



Faculty of Education

Programs, Courses and Univer

Publication Information

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Bonnie Borenstein
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1 About the Faculty

The Faculty serves approximately 2,000 students enrolled in undergraduate, graduate and professional development programs. The Faculty is organized into three departments and the School of Information Studies. In addition, the Faculty has a number of research and service centres, several of an interdisciplinary nature.

Like other faculties of education in Quebec and Canada, the Faculty has had a traditional role in the initial training of teachers and leaders in education-allied occupations. It is also concerned with constructing knowledge through research and scholarship and with providing professional development services to the wider educational community.

In recent years a number of links have been established with counterparts in other countries for teaching, research and development purposes. Current active projects, some of which involve students as well as staff, include those in Japan, Indonesia, South Africa and Mexico.

2 History

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

In 1955, the School for T

3.2 Education Undergraduate Society (EDUS)

The Society is the students' voice of undergraduates within the Faculty and its primary purpose is to serve and to inform the students. It also attempts to unify students through sponsorship of activities such as career placement, student orientation, participation in teachers' conventions, library donations and the organization of an Education Career Fair. Other activities include the assignment of lockers for students, selling merchandise in the Spirit Store, the coordination of the Graduation Ball, as well as fundraising and events throughout the academic year. Students are encouraged to participate and to make their opinions known. The Society Office is located in Room B179 of the Education Building.

Telephone: 514-398-7048

Fax: 514-398-2476

Email: president.edus@mail.mcgill.ca

Website: www.mcgilledus.ca

3.3 Computer Facilities

The Faculty has a large computer complex located in Room 328 of the Education Building. It houses a lab with Windows computers, a second lab with Apple Macintosh computers, and a smaller work area with additional computers. Colour and black-and-white laser printing and scanning facilities are available. Consultants are available for help. This facility is available for courses, workshops and individual use by Education students and staff.

Closed Sundays, holidays and during August.

Hours for the Fall and Winter terms	
Monday to Thursday	09:00 - 21:00
Friday	09:00 - 17:00
Saturday	11:00 - 16:00

Website: www.mcgill.ca/education/resources/ist

3.4 McGill Career Planning Service (CaPS)

Refer to *University Regulations and General Information* for further information on this service.

For Information, contact:

Career Adviser: Antonella Nizzola

Telephone: 514-398-2484

Email: antonella.nizzola@mcgill.ca

Website: www.mcgill.ca/edu-sao/careerplanningservices

3.5 McGill Journal of Education

The *McGill Journal of Education* is an open-access, online journal that is posted at least three times a year: Winter, Spring, and Fall. It includes work in English and French from local, national, and international sources. The *Journal* publishes peer-reviewed research articles, essays, reports from the field, and book reviews. It is concerned with major issues in education from a variety of perspectives, practical and theoretical, personal and collective. Its policy is to bring new ideas and research into a context open to teacher educators and scholars, as well as to parents, teachers, and administrators.

Editor: Dr. Anthony Paré

Assistant Editor: Dr. Annie Savard

Managing Editor: Ann Keenan

Faculty of Education

McGill Journal of Education

3700 McTavish Street, Room 345

Montreal, Quebec H3A 1Y2

Telephone: 514-398-4246

Email: ann.keenan@mcgill.ca

Website: <http://mje.mcgill.ca>

3.6 A.S. Lamb Learning Centre

The A.S. Lamb Learning Centre, consisting of the Computer Laboratory, the multimedia unit and the reading room, is located on the second floor of the Sir Arthur Currie Memorial Gymnasium. The computer lab houses 25 computers connected to the McGill network and is available for courses, workshops and individual use by students and staff. Laser printing is also available at a cost. Access to the McGill wireless network is available for laptops equipped with a wireless card.

The multimedia unit features two IMAC computers with "Final Cut" DV and HDV video editing software, one VHS & DVD recorder and a Flatbed Duplex high-speed scanner. This facility is used for video editing, transfer of VHS, DV to DVD and high speed scanning.

LAN Tech.: Mr. Sanjeev Panigrahy
 Location: McGill Sports Complex, Room 207A
 475 Pine Avenue West
 Website: www.mcgill.ca/edu-kpe/facilities/asllc

Hours	
Monday to Friday	09:00 - 16:00

3.7 Evolution Education Research Centre (EERC)

Mission: "To advance the teaching and learning of biological evolution through research." It opened its doors at McGill in 2001 with four McGill professors and four Harvard professors who have expertise in anthropology, biological evolution, educational psychology, geology, molecular biology, palaeontology, philosophy of science/education and science education.

Director: Dr. Brian Alters
 Manager: Jason Wiles
 Office: Education Building, Room 355
 Telephone: 514-398-5469

3.8 Office of Student Teaching (OST)

The Office of Student Teaching is responsible for the planning and implementation of field experiences and arranging with school boards and schools for the placement of student teachers in the Bachelor of Education programs. The Office coordinates student teaching among Departments within the Faculty, and develops partnerships with the education community. The Office offers training to colleagues in schools.

Office Hours	
Monday to Friday	08:30 - 17:00

Director: Professor Fiona J. Benson
 Office: Education Building, Room 431A
 Telephone: 514-398-7046
 Fax: 514-398-3179
 Website: www.mcgill.ca/ost

3.9 Student Affairs Office (SAO)

The Student Affairs Office is responsible for student records and registration as well as general academic information and advice on undergraduate program and degree requirements, course change, withdrawal, supplemental and deferred exams, rereads, academic standing, inter-faculty transfer, readmission, study away, scholarships and awards, graduation and teacher certification.

Special requests can be made, in writing, to Ronald Morris, Executive Director (Student Affairs).

Office: Education Building, Room 243
 Telephone: 514-398-7042
 Fax: 514-398-4679
 Email: sao.education@mcgill.ca
 Website: www.mcgill.ca/edu-sao

4 About the Faculty of Education(Undergraduate)

4.1 Department of Integrated Studies in Education

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

- Bachelor of Education Kindergarten and Elementary Education
- Bachelor of Education Kindergarten and Elementary Education (Jewish Studies)
- Bachelor of Education Secondary Program
- Concurrent Bachelor of Science/Bachelor of Education (Secondary)
- Concurrent Bachelor of Music/Bachelor of Education in Music (Music Education)
- Bachelor of Education Teaching French as a Second Language
- Bachelor of Education Teaching English as a Second Language

4.2 Department of Educational and Counselling Psychology

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

The Department offers:

- Undergraduate Minor Concentrations
- Teacher Certification (online courses)

4.3 Department of Kinesiology and Physical Education

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

- Bachelor of Education majoring in Physical and Health Education
- Bachelor of Science (Kinesiology) with Major General, Major Applied, and Honours
- Bachelor of Science students also have the opportunity to receive a Minor in Kinesiology.

4.4 Location

3700 McTavish Street
Montreal, Quebec H3A 1Y2
Canada

Telephone: 514-398-7042

Fax: 514-398-4679

Website: www.mcgill.ca/education

4.5 Administrative Officers

Hélène Perrault; B.Sc.(C'dia), M.Sc., Ph.D.(Montr.)

Andrew Large; B.Sc.(Lond.), Ph.D.(Glas.), Dip.Lib.(Lond.)
(*CN-Pratt-Grinstad Professor of Information Studies*)

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

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

Ronald Morris; B.Ed., M.A., Ph.D.(McG.)

Victoria Talwar; M.A. Hons(St. Andr.), M.A., Ph.D.(Qu.)

Alenoush Saroyan; B.A.(Pahlavi), M.Ed.(Loyola-III.), Ph.D.(McG.)

Dean

Associate Dean (Research and Graduate Students) (*on sabbatical*)

Associate Dean (Academic Affairs)

Executive Director, Physical Infrastructure (*on sabbatical*)

Executive Director (Student Affairs)

Assistant Dean, Graduate Programs (*on sabbatical*)

Chair, Department of Educational and Counselling Psychology

Director F1 341.005 5732h.247 ((4.1.1 5ac(Cy 1 341.005 573.14976 ((4.1.1 5tiv

section 9.4.6: Bachelor of Education in Teaching English as a Second Language (120 credits), a 120/121-credit program offered by the Department of Integrated Studies in Education.

section 11.4: Bachelor of Education (B.Ed.) - Physical and Health Education (120 credits), a 120-credit program offered by the Department of Kinesiology and Physical Education.

section 9.4.2: Concurrent Bachelor of Music (Music Education)/Bachelor of Education in Music program (137 credits), a 143/144-credit program offered jointly by the Department of Integrated Studies in Education and the Schulich School of Music. See also : *Concurrent Bachelor of Music (B.Mus.) - Major Music Education and Bachelor of Education (B.Ed.) - Music Elementary and Secondary (137 credits)* under *Schulich Sc*

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 MELS website at [www](#)

Office: Education Building, Room 244
 Telephone: 514-398-4533
 Fax: 514-398-2553
 Email: donnalee.smith@mcgill.ca
 Website: www.mcgill.ca/edu-integrated

Centre for Educational Leadership (CEL): CEL, a unit of the Department of Integrated Studies in Education, is committed to the development of leadership for all educational stakeholders through teacher preparation, graduate studies, research and varied approaches to professional development. The Centre seeks to promote dialogue, partnerships and projects among teachers, policy makers and other educational leaders in the local community and beyond through credit and non-credit work, research and development activities.

Director: Dr. Lynn Butler-Kisber
 Office: Education Building, Room 442
 Telephone: 514-398-1591
 Fax: 514-398-7436
 Website: www.mcgill.ca/edu-integrated

Courses offered through Continuing Education and Summer Studies: A wide range of courses, enabling students either to acquire prerequisite credits or to earn credit towards their degree, is offered through Continuing Education and Summer Studies. For courses offered, please check [Minerva](#).

5.3 Programs for First Nations and Inuit

The following programs are offered for First Nations and Inuit teachers by the Faculty of Education. Information can be obtained by contacting:

First Nations and Inuit Education (FNIE)
 3700 McTavish Street, Room 244
 Montreal, Quebec H3A 1Y2
 Telephone: 514-398-4533
 Fax: 514-398-2553
 Website: www.mcgill.ca/edu-integrated/fnie

Bachelor of Education - Kindergarten and Elementary First Nations and Inuit Studies Option:

Detailed information about this program may be found in [section 9.21: Bachelor of Education \(B.Ed.\) - Kindergarten and Elementary Education - First Nations and Inuit Studies \(120 credits\)](#).

Detailed information about the following programs may be found in [section 10: Programs for First Nations and Inuit](#):

- Bachelor of Education for Certified Teachers Elementary Education
- Certificate in Education for First Nations and Inuit
- Certificate in First Nations and Inuit Student Personnel Services (This program is offered by the Department of Educational Psychology and Counselling through First Nations and Inuit Education. Restrictions apply to enrolment.)
- Certificate in Middle School Education in Aboriginal Communities
- Certificate in First Nations and Inuit Educational Leadership
- Certificate in Aboriginal Education for Certified Teachers
- Certificate in Aboriginal Literacy Education

6 Faculty Regulations for Undergraduate Programs

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



Note: Each student in the Faculty of Education must be aware of and comply with the Faculty regulations as stated in this publication. While departmental and Faculty advisers and staff are always available to give advice and guidance, the ultimate responsibility for complete and correct course selection and registration, for compliance with, and completion of, program and degree requirements, for the observance of regulations and

deadlines, and for academic records, rests with the student. It is the student's responsibility to seek guidance. Misunderstanding will not be accepted as cause for dispensation from any regulation, deadline, program or degree requirement.

6.1 Advising

Refer to the *University Regulations and General Information > Undergraduate Advising* section of this publication, and the Student Affairs website, www.mcgill.ca/edu-sao, for further information. Assistance is also available by emailing: sao.education@mcgill.ca.

All **newly admitted** students are required to attend the academic advising sessions scheduled during August prior to the beginning of the Fall term. For a detailed description of advising and registration procedures, students should refer to *Welcome to McGill*, which is available at www.mcgill.ca/newstudents. Additional advising material is also available on the Student Affairs website, www.mcgill.ca/edu-sao/new/advising.

Academic advising for all **returning students** takes place in March for the upcoming academic year. Detailed advising and registration information is posted on the Student Affairs website: www.mcgill.ca/edu-sao/current/advising. Students entering their graduating year are encouraged to meet with their adviser during this advising period.

All students admitted into the Freshman Year (Year 0) are required to meet with an adviser during the Advising period in August.

A list of courses for Freshman (Year 0) students is available as part of the advising material for each program at www.mcgill.ca/edu-sao/new/advising.

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

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

6.3 English Language Requirement

The Quebec *Ministère de l'Éducation, du Loisir et du Sport* (MELS) requires that all students in teacher education programs demonstrate their proficiency in the language of instruction. To fulfil this obligation, students are required to write the English Examination for Teacher Certification (EETC) before the end of their first semester in the program, except for Year 0 (Freshman) students who will write the examination in their second year (Year 1). Students must pass the examination prior to their third Field Experience.

The examination is coordinated by an independent body, the Centre for the English Exam for Teacher Certification. McGill assists with the administration and scheduling of the examination. To write this examination, students must first register on Minerva for a section of EDEC 215 in the Fall term, then register with the Centre <http://useper.lbpsb.qc.ca/index.asp> and pay a \$70 fee before writing the test.

Students who do not pass the examination the first time and who wish to remain in the program will be required to take EDEC 202 in the Winter term of their first year. They must receive a passing grade and, in their second year, they will be required to take the examination again. A fee is charged each time the examination is written. Students who do not pass the examination on their second attempt will be placed in unsatisfactory standing and must withdraw from the program. Permission may be granted to allow students to continue taking courses during the subsequent Winter semester only. Please see [section 6.12.3: Unsatisfactory/Interim Unsatisfactory Standing](#) for readmission procedures.



Note: This requirement does not apply to students in the B.Ed. TFSL or the Certificate in Education for First Nations and Inuit programs.

6.4 Additional Requirements for Students admitted to B.Ed. TFSL program

Students admitted to the B.Ed. TFSL program are required to write diagnostic tests in French language and mathematics. Based on test results students may be required to successfully complete remedial courses above and beyond degree requirements. In addition there will be a compulsory French language test coordinated by an independent body for TFSL students, prior to their third Field Experience, that they will be required to pass in order to continue in the program.

6.4.1 Additional Requirements for Students admitted to B.Ed. Kindergarten/Elementary program

Students admitted to the B.Ed. Kindergarten/Elementary program are required to write a diagnostic test in mathematics. Students who do not pass this test will be required to successfully complete Math 111 prior to taking EDEC 230. For students who have taken CEGEP course 201-101 or an equivalent, Math 111 will be above and beyond degree requirements.

6.6.6 Distance Education (online) Courses

A maximum of 6 credits of elective courses taught as distance education/online courses may be used towards the B.Ed. or B.Sc.(Kinesiology) degree at McGill. Courses taught through distance education/online may not be used to complete program requirements, including subject area courses for B.Ed. students, except on an individual basis when serious documented circumstances warrant it. In such cases, prior approval must be obtained from the student's program adviser and the Associate Dean.

6.6.7 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 General Information > Courses Taken under the Satisfactory/Unsatisfactory (S/U) Option* in this publication.

6.6.8 Course Equivalencies and Overlap

Students will not receive additional credit towards 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: [www](#)

6.8 Attendance

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

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

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

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

6.9 Grading

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

For further information on Grading, see *University Regulations and General Information > Grading and Grade Point Averages (GPA)*.

6.10 Incomplete Grades

An instructor who believes that there is justification for a student to delay submitting term work may extend the deadline until after the end of the course. In this case, the instructor will submit a grade of "K" (incomplete), indicating the date by which the work is to be completed. The maximum extensions for the submission of grades to the Student Affairs Office are as follows: April 30 for Fall term courses; July 30 for Winter term courses and November 30 for Summer courses. It is important to note that instructors may impose earlier deadlines than those listed. Please refer to *University Regulations and General Information > Incomplete Courses* for more information.

