



Faculty of Education

Programs, Courses and Univer

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

1 . McGill University reserves the right to mak

Publication Information

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Enrolment Services

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1 About the Faculty

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

The F

Website: mcgill.ca/edu-kpe/facilities/asllc

Hours: Monday to Friday 08:00—17:00

2.7 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

2.8 Faculty Institutes, Offices, and Centres

2.8.1 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 F

2.8.2 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 About the Faculty of Education (Undergraduate)

3.1 Location

Education Building
3700 McTavish Street
Montreal QC H3A 1Y2
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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 7.1: Educational and Counselling Psychology](#).

3.4 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 7.4: Kinesiology and Physical Education](#).

4 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. The 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 4.1: 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](#).

Undergraduate Education Programs Leading to Certification

section 7.2.3.4: Bachelor of Education in Teaching English as a Second Language (120 credits), offered by the Department of Integrated Studies in Education.

section 7.2.16: Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary: Teaching Greek Language & Culture (120 credits), offered by the Department of Integrated Studies in Education.

section 7.4.3: Bachelor of Education (B.Ed.) - Physical and Health Education (120 credits), offered by the Department of Kinesiology and Physical Education.

section 7.2.3.2: 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*), is recommended for certification as a teacher in the province of Quebec; see *section 4.1.3: Quebec Teacher Certification*.

Other Undergraduate Education Programs

section 7.2.9: 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 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 7.4.5: 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 who aspire to continue their studies at the graduate level and offers the opportunity to pursue more advanced coursework and research.

4.1.1 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/undergraduate-admissions/apply.

- 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.
- 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.

4.1.1.1 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 write87 15Eoal s.641 Tmss write87 15Ehe ap students bj1 w 0 0 1 1 0 0 1 366.4dt 15ply to the Uni

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 advisor, 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/undergraduate-admissions/apply.

4.1.3 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 Québec \(quebec.ca\)](#).

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 \(gouv.qc.ca\)](#).

4.1.3.1 International Students

In addition to the CAQ and Study Permit, international students in Bachelor of Education programs and the Bachelor of Arts (Education) program must hold a valid co-op/internship work permit issued by Citizenship and Immigration Canada as a requirement for the mandatory field experiences/internships. 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.

4.2 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.

4.2.1 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
3700 McTavish Street, Room 614

Montreal QC H3A 1Y2
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

4.2.2 Department of Integrated Studies in Education

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

Department of Integrated Studies in Education
Education Building, McGill University
3700 McTavish Street, Room 431A
Montreal QC H3A 1Y2
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](#).

4.3 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)
Faculty of Education
Education Building, McGill University
3700 McTavish Street, Room 431A
Montreal QC H3A 1Y2
Telephone: 514-398-4527
Email: ofnie.education@mcgill.ca
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 7.2.12: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#)

5 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 advisors 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.

5.1 Advising

Refer to [University Regulations and Resources > Undergraduate > : Undergraduate Advising](#) for information on the types of advising and advisors, andsity Re

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requirements to maintain services. If you plan to reduce your course load to below 12 credits, you are advised to have documentation to support this decision should you need to justify your reduced course load to a service provider, immigration authorities, or graduate school admissions committee at a later date. International students, in particular, should be aware of the potential immigration impacts of reducing their course load. If you are considering reducing your course load to fewer than 12 credits, your part-time status may affect the following:

May Impact	Whom to Contact
Degree time limit, course planning, academic goals	<i>DISE Academic Advisor</i>
Scholarships (applications and renewals), awards, bursaries, loans, financial aid, or government funding	<i>Scholarships and Student Aid Office</i>
In-course awards	or <i>Internships and Student Affairs Office</i> for Faculty of Education-administered awards
Immigration, CAQ, or international study permit	<i>International Student Services</i>
Loans, RESPs, health insurance	Bank, health insurance provider, etc.
Student discounts or promotions, including the student OPUS card	Service provider

5.5.3 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/Foundation 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 co223.926 49Tw1 0 0 1 67.52 4uu•

5.5.7 Inter-University Transfer Credit

Students may, with the permission of their academic advisor, 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.

