it is also based on their performance in the Field Experience courses. Academic Standing, which is assessed after the end of term, determines if students will be allowed to continue their studies in the next term and if any conditions will be attached to their registration.

Decisions about Academic Standing in the Fall term are based only on grades that are available in January. Grades for courses in which students have deferred examinations and Fall term grades for courses that span the Fall and Winter terms do not affect Academic Standing for the Fall term, even though they will ultimately affect students’ Fall TGPA. Therefore, Academic Standing for the Fall term is designated as “Interim” and should be interpreted as advisory. Interim Standing decisions are mentioned below only if the rules for them differ from those for regular Standing decisions. Students who do not receive a Pass grade (P grade) for a Fall term EDFE (Field Experience course) are placed in Unsatisfactory Standing (not Interim Unsatisfactory Standing). Permission may be exceptionally granted by the ISA Director to allow them to continue taking courses during the Winter term only.

6.11.1 Satisfactory/Interim Satisfactory Standing

Students in Interim Satisfactory or Satisfactory Standing:

- may continue in their program;
- have a CGPA of 2.00 or greater.
6.11.2 Probationary/Interim Probationary Standing

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

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

6.11.2.2 Probationary Standing at the End of the Winter Term
Students in Probationary Standing at the end of the Winter term:

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

6.11.2.3 Students Will be Placed in Probationary Standing

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

6.11.3 Unsatisfactory/Interim Unsatisfactory Standing

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

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

6.11.3.2 Unsatisfactory Standing at the End of the Winter Term
Students in Unsatisfactory Standing at the end of the Winter term:

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

6.11.3.3 Readmitted Unsatisfactory Standing

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

6.11.3.4 Students Will be Placed in Unsatisfactory Standing (Winter or Summer Term) or Interim Unsatisfactory Standing (Fall Term)

- if their CGPA falls or remains below 1.50;
- if their TGPA falls below 2.50 and their CGPA is below 2.00 and they were previously in Probationary, Unsatisfactory Readmitted, or Interim Unsatisfactory Standing;
• if they receive a failure (F, J, KF, WF) in a student teaching/Field Experience course of any level (*in this case, students will be placed in Unsatisfactory Standing, regardless of the term);
• if they were previously in Unsatisfactory Standing and were readmitted to the Faculty by the Director, Internships and Student Affairs or the Student Affairs Committee and have not at least satisfied the conditions to attain Probationary Standing that were specified in the letter of readmission.

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

### 6.11.3.5 Readmission

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

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

### 6.11.3.6 Incomplete Standings

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

Students with Incomplete Standings in the Winter or Summer term may register for the Fall term, but their Standing must be resolved by the end of the Course Change period for that term. Students whose Incomplete Standing changes to Satisfactory, Probationary, or Interim Unsatisfactory Standing may continue in the program. Students whose Standing changes to Unsatisfactory may not continue in their program.

Students whose Standing changes to Unsatisfactory and who wish to ask for permission to continue in their program must make a request to the Director, Internships and Student Affairs as soon as they are placed in Unsatisfactory Standing. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation). Additional conditions may apply.

Students whose Standing is still Incomplete by the end of the Course Change period should immediately consult with the Internships and Student Affairs Office.

### 6.12 Graduation Requirements

To be eligible for a B.Ed., the B.A.(Education), 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 fulfillment 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.A.(Education) and 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 their graduation has been approved. Further information is available on the Internships and Student Affairs Office website: 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: 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 mcgill.ca/studentaid/scholarships-aid.

7 Student Teaching/Field Experience

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

7.1 About Field Experiences

Field experiences:

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

7.2 Registration for the Student Teaching/Field Experience

7.2.1 Newly Admitted Students

Newly admitted students:
must register for the appropriate Field Experience course by the date set forth by the Internships & Student Affairs Office; this date will be communicated to students at their @mail.mcgill.ca email address;

who are registered for a Field Experience course will receive instructions for accessing the online Student Teaching Placement Form at their @mail.mcgill.ca email address. Forms must be submitted by the date indicated.

7.2.2 Returning Students

Returning students:

must register for the appropriate Field Experience course by the date set forth by the Internships & Student Affairs Office; this date will be communicated to students at their @mail.mcgill.ca email address;

who are registered for a Field Experience course will receive instructions for accessing the online Student Teaching Placement Form at their @mail.mcgill.ca email address. Forms must be submitted by the date indicated;

must be in Satisfactory Standing and have satisfied all prerequisite and corequisite course requirements (refer to mcgill.ca/isa/teaching).

B.Ed. Secondary program students must have successfully completed 24 credits in their official subject area prior to Field Experience 3. All B.Ed. students must successfully pass the English Exam for Teacher Certification (EETC; EDEC 215) prior to Field Experience 3. Minerva does not necessarily prevent students from registering for courses that they should not take. It is the student's responsibility to be aware of prerequisites, corequisites, restrictions, and Faculty regulations that apply to the courses in which they register. Students should consult an academic adviser for assistance. Students missing any of these requirements will be removed from their field placement (see section 7.4.1: Early Dismissal from Field Experience).

in B.Ed. K/Elementary, Secondary, and TESL 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 mcgill.ca/isa/teaching/ehandbook/policy.

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

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.

7.3.2 Attendance and Absences

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

Days absent due to illness or McGill exams must be made up at the end of the Field Experience. Absences due to illness extending beyond two days require a valid medical note (see mcgill.ca/wellness-hub/hub-clinical-services/medical-notes-and-immunization-reviews#Medical%20Notes) to be submitted to the ISA, and, depending on the circumstances, the outcome of the Field Experience will be evaluated on an individual basis. Student teachers must contact the following people as soon as possible on the morning of the day of their absence:

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

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

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

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

See Faculty of Education > Undergraduate > Faculty Regulations for Undergraduate Programs > section 6.4: Judicial Record Verification for Students in the Bachelor of Education Programs for information on the requirement to obtain this security clearance. Additional information can be found on the ISA website.

7.3.4 Work Permit for International Students

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

7.4 Grading and Credit

Field Experiences are graded “Pass/Fail” (P, F) and final grades are based on field evaluation forms from both the Field Supervisor and Cooperating Teacher. Where a student is experiencing serious difficulties in a Field Experience but has demonstrated some potential to successfully reach the required standard, the student may be granted a grade of D. In this case, the ISA Director has the authority to grant permission for the student to repeat the Field Experience during the next term in which it is regularly offered. This permission will be granted once only in a student’s program.

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

Students must receive a grade of P in order to proceed in the B.Ed. program. Failure (F, J, KF, WF) in any Field Experience places the student in Unsatisfactory Standing (regardless of the term), requiring withdrawal from the B.Ed. program.

A student may appeal any outcome of a Field Experience by making a formal application to the Faculty of Education Student Affairs Committee. Please refer to mcgill.ca/isa/teaching/ehandbook/policy/grade-appeal for more details.

7.4.1 Early Dismissal from Field Experience

At any time, students may be removed from their Field Experience at the request of the host School Administrator and/or Cooperating Teacher, or at the request of the ISA Director. Students who are removed from a Field Experience will be informed of the reason for the dismissal and will have the opportunity to meet with the ISA Director after receiving the outcome letter. Circumstances that could lead to early dismissal include, but are not limited to:

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

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

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

If a student cannot continue the Field Experience due to illness, see section 7.4.2: Withdrawal from Field Experience.

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

7.4.2 Withdrawal from Field Experience

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

7.4.3 Transfer Credit

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

For general information about transfer credits at McGill, see mcgill.ca/transfercredit, as well as Faculty-specific information at mcgill.ca/isa/student/new.

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

7.5.1 Section I. Introduction

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

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

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

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

• The complete McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates document can be found on this link mcgill.ca/isa/student/principles.

8 Browse Academic Units and Programs

The programs and courses in the following sections have been approved for the current academic year as listed.

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
Email for general inquiries: ecpinfo.education@mcgill.ca
Email for admissions inquiries: admissions.ecp@mcgill.ca
Website: mcgill.ca/edu-ecp
8.1.2 About the Department of Educational and Counselling Psychology

Educational Psychology encompasses:

a. the theoretical and applied study of learning, cognition, and instruction in a variety of educational settings across ages and domains;

b. instructional technology and computers as cognitive tools in learning;

c. cognitive and social processes in learning;

d. evaluation and enhancement of learning and teaching;

e. methods for fostering inclusive education;

f. relationships of phenomena related to teaching, learning, and assessment in human development; and

g. the impact of family and community on children’s learning and development.

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

In professional development, the Department offers diploma or certificate programs in Human Relationships, Diversity & Sexuality, Inclusive Education, and Counselling Applied to Teaching. For more information, please consult our website at mcgill.ca/edu-ecp/programs/prodev, or contact the Department:

Telephone: 514-398-4242
Email: ecpcont.education@mcgill.ca

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

Graduate and Postdoctoral Studies

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

- Counselling Psychology – with concentrations in Project (Research-based) or in Professional/Internship (Practitioner-based) **Applications to the Professional/Internship concentration are currently suspended.**
- 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

<table>
<thead>
<tr>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Talwar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven Shaw – School/Applied Child Psychology, Counselling Psychology</td>
</tr>
<tr>
<td>Krista Muis – Learning Sciences, Health Professions Education</td>
</tr>
<tr>
<td>Chiaki Konishi – Human Development, M.Ed. Concentrations in Educational Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emeritus Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark W. Aulls; Robert J. Bracewell; Janet G. Donald; Florent R. Dumont; Marilyn Fitzpatrick; Carl H. Frederiksen; Lynn McAlpine; Eigil Pedersen; Alenoush Saroyan; Bruce M. Shore; Cynthia B. Weston</td>
</tr>
</tbody>
</table>
### Professors
Jacob A. Barack; Jeffrey L. Derevensky; Martin Drapeau; Nancy L. Heath; Susanne P. Lajoie; Krista Muis; Victoria Talwar

### Associate Professors
Armando Bertone; Adam Dubé; Tara Flanagan; Nathan Hall; Michael L. Hoover; Chiaki Konishi; Annett Körner; Gigi Luk; Tina Montreuil; Eve-Marie Quintin; Jessica Ruglis; Steven R. Shaw; Ada L. Sinacore; Caroline Temcheff

### Assistant Professors
Marie-Claude Geoffroy; Bassam El-Khoury; Rachel Langevin; Marie-Hélène Pennestri; Kristy Robinson; Dennis Wendt; Shanna Williams

### Faculty Lecturer
Karen Cohen-Gazith

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

### Associate Professors (Non-Tenure Track)
Marcia A.B. Delcourt; Laura Winer

### Assistant Professors - Clinical (Non-Tenure Track)
Judith Norton

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

---

8.2 **Integrated Studies in Education**

8.2.1 **Location**

**Integrated Studies in Education, Faculty of Education**
3700 McTavish Street, Room 244
Montreal QC H3A 1Y2
Website: [mcgill.ca/dise](http://mcgill.ca/dise)

**Undergraduate Programs**
Telephone: 514-398-4527

**Graduate and Certificate Programs**
Telephone: 514-398-4527

8.2.2 **About the Department of Integrated Studies in Education**

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

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

For B.Ed. program overviews, see [mcgill.ca/dise/progs](http://mcgill.ca/dise/progs).

8.2.3 **Integrated Studies in Education Faculty**

**Chair**
Lisa Starr
Overview of Programs (Integrated Studies in Education)

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

8.2.4.1 Bachelor of Education: Secondary Program (120 credits)

The aim of the B.Ed. Secondary program is to prepare strong teachers for the secondary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide background depth in subjects taught in the secondary school, and professional studies in pedagogy, curriculum, and educational foundations organized around school-based field experiences. Students choose their teaching profiles from: English, Mathematics, Science and Technology, and Social Sciences (History and Citizenship, and one of Geography or Ethics and Religious Culture). Students applying to the B.Ed. Secondary in the areas of Mathematics or Science and Technology should refer to mcgill.ca/applying/requirements for specific admission requirements.

For more information on each profile, see:

- section 8.2.5: Bachelor of Education (B.Ed.) - Secondary English (120 credits)
- section 8.2.6: Bachelor of Education (B.Ed.) - Secondary Mathematics (120 credits)
- section 8.2.7: Bachelor of Education (B.Ed.) - Secondary Science and Technology (120 credits)
- section 8.2.8: Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Ethics and Religious Culture (120 credits)
- section 8.2.9: Bachelor of Education (B.Ed.) - Secondary Social Sciences - History and Citizenship, Geography (120 credits)
8.2.4.2 Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program (137 credits)

This program provides students with the opportunity to obtain a Bachelor of Music degree and a Bachelor of Education degree concurrently. The two degrees are awarded during the same convocation period. This integrated program consists of studies in music to develop musicianship and professional studies in pedagogy, curriculum, and educational foundations organized around school-based field experiences in elementary and secondary music classrooms. Students who have completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies are normally enrolled in a program requiring the completion of 137 credits.

For more information, see:

- section 8.2.11: Concurrent Bachelor of Music (B.Mus.) - Major Music Education and Bachelor of Education (B.Ed.) - Music Elementary and Secondary (170 credits)

Applicants without a completed Bachelor of Music degree who wish to pursue a teacher education degree specializing in Music should apply to the Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program. Students who have partially completed a Bachelor of Music program are eligible to apply for Advanced Standing in the Concurrent program.

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

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

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

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

Program details are available from:

- Department of Integrated Studies in Education
- Professor Mindy Carter, Program Director
  Telephone: 514-398-4527
  Email: mindy.carter@mcgill.ca
  Email: info.dise@mcgill.ca
  Website: 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 through community partners)
- Jewish Studies
- Pédagogie de l’immersion française

For more information on each profile, see:

- section 8.2.12: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education (120 credits)
- section 8.2.13: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits)
- section 8.2.14: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Jewish Studies (120 credits); (Please contact Prof. Eric Caplan for more information. Email: eric.caplan@mcgill.ca. Telephone: 514-398-6544.)
- section 8.2.15: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Pédagogie de l’Immersion Française (120 credits)
8.2.4.4  Bachelor of Education in Teaching English as a Second Language (120 credits)

This program prepares specialist teachers to teach English as a second language (ESL) at both the elementary level (including regular and intensive ESL) and the secondary level (including regular ESL and enriched ESL). This integrated 120-credit program (150 credits for out-of-province students) consists of academic and professional components. The academic components provide students with opportunities to develop a broad liberal education and to study language and language learning from linguistic, social, cultural, and psychological perspectives. The professional components revolve around school-based field experiences, which are supported by studies in pedagogy, curriculum, and educational foundations.

Prior to admission, applicants to the B.Ed. TESL program must also pass the English Language Proficiency Test (ELPT). Eligible applicants will receive email notification from the Admissions Office regarding registration for the ELPT. Please contact info.dise@mcgill.ca for further information.

An option within the B.Ed. in Teaching English as a Second Language program is:

- Teaching Greek Language & Culture

For more information, see:

- section 8.2.16: Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary (120 credits)
- section 8.2.17: Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary: Teaching Greek Language & Culture (120 credits)

8.2.4.5  In-Community Programs

The Department of Integrated Studies in Education offers a number of in-community programs through the Office of First Nations and Inuit Education: a B.Ed. K/Elem First Nations and Inuit Studies; a Certificate in Education for First Nations and Inuit; a Certificate in Indigenous Language and Literacy Education; a Certificate in Middle School Education in Indigenous Communities; a Certificate in First Nations and Inuit Educational Leadership; a Certificate in First Nations and Inuit Student Personnel Services; and a Bachelor of Education for Certified Teachers.

For more information, see:

- section 8.2.13: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits)
- section 8.3.2: Certificate (Cert.) Education for First Nations and Inuit (60 credits)
- section 8.3.6: Certificate (Cert.) Indigenous Language and Literacy Education (30 credits)
- section 8.3.4: Certificate (Cert.) Middle School Education in Indigenous Communities (30 credits)
- section 8.3.5: Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits)
- section 8.3.3: Certificate (Cert.) First Nations and Inuit Student Personnel Services (30 credits)
- section 8.3.1: 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 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 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. 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/secenglish.