6.11 Examinations

Students should see *Examinations* in the *University Regulations and Information* section of this publication for more information about final examinations and deferred examinations. The exam schedules are posted on the McGill website, www.mcgill.ca/student-records/exam, normally one month after the start of classes for the Tentative Exam Schedule, and two months after the start of classes for the Final Examination Schedule.

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

6.11.1 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 the Student Record website, www.mcgill.ca/student-records/exam, for important information.

Students must be in satisfactory or probationary standing and have received a final grade of D, J, F, or U in the course.

6.11.2 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 mark and the right to discuss this submission with the examiner (see *Reassessments and Rereads* in the *University Regulations and Information* section of this publication).

The Faculty recognizes two types of reassessments or rereads:

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

6.11.3 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 remark the assignment as he or she would have graded it. Reassessments should normally be completed within 20 working days of the request. Grades may be lowered or raised, or they may remain the same, as a result of the reassessment. The grade obtained on the reassessment takes precedence over the original grade.

6.11.4 Rereads of Final Exams or Final Term Papers or Projects

These rereads are administered by the Student Affairs Office, but conducted by the units involved. Students must apply in writing to the Student Affairs Office by March 31 for courses in the Fall term, June 30 for courses in the Winter, and by September 30 for Summer term courses (these deadlines are strictly enforced and no requests will be accepted past them). Students are assessed a fee of \$35.00 for such rereads. 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 remark the assignment as he or she would have graded it. Grades may be lowered or raised, or they may remain the same, as a result of the reread. The grade obtained on the reread takes precedence over the original grade.

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

6.12 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, and the English Examination for Teacher Certification (EETC). Academic standing, which is assessed after the end of term, determines if students will be allowed to continue their studies in the next term and if any conditions will be attached to their registration.

Decisions about academic standing in the Fall term are based only on grades that are available in January. Grades for courses in which students have deferred examinations and Fall term grades for courses that span the Fall and Winter terms do not affect academic standing for the Fall term, even though they will ultimately affect students' Fall TGPA. Therefore, academic standing for the Fall term is designated as "interim" and should be interpreted as advisory.

Interim standing decisions are mentioned below only if the rules for them differ from those for regular standing decisions. Students who do not receive a Pass grade for a Fall term EDFE (Field Experience course), or who do not pass their second attempt at the English Examination for Teacher Certification (EETC) are placed in Unsatisfactory Standing. Permission may be granted to allow them to continue taking courses during the Winter semester only. Students may apply for readmission as per the regulations posted on the Student Affairs Office website: www.mcgill.ca/edu-sao.

6.12.1 Satisfactory/Interim Satisfactory Standing

Students in interim satisfactory or satisfactory standing:

- may continue in their program;
- have a CGPA of 2.00 or greater.

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- if their CGPA falls between 1.50 and 1.99 and their TGPA in Fall or Winter is 2.50 or higher, and if they were previously in probationary or interim unsatisfactory standing;
- if their CGPA is between 1.50 and 1.99 and their TGPA is 2.50 or higher, they were previously in unsatisfactory readmitted standing, and have satisfied the relevant conditions specified in their letter of readmission.

6.12.3 Unsatisfactory/Interim Unsatisfactory Standing

6.12.3.1 Interim Unsatisfactory standing at the end of the Fall term

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

6.12.3.2 Unsatisfactory Standing at the end of the Winter term

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

6.12.3.3 Readmitted Unsatisfactory Standing

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

6.12.3.4 Students will be placed in Unsatisfactory Standing (Winter or Summer term) or Interim Unsatisfactory Standing (Fall term)

- if their CGPA falls or remains below 1.50;
- if their TGPA falls below 2.50 and their CGPA is below 2.00 and they were previously in probationary, unsatisfactory readmitted, or interim unsatisfactory standing;
- if they receive a failure (F, J, KF, WF) in any level of student teaching/Field Experience course;
- if they receive a failure in the English Examination for Teacher Certification (EETC) for the second time;
- if they were previously in unsatisfactory standing and were readmitted to the Faculty by the Executive Director, Student Affairs or the Committee on Student Standing and have not at least satisfied the conditions to attain probationary standing that were specified in the letter of readmission.



Note: Students in either the Concurrent B.Sc. and B.Ed. or the B.Mus. and B.Ed. program who receive an F or J in any Education Field Experience course, or fail the English Examination for Teacher Certification (EETC) for the second time, 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 Faculties of Science or Music regarding application to a Bachelor of Science or a Bachelor of Music degree.

6.12.3.5 Readmission

Appeals for readmission by students in unsatisfactory standing should be addressed to the Executive Director, Student Affairs no later than June 1 for readmission to the Fall term. Readmission will be considered only when proof of extenuating circumstances that affected academic performance can be provided (e.g., medical or other documentation). Students who have failed the English Examination for Teacher Certification (EETC) twice must pass the examination as part of the readmission criteria.

Students in unsatisfactory standing for the second time must withdraw permanently. Students who were placed in unsatisfactory standing due to a failure in student teaching/Field Experience cannot apply for readmission for at least one full year. Please refer to the Student Affairs Office website for further information: www.mcgill.ca/edu-sao/current/transfers.

6.12.3.6 Incomplete Standings

- Standing awaits deferred or supplemental exams;
- Must clear K's, L's or Supplementals;
- Standing incomplete.

Students with incomplete standings in the Winter or Summer term may register for the Fall term, but their standing must be resolved by the end of the course change period for that term. Students whose incomplete standing changes to satisfactory, probationary, or interim unsatisfactory standing may continue in the program. Students whose standing changes to "unsatisfactory" may not continue in their program.

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

Students whose standing is still incomplete by the end of course change period should immediately consult with the Student Affairs Office.

6.13 Graduation Requirements

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

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

Students must complete their degree requirements within five (5) years after their initial registration for the B.Ed. degree and within four (4) years after their initial registration for the B.Sc.(Kinesiology) degree. Students in the part-time B.Ed. for Certified Teachers and B.Ed.(Vocational) programs are allowed a maximum of 12 years to complete the requirements for the degree.

It is the student's responsibility to ensure that all F

7.1 Field Experiences

- Are required courses (with the subject code EDFE) for all students in B.Ed. programs from 1st through 4th year.
- Are the sole responsibility of the Faculty of Education and are organized by the Office of Student Teaching. Under no circumstances should students make their own placement arrangements.
- Must be taken in the required sequence.
- Require that newly admitted and returning students follow registration procedures (see : [Registration](#) section) or risk not being placed in a host school.
-

7.3.1 Guidelines (Syllabus)

Detailed guidelines and evaluation forms for every Field Experience are posted on the OST website, arranged by program and year. Students are responsible for familiarizing themselves with the objectives, evaluation criteria and forms for each level of Field Experience, and must submit all completed evaluation forms to the OST on the first business day following the end of the Field Experience in order to receive a grade.

7.3.2 Attendance and Absences

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

Days absent due to illness or McGill exams must be made up at the end of the Field Experience. Absences due to illness longer than a few days require a valid medical note (see www.mcgill.ca/studenthealth/notes) to be submitted to the OST, and 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:

- School office
- Cooperating teacher
- Office of Student Teaching, telephone 514-398-7046
- 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 www.mcgill.ca/student-records/holydays. Students must notify the OST, cooperating teacher and field supervisor before the Field Experience begins if possible, or at least 2 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 director of the OST on a case-by-case basis. Student teachers must submit a signed copy of the Intercollegiate Sport Event Accommodation form (see www.mcgill.ca/deanofstudents/intercollegiateaccommodation) to the OST at least 2 weeks in advance of each conflict.

Absences for any other reason, including but not limited to: marriage, family parties, vacation, university extracurricular activities, employment, or conflicting courses, are not permitted during Field Experience under any circumstances. Students should consult an academic adviser if they need to rearrange their course schedule.

7.3.3 Judicial Record Verification

See *Faculty Regulations for Undergraduate Programs* > [section 6.5: Judicial Record Verification for Students in the Bachelor of Education Programs](#) for information on the requirement to obtain this security clearance. Additional information can be found on the OST website.

7.3.4 Work Permit for International Students

International students (students who are not permanent residents or citizens of Canada) must apply for an internship/co-op work permit issued by Citizenship and Immigration Canada as a requirement for your mandatory Field Experiences. This is not the same as an off-campus work permit. The internship/co-op work permit is free of charge, but takes time to obtain and may require a medical exam. Detailed instructions are available on the OST website. For assistance with the application students should contact International Student Services, www.mcgill.ca/internationalstudents. Students must submit a copy of their valid permit to the OST before the Field Experience starts.

7.4 Grading and Credit

Field Experiences are graded 'Pass/Fail'. Students must submit all completed evaluation forms to the OST immediately following their Field Experience in order to receive a grade.

Where a student is experiencing serious difficulties in a Field Experience but has demonstrated some potential to successfully reach the required standard, the student will be granted a "D" grade. In this case, the director of the OST has the authority to grant special permission for a student to repeat a Field Experience during the next term in which the course is offered. This special permission will be granted once only in a student's program. Students receiving a 'D' grade are also required to repeat the corequisite seminar or other corequisite course as specified by the director. The original grade for the corequisite seminar or course will be excluded from the GPA and credits; only the second grade will be retained.

Students must receive a Pass grade in order to proceed in the B.Ed. program. Failure (F, J, KF, WF) in any Field Experience places a student in "Unsatisfactory Standing", requiring withdrawal from the Teacher Education Program. Students who fail in a Fall term Field Experience may be allowed to continue taking courses in the program to enable transfer to another faculty.

A student may appeal a failing grade or termination of a Field Experience by making a formal application to the Executive Director

7.4.1 Termination of Field Experience

At any time, students may be removed from their Field Experience placement at the request of the host school administrator and cooperating teacher, or at the request of the director of Student Teaching. Students who are remo

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

- Respects the authority, roles and responsibilities of the cooperating teacher and agrees to adhere to the responsibilities and obligations for teachers as outlined in the Education Act, Faculty and University handbooks as well as all local agreements by host school boards and schools.

7. Balancing Harm and Benefits

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

7.5.5 Putting Principles into Practice: Venues for Communication

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

8 Department of Educational and Counselling Psychology

8.1 Location

Faculty of Education
3700 McTavish Street, Room 614
Montreal, Quebec H3A 1Y2

Telephone: 514-398-4242

Fax: 514-398-6968

Website: www.mcgill.ca/edu-ecp

8.2 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.; see *Faculty of Arts* > : [Education Psychology Minor Concentration](#) for more information and for a variety of undergraduate courses in the areas of learning, cognition and development, inclusive education, gifted education, educational media and computers, and educational measurement and evaluation.

In professional development, the Department offers diploma or certificate programs in Human Relations and Family Life Education, Inclusive Education, and First Nations and Inuit Student Personnel Services. For more information please consult our website, www.mcgill.ca/edu-ecp/undergraduate, or contact the Undergraduate Program Coordinator in 0 0 1 455.35 314.936 Tm(F)Tj1 0 0 18Oducation, Inclusi

8.3 Department of Educational and Counselling Psychology Faculty**Emeritus Professors**

Janet G. Donald; B.A., M.A.(W. Ont.), Ph.D.(Tor.) (*joint appt. with Teaching and Learning Services*)

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

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

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

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

Professors

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

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

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

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

Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.) (*James McGill Professor*)

Alenoush Saroyan; B.A.(Pahlavi), M.Ed.(Loyola-Ill.), Ph.D.(McG.)

Cynthia B. Weston; B.A.(G'town), M.L.S.(SUNY), D.Ed.(Wash.) (*joint appt. with Teaching and Learning Services*)

Associate Professors

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

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

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

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

Evelyn Lusthaus; B.S., M.S., Ph.D.(SUNY Buffalo) (*on leave*)

Robert Savage; B.A.(Oxf.), M.Sc.(Camb.), M.Sc., Ph.D.(Lond.) (*William Dawson Scholar*)

Ada L. Sinacore; B.A.(Montclair St.), M.A., M.Ed., Ph.D.(Col.)

Ingrid E. Sladeczek; B.A., M.S., Ph.D.(Ariz.), A.A.(Md.)

Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.)

Victoria Talwar; M.A.(St. And.), M.A., Ph.D.(Qu.) (*sabbatical leave*)

Assistant Professors

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

Annett Körner; M.A., Ph.D.(Leipzig)

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

Steven R. Shaw; B.S., M.Ed., Ed.S., Ph.D.(Flor.)

Nathan Smith; M.Sc., Ph.D.(VCU)

Faculty Lecturer

Jack de Stefano; B.A.(Loyola), M.Ed., Ed.D.(McG.)

Associate Professor (Non-Tenure Track)

Renée Stevens; B.A.(Calif.-LA), M.A., Ph.D.(McG.) (*part-time*)

Marcia Delcourt; B.S.(Bloomsburg St.), M.A., Ph.D.(Conn.) (*part-time*)

Associate Members

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

Daniel Levitin; B.A.(Stan.), M.Sc., Ph.D.(Ore.)

Mary H. Maguire; B.A., B.Ed., M.A.(Montr.), M.Ed., Cert. Reading(McG.), Ph.D.(Ariz.)

Adjunct Professors

Dermot Bowler

Bertha Dawang

Judith Gradinger

Anne Jordan

Calvin Kalman

Judith McBride

Katherine Moxness

Judith Norton

Rhoda Root

Erica Shoshana Ross

David Shore

Anastassios Stalikas

Harold Wynne

Research Associates

Dianne Batemann

Rina Gupta

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Part-time Instructors

David Hoida

Rita McDonough

Judith Norton

Carolyn Nelham

Monica Oala

Caroline Zanni-Dansereau

9 Department of Integrated Studies in Education

9.1 Location**Faculty of Education**3700 McTavish Street, Room 244
Montreal, Quebec H3A 1Y2

Telephone: 514-398-6960

Website: www.mcgill.ca/edu-dise**Undergraduate Programs:**

Telephone: 514-398-4527

Fax: 514-398-4529

Graduate and Certificate Programs :

Telephone: 514-398-1591 or 514-398-6985

Fax: 514-398-4529

9.2 About the Department of Integrated Studies in Education

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

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

For B.Ed. program overviews, see www.mcgill.ca/edu-dise/students/undergraduate/new.

9.3 Department of Integrated Studies in Education Faculty**Chair**

Steven Jordan

Director of Undergraduate Programs

Caroline Riches

Director of Graduate Programs

Mela Sarkar

Emeritus Professors

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

Marg

Assistant Professors

Spencer Boudreau; B.A.(Don Bosco), B.A., M.A.(Sher.), Ph.D.(C'dia)
 Abdul Aziz Choudry; Grad.Dip., Ph.D.(C'dia)
 Bronwen Low; B.A.(Qu.), M.A.(Br. Col.), Ph.D.(York)
 Annie Savard; B.Ed., M.A., Ph.D.(Laval)
 Sylvia Sklar; Dip.Ed.(McG.), B.A.(C'dia), M.Ed.(McG.)

Associate Members

Brian J. Alters; B.Sc., Ph.D.(USC) (*William Dawson Scholar*)
 Richard Harris; B.A.(Oxf.), D.Phil.(Sus.)
 Adrienne Carey Hurley; B.A.(Colo.), M.A.(Mich.), Ph.D.(Calif.)
 Lynn McAlpine; B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.)

Faculty Lecturers

Fiona Benson; B.A.(Ott.), M.Ed., Ph.D.(McG.)
 Charlotte Hussey; B.A.(Wheaton), M.A.(C'dia), M.F.A.(W. Wilson), Ph.D.(McG.)
 Caroline Riches; B.A., M.Sc.(Alta.), Ph.D.(McG.)
 Louise Savoie; B.S.S.(Laval), M.A.(Ott.)
 Donna-Lee Smith; B.A., M.A.(C'dia)
 Sharron Wall; B.A., Dip.Human Relations, M.A.(McG.)

