1.0 Degree Title
Specify the two degrees for concurrent degree programs

1.1 Major (Legacy= Subject) (30-char. max.)

1.2 Concentration (Legacy = Concentration/Option)
If applicable (30 char. max.)

1.3 Minor (with Concentration, if applicable)
(30 char. max.)
Education for Science Students

1.4 Category
☐ Faculty Program (FP) ☐ Honours (HON)
☐ Major ☐ Joint Honours Component (HC)
☐ Joint Major ☐ Internship/Co-op
☐ Major Concentration (CON) ☐ Thesis (T)
☒ Minor ☐ Non-Thesis (N)
☐ Minor Concentration (CON) ☐ Other
☐ Please specify

1.5 Complete Program Title
Minor Education for Science Students

2.0 Administering Faculty/Unit
Science

2.1 Offering Faculty/Department
Education/Dean's Office

3.0 Effective Term of revision or retirement
Please give reasons in 5.0 'Rationale' in the case of retirement
(Ex. Sept. 2004 = 200409) ☐ Retirement

3.1 Term
201309

4.0 Existing Credit Weight
18

4.1 Proposed Credit Weight
18

5.0 Rationale for revised program
Program change is being submitted to reflect addition of one complementary course (EDPI 341) and removal of one complementary course (EDPI 309). Course content in both courses has been updated and EDPI 309 will cover topics at a more advanced level than introduced in EDPI 341. EDPI 341 is now a more suitable course for this population.

6.0 Revised Program Description (Maximum 150 words)
No changes.
### 7.0 List of existing program and proposed program

**Existing program (list courses as follows: Subj Code/Crse Num, Title, Credit weight, under the headings of: Required Courses, Complementary Courses, Elective Courses)**

<table>
<thead>
<tr>
<th>Required Course (3 credits)</th>
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<tbody>
<tr>
<td>EDPE 300 Educational Psychology (3 credits)</td>
</tr>
<tr>
<td>Complementary Courses (15 credits)</td>
</tr>
</tbody>
</table>

9 credits selected from:

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

One of:

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

One of:

- EDEC 247 Policy Issues in Quebec Education (3 credits)
- EDEM 220 Contemporary Issues in Education (3 credits)

6 credits from the list below:

* Note: Students select either EDES 335 or EDES 353.

- EDEC 262 Media, Technology and Education (3 credits)
- EDES 335 Teaching Secondary Science 1 (3 credits) *
- EDES 353 Teaching Secondary Mathematics 1 (3 credits) *
- EDPE 304 Measurement and Evaluation (3 credits)
- EDPI 308 Exceptional Students (3 credits)

### Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit weight, under the headings of: Required Courses, Complementary Courses, Elective Courses)

<table>
<thead>
<tr>
<th>Required Course (3 credits)</th>
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</thead>
<tbody>
<tr>
<td>EDPE 300 Educational Psychology (3 credits)</td>
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<tr>
<td>Complementary Courses (15 credits)</td>
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</table>

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

One of:

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

One of:

- EDEC 247 Policy Issues in Quebec Education (3 credits)
- EDEM 220 Contemporary Issues in Education (3 credits)

6 credits from the list below:

* Note: Students select either EDES 335 or EDES 353.

- EDEC 262 Media, Technology and Education (3 credits)
- EDES 335 Teaching Secondary Science 1 (3 credits) *
- EDES 353 Teaching Secondary Mathematics 1 (3 credits) *
- EDPE 304 Measurement and Evaluation (3 credits)
- EDPI 341 Instruction in Inclusive Schools (3 credits)
8.0 Consultation with Related Units

<table>
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<tr>
<th>Yes</th>
<th>No</th>
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Financial Consult

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<tr>
<th>Yes</th>
<th>No</th>
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</table>

Attach list of consultations

9. Approvals

<table>
<thead>
<tr>
<th>Routing Sequence</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Jeffrey Derevensky, Interim Chair</td>
<td></td>
<td>3 Aug 3</td>
</tr>
<tr>
<td>Curric/Acad Committee</td>
<td>E. Wood, Associate Dean</td>
<td></td>
<td>3 May 13</td>
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<tr>
<td>Faculty 1</td>
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<td>Faculty 2</td>
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<td>Senate</td>
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Submitted by

