



Education (Continuing Studies)  
Programs, Courses and University Regulations  
2018-2019



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

**1 .** McGill University reserves the right to mak



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About Education at the Sc



EDPC 501	(3)	Helping Relationships
EDPC 502	(3)	Group Processes and Individuals
EDPC 503	(3)	Intersectional Relationships and Sexualities
EDPC 504	(3)	Practicum: Interviewing Skills
EDPC 507	(3)	Practicum: Group Leadership Skills
EDPC 540	(3)	Foundation of Family Life Education
EDPE 560	(3)	Human Development

#### Complementary Courses (9 credits)

9 credits from the following courses:

EDPC 505	(3)	Crisis Intervention Processes
EDPC 508	(3)	Seminar in Special Topics
EDPC 509	(3)	Individual Reading Course
EDPC 510	(3)	Family Life Education and Marriage
EDPC 511	(3)	Demystifying Death & Dying
EDPE 564	(3)	Family Communication
EDPE 595	(3)	Seminar in Special Topics
EDPE 596	(3)	Seminar in Special Topics

In addition to the above, other complementary courses may be approved by the Program Director.

## 2.4 Graduate Certificate in Counselling Applied to Teaching

The goal of this program is to enhance teachers' knowledge and skills in a variety of areas.

### Admission Requirements

To be eligible for admission, applicants must:

1. have an undergraduate degree with a CGPA of at least 3.0 out of 4.0 (courses are at the graduate level; therefore, students must have demonstrated equivalent levels of accomplishment in their undergraduate studies).
2. have a certification as a teacher, a current teaching or student services position in a school or community organization serving children and adolescents, or other justification for admission to the program (in all cases, the program reserves final discretion about the appropriateness of alternative qualifications to a teaching certificate).
3. submit a three- to five-page statement of experience working with children and adolescents, career aspirations, and reasons for seeking admission to this program.
4. submit two letters of recommendation addressing academic ability, qualifications for working with children and adolescents in a helping role, and general character.

Required Courses (6 credits)

EDPC 542	(3)	Counselling Role of the Teacher
EDPC 562	(3)	Career Education and Guidance

Complementary Courses (9 credits)

Choose from the following:

Note: These or other courses may be offered in alternate years.

EDPC 501	(3)	Helping Relationships
EDPC 502	(3)	Group Processes and Individuals

## 2.6 Certificate in Inclusive Education

This certificate is designed to prepare educators to work effectively with students who have special needs.

### Admission Requirements

To be eligible for admission, applicants must:

#### 1. Either:

a) have a diploma of collegial studies (DEC) AND submit a letter from an educational institution indicating the applicant's employment as a teacher, non-teaching professional, or teaching assistant; or the applicant's school involvement as a parent or a community member;

or

b) have a teaching certificate from Quebec (*permis d'enseigner*) or equivalent;

or

c) be a Mature Student (over 21 years of age) AND submit a letter from an educational institution indicating the applicant's employment as a teacher, non-teaching professional, or teaching assistant; or the applicant's school involvement as a parent or a community member. Students in this profile do not require a DEC. Two pieces of personal identification must be attached.

2. submit one letter of reference.

3. submit a personal statement regarding interest in the program.

4. have a minimum TOEFL score of 90 overall on the Internet-based test (iBT; with a minimum individual component score of 21 in each of the four components, i.e., reading, writing, listening, and speaking) for non-Canadian students from countries where English is not the first language, and who have not completed a degree from a recognized university whose language of instruction is English.

The Department reserves the right to request an interview of any applicant.

Further information may be obtained from the Program Coordinator, Department of Educational and Counselling Psychology, at [ecpcont.education@mcgill.ca](mailto:ecpcont.education@mcgill.ca).

