



**Faculty of Education (Graduate)**  
**Programs, Courses and University Regulations**  
**2011-2012**



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**Note: Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.**

## *Publication Information*

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## 1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

I am extremely pleased to welcome you to McGill University. With over 250 doctoral and master's degree programs, McGill is committed to providing world-class graduate education and postdoctoral training in a full range of academic disciplines and professions. Graduate and Postdoctoral Studies (GPS) provides strategic leadership and works in collaboration with the Faculties and other administrative and academic units to deliver the very highest level of teaching and research across the University. GPS is responsible for the admission and registration of graduate students, disbursing graduate fellowships, supporting postdoctoral fellows, and facilitating the graduation process, including the examination of theses.

As a student-centred research institution, McGill places singular importance upon the quality of graduate education and postdoctoral training. As Associate Provost (Graduate Education), as well as Dean of Graduate and Postdoctoral Studies, I work closely with the central administration, Faculties, graduate students, professors, researchers, postdoctoral fellows, and staff to enhance the graduate and postdoctoral experience and provide a supportive, stimulating, and enriching academic environment.

McGill is ranked as one of Canada's most intensive research universities and among the world's top 25. We recognize that these successes come not only from our outstanding faculty members, but also from the quality of our graduate students and postdoctoral fellows - a community into which we are very happy to welcome you.

I invite you to join us in advancing this heritage of excellence at McGill.

*Martin Kreiswirth, Ph.D.*

*Associate Provost (Graduate Education)*

*Dean, Graduate and Postdoctoral Studies*

## 2 Graduate and Postdoctoral Studies

### 2.1 Administrative Officers

Martin Kreiswirth; B.A.(Hamilton), M.A.(Chic.), Ph.D.(Tor.)	<b>Associate Provost (Graduate Education) and Dean (Graduate and Postdoctoral Studies)</b>
Heather Durham; M.Sc.(W. Ont.), Ph.D.(Alta.)	<b>Associate Dean (Graduate and Postdoctoral Studies) (until Sept. 2011)</b>
Meyer Nahon; B.Sc.(Qu.), M.Sc.(Tor.), Ph.D.(McG.), Eng.	<b>Associate Dean (Graduate and Postdoctoral Studies)</b>
Lisa deMena Travis; B.A.(Yale), Ph.D.(MIT)	<b>Associate Dean (Graduate and Postdoctoral Studies) (as of Sept. 2011)</b>
Shari Baum; B.A.(C'neil), M.Sc.(Vermont), Ph.D.(Brown)	<b>Associate Dean (Graduate and Postdoctoral Studies)</b>
Charlotte E. Légaré; B.Sc.(Montr.), M.Sc.(Sher.), M.B.A.(McG.)	<b>Director (Graduate and Postdoctoral Affairs)</b>
Lissa B. Matyas; B.F.A., M.Sc.(C'odia)	<b>Director (Recruitment and Retention)</b>

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**Note:** For inquiries regarding specific Graduate programs, please contact the appropriate department.

### 2.3 General Statement Concerning Higher Degrees

Graduate and Postdoctoral Studies (GPS) administers all programs leading to graduate diplomas, certificates and higher degrees. It is responsible for the admission of candidates, the supervision of their work and for recommending to Senate those who may receive the degrees, diplomas and certificates.

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### 3 Important Dates 2011-2012

For all dates relating to the academic year, consult [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates).

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### 4 Graduate Studies at a Glance

McGill University offers graduate and postdoctoral programs in the following units (organized by their administering home faculty):

#### Agricultural and Environmental Sciences

- : *Agricultural Economics*
- : *Animal Science*
- : *Bioresource Engineering*
- : *Dietetics and Human Nutrition*
- : *Food Science and Agricultural Chemistry*
- : *Natural Resource Sciences*
- : *Parasitology*
- : *Plant Science*

#### Arts

- : *Anthropology*
- : *Art History*
- Classics, see : *History and Classical Studies*
- : *Communication Studies*
- : *East Asian Studies*
- : *Economics*
- : *English*
- : *French Language and Literature*
- : *Geography*
- : *German Studies*
- : *Hispanic Studies*
- : *History and Classical Studies*
- : *Institute for the Study of International Development*
- : *Islamic Studies*
- : *Italian Studies*
- : *Jewish Studies*
- : *Linguistics*
- : *Mathematics and Statistics*
- : *Philosophy*

**Arts**

*: Political Science*  
*: Psychology*  
*: Russian and Slavic Studies*  
*: Social Studies of Medicine*  
*: Social Work*  
*: Sociology*

**Dentistry**

*: Dentistry*

**Desautels Faculty of Management**

*: Desautels Faculty of Management*

**Education**

*section 11.1: Educational and Counselling Psychology*  
*section 11.2: Information Studies*  
*section 11.3: Integrated Studies in Education*  
*section 11.4: Kinesiology and Physical Education*

**Engineering**

*: Architecture*  
*: Chemical Engineering*  
*: Civil Engineering and Applied Mechanics*  
*: Electrical and Computer Engineering*  
*: Mechanical Engineering*  
*: Mining and Materials Engineering*  
*: Urban Planning*

**Law**

*: Law*

**McGill School of Environment**

*: Environment*

**Medicine**

*: Anatomy and Cell Biology*  
*: Biochemistry*  
*: Bioethics*  
*: Biomedical Engineering*  
*: Communication Sciences and Disorders*  
*: Epidemiology and Biostatistics*  
Experimental Medicine, see : *Medicine, Experimental*  
*: Human Genetics*  
*: Medical Physics*

**Medicine**

- : Microbiology and Immunology*
- : Neuroscience (Integrated Program in)*
- : Nursing*
- : Occupational Health*
- : Otolaryngology – Head and Neck Surgery*
- : Pathology*
- : Pharmacology and Therapeutics*
- : Physical and Occupational Therapy*
- : Physiology*
- : Psychiatry*
- : Surgical Research*

**Religious Studies**

- : Religious Studies*

**Schulich School of Music**

- : Schulich School of Music*

**Science**

- : Atmospheric and Oceanic Sciences*
- : Biology*
- : Chemistry*
- : Computer Science*
- : Earth and Planetary Sciences*
- : Geography*
- : Mathematics and Statistics*
- : Physics*
- : Psychology*

**4.1 Graduate Diplomas and Certificates**

Graduate diplomas and graduate certificates are programs of study under the academic supervision of Graduate and Postdoctoral Studies. They have as a prerequisite an undergraduate degree in the same discipline.

McGill University offers other diploma and certificate programs under the supervision of the relevant faculties and their Calendars should be consulted for further details.

**Graduate Diplomas are offered in:**

Clinical Research (Experimental Medicine)	Primary Care Nurse Practitioner
Epidemiology and Biostatistics	Professional Performance
Islamic Studies	Public Accountancy (C.A.)
Library and Information Studies	Registered Dietician Credentialing (R.D.)
Mining Engineering	School and Applied Child Psychology (post-Ph.D.)
Nursing	Surgical Health Care Research

These diploma programs consist of at least two terms of full-time study or the equivalent.

**Graduate Certificates are offered in:**

Assessing Driving Capabilities	Educational Leadership 2
Air and Space Law	Library and Information Studies
Bioresource Engineering (IWRM)	Post-M.B.A.
Biotechnology	Teaching English as a Second Language
Comparative Law	Theory in Primary Care
Educational Leadership 1	Theory in Neonatology

All graduate regulations apply to graduate diploma and certificate candidates.

## 4.2 Master's Degrees

Two categories of programs lead to higher degrees at McGill University, master's programs, and doctoral programs.

**The following master's degrees are offered (see below for more information about sub-specializations):**
**Prerequisites:**

Master of Architecture (M.Arch)	M.Arch. (professional degree) – McGill B.Sc.(Arch.) degree, or equivalent; M.Arch. (post-professional degree) – an M.Arch. (professional degree) or equivalent professional degree.
Master of Arts (M.A.)	Bachelor of Arts in the subject selected for graduate work. See appropriate unit.
Master of Business Administration (M.B.A.)	An undergraduate degree from an approved university. See Management.
Joint program: Master of Business Administration (M.B.A.) with integrated Bachelor of Civil Law (B.C.L.) / Bachelor of Laws (LL.B.)	See Management.
Concurrent Master of Business Administration with Doctor of Medicine / Master of Surgery (M.B.A. with M.D.,C.M.)	See Management.
Master of Manufacturing Management (M.M.M.)	See Management.
Master of Education (M.Ed.)	A bachelor's degree with specialization related to the subject chosen for graduate work, plus a Permanent Quebec Teaching Diploma or its equivalent for some of the above degrees. See appropriate department.
Master of Engineering (M.Eng.)	Bachelor of Engineering or equivalent, with specialization appropriate for the subject selected for graduate study. See appropriate department.
Master of Laws (LL.M.)	An acceptable degree in Law or equivalent qualifications. See Law.
Master of Library and Information Studies (M.L.I.S.)	At least a bachelor's degree from a recognized university. See Library and Information Studies.
Master of Management (M.M.)	See Management.
Master of Music (M.Mus.)	Bachelor of Music or Bachelor of Arts with concentration in the area selected for graduate study. See Music.
Master of Sacred Theology (S.T.M.)	B.A. with specialization in religious studies or theology. See Religious Studies.
Master of Science (M.Sc.)	Bachelor of Science in the subject selected for graduate work. See appropriate unit.
Master of Science, Applied (M.Sc.A.)	A bachelor's degree in the subject selected for graduate work. See appropriate unit.
Master of Science, Applied (OT) (M.Sc.A. (OT))	A bachelor's degree in the subject selected for graduate work. See appropriate unit.
Master of Science, Applied (PT) (M.Sc.A. (PT))	A bachelor's degree in the subject selected for graduate work. See appropriate unit.
Master of Social Work (M.S.W.)	Bachelor's degree in Social Work including courses in statistics and social science research methods. See Social Work.
Joint program: Master of Social Work (M.S.W.) with integrated Bachelor of Civil Law (B.C.L.) / Bachelor of Laws (LL.B.)	See School of Social Work.
Master of Urban Planning (M.U.P.)	Bachelor's degree in any one of the following: Anthropology, Architecture, Economics, Civil Engineering, Geography, Law, Management, Political Science, Social Work, Sociology or Urban Planning, with adequate knowledge of quantitative techniques. See Urban Planning.

### **Master of Architecture Degrees**

M.Arch. programs offered:

M.Arch. (professional degree) (Non-Thesis) in Design Studio and Design Studio – Directed Research

M.Arch. (post-professional degree) (Non-Thesis); specializations in Architectural History and Theory, Cultural Mediations and Technology, Urban Design and Housing

### **Master of Arts Degrees**

Programs leading to the degree of Master of Arts are offered in the following areas:

Anthropology (Thesis and Non-Thesis); options in Development Studies, Environment, Gender and Women's Studies, Medical Anthropology

Art History (Non-Thesis); option in Gender and Women's Studies (Non-Thesis)

Classics (Thesis and Non-Thesis)

Communication Studies (Thesis and Non-Thesis); option in Gender and Women's Studies

Economics (Thesis and Non-Thesis); options in Development Studies (Non-Thesis) and Social Statistics (Non-Thesis)

Education (Thesis and Non-Thesis)

English (Thesis and Non-Thesis)

French (Thesis and Non-Thesis); option in Gender and Women's Studies

Geography; options in Development Studies, Environment, Gender and Women's Studies, Neotropical Environment, Social Statistics

German Studies (Thesis and Non-Thesis)

Hispanic Studies (Thesis and Non-Thesis)

History (Thesis and Non-Thesis); options in Development Studies (Thesis and Non-Thesis), European Studies (Thesis and Non-Thesis), Gender and Women's Studies (Thesis and Non-Thesis), History of Medicine (Non-Thesis)

Islamic Studies; option in Gender and Women's Studies

Italian Studies (Thesis and Non-Thesis)

Jewish Studies (Thesis and Non-Thesis)

Kinesiology and Physical Education (Thesis and Non-Thesis)

Linguistics (Non-Thesis)

Mathematics and Statistics (Thesis and Non-Thesis)

Music (Thesis and Non-Thesis)

Philosophy; option in Bioethics

Political Science (Thesis and Non-Thesis); options in Development Studies (Thesis and Non-Thesis), European Studies (Thesis and Non-Thesis), Gender and Women's Studies (Non-Thesis), Social Statistics (Non-Thesis)

Psychology

Religious Studies (Thesis and Non-Thesis); options in Bioethics and Gender and Women's Studies

Russian

Sociology (Thesis and Non-Thesis); options in Development Studies (Thesis and Non-Thesis), Environment, Gender and Women's Studies (Thesis and Non-Thesis), Medical Sociology (Thesis and Non-Thesis), Social Statistics (Non-Thesis), Neotropical Environment

### **Master of Business Administration Degrees**

A program leading to the degree of Master of Business Administration (M.B.A.) is offered in the following concentrations:

Finance

Global Strategy and Leadership

Marketing

Technology and Innovation Management

An E.M.B.A. is also offered (joint with HEC).

Special programs:

M.B.A. with M.D.,C.M.

M.B.A. with B.C.L. and LL.B.

Master of Manufacturing Management (see Management and Mechanical Engineering)

### **Master's Degrees in Education**

Three types of master's degrees are offered: M.A. (Thesis and Non-Thesis), M.Ed. (Non-Thesis) and M.Sc. (Thesis and Non-Thesis).

The M.A. may be taken in the following areas:

Counselling Psychology (Thesis and Non-Thesis): Counselling Psychology – Professional/Internship (Non-Thesis), Counselling Psychology – Project (Non-Thesis)

Education and Society (Thesis and Non-Thesis); options in Gender and Women's Studies (Thesis and Non-Thesis) and Jewish Studies (Thesis and Non-Thesis)

Educational Psychology (Thesis and Non-Thesis)  
 Educational Leadership (Thesis, Non-Thesis, and Non-Thesis Coursework); option in Gender and Women's Studies (Thesis and Non-Thesis)  
 Kinesiology and Physical Education (Thesis and Non-Thesis)  
 Second Language Education (Thesis and Non-Thesis); option in Gender and Women's Studies (Thesis and Non-Thesis)  
 Teaching and Learning (MATL) (Non-Thesis)

The M.Ed. may be taken in the following area:

Educational Psychology

The M.Sc. may be taken in the following area:

Kinesiology and Physical Education (Thesis and Non-Thesis)

### **Master's Degree in Engineering**

Programs leading to the degree of Master of Engineering are offered in the following areas:

Aerospace Engineering (Project)  
 Biomedical Engineering; option in Bioinformatics  
 Chemical Engineering (Thesis and Project); option in Environmental Engineering (Project)  
 Civil Engineering and Applied Mechanics (Thesis and Project); option in Environmental Engineering (Project)  
 Electrical Engineering (Thesis and Project); option in Computational Science and Engineering  
 Mechanical Engineering (Thesis and Project); option in Computational Science and Engineering  
 Mining and Materials Engineering (Thesis and Non-Thesis); options in Environmental Engineering (Non-Thesis), Mining (Non-Thesis), and Metals and Materials (Non-Thesis)

Other degrees:

Master of Management (M.M.) is offered in Manufacturing Management (see Department of Mechanical Engineering and Faculty of Management).  
 Master of Science (M.Sc.) is offered in Chemical Engineering, Civil Engineering, Mechanical Engineering, and Mining and Materials.