<table>
<thead>
<tr>
<th>Name</th>
<th>Vanessa Bridgman/Joan Barrett</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>398-7040/398-8269</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Email</th>
<th><a href="mailto:vanessa.bridgman@mcgill.ca">vanessa.bridgman@mcgill.ca</a></th>
</tr>
</thead>
</table>

To be completed by ARR:

<table>
<thead>
<tr>
<th>CIP Code</th>
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</table>

Submission Date
Lecturer: Gus Appignanesi

Office: Education Room 533

Classroom Location: Arts W 215

Sections: 4 and 5

Office Hours: By Appointment

Class Hours: M/W 10:05-11:25

Office e-mail: gus.appignanesi@mcgill.ca


Readings: Certain readings will be uploaded as the course develops in MyCourses EDPI – 341.

Course Description: Developing, planning, implementing and evaluating effective learning programs for all students. Adapting curriculum and instruction for learners with varying abilities, learning styles, and needs. Collaboration with students, families, and other educators (or stakeholders) in the instructional process. Application of adaptations at the classroom and school level for all students in inclusive schools.

Objectives: This course is designed to introduce concepts and theories associated with the best practices in inclusive education and to offer opportunities to demonstrate these skills. Topics include planning, implementing and evaluating curriculum for students with diverse needs in inclusive classrooms. Today’s classrooms are interdependent systems with all students benefitting from and contributing to that system. The course will focus on theoretical frameworks and specific teaching and learning strategies that enable all students to thrive within the classroom as an ecosystem.

Method: This course will try to simulate the spirit and design of the inclusive differentiated classroom. This approach will incorporate lectures, readings, large group discussions, small group discussions, interactive activities, homework assignments, projects and dialogue.
The MELS Professional Teaching Competencies:
(Course Learning Outcomes)

This course will address all twelve professional competencies prescribed by the MELS that are interdependent and interactive. The following six competencies, however, will be primarily addressed, developed and assessed in this course.

**Competency 1:** To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

**Competency 2:** To communicate clearly in the language of instruction, both orally and in writing using correct grammar, in various contexts related to teaching.

**Competency 3:** To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

**Competency 5:** To evaluate student progress in learning the subject content and mastering the related competencies.

**Competency 7:** To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

**Competency 10:** To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

These professional competencies and developmental outcomes are based on:

(a) Active participation in small and large group discussions around critical questions generated to facilitate critical thinking about readings and class activities;

(b) Conveying a personal professional understanding of various theoretical and practical implications of teaching and learning;

(c) Developing a clear, concise and practical philosophy and understanding of inclusive education.

**Code of Conduct and Professionalism**

Attendance is compulsory in this course. Attendance will be taken on a regular but random schedule. Unexplained absence for more than four classes may result in the awarding of a “J” (absent) grade for this course.

Absence due to religious observance is covered by the Code of Student Rights and responsibilities. Such absences are to be reported to the professor according to the procedures outlined in the Code.

Punctuality is also important, so please come to class on time. Repetitions of unexcused tardiness will treated as an absence.

There is a growing concern among professors and students over significant lapses in classroom etiquette (e.g. incessant chatting, recurring lateness, repeatedly walking in and out of class, use of technology in disruptive ways). It is important to note that students of the Faculty of Education are to be future professionals. They need to act accordingly in this class as they would expect their students to act in their classroom. Even students that are taking this course as an elective or Minor in Education need to act accordingly.
As stated in the McGill Student Rights and Responsibilities Handbook (2006), “disruption which occurs during the teaching of a course may be treated as an academic offence under the provisions of Article 19.”

Furthermore, mobile phones are never to ring, vibrate or be used in any way in class. Do not use your laptop unless asked to do so for a specific purpose in class. Students with specific learning needs may use computers as a learning accommodation when required.

Additional Policies and Procedures

1) “McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see http://www.mcgill.ca/integrity for more information).”

2) “If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 or online at http://www.mcgill.ca/osd) before you do this.”