Adjunct Professors

Abigail Anderson; B.A., Dip.Ed., M.A.(McG.)
 Luci Bobbish-Salt; B.Ed.(UQAC)
 Tino Bordonaro; B.A.(Bishop's), M.A.(McG.)
 Noel Burke; B.Ed., M.Ed.(McG.)
 Gretta Chambers; B.A.(McG.)
 Jessie Clunas; B.Ed.(McG.)
 Thomas Cobb; B.A., M.A.(Manit.), Cert.Ed.(Wales), Ph.D.(C'dia)
 Scott G. Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)
 William E.B. Corrigan; M.T.M.(C'dia)
 Deborah House-Cox; B.Ed.(Queb.)
 Edward Cross; B.A.(Carl.), M.Ed.(McG.)
 Walter Duszara; B.Ed., B.Sc.(Montr.), M.Ed.(McG.)
 Valentina de Krom; B.A.(Ott.), M.A., Dip.Ed.(McG.)
 Sarah Grey; B.Ed.(McG.)
 James M. Heywood; B.A.(C'dia), M.Ed.(Montr.)
 Kanahstasi Howard; B.A.(C'dia), Dip.Ed.(McG.)
 Kevin Kee; B.A., M.A., Ph.D.(Qu.)
 Colin J. Lankshear; B.A., M.A., Ph.D.(Cant.), M.Ed.(Qld.)
 Charley Levy; B.A.(Sir G. Wms.), M.A.(Middlebury)
 Betsy Matt; B.Ed.(McG.)
 Alex McComber; B.A.(St. Francis Coll.), M.Ed.(McG.)
 Marianna McVey; B.A.(Carl.), M.A., Ed.D.(Syr.)

Adjunct Professors

Howard G. Martin; M.Ed.(McG.)

Dan Mason; Ph.D.(Ott.)

Kevin O'Donnell; B.A.(Montr.)

Jacqueline Reid-Walsh; B.A.(Guelph), M.A.(Car.), Ph.D.(McG.)

J. Kenneth Robertson; B.Ed., M.A.(McG.), Ph.D.(Alta.)

Patrick Ryan; B.Sc.(Loyola), B.A.(C'dia), M.Ed.(McG.)

Robert E. Sagers; B.A.(Sir G. Wms.), M.Ed., Ph.D.(McG.)

Ruth Wells Sandwell; B.A.(Car.), M.A.(Vic. (BC)), Ph.D.(S. Fraser)

Howard Simpkin; B.Sc., Dip.Ed.(McG.), M.Sc.Ed.(SUNY)

Ann L. Smith; B.A.(Natal), B.A., M.A., Ph.D.(Witw.)

Vicki Zack; B.A., Dip.Ed.(McG.), M.A.(Montr.), Ph.D.(McG.)

9.4 Overview of Programs (Integrated Studies in Education)

The following is an overvie

9.4.6 Bachelor of Education in Teaching English as a Second Language (120 credits)

This program prepares specialist teachers to teach English as a second language at both the elementary level (including regular and intensive ESL) and the secondary level (including regular ESL and ESLA – English Second Language Arts). 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 and educational foundations.

9.4.7 Graduate Programs

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

The Department also offers graduate certificates in Leadership and Teaching English as a Second Language.

See www.mcgill.ca/edu-dise/students/graduate.

9.4.8 In-Service Programs

The Department of Integrated Studies in Education offers a number of in-service programs.

First Nations and Inuit Education, a Certificate in Education for First Nations and Inuit, a Certificate in Aboriginal Literacy Education, a Certificate in Middle School Education in Aboriginal Communities, a Certificate in First Nations and Inuit Educational Leadership, a Certificate in Aboriginal Education for Certified Teachers, and a Bachelor of Education for Certified Teachers.

The Department is also involved in a variety of in-service activities with administrators, teachers, consultants and other educational leaders through the Centre for Educational Leadership (CEL).

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

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

The aim of the B.Ed. Secondary Education Program is to prepare strong beginning teachers for the secondary school level. This integrated program consists of academic studies, professional studies, and school-based practicum components. All of this is supported by studies in pedagogy, curriculum and educational foundations.

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

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

Freshman Program

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

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

In addition, in consultation with the program adviser, students may select courses from the recommended course list below or other courses. The list includes English literature courses that may be used toward the academic component of the Secondary English course requirements. Also included are several French Second Language (FRSL) courses for which placement tests are required to determine the appropriate level.

EAPR 250	(3)	Research Essay & Rhetoric
EDEC 203	(3)	Communication in Education
EDEM 220	(3)	Contemporary Issues in Education
ENGL 201	(3)	Survey of English Literature 2
ENGL 215	(3)	Introduction to Shakespeare
ENGL 226	(3)	American Literature 2
FRSL 101D1	(3)	Beginners' French
FRSL 101D2	(3)	Beginners' French

FRSL 207D1	(3)	Elementary French 01
FRSL 207D2	(3)	Elementary French 01
FRSL 211D1	(3)	Oral and Written French 1
FRSL 211D2	(3)	Oral and Written French 1
RELG 207	(3)	The Study of World Religions 1

Required Courses (45 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Language Requirement
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 350	(3)	Classroom Practices (Secondary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309	(3)	Exceptional Students
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (15 credits)

15 credits selected as described below.

Multicultural Education

3 credits from:

EDEC 233	(3)	First Nations and Inuit Education
EDEC 248	(3)	Multicultural Education
EDEC 249	(3)	Global Education and Social Justice

Philosophy of Education

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

For students with a background in computers or other media applications in education, the following courses may be substituted for the above:

3 credits:

EDES 366 (3) Literature for Young Adults

Communication/Language Learning/Linguistics

6 credits for students following the Secondary English (option 1 or option 2), or

3 credits for students in other secondary subject areas with English as their other "teachable" subject area

EDEC 203 (3) Communication in Education
EDSL 305 (3) L2 Learning: Classroom Settings
EDSL 350 (3) Essentials of English Grammar
ENGL 340 (3) History of the English Language
LING 200 (3) Introduction to the Study of Language
LING 201 (3) Introduction to Linguistics
LING 355 (3) Language Acquisition 1

Literature

Secondary English Option 1 students take 30 credits of "Literature" courses with a minimum of 15 credits at the 300-level or above.

Secondary English Option 2 students take 18 credits of "Literature" courses with a minimum of 12 credits at the 300-level or above.

Other secondary subject area students take 6 credits of "Literature" courses.

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 237 (3) Introduction to Study of a Literary Form
ENGL 314 (3) 20th Century Drama
ENGL 315 (3) Shakespeare
ENGL 321 (3) Caribbean Fiction
ENGL 325 (3) Modern American Fiction
ENGL 327 (3) Canadian Prose Fiction 1
ENGL 329 (3) English Novel: 19th Century 1
ENGL 330 (3) English Novel: 19th Century 2
ENGL 331 (3) Literature Romantic Period 1
ENGL 339 (3) Canadian Prose Fiction 2
ENGL 347 (3) Great Writings of Europe 1
ENGL 348 (3) Great Writings of Europe 2
ENGL 361 (3) Poetry of the 20th Century 1
ENGL 362 (3) Poetry of the 20th Century 2
ENGL 370 (3) Theatre History: The Long Eighteenth Century
ENGL 424 (3) Irish Literature
ENGL 430 (3) Studies in Drama

ENGL 431	(3)	Studies in Drama
GERM 259	(3)	Introduction to German Literature 1
GERM 260	(3)	Introduction to German Literature 2
JWST 206	(3)	Introduction to Yiddish Literature
RUSS 223	(3)	Russian 19th Century: Literary Giants 1
RUSS 224	(3)	From War to Revolution

Media/Cultural Studies

Secondary English Option 1 students take 12 credits of "Media/Cultural Studies" courses with a minimum of 9 credits at the 300-level.

Secondary English Option 2 students take 9 credits of "Media/Cultural Studies" courses with a minimum of 3 credits at the 300-level.

Other secondary subject area students take 6 credits of "Media/Cultural Studies" courses with a minimum of 3 credits at the 300-level.

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
ENGL 275	(3)	Introduction to Cultural Studies
ENGL 279	(3)	Introduction to Film as Art
ENGL 280	(3)	Introduction to Film as Mass Medium
ENGL 345	(3)	Literature and Society
ENGL 378	(3)	Media and Culture
ENGL 386	(3)	Fans, Celebrities, Audiences
ENGL 388	(3)	Studies in Popular Culture
ENGL 389	(3)	Studies in Popular Culture

Option 1 - Additional English

Option 1 students take 3 additional credits from the Secondary English course lists above:

- Communication/Language Learning/Linguistics
- Literature
- Media/Cultural Studies

Electives (6 credits)

6 credits of electives

Note: Students who have chosen to do 36 credits in one teachable subject and 18 credits in another will use 3 credits of electives to take the Secondary Teaching Methods course needed for their second teachable subject.

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

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

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 academic studies, professional studies, and school-based practicum components. All of this is supported by studies in pedagogy, curriculum and educational

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

Freshman Program

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

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

Students in the Secondary Mathematics program must complete three Math prerequisite courses in their freshman year, MATH 133, MATH 140 and MATH 141.

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

EAPR 250	(3)	Research Essay & Rhetoric
EDEM 220	(3)	Contemporary Issues in Education
FRSL 10539.801 Tmnch	(3)	Beginners' French

15 credits selected as described below.

Multicultural Education

3 credits from:

EDEC 233	(3)	First Nations and Inuit Education
EDEC 248	(3)	Multicultural Education
EDEC 249	(3)	Global Education and Social Justice

Philosophy of Education

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

Media, Technology, Computers and Education

3 credits from:

EDEC 262	(3)	Media, Technology and Education
EDPT 200	(3)	Integrating Educational Technology in Classrooms
EDPT 204	(3)	Educational Media 1

For students with a background in computers or other media applications in education, the following courses may be substituted for the above:

EDPT 341	(3)	Instructional Programming 1
EDPT 420	(3)	Media Literacy for Education

Secondary Teaching Methods - Mathematics 360.09 Tm(Secondary)Tj1 0 046.55 495.623 Methods - Mathemat94ics 361.949 49:(F)Tj1 0 0 1 71

And

18 credits of designated courses in another "teachable" subject area (English, Social Sciences, or Science and Technology - see these Secondary Education programs for courses)

And must also take

3 credits of Secondary Teaching Methods for the teachable subject area

(Note: this additional Methods course counts as a 3-credit elective in the program.)

Students in other secondary subject areas (i.e., English, Social Sciences or Science and Technology) who select Mathematics as their other "teachable subject area" take

18 credits from the list of "Mathematics Courses for Other Secondary Subject Areas"

And

3 credits of "Secondary Teaching Methods - Mathematics"

(Note: this additional Methods course counts as a 3-credit elective in the program.)

Required Mathematics Courses

30 credits for Secondary Ts "Secondary

MATH 222	(3)	Calculus 3
MATH 223	(3)	Linear Algebra
MATH 315	(3)	Ordinary Differential Equations
MATH 323	(3)	Probability
MATH 324	(3)	Statistics
MATH 348	(3)	Topics in Geometry

Electives (6 credits)

6 credits of electives

Note: Students who have chosen to do 36 credits in one teachable subject and 18 credits in another will use 3 credits of electives to take the Secondary Teaching Methods course needed for their second teachable subject.

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

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

The aim of the B.Ed. Secondary Education Program is to prepare strong beginning teachers for the secondary school level. This integrated program consists of academic studies, professional studies, and school-based practicum components. All of this is supported by studies in pedagogy, curriculum and educational foundations.

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

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

Freshman Program

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

The freshman year is the time to take introductory level courses in a teachable subject area, as well as to explore areas that are not normally taken as 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.

EAPR 250	(3)	Research Essay & Rhetoric
EDEM 220	(3)	Contemporary Issues in Education
FRSL 101D1	(3)	Beginners' French
FRSL 101D2	(3)	Beginners' French
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
		Surve

HIST 214	(3)	Introduction to European History
HIST 215	(3)	Modern European History
RELG 204	(3)	Judaism, Christianity and Islam
RELG 207	(3)	The Study of World Religions 1
RELG 252	(3)	Hinduism and Buddhism

Required Courses (45 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Language Requirement
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 350	(3)	Classroom Practices (Secondary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
		Ex, IDPE 30 1 70.52 439.nt and Ev
		Instruction in Inclusive School439.nt and Ev

For students with a background in computers or other media applications in education, the following courses may be substituted for the above:

EDPT 341	(3)	Instructional Programming 1
EDPT 420	(3)	Media Literacy for Education

Secondary Teaching Methods - Social Sciences

6 credits:

EDER 372	(3)	Ethics and Religious Culture (Secondary)
	(3)	Teaching Secondary Social Studies 1

EDER 209	(3)	Search for Authenticity
EDER 395	(3)	Moral Values and Human Action
EDER 461	(3)	Society and Change
EDER 473	(3)	Living with Insight
EDER 494	(3)	Ethics in Practice
PHIL 230	(3)	Introduction to Moral Philosophy 1
PHIL 237	(3)	Contemporary Moral Issues

6 credits from:

CATH 200	(3)	Introduction to Catholicism
EDER 252	(3)	Understanding and Teaching Jewish Life
EDER 290	(3)	Guide to Reading the Bible
EDER 319	(3)	Teaching the Holocaust
EDER 394	(3)	Philosophy of God
RELG 270	(3)	Religious Ethics and the Environment

Electives (6 credits)

6 credits

9.8 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

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
	(3)	Survey: Canada to 1867

EDEC 261 (3) Philosophy of Catholic Education

Media, Technology, Computers and Education

3 credits from:

EDEC 262 (3) Media, Technology and Education
 EDPT 200 (3) Integrating Educational Technology in Classrooms
 EDPT 204 (3) Educational Media 1

For students with a background in computers or other media applications in education, the following courses may be substituted for the above:

EDPT 341 (3) Instructional Programming 1
 EDPT 420 (3) Media Literacy for Education

Secondary Teaching Methods - Social Sciences

6 credits:

EDES 334 (3) Teaching Secondary Social Studies 1
 EDES 434 (3) Teaching Secondary Social Studies 2

Secondary Social Sciences - History and Citizenship, Geography Subject Area (54 credits)

Secondary Social Sciences - History and Citizenship, Geography students complete 54 credits selected in consultation with the program adviser with the following specifications:

36 credits of History and Citizenship courses

9 credits of "Required History" courses from the list

and

27 credits "Complementary History" distributed as follows:

6 - 9 credits in European History

6 - 9 credits in Asian, African, American, Latin American or Ancient History

12 credits at the 300- or 400-level of history courses on social history, gender history, identity, culture, religion and values, political life and institutions, conflict, wealth and poverty, science and health

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

And

18 credits of Geography chosen for the "Geography" course list or chosen from the courses that comprise the B.A. Minor Concentration Geography program.

Required History

9 credits

*Note: Students select either HIST 303 or HIST 353.