### **Master's Degrees in Law**

The degree of Master of Laws is offered in:

Law (Thesis and Non-Thesis); options in Bioethics, Comparative Law (Thesis and Non-Thesis), Environment (Thesis and Non-Thesis), and European Studies  
 Air and Space Law (Thesis and Non-Thesis)

### **Master of Library and Information Studies Degree**

The Graduate School of Library and Information Studies offers a postgraduate professional program in librarianship. Two years of full-time study or the equivalent are required.

### **Master's Degrees in Music**

Programs leading to the degrees of Master of Arts and Master of Music are offered in the Faculty of Music.

The M.A. may be taken in:

Music Technology  
 Musicology (Thesis and Non-Thesis); option in Gender and Women's Studies  
 Music Education (Thesis and Non-Thesis)  
 Theory (Thesis and Non-Thesis); option in Gender and Women's Studies

The M.Mus. may be taken in:

Composition  
 Performance (various options) (Non-Thesis)  
 Sound Recording (Non-Thesis)

Applicants to the Performance program are required to pass auditions in their speciality.

### **Master's Degrees in Nursing**

Two types of master's degrees are offered: Master of Science (Applied) and Master of Science (with thesis). These two-year programs are designed to prepare clinicians and researchers for the expanding function of nursing within the health care delivery system.

### **Master's Degrees in Religious Studies**

A program leading to the degree of Sanctae Theologiae Magister (S.T.M.) is given in the Faculty of Religious Studies. This degree is primarily for those who intend to enter the ministry of the Christian Church or another religious institution, or to proceed to teaching in schools. A Master of Arts program (thesis and non-thesis) is also available.

### Master of Science Degrees

Programs leading to the degree of Master of Science are provided in the following areas:

Agricultural Economics  
 Animal Science  
 Atmospheric and Oceanic Science; options in Computational Science and Engineering, and Environment  
 Biochemistry; options in Bioinformatics, and Chemical Biology  
 Biology; options in Bioinformatics, Environment, and Neotropical Environment  
 Bioresource Engineering; options in Environment, Integrated Water Resource Management (Non-Thesis), and Neotropical Environment  
 Cell Biology and Anatomy  
 Chemical Engineering  
 Chemistry; option in Chemical Biology  
 Civil Engineering and Applied Mechanics  
 Communication Sciences and Disorders  
 Computer Science (Thesis and Non-Thesis); options in Bioinformatics, and Computational Science and Engineering  
 Dental Science (Thesis and Non-Thesis); option in Oral and Maxillofacial Surgery  
 Earth and Planetary Sciences; option in Environment  
 Entomology; options in Environment, and Neotropical Environment  
 Epidemiology and Biostatistics (Thesis and Non-Thesis); option in Environment (Non-Thesis)  
 Food Science and Agricultural Chemistry (Thesis and Non-Thesis)  
 Geography; options in Environment, and Neotropical Environment  
 Genetic Counselling (Non-Thesis)  
 Human Genetics; option in Bioinformatics  
 Human Nutrition  
 Kinesiology and Physical Education (Thesis and Non-Thesis)  
 Mathematics and Statistics (Thesis and Non-Thesis); options in Bioinformatics, and Computational Science and Engineering  
 Mechanical Engineering  
 Medical Radiation Physics  
 Medicine, Experimental; options in Bioethics, Environment, and Family Medicine  
 Microbiology and Immunology  
 Microbiology (Macdonald Campus); option in Environment  
 Mining and Materials Engineering  
 Neuroscience  
 Nursing  
 Otolaryngology  
 Parasitology; options in Bioinformatics, and Environment  
 Pathology  
 Pharmacology and Therapeutics; option in Chemical Biology  
 Physics  
 Physiology; option in Bioinformatics  
 Plant Science; options in Bioinformatics, Environment, and Neotropical Environment  
 Psychiatry  
 Psychology  
 Rehabilitation Sciences (Thesis and Non-Thesis)  
 Renewable Resources; options in Environment, Environmental Assessment (Non-Thesis), and Neotropical Environment  
 Surgery, Experimental

### Master of Science, Applied, Degrees

This degree was designed to provide postgraduate training of a professional and vocational character, with less emphasis on theoretical knowledge and research than in Master of Science programs, but with no lower standards either for admission or completion of requirements. Two years of full-time study or equivalent are normally required with an emphasis on coursework.

Programs are available in:

Animal Science  
 Bioresource Engineering; options in Environment, Environmental Engineering, and Neotropical Environment  
 Biotechnology  
 Chemistry



Communication Sciences and Disorders  
 Human Nutrition  
 Nursing  
 Occupational Health  
 Occupational Therapy  
 Plant Science  
 Physical Therapy

Other degrees:

Master of Science, Applied (OT)  
 Master of Science, Applied (PT)

#### Master of Social Work Degrees

The M.S.W. degree (Thesis and Non-Thesis options) represents a second level of professional study in which students build competence in a chosen field of practice.

Special program:

M.S.W. with B.C.L. and LL.B.

#### Master of Urban Planning Degree

The program requires a minimum of two years residence and a three-month internship with a member of a recognized planning association.

Options: Transportation Planning and Urban Design.

## 4.3 Doctoral Degrees

Two categories of programs lead to higher degrees at McGill University: master's programs and doctoral programs.

**The following doctoral degrees are offered (see below for more information about sub-specializations):** Prerequisites:

Doctor of Civil Law (D.C.L.)	B.C.L. or LL.B. and usually LL.M. See Law.
Doctor of Music (D.Mus.)	M.A. in Composition (D.Mus. in Composition) or an master's degree in Performance, and professional and teaching experience (D.Mus. in Performance). See Music.
Doctor of Philosophy (Ph.D.)	An undergraduate degree relevant to the subject chosen for graduate work. Some departments require all Ph.D. candidates to hold a master's degree in the same subject. Departments may recommend to Graduate and Postdoctoral Studies that candidates of undoubted promise should be allowed to proceed directly to the Ph.D. degree without being required to submit a master's thesis.

#### Doctor of Civil Law Degrees

Doctoral programs are offered in Air and Space Law and Law (Comparative Law). Both are predominantly research degrees awarded on the basis of a thesis that represents an original contribution to the development of legal science.

#### Doctor of Music Degrees

The Doctor of Music degree is offered in Composition. The Doctoral thesis consists of a musical composition of major dimensions together with a written analysis of the work. The composition is presented by the candidate in concert. The regulations set forth for the Ph.D. generally apply also to the D.Mus.

The Doctor of Music degree is also offered in Performance. It is offered to professional musicians who wish to teach at the university level and to develop a specialization in a particular repertoire, approach, or discipline (musicology, music theory, music education and pedagogy, or music technology).

#### Doctor of Philosophy Degrees

Programs leading to the degree of Doctor of Philosophy are offered in the following areas:

Anatomy and Cell Biology  
 Animal Science; option in Bioinformatics  
 Anthropology; option in Neotropical Environment  
 Architecture  
 Art History; option in Gender and Women's Studies  
 Atmospheric and Oceanic Sciences  
 Biochemistry; options in Bioinformatics, and Chemical Biology

Biology; options in Bioinformatics, Developmental Biology, Environment, and Neotropical Environment  
 Biomedical Engineering; option in Bioinformatics  
 Bioresource Engineering; options in Environment, and Neotropical Environment  
 Chemical Engineering  
 Chemistry; option in Chemical Biology  
 Civil Engineering and Applied Mechanics  
 Classics  
 Communication Studies; option in Gender and Women's Studies  
 Communication Sciences and Disorders; option in Language Acquisition  
 Computer Science; option in Bioinformatics  
 Counselling Psychology  
 Earth and Planetary Sciences; option in Environment  
 Economics  
 Educational Psychology  
 Educational Studies; option in Gender and Women's Studies  
 Electrical Engineering  
 English  
 Entomology; options in Environment, and Neotropical Environment  
 Epidemiology and Biostatistics  
 Food Science and Agricultural Chemistry  
 French; option in Gender and Women's Studies  
 Geography; options in Environment, Gender and Women's Studies, and Neotropical Environment  
 German  
 Hispanic Studies  
 History  
 Human Genetics; option in Bioinformatics  
 Human Nutrition  
 Information Studies  
 Islamic Studies; option in Gender and Women's Studies  
 Linguistics; option in Language Acquisition  
 Management  
 Mathematics and Statistics; option in Bioinformatics  
 Mechanical Engineering  
 Medicine, Experimental; option in Environment  
 Microbiology and Immunology  
 Microbiology (Macdonald Campus); options in Bioinformatics, and Environment  
 Mining and Materials Engineering  
 Music; option in Gender and Women's Studies  
 Neuroscience  
 Nursing; option in Psychosocial Oncology  
 Occupational Health Sciences  
 Parasitology; options in Bioinformatics, and Environment  
 Pathology  
 Pharmacology and Therapeutics; option in Chemical Biology  
 Philosophy; options in Environment, and Gender and Women's Studies  
 Physics  
 Physiology; option in Bioinformatics  
 Plant Science; options in Bioinformatics, Environment, and Neotropical Environment  
 Political Science  
 Psychology; options in Language Acquisition, and Psychosocial Oncology  
 Rehabilitation Science  
 Religious Studies; option in Gender and Women's Studies  
 Renewable Resources; options in Environment, and Neotropical Environment  
 Russian  
 School/Applied Child Psychology  
 Social Work  
 Sociology; options in Environment, and Gender and Women's Studies  
 Surgery, Experimental

The following joint Ph.D. programs are offered:

Nursing (McGill/Université de Montréal)  
 Management (McGill/Concordia/H.E.C./UQAM)  
 Social Work (McGill/Université de Montréal)

#### 4.4 Postdoctoral Research

See [section 8: Postdoctoral Research](#) for information about postdoctoral research at McGill University.

## 5 Program Requirements

### 5.1 Master's Degrees

#### Residence Requirements – Master's Degrees

Refers to the number of terms (or years) students must be registered on a full-time basis to complete their program. Students are NOT permitted to graduate until they have fulfilled the residence requirement (or paid the corresponding fees) in their program.

- The following master's programs have a minimum residence requirement of **three full-time terms**: M.Arch, M.A., M.Eng., LL.M., M.Mus. (**except** M.Mus. in Sound Recording), M.Sc., M.S.W., M.Sc.A. (**except** M.Sc.A. in Communication Sciences and Disorders).
- The following master's programs have a **minimum** residence requirement of **four full-time terms**: M.L.I.S.; M.Mus. in Sound Recording; M.U.P.; M.A. (60 credits – Counselling Psychology – thesis; 78 credits – Educational Psychology); M.A. Teaching and Learning – Non-Thesis; M.Sc.A. in Communication Sciences and Disorders; S.T.M., Religious Studies.
- The residence requirement for the master's program in Education (M.Ed.); Library and Information Studies (M.L.I.S.); Management (M.B.A.); Religious Studies (S.T.M.); M.A. Counselling Psychology – Non-Thesis; M.A. Teaching and Learning – Non-Thesis; M.Sc. in Public Health – Non-Thesis; M.Sc.A. Nursing; M.Sc.A. Occupational Therapy; M.Sc.A. Physical Therapy; and students in part-time programs is determined on a per course basis. Residence requirements are fulfilled when students complete all course requirements in their respective programs.
- For master's programs structured as Course, Project or Non-Thesis options where the program is pursued on a part-time basis, residence requirements are normally fulfilled when students complete all course requirements in their respective programs (minimum 45 credits or a minimum of three full-time terms) and pay the fees accordingly.

These designated periods of residence represent minimum time requirements. There is no guarantee that the work for the degree can be completed in this time. Students must register for such additional terms as are needed to complete the program.

#### Coursework – Master's Degrees

Program requirements are outlined in the relevant departmental sections of the Graduate and Postdoctoral Studies Calendar available at [www.mcgill.ca/study](http://www.mcgill.ca/study).

The department concerned will examine the student's previous training and then decide which of the available courses in the area of specialization or related fields are required to bring the candidate to the proper level for the master's degree. Due account will be taken of relevant courses passed at any recognized university.

As a rule, no more than one-third of the McGill program formal coursework (not thesis, project, stage, or internship) can be credited with courses from another university.

Non-thesis degrees normally specify the course program which the candidate must follow.

The candidate is required to pass, with a mark of B- or better, all those courses which have been designated by the department as forming a part of the program, including additional requirements.

Students taking courses at another university must obtain a minimum grade of B- (65%) if the course is to be credited toward their McGill degree. In the cases where only a letter grade is used, a B- is the minimum passing grade and no equivalent percentage will be considered. In the cases where only a percentage grade is used, 65% is the minimum passing grade.

If courses were not used for a degree, they could be **credited** toward a McGill degree keeping in mind that a maximum of one-third of the course work (not thesis, project, stage, internship, and practicum) can be credited. If an **exemption** is granted, it must be replaced by another graduate course at McGill toward the degree. No double counting is ever allowed. This regulation also applies to doctoral programs.

#### Research and Thesis – Master's Degrees

All candidates for a research degree must present a thesis based on their own research. The total number of credits allotted to the thesis in any master's program must not be less than 24. The title of the thesis and names of examiners must be forwarded on a *Nomination of Examiners* form, in accordance with the dates on [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates), through the Chair of the department concerned at the same time as the thesis is submitted to Graduate and Postdoctoral Studies. A thesis for the master's degree, while not necessarily requiring an exhaustive review of work in the particular field of study, or a great deal of original scholarship, must show familiarity with previous work in the field and must demonstrate the ability to carry out research and to organize results, all of which must be presented in good literate style. The thesis will not normally exceed 100 pages; in some disciplines, shorter texts are preferred. Guidelines and deadlines are available at [www.mcgill.ca/gps/students/thesis/guidelines](http://www.mcgill.ca/gps/students/thesis/guidelines).