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

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

Freshman Program

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

The Freshman year is the time to take introductory-level courses in English, as well as to explore areas that are not normally taken as “teachable” subject 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.
In addition, in consultation with the Program Adviser, students may select courses from the recommended course list below or other courses. The list includes English literature courses that may be used toward the academic component of the Secondary English course requirements. Also included are several French Second Language (FRSL) courses for which placement tests are required to determine the appropriate level.

- EDEC 203* (3) Communication in Education
- EDEM 220 (3) Contemporary Issues in Education
- ENGL 201 (3) Survey of English Literature 2
- ENGL 215 (3) Introduction to Shakespeare
- ENGL 226 (3) American 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
- RELG 207 (3) Introduction to the Study of Religions
- WCOM 250 (3) Research Essay and Rhetoric

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

**Required Courses (60 credits)**

- EDEC 201 (1) First Year Professional Seminar
- EDEC 215 (0) English Exam for Teacher Certification
- EDEC 233 (3) Indigenous Education
- EDEC 247 (3) Policy Issues in Quebec and Indigenous Education
- EDEC 254 (1) Second Professional Seminar (Secondary)
- EDEC 260 (3) Philosophical Foundations
- EDEC 262 (3) Media, Technology and Education
- EDEC 351 (2) Third Professional Seminar (Secondary)
- EDEC 404 (3) Fourth Year Professional Seminar (Sec)
- EDES 350 (3) Classroom Practices
- EDES 361 (3) Teaching Secondary English 1
- EDES 461 (3) Teaching Secondary English 2
- EDFE 200 (2) First Field Experience (K/Elem and Secondary)
- EDFE 254 (3) Second Field Experience (Secondary)
- EDFE 351 (8) Third Field Experience (Secondary)
- EDFE 451 (7) Fourth Field Experience (Secondary)
- EDPE 300 (3) Educational Psychology
- EDPE 304 (3) Measurement and Evaluation
- EDPI 309 (3) Diverse Learners
- EDPI 341 (3) Instruction in Inclusive Schools

**Complementary Courses (3 credits)**

3 credits selected as described below:

**Equity Education**
3 credits from:

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

Secondary English Subject Area (51 credits)

Option 1

51 credits distributed as follows:

Required Course (3 credits)

EDES 366 (3) Literature for Young Adults

Complementary Language/Linguistics courses (6 credits)

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

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

Complementary Courses

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

Literature (30 credits)

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

ENGL 200 (3) Survey of English Literature 1
ENGL 201 (3) Survey of English Literature 2
ENGL 215 (3) Introduction to Shakespeare
ENGL 225 (3) American Literature 1
ENGL 226 (3) American Literature 2
ENGL 227 (3) American Literature 3
ENGL 228 (3) Canadian Literature 1
ENGL 229 (3) Canadian Literature 2
GERM 259 (3) Introduction to German Literature 1
GERM 260 (3) Introduction to German Literature 2
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:

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

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

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

Literature (18 credits)
A minimum of 6 credits at the 300 level or higher, chosen from the English Department undergraduate complementary course list (http://www.mcgill.ca/english/undergrad) or the following list:

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

Cultural Studies (6 credits)
A minimum of 3 credits at the 300 level or higher from the English Department undergraduate complementary course list (http://www.mcgill.ca/english/undergrad) or the following list:

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

Drama/Theatre (3 credits)
Chosen from the English Department undergraduate complementary course list (http://www.mcgill.ca/english/undergrad) or the following list:

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

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.

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, MATH 133, MATH 140, and MATH 141.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 220</td>
<td>Contemporary Issues in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>FRSL 101</td>
<td>Beginners French 1</td>
<td>(3)</td>
</tr>
<tr>
<td>FRSL 102</td>
<td>Beginners French 2</td>
<td>(3)</td>
</tr>
<tr>
<td>FRSL 207D1</td>
<td>Elementary French 01</td>
<td>(3)</td>
</tr>
<tr>
<td>FRSL 207D2</td>
<td>Elementary French 01</td>
<td>(3)</td>
</tr>
<tr>
<td>FRSL 211D1</td>
<td>Oral and Written French 1</td>
<td>(3)</td>
</tr>
<tr>
<td>FRSL 211D2</td>
<td>Oral and Written French 1</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 133</td>
<td>Linear Algebra and Geometry</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Calculus 1</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Calculus 2</td>
<td>(4)</td>
</tr>
<tr>
<td>RELG 204</td>
<td>Judaism, Christianity and Islam</td>
<td>(3)</td>
</tr>
<tr>
<td>RELG 207</td>
<td>Introduction to the Study of Religions</td>
<td>(3)</td>
</tr>
<tr>
<td>WCOM 250</td>
<td>Research Essay and Rhetoric</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Required Courses (60 credits)**

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

**Complementary Courses (3 credits)**
3 credits selected as described below.

**Multicultural Education**

3 credits from:

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

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

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

**Option 1**

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

**Or**

**Option 2:**

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

And

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

### Required Mathematics Courses (21 credits)

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

### Complementary Mathematics Courses

(30 OR 15 credits)

3 credits from:

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

* Should be taken in Year 1 or Year 2

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

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

- COMP 202 (3) Foundations of Programming
- COMP 230 (3) Logic and Computability
- EDTL 520 (3) Perspectives on Knowledge in Mathematics and Science
- MATH 235 (3) Algebra 1
- MATH 236 (3) Algebra 2
- MATH 242 (3) Analysis 1
MATH 243 (3) Analysis 2
MATH 314 (3) Advanced Calculus
MATH 316 (3) Complex Variables
MATH 317 (3) Numerical Analysis
MATH 318** (3) Mathematical Logic
MATH 319 (3) Partial Differential Equations
MATH 326 (3) Nonlinear Dynamics and Chaos
MATH 327 (3) Matrix Numerical Analysis
MATH 329 (3) Theory of Interest
MATH 340 (3) Discrete Mathematics
MATH 346 (3) Number Theory
MATH 348 (3) Euclidean Geometry
MATH 417 (3) Linear Optimization
MATH 423 (3) Applied Regression
MATH 447 (3) Introduction to Stochastic Processes
MATH 523 (4) Generalized Linear Models
MATH 524 (4) Nonparametric Statistics
MATH 525 (4) Sampling Theory and Applications
PHIL 210** (3) Introduction to Deductive Logic 1

** Students cannot receive credit for both.

Unofficial “Teachable” Subject Area

15 credits

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

Electives (6 credits)

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

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

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

The aim of the B.Ed. Secondary Education program is to prepare strong beginning teachers for the secondary school level. This integrated program consists of courses in Education (including field experiences) and courses in the subject area of the teaching specialization. Students also take 6 credits of free electives. 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 about teacher certification in Quebec, please refer to the Faculty of Education section under "Overview of Faculty Programs," "Undergraduate Education Programs," and "Quebec Teacher Certification."

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

Freshman Program - Basic Sciences

Freshmen in the Science and Technology program must complete the 29 to 30 credits of Basic Science courses listed below in their first year of studies.
Fall term: BIOL 111, CHEM 110, MATH 139 or MATH 140 or MATH 150, PHYS 101 or PHYS 131
Winter term: BIOL 112, CHEM 120, MATH 141 or MATH 151, PHYS 102 or PHYS 142

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

- **BIOL 111** (3) Principles: Organismal Biology
- **BIOL 112** (3) Cell and Molecular Biology
- **CHEM 110** (4) General Chemistry 1
- **CHEM 120** (4) General Chemistry 2
- **MATH 139** (4) Calculus 1 with Precalculus
- **MATH 140** (3) Calculus 1
- **MATH 141** (4) Calculus 2
- **MATH 150** (4) Calculus A
- **MATH 151** (4) Calculus B
- **PHYS 101** (4) Introductory Physics - Mechanics
- **PHYS 102** (4) Introductory Physics - Electromagnetism
- **PHYS 131** (4) Mechanics and Waves
- **PHYS 142** (4) Electromagnetism and Optics

**Freshman Program - Complementary**

For Freshman students with Advanced Standing in one or more of the basic sciences, the Faculty also recommends some of the courses listed below. French Second Language (FRSL) courses require a placement test to determine the course level.

- **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
- **WCOM 250** (3) Research Essay and Rhetoric

**Required Courses (60 credits)**

- **EDEC 201** (1) First Year Professional Seminar
- **EDEC 215** (0) English Exam for Teacher Certification
- **EDEC 233** (3) Indigenous Education
- **EDEC 247** (3) Policy Issues in Quebec and Indigenous Education
- **EDEC 254** (1) Second Professional Seminar (Secondary)
- **EDEC 260** (3) Philosophical Foundations
- **EDEC 262** (3) Media, Technology and Education
- **EDEC 351** (2) Third Professional Seminar (Secondary)
- **EDEC 404** (3) Fourth Year Professional Seminar (Sec)
- **EDES 335** (3) Teaching Secondary Science 1
- **EDES 350** (3) Classroom Practices
- **EDES 435** (3) Teaching Secondary Science 2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFE 200</td>
<td>(2)</td>
<td>First Field Experience (K/Elem and Secondary)</td>
</tr>
<tr>
<td>EDFE 254</td>
<td>(3)</td>
<td>Second Field Experience (Secondary)</td>
</tr>
<tr>
<td>EDFE 351</td>
<td>(8)</td>
<td>Third Field Experience (Secondary)</td>
</tr>
<tr>
<td>EDFE 451</td>
<td>(7)</td>
<td>Fourth Field Experience (Secondary)</td>
</tr>
<tr>
<td>EDPE 300</td>
<td>(3)</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDPE 304</td>
<td>(3)</td>
<td>Measurement and Evaluation</td>
</tr>
<tr>
<td>EDPE 309</td>
<td>(3)</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDPI 341</td>
<td>(3)</td>
<td>Instruction in Inclusive Schools</td>
</tr>
</tbody>
</table>

**Complementary Courses (3 credits)**

3 credits selected as described below:

**Equity Education**

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 248</td>
<td>(3)</td>
<td>Equity and Education</td>
</tr>
<tr>
<td>EDEC 249</td>
<td>(3)</td>
<td>Global Education and Social Justice</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 203</td>
<td>(3)</td>
<td>Principles of Statistics 1</td>
</tr>
</tbody>
</table>

3 credits of History of Science:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL 520</td>
<td>(3)</td>
<td>Perspectives on Knowledge in Mathematics and Science</td>
</tr>
</tbody>
</table>

3 credits of the Material World:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 281</td>
<td>(3)</td>
<td>Inorganic Chemistry 1</td>
</tr>
</tbody>
</table>

3 credits of the Living World:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 206</td>
<td>(3)</td>
<td>Methods in Biology</td>
</tr>
</tbody>
</table>

3 credits of the Technological World:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL 525</td>
<td>(3)</td>
<td>Teaching Science and Technology</td>
</tr>
</tbody>
</table>

**Core Complementary Courses (10 credits)**
The Living World
3 credits from:

- BIOL 200 (3) Molecular Biology
- LSCI 202 (3) Molecular Cell Biology

The Material World
3 credits from:

- CHEM 203 (3) Survey of Physical Chemistry
- CHEM 213 (3) Introductory Physical Chemistry 1: Thermodynamics

4 credits from:

- CHEM 212 (4) Introductory Organic Chemistry 1
- CHEM 232 (4) Organic Chemistry Principles

Complementary Courses (26 credits)
At least 9 of the 26 credits must be taken at the 300 level or above, distributed as follows:
- 3 to 15 credits from the Living World complementary list;
- 3 to 18 credits from Earth and Space complementary list;
- 3 to 18 credits from Earth and Space - Environment complementary list;
- 0 to 15 credits from the Material World complementary list;
- 3 to 12 credits from the Technological World complementary list.

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

Cell and Molecular Biology

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

Human and Organismal Biology

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

Populations, Ecosystems, and Evolution
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 215</td>
<td>(3)</td>
<td>Introduction to Ecology and Evolution</td>
</tr>
<tr>
<td>BIOL 240</td>
<td>(3)</td>
<td>Monteregian Flora</td>
</tr>
<tr>
<td>BIOL 304</td>
<td>(3)</td>
<td>Evolution</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>(3)</td>
<td>Animal Diversity</td>
</tr>
<tr>
<td>BIOL 308</td>
<td>(3)</td>
<td>Ecological Dynamics</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>(3)</td>
<td>Biodiversity and Ecosystems</td>
</tr>
<tr>
<td>BIOL 331</td>
<td>(3)</td>
<td>Ecology/Behaviour Field Course</td>
</tr>
<tr>
<td>BIOL 352</td>
<td>(3)</td>
<td>Dinosaur Biology</td>
</tr>
<tr>
<td>ENVB 305</td>
<td>(3)</td>
<td>Population and Community Ecology</td>
</tr>
<tr>
<td>EPSC 334</td>
<td>(3)</td>
<td>Invertebrate Paleontology</td>
</tr>
</tbody>
</table>

Earth and Space

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATOC 214</td>
<td>(3)</td>
<td>Introduction: Physics of the Atmosphere</td>
</tr>
<tr>
<td>ATOC 215</td>
<td>(3)</td>
<td>Oceans, Weather and Climate</td>
</tr>
<tr>
<td>ATOC 219</td>
<td>(3)</td>
<td>Introduction to Atmospheric Chemistry</td>
</tr>
<tr>
<td>ATOC 309</td>
<td>(3)</td>
<td>Weather Radars and Satellites</td>
</tr>
<tr>
<td>ATOC 315</td>
<td>(3)</td>
<td>Thermodynamics and Convection</td>
</tr>
<tr>
<td>ENVR 202</td>
<td>(3)</td>
<td>The Evolving Earth</td>
</tr>
<tr>
<td>EPSC 201</td>
<td>(3)</td>
<td>Understanding Planet Earth</td>
</tr>
<tr>
<td>EPSC 210</td>
<td>(3)</td>
<td>Introductory Mineralogy</td>
</tr>
<tr>
<td>EPSC 212</td>
<td>(3)</td>
<td>Introductory Petrology</td>
</tr>
<tr>
<td>EPSC 220</td>
<td>(3)</td>
<td>Principles of Geochemistry</td>
</tr>
<tr>
<td>EPSC 221</td>
<td>(3)</td>
<td>General Geology</td>
</tr>
<tr>
<td>EPSC 225</td>
<td>(1)</td>
<td>Properties of Minerals</td>
</tr>
<tr>
<td>EPSC 233</td>
<td>(3)</td>
<td>Earth and Life History</td>
</tr>
<tr>
<td>EPSC 303</td>
<td>(3)</td>
<td>Structural Geology</td>
</tr>
<tr>
<td>EPSC 320</td>
<td>(3)</td>
<td>Elementary Earth Physics</td>
</tr>
<tr>
<td>EPSC 350</td>
<td>(3)</td>
<td>Tectonics</td>
</tr>
<tr>
<td>ESYS 200</td>
<td>(3)</td>
<td>Earth System Processes</td>
</tr>
<tr>
<td>ESYS 300</td>
<td>(3)</td>
<td>Investigating the Earth System</td>
</tr>
<tr>
<td>ESYS 301</td>
<td>(3)</td>
<td>Earth System Modelling</td>
</tr>
<tr>
<td>GEOG 272</td>
<td>(3)</td>
<td>Earth's Changing Surface</td>
</tr>
<tr>
<td>GEOG 321</td>
<td>(3)</td>
<td>Climatic Environments</td>
</tr>
<tr>
<td>PHYS 320</td>
<td>(3)</td>
<td>Introductory Astrophysics</td>
</tr>
</tbody>
</table>