HIST 202 (3) Survey: Canada to 1867
 HIST 203 (3) Survey: Canada since 1867
 HIST 303* (3) History of Quebec
 HIST 353* (3) History of Montreal

Geography

18 credits from:

ENVR 202 (3) The Evolving Earth

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

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

Electives (6 credits)

6 credits

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

The Bachelor of Education (B.Ed.) - Secondary Science and Technology program requires 120 credits and leads to teacher certification. Students who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university 1 0 08.Frens1

PHYS 102	(4)	Introductory Physics - Electromagnetism
PHYS 131	(4)	Mechanics and Waves
PHYS 142	(4)	Electromagnetism and Optics

Freshman Program - Complementary

For freshman students with advanced standing in one or more of the basic sciences, the Faculty also recommends some of the courses listed below. French Second Langoench32. theE(yationj1 0 0 1 70.52 694.103.42rench)(323232y32y323232Freshman Pr. 145 c9.dits21202122232. 1TjTj/y232

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

Media, Technology, Computers and Education

3 credits from:

EDEC 262	(3)	Media, Technology and Education
EDPT 200	(3)	Integrating Educational Technology in Classrooms
EDPT 204	(3)	Educational Media 1

For students with a background in computers or other media applications in education, the following courses may be substituted for the above:

EDPT 341	(3)	Instructional Programming 1
EDPT 420	(3)	Media Literacy for Education

Secondary Teaching Methods - Science and Technology

6 credits

EDES 335	(3)	Teaching Secondary Science 1
EDES 435	(3)	Teaching Secondary Science 2

3 credits:

MATH 203 (3) Principles of Statistics 1

History of Science

3 credits from:

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)	Vertebrate Evolution
ENVB 305	(3)	Population & Community Ecology
EPSC 334	(3)	Invertebrate Paleontology

Earth and Space - Complementary

Students select a minimum of 9 credits to a maximum of 24 credits from courses on Earth and Space with the following specifications:

a minimum of 6 to a maximum of 21 credits from Earth and Space

a minimum of 3 to a maximum of 18 credits from Environment

ATOC 214	(3)	Introduction: Physics of the Atmosphere
ATOC 215	(3)	Oceans, Weather and Climate
ATOC 219	(3)	Introduction to Atmospheric Chemistry
ATOC 315	(3)	Water in the Atmosphere
ENVR 202	(3)	The Evolving Earth
EPSC 201	(3)	Understanding Planet Earth

EPSC 203 (3) Structural Geology 15.150630 412.061 Tmsity ann Earm(Structural Geology) Tj1 0 0 1 165.830 412.061 Tm((3))Tj1 0 0 1 70.30
 EPSC 207 (3) Introduction to Mineralogy 15.150630 412.061 Tmsity ann Earm(Introduction to Mineralogy) Tj1 0 0 1 165.839 504.061 Tm((3))Tj1 0 0 1 70.39 504.061 Tm(781 202)Tj1 0 0 1 221.937 488.2

7813 203	(3)	
	(3)	

PHYS 257	(3)	Experimental Methods 1
PHYS 258	(3)	Experimental Methods 2
PHYS 328	(3)	Electronics
PHYS 331	(3)	Topics in Classical Mechanics
PHYS 332	(3)	Physics of Fluids
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 434	(3)	Optics
PHYS 436	(3)	Modern Physics
PHYS 439	(3)	Majors Laboratory in Modern Physics
PHYS 446	(3)	Majors Quantum Physics

The Technological World

Students select a minimum of 6 credits to a maximum of 15 credits from courses on the Technological World.

*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.

BREE 205	(3)	Engineering Design 1
BREE 210	(3)	Mechanical Analysis & Design
BREE 327	(3)	Bio-Environmental Engineering
COMP 102*	(3)	Computers and Computing
COMP 202**	(3)	Introduction to Computing 1
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
MECH 289	(3)	Design Graphics
PHYS 334	(3)	Advanced Materials

9.10 Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Biology - Cell/Molecular with Minor Chemistry for Teachers (135 credits)

The Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Biology - Cell/Molecular with Minor Chemistry for Teachers is jointly offered by the Faculty of Science and the Faculty of Education. Separately, the Bachelor of Science degree requires 90 credits (or 120 credits for students who have not completed the basic sciences) and the Bachelor of Education degree requires 120 credits. In the concurrent program, the requirements for the two degrees are combined in such a way that students complete 135 (or 165 credits) to fulfil all the requirements for graduation for both the B.Sc. and the B.Ed.

Graduates of the B.Ed. degree are recommended by the University to the Quebec Ministère de l'Éducation, du Loisir et du Sport (MELS) 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 Major Concentration Biology - Cell/Molecular with Minor Chemistry is one of the nine variations of the program and allows students to focus their Science degree in Cell/Molecular Biology with a subspecialization in Chemistry.

To fulfil the requirements for graduation for the Concurrent Bachelor of Science and Bachelor of Education the 135 credits (or 165 credits for students admitted without basic sciences) include the following:

(30 credits of Science Freshman Program (for students admitted without basic sciences))

60 credits of Education Component

69 credits of Science Component consisting of:

- 36 credits of Major Concentration Biology - Cell/Molecular

- 18 credits of Minor Chemistry

- 15 credits of Additional Science Courses

6 credits of Electives, of which at least 3 credits must be Science Electives, depending on how many credits count toward both the B.Sc. and the B.Ed. degrees

For details on the counting of credits toward both degrees (double-counting) visit the program website <http://www.mcgill.ca/scienceforteachers/>.

B.Sc. Freshman Program

Students who enter Science in U0 will normally be registered in the Science Freshman Program until they complete their first year. They must consult an adviser in the Science Office for Undergraduate Student Advising (SOUSA) to obtain advice and approval of their c1

First calculus course, one of:

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

Second calculus course, one of:

MATH 141	(4)	Calculus 2
MATH 151	(4)	Calculus B

First physics course, one of:

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

Second physics course, one of:

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

Electives

Students wishing to take elective courses may choose them from introductory courses offered by departments in the Faculties of Science or of Arts. A list of recommended courses is found at <http://www.mcgill.ca/science/sousa/bsc/freshman/approved>. Certain courses offered by other faculties may also be taken, but some restrictions apply.

Consult the SOUSA website at <http://www.mcgill.ca/science/sousa/bsc/course/outside> for more information about taking courses from other faculties.

Education Component (60 credits)

60 credits of Education Component consists of:

54 credits of required courses

6 credits of complementary courses

Required Courses

54 credits

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

The English Language Requirement (EDEC 215) must be taken in the Fall semester following the Freshman Year.

EDEC 201	(1)	First Year Professional Seminar
		English Language Requirement

EDES 435	(3)	Teaching Secondary Science 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300*	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309*	(3)	Exceptional Students
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses

6 credits selected as follows:

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

3 credits, one of the three following courses:

EDEC 233*	(3)	First Nations and Inuit Education
EDEC 248*	(3)	Multicultural Education
EDEC 249*	(3)	Global Education and Social Justice

3 credits, one of the two following courses:

EDEC 260*	(3)	Philosophical Foundations
EDEC 261*	(3)	Philosophy of Catholic Education

Major Concentration Biology - Cell/Molecular (36 credits)

The Major Concentration Biology - Cell/Molecular is a planned sequence of courses designed to permit a degree of specialization in cell/molecular biology.

Advising Note: Freshman students should be aware that PHYS 101 and/or PHYS 102 are required for some of the courses in the major and minor concentrations in Biology.

Required Courses

25 credits selected as follows:

BIOL 200	(3)	Molecular Biology
BIOL 201	(3)	Cell Biology and Metabolism
BIOL 202	(3)	Basic Genetics
BIOL 205	(3)	Biology of Organisms
BIOL 215	(3)	Introduction to Ecology and Evolution
BIOL 300	(3)	Molecular Biology of the Gene
BIOL 301	(4)	Cell and Molecular Laboratory
BIOL 303	(3)	Developmental Biology

Complementary Courses

At least 11 credits selected from:

BIOL 306	(3)	Neural Basis of Behaviour
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BIOL 313	(3)	Eukaryotic Cell Biology
BIOL 314	(3)	Molecular Biology of Oncogenes
BIOL 370	(3)	Human Genetics Applied
BIOL 373	(3)	Biometry
BIOL 413	(1)	Directed Reading
BIOL 568	(3)	Topics on the Human Genome
BIOL 575	(3)	Human Biochemical Genetics

or other appropriate course at the 300-level or higher with the permission of an adviser.

Minor Chemistry (18 credits)

Required Courses

18 credits selected as follows:

*Note: denotes courses with CEGEP equivalents.

Substitutions for these by more advanced courses may be made at the discretion of the adviser.

CHEM 203	(3)	Survey of Physical Chemistry
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Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Biology - Cell/Molecular with Minor Physics for Teachers (135 credits)

* Students who have already taken CHEM 212 or its equivalent will choose another appropriate complementary course, to be approved by the adviser. Regardless of the substitution, students must take at least 36 credits in this program.

BIOL 200	(3)	Molecular Biology
BIOL 201	(3)	Cell Biology and Metabolism
BIOL 202	(3)	Basic Genetics
BIOL 205	(3)	Biology of Organisms
BIOL 215	(3)	Introduction to Ecology and Evolution
BIOL 300	(3)	Molecular Biology of the Gene
BIOL 301	(4)	Cell and Molecular Laboratory
BIOL 303	(3)	Developmental Biology
CHEM 212*	(4)	Introductory Organic Chemistry 1

Complementarntar

PHYS 241	(3)	Signal Processing
PHYS 258	(3)	Experimental Methods 2

one of:

Second calculus course, one of:

MATH 141	(4)	Calculus 2
MATH 151	(4)	Calculus B

First physics course, one of:

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

Second physics course, one of:

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

Electives

Students wishing to take elective courses may choose them from introductory courses offered by departments in the Faculties of Science or of Arts. A list of recommended courses is found at <http://www.mcgill.ca/science/sousa/bsc/freshman/approved>. Certain courses offered by other faculties may also be taken, but some restrictions apply.

Consult the SOUSA website at <http://www.mcgill.ca/science/sousa/bsc/course/outside> for more information about taking courses from other faculties.

Education Component (60 credits)

60 credits of Education Component consists of:

54 credits of required courses

6 credits of complementary courses

Required Courses

54 credits

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

The English Language Requirement (EDEC 215) must be taken in the Fall semester following the Freshman Year.

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Language Requirement
EDEC 247*	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 262*	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 335	(3)	Teaching Secondary Science 1
EDES 350	(3)	Classroom Practices (Secondary)
EDES 435	(3)	Teaching Secondary Science 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300*	(3)	Educational Psychology

EDPE 304	(3)	Measurement and Evaluation
EDPI 309*	(3)	Exceptional Students
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses

BIOL 350	(3)	Insect Biology and Control
BIOL 373	(3)	Biometry
BIOL 427	(3)	Herpetology
BIOL 435	(3)	Natural Selection
BIOL 441	(3)	Biological Oceanography
BIOL 465	(3)	Conservation Biology

or other appropriate course at the 300-level or higher with the permission of an adviser.

Minor Chemistry (18 credits)

Required Courses

18 credits selected as follows:

*Note: denotes courses with CEGEP equivalents.

Substitutions for these by more advanced courses may be made at the discretion of the adviser.

CHEM 203	(3)	Survey of Physical Chemistry
CHEM 212*	(4)	Introductory Organic Chemistry 1
CHEM 222*	(4)	Introductory Organic Chemistry 2
CHEM 253	(1)	Introductory Physical Chemistry 1 Laboratory
CHEM 281	(3)	Inorganic Chemistry 1
CHEM 287	(2)	Introductory Analytical Chemistry
CHEM 297	(1)	Introductory Analytical Chemistry Laboratory

Additional Science Courses (15 credits)

15 credits selected as follows:

12 credits:

BIOL 210	(3)	Perspectives of Science
CHEM 381	(3)	Inorganic Chemistry 2
MATH 203	(3)	Principles of Statistics 1
MATH 222	(3)	Calculus 3

plus 3 credits, one of:

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

Electives (6 credits)

6 credits, of which at least 3 credits must be Science Electives.

The electives must be chosen in such a way that the credit counts needed for graduation are satisfied.

9.13 Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Biology - Organismal with Minor Physics for Teachers (135 credits)

The Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Biology - Organismal with Minor Physics for Teachers is jointly offered by the Faculty of Science and the Faculty of Education. Separately, the Bachelor of Science degree requires 90 credits (or 120 credits for students who hav

Note:

CHEM 115 (not open to students who are taking or have taken CHEM 110 or CHEM 120)

CHEM 120 (not open to students who have taken CHEM 115)

BIOL 111	(3)	Principles: Organismal Biology
BIOL 112	(3)	Cell and Molecular Biology
CHEM 110	(4)	General Chemistry 1
CHEM 115	(4)	Accelerated General Chemistry: Giants in Science
CHEM 120	(4)	General Chemistry 2
COMP 202	(3)	Introduction to Computing 1
ESYS 104	(3)	The Earth System
MATH 133	(3)	Linear Algebra and Geometry
PSYC 100	(3)	Introduction to Psychology

First calculus course, one of:

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

Second calculus course, one of:

MATH 141	(4)	Calculus 2
MATH 151	(4)	Calculus B

First physics course, one of:

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

Second physics course, one of:

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

Electives

Students wishing to take elective courses may choose them from introductory courses offered by departments in the Faculties of Science or of Arts. A list of recommended courses is found at <http://www.mcgill.ca/science/sousa/bsc/freshman/approved>. Certain courses offered by other faculties may also be taken, but some restrictions apply.

Consult the SOUSA website at <http://www.mcgill.ca/science/sousa/bsc/course/outside> for more information about taking courses from other faculties.

Education Component (60 credits)

60 credits of Education Component consists of:

54 credits of required courses

6 credits of complementary courses

Required Courses

54 credits

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

The English Language Requirement (EDEC 215) must be taken in the Fall semester following the Freshman Year.

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Language Requirement
EDEC 247*	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 262*	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 335	(3)	Teaching Secondary Science 1
EDES 350	(3)	Classroom Practices (Secondary)
EDES 435	(3)	Teaching Secondary Science 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300*	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309*	(3)	Exceptional Students
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses

6 credits selected as follows:

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

3 credits, one of the three following courses:

EDEC 233*	(3)	First Nations and Inuit Education
EDEC 248*	(3)	Multicultural Education
EDEC 249*	(3)	Global Education and Social Justice

3 credits, one of the two following courses:

EDEC 260*	(3)	Philosophical Foundations
EDEC 261*	(3)	Philosophy of Catholic Education

Major Concentration Biology - Organismal (37 credits)

The Major Concentration Biology - Organismal is a planned sequence of courses designed to permit a degree of specialization in organismal biology.

Advising Note: Freshman students should be aware that PHYS 101 and/or PHYS 102 are required for some of the courses in the major and minor concentrations in Biology.

Required Courses*

28 credits selected as follows:

* Students who have already taken CHEM 212 or its equivalent will choose another appropriate complementary course, to be approved by the adviser. Regardless of the substitution, students must take at least 36 credits in this program.

S5G - Molecular Biology

one of:

PHYS 232	(3)	Heat and Waves
PHYS 253	(3)	Thermal Physics

one of:

PHYS 241	(3)	Signal Processing
PHYS 258	(3)	Experimental Methods 2

one of:

PHYS 214	(3)	Introductory Astrophysics
PHYS 225	(3)	Musical Acoustics
PHYS 260	(3)	Modern Physics and Relativity
PHYS 271	(3)	Introduction to Quantum Physics

one of:

PHYS 340	(3)	Majors Electricity and Magnetism
PHYS 350	(3)	Honours Electricity and Magnetism

Additional Science Courses (15 credits)

BIOL 210	(3)	Perspectives of Science
MATH 203	(3)	Principles of Statistics 1
MATH 222	(3)	Calculus 3
MATH 223	(3)	Linear Algebra
MATH 314	(3)	Advanced Calculus

Electives (5 credits)

5 credits, of which at least 2 credits must be Science Electives.

The electives must be chosen in such a way that the credit counts needed for graduation are satisfied.

9.14 Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Chemistry with Minor Biology for Teachers (135 credits)

The Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Chemistry with Minor Biology for Teachers is jointly offered by the Faculty of Science and the Faculty of Education. Separately, the Bachelor of Science degree requires 90 credits (or 120 credits for students who have not completed the basic sciences) and the Bachelor of Education degree requires 120 credits. In the concurrent program, the requirements for the two degrees are combined in such a way that students complete 135 (or 165 credits) to fulfil all the requirements for graduation for both the B.Sc. and the B.Ed.