**Language Requirements – Master's Degrees**

Most master's degree programs do not include language requirements, but candidates who intend to proceed to a doctoral degree should take note of any language requirements and are strongly advised to take the examinations in at least one language while working for the master's degree.

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**5.2 Doctoral Degrees****Residence Requirements – Doctoral**

Refers to the numbers of terms (or years) students must be registered on a full-time basis to complete their program. Students are not permitted to graduate until they have fulfilled the residence requirement (or paid the corresponding fees) in their program.

Candidates entering Ph.D. 1 must follow a program of at least three years residency at the University; this is a minimum requirement, and there is no guarantee that the work of the degree can be completed in this time, but students are expected to complete within the maximum specified period. Only exceptional candidates holding a bachelor's degree will be considered for direct admission to Ph.D. 1 level.

It is required that candidates spend the greater part of each summer working on their theses, and those who do not do so are unlikely to complete a satisfactory thesis in the prescribed minimum time (see "Vacation Policy for Graduate Students and Postdocs").

A student who has obtained a master's degree at McGill University or at an approved institution, in a relevant subject and is proceeding to a Ph.D. degree will, on the recommendation of the department, be admitted to Ph.D. 2; in this case, the residency requirement for the program is two years.

In the doctoral program, students must be registered on a full-time basis for one more year after completion of the residency (i.e., Ph.D. 4 year) before continuing as additional session students until completion of the program.

**Note:** The master's degree must have been awarded before initial registration in the doctoral program; otherwise, the admission level will be at Ph.D. 1 and residency will be extended to three years. Once the level of admission is approved by Graduate and Postdoctoral Studies, it will not be changed after obtaining the master's degree if the date falls after registration in the program. If a previous awarded degree is a condition of admission, it must be fulfilled before registration in another program.

As a rule, no more than one-third of the McGill program formal coursework can be credited with courses from another university.

**Comprehensive Examinations – Doctoral**

A comprehensive examination or its equivalent is usually held near the end of Ph.D. 2. The results of this examination determine whether or not students will be permitted to continue in their programs. The methods adopted for examination and evaluation and the areas to be examined are specified by departmental regulations approved by the Dean of Graduate and Postdoctoral Studies. It is the responsibility of students to inform themselves of these details at the commencement of their programs. For more information, see "Ph.D. Comprehensives Policy".

**Language Requirements – Doctoral**

Most graduate departments in the Faculties of Agricultural and Environmental Sciences, Education, Engineering, Management, Medicine, and Science do not require a language examination. Students should inquire in their departments if there are any such requirements or whether any other requirements have been substituted for those relating to languages.

Graduate departments in the Faculties of Arts, Music and Religious Studies usually require proficiency in one or two languages other than English. In all cases **students should consult departmental regulations concerning language requirements.**

Language requirements for the Ph.D. degree are met through demonstrated reading knowledge. The usual languages are French, German, or Russian, but in particular instances another language may be necessary.

**All** language requirements must be fulfilled and the marks reported to Graduate and Postdoctoral Studies **before** submission of the thesis to GPS (Thesis Section).

Students must contact their departments to make arrangements to take the Language Reading Proficiency Examinations. Students may, however, demonstrate competence by a pass standing in two undergraduate language courses taken at McGill (see departmental regulations).

Candidates are advised to discharge their language requirements as early in their program as possible.

Students expecting to enrol in Professional Corporations in the province of Quebec are advised to become fluent in both spoken and written French.

Courses in French language are available at the English and French Language Centre. The teaching is intensive and class sizes are kept small. While undergraduate students are given preference, graduate students who are certain they can devote sufficient time to the work may enrol.

**Thesis – Doctoral**

The thesis for the Ph.D. degree must display original scholarship expressed in good literate style and must be a distinct contribution to knowledge. **Formal notice of a thesis title and names of examiners must be submitted to the Thesis Section of GPS on the *Nomination of Examiners* form in accordance with the dates on [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates), at the same time as the thesis is submitted.** The list of examiners must be approved by the Department Chair, the supervisor and the student. The Thesis Section of GPS should be notified of any subsequent change of title as early as possible. Guidelines and deadlines are available at [www.mcgill.ca/gps/students/thesis/guidelines](http://www.mcgill.ca/gps/students/thesis/guidelines).

Seven copies of the thesis must be provided by the candidate. Of these, two copies will be retained by the University and five copies returned to the candidate. Some departments may require one or more additional copies. The final corrected copy is submitted electronically.

Special regulations for the Ph.D. degree in particular departments are stated in the entries of those departments.

**Thesis Oral Examination – Doctoral**

After the thesis has been received and approved, a final oral examination is held on the subject of the thesis and subjects intimately related to it. This is conducted in the presence of a Committee of at least five members presided over by a Pro-Dean nominated by Graduate and Postdoctoral Studies. The Chair of the candidate's department and the Thesis Supervisor are regularly invited to be members of the Committee; at least one member of the Committee is appointed from outside the candidate's department. Guidelines are available at [www.mcgill.ca/gps/students/thesis/guidelines](http://www.mcgill.ca/gps/students/thesis/guidelines).

### 5.3 Ad Hoc Programs

**In exceptional cases**, an applicant who wishes to pursue a master's (Thesis option only) or Ph.D. program in an academic department which is not currently authorized by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS) to offer graduate programs, may be admitted to an *Ad Hoc* program. The application, including a research proposal, is examined by an Admissions Committee in the department which has familiarity with the proposed research area and experience in directing graduate studies.

Once the Admissions Committee makes a favourable recommendation, Graduate and Postdoctoral Studies confirms an Advisory Committee (recommended by the academic unit) to be responsible for program planning and monitoring of research progress. The regulations are fully described in the document "Procedures for Admission in *Ad Hoc* Master's and Doctoral Programs", available from GPS.

### 5.4 Ad Personam Programs (Thesis Option only)

In very rare circumstances, an applicant who wishes to engage in master's (Thesis option only) or Ph.D. studies of an interdisciplinary nature involving joint supervision by two departments, each of which is authorized by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS) to offer its own graduate programs, may be admitted to an *Ad Personam* program. The regulations are fully described in a document available from GPS.

### 5.5 Coursework for Graduate Programs, Diplomas, and Certificates

Upper-level undergraduate courses (excluding 500-level) may not be considered for degrees, diplomas, and certificates unless they are already listed as required courses in the approved program description. If an upper-level undergraduate course (excluding 500-level) is taken by a graduate student, it must come as a recommendation from the Graduate Program Director in the department. The recommendation must state if the undergraduate course is an additional requirement for the program (must obtain B- or better) or if the course is extra to the program (will be flagged as such on the record and fees will be charged). See document at [www.mcgill.ca/gps/staff/registration](http://www.mcgill.ca/gps/staff/registration).

English and French language courses offered by the French Language Centre (Faculty of Arts) or the School of Continuing Studies may not be taken for coursework credits toward a graduate program.

All substitutions for coursework in graduate programs, diplomas, and certificates must be approved by GPS.

Courses taken at other institutions to be part of the requirements of a program of studies must be approved by GPS before registration. Double counting is not permitted.

## 6 General Admission for Graduate Studies



**Note:** The following admission requirements and application procedures are the minimum standard for applicants to McGill's Graduate and Postdoctoral Studies programs. Some graduate units may require additional qualifications or a higher minimum CGPA; prospective students are strongly urged to consult the unit concerned regarding specific requirements set for their program of interest.

Website: [www.mcgill.ca/gradapplicants](http://www.mcgill.ca/gradapplicants)

Email: [servicepoint@mcgill.ca](mailto:servicepoint@mcgill.ca)

**Deadline: Admission to graduate studies operates on a rolling basis; complete applications and their supporting documentation must reach departmental offices on or before the date for guaranteed consideration specified by the department. To be considered for entrance fellowships, where available, applicants must verify the deadlines with individual departments. Meeting minimum admission standards does not guarantee admission.**

### 6.1 Application for Admission

Application information and the online application form are available at [www.mcgill.ca/gradapplicants/apply](http://www.mcgill.ca/gradapplicants/apply). Applicants (with some exceptions) are required to ask two instructors familiar with their work to send letters of recommendation. All applicants must themselves send, or ask the appropriate university authorities to send, two official or certified copies of their complete academic record from each university-level institution attended to date. McGill graduates do not need to submit McGill transcripts. Letters of recommendation and official transcripts must be sent **directly** to the department concerned. Please note

that all documents submitted to McGill University in support of an application to be admitted, including, but not limited to transcripts, diplomas, letters of reference and test scores, become the property of McGill University and will not be returned to the applicant or issuing institution under any circumstance.

A **non-refundable** fee of \$100 in Canadian funds **must** accompany each application, otherwise **it cannot be submitted**. This sum must be paid by credit card and is non-refundable when submitting the online application form. Candidates for Special, Visiting Student, and Qualifying status must apply and pay the application fee every year (i.e., every Fall term).

It is recommended that applicants submit a list of the titles of courses taken in the major subject, since transcripts often give code numbers only. **Transcripts written in a language other than English or French must be accompanied by a translation prepared by a licensed translator.** An explanation of the grading system used by the applicant's university is essential. The applicant should also indicate the major subject area in which further study is desired.

Completed applications, with supporting documents, must reach departmental offices according to individual department dates for guaranteed consideration. Applicants should contact the department concerned, or see: [www.mcgill.ca/gradapplicants/programs](http://www.mcgill.ca/gradapplicants/programs). International students are advised to apply well in advance of the date for guaranteed consideration as immigration procedures may be lengthy. Applications received after the prescribed dates for guaranteed consideration may or may not be considered, at the discretion of the department. Candidates will be notified of acceptance or refusal by Graduate and Postdoctoral Studies as quickly as possible.

Admission to graduate programs at McGill is highly competitive and the final decision rests with Graduate and Postdoctoral Studies. Admission decisions are not subject to appeal or reconsideration.

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## 6.2 Admission Requirements (minimum requirements to be considered for admission)

Applicants should be graduates of a university of recognized reputation and hold a bachelor's degree equivalent to a McGill degree in a subject closely related to the one selected for graduate work. This implies that about one-third of all undergraduate courses should have been devoted to the subject itself and another third to cognate subjects.

The applicant must present evidence of academic achievement: a minimum standing equivalent to a cumulative grade point average (CGPA) of 3.0 out of a possible 4.0 or a CGPA of 3.2/4.0 for the last two full-time academic years. High grades are expected in courses considered by the department to be preparatory to the graduate program. Some departments impose additional or higher requirements.

See [www.mcgill.ca/gradapplicants/apply/prepare/requirements/international-degree-equivalency](http://www.mcgill.ca/gradapplicants/apply/prepare/requirements/international-degree-equivalency) for information on mark/grade equivalencies and degree requirements from countries in Europe and around the world.

Admission to graduate programs at McGill is highly competitive and the final decision rests with Graduate and Postdoctoral Studies. Admission decisions are not subject to appeal or reconsideration.

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## 6.3 Admission Tests

### Graduate Record Examination (GRE)

The Graduate Record Examination (GRE) (Educational Testing Service, Princeton, NJ 08540) consists of a relatively advanced test in the candidates' specialty, and a general test of their attainments in several basic fields of knowledge for which no special preparation is required or recommended. It is offered at many centres, including Montreal, several times a year; the entire examination takes about eight hours, and there is a registration fee. Refer to [www.ets.org/gre](http://www.ets.org/gre) for further information. Only some departments require applicants to write the GRE examination, but all applicants who have written either the general aptitude or the advanced test are advised to submit the scores along with their other admission material.

This credential is of special importance in the case of applicants whose education has been interrupted, or has not led directly toward graduate study in the subject selected. In such cases the department has the right to insist on a report from the Graduate Record Examination or some similar test. High standing in this examination will not by itself guarantee admission. The Miller Analogies Test may be used similarly. Some departments of the Faculty of Education also require the taking of various tests.

### Graduate Management Admissions Test (GMAT)

Applicants to graduate programs in Management must submit scores from the Graduate Management Admissions Test (GMAT). The test is a standardized assessment offered by the Graduate Management Admission Council to help business schools assess candidates for admission. For further information see [www.mba.com/mba/thegmat](http://www.mba.com/mba/thegmat).

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## 6.4 Competency in English

Applicants to graduate studies must demonstrate an adequate level of proficiency in English **prior to admission**, regardless of citizenship status or country of origin.

Normally, applicants meeting any one of the following conditions are NOT required to submit proof of proficiency in English:

1. Mother tongue (language first learned and still used on a daily basis) is English.
2. Has obtained (or is about to obtain) an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction.
3. Has obtained (or is about to obtain) an undergraduate or graduate degree from a recognized institution in Canada or the United States of America (anglophone or francophone).

4. Has lived and attended university, or been employed, for at least four consecutive years, in a country where English is the acknowledged primary language.

Applicants who do not meet any of the above-listed conditions must demonstrate proficiency in English using *one* of the following options:

1. TOEFL (Test of English as a Foreign Language): minimum acceptable scores are

Competency in English		
iBT (Internet-based test)	PBT (paper-based test)	CBT (computer-based test)*
86 overall, (no less than 20 in each of the four component scores)	550	* The CBT is no longer being offered and CBT results are no longer considered valid, or being reported by ETS.
N.B. an institutional version of the TOEFL is not acceptable.		

2. IELTS (International English Language Testing System): a band score of 6.5 or greater.
3. MELAB (Michigan English Language Assessment Battery): a mark of 85% or higher.
4. University of Cambridge ESOL Certificate in Advanced English (CAE): a grade of "B" (Good) or higher.
5. University of Cambridge ESOL Certificate of Proficiency in English (CPE): a grade of "C" (Pass) or higher.
6. Edexcel London Test of English - Level 5 - with an overall grade of at least "Pass".
7. McGill Certificate of Proficiency in English or McGill Certificate of Proficiency - English for Professional Communication: Certificate of Proficiency awarded. McGill Certificate of Proficiency in English or McGill Certificate of Proficiency - English for Professional Communication: Certificate of Proficiency awarded.

In each case, applicants must ensure that official test results are sent to McGill directly by the testing service. Applications cannot be considered if test results are not available. These scores are general minima; some departments may set higher requirements.

