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

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

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

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

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

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

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

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

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

**Note:** Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.
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1 About Education at the School of Continuing Studies

1.1 Education (School of Continuing Studies) at McGill

Are you teaching full-time? Would you like to upgrade your skills, learn new teaching strategies, or gain experience in a specialized subject area? The Faculty of Education offers part-time professional development opportunities administered through the School of Continuing Studies. These programs allow educators to enhance their existing knowledge and skills while moving into new areas of the education spectrum.

Offered in conjunction with McGill's Faculty of Education, the in-depth programs provide in-service teachers, facilitators, and academic advisers with compelling coverage of many important education issues. Programs such as Human Relations and Family Life Education, Counselling Applied to Teaching, and Inclusive Education can expand professional horizons while equipping educators to better manage changing classroom realities.

The Office of First Nations and Inuit Education (OFNIE) offers multiple programs in the areas of Indigenous education, language, and culture. The Faculty of Education, in collaboration with various Indigenous communities and institutions, offers both community-based and campus-based programs. OFNIE's teacher-education programs lead to initial teacher certification, the Bachelor of Education for Certified Teachers, and professional development.

1.2 Location

Faculty of Education
3700 McTavish Street, Room 243
Montreal QC H3A 1Y2
Telephone: 514-398-7042
Fax: 514-398-4679
Email: sao.education@mcgill.ca
Website: www.mcgill.ca/continuingstudies/about-scs/academic-areas/education

2 About Education Programs

As classroom and cultural realities change, in-service teachers and other educators can learn new strategies and expand their career options by studying with education experts at McGill. The Faculty of Education offers numerous professional development opportunities administered through the School of Continuing Studies to enhance existing knowledge and to develop new expertise in areas such as Counselling Applied to Teaching; First Nations and Inuit education, language, and cultural issues; Inclusive Education; and Human Relations and Family Life Education. These enriching programs and courses are ideal for individuals who wish to upgrade their skills while studying on a part-time basis.

2.1 Programs for Professional Development in Education

The Faculty of Education offers the following programs:

Programs for Professional Development in Education

section 2.3.2: Diploma (Dip.) Human Relations and Family Life Education (30 credits)
section 2.4.1: Graduate Certificate (Gr. Cert.) Counselling Applied to Teaching (15 credits)
section 2.5.1: Graduate Certificate (Gr. Cert.) Non-Indigenous Teaching (15 credits)
section 2.6.1: Certificate (Cert.) Inclusive Education (30 credits)
section 2.7.1: Certificate (Cert.) Education for First Nations and Inuit (60 credits)
section 2.7.2: Certificate (Cert.) Indigenous Language and Literacy Education (30 credits)
section 2.7.3: Certificate (Cert.) Middle School Education in Indigenous Communities (30 credits)
section 2.7.4: Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits)
Programs for Professional Development in Education

section 2.7.5: Bachelor of Education for Certified Teachers - Elementary Education: Indigenous Education (90 credits)
section 2.7.6: Certificate (Cert.) First Nations and Inuit Student Personnel Services (30 credits)

2.1.1 Professional Development Opportunities

The Faculty of Education offers enriching programs and courses administered through the School of Continuing Studies for:

- Educational leaders
- Elementary and middle-school teachers
- Hospital, institutional, and social service facilitators
- School personnel advisers
- Special needs and adult educators
- Student counsellors

2.2 Admission Requirements and Procedures

Applications for admission to the programs offered by the Faculty of Education through the School of Continuing Studies can be made through www.mcgill.ca/applying. Your application cannot be considered until all requirements have been met.

Applicants to First Nations and Inuit programs must contact the Department of Integrated Studies in Education for admission information at 514-398-4527.

Documents Required

In addition to those listed on the application website, please refer to specific requirements listed for each program. All applications require an official transcript, application fee of $81.93 (non-refundable), proof of Canadian citizenship, permanent code, and proof of residency to qualify for the Quebec rate of tuition.

Application Deadlines for programs offered by the Department of Educational and Counselling Psychology

- Fall term: May 1
- Winter term: September 1
- Spring/Summer term: January 1

2.3 Diploma in Human Relations and Family Life Education

This program is intended to train people who wish to conduct Family Life Education programs in schools, hospitals, religious institutions, and social service centres.