5.5.8 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 advisor and the Internships and Student Affairs Office. Please refer to [section 5.5.6: Courses Taken as Transfer Credit](#) above.

5.5.9 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](#).

5.5.10 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.

5.5.11 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.

5.6 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](#).

5.6.1 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 6: 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 advisor.

5.6.2 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

5.10.1 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.

5.10.2 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

5.10.3 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.

5.10.4 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.

5.11 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 terms may 0 0 1 15850 0964 Tm(wed0 0 1 0 1 208.868 219.384 Tmd0 0 1 0 1gu.8 2erf terTm(for courses58yade pgt 1585h

5.11.2 Interim Probationary/Probationary Standing

5.11.2.1 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 advisor 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.

5.11.2.2 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 advisor to discuss their course selection.

5.11.2.3 Placement 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.

5.11.3 Interim Unsatisfactory/Unsatisfactory Standing

5.11.3.1 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 advisor, 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 (B.Ed. students);
- will not be permitted to proceed with any planned internship (B.A.(Education) Students).

5.11.3.2 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;
- may not be permitted to proceed with any planned internship of field experience.

5.11.3.3 Placement in Unsatisfactory Standing (Winter or Summer Term) or Interim Unsatisfactory Standing (Fall Term)

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.

5.11.3.4 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 pro

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

5.13 Undergraduate Program Awards

Dean's Honour List Designation f

6.2 Registration for the Student Teaching/Field Experience

6.2.1 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.

6.2.2 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 advisor for assistance. Students missing any of these requirements will be removed from their field placement (see [section 6.4.1: 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.

6.3 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/ebook/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.

6.3.1 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.

6.3.2 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/get-support/physical-health-support/medical-notes) to be submitted to the ISA, and, depending on the circumstances, the outcome of the Field Experience will be evaluated on an individual basis. Student teachers must contact the following people as soon as possible on the morning of the day of their absence:

- Cooperating Teacher
- ISA Placement Coordinators (Email: placements.education@mcgill.ca)
- 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 advisor if they need to rearrange their course schedule.

Judicial Record

6.4.2 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.

6.4.3 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.

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

6.5.1 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.

7 Browse Academic Units and Programs

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

7.1 Educational and Counselling Psychology

7.1.1 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

7.1.2 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](#).

7.2 Integrated Studies in Education

7.2.1 Location

Integrated Studies in Education, Department of (DISE)
 Education Building, Faculty of Education
 3700 McTavish Street, Room 244
 Montreal QC H3A 1Y2
 Telephone: 514-398-2941

7.2.2 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, and offers a three-year program for CEGEP graduates and four-year program for out-of-province students leading to a B.A.(Education) degree.

For overview of undergraduate bachelor of education programs, see mcgill.ca/dise/undergrad. For overview of undergraduate bachelor of education programs leading to teacher certification, see mcgill.ca/dise/teachercert.

7.2.3 Overview of Programs (Integrated Studies in Education)

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

7.2.3.1 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 7.2.4: Bachelor of Education \(B.Ed.\) - Secondary English \(120 credits\)](#)
- [section 7.2.5: Bachelor of Education \(B.Ed.\) - Secondary Mathematics \(120 credits\)](#)
- [section 7.2.6: Bachelor of Education \(B.Ed.\) - Secondary Science and Technology \(120 credits\)](#)
- [section 7.2.8: Bachelor of Education \(B.Ed.\) - Secondary Social Sciences - History and Citizenship, Culture and Citizenship in Quebec \(120 credits\)](#)
- [section 7.2.7: Bachelor of Education \(B.Ed.\) - Secondary Social Sciences - History and Citizenship, Geography \(120 credits\)](#)

7.2.3.2 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 7.2.10: 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

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
Telephone: 514-398-2941
Email: info.dise@mcgill.ca
Website: mcgill.ca/dise

7.2.3.3 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 7.2.11: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education \(120 credits\)](#)
- [section 7.2.12: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#)
- [section 7.2.13: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Jewish Studies \(120 credits\)](#); (Please contact Prof. Eric Caplan for more information. Email: eric.caplan@mcgill.ca. Telephone: 514-398-6544.)
- [section 7.2.14: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Pédagogie de l'Immersion Française \(120 credits\)](#)

7.2.3.4 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

- *section 7.3.1: Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits)*

7.2.3.5.1 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

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:**F**

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: Stud 1 .7.52 60 250

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.