*Revised – July 2008*

## 6.5 Admission to a Qualifying Program

Some applicants whose academic degrees and standing entitle them to serious consideration for admission to graduate studies, but who are considered inadequately prepared in the subject selected may be admitted to a Qualifying Program for a Master's. The undergraduate-level courses to be taken in a Qualifying Program will be prescribed by the department concerned.

Qualifying students are registered in graduate studies, **but not as candidates for a degree**. Only one qualifying year (i.e., two full-time terms) is permitted.

In all cases, after the completion of a qualifying year or term, an applicant interested in commencing a degree program must apply for admission by the dates for guaranteed consideration. Successful completion of the work in the Qualifying Program (B- in all courses) does not automatically entitle the student to proceed toward a degree. Qualifying year students must apply for admission to the program for which they seek qualification.

In cases where a department recommends a change of registration from Qualifying Program (Fall) to Master's Degree First Year (Winter), **students must apply to the degree program by the Winter departmental dates for guaranteed consideration**. A Qualifying-Year applicant admitted to a Winter term as a first term of studies must apply for admission for a Fall term as his/her second term of studies.

Students who are ineligible for a Qualifying Program may apply to the appropriate undergraduate faculty for admission as regular or special students, and seek admission to graduate studies at a later date. The normal admission requirements must be met and the usual procedures followed.

## 6.6 Admission to a Second Degree Program

A candidate with a given higher degree may apply for admission to a second degree program at the same level but **in a different subject**. The normal admission requirements must be met and all the usual procedures followed.

## 6.7 Admission to Two Degree Programs

Students may, with special permission granted by Graduate and Postdoctoral Studies, be admitted to two degree programs or to two departments or faculties. Students are **never** permitted to pursue two **full-time** degree programs concurrently.

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## 6.8 Admission to an Ad Personam Joint Program

*Ad Personam* joint graduate programs are restricted to master's Thesis option and Ph.D. programs. Students shall be admitted and registered by one department, to be known as the "first department". Approval for the joint program must be obtained from Graduate and Postdoctoral Studies. The request shall be signed by the Chairs of both departments involved and shall explicitly list the conditions imposed by the second department. The student shall undertake research under the joint supervision of both departments.

Students shall fulfil the degree requirements of the first department and shall complete all the requirements specified by the second department in the request for admission. This program is described in more detail in a document available from GPS.

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## 6.9 Admission to an Ad Hoc Program (Thesis)

In exceptional cases, admission to an *Ad Hoc* program (Thesis) may be considered. Before Graduate and Postdoctoral Studies will authorize the admission of a student into an *Ad Hoc* program, it must receive a favourable report from a departmental committee constituted to examine the program in question.

Candidates, through the supervisor designated by the academic department most closely related to their research field, must submit a research proposal, an outline of the coursework needed including a comprehensive examination (for doctoral programs) in the relevant field, and the list of four supervisory committee members.

Once the request has been approved, the candidate may register following all the regular procedures. A fuller description of the admission procedure is available from GPS.

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## 6.10 Reinstatement and Admission of Former Students

Students who have not been registered for a period of less than two years and who have not officially withdrawn from the University by submitting a signed Withdrawal Form to Graduate and Postdoctoral Studies are eligible to be considered for reinstatement into their program. The student's department must recommend, in writing, that the student be reinstated, stipulating any conditions for reinstatement that it deems appropriate. The final decision rests with GPS. Normally, GPS will approve the departmental recommendation. If the student's department chooses not to recommend reinstatement, the student may appeal to the Associate Dean (Graduate and Postdoctoral Studies). The decision of the Associate Dean (Graduate and Postdoctoral Studies) shall be final and not subject to further appeal.

Reinstatement fees will be charged in addition to the fees due for the academic session into which the student has been reinstated. The amount of the reinstatement fees is the tuition portion of fees owed for all unregistered terms, up to a maximum of two years just prior to the term of reinstatement.

If an individual has not registered for a period of more than two years, their student file will be closed. These individuals and those who have formally withdrawn may be considered for admission. Applicants' admission applications will be considered as part of the current admission cycle, in competition with other people applying during that cycle and in accordance with current graduate admission procedures and policies.

Procedure: Requirements for completion of the program will be evaluated. Some of these requirements may need to be redone or new ones may be added. Applicants must inquire about the fees that will be charged.

*Revised – Council of February 9, 2004.*

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## 6.11 Deferral of Admission

Under exceptional circumstances, an admission for a particular semester can be considered for a deferral. This can be considered only if the student has not registered. If the student has already registered, no deferral can be granted. The student must withdraw from the University and apply for admission to a later term.

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## 7 Fellowships, Awards, and Assistantships

Graduate and Postdoctoral Studies  
(Fellowships and Awards Section)  
James Administration Building, Room 400  
845 Sherbrooke Street West  
Montreal, QC H3A 2T5  
Telephone: 514-398-3990  
Fax: 514-398-2626



Email: [graduate.fellowships@mcgill.ca](mailto:graduate.fellowships@mcgill.ca)

Website: [www.mcgill.ca/gps/students](http://www.mcgill.ca/gps/students) (under Fellowships and Awards)

Graduate Fellowships and Awards Calendar: <http://coursecalendar.mcgill.ca/fellowships201112/wwhelp/wwhimpl/js/html/wwhelp.htm>

The Fellowships and Awards Section of Graduate and Postdoctoral Studies provides processing services for many sources of support for Canadian and non-Canadian students, both new to McGill and continuing. Further information on these and other sources of funding can be found in various publications on the Fellowships and Awards web pages. The *Graduate Fellowships and Awards Calendar* lists all internal awards as well as numerous external awards.

Entrance Fellowships are awarded on the basis of the application for admission, upon nomination by academic departments. Most internal fellowships are awarded in this manner – please contact the proposed academic department directly for further information.

Research Assistantships, Teaching Assistantships, and stipends from professors' research grants are handled by individual academic departments at McGill. Fellowships, assistantships, and stipends are used to make funding packages for graduate students. All assistantship and stipend inquiries should be directed to departments.

A small number of citizens from countries whose governments have entered into agreements on tuition fees with Quebec may be exempted from the supplemental tuition fees normally required of international students. All French citizens and a limited number of citizens of a country in the list, which can be found at [www.mels.gouv.qc.ca/ens-sup/ens-univ/droits\\_scolaire-A\\_pays-organisations.pdf](http://www.mels.gouv.qc.ca/ens-sup/ens-univ/droits_scolaire-A_pays-organisations.pdf), are eligible for such exemptions. For more information and the necessary application materials, see this MELS website: [www.mels.gouv.qc.ca/international/index\\_en.asp?page=progExemp](http://www.mels.gouv.qc.ca/international/index_en.asp?page=progExemp). The list of organizations where students should apply can be accessed from this website.

Differential Fee Waivers (DFW's) for international students provide eligible non-Canadian graduate students with waivers of the international tuition fee supplement. There are no application forms for differential fee waivers, since these are awarded on the basis of departmental nominations made to the Fellowships and Awards Section. Eligible students should contact their McGill department.

## 8 Postdoctoral Research

Students must inform themselves of University rules and regulations and keep abreast of any changes that may occur. The *Postdoctoral Research* section of this publication contains important details required by students during their studies at McGill and should be periodically consulted, along with other sections and related publications.

### 8.1 Postdocs

Postdocs are recent graduates with a Ph.D. or equivalent (i.e., Medical Specialist Diploma) engaged by a member of the University's academic staff, including Adjunct Professors, to assist him/her in research.

Postdocs must be appointed by their department and registered with Graduate and Postdoctoral Studies in order to have access to University facilities (library, computer, etc.).

### 8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

The general guidelines listed below are meant to encourage units to examine their policies and procedures to support postdoctoral education. Every unit hosting Postdocs should have explicitly stated policies and procedures for the provision of postdoctoral education as well as established means for informing Postdocs of policies, procedures, and privileges (e.g., orientation sessions, handbooks, etc.), as well as mechanisms for addressing complaints. Academic units should ensure that their policies, procedures and privileges are consistent with these guidelines and the Charter of Students' Rights. For their part, Postdocs are responsible for informing themselves of policies, procedures and privileges.

#### 1. Definition and Status

i. Postdoctoral status will be recognized by the University in accordance with Quebec provincial regulations. Persons may only be registered with postdoctoral status for a period of up to five years from the date they were awarded a Ph.D. or equivalent degree. Time allocated to parental or health leave is added to this period of time. Leaves for other reasons, including vacation leave, do not extend the term. Postdocs must do research under the supervision of a McGill professor, including Adjunct Professors, who are a member of McGill's academic staff qualified in the discipline in which training is being provided and with the abilities to fulfil responsibilities as a supervisor of the research and as a mentor for career development. They are expected to be engaged primarily in research with minimal teaching or other responsibilities.

#### 2. Registration

i. Postdocs must be registered annually with the University through Graduate and Postdoctoral Studies. Initial registration will require an original or notarized copy of the Ph.D. diploma. Registration will be limited to persons who fulfil the definition above and for whom there is an assurance of appropriate funding and where the unit can provide assurance of the necessary resources to permit postdoctoral education.

ii. Upon registration, the Postdoc will be eligible for a University identity card issued by Enrolment Services.

#### 3. Appointment, Pay, Agreement of Conditions

- i. Appointments may not exceed your registration eligibility status.
- ii. In order to be registered as a Postdoc, you must be assured of financial support other than from personal means during your stay at McGill University, equivalent to the minimal stipend requirement set by the University in accordance with guidelines issued by federal and provincial research granting agencies. There are no provisions for paid parental leave unless this is stipulated in the regulations of a funding agency outside the University.
- iii. At the outset of a postdoctoral appointment, a written Letter of Agreement for Postdoctoral Education should be drawn up and signed by the Postdoc, the supervisor, and the department head or delegate (see template Letter of Agreement on the web at [www.mcgill.ca/gps/postdocs](http://www.mcgill.ca/gps/postdocs) and supporting document – commitments for Postdoctoral Scholars and Supervisors at [www.mcgill.ca/files/gps/Commitments\\_of\\_Postdoctoral\\_Scholars\\_and\\_Supervisors\\_July\\_09.pdf](http://www.mcgill.ca/files/gps/Commitments_of_Postdoctoral_Scholars_and_Supervisors_July_09.pdf)). This should stipulate, for example, the purpose of the postdoctoral appointment (research training and the advancement of knowledge), the duration of the fellowship/financial support, the modality of pay, the work space, travel funds, and expectations and compensation for teaching and student research supervision. Leaves from postdoctoral education must comply with the Graduate and Postdoctoral Studies Policies for Vacation, Parental/Familial, and Health Leave (see Graduate and Postdoctoral Studies General Information [section 8.3: Vacation Policy for Graduate Students and Postdocs](#) and [section 9.6: Health and Parental/Familial Leave of Absence Policy](#)). Any breach of these conditions may result in grievance procedures or the termination of the postdoctoral appointment.
- iv. Postdocs with full responsibility for teaching a course should be compensated over and above their fellowship at the standard rate paid to lecturers by their department.
- v. The amount of research, teaching, or other tasks that Postdocs engage in over and above postdoctoral activities should conform to the regulations for Postdocs specified by the Canadian research council of their discipline. This applies to all Postdocs, including those whose funding does not come from the Canadian research councils.

#### 4. Privileges

- i. Postdocs have the same pertinent rights as the ones granted to McGill students in the *Handbook on Student Rights and Responsibilities* (“Green Book”), available at [www.mcgill.ca/secretariat/policies/students](http://www.mcgill.ca/secretariat/policies/students).
- ii. Postdocs have full graduate student borrowing privileges in McGill libraries through their identity card.
- iii. As a rule, Postdocs who are Canadian citizens or who have Permanent Resident status may take courses for credit. Admission to such courses should be sought by submitting application documents directly to the appropriate program by the Postdoc. They must be admitted by the department offering the courses as Special Students. These Postdocs may only be enrolled as part-time students in non-degree granting programs. They will be charged fees for these courses.
- iv. Postdocs may be listed in the McGill directory. The Computing Centre will grant Postdocs email privileges on the same basis as graduate students upon presentation of a valid identity card.
- v. The Department of Athletics will grant Postdocs access to sports facilities upon presentation of their identity card. A fee will be charged on an annual or term basis.
- vi. Postdocs are mandatory members of the Post-Graduate Students’ Society (PGSS) and an annual association fee is automatically charged. PGSS fees are mandatory. Postdocs are permitted membership in the Faculty Club; an annual fee will be charged for this membership.
- vii. Postdocs are encouraged to participate in Professional Development Workshops provided by Graduate and Postdoctoral Studies and Teaching and Learning services. These sessions are usually free of charge.
- viii. Postdocs have access to the services provided by the Ombudsperson.
- ix. Postdocs may enrol as part-time students in the second language written and spoken English/French courses offered by the School of Continuing Studies/French Language Centre. Postdocs will be charged tuition for these courses. International Postdocs may be required to obtain a CAQ and a Study Permit.
- x. Access to student services and athletic services are available to the Postdoc on an opt-in basis. Fees are applicable.

#### 5. Responsibilities

- i. Postdocs are subject to the responsibilities outlined in the *Handbook on Student Rights and Responsibilities* (“Green Book”), available at [www.mcgill.ca/secretariat/policies/students](http://www.mcgill.ca/secretariat/policies/students).
- ii. Each academic unit hosting Postdocs should clearly identify Postdocs’ needs and the means by which they will be met by the unit.
- iii. Each academic unit should assess the availability of research supervision facilities, office space, and research funding before recruiting Postdocs.
- iv. Some examples of responsibilities of the department are:
  - to verify the Postdoc’s eligibility period for registration;
  - to provide Postdocs with departmental policy and procedures that pertain to them;
  - to oversee the registration and appointment of Postdocs;
  - to assign departmental personnel (e.g., Postdoc coordinator and graduate program director) the responsibility for Postdocs;
  - to oversee and sign off on the Letter of Agreement for Postdoctoral Education;
  - to ensure that each Postdoc has a supervisor, lab and/or office space, access to research operating costs and necessary equipment;
  - to include Postdocs in departmental career and placement opportunities;
  - to refer Postdocs to the appropriate University policies and personnel for the resolution of conflict that may arise between a Postdoc and a supervisor.
- v. Some examples of responsibilities of the supervisor are:

- to uphold and transmit to their Postdocs the highest professional standards of research and/or scholarship;
- to provide research guidance;
- to meet regularly with their Postdocs;
- to provide feedback on research submitted by the Postdocs;
- to clarify expectations regarding intellectual property rights in accordance with the University’s policy;
- to provide mentorship for career development;
- to prepare, sign, and adhere to a Letter of Agreement for Postdoctoral Education.

vi. Some examples of responsibilities of Postdocs are:

- to inform themselves of and adhere to the University’s policies and/or regulations for Postdocs for leaves, for research, and for student conduct as outlined in the *Handbook on Student Rights and Responsibilities* and the *General Information, Regulations and Research Guidelines* Calendar of Graduate and Postdoctoral Studies;
- to submit a complete file for registration to Graduate and Postdoctoral Studies;
- to sign and adhere to their Letter of Agreement for Postdoctoral Education;
- to communicate regularly with their supervisor;
- to inform their supervisor of their absences.

vii. Some examples of the responsibilities of the University are:

- to register Postdocs;
- to provide an appeal mechanism in cases of conflict;
- to provide documented policies and procedures to Postdocs;
- to provide Postdocs with the necessary information on McGill University student services.