3) “Additional policies governing academic issues which affect students can be found in the Handbook on Student Rights and Responsibilities, Charter of Students’ Rights (online at http://www.mcgill.ca/files/secretariat/greenbookenglish.pdf).”

4) “In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.”

5) MERCURY ONLINE EVALUATIONS: Students are strongly encouraged to fill out the online evaluation for this course at the end of term. Online course evaluations serve primarily as a tool towards teaching improvement, informing students about courses, and as one of the elements for evaluating the teaching performance of staff for reappointment, tenure and promotion purposes. For more information consult the following link: http://www.mcgill.ca/tls/courseevaluations/mercury

Course Outline and Objectives

**Weeks 1 and 2**

The first group of lectures is dedicated to the understanding of the overall course;

a. Review of course outline
b. Formation of groups
c. Evaluation of the course through individual and group work
d. What is Inclusive Education?
e. A ‘walk’ through the history of inclusive education (early history, the grassroots movement of the 60s, influential research by Dunn, mainstreaming, integration, inclusive education and RtI)

Weekly Assignment 1
**Week 3**

Introduction: the classroom as an ecosystem

a. Today’s classrooms are interdependent systems with all students benefitting from and contributing to that system. The course will focus on theoretical frameworks and specific teaching and learning strategies that enable all students to thrive within the classroom as an ecosystem.

b. Uri Bronfenbrenner’s theory

c. The changing role of the classroom teacher within the inclusive classroom model

d. The Quebec Education Program and implications for learners with disabilities e.g. Early intervention, problem based learning

e. Review – historical perspective of inclusive education

f. Universal design as a foundation for curriculum development in the inclusive classroom

Weekly Assignment 2

**Week 4**

a. Assessments in planning your inclusive classroom

b. When to IEP and when not to

c. Curriculum adaptations

d. Differentiation

Weekly Assignment 3

**Week 5**

Response to Intervention: Understanding the holistic nature of meeting student needs

a. Guiding principles of RtI

b. What are the three tiers of learning?

c. Implications of a three tiered model on school resources (technicians, teacher assistants, psychologists, special education resource teachers)

d. Research based best practices in teaching and learning

e. Universal screening – data collection (Dibels and other tools)

Curriculum based assessment – progress monitoring and dynamic assessment (Vygotsky, Feuerstein) – Zone of proximal development and task analysis (breaking down a task and creating a sequence according to level of complexity e.g. Bloom’s revised taxonomy) as a means of meeting diverse needs along the continuum.

Weekly Assignment 4
**Week 6**

Understanding by Design: a model for developing inclusive unit plans for all learners

  a. KUD – big ideas for all learners
  b. Assessment – assessment for and of learning (ongoing and summative), authentic assessment, differentiated assessments (Choices, RAFT)
  c. Learning strategies – use of learning styles, multiple intelligences, choices, learning readiness, interest, affective domains

Quiz Number one – Wednesday October 9th

Weekly Assignment 5

**Week 7**

Differentiated Instruction – Tiers 1, 2 and 3

Best practices for all learners

  a. The important role of school leadership in creating differentiated learning
  b. Differentiating process, product and content – overview
  c. Pre-assessment, entry points, ongoing assessment, tiered learning, learning styles, multiple intelligences
  d. Strategies for the inclusive classroom: collaborative learning, tic tac toe choice boards, graphic organizers, compacting, cubing, literature circles
  e. Remedial strategies
  f. Developing a differentiated unit plan using UbD

Weekly Assignment 6

**Week 8**

Evidence based teaching and the emotionally supportive classroom

  a. Creating the brain friendly classroom
  b. Research on the brain and learning
  c. The emotionally safe class and strategies to enhance safety in the classroom
  d. Relaxed alertness

Weekly Assignment 7

**Week 9**

Developing the IEP

  a. SMART goals
  b. Alignment between goals and strategies
  c. Effective strategies for specific learners
  d. Task analysis of curriculum suitable to readiness level of the student
  e. Writing the IEP
Weekly Assignment 8

**Week 10**

Managing the inclusive classroom: Teacher as facilitator
a. Active learning
b. Effective strategies to manage diverse learning (good chaos)

Weekly Assignment 9

**Weeks 11 and 12**

Presentations and critiques of differentiated unit plans; IEP’s, lesson plans, etc.