7.2.5 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 electiv

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 353	(3)	Teaching Secondary Mathematics 1
EDES 453	(3)	Teaching Secondary Mathematics 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.

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

Complementar

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.

7.2.6 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. F

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

- the Living World
- the Technological World

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

Required Courses (15 credits)

3 credits of Statistics:

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

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

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

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

EDTL 525	(3)	Teaching Science and Technology
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Core Complementary Courses (10 credits)

The Living World

3 credits from:

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

The Material World

3 credits from:

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

4 credits from:

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

Complementary Courses (26 credits)

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

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

- 3 to 12 credits from the Technological World complementary list.

Living World

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

Cell and Molecular Biology

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

Human and Organismal Biology

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

Populations, Ecosystems, and Evolution

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

Earth and Space

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

ATOC 214	(3)	Introduction: Physics of the Atmosphere
ATOC 215	(3)	Oceans, Weather and Climate
ATOC 219	(3)	Introduction to Atmospheric Chemistry
ATOC 309	(3)	Weather Radars and Satellites
ATOC 315	(3)	Thermodynamics and Convection
ENVR 202	(3)	The Evolving Earth
EPSC 201	(3)	Understanding Planet Earth
EPSC 210	(3)	Introductory Mineralogy

EPSC 212	(3)	Introductory Petrology
EPSC 220	(3)	Principles of Geochemistry
EPSC 221	(3)	General Geology
EPSC 225	(1)	Properties of Minerals
EPSC 233	(3)	Earth and Life History
EPSC 303	(3)	Structural Geology
EPSC 320	(3)	Elementary Earth Physics
EPSC 350	(3)	Tectonics
ESYS 200	(3)	Earth-System Interactions
ESYS 300	(3)	Earth Data Analysis
ESYS 301	(3)	Earth System Modelling
GEOG 272	(3)	Earth's Changing Surface
GEOG 321	(3)	Climatic Environments
PHYS 320	(3)	Introductory Astrophysics

Earth and Space - Environment

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

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

The Material World

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

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

CHEM 222	(4)	Introductory Organic Chemistry 2
CHEM 267	(3)	Introductory Chemical Analysis
CHEM 273	(3)	Introductory Physical Chemistry 2: Kinetics and Methods
CHEM 302	(3)	Introductory Organic Chemistry 3
CHEM 381	(3)	Inorganic Chemistry 2
CHEM 392	(3)	Experimental Chemistry 1
CHEM 429	(3)	Chemistry of Energy, Storage and Utilization.
MATH 222	(3)	Calculus 3
PHYS 224	(3)	Physics of Music
PHYS 230	(3)	Dynamics of Simple Systems
PHYS 232	(3)	Heat and Waves
PHYS 241	(3)	Signal Processing
PHYS 242	(2)	Electricity and Magnetism

PHYS 257	(3)	Experimental Methods 1
PHYS 258	(3)	Experimental Methods 2
PHYS 271	(3)	Introduction to Quantum Physics
PHYS 328	(3)	Electronics
PHYS 331	(3)	Topics in Classical Mechanics
PHYS 333	(3)	Thermal and Statistical Physics
PHYS 339	(3)	Measurements Laboratory in General Physics
PHYS 340	(3)	Majors Electricity and Magnetism
PHYS 342	(3)	Majors Electromagnetic Waves
PHYS 346	(3)	Majors Quantum Physics
PHYS 432	(3)	Physics of Fluids
PHYS 434	(3)	Optics
PHYS 447	(3)	Applications of Quantum Mechanics

The Technological World

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

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

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

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

Elective Courses (6 credits)

7.2.7 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/secsocsci>.

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

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

Freshman Program

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

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

In addition, in consultation with the Program Adviser

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 - Histor

POLI 227	(3)	Introduction to Comparative Politics - Global South
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

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 (69 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

Measurement and Ev

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

Culture and Citizenship in Quebec

Other relevant courses can be chosen in consultation with an academic adviser.