*Approved by Senate, April 2000*

### 8.3 Vacation Policy for Graduate Students and Postdocs

Graduate students and Postdocs should normally be entitled to vacation leave equivalent to university holidays and an additional total of fifteen (15) working days in the year. Funded students and Postdocs with fellowships and research grant stipends taking additional vacation leave may have their funding reduced accordingly.

*Council of FGSR April 23, 1999*

### 8.4 Leave of Absence for Health and Parental/Familial Reasons

A leave of absence may be granted by Graduate and Postdoctoral Studies for maternity or parental reasons or for health reasons (see [section 9.6: Health and Parental/Familial Leave of Absence Policy](#)).

Such a leave must be requested on a term by term basis and may be granted for a period of up to 52 weeks. Students and Postdocs must make a request for such a leave in writing to their department and submit a medical certificate. The department shall forward the request to GPS. See procedure under [section 9.6: Health and Parental/Familial Leave of Absence Policy](#). Students who have been granted such a leave will have to register for the term(s) in question and their registration will show as “leave of absence” on their record. No tuition fees will be charged for the duration of the authorized leave. Research supervisors are not obligated to remunerate students and Postdocs on leave. GPS has prepared a summary table of various leave policies (paid or unpaid) for students and Postdocs paid from the Federal and Quebec Councils through fellowships or research grants. The document is available at [www.mcgill.ca/gps/postdocs/becoming/leave](http://www.mcgill.ca/gps/postdocs/becoming/leave) under “Information on the Funding Council Leave Policies for Graduate Students and Postdoctoral Fellows”.

### 8.5 Postdoctoral Research Trainees

#### Eligibility

If your situation does not conform to the *Quebec Ministère de l’Éducation, du Loisir et du Sport* (MELS) definition of Postdoctoral Fellow, you may be eligible to attend McGill as a Postdoctoral Research Trainee. While at McGill, you can perform research only (you may not register for courses or engage in clinical practice). Medical specialists who will have clinical exposure and require a training card must register through Postgraduate Medical Education of the Faculty of Medicine – not Graduate and Postdoctoral Studies.

The category of Postdoctoral Research Trainee is for:

**Category 1:** An individual who has completed requirements for the Doctoral degree or medical specialty, but the degree/certification has not yet been awarded. The individual will subsequently be eligible for registration as a Postdoctoral Fellow.

**Category 2:** An individual who is not eligible for Postdoctoral Registration according to the MELS definition, but is a recipient of an external postdoctoral award from a recognized Canadian funding agency.

**Category 3:** An individual who holds a professional degree (or equivalent) in a regulated health profession (as defined under CIHR-eligible health profession) and is enrolled in a program of postgraduate medical education at another institution. The individual wishes to conduct the research stage or elective component of his/her program of study at McGill University under the supervision of a McGill professor. The individual will be engaged in full-time research with well-defined objectives, responsibilities, and methods of reporting. The application must be accompanied by a letter of permission from the home institution (signed by the Department Chair, Dean or equivalent) confirming registration in their program and stating the expected duration of the research stage. Individuals who are expecting to spend more than one year are encouraged to obtain formal training (Master's or Ph.D.) through application to a relevant graduate program.

**Category 4:** An individual with a regulated health professional degree (as defined under CIHR-eligible health profession), but not a Ph.D. or equivalent or medical specialty training, but who fulfils criteria for funding on a tri-council operating grant or by a CIHR fellowship (up to maximum of five years post-degree).



**Note:** individuals who are not Canadian citizens or permanent residents must inquire about eligibility for a work permit.

### General Conditions

- the maximum duration is three years;
- must be engaged in full-time research;
- must provide copies of official transcripts/diploma;
- must have the approval of a McGill professor to supervise the research and of the Unit;
- must have adequate proficiency in English, but is not required to provide official proof of English competency to Graduate and Postdoctoral Studies;
- must comply with regulations and procedures governing research ethics and safety and obtain the necessary training;
- will be provided access to McGill libraries, email, and required training in research ethics and safety. Any other University services must be purchased (e.g., access to athletic facilities);
- must arrange for basic health insurance coverage prior to arrival at McGill and may be required to provide proof of coverage.

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## 9 Graduate Studies Guidelines and Policies

Students must inform themselves of University rules and regulations and keep abreast of any changes that may occur. The *General Studies Guidelines and Policies* section of this publication contains important details required by students during their studies at McGill and should be periodically consulted, along with other sections and related publications.



**Note:** The University Exam Regulations governed by the : *University Student Assessment Policy* (adopted by Senate in February 2011) are being updated for Fall 2011 and will be available at [www.mcgill.ca/students/exams/regulations](http://www.mcgill.ca/students/exams/regulations). The revised Regulations will be published in the *University Regulations and Resources* section of the 2012-2013 *Programs, Courses and University Regulations* publication. This “Note” applies to all subsections under this topic Graduate Studies Guidelines and Policies.

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### 9.1 Guidelines and Regulations for Academic Units on Graduate Student Advising and Supervision

The general guidelines suggested below are meant to encourage units to examine their graduate programs and to specify their own policies and procedures. These guidelines are directed primarily toward thesis programs but will, in part, be appropriate for non-thesis programs as well.

Each academic unit should have explicitly stated policies and procedures regarding the advising and supervising of graduate students, as well as established means for informing students of procedures and deadlines (e.g., orientation sessions, handbooks) and mechanisms for addressing complaints. Academic units should ensure that their policies and procedures are consistent with the Charter of Students' Rights. For their part, graduate students are responsible for informing themselves of these policies and procedures.

#### 1. Assignment of Advisers, Supervisors, and Committees

- i. Each unit should designate a member (or members) of the academic staff (usually the graduate program director) to monitor the progress of students throughout the graduate program, to ensure that all conditions of admission and requirements are fulfilled, to provide students with information on their program, their progress through it, sources of and policies on financial support, and to advise them how to resolve problems which may arise during their program.
- ii. As soon as possible, students should have a supervisor who has competence in the student's proposed area of research, and a program or thesis committee. Although procedures and timetables for choosing supervisors and committees may vary across programs, they should be consistent within

a particular program and should be made clear to incoming students. Thesis supervisors must be chosen from academic staff in tenure-track positions. Faculty Lecturers and Research Assistants may not act as supervisors but in exceptional cases, may be co-supervisors. Emeritus Professors and Adjunct Professors may co-supervise. Certain non-tenure track professors appointed in the Faculty of Medicine may be eligible to supervise or co-supervise graduate students with the approval of the unit and Graduate and Postdoctoral Studies. In the case of supervision, the academic unit in question must ensure continuity of appropriate supervision of their graduate students.

## 2. Program

- i. Early in their program, students should be informed of the phases through which they must pass toward the achievement of the graduate degree, the approximate amount of time each phase should take, the criteria for its successful completion, and any deadlines relating to these phases.
- ii. It is important that students are made aware of whatever courses are required to complete their programs, that these courses are available, and that they relate to students' proposed areas of research or to the development of related areas of scholarship.
- iii. Where relevant, students should also be informed early in their program of language requirements or comprehensive examinations. The guidelines, criteria and procedures for comprehensive examinations must be explicit and consistently applied in each program. Academic units should consider the rationale for language and comprehensive examinations and how they relate to the objectives of the graduate program.
- iv. Every effort should be taken to ensure that students choose, as soon as possible, realistic and appropriate areas of research commensurate with degree requirements.
- v. **There must be clear procedures established in every unit by which students receive guidance and constructive criticism on their progress on a regular basis through the program (e.g., regular meetings and/or email communication with supervisors and committees, attendance at research seminars, semester or annual reviews of student progress). In addition to regular meetings between the student and supervisor or advisory/thesis committee, each unit must establish a procedure to provide feedback to thesis students regarding their research progress. At least annually, there must be a meeting between the student, supervisor and advisory/thesis committee or, in the case where there is no such advisory/thesis committee, there must be a meeting between the supervisor and a departmental representative, at which objectives for the upcoming year are established and the prior year's research progress recorded and evaluated. A written record of such meetings must include the signature of the student, supervisor, and the advisory/thesis committee member or a departmental representative, and this record must be retained in the student's departmental file. (The Graduate Student Research Objectives Report Form, the Graduate Student Research Progress Record, and the Graduate Student Research Progress Report Form are to be utilized to keep a record of these meetings.) In the case where the student does not make expected progress, the advisory or thesis committee or, in the case where there is no such advisory or thesis committee, the student, supervisor and a departmental representative must meet at least once per semester for the subsequent twelve months to review progress and if appropriate to set new objectives. On the occasion of a second unsatisfactory progress report, the student may be required to withdraw from the program of study.**
- vi. Students should be made aware of the cost of living in Montreal and of sources of financial support (e.g., teaching or research assistantships, fellowships) and of the facilities available to them (e.g., study space, computers).
- vii. Students should receive guidance and encouragement in areas relating to their growth in scholarship, professional development and career planning. Examples may include, where appropriate, reporting research, writing abstracts, preparing papers for conference presentation or for publication, writing grant and fellowship applications, conducting a job search, and preparing for job interviews.
- viii. Units should be sensitive to special academic needs and concerns that may arise in the case of certain students, such as international students or students who undertake graduate studies after a long absence from university.

## 3. Responsibilities

Each unit should clearly identify the student's supervisory needs at each phase and the means by which these needs will be met. Some functions will be fulfilled by the Chair, some by the graduate program director, some by the supervisor and some by the committee. Each unit should clearly identify the specific responsibilities of each of these, as well as the responsibilities of students themselves.

- i. Each unit should consider the availability of student support, research facilities, space, and availability of potential supervisors in determining the number of students admitted into the program.
- ii. Some examples of the responsibilities of the graduate program director are to be knowledgeable about program requirements, the composition of committees, the procedures for comprehensive and oral defense examinations, and other policies relating to graduate studies; to maintain a dossier on each student's progress; and to be sensitive to graduation deadlines and students' career plans.
- iii. Some examples of the responsibilities of a supervisor are to uphold and to transmit to students the highest professional standards of research and/or scholarship; to provide guidance in all phases of the student's research; to meet with their students regularly; to provide prompt feedback when work is submitted including drafts of the thesis; and to clarify expectations regarding collaborative work, authorship, publication and conference presentations.
- iv. Some examples of the responsibilities of the students are to inform themselves of program requirements and deadlines; to work within these deadlines; to communicate regularly with the supervisor and committee; and to submit progress reports to the supervisor and committee.
- v. The Chair of the unit should ensure that procedures are in place to address serious disagreements that may arise, for example, between a student and a supervisor or between a supervisor and committee members. Such procedures should involve a neutral mediator who will ensure that all sides of a dispute are heard before any decision is made.

## 4. Quality of Supervision and Teaching

- i. Academic units and Graduate and Postdoctoral Studies should consider ways to assess and improve the quality of supervision and to help new supervisors, e.g., through workshops or mentoring models. Procedures for monitoring the quality of graduate student supervision and for providing constructive feedback for supervisors should be developed.
- ii. Graduate supervision should be recognized as an integral part of the academic responsibility of an academic unit and should be considered in the allocation of workload, as should the teaching of graduate courses.

- iii. Academic units should establish criteria of excellence in supervision and graduate teaching appropriate to their disciplines and should suitably reward those who meet these criteria, e.g., in decisions concerning tenure and promotion, or merit pay awards.
- iv. The maximum number of students under the direction of a single supervisor should be consistent with the ability of the supervisor to provide quality supervision, taking into account the workload of the supervisor and norms of the discipline.
- v. Procedures should be established for ensuring continuity in supervision when a student is separated from a supervisor – for example, when the supervisor takes a sabbatical leave, retires from McGill or changes universities or when the student leaves to complete field work or takes a job before submitting a thesis.

*Revised by Council of FGSR, April 23, 1999 and October 6, 2003*

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## 9.2 Policy on Graduate Student Research Progress Tracking

This is a new mandatory policy and procedure to track the research progress of graduate students. The policy is referred to in the amended [section 9.1: Guidelines and Regulations for Academic Units on Graduate Student Advising and Supervision](#) in bold print. Documents to record progress can be found on the GPS website: [www.mcgill.ca/gps/staff/forms](http://www.mcgill.ca/gps/staff/forms).

The following is a summary of the main elements of the new **mandatory** policy. The following steps must be followed for each graduate student in a thesis program:

1. Annually, the student must meet with, at minimum, their supervisor(s) and a departmental representative. This meeting can occur in the context of an annual thesis or advisory committee in those departments that have thesis committees
2. At the first such meeting (to be held shortly after thesis students begin their programs), written objectives/expectations for the year must be recorded on the first of the three forms, Form #1 (Graduate Student Research Objectives Report Form). All three people at the meeting must sign this form. A student who does not agree to sign the form must write a statement detailing his/her objections to the expectations recorded on the form.
3. Approximately one year later, and every year thereafter, the student, supervisor(s) and the departmental representative should meet again to review the progress that has been achieved toward the recorded objectives. Prior to the meeting, the student should record his/her accomplishments and progress for the year by completing Form #2 (Graduate Student Research Progress Record). This completed form is then evaluated by the supervisor and the departmental representative on Form #3 (Graduate Student Research Progress Report Form). All parties sign Form #3. A student who does not agree to sign the form must write a statement detailing his/her objections. At this same meeting, objectives for the following year should be recorded on Form #1, as per the procedure described in point 2, above.
4. In the event that recorded research progress is unsatisfactory, a new set of objectives should be developed for the student at the meeting, and recorded on Form #1. These new, or interim, objectives apply only to the next semester. Evaluation of progress should take place after that semester has concluded, following the steps described in point 3, above.
5. In the event that a student has any two unsatisfactory evaluations they may be required to withdraw from their program of study. These two unsatisfactory evaluations need not be successive.
6. All forms are to be kept in departmental files.
7. Departments that already have progress tracking forms may continue to utilize them, but these must conform to the fundamental principles underlying this new policy. Specifically, any departmental procedure or forms to record graduate research progress must:
  - be used **annually**;
  - be used in a meeting with the supervisor and one other departmental representative, and signed by all parties;
  - include a written statement of expectations approximately one year before any evaluation. (Note: This can be one semester in the case of expectations following an unsatisfactory evaluation.);
  - permit the student to submit a minority report and not sign;
  - state clearly that any two unsatisfactory evaluations may be grounds for requiring a student to withdraw.