Earth and Space - Environment

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 200</td>
<td>(3)</td>
<td>The Global Environment</td>
</tr>
<tr>
<td>ENVR 201</td>
<td>(3)</td>
<td>Society, Environment and Sustainability</td>
</tr>
<tr>
<td>ENVR 203</td>
<td>(3)</td>
<td>Knowledge, Ethics and Environment</td>
</tr>
<tr>
<td>ENVR 301</td>
<td>(3)</td>
<td>Environmental Research Design</td>
</tr>
</tbody>
</table>
The Material World

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

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

- CHEM 222 (4) Introductory Organic Chemistry 2
- CHEM 267 (3) Introductory Chemical Analysis
- CHEM 273 (3) Introductory Physical Chemistry 2: Kinetics and Methods
- CHEM 302 (3) Introductory Organic Chemistry 3
- CHEM 381 (3) Inorganic Chemistry 2
- CHEM 392 (3) Experimental Chemistry 1
- CHEM 429 (3) Chemistry of Energy, Storage and Utilization.
- MATH 222 (3) Calculus 3
- PHYS 224 (3) Physics of Music
- PHYS 230 (3) Dynamics of Simple Systems
- PHYS 232 (3) Heat and Waves
- PHYS 241 (3) Signal Processing
- PHYS 242 (2) Electricity and Magnetism
- PHYS 257 (3) Experimental Methods 1
- PHYS 258 (3) Experimental Methods 2
- PHYS 271 (3) Introduction to Quantum Physics
- PHYS 328 (3) Electronics
- PHYS 331 (3) Topics in Classical Mechanics
- PHYS 333 (3) Thermal and Statistical Physics
- PHYS 339 (3) Measurements Laboratory in General Physics
- PHYS 340 (3) Majors Electricity and Magnetism
- PHYS 342 (3) Majors Electromagnetic Waves
- PHYS 346 (3) Majors Quantum Physics
- PHYS 432 (3) Physics of Fluids
- PHYS 434 (3) Optics
- PHYS 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
**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)

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

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

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

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 220</td>
<td>3</td>
<td>Contemporary Issues in Education</td>
</tr>
<tr>
<td>FRSL 101</td>
<td>3</td>
<td>Beginners French 1</td>
</tr>
<tr>
<td>FRSL 102</td>
<td>3</td>
<td>Beginners French 2</td>
</tr>
<tr>
<td>FRSL 207D1</td>
<td>3</td>
<td>Elementary French 01</td>
</tr>
<tr>
<td>FRSL 207D2</td>
<td>3</td>
<td>Elementary French 01</td>
</tr>
<tr>
<td>FRSL 211D1</td>
<td>3</td>
<td>Oral and Written French 1</td>
</tr>
<tr>
<td>FRSL 211D2</td>
<td>3</td>
<td>Oral and Written French 1</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>3</td>
<td>Geographical Perspectives: World Environmental Problems</td>
</tr>
<tr>
<td>GEOG 205</td>
<td>3</td>
<td>Global Change: Past, Present and Future</td>
</tr>
<tr>
<td>GEOG 210</td>
<td>3</td>
<td>Global Places and Peoples</td>
</tr>
<tr>
<td>HIST 202</td>
<td>3</td>
<td>Survey: Canada to 1867</td>
</tr>
<tr>
<td>HIST 203</td>
<td>3</td>
<td>Survey: Canada since 1867</td>
</tr>
<tr>
<td>HIST 214</td>
<td>3</td>
<td>Early Modern Europe</td>
</tr>
<tr>
<td>HIST 215</td>
<td>3</td>
<td>Modern Europe</td>
</tr>
<tr>
<td>RELG 204</td>
<td>3</td>
<td>Judaism, Christianity and Islam</td>
</tr>
<tr>
<td>RELG 207</td>
<td>3</td>
<td>Introduction to the Study of Religions</td>
</tr>
<tr>
<td>RELG 252</td>
<td>3</td>
<td>Hinduism and Buddhism</td>
</tr>
<tr>
<td>WCOM 250</td>
<td>3</td>
<td>Research Essay and Rhetoric</td>
</tr>
</tbody>
</table>
Required Courses (60 credits)

EDEC 201 (1) First Year Professional Seminar
EDEC 215 (0) English Exam for Teacher Certification
EDEC 233 (3) Indigenous Education
EDEC 247 (3) Policy Issues in Quebec and Indigenous Education
EDEC 254 (1) Second Professional Seminar (Secondary)
EDEC 260 (3) Philosophical Foundations
EDEC 262 (3) Media, Technology and Education
EDEC 351 (2) Third Professional Seminar (Secondary)
EDEC 404 (3) Fourth Year Professional Seminar (Sec)
EDER 372 (3) Culture and Citizenship in Quebec Context (Secondary)
EDES 334 (3) Teaching Secondary Social Studies 1
EDES 350 (3) Classroom Practices
EDFE 200 (2) First Field Experience (K/Elem and Secondary)
EDFE 254 (3) Second Field Experience (Secondary)
EDFE 351 (8) Third Field Experience (Secondary)
EDFE 451 (7) Fourth Field Experience (Secondary)
EDPE 300 (3) Educational Psychology
EDPI 304 (3) Measurement and Evaluation
EDPI 309 (3) Diverse Learners
EDPI 341 (3) Instruction in Inclusive Schools

Complementary Courses (3 credits)

3 credits selected as described below.

Equity Education

3 credits from:

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

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

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

Required Courses

History
9 credits:

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

Complementary Courses (42 credits)
History and Citizenship (24 credits)
At least 9 of the 24 credits must be taken at the 300 or 400 level, distributed as follows:
3-9 credits in European History
3-9 credits in Asian, African, American, Latin American, or Ancient History
6 credits of history courses on social history, 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) Indigenous Studies of Anthropology
CANS 200 (3) Understanding Canada
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 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

Ethics and Religious Culture
18 credits as specified below.

6 credits from:
EDER 309 (3) The Search for World Views
RELG 203 (3) Bible and Western Culture
RELG 204 (3) Judaism, Christianity and Islam
RELG 207 (3) Introduction to the Study of Religions
RELG 252 (3) Hinduism and Buddhism
RELG 309 (3) World Religions and Cultures They Create

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

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

Electives (6 credits)
6 credits

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

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

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

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

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

Freshman Program

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

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

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

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
WCOM 250 (3) Research Essay and Rhetoric

**Required Courses (60 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 201</td>
<td>1</td>
<td>First Year Professional Seminar</td>
</tr>
<tr>
<td>EDEC 215</td>
<td>0</td>
<td>English Exam for Teacher Certification</td>
</tr>
<tr>
<td>EDEC 233</td>
<td>3</td>
<td>Indigenous Education</td>
</tr>
<tr>
<td>EDEC 247</td>
<td>3</td>
<td>Policy Issues in Quebec and Indigenous Education</td>
</tr>
<tr>
<td>EDEC 254</td>
<td>1</td>
<td>Second Professional Seminar (Secondary)</td>
</tr>
<tr>
<td>EDEC 260</td>
<td>3</td>
<td>Philosophical Foundations</td>
</tr>
<tr>
<td>EDEC 262</td>
<td>3</td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDEC 351</td>
<td>2</td>
<td>Third Professional Seminar (Secondary)</td>
</tr>
<tr>
<td>EDEC 404</td>
<td>3</td>
<td>Fourth Year Professional Seminar (Sec)</td>
</tr>
<tr>
<td>EDES 334</td>
<td>3</td>
<td>Teaching Secondary Social Studies 1</td>
</tr>
<tr>
<td>EDES 350</td>
<td>3</td>
<td>Classroom Practices</td>
</tr>
<tr>
<td>EDES 434</td>
<td>3</td>
<td>Teaching Secondary Social Studies 2</td>
</tr>
<tr>
<td>EDFE 200</td>
<td>2</td>
<td>First Field Experience (K/Elem and Secondary)</td>
</tr>
<tr>
<td>EDFE 254</td>
<td>3</td>
<td>Second Field Experience (Secondary)</td>
</tr>
<tr>
<td>EDFE 351</td>
<td>8</td>
<td>Third Field Experience (Secondary)</td>
</tr>
<tr>
<td>EDFE 451</td>
<td>7</td>
<td>Fourth Field Experience (Secondary)</td>
</tr>
<tr>
<td>EDPE 300</td>
<td>3</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDPE 304</td>
<td>3</td>
<td>Measurement and Evaluation</td>
</tr>
<tr>
<td>EDPI 309</td>
<td>3</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDPI 341</td>
<td>3</td>
<td>Instruction in Inclusive Schools</td>
</tr>
</tbody>
</table>

**Complementary Courses (3 credits)**

3 credits selected as described below:

**Equity Education**

3 credits from:

---

McGill University, Faculty of Education, 2023-2024 (Published September 12, 2023)
### 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 202</td>
<td>3</td>
<td>Survey: Canada to 1867</td>
</tr>
<tr>
<td>HIST 203</td>
<td>3</td>
<td>Survey: Canada since 1867</td>
</tr>
<tr>
<td>HIST 303</td>
<td>3</td>
<td>History of Quebec</td>
</tr>
</tbody>
</table>

#### 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 338</td>
<td>3</td>
<td>Indigenous Studies of Anthropology</td>
</tr>
<tr>
<td>CANS 200</td>
<td>3</td>
<td>Understanding Canada</td>
</tr>
<tr>
<td>ECON 205</td>
<td>3</td>
<td>An Introduction to Political Economy</td>
</tr>
<tr>
<td>ECON 208</td>
<td>3</td>
<td>Microeconomic Analysis and Applications</td>
</tr>
<tr>
<td>ECON 209</td>
<td>3</td>
<td>Macroeconomic Analysis and Applications</td>
</tr>
<tr>
<td>ECON 219</td>
<td>3</td>
<td>Current Economic Problems: Topics</td>
</tr>
<tr>
<td>ECON 221</td>
<td>3</td>
<td>Economic History</td>
</tr>
<tr>
<td>ECON 313</td>
<td>3</td>
<td>Economic Development I</td>
</tr>
<tr>
<td>ECON 326</td>
<td>3</td>
<td>Ecological Economics</td>
</tr>
<tr>
<td>ECON 347</td>
<td>3</td>
<td>Economics of Climate Change</td>
</tr>
<tr>
<td>ENVR 201</td>
<td>3</td>
<td>Society, Environment and Sustainability</td>
</tr>
<tr>
<td>ENVR 203</td>
<td>3</td>
<td>Knowledge, Ethics and Environment</td>
</tr>
<tr>
<td>POLI 212</td>
<td>3</td>
<td>Government and Politics - Developed World</td>
</tr>
<tr>
<td>POLI 221</td>
<td>3</td>
<td>Government of Canada</td>
</tr>
<tr>
<td>POLI 222</td>
<td>3</td>
<td>Political Process and Behaviour in Canada</td>
</tr>
<tr>
<td>POLI 227</td>
<td>3</td>
<td>Developing Areas/Introduction</td>
</tr>
<tr>
<td>POLI 243</td>
<td>3</td>
<td>International Politics of Economic Relations</td>
</tr>
<tr>
<td>POLI 244</td>
<td>3</td>
<td>International Politics: State Behaviour</td>
</tr>
<tr>
<td>POLI 341</td>
<td>3</td>
<td>Foreign Policy: The Middle East</td>
</tr>
<tr>
<td>POLI 345</td>
<td>3</td>
<td>International Organizations</td>
</tr>
<tr>
<td>POLI 354</td>
<td>3</td>
<td>Approaches to International Political Economy</td>
</tr>
</tbody>
</table>
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 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)

8.2.10 Bachelor of Arts(Education) - Major Education in Global Contexts (90 credits)

The B.A.(Education): Major Education in Global Contexts is intended to equip students with a strong grounding in educational theory, issues and challenges, with an emphasis on building in-depth understandings on key issues facing education in diverse global contexts. A foundational program, it provides a variety of pathways for future study or employment for our students in a range of government, educational, industry and community organizations. Students complete a 54 credit major in Education in Global Contexts addressing the core of the program, with the addition of an 18 credit minor in a complementary discipline (choice of three approved minors), and complete the degree with 18 credits of electives. The program includes an internship and opportunities for applied research. This program is a general degree mirroring the "Liberal Arts" degree, but specifically in the area of Education.

NOTE: This program does not lead to Teacher Certification for formal elementary/secondary classroom teaching in the Province of Quebec.

Freshman Program

Students whose highest level of education is high school (normally out of province) are admitted into Year 0 (U0) to complete the Freshman Program. Freshman students are required to complete 30 credits of introductory (100- or 200-level) courses of the students' choice (in addition to the 90-credit program), verified by an adviser*, for a total of 120 credits. Students will not be granted permission to take first-year (U1) courses if the credits from the Freshman year have not been obtained. In consultation with the Program Adviser, students may select courses from the recommended course list below or other courses. There are no required courses in the Freshman Program, though the department recommends that students use the opportunity to take 100- or 200-level courses in the subject areas that interest them or are relevant to their chosen concentration. As well, the Freshman year offers students the opportunity to explore areas that are not typically taken as a course of study in the program.

The department recommends the following courses:

Courses in the Faculty of Education:

EDEC 247  
(3)  
Policy Issues in Quebec and Indigenous Education

EDPE 208  
(3)  
Personality and Social Development

EDPT 204  
(3)  
Creating and Using Media for Learning
Courses from the French Language Centre:
(Placement tests may be required)
- FRSL 101 (3) Beginners French 1
- FRSL 102 (3) Beginners French 2
- FRSL 207D1 (3) Elementary French 01
- FRSL 207D2 (3) Elementary French 01
- FRSL 211D1 (3) Oral and Written French 1
- FRSL 211D2 (3) Oral and Written French 1

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

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

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

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

Required Courses (42 credits)
- EDEC 202 (3) Effective Communication
- EDEC 221 (3) Leadership and Group Skills
- EDEC 233 (3) Indigenous Education
- EDEC 249 (3) Global Education and Social Justice
- EDEC 260 (3) Philosophical Foundations
- EDEM 220 (3) Contemporary Issues in Education
- EDER 461 (3) Society and Change
- EDGC 201 (3) Media, Learning, and Digital Youth Cultures
- EDGC 299 (3) Research Methods
- EDGC 301 (3) Program Design and Evaluation
- EDGC 398 (0) Internship: Education in Global Contexts
- EDGC 399 (3) Education in Global Contexts Internship Project
- EDGC 400 (3) 21st Century Learning
- EDGC 499 (3) Critical Research Inquiry
- EDPE 300 (3) Educational Psychology

Complementary Courses (30 credits)
12 credits from the following; no more than 9 credits from one specific list. Other courses on these topics from the Faculty of Education or other Faculties may be selected subject to approval of program adviser.
Leadership and Social Change

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGC 300*</td>
<td>(3)</td>
<td>Special Topics</td>
</tr>
<tr>
<td>EDGC 312</td>
<td>(3)</td>
<td>Understanding Teacher Leadership</td>
</tr>
<tr>
<td>EDGC 313</td>
<td>(3)</td>
<td>Cultivating Process of Social Transformation</td>
</tr>
<tr>
<td>EDGC 411</td>
<td>(3)</td>
<td>Affect, Education, and Social Change</td>
</tr>
<tr>
<td>EDGC 412</td>
<td>(3)</td>
<td>Historical Knowledge: Tool for Agents of Change</td>
</tr>
</tbody>
</table>

* when topic is relevant to this list.

Ethics, Wellbeing, and Diverse Knowledge Approaches

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 494</td>
<td>(3)</td>
<td>Human Rights and Ethics in Practice</td>
</tr>
<tr>
<td>EDGC 222</td>
<td>(3)</td>
<td>Integrating Arts into STEM</td>
</tr>
<tr>
<td>EDGC 300*</td>
<td>(3)</td>
<td>Special Topics</td>
</tr>
<tr>
<td>EDGC 324</td>
<td>(3)</td>
<td>Physical Health and Wellbeing in Education</td>
</tr>
<tr>
<td>EDGC 423</td>
<td>(3)</td>
<td>Human Knowledge Claims and Education</td>
</tr>
<tr>
<td>EDSL 390</td>
<td>(3)</td>
<td>Teaching English as a Second Language in the Community</td>
</tr>
</tbody>
</table>

* when topic is relevant to this list.