Graduates of the B.Ed. degree are recommended by the University to the Quebec Ministère de l'Éducation, du Loisir et du Sport (MELS) 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 Major Concentration Chemistry with Minor Biology is one of the nine variations of the program and allows students to focus their Science degree in Chemistry with a subspecialization in Biology.

To fulfil the requirements for graduation for the Concurrent Bachelor of Science and Bachelor of Education the 135 credits (or 165 credits for students admitted without basic sciences) include the following:

(30 credits of Science Freshman Program (for students admitted without basic sciences))

60 credits of Education Component

69 credits of Science Component consisting of:

- 36 credits of the Major Concentration Chemistry

- 24 credits of the Minor Biology

- 9 credits of Additional Science Courses

6 credits of Electiv Biology

MATH 133	(3)	Linear Algebra and Geometry
PSYC 100	(3)	Introduction to Psychology

First calculus course, one of:

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

Second calculus course, one of:

MATH 141	(4)	Calculus 2
MATH 151	(4)	Calculus B

First physics course, one of:

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

Second physics course, one of:

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

Electives

Students wishing to take elective courses may choose them from introductory courses offered by departments in the Faculties of Science or of Arts. A list of recommended courses is found at <http://www.mcgill.ca/science/sousa/bsc/freshman/approved>. Certain courses offered by other faculties may also be taken, but some restrictions apply.

Consult the SOUSA website at <http://www.mcgill.ca/science/sousa/bsc/course/outside> for more information about taking courses from other faculties.

Education Component (60 credits)

60 credits of Education courses:

54 credits of required courses

6 credits of complementary courses

Required Courses

54 credits

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

The English Language Requirement (EDEC 215) must be taken in the Fall semester following the Freshman Year.

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Language Requirement
EDEC 247*	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 262*	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)

18 credits selected from:

CHEM 219	(3)	Introduction to Atmospheric Chemistry
CHEM 263	(1)	Introductory Physical Chemistry 2 Laboratory
CHEM 302	(3)	Introductory Organic Chemistry 3
CHEM 307	(3)	Analytical Chemistry of Pollutants
CHEM 334	(3)	Advanced Materials
CHEM 367	(3)	Instrumental Analysis 1
CHEM 381	(3)	Inorganic Chemistry 2
CHEM 382	(3)	Organic Chemistry: Natural Products
CHEM 531	(3)	Chemistry of Inorganic Materials
CHEM 571	(3)	Polymer Synthesis
CHEM 582	(3)	Supramolecular Chemistry
CHEM 591	(3)	Bioinorganic Chemistry

Minor Biology (24 credits)

Graduates of the B.Ed. degree are recommended by the University to the Quebec Ministère de l'Éducation, du Loisir et du Sport (MELS) 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 Major Concentration Chemistry with Minor Physics is one of the nine variations of the program and allows students to focus their Science degree in Chemistry with a subspecialization in Physics.

To fulfil the requirements for graduation for the Concurrent Bachelor of Science and Bachelor of Education the 135 credits (or 165 credits for students admitted without basic sciences) include the following:

(30 credits of Science Freshman Program (for students admitted without basic sciences))

60 credits of Education Component

69 credits of Science Component consisting of:

- 36 credits of the Major Concentration Chemistry

- 18 credits of the Minor Physics

- 15 credits of Additional Science Courses

6 credits of Electives, of which at least 3 credits must be Science Electives, depending on how many credits count toward both the B.Sc. and the B.Ed. degrees

For details on the counting of credits toward both degrees (double-counting) visit the program website <http://www.mcgill.ca/scienceforteachers/>.

B.Sc. Freshman Program

Students who enter Science in U0 will normally be registered in the Science Freshman Program until they complete their first year. They must consult an adviser in the Science Office for Undergraduate Student Advising (SOUSA) to obtain advice and approval of their course selection. Full details are available on the SOUSA website at <http://www.mcgill.ca/science/sousa>. Academic advising is also available by email. The address is

CHEM 120	(4)	General Chemistry 2
COMP 202	(3)	Introduction to Computing 1
ESYS 104	(3)	The Earth System
MATH 133	(3)	Linear Algebra and Geometry
PSYC 100	(3)	Introduction to Psychology

First calculus course, one of:

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

Second calculus course, one of:

MATH 141	(4)	Calculus 2
MATH 151	(4)	Calculus B

First physics course, one of:

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

Second physics course, one of:

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

Electives

Students wishing to take elective courses may choose them from introductory courses offered by departments in the Faculties of Science or of Arts. A list of recommended courses is found at <http://www.mcgill.ca/science/sousa/bsc/freshman/approved>. Certain courses offered by other faculties may also be taken, b

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

Complementary Courses

6 credits selected as follows:

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

3 credits, one of the three following courses:

EDEC 233*	(3)	First Nations and Inuit Education
EDEC 248*	(3)	Multicultural Education
EDEC 249*	(3)	Global Education and Social Justice

3 credits, one of the two following courses:

EDEC 260*	(3)	Philosophical Foundations
EDEC 261*	(3)	Philosophy of Catholic Education

Major Concentration Chemistry (36 credits)

The Major Concentration Chemistry is not certified by the Ordre des Chimistes du Québec. Students interested in pursuing a career in Chemistry in Quebec are advised to take an appropriate B.Sc. program in Chemistry.

The Major Concentration is a planned sequence of courses designed to permit a degree of specialization in this discipline.

Required Courses*

18 credits selected as follows:

*Note: Required courses taken at CEGEP or elsewhere that are not credited toward the Concurrent B.Sc. and B.Ed. must be replaced by courses from the Complementary Course List equal to or exceeding their credit value. Regardless of the substitution, students must take at least 36 credits in this program.

CHEM 203	(3)	Survey of Physical Chemistry
CHEM 212	(4)	Introductory Organic Chemistry 1
CHEM 222	(4)	Introductory Organic Chemistry 2
CHEM 253	(1)	Introductory Physical Chemistry 1 Laboratory
CHEM 281	(3)	Inorganic Chemistry 1

CHEM 287	(2)	Introductory Analytical Chemistry
CHEM 297	(1)	Introductory Analytical Chemistry Laboratory

Complementary Courses

18 credits selected from:

CHEM 219	(3)	Introduction to Atmospheric Chemistry
CHEM 263	(1)	Introductory Physical Chemistry 2 Laboratory
CHEM 302	(3)	Introductory Organic Chemistry 3
CHEM 307	(3)	Analytical Chemistry of Pollutants
CHEM 334	(3)	Advanced Materials
CHEM 367	(3)	Instrumental Analysis 1
CHEM 381	(3)	Inorganic Chemistry 2
CHEM 382	(3)	Organic Chemistry: Natural Products
CHEM 531	(3)	Chemistry of Inorganic Materials
CHEM 571	(3)	Polymer Synthesis
CHEM 582	(3)	Supramolecular Chemistry
CHEM 591	(3)	Bioinorganic Chemistry

Minor Physics (18 credits)

Required Course

3 credits

PHYS 257	(3)	Experimental Methods 1
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Complementary Courses

15 credits to be selected as follows:

one of:

PHYS 230	(3)	Dynamics of Simple Systems
PHYS 251	(3)	Honours Classical Mechanics 1

one of:

PHYS 232	(3)	Heat and Waves
PHYS 253	(3)	Thermal Physics

one of:

PHYS 241	(3)	Signal Processing
PHYS 258	(3)	Experimental Methods 2

one of:

PHYS 214	(3)	Introductory Astrophysics
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PHYS 225	(3)	Musical Acoustics
PHYS 260	(3)	Modern Physics and Relativity
PHYS 271	(3)	Introduction to Quantum Physics

one of:

PHYS 340	(3)	Majors Electricity and Magnetism
PHYS 350	(3)	Honours Electricity and Magnetism

Additional Science Courses (15 credits)

(3)	Perspectives of Science
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Students who enter Science in UO will normally be registered in the Science Freshman Program until they complete their first year. They must consult an adviser in the Science Office for Undergraduate Student Advising (SOUSA) to obtain advice and approval of their course selection. Full details are available on the SOUSA website at <http://www.mcgill.ca/science/sousa>. Academic advising is also available by email. The address is newstudentadvising.science@mcgill.ca.

Students normally complete 30 credits which must include at least 7 courses from the list of Approved Freshman Science courses, selected as follows:

General Math and Science Breadth

Six of the freshman courses must satisfy one of the following:

Option 1) 2 courses from MATH and 4 courses from BIOL, CHEM or PHYS;

or

Option 2) 3 courses from MATH and 3 courses from BIOL, CHEM or PHYS.

Science Complementary

The seventh course is chosen from the list of Approved Freshman Science Courses.

Notes:

1. Students who have not studied all of Biology, Chemistry and Physics at the grade 12 level or equivalent are strongly advised to include at least one course in the missing discipline in their freshman program.
2. Many students will complete more than 7 courses from the Approved Freshman Science Courses list, particularly those who wish to leave several options open for their choice of major.
3. Students entering the Freshman Program must be aware of the department specific requirements when selecting their courses. Detailed aw1 00 1W2f12 T.158 2N00.028

First physics course, one of:

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

Second physics course, one of:

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

Electives

Students wishing to take elective courses may choose them from introductory courses offered by departments in the Faculties of Science or of Arts. A list of recommended courses is found at <http://www.mcgill.ca/science/sousa/bsc/freshman/approved>. Certain courses offered by other faculties may also be taken, but some restrictions apply.

Consult the SOUSA website at <http://www.mcgill.ca/science/sousa/bsc/course/outside> for more information about taking courses from other faculties.

Education Component (60 credits)

60 credits of Education Component consists of:

54 credits of required courses

6 credits of complementary courses

Required Courses

54 credits

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

The English Language Requirement (EDEC 215) must be taken in the Fall semester following the Freshman Year.

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Language Requirement
EDEC 247*	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
EDEC 262*	(3)	Media, Technology and Education
EDEC 351	(2)	Third Professional Seminar (Secondary)
EDEC 404	(3)	Fourth Year Professional Seminar (Sec)
EDES 335	(3)	Teaching Secondary Science 1
EDES 350	(3)	Classroom Practices (Secondary)
EDES 435	(3)	Teaching Secondary Science 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300*	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309*	(3)	Exceptional Students
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses

6 credits selected as follows:

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

3 credits, one of the three following courses:

EDEC 233*	(3)	First Nations and Inuit Education
EDEC 248*	(3)	Multicultural Education
EDEC 249*	(3)	Global Education and Social Justice

3 credits, one of the two following courses:

EDEC 260*	(3)	Philosophical Foundations
EDEC 261*	(3)	Philosophy of Catholic Education

Major Concentration Physics (36 credits)

Minor Biology (24 credits)

24-25 credits for the Minor Biology selected as follows:

15 credits of required courses

9-10 credits of complementary courses

Required Courses

15 credits

BIOL 200	(3)	Molecular Biology
BIOL 201	(3)	Cell Biology and Metabolism
BIOL 202	(3)	Basic Genetics
BIOL 205	(3)	Biology of Organisms
BIOL 215	(3)	Introduction to Ecology and Evolution

Complementary Courses

9 - 10 credits of complementary courses, CHEM 212 and 6 selected from the Biology Department's course offerings, at the 300-level or above.

*Note: Students who have already taken CHEM 212 or its equivalent will choose another appropriate course, to be approved by the adviser.

CHEM 212*	(4)	Introductory Organic Chemistry 1
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Additional Science Courses (9 credits)

9 credits selected as follows:

6 credits:

BIOL 210	(3)	Perspectives of Science
MATH 203	(3)	Principles of Statistics 1

plus 3 credits, one additional Physics (PHYS) course approved by the Physics Department.

Electives (6 credits)

6 credits, of which at least 3 credits must be Science Electives.

The electives must be chosen in such a way that the credit counts needed for graduation are satisfied.

9.17 Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Physics with Minor Chemistry for Teachers (135 credits)

The Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Concentration Physics with Minor Chemistry for Teachers is jointly offered by the Faculty of Science and the Faculty of Education. Separately, the Bachelor of Science degree requires 90 credits (or 120 credits for students who have not completed the basic sciences) and the Bachelor of Education degree requires 120 credits. In the concurrent program, the requirements for the two degrees are combined in such a way that students complete 135 (or 165 credits) to fulfil all the requirements for graduation for both the B.Sc. and the B.Ed.

Graduates of the B.Ed. degree are recommended by the University to the Quebec Ministère de l'Éducation, du Loisir et du Sport (MELS) 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 Major Concentration Physics with Minor Chemistry is one of the nine variations of the program and allows students to focus their Science degree in Physics with a subspecialization in Chemistry.

To fulfil

60 credits of Education Component

69 credits of Science Component consisting of:

- 36 credits of the Major Concentration Ph

First calculus course, one of:

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

Second calculus course, one of:

MATH 141	(4)	Calculus 2
MATH 151	(4)	Calculus B

First physics course, one of:

PHYS 101	(4)	Introductory Physics - Mechanics
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EDES 435	(3)	Teaching Secondary Science 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300*	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309*	(3)	Exceptional Students
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses

6 credits selected as follows:

*Note: The courses marked with an asterisk are counted toward both degrees. They will count as "electives" for the B.Sc. degree, although a grade of "C" or better is required.

3 credits, one of the three following courses:

EDEC 233*	(3)	First Nations and Inuit Education
EDEC 248*	(3)	Multicultural Education
EDEC 249*	(3)	Global Education and Social Justice

3 credits, one of the two following courses:

EDEC 260*	(3)	Philosophical Foundations
EDEC 261*	(3)	Philosophy of Catholic Education

Major Concentration Physics (36 credits)

The Major Concentration Physics is a planned sequence of courses designed to permit a degree of specialization in this discipline.

Required Courses*

30 credits

*Note: Required courses taken at CEGEP or elsewhere that are not credited toward the Concurrent B.Sc. and B.Ed. must be replaced by courses from the Complementary Course List equal to or exceeding their credit value. Regardless of the substitution, students must take at least 36 credits in this program.

MATH 222	(3)	Calculus 3
MATH 223	(3)	Linear Algebra
MATH 314	(3)	Advanced Calculus
MATH 315	(3)	Ordinary Differential Equations
PHYS 230	(3)	Dynamics of Simple Systems
PHYS 232	(3)	Heat and Waves
PHYS 257	(3)	Experimental Methods 1
PHYS 333	(3)	Thermal and Statistical Physics
PHYS 340	(3)	Majors Electricity and Magnetism
PHYS 446	(3)	Majors Quantum Physics

Complementary Courses

6 credits selected from:

PHYS 214	(3)	Introductory Astrophysics
PHYS 225	(3)	Musical Acoustics
PHYS 241	(3)	Signal Processing
PHYS 258	(3)	Experimental Methods 2
PHYS 334	(3)	Advanced Materials
PHYS 534	(3)	Nanoscience and Nanotechnology

or any 300- or 400-level course approved by an adviser.

Minor Chemistry (18 credits)

Required Courses

18 credits selected as follows:

* denotes courses with CEGEP equivalents.

Substitutions for these by more advanced courses may be made at the discretion of the adviser.

CHEM 203	(3)	Survey of Physical Chemistry
CHEM 212*	(4)	Introductory Organic Chemistry 1
CHEM 222*	(4)	Introductory Organic Chemistry 2
CHEM 253	(1)	Introductory Physical Chemistry 1 Laboratory
CHEM 281	(3)	Inorganic Chemistry 1
CHEM 287	(2)	Introductory Analytical Chemistry
CHEM 297	(1)	Introductory Analytical Chemistry Laboratory

Additional Science Courses (15 credits)

15 credits selected as follows:

9 credits

BIOL 210	(3)	Perspectives of Science
CHEM 381	(3)	Inorganic Chemistry 2
MATH 203	(3)	Principles of Statistics 1

plus 3 credits, one of:

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

plus 3 credits, one additional Physics (PHYS) course approved by the Physics Department.