Please note this new University policy is **MANDATORY**. Students may grieve against a department that fails to adhere to the policy and procedures outlined above.

*Senate, September 2003*

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## 9.3 Vacation Policy for Graduate Students and Postdocs

Graduate students and Postdocs should normally be entitled to vacation leave equivalent to university holidays and an additional total of fifteen (15) working days in the year. Funded students and Postdocs with fellowships and research grant stipends taking additional vacation leave may have their funding reduced accordingly.

*Council of FGSR April 23, 1999*

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## 9.4 Ph.D. Comprehensives Policy

### Preamble

The majority of doctoral programs at McGill require candidates to pass a comprehensive examination or set of examinations or equivalent, such as qualifying examinations, preliminary examinations, candidacy paper, comprehensive evaluation, thesis proposal, etc. The Calendar of Graduate and Postdoctoral Studies (GPS) includes the following statement:

A comprehensive examination or its equivalent is usually held near the end of Ph.D. 2. The results of this examination determine whether or not students will be permitted to continue in their programs. The methods adopted for examination and evaluation and the areas to be examined are specified by departmental regulations and approved by Graduate and Postdoctoral Studies. It is the responsibility of students to inform themselves of these details at the commencement of their programs.

It is recognized that expectations for the Ph.D. comprehensive will vary according to the needs of the discipline. It is important to make it clear to doctoral candidates what the expectations and procedures are for their Ph.D. comprehensive, and to maintain consistency within a given program.

### **1. General Policy**

At the beginning of the relevant academic year, units must provide doctoral students with a written description of the Ph.D. comprehensive, covering the following issues: objectives and content, format, timing, assessment, grading and reporting, failures. (See below for details.)

2. All units that have a Ph.D. comprehensive must adopt an administrative course number for it, usually XXXX 701. One of the following forms of grading must be adopted and used consistently within the program: Pass/Fail or letter grades. ("Mixed" modes of grading are not permitted, i.e., some students within a program reported on a Pass/Fail basis and others by means of letter grades.)

### **Specific Issues**

#### **Objectives and Content**

Units must specify the objectives of the Ph.D. comprehensive. Objectives may include assessing any of the following (or a combination), with a view to determining whether the student demonstrates the necessary research skills and academic achievements to be permitted to continue in the Ph.D. program. (This list is not intended to be exhaustive.)

- knowledge of the discipline (from the point of view of breadth)
- understanding of the proposed field of research
- ability to conduct independent and original research
- a thesis proposal
- professional skills
- ability to present and defend material orally

The content of the comprehensive must be consistent with the objectives and should be appropriately circumscribed. Students must be given an indication of the range of material that may be covered in the examination and suggestions as to how to cover this material (e.g., via reading lists, courses, etc.).

#### **Format**

The format of the comprehensive must be clearly stated and must be consistent across students within a particular program. The following list gives some of the more common formats, which are often combined. (This list is not intended to be exhaustive.)

- written examination of a specific duration
- take-home examination
- extended research paper(s)
- written research proposal
- oral exam (which may include or consist of a defense of a research paper or research proposal)

If the comprehensive consists of several parts, the relationship (if any) between them must be made clear.

#### **Timing**

Timing of the comprehensive must be specified, including the earliest and latest dates by which the comprehensive is to be completed. Students must be informed of the specific dates of the exam in sufficient time for them to prepare for it.

Given the importance of the Ph.D. comprehensive and the consequences of failure, the exam should be held reasonably early in the program, so that students do not spend several years preparing for it.

Prerequisites must be specified. For example, clarify whether all course work must have been completed prior to the comprehensive and whether the comprehensive is the final step before thesis research and writing.

#### **Assessment, Grading and Reporting**

Evaluation parameters must be made clear, including information about who sets the exam questions and who evaluates the student. If performance is assessed by a committee, clarify how the committee is appointed and who sits on it. In the case of written examinations, clarify whether the grading is done by one or more people.

Where there is more than one component to the examination (e.g., an oral exam plus a written exam), it must be made clear how these components are factored into the final grade. For example, make it clear whether each component counts equally, whether the assessment is global, and whether failure on one part of the comprehensive examination (or on one question) results in an overall failure.

#### **Feedback**

The assessment and reasons for the decision must be documented and provided to the student in sufficient detail to allow the student to understand the decision, including identifying strengths and weaknesses. (A number of units have developed short forms specifically for this purpose.) In the case of oral examinations, the student should also be given feedback on presentation, logical exposition, ability to answer questions, etc.

In the case of oral exams, units may wish to consider the following: ensure that there is a reasonably detailed written assessment of the student's performance; tape the oral examination; allow the student to select a faculty member to act as a neutral observer; have one faculty member serve as a neutral chair (equivalent to a Pro-Dean); have an "outside" committee member; have the oral examination open to other students and faculty members.

### **Plagiarism**

McGill University values academic integrity, which is fundamental to achieving our mission of the advancement of learning. Therefore, all students must understand the issues associated with **academic integrity** (see [www.mcgill.ca/students/srr/honest](http://www.mcgill.ca/students/srr/honest) for more information).

Plagiarism in a Ph.D. comprehensive examination contravenes McGill University's academic goals and standards. Consequently, any student found guilty of plagiarism under the Code of Student conduct and Disciplinary Procedures (see the *Handbook on Students Rights and Responsibilities* available at [www.mcgill.ca/secretariat/policies/students](http://www.mcgill.ca/secretariat/policies/students)) in a Ph.D. comprehensive examination may face very serious penalties, even expulsion from the University without the degree.

### **Failures**

#### **i. Repeats**

In the event of a failure, units must allow, without prejudice, one repeat of the comprehensive (in whole or in part). The first time a student fails, the student must be informed in writing by the department that he/she has failed the comprehensive and must be informed of conditions relating to a repeat of the examination. In such circumstances, the grade of HH (continuing) will be used. In the event of a second failure, a grade of F will be reported to Graduate and Postdoctoral Studies and the student will be asked to withdraw from the Ph.D. program.

Conditions for retaking the examination must be clearly stated, including the time frame, potential dates, nature of the re-examination, committee membership, etc.

Units have the right to specify further requirements in the event of failure (e.g., requiring students to take an additional course or courses in areas where they have shown weakness on the comprehensive).

#### **ii. Plagiarism**

If plagiarism is suspected, the case will be referred directly to the committee on Student Discipline in accordance with the code of Student Conduct, Part III (article 15) and Part V (A). If plagiarism is established by due University process, the student is considered to have failed the examination, with no possibility of repeat.

#### **iii. Review and Reassessment**

Rereads. In the case of written comprehensives, the Graduate Studies Reread Policy applies.

A student who fails an oral examination may request a review. In such cases, Graduate and Postdoctoral Studies will conduct a review of the examination process and procedures.

### **Other Relevant Policies/Offices**

- Charter of Student Rights
- Graduate Studies Reread Policy
- Office for Students with Disabilities

*Approved by Executive of Faculty of Graduate Studies and Research (FGSR) February 17, 1997 and Council of FGSR March 7, 1997*

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## **9.5 Graduate Studies Reread Policy**

**This policy applies only in the case of marks given for written work in 600- and 700-level courses.** For 500-level courses and below, the reread policy of the appropriate undergraduate faculty applies.

### **Consultation**

In accordance with the Charter of Student Rights, and subject to the conditions stated therein, graduate students have the right, subject to reasonable administrative arrangements, "to consult any written submission for which they have received a mark and to discuss this submission with the examiner". Upon request by the student, the instructor of the course is obliged to conduct this consultation with the student.

(Note: Where materials have been graded by a TA and the student wants a reconsideration of the grade, the faculty member responsible for the course is expected to review the materials and the appropriateness of the grade. This is so even if the materials in question have already been discussed by the TA with the student.)

### **Verification**

In a case where a student feels that totalling errors have been made in arriving at the final grade, the student can request the instructor to carry out a detailed check that all questions have been marked and that the final grade has correctly been computed on the basis of the term work, final examination, etc.

### **Rereads**

According to the Charter, students have the right, subject to reasonable administrative arrangements, "to an impartial and competent review of any mark" (hereafter "reread").



At the time the request for a reread is made, the student should have already met with the faculty member responsible for the course to review the mark, or made a reasonable attempt to do so. Rereads can only be requested if a change upwards in the letter grade for the course is possible as a result of the reread. Assignments can only be reread if, together, they account for more than 20% of the course grade.

The reread by a second reader is a review of the mark, not the work assigned. It is the second reader's task to determine whether the original mark is fair and reasonable, not to give the work a totally new assessment.

1. The time limit for requesting a reread is within 30 days after posting of the final marks for the course. However, in the case of work which has been graded during the course and returned to the student, students must indicate in writing to Graduate and Postdoctoral Studies within 5 working days of receiving the graded work their intention to request a reread. This intention must be confirmed within 30 days of the posting of the final marks for the course.

(Note: Material that is returned to a student **cannot be reread** unless arrangements have been made to ensure that the material has not been changed subsequent to the original grading; for example, the student can make a copy for the professor to retain either before handing the material in or immediately upon receiving it back from the instructor or at the point where the professor and student review the work together.)

Instructors are strongly advised to write their corrections in red pen and to write comments which help the student to understand the mark assigned.)

2. The request for a formal reread must be made by the student in writing to Graduate and Postdoctoral Studies and should specify the reasons for the request. It should include a statement indicating that the student has already met with the faculty member responsible for the course to review the mark or indicating why this has not been possible. The reread fee (\$35 for an exam, \$35 for a paper, \$35 for one or more assignments, to a maximum of \$105 per course) will be charged directly to the student's fee account after the result of the reread is received. No fee will be charged if there is a change upwards in the letter grade for the course.
3. Administration of the reread is handled by Graduate and Postdoctoral Studies, not by the department. GPS will contact the department to obtain the work to be reread, a list of potential readers, and details of the marking. The list of potential readers must be approved by the Department Chair or Graduate Program Director. The Chair or Director must, as well, vouch for the impartiality of these readers. All communication with the second reader is conducted by GPS.

The second reader is given the original assignment, with marginalia, corrections, summary comments and mark intact, as well as any notes from the instructor pertinent to the general nature of the course or the assignment and grading schemes, etc.

4. The student's and the instructor's names are blanked out to reduce the possibility of prejudice and to help meet the requirement of the Charter of Students' Rights that the review be impartial. The rereader's name will not be made known to the student or instructor at any time; the student's name will not be made known to the rereader at any time.
5. The second reader should support his or her assessment with a brief memorandum to Graduate and Postdoctoral Studies. As a result of the reread process, the grade may become **higher or lower or remain unchanged**. The grade submitted by the second reader shall replace the original grade. The reread grade cannot be challenged.

In the case of requests for rereads of group work, all members of the group must sign the request, indicating that they agree to the reread. In the event that members of the group are not in agreement, the written request should indicate which students are requesting the reread and which students do not wish for a reread. In such cases, the outcome of the reread (whether positive or negative) will affect only the students in favour of the reread. Neither the reread grade nor the decision to opt in or out of the reread can be challenged.

6. The new grade resulting from the review will be communicated to the student in a letter from Graduate and Postdoctoral Studies, with a copy to the academic unit.

*Prepared by the Committee on Graduate Programs, Supervision and Teaching*

*Approved by Council of the Faculty of Graduate Studies and Research, May 12th 1995*

## 9.6 Health and Parental/Familial Leave of Absence Policy

A leave of absence may be granted by Graduate and Postdoctoral Studies for maternity or parenting (interpreted according to McGill's "Parental Leave Policy" for non-academic staff) reasons or for health reasons.

Such a leave must be requested on a term by term basis and may be granted for a period of up to 52 weeks. Students must make a request for such a leave in writing to their department and submit a medical certificate. The department shall forward the request to GPS.

During a **leave of absence for parental or familial reasons**, a student will not be eligible to take courses but he/she may request and expect guidance on thesis and research work and will have free access to the University's academic facilities. Library services will continue to be available by registering at the Circulation Desk of the Humanities and Social Sciences Library (McLennan-Redpath). In special circumstances, familial leave may be considered by GPS for a student when a close family member is ill.

During a **leave of absence for health reasons**, a student will not be eligible to request guidance on thesis and research work or to take courses. He/she will not have access to the University's academic facilities but Library services will normally continue to be available by registering at the Circulation Desk of the Humanities and Social Sciences Library (McLennan-Redpath).

A medical certificate must accompany such leave requests.

*Council of FGSR, March 1999*

**Please refer to *University Regulations and Resources > Graduate > Regulations > : Leave of Absence Status* for information regarding registration of graduate students and Postdocs on such leaves.**

**Procedure:**

All requests for a leave of absence for health reasons should be accompanied by the following:

- a duly completed *Leave of Absence/Non-Resident Request Form* available from [www.mcgill.ca/gps/staff/registration](http://www.mcgill.ca/gps/staff/registration);
- a written request from the student;
- a Minerva form to drop all courses for all relevant terms;
- a medical certificate.

To be acceptable, the medical certificate must contain at least the following items:

- the student's name, as well as complete contact information for the physician;
- a clear statement by the physician justifying the student's inability to perform his/her academic duties, with start and end dates;
- if the request is submitted during a term for which the leave is requested, a clear explanation as to why the health conditions in question did not prevent the normal performance of academic duties at the beginning of the semester.

No retroactive requests for leave of absence will be considered.

It remains the student's responsibility to verify their administrative situation, in particular, as it pertains to term and course registration.