Critical Issues in Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGC 200</td>
<td>(3)</td>
<td>Knowledge through the Arts</td>
</tr>
<tr>
<td>EDGC 233</td>
<td>(3)</td>
<td>Learning in Out-of-School Contexts</td>
</tr>
<tr>
<td>EDGC 300*</td>
<td>(3)</td>
<td>Special Topics</td>
</tr>
<tr>
<td>EDGC 335</td>
<td>(3)</td>
<td>Eco-Justice and Sustainability in Education</td>
</tr>
<tr>
<td>EDGC 336</td>
<td>(3)</td>
<td>Race, Class, and Power in Education in Global Contexts</td>
</tr>
<tr>
<td>EDGC 337</td>
<td>(3)</td>
<td>Gendered Identities, Social Learning</td>
</tr>
<tr>
<td>EDPI 341</td>
<td>(3)</td>
<td>Instruction in Inclusive Schools</td>
</tr>
<tr>
<td>EDSL 500</td>
<td>(3)</td>
<td>Foundations and Issues in Second Language Education</td>
</tr>
</tbody>
</table>

* when topic is relevant to this list.

Children and Youth

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGC 244</td>
<td>(3)</td>
<td>Investigating Children's Reasoning</td>
</tr>
<tr>
<td>EDGC 300*</td>
<td>(3)</td>
<td>Special Topics</td>
</tr>
<tr>
<td>EDGC 348</td>
<td>(3)</td>
<td>Global Perspectives of Early Childhood Education</td>
</tr>
<tr>
<td>EDGC 444</td>
<td>(3)</td>
<td>Critical Contexts of Youth Development and Wellbeing</td>
</tr>
</tbody>
</table>

* when topic is relevant to this list.

One of the following approved minors:

- B.Com.; Minor in Management for Non-Management Students
- B.A.; Minor Concentration in International Development Studies
- B.A.; Minor Concentration in Educational Psychology

Subject to approval of program adviser, students in a minor offered by the Faculty of Education (i.e., Educational Psychology) may be granted permission to complete a second minor from the above list in order to fulfill the requirement of 18 credits of elective courses.
Elective Courses (18 credits)
18 credits of electives selected from Faculty of Education offerings. Exceptionally, students may be permitted to take courses elsewhere in the University with permission of the program adviser.

8.2.11 Concurrent Bachelor of Music (B.Mus.) - Major Music Education and Bachelor of Education (B.Ed.) - Music Elementary and Secondary (170 credits)

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

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

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

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

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

58 credits in Education
71 credits in Music
8 free elective credits

Program Prerequisites - Freshman Program

33 credits

Prerequisite Courses

33 credits distributed as follows:
4 credits (2 credits per term) Basic Ensemble Training
6 credits of Non-Music Electives

and 23 credits in the following course list:

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHL 186</td>
<td>(3)</td>
<td>Western Musical Traditions</td>
</tr>
<tr>
<td>MUIN 180</td>
<td>(3)</td>
<td>BMus Practical Lessons 1</td>
</tr>
<tr>
<td>MUIN 181</td>
<td>(3)</td>
<td>BMus Practical Lessons 2</td>
</tr>
<tr>
<td>MUPD 135</td>
<td>(1)</td>
<td>Music as a Profession 1</td>
</tr>
<tr>
<td>MUPD 235</td>
<td>(1)</td>
<td>Music as a Profession 2</td>
</tr>
<tr>
<td>MUSP 140</td>
<td>(2)</td>
<td>Musicianship Training 1</td>
</tr>
<tr>
<td>MUSP 141</td>
<td>(2)</td>
<td>Musicianship Training 2</td>
</tr>
<tr>
<td>MUSP 170</td>
<td>(1)</td>
<td>Musicianship (Keyboard) 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Units</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>MUSP 171</td>
<td>1</td>
<td>Musicianship (Keyboard) 2</td>
</tr>
<tr>
<td>MUTH 150</td>
<td>3</td>
<td>Theory and Analysis 1</td>
</tr>
<tr>
<td>MUTH 151</td>
<td>3</td>
<td>Theory and Analysis 2</td>
</tr>
</tbody>
</table>

**Required Music Components (48 credits)**

**Music Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCT 235</td>
<td>3</td>
<td>Vocal Techniques</td>
</tr>
<tr>
<td>MUGT 215</td>
<td>1</td>
<td>Basic Conducting Techniques</td>
</tr>
<tr>
<td>MUGT 354</td>
<td>3</td>
<td>Music for Children</td>
</tr>
<tr>
<td>MUGT 358</td>
<td>3</td>
<td>General Music for Adults and Teenagers</td>
</tr>
<tr>
<td>MUGT 401</td>
<td>3</td>
<td>Issues in Music Education</td>
</tr>
<tr>
<td>MUIT 202</td>
<td>3</td>
<td>Woodwind Techniques</td>
</tr>
<tr>
<td>MUIT 203</td>
<td>3</td>
<td>Brass Techniques</td>
</tr>
<tr>
<td>MUIT 204</td>
<td>3</td>
<td>Percussion Techniques</td>
</tr>
<tr>
<td>MUIT 356</td>
<td>3</td>
<td>Jazz Instruction: Philosophy and Techniques</td>
</tr>
</tbody>
</table>

**Theory**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 250</td>
<td>3</td>
<td>Theory and Analysis 3</td>
</tr>
<tr>
<td>MUTH 251</td>
<td>3</td>
<td>Theory and Analysis 4</td>
</tr>
<tr>
<td>MUTH 350</td>
<td>3</td>
<td>Theory and Analysis 5</td>
</tr>
</tbody>
</table>

**Musicianship**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSP 240</td>
<td>2</td>
<td>Musicianship Training 3</td>
</tr>
<tr>
<td>MUSP 241</td>
<td>2</td>
<td>Musicianship Training 4</td>
</tr>
</tbody>
</table>

**Music History**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHL 286</td>
<td>3</td>
<td>Critical Thinking About Music</td>
</tr>
</tbody>
</table>

**Performance**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUIN 280</td>
<td>2.5</td>
<td>BMus Practical Lessons 3</td>
</tr>
<tr>
<td>MUIN 281</td>
<td>2.5</td>
<td>BMus Practical Lessons 4</td>
</tr>
<tr>
<td>MUIN 283</td>
<td>1</td>
<td>BMus Concentration Final Examination</td>
</tr>
</tbody>
</table>

**Professional Development**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUPD 235</td>
<td>1</td>
<td>Music as a Profession 2</td>
</tr>
</tbody>
</table>

**Complementary Courses - Music Components (24 credits)**

**Composing/Arranging**

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUO 230</td>
<td>3</td>
<td>The Art of Composition</td>
</tr>
<tr>
<td>MUO 261</td>
<td>3</td>
<td>Orchestration 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Name</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>MUJZ 260</td>
<td>3</td>
<td>Jazz Arranging 1</td>
</tr>
<tr>
<td>MUJZ 260</td>
<td>3</td>
<td>Jazz Arranging 1</td>
</tr>
</tbody>
</table>

**Music Education**

3 credits from:

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

3 credits from:

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

3 credits from courses with a prefix of MUIT or MUGT.

**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 from courses with a prefix of MUHL or MUPP.

**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

**Elective Courses (8 credits)**

8 credits of free electives
Required Courses - Education Component (49 credits)

EDEA 206 (1)  1st Year Professional Seminar
EDEA 208 (1)  Second Professional Seminar (Music)
EDEA 407 (3)  Final Year Professional Seminar Music
EDEA 442 (3)  Methods in Music Education 1
EDEA 472 (3)  Methods in Music Education 2
EDEC 215 (0)  English Exam for Teacher Certification
EDEC 247 (3)  Policy Issues in Quebec and Indigenous Education
EDEC 260 (3)  Philosophical Foundations
EDEC 262 (3)  Media, Technology and Education
EDES 350 (3)  Classroom Practices
EDFE 205 (2)  First Field Experience (Music)
EDFE 208 (3)  Second Field Experience (Music)
EDFE 308 (8)  Third Field Experience (Music)
EDFE 407 (7)  Fourth Field Experience (Music)
EDPE 300 (3)  Educational Psychology
EDPI 341 (3)  Instruction in Inclusive Schools

Required Indigenous Studies Course (3 credits)

EDEC 233 (3)  Indigenous Education

or any other course with Indigenous Studies content approved by the Faculty of Education.

Complementary Courses – Education Components (6 credits)

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

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

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

Applicants without a completed Bachelor of Music degree who wish to pursue a teacher education degree specializing in Music should apply to the Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program. Students who have partially completed a Bachelor of Music program are eligible to apply for Advanced Standing in the Concurrent program.

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

Admissions Office
Schulich School of Music, McGill University
555 Sherbrooke Street West
Montreal QC H3A 1E3
Telephone: 514-398-4546
Email: undergraduateadmissions.music@mcgill.ca
Those who have completed a Bachelor of Music degree from a North American university should apply to the Bachelor of Education in Music program in the Faculty of Education and, if eligible, will receive Advanced Standing for applicable courses. Application to the Bachelor of Education in Music may be made online at mcgill.ca/applying. Information is available on that site or may be obtained from:

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

Program details are available from:

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

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

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

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

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

Freshman Program

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

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

In addition, in consultation with the Program Adviser, students may select courses from the recommended course list below or other courses. Included in the list are several French Second Language (FRSL) courses for which placement tests are required to determine the appropriate level. Also recommended are any 100- or 200-level courses with the subject codes of ANTH (Anthropology), ENGL (English), GEOG (Geography), HIST (History), MUAR (Music-Arts Faculty), POLI (Political Science), PSYC (Psychology), RELG (Religious Studies), and SOCI (Sociology). For 200-level courses, information about any required prerequisites is found in the Minerva Class Schedule by "clicking on" the course CRN for registration. Check prerequisites before registering.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 325</td>
<td>3</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>EDEM 220</td>
<td>3</td>
<td>Contemporary Issues in Education</td>
</tr>
<tr>
<td>EDES 366</td>
<td>3</td>
<td>Literature for Young Adults</td>
</tr>
<tr>
<td>FRSL 101</td>
<td>3</td>
<td>Beginners French 1</td>
</tr>
<tr>
<td>FRSL 102</td>
<td>3</td>
<td>Beginners French 2</td>
</tr>
<tr>
<td>FRSL 207D1</td>
<td>3</td>
<td>Elementary French 01</td>
</tr>
<tr>
<td>FRSL 207D2</td>
<td>3</td>
<td>Elementary French 01</td>
</tr>
<tr>
<td>FRSL 211D1</td>
<td>3</td>
<td>Oral and Written French 1</td>
</tr>
<tr>
<td>FRSL 211D2</td>
<td>3</td>
<td>Oral and Written French 1</td>
</tr>
<tr>
<td>MATH 111</td>
<td>3</td>
<td>Mathematics for Education Students</td>
</tr>
<tr>
<td>RELG 207</td>
<td>3</td>
<td>Introduction to the Study of Religions</td>
</tr>
<tr>
<td>WCOM 250</td>
<td>3</td>
<td>Research Essay and Rhetoric</td>
</tr>
</tbody>
</table>

Required Courses (84 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 201</td>
<td>(1)</td>
<td>First Year Professional Seminar</td>
</tr>
<tr>
<td>EDEC 203</td>
<td>(3)</td>
<td>Communication in Education</td>
</tr>
<tr>
<td>EDEC 215</td>
<td>(0)</td>
<td>English Exam for Teacher Certification</td>
</tr>
<tr>
<td>EDEC 233</td>
<td>(3)</td>
<td>Indigenous Education</td>
</tr>
<tr>
<td>EDEC 247</td>
<td>(3)</td>
<td>Policy Issues in Quebec and Indigenous Education</td>
</tr>
<tr>
<td>EDEC 253</td>
<td>(1)</td>
<td>Second Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEC 260</td>
<td>(3)</td>
<td>Philosophical Foundations</td>
</tr>
<tr>
<td>EDEC 262</td>
<td>(3)</td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDEC 405</td>
<td>(3)</td>
<td>Fourth Year Professional Seminar (K/Elem)</td>
</tr>
<tr>
<td>EDEE 223</td>
<td>(3)</td>
<td>Language Arts</td>
</tr>
<tr>
<td>EDEE 230</td>
<td>(3)</td>
<td>Elementary School Mathematics 1</td>
</tr>
<tr>
<td>EDEE 253</td>
<td>(3)</td>
<td>Kindergarten Classroom Pedagogy</td>
</tr>
<tr>
<td>EDEE 260</td>
<td>(3)</td>
<td>Reading Methods - Kindergarten/Elementary</td>
</tr>
<tr>
<td>EDEE 270</td>
<td>(3)</td>
<td>Elementary School Science</td>
</tr>
<tr>
<td>EDEE 273</td>
<td>(3)</td>
<td>Elementary School Science 2</td>
</tr>
<tr>
<td>EDEE 280</td>
<td>(3)</td>
<td>Geography, History and Citizenship Education</td>
</tr>
<tr>
<td>EDEE 283</td>
<td>(3)</td>
<td>Social Studies Pedagogy</td>
</tr>
<tr>
<td>EDEE 332</td>
<td>(3)</td>
<td>Teaching Elementary Mathematics 2</td>
</tr>
<tr>
<td>EDEE 353</td>
<td>(3)</td>
<td>Third Year Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEE 355</td>
<td>(3)</td>
<td>Classroom-based Evaluation</td>
</tr>
<tr>
<td>EDER 360</td>
<td>(2)</td>
<td>Culture and Citizenship in Quebec Context (K/Elem)</td>
</tr>
<tr>
<td>EDFE 200</td>
<td>(2)</td>
<td>First Field Experience (K/Elem and Secondary)</td>
</tr>
<tr>
<td>EDFE 256</td>
<td>(3)</td>
<td>Second Field Experience (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDFE 306</td>
<td>(8)</td>
<td>Third Field Experience (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDFE 406</td>
<td>(7)</td>
<td>Fourth Field Experience (K/Elem)</td>
</tr>
<tr>
<td>EDPE 300</td>
<td>(3)</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDPI 309</td>
<td>(3)</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDPI 341</td>
<td>(3)</td>
<td>Instruction in Inclusive Schools</td>
</tr>
</tbody>
</table>

**Complementary Courses (12 credits)**

12 credits of courses selected as described below:

**Equity Education**

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 248</td>
<td>(3)</td>
<td>Equity and Education</td>
</tr>
<tr>
<td>EDEC 249</td>
<td>(3)</td>
<td>Global Education and Social Justice</td>
</tr>
</tbody>
</table>

**Ethics, Values, or Religion**

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 309</td>
<td>(3)</td>
<td>The Search for World Views</td>
</tr>
<tr>
<td>RELG 204</td>
<td>(3)</td>
<td>Judaism, Christianity and Islam</td>
</tr>
<tr>
<td>RELG 207</td>
<td>(3)</td>
<td>Introduction to the Study of Religions</td>
</tr>
</tbody>
</table>
RELG 309 (3) World Religions and Cultures They Create
RELG 341 (3) Introduction: Philosophy of Religion

Kindergarten and Elementary Teaching Methods - Art, Drama, or Music
3-6 credits from:
EDEA 332 (3) Art Curriculum and Instruction - Elementary
EDEA 342 (3) Curriculum and Instruction in Drama Education
EDEA 345 (3) Music Curriculum and Instruction for Generalists

Kindergarten & Elementary Teaching Methods - Physical Education or English Second Language
0-3 credits from:
Students may select both their Methods courses from the list above for Art, Drama, or Music.
* Note: EDSL 447 has EDSL 350 as a prerequisite.
EDKP 332 (3) Physical Education Curriculum and Instruction
EDSL 447* (3) Methods in TESL 1

Kindergarten & Elementary Education - Subject Areas (18 credits)
18 credits selected in consultation with the Program Adviser as follows:
9 credits in "teachable" subject area courses of the elementary school curriculum from the lists below for Art, English, Ethics and Religious Culture, French, Mathematics, Music, Natural Sciences, Physical Education, and Social Studies.
And
9 credits, 3 credits from each of any three subject areas not chosen above.
No more than 9 credits may be selected from any single course list.