2.3.1 Admission Requirements

1. An undergraduate degree with a CGPA of at least 2.7 out of 4.0
2. Two letters of recommendation
3. An autobiographical sketch that should include a statement of interest in the program
4. TOEFL minimum score of 86 (iBT; 550 on the PBT) for non-Canadian students from countries where English is not the first language and who have not completed a recognized university degree taught in English. The Department reserves the right to request an interview of any applicant.

A total of 30 credits is required to complete the program. Students should consult with advisers concerning appropriate course profiles.

Further information may be obtained from the Program Coordinator, Department of Educational and Counselling Psychology at 514-398-4248.

2.3.2 Diploma (Dip.) Human Relations and Family Life Education (30 credits)

The Diploma in Human Relations and Family Life Education is designed for people who, though qualified to work in their respective professional domains, may wish to acquire auxiliary skills in basic human communication, group animation, and effective interviewing.

Required Courses (21 credits)

- 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
1. An undergraduate degree with a CGPA of at least 3.0 out of 4.0 (some courses will be taken concurrently with the diploma and graduate studies; therefore, students must have demonstrated equivalent levels of accomplishment in their undergraduate studies)
2. 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. A three- to five-page statement of experience working with children and adolescents, career aspirations, and reasons for seeking admission to this program
4. At least two letters of recommendation addressing academic ability, qualifications for working with children and adolescents in a helping role, and general character
5. TOEFL minimum score of 86 (iBT: 550 on the PBT) for non-Canadian students from countries where English is not the first language and who have not completed a recognized university degree taught in English

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

Contact Information
Further information may be obtained from the Program Coordinator, Department of Educational and Counselling Psychology at 514-398-4248, or through www.mcgill.ca/edu-ecp.

2.4.1 Graduate Certificate (Gr. Cert.) Counselling Applied to Teaching (15 credits)

The goal of this program is to enhance teachers' knowledge and skills in interpersonal relations, communication, interviewing, group organization and leadership, crisis intervention, and career thinking and planning. Each of these knowledge areas addresses the recognition of situations when it is appropriate to make a referral to a personal or career counsellor, psychologist, or other professional. The program addresses both elementary and secondary education.

This graduate certificate does not qualify graduates to practise professional counselling or psychology (e.g., conducting psychological assessments or psychotherapy), or to refer to themselves by the term Counsellor or Psychologist; these are legally reserved titles. Programs leading to licensing as Counsellor or Psychologist are presented under Educational and Counselling Psychology (Counselling Psychology and School/Applied Child Psychology) or Psychology (Clinical Psychology) in Graduate and Postdoctoral Studies.

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
EDPC 504 (3)  Practicum: Interviewing Skills
EDPC 505 (3)  Crisis Intervention Processes
EDPC 507 (3)  Practicum: Group Leadership Skills
EDPI 543 (3)  Family, School and Community

2.5   Graduate Certificate in Non-Indigenous Teaching
The goal of this program is offer professional development for in-service non-Indigenous teachers supporting their growth as more effective teachers in First Nations and Inuit communities. The program addresses subjects of particular interest and need in First Nations and Inuit schools, such as cultural socialization, culturally appropriate teaching strategies, second-language teaching, and the history of Indigenous cultures and peoples.

Admission Requirements
1. An undergraduate degree from a recognized university with a minimum standing equivalent to a cumulative grade point average (CGPA) of 3.0 out of a possible 4.0, or a grade point average (GPA) of 3.2 out of 4.0 in the last two years of full-time studies.
2. A TOEFL minimum score of 86 (iBT; 550 on the PBT) for non-Canadian students from countries where English is not the first language and who have not completed a degree taught in English from a recognized university.

Applicants will normally be employed as a teacher by the OFNIE partner, who will in turn recommend the candidate. The final decision for acceptance of candidates rests with McGill.