Weekly Assignment 10

**Week 13**

Bringing it all together – review
Second Quiz – Wednesday November 27th

Evaluation Procedure

1. **Welcome Letter and Inclusion Philosophy** (Total 15%)

   **Part I – Letter (5%)**

   Write a brief information letter to the parents of your students (one page). This letter should welcome the parents into the inclusive learning community that you hope to create for all your students. Indicate in your letter the age group that you will be teaching & provide a welcoming message to parents. Describe how you will be creating an environment that is inclusive and incorporates diversity in its many forms. Indicate in your letter that a separate description and philosophy of your inclusive classroom will be attached with this letter. This description will relay how your values will be demonstrated in your teaching within an inclusive differentiated classroom.

   **Part II – Inclusion Philosophy (10%)**

   Write your inclusion philosophy (2 pages). The purpose of this document is to help you to solidify your values regarding inclusion and to relay how these values will be manifested in your classroom. Describe in detail your policy for a classroom that addresses the numerous types diversity, using concrete examples.

   **Evaluation Criteria:** Writing Style (clear, concise & cohesive, 5/15), Comprehensiveness (5/15) and Acceptability 5/15

   **Due date:** Wednesday October 9, 2013
2. Differentiated Unit Plan (Total 20%)

You will be asked to develop a differentiated unit plan. You will focus on two (2) lessons within the unit using the Quebec competencies. You will need to apply the principles that have been covered in class. The two detailed lessons you will provide will be differentiated by:

(a) Readiness, interest or learning profile.
(b) Flow of instruction that includes whole class discussions, group work, paired work and individual work.
(c) Teacher’s role as classroom facilitator must be clearly indicated.
(d) Use KUD (Knowledge, Understanding and Doing) into your lesson plans.
(e) You need to write your lesson plan clear and detailed so anyone could walk in and teach the lesson.
(f) The Unit Plan must show evidence of using theories discussed in class and from your readings.

Evaluation Criteria: A lesson format will be provided through MyCourses with a point breakdown out of 20 points.

Due date: Monday November 4, 2013

3. I.E.P. activity (Total 15%)

All information needed to complete the activity will be provided in class and on MyCourses. You will be able to begin and work on the activities in class. Your group will read, consult, comment, and critique the assignment for another group in an educated and professional manner and they will do the same with your group’s assignment. You will return your assignments to each other and discuss your findings. A larger class discussion will follow to share what was learned from each other. This is an in class activity and needs to be completed in class. Your group will also critique the IEP of other groups. The critique will be worth 2 points toward your class participation grade. Both the critique and the IEP will be completed during class. If you are not in class on the designated day you cannot get any points for the activity.

Evaluation Criteria: You will be given all information that you need the day of the assignment and the IEP format will have a point breakdown of the assignment

Due Date: Wednesday, November 20th

4. Homework Assignments (Total 20%)

Evaluation Criteria: The weekly assignments are designed as a combination of pre-reviewing and reviewing the weekly class presentations and lectures. Two points are given per assignment. More information will be supplied during the lecture, as each assignment is posted.
5. Class Attendance and Participation (Total 15%)

Participation and attendance are a crucial aspect of this course. Attendance will be recorded on a random basis, so please try to attend all classes. There will be a 3 percent penalty per absence for a total of 15 percent. The only exceptions are verified medical, religious or specially approved absences from the lecturer.

6. In-Class Quizzes (Total 15%)

There will be two review quizzes. Each is worth 7.5%. Quizzes are on October 9th and November 27th, respectfully. The quizzes will be a mixture of multiple choice questions and short essay answers. Each quiz will cover the material preceding each quiz.

Please note: The same group or team works together throughout the semester on any group work. It is the responsibility of each member of the group to be responsible for delegating work, sharing work and completing the necessary work. One member however should be elected as the “coordinator” and be responsible for submitting the work hard copies and e-mails to class. Each group member will receive the same grade on the projects and presentation. If there are any extenuating circumstances in a group you need to come and see me as soon as they arise.