Culture

6 credits from:

CANS 413	(3)	Canada and Quebec Seminar
CANS 415	(3)	Black Canada
QCST 200	(3)	Introduction to the Study of Quebec
QCST 300	(3)	Quebec Culture and Society
QCST 440	(3)	Contemporary Issues in Quebec

Citizenship

6 credits from:

CANS 413	(3)	Canada and Quebec Seminar
EDEC 374	(3)	Education and the Environment
EDER 252	(3)	Understanding and Teaching Jewish Life
EDER 319	(3)	Teaching the Holocaust
EDER 536	(3)	Critical and Ethical Dimensions of Sexualities Education
ENVR 201*	(3)	Society, Environment and Sustainability
ENVR 203*	(3)	Knowledge, Ethics and Environment
JWST 382	(3)	Jews, Judaism and Social Justice
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism
RELG 270	(3)	Religious Ethics and the Environment
RELG 271	(3)	Religion and Sexuality
RELG 309	(3)	World Religions and Cultures They Create

* Note: ENVR courses have limited enrolment.

Ethics and Philosophy

6 credits from:

EDER 309	(3)	The Search for World Views
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

Elective Courses

6 credits at the undergraduate level.

7.2.9 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)	Professional and Research Seminar
EDGC 301	(3)	Program Design and Evaluation
EDGC 398	(0)	Internship: Education in Global Contexts
EDGC 400	(3)	21st Century Learning
EDGC 490	(3)	Critical Research Inquiry
EDGC 495	(3)	Capstone Research Project
EDPE 300	(3)	Educational Psychology

Complementary Courses (30 credits)

12 credits from the follo

* when topic is relevant to this list.

Critical Issues in Education

EDGC 200	(3)	Knowledge through the Arts
EDGC 233	(3)	Learning in Out-of-School Contexts
EDGC 300*	(3)	Special Topics
EDGC 335	(3)	Eco-Justice and Sustainability in Education
EDGC 336	(3)	Race, Class, and Power in Education in Global Contexts
EDGC 337	(3)	Gendered Identities, Social Learning
EDPI 341	(3)	Instruction in Inclusive Schools
EDSL 500	(3)	Foundations and Issues in Second Language Education

* when topic is relevant to this list.

Children and Youth

EDGC 244	(3)	Investigating Children's Reasoning
EDGC 300*	(3)	Special Topics
EDGC 348	(3)	Global Perspectives of Early Childhood Education
EDGC 444	(3)	Critical Contexts of Youth Development and Wellbeing

* when topic is relevant to this list.

One of the following approved minors:

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

B.A.; Minor Concentration in International Development Studies

B.A.; Minor Concentration in Educational Psychology

Subject to approval of program director and with permission from the offering unit of the Minor, students may complete an alternative Minor from the list [either offered by the Faculty of Education or another faculty.]

Subject to approval of program director and with permission from the offering unit of the Minor, students may complete an additional (second) Minor [either offered by the Faculty of Education or another faculty.] 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.

7.2.10 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.

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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 ProgramPr

MUIT 356 (3) Jazz Instruction: Philosophy and Techniques

Theory

MUTH 250 (3) Theory and Analysis 3

MUTH 251 (3) Theory and Analysis 4

MUTH 350 (3) Theory and Analysis 5

Musicianship

MUSP 240 (2) Musicianship Training 3

MUSP 241 (2) Musicianship Training 4

Music History

MUHL 286 (3) Critical Thinking About Music

Performance

MUIN 280 (2.5) BMus Practical Lessons 3

MUIN 281 (2.5) BMus Practical Lessons 4

MUIN 283 (1) BMus Concentration Final Examination

Professional Development

MUPD 235 (1) Music as a Profession 2

Complementary Courses - Music Components (24 credits)

Composing/Arranging

3 credits from:

MUCO 230 (3) The Art of Composition

MUCO 261 (3) Orchestration 1

MUJZ 260 (3) Jazz Arranging 1

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

Third Field Experience (Music)

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

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

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

Please note that graduates of teacher education programs are recommended by the University to the Quebec M0-cni

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, Culture and Citizenship in Quebec, 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 subject area list.