Art
Students may select up to 9 credits from this list and from Art History (ARTH) courses.
EDEA 204 (3) Drawing
EDEA 205 (3) Painting 2
EDEA 241 (3) Basic Art Media for Classroom
EDEA 296 (3) Basic Design
EDEA 304 (3) Painting 3
EDEA 307 (3) Drawing 2
EDEA 410 (3) Aesthetics and Art for the Classroom
EDEA 496 (3) Sculpture 1

English
Students may select up to 9 credits from this list.
CLAS 203 (3) Greek Mythology
COMS 200 (3) History of Communication
COMS 210 (3) Introduction to Communication Studies
COMS 300 (3) Media and Modernity in the 20th Century
COMS 310 (3) Media and Feminist Studies
COMS 320 (3) Media and Empire
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 330</td>
<td>3</td>
<td>Media in Cultural Life</td>
</tr>
<tr>
<td>EDEE 325*</td>
<td>3</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>EDES 366</td>
<td>3</td>
<td>Literature for Young Adults</td>
</tr>
<tr>
<td>EDSE 350</td>
<td>3</td>
<td>Essentials of English Grammar</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>3</td>
<td>Survey of English Literature 1</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>3</td>
<td>Survey of English Literature 2</td>
</tr>
<tr>
<td>ENGL 215</td>
<td>3</td>
<td>Introduction to Shakespeare</td>
</tr>
<tr>
<td>ENGL 225</td>
<td>3</td>
<td>American Literature 1</td>
</tr>
<tr>
<td>ENGL 226</td>
<td>3</td>
<td>American Literature 2</td>
</tr>
<tr>
<td>ENGL 227</td>
<td>3</td>
<td>American Literature 3</td>
</tr>
<tr>
<td>ENGL 228</td>
<td>3</td>
<td>Canadian Literature 1</td>
</tr>
<tr>
<td>ENGL 229</td>
<td>3</td>
<td>Canadian Literature 2</td>
</tr>
<tr>
<td>ENGL 230</td>
<td>3</td>
<td>Introduction to Theatre Studies</td>
</tr>
<tr>
<td>ENGL 237</td>
<td>3</td>
<td>Introduction to Study of a Literary Form</td>
</tr>
<tr>
<td>ENGL 279</td>
<td>3</td>
<td>Introduction to Film as Art</td>
</tr>
<tr>
<td>ENGL 280</td>
<td>3</td>
<td>Introduction to Film as Mass Medium</td>
</tr>
<tr>
<td>ENGL 314</td>
<td>3</td>
<td>20th Century Drama</td>
</tr>
<tr>
<td>ENGL 345</td>
<td>3</td>
<td>Literature and Society</td>
</tr>
<tr>
<td>ENGL 347</td>
<td>3</td>
<td>Great Writings of Europe 1</td>
</tr>
<tr>
<td>ENGL 349</td>
<td>3</td>
<td>English Literature and Folklore 1</td>
</tr>
<tr>
<td>ENGL 388</td>
<td>3</td>
<td>Studies in Popular Culture</td>
</tr>
<tr>
<td>LING 200</td>
<td>3</td>
<td>Introduction to the Study of Language</td>
</tr>
<tr>
<td>LING 201</td>
<td>3</td>
<td>Introduction to Linguistics</td>
</tr>
</tbody>
</table>

**Ethics and Religious Culture**

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 252</td>
<td>3</td>
<td>Understanding and Teaching Jewish Life</td>
</tr>
<tr>
<td>EDER 309</td>
<td>3</td>
<td>The Search for World Views</td>
</tr>
<tr>
<td>EDER 395</td>
<td>3</td>
<td>Moral Values and Human Action</td>
</tr>
<tr>
<td>EDER 461</td>
<td>3</td>
<td>Society and Change</td>
</tr>
<tr>
<td>EDER 473</td>
<td>3</td>
<td>Living with Insight</td>
</tr>
<tr>
<td>GSFS 200*</td>
<td>3</td>
<td>Feminist and Social Justice Studies</td>
</tr>
<tr>
<td>JWST 211</td>
<td>3</td>
<td>Jewish Studies 1: Biblical Period</td>
</tr>
<tr>
<td>JWST 240*</td>
<td>3</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>PHIL 200</td>
<td>3</td>
<td>Introduction to Philosophy 1</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>3</td>
<td>Introduction to Moral Philosophy 1</td>
</tr>
<tr>
<td>PHIL 237</td>
<td>3</td>
<td>Contemporary Moral Issues</td>
</tr>
<tr>
<td>RELG 203</td>
<td>3</td>
<td>Bible and Western Culture</td>
</tr>
<tr>
<td>RELG 204</td>
<td>3</td>
<td>Judaism, Christianity and Islam</td>
</tr>
<tr>
<td>RELG 207</td>
<td>3</td>
<td>Introduction to the Study of Religions</td>
</tr>
<tr>
<td>RELG 252</td>
<td>3</td>
<td>Hinduism and Buddhism</td>
</tr>
</tbody>
</table>
### French
Students may choose up to 9 credits of French as a Second Language (FRSL) courses and/or French (FREN) courses and/or:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 341</td>
<td>3</td>
<td>Littératie et littérature jeunesse en FLS</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>3</td>
<td>Mathematics for Education Students</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 341</td>
<td>3</td>
<td>Listening for Learning</td>
</tr>
<tr>
<td>MUJZ 160*</td>
<td>3</td>
<td>Jazz Materials 1</td>
</tr>
<tr>
<td>MUJZ 161*</td>
<td>3</td>
<td>Jazz Materials 2</td>
</tr>
</tbody>
</table>

### Natural Sciences
Students may choose up to 9 credits from this list.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATOC 181</td>
<td>3</td>
<td>Introduction to Atmospheric Science</td>
</tr>
<tr>
<td>ATOC 182</td>
<td>3</td>
<td>Introduction to Oceanic Sciences</td>
</tr>
<tr>
<td>ATOC 184</td>
<td>3</td>
<td>Science of Storms</td>
</tr>
<tr>
<td>ATOC 185</td>
<td>3</td>
<td>Natural Disasters</td>
</tr>
<tr>
<td>BIOL 115</td>
<td>3</td>
<td>Essential Biology</td>
</tr>
<tr>
<td>CHEM 180</td>
<td>3</td>
<td>World of Chemistry: Environment</td>
</tr>
<tr>
<td>CHEM 181</td>
<td>3</td>
<td>World of Chemistry: Food</td>
</tr>
<tr>
<td>CHEM 182</td>
<td>3</td>
<td>World of Chemistry: Technology</td>
</tr>
<tr>
<td>CHEM 183</td>
<td>3</td>
<td>World of Chemistry: Drugs</td>
</tr>
<tr>
<td>EDEC 374</td>
<td>3</td>
<td>Education and the Environment</td>
</tr>
<tr>
<td>EDEE 473</td>
<td>3</td>
<td>Ecological Studies</td>
</tr>
<tr>
<td>EPSC 180</td>
<td>3</td>
<td>The Terrestrial Planets</td>
</tr>
<tr>
<td>EPSC 181</td>
<td>3</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>EPSC 185</td>
<td>3</td>
<td>Natural Disasters</td>
</tr>
<tr>
<td>EPSC 201</td>
<td>3</td>
<td>Understanding Planet Earth</td>
</tr>
<tr>
<td>PHYS 180</td>
<td>3</td>
<td>Space, Time and Matter</td>
</tr>
<tr>
<td>PHYS 181</td>
<td>3</td>
<td>Everyday Physics</td>
</tr>
<tr>
<td>PHYS 182</td>
<td>3</td>
<td>Our Evolving Universe</td>
</tr>
<tr>
<td>PHYS 183</td>
<td>3</td>
<td>The Milky Way Inside and Out</td>
</tr>
</tbody>
</table>
Physical Education

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 204</td>
<td>Health Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDKP 208</td>
<td>Biomechanics and Motor Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>EDKP 261</td>
<td>Motor Development</td>
<td>(3)</td>
</tr>
<tr>
<td>EDKP 292*</td>
<td>Nutrition and Wellness</td>
<td>(3)</td>
</tr>
<tr>
<td>EDKP 498</td>
<td>Sport Psychology</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Social Studies

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

Students may select additional History courses as follows:

- Any 3 credits in European History
- Any 3 credits in Asian, African, or Latin American History
- Any 3 credits in any topic or field of history

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 202</td>
<td>Socio-Cultural Anthropology</td>
<td>(3)</td>
</tr>
<tr>
<td>CANS 200</td>
<td>Understanding Canada</td>
<td>(3)</td>
</tr>
<tr>
<td>CANS 310</td>
<td>Canadian Cultures: Context and Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>Geographical Perspectives: World Environmental Problems</td>
<td>(3)</td>
</tr>
<tr>
<td>GEOG 205</td>
<td>Global Change: Past, Present and Future</td>
<td>(3)</td>
</tr>
<tr>
<td>GEOG 210</td>
<td>Global Places and Peoples</td>
<td>(3)</td>
</tr>
<tr>
<td>GEOG 217</td>
<td>Cities in the Modern World</td>
<td>(3)</td>
</tr>
<tr>
<td>GSFS 200*</td>
<td>Feminist and Social Justice Studies</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 202</td>
<td>Survey: Canada to 1867</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 203</td>
<td>Survey: Canada since 1867</td>
<td>(3)</td>
</tr>
<tr>
<td>JWST 240*</td>
<td>The Holocaust</td>
<td>(3)</td>
</tr>
<tr>
<td>POLI 221</td>
<td>Government of Canada</td>
<td>(3)</td>
</tr>
<tr>
<td>POLI 222</td>
<td>Political Process and Behaviour in Canada</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Electives (6 credits)

### 8.2.13 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’Enseignement supérieur. 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/ofnie/teachcert/kelemfnie/current.

**Required Courses (78 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 201</td>
<td>First Year Professional Seminar</td>
</tr>
<tr>
<td>EDEC 203</td>
<td>Communication in Education</td>
</tr>
<tr>
<td>EDEC 215</td>
<td>English Exam for Teacher Certification</td>
</tr>
<tr>
<td>EDEC 216</td>
<td>Indigenous Language Requirement</td>
</tr>
<tr>
<td>EDEC 247</td>
<td>Policy Issues in Quebec and Indigenous Education</td>
</tr>
<tr>
<td>EDEC 253</td>
<td>Second Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEC 262</td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDEC 321</td>
<td>Visions and Realities of Indigenous Education</td>
</tr>
<tr>
<td>EDEC 405</td>
<td>Fourth Year Professional Seminar (K/Elem)</td>
</tr>
<tr>
<td>EDEE 223</td>
<td>Language Arts</td>
</tr>
<tr>
<td>EDEE 230</td>
<td>Elementary School Mathematics 1</td>
</tr>
<tr>
<td>EDEE 253</td>
<td>Kindergarten Classroom Pedagogy</td>
</tr>
<tr>
<td>EDEE 260</td>
<td>Reading Methods - Kindergarten/Elementary</td>
</tr>
<tr>
<td>EDEE 270</td>
<td>Elementary School Science</td>
</tr>
<tr>
<td>EDEE 280</td>
<td>Geography, History and Citizenship Education</td>
</tr>
<tr>
<td>EDEE 283</td>
<td>Social Studies Pedagogy</td>
</tr>
<tr>
<td>EDEE 332</td>
<td>Teaching Elementary Mathematics 2</td>
</tr>
<tr>
<td>EDEE 353</td>
<td>Third Year Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEE 355</td>
<td>Classroom-based Evaluation</td>
</tr>
<tr>
<td>EDER 360</td>
<td>Culture and Citizenship in Quebec Context (K/Elem)</td>
</tr>
<tr>
<td>EDFE 200</td>
<td>First Field Experience (K/Elem and Secondary)</td>
</tr>
<tr>
<td>EDFE 256</td>
<td>Second Field Experience (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDFE 306</td>
<td>Third Field Experience (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDFE 406</td>
<td>Fourth Field Experience (K/Elem)</td>
</tr>
<tr>
<td>EDPE 300</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDPI 309</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDPI 341</td>
<td>Instruction in Inclusive Schools</td>
</tr>
</tbody>
</table>

**Complementary Courses (36 credits)**

36 credits of courses selected as described below:

**Language - Complementary Component**

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

**Algonquin**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 270</td>
<td>Algonquin Heritage Language 1</td>
</tr>
<tr>
<td>EDEC 271</td>
<td>Algonquin Heritage Language 2</td>
</tr>
<tr>
<td>EDEC 272</td>
<td>Algonquin Language 1</td>
</tr>
</tbody>
</table>
### 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'gmaw
- EDEC 237 (3) Mi'gmaw Heritage Language 1
- EDEC 238 (3) Mi'gmaw Heritage Language 2
- EDEC 239 (3) Mi'gmaw Language 1
- EDEC 240 (3) Mi'gmaw Language 2

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

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

### Education Component
3 credits from:
- EDEC 233 (3) Indigenous Education
- EDEC 248 (3) Equity and Education
- EDEC 249 (3) Global Education and Social Justice
- EDEM 502 (3) Indigenous Family Dynamics and Supporting Institutions

### Science Component
3 credits from:
- EDEC 374 (3) Education and the Environment
- EDEE 273 (3) Elementary School Science 2

### Religion Component
3 credits from:
- EDER 309 (3) The Search for World Views
### Kindergarten and Elementary Subject Area Component

9 credits from the subject course lists below

<table>
<thead>
<tr>
<th>Art</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 204 Drawing</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 205 Painting 2</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 241 Basic Art Media for Classroom</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 242 Cultural Skills 1</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 243 Cultural Skills 2</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 296 Basic Design</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 304 Painting 3</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 307 Drawing 2</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 410 Aesthetics and Art for the Classroom</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 496 Sculpture 1</td>
<td>(3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 394 Creative Dramatics for Classroom</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 325 Children's Literature</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 371 Integrating Indigenous Storytelling and Creative Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>EDES 366 Literature for Young Adults</td>
<td>(3)</td>
</tr>
<tr>
<td>EDSL 350 Essentials of English Grammar</td>
<td>(3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethics and Religious Culture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 252 Understanding and Teaching Jewish Life</td>
<td>(3)</td>
</tr>
<tr>
<td>EDER 309 The Search for World Views</td>
<td>(3)</td>
</tr>
<tr>
<td>EDER 395 Moral Values and Human Action</td>
<td>(3)</td>
</tr>
<tr>
<td>EDER 461 Society and Change</td>
<td>(3)</td>
</tr>
<tr>
<td>EDER 473 Living with Insight</td>
<td>(3)</td>
</tr>
<tr>
<td>EDER 494 Human Rights and Ethics in Practice</td>
<td>(3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>French</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 341 Littératie et littérature jeunesse en FLS</td>
<td>(3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 341 Listening for Learning</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Natural Science

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

Physical Education

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

Social Studies

EDEE 383 (3) Oral and Family History

Advanced Indigenous Languages

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

Methods and Curriculum and Pedagogy Component

12 credits,
6-9 credits from the following

EDEA 332 (3) Art Curriculum and Instruction - Elementary
EDEA 342 (3) Curriculum and Instruction in Drama Education
EDEA 345 (3) Music Curriculum and Instruction for Generalists
EDEC 243 (3) Teaching: Multigrade Classrooms
EDEE 243 (3) Reading Methods in Inuktitut/Cree
EDEE 248 (3) Reading and Writing Inuktitut/Cree
EDSL 247 (3) Second Language Education in Indigenous Communities
EDSL 300 (3) Foundations of L2 Education
EDSL 370 (3) Issues and Practices in Teaching Indigenous Languages
EDSL 390 (3) Teaching English as a Second Language in the Community

3-6 credits from the following

EDEC 244 (3) Issues in Aboriginal Education
EDEC 263 (3) Information Communication Technology in Indigenous Literacy
EDEC 302 (3) Language and Learning - Curriculum
Indigenous Land-Based Pedagogy
Cultural Values and Socialization
Orientation to Education
First Nations and Inuit Curriculum
Basic Crisis Intervention Skills
Students with Behaviour Difficulties
Students with Learning Difficulties

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

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

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

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

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

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

Freshman Program

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

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

In addition, in consultation with the Program Adviser, students may select courses from the recommended course list below or other courses. Included in the list are several French Second Language (FRSL) courses for which placement tests are required to determine the appropriate level. Also recommended are any 100- or 200-level courses with the subject codes of ANTH (Anthropology), ENGL (English), GEOG (Geography), HIST (History), MUAR (Music-Arts Faculty), POLI (Political Science), PSYC (Psychology), RELG (Religious Studies), and SOCI (Sociology). For 200-level courses, information about any required prerequisites is found in the Minerva Class Schedule by clicking on the course CRN for registration. Check prerequisites before registering.