### 2.6.1 Certificate (Certificate) Inclusive Education (30 credits)

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

#### Required Courses (24 credits)

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

#### Complementary Courses (6 credits)

6 credits chosen from the following:

EDPE 496	(3)	Individual Reading Course
EDPI 446	(3)	Special Topics
EDPI 450	(3)	Computers and Special Needs
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2

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

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## 2.7 Programs for First Nations and Inuit

### **The Office of First Nations and Inuit Education (OFNIE)**

The Faculty of Education collaborates with various Indigenous communities and institutions offering programs whose courses are given either at McGill or off campus. OFNIE works in collaboration with the:

- Kativik Ilisarniliriniq;
- Cree School Board;
- Kahnawake Education Centre;
- Kanehsatake Education Centre;

and various other Indigenous communities in Quebec to deliver teacher education and various professional development programs. The teacher education programs lead to teacher certification either in First Nations and Inuit communities or in the province of Quebec. In addition, OFNIE works with departments to meet other educational needs of Indigenous peoples.

Further information may be obtained through the

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

#### Cree

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

#### Inuktitut

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

#### Mi'gmaq

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

#### Mohawk

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

#### Naskapi

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

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

Stream A: Generalist

Stream B: Physical Education

Stream C: Culture and Language

In order to ensure appropriate choices, students select from the list of Complementary Courses in consultation with the Program Adviser.

#### Stream A: Generalist

30 credits from the following list:

EDEA 242	(3)	Cultural Skills 1
EDEC 243	(3)	Teaching: Multigrade Classrooms
EDEC 260	(3)	Philosophical Foundations
EDEC 262	(3)	Media, Technology and Education

EDEE 223	(3)	Language Arts
EDEE 230	(3)	Elementary School Mathematics 1
EDEE 245	(3)	Orientation to Education
EDEE 248	(3)	Reading and Writing Inuktitut/Cree
EDEE 253	(3)	Kindergarten Classroom Pedagogy
EDEE 270	(3)	Elementary School Science
EDEE 273	(3)	Elementary School Science 2
EDEE 280	(3)	Geography, History and Citizenship Education
EDEE 283	(3)	Social Studies Pedagogy
EDEE 325	(3)	Children's Literature
EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 355	(3)	Classroom-based Evaluation

**Stream B: Physical Education**

24 credits from the following list:

EDEC 243	(3)	Teaching: Multigrade Classrooms
EDEC 262	(3)	Media, Technology and Education
EDEE 223	(3)	Language Arts
EDEE 245	(3)	Orientation to Education
EDKP 204	(3)	Health Education
EDKP 224	(3)	Foundations of Movement Education
EDKP 241	(3)	Indigenous Physical Activities
EDKP 292	(3)	Nutrition and Wellness
EDKP 307	(3)	Evaluation in Physical Education
EDKP 342	(3)	Physical Education Methods
EDKP 494	(3)	Physical Education Curriculum Development

and 6 credits from the following Physical Education courses:

EDKP 214	(2)	Basketball
EDKP 217	(2)	Track & Field / Cross Country
EDKP 218	(2)	Volleyball
EDKP 223	(2)	Games: Principles and Practice 1
EDKP 226	(1)	Quebec Education Program Orientation
EDKP 229	(1)	Ice Hockey 1
EDKP 240	(1)	Winter Activities

**Stream C: Culture and Language**

30 credits from the following list:

EDEA 242	(3)	Cultural Skills 1
EDEA 243	(3)	Cultural Skills 2
EDEA 244	(3)	Cultural Skills - Fall
EDEA 245	(3)	Cultural Skills - Winter

EDEA 246	(3)	Cultural Skills - Spring
EDEA 247	(3)	Cultural Skills - Summer
EDEC 263	(3)	Information Communication Technology in Indigenous Literacy
EDEC 342	(3)	Intermediate Indigenous Language
EDEC 344	(3)	Advanced Indigenous Language
EDEE 230	(3)	Elementary School Mathematics 1
EDEE 245	(3)	Orientation to Education
EDEE 248	(3)	Reading and Writing Inuktitut/Cree
EDEE 270	(3)	Elementary School Science
EDEE 283	(3)	Social Studies Pedagogy
EDEE 332	(3)	Teaching Elementary Mathematics 2
EDEE 347	(3)	Grammar and Composition 1
EDEE 348	(3)	Grammar and Composition 2
EDEE 353	(3)	Third Year Professional Seminar (Kindergarten/Elementary)
EDEE 355	(3)	Classroom-based Evaluation
EDEE 370	(3)	Traditional Indigenous Life Skills
EDEE 371	(3)	Integrating Indigenous Storytelling and Creative Writing
EDEE 373	(3)	Traditional Healing
EDEE 383	(3)	Oral and Family History
EDKP 241	(3)	Indigenous Physical Activities

## 2.7.2 Certificate (Certificate) Indigenous Language and Literacy Education (30 credits)

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

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

### Required Courses (6 credits)

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

### Complementary Courses (18 credits)

18 credits selected as described below.