Note: In all subject areas, other relevant courses can be chosen with adviser's permission.

Art

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

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

English

Students may select up to 9 credits from this list.

CLAS 203	(3)	Greek Mythology
COMS 200	(3)	History of Communication
COMS 210	(3)	Introduction to Communication Studies
COMS 300	(3)	Media and Modernity in the 20th Century
COMS 310	(3)	Media and Feminist Studies
COMS 320	(3)	Media and Empire
COMS 330	(3)	Media in Cultural Life
EDEE 325*	(3)	Children's Literature
EDES 366	(3)	Literature for Young Adults
EDSL 350	(3)	Essentials of English Grammar
ENGL 200	(3)	Survey of English Literature 1
ENGL 201	(3)	Survey of English Literature 2
ENGL 215	(3)	Introduction to Shakespeare
ENGL 225	(3)	American Literature 1
ENGL 226	(3)	American Literature 2
ENGL 227	(3)	American Literature 3
ENGL 228	(3)	Canadian Literature 1
ENGL 229	(3)	Canadian Literature 2
ENGL 230	(3)	Introduction to Theatre Studies

ENGL 237	(3)	Introduction to Study of a Literary Form
ENGL 279	(3)	Introduction to Film History
ENGL 280	(3)	Introduction to Film as Mass Medium
ENGL 314	(3)	20th Century Drama
ENGL 345	(3)	Literature and Society
ENGL 347	(3)	Great Writings of Europe 1
ENGL 349	(3)	English Literature and Folklore 1
ENGL 388	(3)	Studies in Popular Culture
LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics

Culture and Citizenship in Quebec

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.

Culture

CANS 413	(3)	Canada and Quebec Seminar
CANS 415	(3)	Black Canada
QCST 200	(3)	Introduction to the Study of Quebec
QCST 300	(3)	Quebec Culture and Society
QCST 440	(3)	Contemporary Issues in Quebec

Citizenship

EDEC 374	(3)	Education and the Environment
EDER 252	(3)	Understanding and Teaching Jewish Life
EDER 536	(3)	Critical and Ethical Dimensions of Sexualities Education
ENVR 201	(3)	Society, Environment and Sustainability
ENVR 203	(3)	Knowledge, Ethics and Environment
JWST 211	(3)	Jewish Studies 1: Biblical Period
JWST 240	(3)	The Holocaust
JWST 382	(3)	Jews, Judaism and Social Justice
RELG 203	(3)	Bible and Western Culture
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	Introduction to the Study of Religions
RELG 252	(3)	Hinduism and Buddhism
RELG 253	(3)	Religions of East Asia
RELG 270	(3)	Religious Ethics and the Environment
RELG 271	(3)	Religion and Sexuality
RELG 309	(3)	World Religions and Cultures They Create
RELG 341	(3)	Introduction: Philosophy of Religion

* Note ENVR courses have limited enrolment.

Ethics and Philosophy

EDER 395	(3)	Moral Values and Human Action
EDER 461	(3)	Society and Change
EDER 473	(3)	Living with Insight
EDER 494	(3)	Human Rights and Ethics in Practice
GSFS 200	(3)	Feminist and Social Justice Studies
PHIL 200	(3)	Introduction to Philosophy 1
PHIL 230	(3)	Introduction to Moral Philosophy 1
PHIL 237	(3)	Contemporary Moral Issues

French

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

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

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

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

MATH 111	(3)	Mathematics for Education Students
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Music

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

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

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

EDEA 341	(3)	Listening for Learning
MUJZ 160*	(3)	Jazz Materials 1
MUJZ 161*	(3)	Jazz Materials 2

Natural Sciences

Students may choose up to 9 credits from this list.