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## 9.7 Failure Policy

Please refer to *University Regulations and Resources > Graduate > Regulations > : Failure Policy* for information regarding the policy and procedures to follow in cases of failure.

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## 9.8 Guideline on Hours of Work

In order to maintain full-time status, a graduate student should not work more than 180 hours per term over 15 weeks with 12 hours per week.

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# 10 Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees

Students must inform themselves of University rules and regulations and keep abreast of any changes that may occur. The *Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees* section of this publication contains important details required by students during their studies at McGill and should be periodically consulted, along with other sections and related publications.

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## 10.1 Policy on Research Ethics

Please refer to the Policy on Research Ethics available at [www.mcgill.ca/secretariat/policies/research](http://www.mcgill.ca/secretariat/policies/research).

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## 10.2 Regulations on Research Policy

Please refer to the Regulations on Research Policy available at [www.mcgill.ca/secretariat/policies/research](http://www.mcgill.ca/secretariat/policies/research).

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## 10.3 Policy on Research Integrity

Please refer to the Policy on Research Integrity available at: [www.mcgill.ca/research/about/integrity](http://www.mcgill.ca/research/about/integrity).

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## 10.4 Guidelines for Research Involving Human Subjects

Please refer to the guidelines for research involving human subjects available at: [www.mcgill.ca/research/researchers/compliance/human](http://www.mcgill.ca/research/researchers/compliance/human).

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**10.5 Guidelines for Research with Animal Subjects**

Please refer to the guidelines for research involving animal subjects available at: [www.mcgill.ca/research/researchers/compliance/animal](http://www.mcgill.ca/research/researchers/compliance/animal).

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**10.6 Policy on Intellectual Property**

Please refer to the Policy on Intellectual Property available at: [www.mcgill.ca/research/researchers/ip](http://www.mcgill.ca/research/researchers/ip).

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**10.7 Regulations Governing Conflicts of Interest**

Please refer to the regulations governing conflicts of interest available at [www.mcgill.ca/secretariat/policies/conflictinterest](http://www.mcgill.ca/secretariat/policies/conflictinterest).

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**10.8 Safety in Field Work**

Please refer to the policies on safety in field work available at [www.mcgill.ca/ehs/fieldworksafety](http://www.mcgill.ca/ehs/fieldworksafety).

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**10.9 Office of Sponsored Research**

Please refer to the Office of Sponsored Research, available at: [www.mcgill.ca/research/researchers](http://www.mcgill.ca/research/researchers).

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**10.10 Postdocs**

Please see [www.mcgill.ca/gps/postdocs](http://www.mcgill.ca/gps/postdocs).

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**10.11 Research Associates**

A Research Associate is a senior career researcher who usually works independently, in most cases has a Ph.D. or equivalent, and is often supported directly by outside granting agencies. ([www.mcgill.ca/apo/classifications/other/research-associate](http://www.mcgill.ca/apo/classifications/other/research-associate))

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**11 Academic Programs**

The programs and courses in the following sections have been approved for the 2011-2012 session as listed, but the Faculty reserves the right to introduce changes as may be deemed necessary or desirable.

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**11.1 Educational and Counselling Psychology****11.1.1 Location**

Department of Educational and Counselling Psychology  
Education Building, Room 614  
3700 McTavish Street  
Montreal, QC H3A 1Y2  
Canada

Telephone – Program Information: 514-398-4242

Fax: 514-398-6968  
 Email: [ecpinfo.education@mcgill.ca](mailto:ecpinfo.education@mcgill.ca)  
 Website: [www.mcgill.ca/edu-ecp](http://www.mcgill.ca/edu-ecp)

### 11.1.2 About Educational and Counselling Psychology

The Department of Educational and Counselling Psychology (ECP) programs and research examine the interplay between complex human systems (cognitive, social, emotional, behavioural, and biological) to maximize: (a) learning, (b) wellness (mental and physical), and (c) human development in multiple settings and throughout the lifespan. More specifically, with both typical and atypical populations in mind, they examine issues pertaining to assessment and intervention, cognitive processes and developmental neuroscience, and the design and evaluation of learning environments and instructional practices. While ECP's primary disciplinary bases are psychology and education, it contributes to and is enriched by extended interdisciplinary collaborations with, among others, medicine and other health professions, neurosciences, computer science, science, social work and policy, and law.

Students in our programs benefit from having access to the McGill Psychoeducational and Counselling Clinic and the Departmental Assessment Library. To develop their professional skills in assessment, therapy, and supervision, students are equipped with the latest standardized materials and a state-of-the-art venue within which to conduct psychological and cognitive assessments. Our professional programs also have established connections with world-class public and private organizations, which include health care facilities and school boards where students receive supervised training for internships and practica. Our faculty members are involved in intra- and interdisciplinary collaborative research locally, nationally, and internationally. These networks offer students valuable exposure to, and connection with, different research laboratories, research leaders, and professional organizations. Students benefit from international mobility programs and specialized training offered in specific locations. Working closely with faculty members in their research teams, our students enrolled in research-based M.A. and Ph.D. programs have proven very successful in obtaining major external fellowships from bodies such as SSHRC, FQRSC, FRSQ, and CIHR.

Our graduates secure careers in a varied and rewarding range of settings. These include, but are not limited to, academic and research settings, professional psychology (counselling and school psychology), specialized and innovative teaching, educational research, development and leadership at all levels (e.g., schools, colleges and universities, school boards, ministries of education), staff development, and education in the professions.

#### Master of Arts (M.A.) Degrees

Students can obtain an M.A. degree in:

1. Counselling Psychology (Non-Thesis) with major concentrations in:
  - Project (coursework and research based)
  - Professional/Internship (coursework and internship based)
2. Educational Psychology with streams in:
  - Health Professions Education
  - Human Development
  - Learning Sciences
  - School/Applied Child Psychology

#### Master of Education (M.Ed.) Degrees

Students can obtain an M.Ed. degree in Educational Psychology. Please note these are all non-thesis options. The M.Ed. program in Educational Psychology offers streams in:

- Family Life Education (admissions to Family Life Education Stream are currently suspended)
- General Educational Psychology
- Inclusive Education
- Learning Sciences

#### Doctor of Philosophy (Ph.D.) Degrees

Students can obtain a Ph.D. degree in:

1. Counselling Psychology
2. Educational Psychology with specialization in:
  - Human Development
  - Learning Sciences
3. School/Applied Child Psychology

#### Postdoctoral Degrees

The Department of Educational and Counselling Psychology offers one postdoctoral diploma:

- Post-Ph.D. Graduate Diploma in School/Applied Child Psychology

For information about these graduate programs please view our website at [www.mcgill.ca/edu-ecp/prospective/graduate](http://www.mcgill.ca/edu-ecp/prospective/graduate) or please contact the appropriate Program Coordinator/Adviser:

**For Educational Psychology programs (excluding School/Applied Child Psychology) contact:**

Graduate Program Coordinator  
Mrs. Geri Norton  
Telephone: 514-398-4244  
Email: [edpsych.education@mcgill.ca](mailto:edpsych.education@mcgill.ca)

**For Counselling Psychology and School/Applied Child Psychology contact:**

Graduate Program Adviser  
Mr. Alexander Nowak  
Telephone: 514-398-4245  
Email: [counsellingspsych.education@mcgill.ca](mailto:counsellingspsych.education@mcgill.ca) or [schoolpsych.education@mcgill.ca](mailto:schoolpsych.education@mcgill.ca).

**Professional Accreditation**

The Ph.D. in School/Applied Child Psychology is accredited by the American Psychological Association (APA). The Ph.D. in Counselling Psychology is jointly accredited by the Canadian Psychological Association (CPA) and the APA. The *Ordre des psychologues du Québec* (OPQ) accredits both the Ph.D. in Counselling Psychology and the Ph.D. in School/Applied Child Psychology.



**Note:** The APA will no longer accredit programs outside of the United States of America effective September 1, 2015. The implication of this decision for students is that those who graduate from our programs after this date cannot attest to having graduated from an APA-accredited program. For further information regarding APA accreditation see: [www.apa.org/support/education/accreditation/international.aspx#answer](http://www.apa.org/support/education/accreditation/international.aspx#answer).

**Important addresses:**

**APA** – Committee on Accreditation, 750 First Street NE, Washington, DC, 20002-4242, U.S.A.; Telephone: 1-800-374-2721

**CPA** – 151 Slater Street, Suite 205, Ottawa, ON, K1P 5H3, Canada; Telephone: 1-888-472-0657

**OCCOQ** – 1600 Henri Bourassa Blvd. West, Suite 520, Montreal, QC, H3M 3E2, Canada; Telephone: 514-737-6431

**OPQ** – 1100 Beaumont, Ste. 510, Mount-Royal, QC, H3P 3H5, Canada; Telephone: 514-738-1881

Graduate degrees in Counselling Psychology or School/Applied Child Psychology, and elsewhere in Educational Psychology, do not lead to teaching certification – see the *Undergraduate Programs, Courses and University Regulations* publication for B.Ed. programs ([www.mcgill.ca/study](http://www.mcgill.ca/study)). Holders of other undergraduate degrees may apply to enter the B.Ed. with Advanced Standing.

**Research/Training Facilities**

The Department houses a number of training and research units and maintains working relationships with specialized centres and research groups that offer opportunities for training and research to selected students. For a comprehensive list of such groups, consult our website at [www.mcgill.ca/edu-ecp/centres](http://www.mcgill.ca/edu-ecp/centres).

**Graduate Degrees in Counselling Psychology**

**section 11.1.5: Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Professional/Internship (60 credits)**

The aim of the M.A. (Non-Thesis) in Counselling Psychology (Professional/Internship) is to produce graduates who:

1. are trained in the major applied areas of counselling;
2. will be qualified to work in a variety of settings where educational, vocational, personal, and developmental counselling is offered; and
3. have had an extensive supervised internship in either a clinical or educational setting;

To do so, the training program emphasizes career and vocational theory and development, individual and group counselling skills, the integration of multicultural, gender, and other diversity theories into practice, and diagnosis and assessment procedures.

Students take a combination of theoretical and practical courses throughout the completion of their degree. Most coursework is taken during their first year (including the summer semester) while also completing a practicum in the Department's Psychoeducational and Counselling Clinic. In their second year, students are on-site at internship placements for three full days per week while attending classes on their remaining two days.

Accredited upon graduation by the *Ordre des conseillers et conseillères d'orientation du Québec* (OCCOQ), this program prepares students to work in the field as Counsellors in settings such as CLSCs, schools, community, rehabilitation, and vocational guidance centers, governmental, non-governmental, or private settings. All students must also attend weekly case conferences.

**section 11.1.6: Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Project (45 credits)**

The M.A. (Non-Thesis) in Counselling Psychology (Project) is designed to produce graduates with introductory academic preparation for research or clinical careers in counselling psychology. Training is provided in the research domain through coursework in data analysis and a research project. Clinical preparation is initiated in the program through coursework in ethics, intervention, assessment, psychological testing, and multicultural issues and through a practicum. Most coursework is taken during their first year of studies while beginning work on their research projects. In their second year, students gain practical experience via a practicum in the Department's Psychoeducational and Counselling Clinic while also completing the majority of their work on

**section 11.1.6: Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Project (45 credits)**

the research project. The degree alone does not fulfil the requirements for membership in the orders that certify either guidance counsellors (OCCOQ) or psychologists (OPQ) in Quebec.

**section 11.1.7: Doctor of Philosophy (Ph.D.); Counselling Psychology**

Student pursuing a Ph.D. in Counselling Psychology take a combination of theoretical, practical, and research-based courses throughout the course of their degree. It draws upon a number of difference sciences (including developmental, social, career and neuropsychology and personality theory) to develop critically-astute researchers and exceptionally-skilled clinicians. Building on the M.A. in Counselling Psychology: Project concentration (or equivalent), the program offers opportunities in Practicum, Supervision, and full-year Internships to develop clinical skills while also working towards the completion of a Doctoral dissertation (thesis). The Ph.D. program, has the following aims:

1. To contribute to the advancement of knowledge in the field of counselling psychology.
2. To practise from a strong evidence base.
3. To take a leadership role in community, professional, and university organizations in counselling psychology.

Graduates of the program will be prepared to assume careers in education and community settings, including faculty positions, counselling and psychological positions on the staff of university and college mental health centres, and professional positions in psychological agencies offering preventative mental health services. The program is currently accredited by the Canadian Psychological Association (CPA), the Quebec Order of Psychologists (OPQ) and American Psychological Association (APA) (please note that APA accreditation will cease for all Canadian institutions in 2015). Graduates are eligible for licensure in Quebec.

**Graduate Degrees in School/Applied Psychology****section 11.1.8: Doctor of Philosophy (Ph.D.); School of Applied Child Psychology**

The Ph.D. in School/Applied Child Psychology is the second degree in a combined M.A. and Ph.D. program with the M.A. (Thesis) in Educational Psychology's School/Applied Child Psychology Stream. Most students in the Doctoral program completed their M.A. in the Educational Psychology program although students can apply for direct entry into the Ph.D. program with a Master's degree obtained at another institution. At both the M.A. and Ph.D. levels, students take a combination of theoretical, practical, and research-based courses throughout the course of their degree. Students will produce a thesis at both levels of study.

Extending upon the M.A. degree, the program's focus remains on the improvement of the educational and psychological well being of children and to educate school psychologists in a manner consistent with the highest international standards in the field. Students explore a variety of topics including mental health, child development, school organization, learning processes, behaviour, motivation, and effective teaching. They are prepared to become inquiring professionals committed to the development of children and youth and receive intensive training of clinical practice with children and families, as well as basic and applied research.

The program develops clinical skills through intensive assessment courses, a Clinic Practicum, Field Placement, and a full-year Internship. Typically, our graduates go on to practise school psychology across a range of environments including private practice, academia, hospitals, and school boards. The Ph.D. program is accredited by the American Psychological Association (APA) and the Ordre des psychologues du Québec (OPQ) (please note that APA accreditation will cease for all Canadian institutions in 2015). Graduates are eligible for licensure in Quebec.

**section 11.1.9: Post-Ph.D. Graduate Diploma in School/Applied Child Psychology**

This Post-Ph.D. Graduate Diploma enables holders of a doctorate in Psychology to pursue further studies in School/Applied Child Psychology. The course of study is adapted to the background of each student. The program includes exceptionally one, or typically two, years of courses and practica, plus a year of internship. Students register on a per-credit basis (including internship).