EDEC 313 (3) Indigenous Land-Based Pedagogy
EDEC 591 (3) Cultural Values and Socialization
EDEE 245 (3) Orientation to Education
EDEE 444 (3) First Nations and Inuit Curriculum
EDPC 209 (3) Basic Crisis Intervention Skills
EDPI 441 (3) Students with Behaviour Difficulties
EDPI 442 (3) Students with Learning Difficulties

EDEC 313 (3) Indigenous Land-Based Pedagogy
EDEC 591 (3) Cultural Values and Socialization
EDEE 245 (3) Orientation to Education
EDEE 444 (3) First Nations and Inuit Curriculum
EDPC 209 (3) Basic Crisis Intervention Skills
EDPI 441 (3) Students with Behaviour Difficulties
EDPI 442 (3) Students with Learning Difficulties

Children's Literature (EDEE 325, 3 credits)
Contemporary Issues in Education (EDEM 220, 3 credits)
Literature for Young Adults (EDES 366, 3 credits)
Beginners French 1 (FRSL 101, 3 credits)
Beginners French 2 (FRSL 102, 3 credits)
Elementary French 01 (FRSL 207D1, 3 credits)
Elementary French 01 (FRSL 207D2, 3 credits)
Oral and Written French 1 (FRSL 211D1, 3 credits)
Oral and Written French 1 (FRSL 211D2, 3 credits)
Mathematics for Education Students (MATH 111, 3 credits)
Introduction to the Study of Religions (RELG 207, 3 credits)
Research Essay and Rhetoric (WCOM 250, 3 credits)
### Required Courses (87 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 201</td>
<td>1</td>
<td>First Year Professional Seminar</td>
</tr>
<tr>
<td>EDEC 203</td>
<td>3</td>
<td>Communication in Education</td>
</tr>
<tr>
<td>EDEC 215</td>
<td>0</td>
<td>English Exam for Teacher Certification</td>
</tr>
<tr>
<td>EDEC 233</td>
<td>3</td>
<td>Indigenous Education</td>
</tr>
<tr>
<td>EDEC 247</td>
<td>3</td>
<td>Policy Issues in Quebec and Indigenous Education</td>
</tr>
<tr>
<td>EDEC 253</td>
<td>1</td>
<td>Second Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEC 262</td>
<td>3</td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDEC 405</td>
<td>3</td>
<td>Fourth Year Professional Seminar (K/Elem)</td>
</tr>
<tr>
<td>EDEE 223</td>
<td>3</td>
<td>Language Arts</td>
</tr>
<tr>
<td>EDEE 230</td>
<td>3</td>
<td>Elementary School Mathematics 1</td>
</tr>
<tr>
<td>EDEE 253</td>
<td>3</td>
<td>Kindergarten Classroom Pedagogy</td>
</tr>
<tr>
<td>EDEE 260</td>
<td>3</td>
<td>Reading Methods - Kindergarten/Elementary</td>
</tr>
<tr>
<td>EDEE 270</td>
<td>3</td>
<td>Elementary School Science</td>
</tr>
<tr>
<td>EDEE 273</td>
<td>3</td>
<td>Elementary School Science 2</td>
</tr>
<tr>
<td>EDEE 280</td>
<td>3</td>
<td>Geography, History and Citizenship Education</td>
</tr>
<tr>
<td>EDEE 283</td>
<td>3</td>
<td>Social Studies Pedagogy</td>
</tr>
<tr>
<td>EDEE 332</td>
<td>3</td>
<td>Teaching Elementary Mathematics 2</td>
</tr>
<tr>
<td>EDEE 353</td>
<td>3</td>
<td>Third Year Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEE 355</td>
<td>3</td>
<td>Classroom-based Evaluation</td>
</tr>
<tr>
<td>EDER 320</td>
<td>3</td>
<td>Visions and Realities of Jewish Education</td>
</tr>
<tr>
<td>EDER 360</td>
<td>2</td>
<td>Culture and Citizenship in Quebec Context (K/Elem)</td>
</tr>
<tr>
<td>EDFE 200</td>
<td>2</td>
<td>First Field Experience (K/Elem and Secondary)</td>
</tr>
<tr>
<td>EDFE 256</td>
<td>3</td>
<td>Second Field Experience (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDFE 306</td>
<td>8</td>
<td>Third Field Experience (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDFE 406</td>
<td>7</td>
<td>Fourth Field Experience (K/Elem)</td>
</tr>
<tr>
<td>EDPE 300</td>
<td>3</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDPI 309</td>
<td>3</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDPI 341</td>
<td>3</td>
<td>Instruction in Inclusive Schools</td>
</tr>
<tr>
<td>JWST 211</td>
<td>3</td>
<td>Jewish Studies 1: Biblical Period</td>
</tr>
</tbody>
</table>

### Complementary Courses (30 credits)

**Equity Education**

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 248</td>
<td>3</td>
<td>Equity and Education</td>
</tr>
<tr>
<td>EDEC 249</td>
<td>3</td>
<td>Global Education and Social Justice</td>
</tr>
</tbody>
</table>

**Teaching Methods (12 credits)**

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 332</td>
<td>3</td>
<td>Art Curriculum and Instruction - Elementary</td>
</tr>
<tr>
<td>EDEA 342</td>
<td>3</td>
<td>Curriculum and Instruction in Drama Education</td>
</tr>
<tr>
<td>EDEA 345</td>
<td>3</td>
<td>Music Curriculum and Instruction for Generalists</td>
</tr>
</tbody>
</table>
Kindergarten and Elementary - Subject Area: Jewish Studies (15 credits)

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

Electives (3 credits)

8.2.14.1 B.Ed. Kindergarten and Elementary Program (Jewish Studies Option)

Students who wish to follow this option should contact:

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

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

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

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

Competency in French

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

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

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

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

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

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

Required Courses (102 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 201</td>
<td>1</td>
<td>First Year Professional Seminar</td>
</tr>
<tr>
<td>EDEC 203</td>
<td>3</td>
<td>Communication in Education</td>
</tr>
<tr>
<td>EDEC 215</td>
<td>0</td>
<td>English Exam for Teacher Certification</td>
</tr>
<tr>
<td>EDEC 233</td>
<td>3</td>
<td>Indigenous Education</td>
</tr>
<tr>
<td>EDEC 247</td>
<td>3</td>
<td>Policy Issues in Quebec and Indigenous Education</td>
</tr>
<tr>
<td>EDEC 253</td>
<td>1</td>
<td>Second Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>EDEC 260</td>
<td></td>
<td>Philosophical Foundations</td>
</tr>
<tr>
<td>EDEC 262</td>
<td></td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDEC 405</td>
<td></td>
<td>Fourth Year Professional Seminar (K/Elem)</td>
</tr>
<tr>
<td>EDEE 223</td>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td>EDEE 230*</td>
<td></td>
<td>Elementary School Mathematics 1</td>
</tr>
<tr>
<td>EDEE 253</td>
<td></td>
<td>Kindergarten Classroom Pedagogy</td>
</tr>
<tr>
<td>EDEE 260</td>
<td></td>
<td>Reading Methods - Kindergarten/Elementary</td>
</tr>
<tr>
<td>EDEE 270*</td>
<td></td>
<td>Elementary School Science</td>
</tr>
<tr>
<td>EDEE 273*</td>
<td></td>
<td>Elementary School Science 2</td>
</tr>
<tr>
<td>EDEE 280</td>
<td></td>
<td>Geography, History and Citizenship Education</td>
</tr>
<tr>
<td>EDEE 283</td>
<td></td>
<td>Social Studies Pedagogy</td>
</tr>
<tr>
<td>EDEE 332*</td>
<td></td>
<td>Teaching Elementary Mathematics 2</td>
</tr>
<tr>
<td>EDEE 353</td>
<td></td>
<td>Third Year Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEE 355</td>
<td></td>
<td>Classroom-based Evaluation</td>
</tr>
<tr>
<td>EDER 360</td>
<td></td>
<td>Culture and Citizenship in Quebec Context (K/Elem)</td>
</tr>
<tr>
<td>EDFE 200</td>
<td></td>
<td>First Field Experience (K/Elem and Secondary)</td>
</tr>
<tr>
<td>EDFE 256</td>
<td></td>
<td>Second Field Experience (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDFE 306**</td>
<td></td>
<td>Third Field Experience (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDFE 406**</td>
<td></td>
<td>Fourth Field Experience (K/Elem)</td>
</tr>
<tr>
<td>EDFE 300</td>
<td></td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDPI 309</td>
<td></td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDPI 341</td>
<td></td>
<td>Instruction in Inclusive Schools</td>
</tr>
<tr>
<td>EDSL 300</td>
<td></td>
<td>Foundations of L2 Education</td>
</tr>
<tr>
<td>EDSL 301</td>
<td></td>
<td>Étude de la langue</td>
</tr>
<tr>
<td>EDSL 305</td>
<td></td>
<td>L2 Learning: Classroom Settings</td>
</tr>
<tr>
<td>EDSL 341</td>
<td></td>
<td>Littératie et littérature jeunesse en FLS</td>
</tr>
</tbody>
</table>

Kindergarten and Elementary Teaching Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 345</td>
<td></td>
<td>Enseignement du FLS-immersion</td>
</tr>
<tr>
<td>EDSL 444</td>
<td></td>
<td>Laboratoire d'enseignement en français langue seconde</td>
</tr>
</tbody>
</table>

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

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

** Complementary Courses (12 credits)**

12 credits selected as described below:

** Equity Education **

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 248</td>
<td></td>
<td>Equity and Education</td>
</tr>
<tr>
<td>EDEC 249</td>
<td></td>
<td>Global Education and Social Justice</td>
</tr>
</tbody>
</table>

** Ethics and Religious Culture **

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

French
6 credits selected from courses with a FREN or FRSL (400 level, except FRSL 407 or FRSL 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
EDSL 501 (0) Attestation de maîtrise langue française
MATH 111 (3) Mathematics for Education Students

8.2.16 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 Arts or the Faculty of Science.

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

Other language courses (selected from CLAS Greek/Latin; EAST Korean/Chinese/Japanese; GERM German; HISP Spanish; ISLA Arabic; ITAL Italian; RUSS Russian/Polish) are also good choices for the Freshman year.
EDEC 203 (3) Communication in Education
EDEE 325 (3) Children's Literature
EDEM 220 (3) Contemporary Issues in Education
ENGL 201 (3) Survey of English Literature 2
FRSL 101 (3) Beginners French 1
FRSL 102 (3) Beginners French 2
FRSL 207D1 (3) Elementary French 01
FRSL 207D2 (3) Elementary French 01
FRSL 211D1 (3) Oral and Written French 1
FRSL 211D2 (3) Oral and Written French 1
LING 200 (3) Introduction to the Study of Language
LING 201 (3) Introduction to Linguistics

Required Courses (90 credits)

EDEC 215 (0) English Exam for Teacher Certification
EDEC 233 (3) Indigenous Education
EDEC 247 (3) Policy Issues in Quebec and Indigenous Education
EDEC 260 (3) Philosophical Foundations
EDEC 262 (3) Media, Technology and Education
EDES 350 (3) Classroom Practices
EDES 361 (3) Teaching Secondary English 1
EDFE 209 (2) First Field Experience (TESL)
EDFE 255 (3) Second Field Experience (TESL)
EDFE 359 (8) Third Field Experience (TESL)
EDFE 459 (7) Fourth Field Experience (TESL)
EDPE 300 (3) Educational Psychology
EDPI 309 (3) Diverse Learners
EDPI 341 (3) Instruction in Inclusive Schools
EDSL 210 (1) First Professional Seminar
EDSL 215 (3) Communication in Education for TESL in Quebec
EDSL 254 (1) Second Professional Seminar (TESL)
EDSL 300 (3) Foundations of L2 Education
EDSL 304 (3) Sociolinguistics and L2 Education
EDSL 305 (3) L2 Learning: Classroom Settings
EDSL 311 (3) Pedagogical Grammar
EDSL 315 (2) Third Year Professional Seminar
EDSL 330 (3) Literacy 1: Teaching Reading in ESL
EDSL 332 (3) Literacy 2: Teaching Writing in ESL
EDSL 334 (3) Teaching Oral Skills in ESL
EDSL 350 (3) Essentials of English Grammar
EDSL 412 (3) Assessment in TESL
EDSL 415 (3) Fourth Professional Seminar
EDSL 447 (3) Methods in TESL 1
EDSL 458 (3) Methods in TESL 2

Complementary Courses (24 credits)

24 credits selected as described below:
3 credits from:

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

3 credits from:

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

3 credits from:

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

3 credits* from:

**FRSL**

OR:

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

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

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

- 6-9 credits of English (ENGL) courses
- And
- 3-6 credits of other complementary courses including
  - Foreign language courses (0-6 credits)
  - Other Complementary courses (0-6 credits)

**Electives (6 credits)**

6 credits

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

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

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

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

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

Additional Entrance and Language Requirements

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

Freshman Program

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

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

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 325</td>
<td>(3)</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>EDEM 220</td>
<td>(3)</td>
<td>Contemporary Issues in Education</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>(3)</td>
<td>Survey of English Literature 2</td>
</tr>
<tr>
<td>FRSL 101</td>
<td>(3)</td>
<td>Beginners French 1</td>
</tr>
<tr>
<td>FRSL 102</td>
<td>(3)</td>
<td>Beginners French 2</td>
</tr>
<tr>
<td>FRSL 207D1</td>
<td>(3)</td>
<td>Elementary French 01</td>
</tr>
<tr>
<td>FRSL 207D2</td>
<td>(3)</td>
<td>Elementary French 01</td>
</tr>
<tr>
<td>FRSL 211D1</td>
<td>(3)</td>
<td>Oral and Written French 1</td>
</tr>
<tr>
<td>FRSL 211D2</td>
<td>(3)</td>
<td>Oral and Written French 1</td>
</tr>
<tr>
<td>LING 200</td>
<td>(3)</td>
<td>Introduction to the Study of Language</td>
</tr>
<tr>
<td>LING 201</td>
<td>(3)</td>
<td>Introduction to Linguistics</td>
</tr>
</tbody>
</table>