Electives (6 credits)

9.18 Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Mathematics for Teachers (135 credits)

The Concurrent Bachelor of Science (B.Sc.) and Bachelor of Education (B.Ed.) - Major Mathematics for Teachers is jointly offered by the Faculty of Science and the Faculty of Education. Separately, the Bachelor of Science degree requires 90 credits (or 120 credits for students who have not completed the basic sciences) and the Bachelor of Education degree requires 120 credits. In the concurrent program, the requirements for the two degrees are combined in such a way that students complete 135 (or 165 credits) to fulfil all the requirements for graduation for both the B.Sc. and the B.Ed.

Graduates of the B.Ed. degree are recommended by the University to the Quebec Ministère de l'Éducation, du Loisir et du Sport (MELS) 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 Major Mathematics is one of the nine variations of the program and allows students to focus their Science degree in Mathematics.

To fulfil the requirements for graduation for the Concurrent Bachelor of Science and Bachelor of Education the 135 credits (or 165 credits for students admitted without basic sciences) include the following:

(30 credits of Science Freshman Program (for students admitted without basic sciences))

60 credits of Education Component

54 credits of Science Component consisting of:

- 54 credits of the Major Mathematics

21 credits of Electives, of which at least 18 credits must be Science Electives, depending on how many credits count toward both the B.Sc. and the B.Ed. degrees

For details on the counting of credits toward both degrees (double-counting) visit the program website <http://www.mcgill.ca/scienceforteachers/>.

B.Sc. Freshman Program

Students who enter Science in U0 will normally be registered in the Science Freshman Program until they complete their first year. They must consult an adviser in the Science Office for Undergraduate Student Advising (SOUSA) to obtain advice and approval of their course selection. Full details are available on the SOUSA website at <http://www.mcgill.ca/science/sousa>. Academic advising is also available by email. The address is newstudentadvising.science@mcgill.ca.

Students normally complete 30 credits which must include at least 7 courses from the list of Approved Freshman Science courses, selected as follows:

General Math and Science Breadth

Six of the freshman courses must satisfy one of the following:

Option 1) 2 courses from MATH and 4 courses from BIOL, CHEM or PHYS;

or

Option 2) 3 courses from MATH and 3 courses from BIOL, CHEM or PHYS.

Science Complementary

The se

BIOL 111	(3)	Principles: Organismal Biology
BIOL 112	(3)	Cell and Molecular Biology
CHEM 110	(4)	General Chemistry 1

EDEC 201	(1)	First Year Professional Seminar
EDEC 215	(0)	English Language Requirement
EDEC 247*	(3)	Policy Issues in Quebec Education
EDEC 254	(1)	Second Professional Seminar (Secondary)
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 (Secondary)
EDES 353	(3)	Teaching Secondary Mathematics 1
EDES 453	(3)	Teaching Secondary Mathematics 2
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 254	(3)	Second Field Experience (Secondary)
EDFE 351	(8)	Third Field Experience (Secondary)
EDFE 451	(7)	Fourth Field Experience (Secondary)
EDPE 300*	(3)	Educational Psychology
EDPE 304	(3)	Measurement and Evaluation
EDPI 309*	(3)	Exceptional Students

EDPI 341 Compliment rCy w(B) curnt as "elect CDEC 2478CDEC 247*CPHilosopieI SCDEC 262*CDEC 2621*Tj/F0ucasETf1 0

27 credits

Where appropriate, Honours courses may be substituted for equivalent Major courses.

*Students select either MATH 249 or MATH 316 but not both.

MATH 222	(3)	Calculus 3
MATH 235	(3)	Algebra 1
MATH 236	(3)	Algebra 2
MATH 242	(3)	Analysis 1
MA	(3)	Analysis 2

MATH 417	(3)	Mathematical Programming
MATH 423	(3)	Regression and Analysis of Variance
MATH 430	(3)	Mathematical Finance
MATH 447	(3)	Stochastic Processes
MATH 523	(4)	Generalized Linear Models
MATH 525	(4)	Sampling Theory and Applications

In consultation with an adviser, 3 of the 12 credits may be selected from other MATH courses or related disciplines.

Electives (21 credits)

21 credits of electives, of which at least 18 credits must be Science Electives chosen in consultation with the Science adviser.

The electives must be chosen in such a way that the credit counts needed for graduation are satisfied.

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

The Bachelor of Music (B.Mus.) - Major Music Education, when offered concurrently with the The Bachelor of Education - Major Music Elementary and Secondary, provides students with the opportunity to obtain a Bachelor of Music degree and a Bachelor of Education degree after the completion of 137 credits, normally five years (172 credits or six years for out-of-province students*). The concurrent program combines academic studies in music, professional studies and field experience. The two degrees are awarded during the same convocation period.

*Out-of-province students or those who have not completed Quebec CEGEP, French Baccalaureate, International Baccalaureate, or at least one year of university studies prior to commencing the Concurrent Program.

To be admitted to the Concurrent Program, students must satisfy the regular admission requirements of the Schulich School of Music and Faculty of Education. Normally, students will be admitted to both components of the Concurrent Program simultaneously. Applicants who already hold a Bachelor of Music degree should apply to the Faculty of Education. Students who have completed 30 or more credits in a Bachelor of Music program, exclusive of the Freshman Year for out-of-province students, should apply for admission to the Concurrent Program.

All applications for the Concurrent Program are to be made to the Admissions Office of the Schulich School of Music.

The B.Mus. Major Music Education program in the Schulich School of Music focuses on the development of the prospective music educator as a musician. This is achieved not only through core music history, theory, musicianship, and performance courses but also 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 musician as an educator. This is achieved through courses in educational foundations, music pedagogy and pedagogical support, and a practicum component comprised of four field experiences and supporting professional seminars.

Students who decide to complete only a Bachelor of Music may transfer at any time into the Bachelor of Music, Faculty Program. Students who wish to complete only the Bachelor of Education Music program have the option of doing so after the successful completion of the first two years of the Concurrent Program and MUIN 283 "BMus Concentration Final Examination" or equivalent. They would be required to complete 61 music credits, 6 elective credits, and 55 education credits from the program given below.

The components of the 137-credit Concurrent Bachelor of Music - Major Music Education and Bachelor of Education - Music Elementary and Secondary are as follows:

55 professional Education credits,

70 Music academic credits,

9 music elective credits,

3 non-music elective credits.

Program Prerequisites - Freshman Program

35 credits

Prerequisite Courses

35 credits distributed as follows:

2 credits (1 credit per term) Assigned Small Ensemble

4 credits (2 credits per term) Basic Ensemble Training

6 credits of Non-Music Electives

and 23 credits in the following course list:

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

MUHL 186	(3)	Western Musical Traditions
MUIN 180	(3)	BMus Practical Lessons 1
MUIN 181	(3)	BMus Practical Lessons 2
MUPD 135	(1)	Music as a Profession 1
MUPD 136	(1)	Music as a Profession 2
MUSP 140	(2)	Musicianship Training 1
MUSP 141	(2)	Musicianship Training 2
MUSP 170	(1)	Musicianship (Keyboard) 1
MUSP 171	(1)	Musicianship (Keyboard) 2
MUTH 150	(3)	Theory and Analysis 1
MUTH 151	(3)	Theory and Analysis 2

Required Music Components (49 credits)

49 credits of required Music courses distributed as follows:

25 credits of Music Education

11 credits of Theory

4 credits of Musicianship

3 credits of Music History

6 credits of Performance

Music Education

25 credits:

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

Theory

11 credits:

MUTH 250	(3)	Theory and Analysis 3
MUTH 251	(3)	Theory and Analysis 4
MUTH 350	(3)	Theory and Analysis 5
MUTH 461	(2)	Choral and Keyboard Arranging

Musicianship

4 credits:

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

Music History

3 credits:

MUHL 286	(3)	Critical Thinking About Music
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Performance

6 credits:

MUIN 280	(3)	BMus Practical Lessons 3
MUIN 281	(3)	BMus Practical Lessons 4
MUIN 283	(0)	BMus Concentration Final Examination

Complementary Music Components (21 credits)

21 credits of complementary Music courses distributed as follows:

9 credits of Music Education

2 credits of Musicianship

6 credits of Music History

4 credits of Performance

Music Education

3 credits, one of:

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

3 credits, one of:

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

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

EDEA 362	(3)	Movement, Music and Communication
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Musicianship

2 credits from:

MUSP 324	(2)	Musicianship for Strings
MUSP 330	(2)	Musicianship for Woodwind
MUSP 335	(2)	Musicianship for Brass
MUSP 346	(2)	Post-Tonal Musicianship
MUSP 350	(2)	Musicianship for Pianists

MUSP 353	(2)	Musicianship for Voice
MUSP 354	(2)	Introduction to Improvisation and Ornamentation
MUSP 355	(2)	Musicianship for Percussion
MUSP 381	(2)	Singing Renaissance Notation

Music History

6 credits of courses with a MUHL or a MUPP prefix.

Performance

4 credits from:

MUEN 563	(2)	Jazz Vocal Workshop
MUEN 572	(2)	Cappella Antica
MUEN 573	(2)	Baroque Orchestra
MUEN 587	(2)	Cappella McGill
MUEN 590	(2)	McGill Winds
MUEN 592	(2)	Chamber Jazz Ensemble
MUEN 593	(2)	Choral Ensembles
MUEN 594	(2)	Contemporary Music Ensemble
MUEN 597	(2)	Orchestral Ensembles

Electives (12 credits)

9 credits of free electives

3 credits of non-music electives

Required Education Courses (45 credits)

*Note: Students take either EDEE 355 or EDPE 304 but not both.

EDEA 206	(1)	1st Year Professional Seminar
EDEA 407	(3)	Final Year Professional Seminar Music
EDEA 442	(3)	Elementary Music Curriculum and Instruction
EDEA 472	(3)	Secondary Music Curriculum and Instruction
EDEC 215	(0)	English Language Requirement
EDEC 247	(3)	Policy Issues in Quebec Education
EDEE 355*	(3)	Classroom-based Evaluation
EDES 350	(3)	Classroom Practices (Secondary)
EDFE 205	(2)	First Field Experience (Music)
EDFE 208	(3)	Second Field Experience (Music)
EDFE 308	(8)	Third Field Experience (Music)
EDFE 407	(7)	Fourth Field Experience (Music)
EDPE 300	(3)	Educational Psychology

3 credits from:

EDEC 233	(3)	First Nations and Inuit Education
EDEC 248	(3)	Multicultural Education
EDEC 249	(3)	Global Education and Social Justice

1 credit from:

EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 254	(1)	Second Professional Seminar (Secondary)

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

3 credits from:

EDEC 262	(3)	Media, Technology and Education
EDPT 200	(3)	Integrating Educational Technology in Classrooms
EDPT 204	(3)	Educational Media 1
EDPT 341	(3)	Instructional Programming 1
MUGT 301	(3)	Technology and Media for Music Education

9.19.1 Admissions to the Concurrent Bachelor of Music (Major Music Education) and Bachelor of Education in Music Program

Applicants who wish to pursue a music specialist teacher education degree 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 www.mcgill.ca/applying. Information is available on that site or may be obtained from:

Admissions Office
McGill University
Schulich School of Music
555 Sherbrooke Street West
Montreal, QC H3A 1E3
Telephone: 514-398-4546

Those who have completed a Bachelor of Music degree may apply for advanced standing in the concurrent

9.20 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.

Students admitted to the B.Ed. Kindergarten and Elementary program are required to write a diagnostic test in mathematics. Students who do not pass will be required to successfully complete MATH 111 prior to taking EDEE 230. Students who have not taken CEGEP course 201-101 or an equivalent may use MATH 111 to fulfill program requirements. For students who have taken CEGEP course 201-101 or an equivalent, MATH 111 will be above and beyond program requirements.

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

Freshman Program

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

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

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

EAPR 250	(3)	Research Essay & Rhetoric
EDEE 325	(3)	Children's Literature
EDEM 220	(3)	Contemporary Issues in Education
EDES 366	(3)	Literature for Young Adults
FRSL 101D1	(3)	Beginners' French
FRSL 101D2	(3)	Beginners' French
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)	The Study of World Religions 1

Required Courses (75 credits)

EDEC 201	(1)	First Year Professional Seminar
EDEC 203	(3)	Communication in Education
EDEC 215	(0)	English Language Requirement
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 405	(3)	Fourth Year Professional Seminar (K/Elem)
EDEE 223	(3)	Language Arts

EDEE 230	(3)	Elementary School Mathematics
EDEE 250	(2)	The Kindergarten Classroom
EDEE 260	(3)	Reading Methods - Early Childhood
EDEE 270	(3)	Elementary School Science
EDEE 275	(2)	Science Teaching
EDEE 280	(3)	Geography, History and Citizenship Education
EDEE 282	(2)	Teaching Social Sciences
EDEE 325	(3)	Children's Literature
EDEE 332	(3)	Teaching Mathematics 1
EDEE 353	(3)	Teaching and Learning in the Elementary Classroom
EDEE 355	(3)	Classroom-based Evaluation
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDFE 406	(7)	Fourth Field Experience (K/Elem)
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Exceptional Students
EDPI 341	(3)	Instruction in Inclusive Schools

Complementary Courses (18 credits)

18 credits of courses selected as described below.

Multicultural Education

3 credits from:

EDEC 233	(3)	First Nations and Inuit Education
EDEC 248	(3)	Multicultural Education
EDEC 249	(3)	Global Education and Social Justice

Philosophy of Education

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

Media, Technology, Computers and Education

3 credits from:

*Note: Courses identifi

3 credits from:

EDER 309	(3)	The Religious Quest
EDER 395	(3)	Moral Values and Human Action
EDER 473	(3)	Living with Insight
EDER 494	(3)	Ethics in Practice
RELG 207	(3)	The Study of World Religions 1

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

3 - 6 credits from:

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

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

0 - 3 credits from:

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

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

EDKP 332	(3)	Physical Education Curriculum and Instruction
EDSL 330*	(3)	L2 Literacy Development
EDSL 447*	(3)	Methods in TESL 1

Kindergarten & Elementary Education - Subject Areas (21 credits)

21 credits selected in consultation with the program adviser as follows:

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

And

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

No more than 12 credits may be selected from any single course list.

Art

Students may select up to 12 credits from this list and from Art History (ARTH) courses.

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

English

Students may select up to 12 credits from this list.

*Note: Starting with the 2009-10 academic year, EDEE 325 Children's Literature is a required course for the Kindergarten and Elementary Education program and is included in the "Required Courses" list. Students admitted to the program in prior years may select this course as a teachable subject course for English.

CLAS 203	(3)	Greek Mythology
COMS 200	(3)	History of Communication
COMS 210	(3)	Introduction to Communication Studies
	(3)	Media and Modernity in the 20th Century

(3)

'Who is Christ?'

MUJZ 161*	(3)	Jazz Materials 2
MUTH 110**	(3)	Melody and Counterpoint
MUTH 111**	(3)	Elementary Harmony and Analysis

Natural Sciences

Students may choose up to 12 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
EDEE 473	(3)	Ecological Studies
EDEE 474	(3)	Problems of the Environment
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 12 credits of Physical Education (EDKP) courses from the list with the permission of the Department of Kinesiology and Physical Education.