Further information may be obtained from:
Program Coordinator
Department of Integrated Studies in Education (DISE)
Telephone: 514-398-4527, ext. 094476
Email: andrea.nguyen@mcgill.ca
Website: www.mcgill.ca/dise

2.5.1  Graduate Certificate (Gr. Cert.) Non-Indigenous Teaching (15 credits)
This 15-credit Graduate Certificate Program offers professional development for in-service non-Indigenous teachers supporting their growth as more effective teachers in First Nations and Inuit communities. The program addresses subjects of particular interest and need in Indigenous schools, such as cultural socialization, culturally appropriate teaching strategies, second-language teaching, and the history of Indigenous cultures and peoples.

Required Courses (15 credits)
EDEC 590 (3)  Culturally Appropriate Teaching
EDEC 591 (3)  Cultural Values and Socialization
EDEM 502 (3)  Native Family Dynamics & Supporting Institutions
EDEM 503 (3)  Research Seminar In Indigenous Studies
EDSL 505 (3)  Second Language Acquisition Applied to Classroom Contexts

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 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 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 TOEFL minimum score of 86 (iBT; 550 on the PBT) for non-Canadian students from countries where English is not the first language and who have not completed a recognized university degree taught in English.

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

For further information on other supporting documents required, please see School of Continuing Studies > Getting Started > Admission Requirements > Program Transfers.

2.6.1 Certificate (Cert.) Inclusive Education (30 credits)

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

Required Courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPI 309</td>
<td>(3)</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDPI 341</td>
<td>(3)</td>
<td>Instruction in Inclusive Schools</td>
</tr>
<tr>
<td>EDPI 344</td>
<td>(3)</td>
<td>Assessment for Instruction</td>
</tr>
<tr>
<td>EDPI 440</td>
<td>(3)</td>
<td>Managing the Inclusive Classroom</td>
</tr>
<tr>
<td>EDPI 441</td>
<td>(3)</td>
<td>Students with Behavior Difficulties</td>
</tr>
<tr>
<td>EDPI 442</td>
<td>(3)</td>
<td>Students with Learning Difficulties</td>
</tr>
<tr>
<td>EDPI 526</td>
<td>(3)</td>
<td>Talented and Gifted Students</td>
</tr>
<tr>
<td>EDPI 543</td>
<td>(3)</td>
<td>Family, School and Community</td>
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</tbody>
</table>

Complementary Courses (6 credits)

6 credits chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 496</td>
<td>(3)</td>
<td>Individual Reading Course</td>
</tr>
<tr>
<td>EDPI 446</td>
<td>(3)</td>
<td>Special Topics</td>
</tr>
<tr>
<td>EDPI 450</td>
<td>(3)</td>
<td>Computers and Special Needs</td>
</tr>
<tr>
<td>EDPI 527</td>
<td>(3)</td>
<td>Creativity and its Cultivation</td>
</tr>
<tr>
<td>EDPI 539</td>
<td>(3)</td>
<td>Field Work 1</td>
</tr>
<tr>
<td>EDPI 540</td>
<td>(3)</td>
<td>Field Work 2</td>
</tr>
</tbody>
</table>

Other courses may be approved by the Program Director. Further information may be obtained by emailing ecpundergrad.education@mcgill.ca. Courses listed above are not necessarily offered on a regular basis. Check Minerva for course availability.
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 School Board;
- Cree School Board;
- Kahnawake Education Centre;
- Kanesatake 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 Department of Integrated Studies in Education at 514-398-4527.

For detailed descriptions of the requirements for these programs, please refer to Faculty of Education > Undergraduate > Academic Programs > Programs for First Nations and Inuit.

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

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

Quebec graduates of this program receive Quebec Ministère de l’Éducation, du Loisir et du Sport (MELS) certification to teach at the elementary school level in Indigenous schools.

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

Time Limit

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

The following program requirements are for all students except those specializing in teaching physical education.