ATOC 181	(3)	Introduction to Atmospheric Science
ATOC 182	(3)	Introduction to Oceanic Sciences
ATOC 184	(3)	Science of Storms
ATOC 185	(3)	Natural Disasters
BIOL 115	(3)	Essential Biology
CHEM 180	(3)	World of Chemistry: Environment
CHEM 181	(3)	World of Chemistry: Food
CHEM 182	(3)	World of Chemistry: Technology
CHEM 183	(3)	World of Chemistry: Drugs
EDEC 374	(3)	Education and the Environment
EDEE 473	(3)	Ecological Studies
EPSC 180	(3)	The Terrestrial Planets
EPSC 181	(3)	Environmental Geology
EPSC 185	(3)	Natural Disasters

EPSC 201	(3)	Understanding Planet Earth
PHYS 180	(3)	Space, Time and Matter
PHYS 181	(3)	Everyday Physics
PHYS 182	(3)	Our Evolving Universe
PHYS 183	(3)	The Milky Way Inside and Out

Physical Education

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

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)

EDEC 201	(1)	First Year Professional Seminar
EDEC 203	(3)	Communication in Education
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 216	(0)	Indigenous Language Requirement
EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 262	(3)	Media, Technology and Education
EDEC 321	(3)	Visions and Realities of Indigenous Education
EDEC 405	(3)	Fourth Year Professional Seminar (K/Elem)
EDEE 223	(3)	Language Arts
EDEE 230	(3)	Elementary School Mathematics 1
EDEE 253	(3)	Kindergarten Classroom Pedagogy
EDEE 260	(3)	Reading Methods - Kindergarten/Elementary
EDEE 270	(3)	Elementary School Science
EDEE 280	(3)	Geography, History and Citizenship Education
EDEE 283	(3)	Social Studies Pedagogy
EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDEE 355	(3)	Classroom-based Evaluation
EDER 360	(2)	Culture and Citizenship in Quebec Context (K/Elem)
EDFE 200	(2)	First Field Experience (K/Elem and Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDFE 406	(7)	Fourth Field Experience (K/Elem)
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (36 credits)

36 credits of courses selected as described below:

Language - Complementary Component

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

Algonquin

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

Cree

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

Inuktitut

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

Mi'gmaq

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

Mohawk

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

Naskapi

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

Education Component

3 credits from:

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

Science Component

3 credits from:

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

Religion Component

3 credits from:

EDER 309	(3)	The Search for World Views
EDER 395	(3)	Moral Values and Human Action
EDER 461	(3)	Society and Change

French

EDSL 341 (3) Littérature et littérature jeunesse en FLS

Music

EDEA 341 (3) Listening for Learning

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

FRSL 207D1	(3)	Elementary French 01
FRSL 207D2	(3)	Elementary French 01
FRSL 211D1	(3)	Oral and Written French 1
FRSL 211D2	(3)	Oral and Written French 1
MATH 111	(3)	Mathematics for Education Students
RELG 207	(3)	Introduction to the Study of Religions
WCOM 250	(3)	Research Essay and Rhetoric

Required Courses (87 credits)

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

Complementary Courses (30 credits)**Equity Education**

3 credits from:

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

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

Complementary Courses (12 credits)

12 credits selected as described below:

Equity Education

3 credits from:

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

Culture and Citizenship in Quebec

3 credits from:

EDER 309	(3)	The Search for World Views
EDER 536	(3)	Critical and Ethical Dimensions of Sexualities Education
QCST 200	(3)	Introduction to the Study of Quebec
QCST 300	(3)	Quebec Culture and Society
QCST 440	(3)	Contemporary Issues in Quebec

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
EDER 530	(3)	Methods in Comprehensive Sexualities Education
EDKP 332	(3)	Physical Education Curriculum and Instruction
MATH 111	(3)	Mathematics for Education Students

Optional Course:

EDSL 501	(0)	Attestation de maîtrise langue française
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7.2.15 Bachelor of Education (B.Ed.) - Teaching English as a Second Language - TESL Elementary and Secondary (120 credits)

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

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

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

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

Freshman Program

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

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

Equity and Education

Required Courses (90 credits)