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

EDKP 204	(3)	Health Education
EDKP 205	(3)	Structural Anatomy
EDKP 206	(3)	Biomechanics of Human Movement
EDKP 224	(3)	Foundations of Movement Education
EDKP 261	(3)	Motor Development
EDKP 292*	(3)	Nutrition and Wellness
EDKP 391	(3)	Physiology in Sport and Exercise
EDKP 495	(3)	Scientific Principles of Training
EDKP 498	(3)	Sport Psychology

Social Studies

Students may take up to 12 credits from this list below which represents a balance of History (HIST), Geography (GEOG) and Citizenship courses offered by several departments. Anthropology (ANTH) and Sociology (SOC121.949 224.2ccology (SOC121 iymechanics of Human M4 0 0 1 302.294 ology (S04ye1 121 iybe

Students may select additional History courses as follows:

Any 3 credits in European History

Any 3 credits in Asian, African or Latin American History

Any 3 credits in any topic or field of history

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

ANTH 202	(3)	Comparative Cultures
ANTH 205	(3)	Cultures of the World
CANS 200	(3)	Introduction to the Study of Canada
CANS 202	(3)	Canadian Cultures: Context and Issues
GEOG 200	(3)	Geographical Perspectives: World Environmental Problems
GEOG 205	(3)	Global Change: Past, Present and Future
GEOG 210	(3)	Global Places and Peoples
GEOG 217	(3)	Cities in the Modern World
HIST 202	(3)	Survey: Canada to 1867
		Surve

EDEC 215	(0)	English Language Requirement
EDEC 216	(0)	Aboriginal Language Requirement
EDEC 247	(3)	Policy Issues in Quebec Education
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDEC 260	(3)	Philosophical Foundations
EDEC 405	(3)	Fourth Year Professional Seminar (K/Elem)
EDEE 223	(3)	Language Arts
EDEE 230	(3)	Elementary School Mathematics
EDEE 250	(2)	The Kindergarten Classroom
EDEE 270	(3)	Elementary School Science
EDEE 275	(2)	Science Teaching
EDEE 280	(3)	Geography, History and Citizenship Education
EDEE 282	(2)	Teaching Social Sciences
EDEE 291	(3)	Cultural Values and Socialization
EDEE 325	(3)	Children's Literature
EDEE 332	(3)	Teaching Mathematics 1
EDEE 342	(3)	Intermediate Inuktitut/Amerindian Language
EDEE 344	(3)	Advanced Inuktitut/Amerindian Language
EDEE 353	(3)	Teaching and Learning in the Elementary Classroom
EDEE 355	(3)	Classroom-based Evaluation
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDFE 406	(7)	Fourth Field Experience (K/Elem)
EDKP 241	(3)	Aboriginal Physical Activities
EDKP 292	(3)	Nutrition and Wellness
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Exceptional Students Instruction in Inclusive

EDEE 293	(3)	Algonquin Second Language 1
EDEE 294	(3)	Algonquin Language 1
EDEE 295	(3)	Algonquin Language 2

Cree

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

Inuktitut

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

The Jewish Studies option requires an additional 6 credits of courses and is addressed to students enrolled in the Kindergarten and Elementary program who wish to teach Jewish studies as well as general studies. Students are encouraged to acquire a strong background in Bible, Jewish prayer, Jewish holidays, and Jewish history prior to registering in the option. Students lacking the ability to teach in Hebrew should consider spending a semester at an Israeli university or seek other avenues to improve their language skills.

EDEE 325	(3)	Children's Literature
EDEE 332	(3)	Teaching Mathematics 1
EDEE 353	(3)	Teaching and Learning in the Elementary Classroom
EDEE 355	(3)	Classroom-based Evaluation
EDER 252	(3)	Understanding and Teaching Jewish Life
EDER 318	(3)	Teaching the Jewish Liturgy
EDER 319	(3)	Teaching the Holocaust
EDER 320	(3)	Visions and Realities of Jewish Education
EDER 360	(2)	Ethics and Religious Culture (K/Elementary)
EDER 401	(3)	Teaching Biblical Literature - Jewish School 1
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 306	(8)	Third Field Experience (Kindergarten/Elementary)
EDFE 406	(7)	Fourth Field Experience (K/Elem)
EDPE 300	(3)	Educational Psychology
EDPI 309	(3)	Exceptional Students
EDPI 341	(3)	Instruction in Inclusive Schools
JWST 211	(3)	Jewish Studies 1: Biblical Period

Kindergarten and Elementary Teaching Methods - Art, Drama, or Music (3 credits)

3 credits from:

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

Media, Technology, Computers and Education (3 credits)

3 credits from:

Note: Courses identified with an asterisk ("") are recommended for students with a background in computers or other media applications in education.

EDEC 262	(3)	Media, Technology and Education
EDPT 341*	(3)	Instructional Programming 1
EDPT 420*	(3)	Media Literacy for Education

Multicultural Education (3 credits)

3 credits from:

EDEC 233	(3)	First Nations and Inuit Education
EDEC 248	(3)	Multicultural Education
EDEC 249	(3)	Global Education and Social Justice

Kindergarten and Elementary Jewish Studies - Subject Area - Group 1 (12 credits)

In consultation with the Jewish Studies option program adviser, students select 12 credits from the course sets below with no more than one 3-credit course from each set.

One of:

JWST 345	(3)	Introduction to Rabbinic Literature
RELG 306	(3)	Rabbinic Judaism

One of:

JWST 314	(3)	Denominations in North American Judaism
SOCI 327	(3)	Jews in North America

One of:

JWST 365	(3)	Modern Jewish Ideologies
JWST 366	(3)	History of Zionism

One of:

POLI 347	(3)	Arab-Israel Conflict, Crisis, Peace
POLI 437	(3)	Politics in Israel

One of:

HIST 207	(3)	Jewish History: 400 B.C.E. to 1000
JWST 216	(3)	Jewish Studies 2: 400 B.C.E. - 1000

One of:

HIST 219	(3)	Jewish History: 1000 - 2000
JWST 217	(3)	Jewish Studies 3: 1000 - 2000

One of:

JWST 367	(3)	Studies in Hebrew Language and Literature
JWST 368	(3)	Studies in Hebrew Language and Literature
JWST 369	(3)	Studies in Hebrew Language and Literature
JWST 370	(3)	Studies in Hebrew Language and Literature

Kindergarten and Elementary Jewish Studies - Subject Area - Group 2 (6 credits)

Students select 6 credits from the courses below.

Note: Only one of the three courses identified with an asterisk ("") may be selected.

JWST 327	(3)	A Book of the Bible
JWST 328	(3)	A Book of the Bible
JWST 329	(3)	A Book of the Bible
JWST 330	(3)	A Book of the Bible
JWST 331*	(3)	Bible Interpretation/Medieval Ashkenaz
JWST 332*	(3)	Bible Interpretation/Sefardic Tradition
JWST 510*	(3)	Jewish Bible Interpretation 1

Kindergarten & Elementary Education - Subject Areas (6 credits)

6 credits of teachable subject area courses:

3 credits from two of the following elementary school curriculum course lists: Art, English, Ethics and Religious Culture, French, Mathematics, Music, Natural Sciences, Physical Education, and Social Studies.

Art

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

English

*Note: Starting with the 2009-10 academic year, EDEE 325 Children's Literature is a required course for the Kindergarten and Elementary Education program and is included in the "Required Courses" list. Students admitted to the program in prior years may select this course as a teachable subject course for English.

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
EDEC 308	(3)	Learning to Write Fiction
EDEC 309	(3)	Learning to Write Poetry
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 204	(3)	English Literature and the Bible
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 275	(3)	Introduction to Cultural Studies
ENGL 276	(3)	Methods of Cultural Analysis
ENGL 279	(3)	Introduction to Film as Art
ENGL 280	(3)	Introduction to Film as Mass Medium
ENGL 314	(3)	20th Century Drama
ENGL 345	(3)	Literature and Society
ENGL 347	(3)	Great Writings of Europe 1
ENGL 349	(3)	English Literature and Folklore 1
ENGL 378	(3)	Media and Culture
ENGL 386	(3)	Fans, Celebrities, Audiences Studies in Popular Culture

Mathematics

Students may choose 3 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 3 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.

Note: Courses marked with two asterisks ("") require a placement test.

EDEA 314	(3)	Instruments in the Classroom
EDEA 341	(3)	Listening for Learning
EDEA 352	(3)	Music Listening in Education
EDEA 362	(3)	Movement, Music and Communication
MUJZ 160*	(3)	Jazz Materials 1
MUJZ 161*	(3)	Jazz Materials 2
MUTH 110**	(3)	Melody and Counterpoint
MUTH 111**	(3)	Elementary Harmony and Analysis

Natural Sciences

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

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

EDKP 204	(3)	Health Education
EDKP 205	(3)	Structural Anatomy
EDKP 206	(3)	Biomechanics of Human Movement

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9.23 Bachelor of Education (B.Ed.) - Teaching French as a Second Language - TFSL - Joint Program with the Université de Montréal (120 credits)

The Bachelor of Education - Teaching French as a Second Language - Joint Program with the Université de Montréal (Baccalauréat en enseignement du français langue seconde) 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.

This jointly offered program prepares specialist teachers to teach French as a second language in Core French programs, immersion programs, intensive programs and classes d'accueil, at both the elementary and the secondary levels. Students will be admitted into, and registered at, either the Université de Montréal or McGill as their "home" university. Courses will be offered at the Université de Montréal during the Fall term and at McGill during the Winter term.

Additional Requirements for Students admitted to B.Ed. TFSL program:

Students admitted to the B.Ed. TFSL program are required to take a diagnostic test in French Language (written and oral). Based on test results students may be required to successfully complete a remedial course above and beyond degree requirements. In addition there will be a compulsory French language test for TFSL students prior to their third Field Experience. Students will be required to pass this test in order to continue in the program.

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

Freshman Program

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 select 30 credits of courses for their freshman (U0) year of studies.

To ensure that students are able to function effectively in French, students may need to take French as a Second Language (FRSL) courses (placement tests are required to determine the appropriate level) in their freshman year.

Recommended courses include language courses (selected from CLAS Greek/Latin; EAST Korean/Chinese/Japanese; GERM German; HISP Spanish; ISLA Arabic; ITAL Italian; RUSS Russian/Polish) and courses in the list below.

EDEM 220	(3)	Contemporary Issues in Education
HIST 202	(3)	Survey: Canada to 1867
HIST 203	(3)	Survey: Canada since 1867
LING 200	(3)	Introduction to the Study of Language
LING 201	(3)	Introduction to Linguistics
RELG 207	(3)	The Study of World Religions 1

Required Courses (80 credits)

EDFE 261	(3)	Stage d'assistantat - 2e année
EDFM 260	(1)	Stage de familiarisation
EDPI 309	(3)	Exceptional Students
EDSL 260	(1)	Séminaire professionnel-2e
EDSL 301	(3)	Étude de la langue
EDSL 444	(3)	Laboratoire d'enseignement en français langue seconde
	(3)	Français écrit pour futurs enseignants

EDUM 267	(3)	Didactique des arts plastiques 1
EDUM 268	(3)	Intégration des TIC
EDUM 269	(3)	École et environnement social
EDUM 270	(3)	Morphologie et syntaxe

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EDFM 460	(9)	Stage d'enseignement 2
EDUM 499	(2)	Séminaire de stage-4e

3 credits from:

EDSL 345	(3)	Enseignement du FLS-immersion
EDUM 498	(3)	Didactique du français en accueil 2

3 credits from:

EDSL 472	(3)	Enseignement du français langue seconde-secondaire
EDUM 391	(3)	Didactique du français en accueil 1

3 credits from:

EDUM 493	(3)	Sciences humaines au primaire
EDUM 494	(3)	Didactique de l'univers social et TIC
EDUM 495	(3)	Recherche-résolution de problèmes
EDUM 496	(3)	Laboratoire de formation professionnelle
EDUM 497	(3)	Problématique en éducation préscolaire

3 credits from:

EDEC 248	(3)	Multicultural Education Linguistic Aspects of Bilingualism
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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 emplo

EDSL 311	(3)	Pedagogical Grammar
EDSL 315	(2)	Third Year Professional Seminar
EDSL 330	(3)	L2 Literacy Development
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 (39 credits)

39 credits selected as described below:

3 credits from:

EDEC 233	(3)	First Nations and Inuit Education
EDEC 248	(3)	Multicultural Education
EDEC 249	(3)	Global Education and Social Justice

3 credits from:

EDEC 260	(3)	Philosophical Foundations
EDEC 261	(3)	Philosophy of Catholic Education

3 credits from:

EDEC 262	(3)	Media, Technology and Education
EDPT 200	(3)	Integrating Educational Technology in Classrooms
EDPT 204	(3)	Educational Media 1
EDPT 341	(3)	Instructional Programming 1
EDPT 420	(3)	Media Literacy for Education

3 credits from:

EDEE 325	(3)	Children's Literature
EDES 366	(3)	Literature for Young Adults

3 credits from:

EDPI 341	(3)	Instruction in Inclusive Schools
EDPI 440	(3)	Managing the Inclusive Classroom

3 credits from:

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

EDPE 300	(3)	Educational Psychology
EDPI 341	(3)	Instruction in Inclusive Schools

12 credits of practicum courses:

EDEC 201	(1)	First Year Professional Seminar
EDEC 253	(1)	Second Professional Seminar (Kindergarten/Elementary)
EDFE 200	(2)	First Field Experience (K/Elem & Secondary)
EDFE 256	(3)	Second Field Experience (Kindergarten/Elementary)
EDFE 300	(5)	Aboriginal Education Field Experience

Complementary Courses

30 credits selected as described below:

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

Algonquin

EDEC 234	(3)	Algonquin Second Language 2
EDEE 293	(3)	Algonquin Second Language 1
EDEE 294	(3)	Algonquin Language 1
EDEE 295	(3)	Algonquin Language 2

Cree

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

Inuktitut

EDEE 249	(3)	Inuktitut Orthography and Grammar
EDEE 342	(3)	Intermediate Inuktitut/Amerindian Language

Mi'kmaq

EDEC 237	(3)	Mi'kmaq Second Language 1
EDEC 238	(3)	Mi'kmaq Second Language 2
EDEC 239	(3)	Mi'kmaq Language 1
EDEC 240	(3)	Mi'kmaq Language 2

Mohawk

EDEC 236	(3)	Mohawk Second Language 2
EDEE 296	(3)	Mohawk Second Language 1
EDEE 297	(3)	Mohawk Language 1
EDEE 298	(3)	Mohawk Language 2

Cultural Skills and Language Arts

6 credits:

EDEA 242	(3)	Cultural Skills 1
EDEE 223	(3)	Language Arts

18 credits from course List A and course List B with at least 12 credits in dif

10.2 Certificate in Education - First Nations and Inuit Physical Education (60 credits)

This 60-credit program provides an opportunity for

EDEE 332	(3)	Teaching Mathematics 1
EDEE 355	(3)	Classroom-based Evaluation

List B

EDEA 241	(3)	Basic Art Media for Classroom
EDEC 200	(3)	Introduction to Inuit Studies
EDEC 220	(3)	Curriculum Development
EDEC 243	(3)	Teaching: Multigrade Classrooms
EDEC 244	(3)	Issues in Aboriginal Education
EDEC 403	(3)	The Dialects of Inuktitut
EDEE 240	(3)	Use and Adaptation of Curricula
EDEE 243	(3)	Reading Methods in Inuktitut/Cree
EDEE 247	(6)	Individualized Instruction
EDEE 248	(3)	Reading and Writing Inuktitut/Cree
EDEE 261	(3)	Reading Clinic - Early Childhood
EDEE 292	(3)	Using Instructional Resources
EDEE 340	(3)	Special Topics: Cultural Issues
EDEE 342	(3)	Intermediate Inuktitut/Amerindian Language
EDEE 344	(3)	Advanced Inuktitut/Amerindian Language
EDEE 345	(3)	Literature and Creative Writing 1
EDEE 346	(3)	Literature and Creative Writing 2
EDEE 444	(3)	First Nations and Inuit Curriculum
EDKP 204	(3)	Health Education
EDKP 224	(3)	Foundations of Movement Education
EDKP 342	(3)	Physical Education Methods
EDKP 494	(3)	Physical Education Curriculum Development
EDPE 377	(3)	Adolescence and Education
EDSL 247	(3)	Second Language Education in Aboriginal Communities

10.3 Admission to the Certificate in Education for First Nations and Inuit and to the Certificate in Education for First Nations and Inuit Physical Education

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.