#### Language Courses

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

(3)	Naskapi Language 1
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EDEC 273	(3)	Algonquin Language 2
EDEC 277	(3)	Mohawk Language 1
EDEC 278	(3)	Mohawk Language 2
EDEC 289	(3)	Inuktitut Orthography and Grammar

**Education Courses**

12 credits from the list below:

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

**Electives (6 credits)**

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

**2.7.3 Certificate (Certificate) Middle School Education in Indigenous Communities (30 credits)**

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

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

**Required Courses (15 credits)**

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

3 credits from the list below:

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

### Major Subject Area (6 credits)

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

### Minor Subject Area (6 credits)

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

### Education Courses (3 credits)

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

EDEA 241	(3)	Basic Art Media for Classroom
EDEC 220	(3)	Curriculum Development
EDEC 243	(3)	Teaching: Multigrade Classrooms
EDEC 591	(3)	Cultural Values and Socialization
EDEE 444	(3)	First Nations and Inuit Curriculum
EDKP 241	(3)	Indigenous Physical Activities
EDPT 200	(3)	Integrating Educational Technology in Classrooms
EDSL 247	(3)	Second Language Education in Indigenous Communities
EDSL 305	(3)	L2 Learning: Classroom Settings

### 2.7.4 Certificate (Certificate) First Nations and Inuit Educational Leadership (30 credits)

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

### Required Courses (18 credits)

EDEC 203	(3)	Communication in Education
EDEC 222	(3)	Personnel Management and Group Skills
EDEC 311	(6)	Resource Management
EDEC 312	(3)	Practicum in Educational Leadership
EDEM 502	(3)	Indigenous Family Dynamics and Supporting Institutions

### Complementary Courses (12 credits)

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

EDEC 230	(3)	Conflict Resolution
EDEC 233	(3)	Indigenous Education
EDEC 244	(3)	Issues in Aboriginal Education
		Media, T

## 2.7.5 Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits)

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

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

This program does not lead to further certification.

### Complementary Courses

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

#### Academic Concentration (30 credits)

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

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

#### Cultural Development (15 credits)

15 credits of courses that will enhance the candidate's cultural development.

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

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

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## 2.8 Academic Regulations

It is the responsibility of the student to read, understand, and abide by the regulations and procedures in this publication.

### **Academic Standing**

A minimum grade of C is required in all required courses. A grade of D will be allowed in one elective course that is not a prerequisite to other courses taken in the program. Students may repeat failed courses only once. A minimum Cumulative Grade Point Average (CGPA) of 2.00 is required to be placed in Satisfactory Standing.

### **Time Limits**

Thirty-credit programs taken on a part-time basis must normally be completed within five years of admission to the program. Programs taken on a full-time basis must normally be completed within 28 months of admission to the program. Students exceeding time limits may request an extension, in writing, which may be granted under special circumstances with the approval of the Director. Students who do not register for any course in their program for one year will be required to re-apply, meeting any new program requirements.

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

### **Student Teaching Practicums**

In programs where there is a compulsory practicum (field experience / student teaching) a satisfactory Pass (P) is required. If a student fails this component of the program, the student will be required to withdraw from the program, but may appeal to the Internships and Student Affairs Office for readmission. Satisfactory progress in the student's coursework is a prerequisite for placement in the Practicum.

### **Advanced Standing and Transfer Credits**

Advanced Standing and transfer credits may be granted to students who provide evidence of equivalent course(s) completed at McGill University or elsewhere. Students should note that courses taken more than five (5) years ago will not be recognized for Advanced Standing. Permission must be obtained from the Director concerned. Normally, a maximum of 9 credits is permitted. In order for credits to be accepted, a grade of C or better must have been obtained.

### **Advising**

Academic advisers are available to answer inquiries by calling the appropriate department.