CLAS 336*	(3)	Modern Greek Literature
EDEC 215	(0)	English Exam for Teacher Certification
EDEC 233	(3)	Indigenous Education
EDEC 247	(3)	Policy Issues in Quebec and Indigenous Education
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education
EDES 350	(3)	Classroom Practices
EDFE 209	(2)	First Field Experience (TESL)
EDFE 255	(3)	Second Field Experience (TESL)
EDFE 359**	(8)	Third Field Experience (TESL)
EDFE 459**	(7)	Fourth Field Experience (TESL)
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Diverse Learners
EDPI 341	(3)	Instruction in Inclusive Schools
EDSL 210	(1)	First Professional Seminar
EDSL 215	(3)	Communication in Education for TESL in Quebec
EDSL 254	(1)	Second Professional Seminar (TESL)
EDSL 300	(3)	Foundations of L2 Education
EDSL 304	(3)	Sociolinguistics and L2 Education
EDSL 305	(3)	L2 Learning: Classroom Settings
EDSL 311	(3)	Pedagogical Grammar
EDSL 315	(2)	Third Year Professional Seminar
EDSL 330	(3)	Literacy 1:Teaching Reading in ESL Literacy 2: T

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

3 credits from:

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

3 credits from* FRSL

or

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

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

TESL and Greek Language & Culture (18 credits)

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

CLAS 230D1	(3)	Introductory Modern Greek
CLAS 230D2	(3)	Introductory Modern Greek
CLAS 331	(3)	Intermediate Modern Greek 1
CLAS 332	(3)	Intermediate Modern Greek 2
CLAS 335	(3)	Modern Greek Culture and Society
CLAS 498	(3)	Independent Research
HIST 349	(3)	Greece: From Ottoman to the European Union
HIST 368	(3)	Greek History: Classical Period

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

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

PHIL 452	(3)	Later Greek Philosophy
PHIL 454	(3)	Ancient Moral Theory
POLI 333	(3)	Western Political Theory 1

7.3 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 7.2.12: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#).

7.3.1 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.

7.3.1.1 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.

7.3.2 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 Kativik Ilisamiliriniq 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)

EDEC 201	(1)	First Year Professional Seminar
EDEC 203	(3)	Communication in Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEM 502	(3)	Indigenous Family Dynamics and Supporting Institutions
EDFE 200	(2)	First Field Experience (K/Elem and Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
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 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:

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

Stream B: Physical Education

21 credits from the following list:

EDEC 243 (3) Teaching: Multigrade Classrooms
 EDEC 262 (3) Media, Technology and Education

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

and 6 credits from the following Physical Education courses:

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

Stream C: Culture and Language

27 credits from the following list:

EDEA 242	(3)	Cultural Skills 1
EDEA 243	(3)	Cultural Skills 2
EDEA 244	(3)	Cultural Skills - Fall
EDEA 245	(3)	Cultural Skills - Winter
EDEA 246	(3)	Cultural Skills - Spring
EDEA 247	(3)	Cultural Skills - Summer
EDEC 263	(3)	Information Communication Technology in Indigenous Literacy
EDEC 342	(3)	Intermediate Indigenous Language
EDEC 344	(3)	Advanced Indigenous Language
EDEE 230	(3)	Elementary School Mathematics 1

(3)E.52 322ReaEDEn241nMOJk1EDKc1.949 337.7y9 6422RInuktitut/Credigenous Language

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

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

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

7.3.3 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

7.3.3.1 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 mathe fi21 0 0Sch(3)Tj1 0 0 1 70.52igenTj1 0 0 1 ns Sch(3)Tjor an

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

7.3.4 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 T

7.3.5 Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits)

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

Required Courses (18 credits)

EDEC 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

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.

7.4 Kinesiology and Physical Education

7.4.1 Location

Kinesiology and Physical Education, Faculty of Education

Currie Gym
475 Pine Avenue West, 2nd floor
Montreal QC H2W 1S4
Telephone: 514-398-2617
Fax: 514-398-4186
Email: studentaffairs.kpe@mcgill.ca
Website: mcgill.ca/edu-kpe

7.4.2 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.

7.4.3 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)

One of the following Winter term PHYS courses:

PHYS 102 (4) Introductory Physics - Electromagnetism

PHYS 142 (4) Electromagnetism and Optics

Required Courses (51 credits)

AN (3) Clinical Human Musculoskeletal Anatomy

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 495	(3)	Scientific Principles of Training

0-3 credits from Nutrition:

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

15-24 credits of any 200-500 lev

Complementary Courses

15-24 credits

3 credits of Statistics from:

(3) Biometry