Required Courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDEC 203</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 502</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 300</td>
<td>3</td>
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<td>EDPI 341</td>
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12 credits of practicum courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDEC 201</td>
<td>1</td>
</tr>
<tr>
<td>EDEC 253</td>
<td>1</td>
</tr>
<tr>
<td>EDFE 200</td>
<td>2</td>
</tr>
<tr>
<td>EDFE 256</td>
<td>3</td>
</tr>
<tr>
<td>EDFE 300</td>
<td>5</td>
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</table>

Complementary Courses (36 credits)

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

Algonquin

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDEC 270</td>
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Algonquin Heritage Language 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
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<tr>
<td>EDEC 271</td>
<td>3</td>
<td>Algonquin Heritage Language 2</td>
</tr>
<tr>
<td>EDEC 272</td>
<td>3</td>
<td>Algonquin Language 1</td>
</tr>
<tr>
<td>EDEC 273</td>
<td>3</td>
<td>Algonquin Language 2</td>
</tr>
</tbody>
</table>

**Cree**

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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EDEC 241</td>
<td>3</td>
<td>Cree Language 1</td>
</tr>
<tr>
<td>EDEC 242</td>
<td>3</td>
<td>Cree Language 2</td>
</tr>
</tbody>
</table>

**Inuktitut**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 289</td>
<td>3</td>
<td>Inuktitut Orthography and Grammar</td>
</tr>
<tr>
<td>EDEC 342</td>
<td>3</td>
<td>Intermediate Indigenous Language</td>
</tr>
<tr>
<td>EDEC 344</td>
<td>3</td>
<td>Advanced Indigenous Language</td>
</tr>
</tbody>
</table>

**Mi'kmaq**

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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 237</td>
<td>3</td>
<td>Mi'gmaw Heritage Language 1</td>
</tr>
<tr>
<td>EDEC 238</td>
<td>3</td>
<td>Mi'gmaw Heritage Language 2</td>
</tr>
<tr>
<td>EDEC 239</td>
<td>3</td>
<td>Mi'gmaw Language 1</td>
</tr>
<tr>
<td>EDEC 240</td>
<td>3</td>
<td>Mi'gmaw Language 2</td>
</tr>
</tbody>
</table>

**Mohawk**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 275</td>
<td>3</td>
<td>Mohawk Heritage Language 1</td>
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<tr>
<td>EDEC 276</td>
<td>3</td>
<td>Mohawk Heritage Language 2</td>
</tr>
<tr>
<td>EDEC 277</td>
<td>3</td>
<td>Mohawk Language 1</td>
</tr>
<tr>
<td>EDEC 278</td>
<td>3</td>
<td>Mohawk Language 2</td>
</tr>
</tbody>
</table>

**Naskapi**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 227</td>
<td>3</td>
<td>Naskapi Language 1</td>
</tr>
<tr>
<td>EDEC 228</td>
<td>3</td>
<td>Naskapi Language 2</td>
</tr>
</tbody>
</table>

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:

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

**Stream B: Physical Education**

24 credits from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 243</td>
<td>3</td>
<td>Teaching: Multigrade Classrooms</td>
</tr>
<tr>
<td>EDEC 262</td>
<td>3</td>
<td>Media, Technology and Education</td>
</tr>
<tr>
<td>EDEE 223</td>
<td>3</td>
<td>Language Arts</td>
</tr>
<tr>
<td>EDEE 245</td>
<td>3</td>
<td>Orientation to Education</td>
</tr>
<tr>
<td>EDKP 204</td>
<td>3</td>
<td>Health Education</td>
</tr>
<tr>
<td>EDKP 224</td>
<td>3</td>
<td>Foundations of Movement Education</td>
</tr>
<tr>
<td>EDKP 241</td>
<td>3</td>
<td>Indigenous Physical Activities</td>
</tr>
<tr>
<td>EDKP 292</td>
<td>3</td>
<td>Nutrition and Wellness</td>
</tr>
<tr>
<td>EDKP 307</td>
<td>3</td>
<td>Evaluation in Physical Education</td>
</tr>
<tr>
<td>EDKP 342</td>
<td>3</td>
<td>Physical Education Methods</td>
</tr>
<tr>
<td>EDKP 494</td>
<td>3</td>
<td>Physical Education Curriculum Development</td>
</tr>
</tbody>
</table>

and 6 credits from the following Physical Education courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 214</td>
<td>2</td>
<td>Basketball</td>
</tr>
<tr>
<td>EDKP 217</td>
<td>2</td>
<td>Track &amp; Field / Cross Country</td>
</tr>
<tr>
<td>EDKP 218</td>
<td>2</td>
<td>Volleyball</td>
</tr>
<tr>
<td>EDKP 223</td>
<td>2</td>
<td>Games: Principles and Practice 1</td>
</tr>
<tr>
<td>EDKP 226</td>
<td>1</td>
<td>Quebec Education Program Orientation</td>
</tr>
<tr>
<td>EDKP 229</td>
<td>1</td>
<td>Ice Hockey 1</td>
</tr>
<tr>
<td>EDKP 240</td>
<td>1</td>
<td>Winter Activities</td>
</tr>
</tbody>
</table>