Required Courses (90 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 336*</td>
<td>(3)</td>
<td>Modern Greek Literature</td>
</tr>
<tr>
<td>EDEC 215</td>
<td>(0)</td>
<td>English Exam for Teacher Certification</td>
</tr>
<tr>
<td>EDEC 233</td>
<td>(3)</td>
<td>Indigenous Education</td>
</tr>
<tr>
<td>EDEC 247</td>
<td>(3)</td>
<td>Policy Issues in Quebec and Indigenous Education</td>
</tr>
<tr>
<td>EDEC 260</td>
<td>(3)</td>
<td>Philosophical Foundations</td>
</tr>
<tr>
<td>EDEC 262</td>
<td>(3)</td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDES 350</td>
<td>(3)</td>
<td>Classroom Practices</td>
</tr>
<tr>
<td>EDFE 209</td>
<td>(2)</td>
<td>First Field Experience (TESL)</td>
</tr>
<tr>
<td>EDFE 255</td>
<td>(3)</td>
<td>Second Field Experience (TESL)</td>
</tr>
<tr>
<td>EDFE 359**</td>
<td>(8)</td>
<td>Third Field Experience (TESL)</td>
</tr>
<tr>
<td>EDFE 459**</td>
<td>(7)</td>
<td>Fourth Field Experience (TESL)</td>
</tr>
<tr>
<td>EDPE 300</td>
<td>(3)</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDPI 309</td>
<td>(3)</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>EDPI 341</td>
<td>3</td>
<td>Instruction in Inclusive Schools</td>
</tr>
<tr>
<td>EDSL 210</td>
<td>1</td>
<td>First Professional Seminar</td>
</tr>
<tr>
<td>EDSL 215</td>
<td>3</td>
<td>Communication in Education for TESL in Quebec</td>
</tr>
<tr>
<td>EDSL 254</td>
<td>1</td>
<td>Second Professional Seminar (TESL)</td>
</tr>
<tr>
<td>EDSL 300</td>
<td>3</td>
<td>Foundations of L2 Education</td>
</tr>
<tr>
<td>EDSL 304</td>
<td>3</td>
<td>Sociolinguistics and L2 Education</td>
</tr>
<tr>
<td>EDSL 305</td>
<td>3</td>
<td>L2 Learning: Classroom Settings</td>
</tr>
<tr>
<td>EDSL 311</td>
<td>3</td>
<td>Pedagogical Grammar</td>
</tr>
<tr>
<td>EDSL 315</td>
<td>2</td>
<td>Third Year Professional Seminar</td>
</tr>
<tr>
<td>EDSL 330</td>
<td>3</td>
<td>Literacy 1: Teaching Reading in ESL</td>
</tr>
<tr>
<td>EDSL 332</td>
<td>3</td>
<td>Literacy 2: Teaching Writing in ESL</td>
</tr>
<tr>
<td>EDSL 334</td>
<td>3</td>
<td>Teaching Oral Skills in ESL</td>
</tr>
<tr>
<td>EDSL 350</td>
<td>3</td>
<td>Essentials of English Grammar</td>
</tr>
<tr>
<td>EDSL 412</td>
<td>3</td>
<td>Assessment in TESL</td>
</tr>
<tr>
<td>EDSL 415</td>
<td>3</td>
<td>Fourth Professional Seminar</td>
</tr>
<tr>
<td>EDSL 447</td>
<td>3</td>
<td>Methods in TESL 1</td>
</tr>
<tr>
<td>EDSL 458</td>
<td>3</td>
<td>Methods in TESL 2</td>
</tr>
</tbody>
</table>

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

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

**Complementary Courses (30 credits)**

30 credits selected as described below:

3 credits from:
- EDEC 248 (3) Equity and Education
- EDEC 249 (3) Global Education and Social Justice

3 credits from:
- EDEA 332 (3) Art Curriculum and Instruction - Elementary
- EDEA 342 (3) Curriculum and Instruction in Drama Education
- EDEA 345 (3) Music Curriculum and Instruction for Generalists
- EDKP 332 (3) Physical Education Curriculum and Instruction

3 credits from:
- LING 200 (3) Introduction to the Study of Language
- LING 201 (3) Introduction to Linguistics

3 credits from FRSL
- FREN 201 (3) Le français littéraire (français langue seconde)
- FREN 203 (3) Analyse de textes (français langue seconde)
- FREN 239 (3) Stylistique comparée
TESL and Greek Language & Culture (18 credits)
12-15 credits of Greek Language and Culture from the following (with adviser's approval);

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 230D1</td>
<td>3</td>
<td>Introductory Modern Greek</td>
</tr>
<tr>
<td>CLAS 230D2</td>
<td>3</td>
<td>Introductory Modern Greek</td>
</tr>
<tr>
<td>CLAS 331</td>
<td>3</td>
<td>Intermediate Modern Greek 1</td>
</tr>
<tr>
<td>CLAS 332</td>
<td>3</td>
<td>Intermediate Modern Greek 2</td>
</tr>
<tr>
<td>CLAS 335</td>
<td>3</td>
<td>Modern Greek Culture and Society</td>
</tr>
<tr>
<td>CLAS 498</td>
<td>3</td>
<td>Independent Research</td>
</tr>
<tr>
<td>HIST 349</td>
<td>3</td>
<td>Greece: From Ottoman to the European Union</td>
</tr>
<tr>
<td>HIST 368</td>
<td>3</td>
<td>Greek History: Classical Period</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 314</td>
<td>3</td>
<td>The Medieval City</td>
</tr>
<tr>
<td>CLAS 203</td>
<td>3</td>
<td>Greek Mythology</td>
</tr>
<tr>
<td>CLAS 301</td>
<td>3</td>
<td>Ancient Greek Literature and Society</td>
</tr>
<tr>
<td>CLAS 404</td>
<td>3</td>
<td>Classical Tradition</td>
</tr>
<tr>
<td>HIST 205</td>
<td>3</td>
<td>Ancient Mediterranean History</td>
</tr>
<tr>
<td>HIST 369</td>
<td>3</td>
<td>Greek History: Early Greece</td>
</tr>
<tr>
<td>PHIL 345</td>
<td>3</td>
<td>Greek Political Theory</td>
</tr>
<tr>
<td>PHIL 353</td>
<td>3</td>
<td>The Presocratic Philosophers</td>
</tr>
<tr>
<td>PHIL 355</td>
<td>3</td>
<td>Aristotle</td>
</tr>
<tr>
<td>PHIL 452</td>
<td>3</td>
<td>Later Greek Philosophy</td>
</tr>
<tr>
<td>PHIL 454</td>
<td>3</td>
<td>Ancient Moral Theory</td>
</tr>
<tr>
<td>POLI 333</td>
<td>3</td>
<td>Western Political Theory 1</td>
</tr>
</tbody>
</table>

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 431A
Montreal QC H3A 1Y2
Telephone: 514-398-4527
Website: mcgill.ca/dise/ofnie

For details about the First Nations and Inuit Studies Option within the Bachelor of Education Kindergarten and Elementary program, see section 8.2.13: Bachelor of Education (B.Ed.) - Kindergarten and Elementary Education - First Nations and Inuit Studies (120 credits).
8.3.1 Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits)

This 90-credit program is designed for teachers who are already certified to teach in elementary schools and who wish to earn a Bachelor of Education degree. Normally, a minimum of 60 credits must be taken in the program, and no more than 30 credits may be transferred from other institutions. Credits may be transferred from programs leading to the certificates in Educational Technology, Second Language Teaching, Inclusive Education, or Indigenous Language and Literacy Education taken concurrently. Credit may also be transferred from the Certificate in Education for First Nations and Inuit, which is normally completed before the B.Ed. Students completing the Bachelor of Education for Certified Teachers following the Certificate in Education for First Nations and Inuit will have accumulated a total of 120 credits, 60 for the certificate and a further 60 for the B.Ed.

The Certificate in Indigenous Language and Literacy Education, the Certificate in Middle School Education in Indigenous Communities, or the Certificate in First Nations and Inuit Educational Leadership may be taken concurrently and completed within the Bachelor of Education for Certified Teachers if the required B.Ed. profile is fulfilled.

This program does not lead to further certification.

Complementary Courses

Candidates enrolled in the program complete 90 credits within the following general pattern.

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.

8.3.1.1 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.

8.3.2 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 Kâtivik Ilsalmiiriniq and various Mi'gmaq, Mohawk, Algonquin and education authorities.

Quebec graduates of this program receive Quebec Ministère de l'Éducation certification to teach at the elementary school level in Indigenous schools.

On completion of the Certificate requirements, trainees may apply for admission to the Bachelor of Education - Kindergarten and Elementary Education - First Nations and Inuit Studies or Bachelor of Education for Certified Teachers program and consult the Program Adviser to determine Advanced Standing.

Time Limit

The time limit for completion of the 60-credit Certificate in Education for First Nations and Inuit is 12 years. The University reserves the right to request that a student retake a course or courses after a five-year period if it is felt that too long a break has occurred in the ongoing nature of the training.

Required Courses (27 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 201</td>
<td>1</td>
<td>First Year Professional Seminar</td>
</tr>
<tr>
<td>EDEC 203</td>
<td>3</td>
<td>Communication in Education</td>
</tr>
<tr>
<td>EDEC 253</td>
<td>1</td>
<td>Second Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEM 502</td>
<td>3</td>
<td>Indigenous Family Dynamics and Supporting Institutions</td>
</tr>
<tr>
<td>EDFE 200</td>
<td>2</td>
<td>First Field Experience (K/Elem and Secondary)</td>
</tr>
</tbody>
</table>
EDFE 256  (3)  Second Field Experience (Kindergarten/Elementary)
EDFE 306  (8)  Third Field Experience (Kindergarten/Elementary)
EDPE 300  (3)  Educational Psychology
EDPI 341  (3)  Instruction in Inclusive Schools

**Complementary Courses (33 credits)**

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

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

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

### Inuktitut
- EDEC 289  (3)  Inuktitut Orthography and Grammar
- EDEC 342  (3)  Intermediate Indigenous Language
- EDEC 344  (3)  Advanced Indigenous Language

### Mi'gmaw
- EDEC 237  (3)  Mi'gmaw Heritage Language 1
- EDEC 238  (3)  Mi'gmaw Heritage Language 2
- EDEC 239  (3)  Mi'gmaw Language 1
- EDEC 240  (3)  Mi'gmaw Language 2

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

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

27 credits from one of the three following Stream course lists:
- Stream A: Generalist
- Stream B: Physical Education
Stream C: Culture and Language
In order to ensure appropriate choices, students select from the list of Complementary Courses in consultation with the Program Adviser.

**Stream A: Generalist**
27 credits from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 242</td>
<td>3</td>
<td>Cultural Skills 1</td>
</tr>
<tr>
<td>EDEC 243</td>
<td>3</td>
<td>Teaching: Multigrade Classrooms</td>
</tr>
<tr>
<td>EDEC 260</td>
<td>3</td>
<td>Philosophical Foundations</td>
</tr>
<tr>
<td>EDEC 262</td>
<td>3</td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDEE 223</td>
<td>3</td>
<td>Language Arts</td>
</tr>
<tr>
<td>EDEE 230</td>
<td>3</td>
<td>Elementary School Mathematics 1</td>
</tr>
<tr>
<td>EDEE 245</td>
<td>3</td>
<td>Orientation to Education</td>
</tr>
<tr>
<td>EDEE 248</td>
<td>3</td>
<td>Reading and Writing Inuktitut/Cree</td>
</tr>
<tr>
<td>EDEE 253</td>
<td>3</td>
<td>Kindergarten Classroom Pedagogy</td>
</tr>
<tr>
<td>EDEE 270</td>
<td>3</td>
<td>Elementary School Science</td>
</tr>
<tr>
<td>EDEE 273</td>
<td>3</td>
<td>Elementary School Science 2</td>
</tr>
<tr>
<td>EDEE 280</td>
<td>3</td>
<td>Geography, History and Citizenship Education</td>
</tr>
<tr>
<td>EDEE 283</td>
<td>3</td>
<td>Social Studies Pedagogy</td>
</tr>
<tr>
<td>EDEE 325</td>
<td>3</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>EDEE 332</td>
<td>3</td>
<td>Teaching Elementary Mathematics 2</td>
</tr>
<tr>
<td>EDEE 353</td>
<td>3</td>
<td>Third Year Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDEE 355</td>
<td>3</td>
<td>Classroom-based Evaluation</td>
</tr>
</tbody>
</table>

**Stream B: Physical Education**
21 credits from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 243</td>
<td>3</td>
<td>Teaching: Multigrade Classrooms</td>
</tr>
<tr>
<td>EDEC 262</td>
<td>3</td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDEE 223</td>
<td>3</td>
<td>Language Arts</td>
</tr>
<tr>
<td>EDEE 245</td>
<td>3</td>
<td>Orientation to Education</td>
</tr>
<tr>
<td>EDEE 353</td>
<td>3</td>
<td>Third Year Professional Seminar (Kindergarten/Elementary)</td>
</tr>
<tr>
<td>EDKP 204</td>
<td>3</td>
<td>Health Education</td>
</tr>
<tr>
<td>EDKP 241</td>
<td>3</td>
<td>Indigenous Physical Activities</td>
</tr>
<tr>
<td>EDKP 292</td>
<td>3</td>
<td>Nutrition and Wellness</td>
</tr>
<tr>
<td>EDKP 307</td>
<td>3</td>
<td>Evaluation in Physical Education</td>
</tr>
<tr>
<td>EDKP 342</td>
<td>3</td>
<td>Physical Education Methods</td>
</tr>
<tr>
<td>EDKP 494</td>
<td>3</td>
<td>Physical Education Curriculum Development</td>
</tr>
</tbody>
</table>

and 6 credits from the following Physical Education courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 214</td>
<td>2</td>
<td>Basketball</td>
</tr>
<tr>
<td>EDKP 217</td>
<td>3</td>
<td>Track and Field</td>
</tr>
<tr>
<td>EDKP 218</td>
<td>2</td>
<td>Volleyball</td>
</tr>
<tr>
<td>EDKP 223</td>
<td>3</td>
<td>Games 1: Elementary Physical Education</td>
</tr>
<tr>
<td>EDKP 229</td>
<td>1</td>
<td>Ice Hockey 1</td>
</tr>
</tbody>
</table>
**Stream C: Culture and Language**

27 credits from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 242</td>
<td>Cultural Skills 1</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 243</td>
<td>Cultural Skills 2</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 244</td>
<td>Cultural Skills - Fall</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 245</td>
<td>Cultural Skills - Winter</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 246</td>
<td>Cultural Skills - Spring</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEA 247</td>
<td>Cultural Skills - Summer</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEC 263</td>
<td>Information Communication Technology in Indigenous Literacy</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEC 342</td>
<td>Intermediate Indigenous Language</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEC 344</td>
<td>Advanced Indigenous Language</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 230</td>
<td>Elementary School Mathematics 1</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 245</td>
<td>Orientation to Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 248</td>
<td>Reading and Writing Inuktitut/Cree</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 270</td>
<td>Elementary School Science</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 283</td>
<td>Social Studies Pedagogy</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 332</td>
<td>Teaching Elementary Mathematics 2</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 347</td>
<td>Grammar and Composition 1</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 348</td>
<td>Grammar and Composition 2</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 353</td>
<td>Third Year Professional Seminar (Kindergarten/Elementary)</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 370</td>
<td>Traditional Indigenous Life Skills</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 371</td>
<td>Integrating Indigenous Storytelling and Creative Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 373</td>
<td>Traditional Healing</td>
<td>(3)</td>
</tr>
<tr>
<td>EDEE 383</td>
<td>Oral and Family History</td>
<td>(3)</td>
</tr>
<tr>
<td>EDKP 241</td>
<td>Indigenous Physical Activities</td>
<td>(3)</td>
</tr>
</tbody>
</table>

8.3.2.1 **Admission to the Certificate in Education for First Nations and Inuit**

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

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

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

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

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

Bearers of this certificate will be qualified to work as educational and school personnel advisers within the employ of an Indigenous educational authority.
Required Courses (21 credits)

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

Complementary Courses (9 credits)

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

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

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

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

Admission Requirements

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

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

This 30-credit program focuses on developing the particular skills and abilities required of the Indigenous teacher in the middle school of his/her community. It does not lead to provincial certification. Rather, it prepares Indigenous teachers, who are bilingual or have some knowledge of their Indigenous language and who have already established themselves as teachers, to teach students at this level in ways that are developmentally and culturally appropriate. The program focuses on the particular psychological, emotional, and social needs of Aboriginal adolescents and the teacher's role in facilitating the transition between elementary and high school.