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

10.4 Certificate in Aboriginal Literacy Education (30 credits)

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

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

Required Courses (6 credits)

EDEE 342	(3)	Intermediate Inuktitut/Amerindian Language
EDEE 344	(3)	Advanced Inuktitut/Amerindian Language

Complementary Courses (18 credits)

18 credits selected as described below.

Language Courses

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

EDEC 239	(3)	Mi'kmaq Language 1
EDEC 240	(3)	Mi'kmaq Language 2
EDEC 241	(3)	Cree Language 1
EDEC 242	(3)	Cree Language 2
EDEE 249	(3)	Inuktitut Orthography and Grammar
EDEE 294	(3)	Algonquin Language 1
EDEE 295	(3)	Algonquin Language 2
EDEE 297	(3)	Mohawk Language 1
EDEE 298	(3)	Mohawk Language 2

Education Courses

12 credits from the list below:

EDEA 242	(3)	Cultural Skills 1
EDEC 220	(3)	Curriculum Development
EDEC 403	(3)	The Dialects of Inuktitut
EDEE 223	(3)	Language Arts
EDEE 224	(3)	Language Arts Part 2
EDEE 240	(3)	Use and Adaptation of Curricula
EDEE 243	(3)	Reading Methods in Inuktitut/Cree
EDEE 247	(6)	Individualized Instruction
EDEE 248	(3)	Reading and Writing Inuktitut/Cree
EDEE 345	(3)	Literature and Creative Writing 1
EDEE 346	(3)	Literature and Creative Writing 2
EDES 365	(3)	Experiences in Communications
EDPE 304	(3)	Measurement and Evaluation

Electives (6 credits)

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

10.4.1 Admission to the Certificate in Aboriginal Literacy Education

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

10.5 Certificate in Middle School Education in Aboriginal Communities (30 credits)

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

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

Required Courses (15 credits)

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

3 credits from the list below:

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

Major Subject Area (6 credits)

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

Minor Subject Area (6 credits)

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

Education Courses (3 credits)

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

EDEA 241	(3)	Basic Art Media for Classroom
EDEC 220	(3)	Curriculum Development
EDEC 243	(3)	Teaching: Multigrade Classrooms
EDEE 291	(3)	Cultural Values and Socialization
EDEE 444	(3)	First Nations and Inuit Curriculum
EDKP 241	(3)	Aboriginal Physical Activities
EDPT 200	(3)	Integrating Educational Technology in Classrooms
EDSL 247	(3)	Second Language Education in Aboriginal Communities
EDSL 305	(3)	L2 Learning: Classroom Settings

10.5.1 Admission to the Certificate in Middle School Education in Aboriginal Communities

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

10.6 Certificate in First Nations and Inuit Educational Leadership (30 credits)

This 30-credit program is designed for First Nations and Inuit organizations to develop their role as leaders within the educational community. The program will focus on developing the core competencies of educational leaders, e.g., decision making and problem solving; fostering a self-reflective leader able to partner with parents to create community outreach; cultivating awareness of the holistic learning and developmental cycles of a child and the role of the educational leader in enhancing that development; maintaining the continuity of community and cultural values and aspirations within the structure of the administration of the school and other educational milieu; and understanding and supporting the pedagogical objectives and the administrative framework of the educational system.

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

9 credits of Education courses selected from the list below or any other suitable course approved by the Director of Programs in First Nations and Inuit Education.

EDEA 242	(3)	Cultural Skills 1
EDEC 200	(3)	Introduction to Inuit Studies
EDEE 247	(6)	Individualized Instruction
EDEE 290	(3)	Cooperative Learning
EDEM 202	(3)	Native Family Dynamics & Supporting Institutions

10.8.1 Admission to the Certificate in Aboriginal Education for Certified Teachers

Applicants must provide the following:

- a Diploma of Collegial Studies (DEC) or its equivalent;
- evidence of having completed teacher training at an approved institution;
- a letter of recommendation from a competent authority.

All courses are normally given off-campus and are normally limited to students enrolled in off-campus programs delivered through First Nations and Inuit Education. The right of final decision for acceptance of candidates rests with McGill.

10.9 Certificate in First Nations and Inuit Student Personnel Services (30 credits)

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

This 30-credit program is designed to provide Aboriginal school personnel advisers with a training program which will enable them to learn about the principles and practice of personnel services as generally applied in educational settings, to help Aboriginal 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 Aboriginal students; to encourage Aboriginal student personnel advisers to take leadership in developing educational programs which address the social needs of their communities, to upgrade their academic qualifications and professional development; and to develop and make available, in English and the languages of instruction, collections of professional and scholarly knowledge about students' needs, and services in First Nations and Inuit communities.

Bearers of this Certificate will be qualified to work as Educational and School Personnel Advisers within the employ of an Aboriginal 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 Coordinator.

Registration in EDEM 202, 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 Coordinator will attempt to make these contacts whenever required.

EDEM 202	(3)	Native Family Dynamics & Supporting Institutions
EDKP 204	(3)	Health Education
EDPC 206	(3)	Group Leadership Skills
EDPC 207	(3)	Aboriginal Adolescent Development
EDPC 211	(3)	Special Topics in Student Personnel Services
EDPI 211	(3)	Social and Emotional Development

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

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

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

Professors

Greg Reid; B.Ed.(P.E.)(McG.), M.S.(Calif.), Ph.D.(Penn. St.)

Associate Professors

Gordon Bloom; M.A.(W. Ont.), M.A.(York (Can.)), Ph.D.(Ott.)

Julie Côté; B.Sc., M.Sc.(Wis., Madison), Ph.D.(Montr.)

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

René A. Turcotte; H.B.P.H.E.(Lauren.), M.Sc., Ph.D.(Alta.)

Assistant Professors

Enrique Garcia; B.P.E., INEF(Madrid), M.Sc.(Laval), Ph.D.(Alta.)

William Harvey; B.Ed., M.A., Ph.D.(McG.)

Dilson Rassier; B.P.E., M.Sc.(Brazil), Ph.D.(Calg.)

Catherine M. Sabiston; B.Sc.K.(Dal.), M.H.K.(Windsor), Ph.D.(Br. Col.)

Paul James Stapley; B.A.(Leeds Poly.), M.Sc.(Northumbria), Ph.D.(Université de Bourgogne)

Tanja Taivassalo; B.Sc., Ph.D.(McG.)

Adjunct Professors

Bernard Aguilaniu; M.D., Ph.D.(Grenoble)

Robert Boushel; B.A.(P.E.)(Acadia), M.A.(S. Florida), D.Sc.(Boston)

Christian Duval; B.Sc.(UQTR), M.Sc.(UQAM), Ph.D.(McG.)

François Peronnet; M.Sc., Ph.D.(Montr.) *Emeritus Professor*

Associate Member

Robert Thomas Jagoe; B.A.(Camb.), M.B., B.Chir., MRCP(UK), CCST(Resp. and General (Internal) Med.), Ph.D.(Newcastle (UK)), FRCP

11.4 Bachelor of Education (B.Ed.) - Physical and Health Education (120 credits)

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

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

Please note that graduates of teacher education programs are recommended by the University for Quebec certification to the Quebec Ministère de l'Éducation,

Required Courses (95 credits)

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

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

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

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

Winter term BIOL and CHEM courses:

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

One of the following Winter term MATH courses:

MATH 141	(4)	Calculus 2
MATH 151	(4)	Calculus B

One of the following Winter term PHYS courses:

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

Required Courses (58 credits)

ANAT 315	(4)	Anatomy/Limbs and Back
ANAT 316	(2)	Human Visceral Anatomy
BIOL 200	(3)	Molecular Biology
CHEM 212	(4)	Introductory Organic Chemistry 1
EDKP 206	(3)	Biomechanics of Human Movement
EDKP 215	(0)	Standard First Aid/Cardio-Pulmonary Resuscitation Level C
EDKP 261	(3)	Motor Development
EDKP 292	(3)	Nutrition and Wellness
EDKP 330	(3)	Physical Activity and Health
EDKP 394	(3)	Historical Perspectives
EDKP 395	(3)	Exercise Physiology
EDKP 396	(3)	Adapted Physical Activity
EDKP 405	(3)	Sport in Society
EDKP 443	(3)	Research Methods
EDKP 447	(3)	Motor Control
EDKP 485	(3)	Exercise Pathophysiology 1
EDKP 495	(3)	Scientific Principles of Training

EDKP 498	(3)	Sport Psychology
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2

Complementary Courses (12 credits)

12 credits selected as described below.

3 credits of statistics from:

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

9 credits from:

EDKP 200	(1)	Weight Training
EDKP 201	(3)	Physical Activity Leadership
EDKP 244	(1)	Dance and Fitness
EDKP 249	(1)	Physical Activity Appraisal
EDKP 250	(3)	Practicum 1
EDKP 311	(3)	Athletic Injuries
EDKP 350	(3)	Physical Fitness Evaluation Methods
EDKP 444	(3)	Ergonomics
EDKP 445	(3)	Exercise Metabolism
EDKP 446	(3)	Physical Activity and Ageing
EDKP 448	(3)	Exercise and Health Psychology
EDKP 449	(3)	Exercise Pathophysiology 2
EDKP 450	(3)	Practicum 3
EDKP 451	(3)	Personal Trainer Practicum
EDKP 452	(3)	Fitness & Lifestyle Consulting
EDKP 453	(3)	Research Practicum in Kinesiology
EDKP 542	(3)	Environmental Exercise Physiology
EDKP 553	(3)	Physical Activity Assessments
EDKP 566	(3)	Advanced Biomechanics Theory
NUTR 503	(3)	Bioenergetics and the Lifespan

Elective Courses (20 credits)

Students are encouraged to obtain some of their remaining credits by completing one of the minors or minor concentrations offered by the Faculty of Arts, the Desautels Faculty of Management, or the Faculty of Science.

A maximum of 6 credits of overlap is allowed between the minor and the primary program. A minimum of 18 new credits must be completed in the minor or minor concentration. Science minors require 18 to 24 credits. Arts minor concentrations and Management minors generally require 18 credits.

Bac

In addition to the 58 credits of required courses for the major, Honours students complete EDKP 453 "Research Practicum in Kinesiology" and EDKP 499 "Undergraduate Honours Research Project."

ANAT 315	(4)	Anatomy/Limbs and Back
ANAT 316	(2)	Human Visceral Anatomy
BIOL 200	(3)	Molecular Biology
CHEM 212	(4)	Introductory Organic Chemistry 1
EDKP 206	(3)	Biomechanics of Human Movement
EDKP 215	(0)	Standard First Aid/Cardio-Pulmonary Resuscitation Level C
EDKP 261	(3)	Motor Development
EDKP 292	(3)	Nutrition and Wellness
EDKP 330	(3)	Physical Activity and Health
EDKP 394	(3)	Historical Perspectives
EDKP 395	(3)	Exercise Physiology
EDKP 396	(3)	Adapted Physical Activity
EDKP 405	(3)	Sport in Society
EDKP 443	(3)	Research Methods
EDKP 447	(3)	Motor Control
EDKP 453	(3)	Research Practicum in Kinesiology
EDKP 485	(3)	Exercise Pathophysiology 1
EDKP 495	(3)	Scientific Principles of Training
EDKP 498	(3)	Sport Psychology
EDKP 499	(6)	Undergraduate Honours Research Project
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2

Complementary Courses (15 credits)

15 credits selected as described below.

3 credits of statistics from:

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

12 credits from:

EDKP 444	(3)	Ergonomics
EDKP 445	(3)	Exercise Metabolism
EDKP 446	(3)	Physical Activity and Ageing
EDKP 448	(3)	Exercise and Health Psychology
EDKP 449	(3)	Exercise Pathophysiology 2
EDKP 542	(3)	Environmental Exercise Physiology
EDKP 566	(3)	Advanced Biomechanics Theory
NUTR 503	(3)	Bioenergetics and the Lifespan

Elective Courses (8 credits)

To be chosen from 200-, 300-, 400- or 500-level courses in consultation with the Undergraduate Program Director or Student Adviser.

12 School of Information Studies

12.1 Location

3661 Peel Street
Montreal, Quebec H3A 1X1

Telephone: 514-398-4204
Fax: 514-398-7193
Email: sis@mcgill.ca
Website: www.mcgill.ca/sis

12.2 About the School of Information Studies

The School of Information Studies focuses upon the knowledge and skills necessary to identify, acquire, organize, retrieve and disseminate information so as to meet people's varied information needs.

The School of Information Studies offers four programs at the graduate level. Its 48-credit Master of Library and Information Studies (MLIS) has three areas of specialization: Archival Studies, Knowledge Management, and Librarianship. Accredited by the American Library Association, the MLIS program prepares professionals to manage information resources and services in libraries and the wider information industries. Its 30-credit Graduate Diploma in Library and Information Studies and 15-credit Graduate Certificate in Library and Information Studies are designed to provide a formal environment in which information professionals can update, specialize, and redirect their careers for advanced responsibilities. Its Ph.D. program provides an opportunity to undertake research at the doctoral level in library and information studies within an interdisciplinary context.

For further information concerning programs, requirements, and courses, consult the School of Information Studies section of the most current *Graduate and Postdoctoral Studies Calendar* or the School website.

12.3 School of Information Studies Faculty

Director

France Bouthillier

Professors

J. Andrew Large; B.Sc.(Lond.), Ph.D.(Glas.), Dip.Lib.(Lond.) (*CN-Pratt-Grinstad Professor of Information Studies*)

Peter F. McNally; B.A.(W)

Assistant Professors

Elaine Ménard; B.A., M.A., M.S.I.(Montr.)

Adjunct Professor

Joy Bennett; B.A., M.A.(C'dia), M.L.I.S.(McG.), Ph.D.(C'dia)

Associate Members

Gordon Burr; B.A., M.L.I.S.(McG.)

Pierre Pluye; M.D.(Toulouse), M.Sc., Ph.D.(Montr.)

Richard Virr; B.A.(Tulane), M.A.(Qu.), Ph.D.(McG.)

Affiliate Member

Frances Groen; B.A., B.L.S.(Tor.), M.A.(Pitt.)

Professional Associate

Edward Bilodeau; B.Sc., M.L.I.S.(McG.)

Part-time Instructors

Tanya Abramovitch; B.A., M.L.I.S., M.A.(McG.)

Nathalie Belanger; LL.B., D.D.N.(Montr.), M.L.I.S.(McG.)

Leanne Bowler; B.A., M.L.I.S., M.Ed., Ph.D.(McG.)

Louise Carpentier; B.L.S.(Tor.), M.Bibl.(Montr.), M.P.P.P.A.(C'dia)

April Colosimo; B.Sc.(McG.), M.Sc.(Sher.), M.L.I.S.(McG.)

Shannon Hodge; B.A.(Bishop's), M.L.I.S.(McG.)

Catherine Jenner; B.A., LL.B., M.L.S.(Tor.), LL.B.(Montr.)

Rajiv Johal; B.Com., B.A., M.L.I.S.(McG.)

Johanne Lessard; B.Ed.(UQAM), M.L.I.S.(McG.)

Amandine Pras; Dip.Sc.(Paris VII), M.Sc.(Conservatoire de Paris)

Marni Tam; B.Sc.(Tor.), M.L.I.S.(McG.)

Jillian Tomm; B.Mus., M.L.I.S.(McG.)

Natasha Zwarich; B.A., M.A.(UQAM)