**Stream C: Culture and Language**

30 credits from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 242</td>
<td>3</td>
<td>Cultural Skills 1</td>
</tr>
<tr>
<td>EDEA 243</td>
<td>3</td>
<td>Cultural Skills 2</td>
</tr>
<tr>
<td>EDEE 248</td>
<td>3</td>
<td>Reading and Writing Inuktitut/Cree</td>
</tr>
<tr>
<td>EDEE 270</td>
<td>3</td>
<td>Elementary School Science</td>
</tr>
<tr>
<td>EDEE 283</td>
<td>3</td>
<td>Social Studies Pedagogy</td>
</tr>
</tbody>
</table>
This 30-credit program is designed for Algonquin, Cree, Inuit, Mi'kmaq, and Kanienkehaka (Mohawk) students who wish to gain a deeper understanding of their Indigenous language, especially in its written form. It is aimed mainly at those who will be teaching their Indigenous language.

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

### Required Courses (6 credits)

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

### Complementary Courses (18 credits)

18 credits selected as described below.

#### Language Courses

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

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

#### Education Courses

12 credits from the list below:

- **EDEA 242 (3)** Cultural Skills 1
- **EDEC 220 (3)** Curriculum Development
- **EDEC 403 (3)** The Dialects of Inuktitut
- **EDEE 223 (3)** Language Arts
- **EDEE 240 (3)** Use and Adaptation of Curricula
### Electives (6 credits)
6 credits of suitable courses approved by the Director of Programs in First Nations and Inuit Education.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 245</td>
<td>3</td>
<td>Middle School Teaching</td>
</tr>
<tr>
<td>EDEC 246</td>
<td>3</td>
<td>Middle School Curriculum</td>
</tr>
<tr>
<td>EDFE 210</td>
<td>3</td>
<td>Middle School Practicum</td>
</tr>
<tr>
<td>EDPE 377</td>
<td>3</td>
<td>Adolescence and Education</td>
</tr>
</tbody>
</table>

3 credits from the list below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 302</td>
<td>3</td>
<td>Language and Learning - Curriculum</td>
</tr>
<tr>
<td>EDSL 305</td>
<td>3</td>
<td>L2 Learning: Classroom Settings</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 241</td>
<td>3</td>
<td>Basic Art Media for Classroom</td>
</tr>
<tr>
<td>EDEC 220</td>
<td>3</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>EDEC 243</td>
<td>3</td>
<td>Teaching: Multigrade Classrooms</td>
</tr>
<tr>
<td>EDEC 591</td>
<td>3</td>
<td>Cultural Values and Socialization</td>
</tr>
</tbody>
</table>
2.7.4 Certificate (Cert.) First Nations and Inuit Educational Leadership (30 credits)

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

**Required Courses (18 credits)**

- EDEC 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) Native Family Dynamics & 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
- EDEC 262 (3) Media, Technology and Education
- EDEE 245 (3) Orientation to Education
- EDEE 340 (3) Special Topics: Cultural Issues
- EDES 365 (3) Experiences in Communications

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. These are to be chosen in consultation with the Director of Programs in First Nations and Inuit Education.

**Education Concentration (30 credits)**

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

**Electives (15 credits)**

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

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

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

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

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

#### Required Courses (21 credits)

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

#### Complementary Courses (9 credits)

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

Registration in EDEM 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 Adviser will attempt to make these contacts whenever required.

- **EDEM 502** (3) Native Family Dynamics & Supporting Institutions
- **EDKP 204** (3) Health Education
- **EDPI 211** (3) Social and Emotional Development

### 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 First Nations and Inuit Education 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 Undergraduate Student Affairs Committee 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 program 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.