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

Required Courses (15 credits)

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

3 credits from the list below:

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

**Major Subject Area (6 credits)**
6 credits in the major subject area of the Bachelor of Education for Certified Teachers selected in consultation with the Director of Programs in First Nations and Inuit Education.

**Minor Subject Area (6 credits)**
6 credits in the minor subject area of the Bachelor of Education for Certified Teachers selected in consultation with the Director of Programs in First Nations and Inuit Education.

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

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

**8.3.4.1 Admission to the Certificate in Middle School Education in Indigenous Communities**
Applicants will normally have completed or be completing their B.Ed. for Certified Teachers. It is strongly recommended that they have some competence in their Indigenous language as indicated by the successful completion of at least two language courses. For those applying with degrees from other universities, additional courses may be required to match the McGill B.Ed. for Certified Teachers profile. As the program and courses will be delivered in the partnership communities, applicants must be recommended by their school boards or teaching authorities. The right of final decision for acceptance of candidates rests with McGill.

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

**Required Courses (18 credits)**

- Communication in Education (EDEC 203)
- Personnel Management and Group Skills (EDEC 222)
- Resource Management (EDEC 311)
- Practicum in Educational Leadership (EDEC 312)
- Indigenous Family Dynamics and Supporting Institutions (EDEM 502)

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

- Conflict Resolution (EDEC 230)
- Indigenous Education (EDEC 233)
- Issues in Aboriginal Education (EDEC 244)
8.3.5.1 Admission to the Certificate in First Nations and Inuit Educational Leadership

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

8.3.6 Certificate (Cert.) Indigenous Language and Literacy Education (30 credits)

This 30-credit program is designed for Algonquin, Cree, Inuit, Mi'kmaq, and Kanienkehaka (Mohawk) students who wish to gain a deeper understanding of their Indigenous language, especially in its written form. It is aimed mainly at those who will be teaching their Indigenous 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.

8.3.6.1 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.

8.3.7 Certificate (Cert.) Inclusive Education (30 credits)
The Certificate in Inclusive Education is intended for regular class teachers, special educators, adult educators, and other educational personnel. The program provides a sequence of courses that will ensure a sound foundation for adapting curriculum and instruction for students with varying abilities, learning styles, and special needs. It strives to meet the needs of educators who must adapt to their changing roles in contemporary schools: (a) for general educators, to educate students with diverse needs in their heterogeneous classrooms, and (b) for special educators, to collaborate with other professionals working with exceptional students.

Required Courses (24 credits)
EDPI 309 (3) Diverse Learners
EDPI 341 (3) Instruction in Inclusive Schools
EDPI 344 (3) Assessment for Instruction
EDPI 440 (3) Managing the Inclusive Classroom
EDPI 441 (3) Students with Behaviour Difficulties
EDPI 442 (3) Students with Learning Difficulties
EDPI 526 (3) Supporting Students’ Strengths and Talents
EDPI 543 (3) Family, School and Community

Complementary Courses (6 credits)
6 credits chosen from the following:
EDPE 496 (3) Individual Reading Course
EDPI 527 (3) Creativity and its Cultivation
EDPI 539 (3) Field Work 1
EDPI 540 (3) Field Work 2

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

8.4.1  Location

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

8.4.2  About the Department of Kinesiology and Physical Education

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

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

8.4.3  Kinesiology and Physical Education Faculty

<table>
<thead>
<tr>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Côté</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celena Scheede-Bergdahl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Duncan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emeritus Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theodore Milner; Greg Reid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ross E. Andersen; Gordon Bloom; Julie Côté; Dilson Rassier</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Duncan; William Harvey; Dennis Jensen; Caroline Paquette; David J. Pearsall; Shane Sweet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistant Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler Churchward-Venne; Benoit Gentil; Jenna Gibbs; Jordan Koch; Charlotte Usselman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Faculty Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celena Scheede-Bergdahl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Mocella</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Bartlett; José Morais; Shawn Robbins</td>
</tr>
</tbody>
</table>
8.4.4 Bachelor of Education (B.Ed.) - Physical and Health Education (120 credits)

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

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

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

Freshman Program

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

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

- EDEC 202 (3) Effective Communication
- EDEM 220 (3) Contemporary Issues in Education
- WCOM 250 (3) Research Essay and Rhetoric

Required Courses (102 credits)

- EDEC 215 (0) English Exam for Teacher Certification
- EDEC 247 (3) Policy Issues in Quebec and Indigenous Education
- EDEC 260 (3) Philosophical Foundations
- EDFE 246 (3) First Field Experience (Physical Education)
- EDFE 373 (3) Second Field Experience (Physical Education)
- EDFE 380 (7) Third Field Experience (Physical Education)
- EDFE 480 (7) Fourth Field Experience (Physical Education)
- EDKP 100 (3) Introduction to Physical and Health Education in Quebec
- EDKP 204 (3) Health Education
- EDKP 208 (3) Biomechanics and Motor Learning
- EDKP 213 (1) Aquatics
- EDKP 215 (0) Standard First Aid/Cardio-Pulmonary Resuscitation Level C
- EDKP 217 (3) Track and Field
- EDKP 223 (3) Games 1: Elementary Physical Education
- EDKP 225 (3) Games 2: Secondary Physical Education
- EDKP 232 (3) Health-Related Fitness
- EDKP 235 (3) Non-Traditional Physical Activities
- EDKP 237 (3) Outdoor Education
- EDKP 253 (3) Movement Education
- EDKP 261 (3) Motor Development
- EDKP 292 (3) Nutrition and Wellness
EDKP 293  (3)  Anatomy and Physiology
EDKP 307  (3)  Evaluation in Physical Education
EDKP 330  (3)  Physical Activity and Public Health
EDKP 342  (3)  Physical Education Methods
EDKP 391  (3)  Physiology in Sport and Exercise
EDKP 394  (3)  Historical Perspectives
EDKP 396  (3)  Adapted Physical Activity
EDKP 442  (3)  Physical Education Pedagogy
EDKP 443  (3)  Research Methods
EDKP 448  (3)  Exercise and Health Psychology
EDKP 494  (3)  Physical Education Curriculum Development
EDKP 498  (3)  Sport Psychology
EDPE 300  (3)  Educational Psychology

Complementary Courses (6 credits)
6 credits selected as specified below:

Multicultural Education
3 credits from:
EDEC 233  (3)  Indigenous Education
EDEC 248  (3)  Equity and Education
EDEC 249  (3)  Global Education and Social Justice

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

Electives (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)
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
Entrepreneurship in Practice

**Complementary Courses (6 credits)**

6 credits from the following:

- **BUSA 465** (3) Technological Entrepreneurship
- **EDKP 302** (3) Kinesiology Clinic Internship 1
- **MGPO 438** (3) Social Entrepreneurship and Innovation
- **MIMM 387** (3) The Business of Science

### 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.

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

Fall term **BIOL** and **CHEM** courses:

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

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

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

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

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

Winter term **BIOL** and **CHEM** courses:

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

One of the following Winter term **MATH** courses:
MATH 141 (4) Calculus 2  
MATH 151 (4) Calculus B

One of the following Winter term PHYS courses:

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

**Required Courses (51 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 315</td>
<td>(3)</td>
<td>Clinical Human Musculoskeletal Anatomy</td>
</tr>
<tr>
<td>ANAT 316</td>
<td>(3)</td>
<td>Clinical Human Visceral Anatomy</td>
</tr>
<tr>
<td>EDKP 206</td>
<td>(3)</td>
<td>Biomechanics of Human Movement</td>
</tr>
<tr>
<td>EDKP 215</td>
<td>(0)</td>
<td>Standard First Aid/Cardio-Pulmonary Resuscitation Level C</td>
</tr>
<tr>
<td>EDKP 250</td>
<td>(3)</td>
<td>Introductory Principles in Applied Kinesiology</td>
</tr>
<tr>
<td>EDKP 261</td>
<td>(3)</td>
<td>Motor Development</td>
</tr>
<tr>
<td>EDKP 292</td>
<td>(3)</td>
<td>Nutrition and Wellness</td>
</tr>
<tr>
<td>EDKP 330</td>
<td>(3)</td>
<td>Physical Activity and Public Health</td>
</tr>
<tr>
<td>EDKP 350</td>
<td>(3)</td>
<td>Physical Fitness Evaluation Methods</td>
</tr>
<tr>
<td>EDKP 395</td>
<td>(3)</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>EDKP 396</td>
<td>(3)</td>
<td>Adapted Physical Activity</td>
</tr>
<tr>
<td>EDKP 443</td>
<td>(3)</td>
<td>Research Methods</td>
</tr>
<tr>
<td>EDKP 447</td>
<td>(3)</td>
<td>Motor Control</td>
</tr>
<tr>
<td>EDKP 448</td>
<td>(3)</td>
<td>Exercise and Health Psychology</td>
</tr>
<tr>
<td>EDKP 450</td>
<td>(3)</td>
<td>Advanced Principles in Applied Kinesiology</td>
</tr>
<tr>
<td>EDKP 498</td>
<td>(3)</td>
<td>Sport Psychology</td>
</tr>
<tr>
<td>PHGY 209</td>
<td>(3)</td>
<td>Mammalian Physiology 1</td>
</tr>
<tr>
<td>PHGY 210</td>
<td>(3)</td>
<td>Mammalian Physiology 2</td>
</tr>
</tbody>
</table>

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

3 credits from Statistics:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 373</td>
<td>(3)</td>
<td>Biometry</td>
</tr>
<tr>
<td>EDPE 375</td>
<td>(3)</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>MATH 203</td>
<td>(3)</td>
<td>Principles of Statistics 1</td>
</tr>
<tr>
<td>PSYC 204</td>
<td>(3)</td>
<td>Introduction to Psychological Statistics</td>
</tr>
<tr>
<td>SOCI 350</td>
<td>(3)</td>
<td>Statistics in Social Research</td>
</tr>
</tbody>
</table>

3 credits from Psychosocial:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 394</td>
<td>(3)</td>
<td>Historical Perspectives</td>
</tr>
<tr>
<td>EDKP 405</td>
<td>(3)</td>
<td>Sport in Society</td>
</tr>
<tr>
<td>EDKP 548</td>
<td>(3)</td>
<td>Applied Exercise Psychology</td>
</tr>
</tbody>
</table>

0-6 credits from Internships/Practicums:
EDKP 301 (3) Kinesiology Internship 1
EDKP 302 (3) Kinesiology Clinic Internship 1
EDKP 401 (3) Kinesiology Internship 2
EDKP 402 (3) Kinesiology Clinic Internship 2
EDKP 451 (3) Personal Trainer Practicum
EDKP 453 (3) Research Practicum in Kinesiology

3 credits from Biomechanics/Motor Learning:
EDKP 444 (3) Ergonomics
EDKP 446 (3) Physical Activity and Ageing
EDKP 566 (3) Advanced Biomechanics Theory

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

0-3 credits from Nutrition:
NUTR 503 (3) Nutrition and Exercise

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

---

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

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

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

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

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

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

**Fall term BIOL and CHEM courses:**
BIOL 111 (3) Principles: Organismal Biology
CHEM 110 (4) General Chemistry 1

In consultation with a program adviser, one of the following Fall term MATH courses:
Calculus 1 with Precalculus (4) MATH 139
Calculus 1 (3) MATH 140
Calculus A (4) MATH 150

In consultation with a program adviser, one of the following Fall term PHYS courses:
PHYS 101 (4) Introductory Physics - Mechanics
PHYS 131 (4) Mechanics and Waves

Winter term BIOL and CHEM courses:
BIOL 112 (3) Cell and Molecular Biology
CHEM 120 (4) General Chemistry 2

One of the following Winter term MATH courses:
MATH 141 (4) Calculus 2
MATH 151 (4) Calculus B

One of the following Winter term PHYS courses:
PHYS 102 (4) Introductory Physics - Electromagnetism
PHYS 142 (4) Electromagnetism and Optics

**Required Courses (60 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 315</td>
<td>3</td>
<td>Clinical Human Musculoskeletal Anatomy</td>
</tr>
<tr>
<td>ANAT 316</td>
<td>3</td>
<td>Clinical Human Visceral Anatomy</td>
</tr>
<tr>
<td>EDKP 206</td>
<td>3</td>
<td>Biomechanics of Human Movement</td>
</tr>
<tr>
<td>EDKP 215</td>
<td>0</td>
<td>Standard First Aid/Cardio-Pulmonary Resuscitation Level C</td>
</tr>
<tr>
<td>EDKP 250</td>
<td>3</td>
<td>Introductory Principles in Applied Kinesiology</td>
</tr>
<tr>
<td>EDKP 261</td>
<td>3</td>
<td>Motor Development</td>
</tr>
<tr>
<td>EDKP 292</td>
<td>3</td>
<td>Nutrition and Wellness</td>
</tr>
<tr>
<td>EDKP 330</td>
<td>3</td>
<td>Physical Activity and Public Health</td>
</tr>
<tr>
<td>EDKP 350</td>
<td>3</td>
<td>Physical Fitness Evaluation Methods</td>
</tr>
<tr>
<td>EDKP 395</td>
<td>3</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>EDKP 396</td>
<td>3</td>
<td>Adapted Physical Activity</td>
</tr>
<tr>
<td>EDKP 443</td>
<td>3</td>
<td>Research Methods</td>
</tr>
<tr>
<td>EDKP 447</td>
<td>3</td>
<td>Motor Control</td>
</tr>
<tr>
<td>EDKP 448</td>
<td>3</td>
<td>Exercise and Health Psychology</td>
</tr>
<tr>
<td>EDKP 450</td>
<td>3</td>
<td>Advanced Principles in Applied Kinesiology</td>
</tr>
<tr>
<td>EDKP 454</td>
<td>3</td>
<td>Honours Research Practicum</td>
</tr>
<tr>
<td>EDKP 498</td>
<td>3</td>
<td>Sport Psychology</td>
</tr>
<tr>
<td>EDKP 499</td>
<td>6</td>
<td>Undergraduate Honours Research Project</td>
</tr>
<tr>
<td>PHGY 209</td>
<td>3</td>
<td>Mammalian Physiology 1</td>
</tr>
</tbody>
</table>
PHGY 210 (3) Mammalian Physiology 2

**Complementary Courses**

15-24 credits

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

3 credits of Psychosocial from:
- EDKP 394 (3) Historical Perspectives
- EDKP 405 (3) Sport in Society
- EDKP 548 (3) Applied Exercise Psychology
- PSYC 471 (3) Human Motivation

0-6 credits of Internships/Practicum from:
- EDKP 301 (3) Kinesiology Internship 1
- EDKP 401 (3) Kinesiology Internship 2
- EDKP 451 (3) Personal Trainer Practicum
- EDKP 453 (3) Research Practicum in Kinesiology

3 credits of Biomechanics/Motor Learning from:
- EDKP 444 (3) Ergonomics
- EDKP 446 (3) Physical Activity and Ageing
- EDKP 566 (3) Advanced Biomechanics Theory
- POTH 434 (3) Musculoskeletal Biomechanics

6 credits of Exercise Physiology from:
- EDKP 445 (3) Exercise Metabolism
- EDKP 449 (3) Neuromuscular and Inflammatory Pathophysiology
- EDKP 485 (3) Cardiopulmonary Exercise Pathophysiology
- EDKP 495 (3) Scientific Principles of Training
- EDKP 542 (3) Environmental Exercise Physiology
- PHGY 314 (3) Integrative Neuroscience

0-3 credits of Nutrition from:
- NUTR 344 (4) Clinical Nutrition 1
- NUTR 503 (3) Nutrition and Exercise
Elective Courses

6-15 credits of any 200-level or higher courses, chosen in consultation with the Student Adviser.