Students are not required to demonstrate knowledge of a second language within this program; however, any student wishing to be licensed as a professional psychologist in Quebec must have a working knowledge of French. Accreditation status may be confirmed by contacting the accrediting bodies.

**Professional Accreditation**

All elements of this Post-doctoral Graduate Diploma are selected from the professional components of the Ph.D. in School/Applied Child Psychology, which is accredited in the School Psychology category by the American Psychological Association (APA). Graduates of a specialization program are normally accorded the same recognition as graduates of the accredited program.

The Ph.D. is approved by the Ordre des psychologues du Québec (OPQ), which has recommended the final stage of professional recognition to the Office des professions of the Government of Quebec. Once this accreditation is confirmed, however, graduates of the Post-doctoral Graduate Diploma will not be automatically eligible for membership in the OPQ and the right to practise professional psychology in Quebec. Candidates wishing to practise in Quebec will be required to apply to the OPQ for the recognition of equivalent qualifications.

**Graduate Degrees in Educational Psychology****section 11.1.10: Master of Education (M.Ed.); Educational Psychology (Non-Thesis) (48 credits)**

The Master of Education (M.Ed.) degree offers educators and practising professionals advanced professional training in areas where educational psychology can make a practical contribution to the design, delivery, and assessment of educational programs and the impact of these programs on student learning. Courses aim to promote:

**section 11.1.10: Master of Education (M.Ed.); Educational Psychology (Non-Thesis) (48 credits)**

1. a greater understanding of human development, individual differences, and the learning process;
2. a greater understanding on classroom processes and strategies for teaching diverse learners in a variety of contexts;
3. the evaluation of student learning, teaching, programs, and educational experimentation and innovation; and
4. the application of results of educational research.

The program offers the following streams of study:

- a. **Learning Sciences:** Focuses on the study of learning as it occurs in real-world situations and ways in which learning may be facilitated in designed environments.
- b. **Family Life:** Admission to this stream is currently suspended.
- c. **Inclusive Education:** Trains students who wish to work with diverse individuals in a variety of settings that emphasize inclusive practice. This program is most directly relevant to current teachers, consultants, and other professionals working in the education system.
- d. **General Educational Psychology:** Permits students to create a course program that meets their individual needs, which may draw courses from Inclusive Education, Learning Sciences, Family Life, or any other general departmental course. This program suits students seeking a "general" educational psychology training.

The M.Ed. program has been developed for students who have background in education (B.Ed.), psychology or another related degree. Students have the option of conducting academic or applied research (via up to 12 credits of Special Activities) to enhance the applied experience of learning. The academic staff who teach and supervise within the program understand both research and applied contexts such as the school system. Courses are offered in the evening to accommodate full-time professionals and can be completed on either a full-time or part-time basis.

Many of our graduates work in the school system as resource teachers, special education, or educational consultants. Others work in or create special tutorial programs or family/child programs for students with difficulties, or in specialized settings (e.g., hospital programs), and others have moved on into our doctoral program in Human Development.

**section 11.1.11: Master of Arts (M.A.); Educational Psychology (Thesis) (48 credits) (Note that the School/Applied Child Psychology Stream is 78 credits)**

The aim of the M.A. (Thesis) in Educational Psychology is to produce graduates who:

1. are broadly trained in educational psychology;
2. have sufficient research competence to critically evaluate research in educational psychology, and to design, conduct, and report empirical research; and
3. have experience in applying research methods and findings to the solution of practical problems in varied educational settings.

Candidates are required to select and follow the set of courses in one of four streams of study, select a topic for research, and present the results of such research in a thesis.

The program offers four streams:

1. **The Learning Sciences Stream** aims to develop competent and inquiring professionals who have the skills to understand and improve learning and teaching by way of conceptualizing and conducting applied and theoretical research in different formal and informal educational settings. It is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning in schools, colleges and universities, the workplace and professional practice, as well as virtual learning communities. Students acquire theoretical and practical knowledge through coursework, team-based research assistantships, and apprenticeships where appropriate.

The profiles of our graduates speak to the flexibility and application of acquired skills and competencies in a range of professions. These include academic positions around the world, positions in school boards and hospital education programs, researchers involved in educational and institutional research and policy development, training and education specialists in business and industry, medical education researchers, and faculty developers.

2. **The Health Professions Education Stream** is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning as they happen in the health professions and throughout the lifespan. The program is for health professionals who are interested in conducting educational research and working on development projects (e.g., program, curriculum, faculty) as well as for educational psychology graduate students who are interested in issues related to medical education and education in other health professions.

The program will produce a graduate who can recognize the role of education in a health professions context, who has sufficient research competence to conduct empirical research in health education settings, and who can apply research results to solve practical problems in this field. Student admission and supervision is done jointly with the **Centre for Medical Education**; see website: [www.mcgill.ca/centreformeded](http://www.mcgill.ca/centreformeded).

3. **The Human Development Stream** is intended to prepare students from education and psychology backgrounds to work in school, institutional, and university settings. The degree prepares candidates to support the educational and psychological well-being of individuals, to use research to critically inform practice, and to be able to conceptualize and conduct applied and theoretical research related to different trajectories of human development and varied educational settings. The program follows a mentorship model that encourages students' active participation in research and prepares them for academia and leadership roles in the field.

The program is unique in exploring development including cognitive, language, social, personality, and gender development issues in children and adolescents from the diverse perspectives of our multi-disciplinary faculty. For example, students are exposed to clinical and non-clinical perspectives on developmental issues; these perspectives are then employed to better understand issues related to disabilities and individuals' diverse needs in educational and community settings. Most students in this program go on to pursue studies at the Ph.D. level.

**section 11.1.11: Master of Arts (M.A.); Educational Psychology (Thesis) (48 credits)** (Note that the School/Applied Child Psychology Stream is 78 credits)

**4. The School/Applied Child Psychology Stream** is a combined M.A. and Ph.D. program with the doctoral degree in School/Applied Child Psychology. Most students who enrol in the Master's program continue to pursue studies at the doctoral level, although students can apply for direct entry into the Ph.D. program with a master's degree obtained at another institution.

The program's focus is on the improvement of the educational and psychological well being of children and educates school psychologists in a manner consistent with the highest international standards in the field. Students explore a variety of topics including mental health, child development, school organization, learning processes, behaviour, motivation, and effective teaching, and are prepared to become inquiring professionals committed to the development of children and youth. Therefore, students receive intensive training of clinical practice with children and families, as well as basic and applied research.

To do so, at both the M.A. and Ph.D. level, students take a combination of theoretical, practical, and research-based courses throughout the course of their degree. Students will produce a thesis at both levels of study. Our students go on to practice school psychology across a range of environments including private practice, academia, hospitals, and school boards.

**Master of Arts (M.A.); Educational Psychology (Non-Thesis) (48 credits)**

The M.A. (Non-Thesis) in Educational Psychology is available only to M.A. students admitted to the study sequence leading to the Ph.D. School/Applied Child Psychology, and who wish to transfer after the first semester. *Please note that this program will not be offered in 2011-2012.*

**section 11.1.12: Doctor of Philosophy (Ph.D.); Educational Psychology**

The aim of the Ph.D. in Educational Psychology emphasizes the development of research skills and supports both basic and applied research pertaining to all domains of educational psychology. It aims to develop graduates who can demonstrate:

1. broad scholarship in planning and implementing basic and applied research on problems of cognition, teaching, learning, and human development;
2. mastery of current theoretical issues in educational psychology and their historical development; and
3. a detailed knowledge of their selected stream.

The program offers two streams:

1. **Learning Sciences Stream:** The Learning Sciences Stream builds upon the M.A. program and continues its aim of developing competent and inquiring professionals who have the skills to understand and improve learning and teaching by way of conceptualizing and conducting applied and theoretical research in different formal and informal educational settings. It is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning. The settings could be schools, colleges, and universities, the workplace and professional practice, as well as virtual learning communities. Students acquire theoretical and practical knowledge through coursework, team-based research assistantships, and apprenticeships where appropriate.
2. **The Human Development Stream:** The Human Development Stream builds upon the M.A. program and is intended to prepare students to work in school, institutional, and university settings. The degree prepares candidates to support the educational and psychological well-being of individuals, to use research to critically inform practice, and to be able to conceptualize and conduct applied and theoretical research related to different trajectories of human development and varied educational settings. The program follows a mentorship model that encourages students' active participation in research and prepares them for academia and leadership roles in the field.

The Human Development program is unique in exploring development including cognitive, language, social, personality, and gender development issues in children and adolescents from the diverse perspectives of our multidisciplinary faculty. These perspectives are then employed to better understand issues related to disabilities and individuals' diverse needs in educational and community settings.

### 11.1.3 Educational and Counselling Psychology Admission Requirements and Application Procedures

#### 11.1.3.1 M.A. Counselling Psychology (Non-Thesis)

The M.A. in Counselling Psychology program offers the following two concentrations:

1. Professional/Internship (coursework and internship based)
2. Project (research based)

#### Admission Requirements

##### Concentration: Professional/Internship

To be eligible, applicants must hold either:

1. A baccalaureate degree in psychology, including statistics, theories of personality, history and systems of psychology, abnormal psychology, developmental psychology, and social psychology (18-credit core), with a minimum GPA of 3.2 out of 4.0 in the final two years of full-time study.

OR



2. A baccalaureate degree in a field other than psychology, with a minimum GPA of 3.2 out of 4.0 in the final two years of full-time study, and sufficient academic preparation to meet the following requirements:
  - 18 credits in psychology (consisting of core courses as listed above) and up to 24 credits in related disciplines in the social sciences.

#### **Concentration: Project**

To be eligible, applicants must hold a baccalaureate degree in psychology consisting of 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application package), with a minimum GPA of 3.2 out of 4.0 in their final two years of full-time study.

#### **Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Counselling Psychology: Project and Professional/Internship concentrations, can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/counselling/ma/#mapackage](http://www.mcgill.ca/edu-ecp/prospective/graduate/counselling/ma/#mapackage).

#### **11.1.3.2 Ph.D. in Counselling Psychology**

##### **Admission Requirements**

To be eligible applicants must hold:

A master's degree equivalent to the [section 11.1.6: Master of Arts \(M.A.\); Counselling Psychology \(Non-Thesis\) — Project \(45 credits\)](#) along with 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application package).

##### **Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in Counselling Psychology can be found online in the following section of the departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/counselling/phd/#package](http://www.mcgill.ca/edu-ecp/prospective/graduate/counselling/phd/#package).

#### **11.1.3.3 Ph.D. School/Applied Child Psychology**

##### **Admission Requirements**

To be eligible applicants must hold:

A master's degree equivalent to the “M.A. Educational Psychology: School/Applied Child Psychology Stream” consisting of 42-credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application package), with a minimum CGPA of 3.0 out of 4.0.

All doctoral students must have a research supervisor upon entry to the program. Interested candidates should consult the Department website for a list of faculty members and their research interests. A supervisor must be selected from among professors in the Department.

##### **Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in School/Applied Child Psychology, can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/schoolapplied/phd/](http://www.mcgill.ca/edu-ecp/prospective/graduate/schoolapplied/phd/).

#### **11.1.3.4 Post-Ph.D. Graduate Diploma in School/Applied Child Psychology**

##### **Admission Requirements**

An earned doctorate in Educational Psychology, another area of Psychology, or a closely related discipline (to be recognized by the Program Committee).

##### **Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the Post-Ph.D. Graduate Diploma in School/Applied Child Psychology can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/schoolapplied/phd/#postphd](http://www.mcgill.ca/edu-ecp/prospective/graduate/schoolapplied/phd/#postphd).

#### **11.1.3.5 M.Ed. Educational Psychology (Non-Thesis)**

This program offers four streams:

1. Learning Sciences
2. General Educational Psychology
3. Inclusive Education
4. Family Life Education (*admission to the Family Life Stream is currently suspended*)

##### **Admission Requirements**

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

##### **Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the M.Ed. Streams in Educational Psychology can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/mededpsych/med/#medpackage](http://www.mcgill.ca/edu-ecp/prospective/graduate/mededpsych/med/#medpackage).

**11.1.3.6 M.A. Educational Psychology (Thesis)**

This program offers four streams:

1. Learning Sciences
2. Health Professions Education
3. Human Development
4. School/Applied Child Psychology

**Admission Requirements for the Learning Sciences Stream**

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

**Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Learning Sciences Stream can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/learningsciences/ma/#mapackage](http://www.mcgill.ca/edu-ecp/prospective/graduate/learningsciences/ma/#mapackage).

**Admission Requirements for the Health Professions Stream**

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

The Health Professions program has been conceived and is offered in collaboration with the McGill Centre for Medical Education and affiliated faculty. Student selection is done jointly as is graduate supervision.

**Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Health Professions Education Stream can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/healthprofessions/ma/#mapackage](http://www.mcgill.ca/edu-ecp/prospective/graduate/healthprofessions/ma/#mapackage).

**Admission Requirements for the Human Development Stream**

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

**Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Human Development Stream can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/humandevlopment/ma/#mapackage](http://www.mcgill.ca/edu-ecp/prospective/graduate/humandevlopment/ma/#mapackage).

**Admission Requirements for the School/Applied Child Psychology Stream**

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology, consisting of 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application package).
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

**Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: School/Applied Child Psychology Stream can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/schoolapplied/ma/#mapackage](http://www.mcgill.ca/edu-ecp/prospective/graduate/schoolapplied/ma/#mapackage).

**11.1.3.7 M.A. Educational Psychology (Non-Thesis)**

**Note:** This program is will not be offered in 2011-2012.

**Admission Requirements**

Same as M.A. (Thesis) Educational Psychology Stream in School/Applied Child Psychology.

For application information please refer to instructions listed under M.A. (Thesis) Educational Psychology Stream in School/Applied Child Psychology.

For further information about the application process, please consult our departmental website: [www.mcgill.ca/edu-ecp](http://www.mcgill.ca/edu-ecp).

**11.1.3.8 Ph.D. in Educational Psychology****Admission Requirements**

All doctoral students must have a research supervisor upon entry to the program. Interested candidates should consult the Department website for a faculty list: [www.mcgill.ca/edu-ecp](http://www.mcgill.ca/edu-ecp). All applicants must have a minimum CGPA of 3.0 out of 4.0 or higher. Please note: it is essential to clearly identify your desired stream of study on your application. The two streams offered are:

1. Human Development
2. Learning Sciences

There are two entry levels and patterns:

- starting at Ph.D. 2
- starting at Ph.D. 1

The specific requirements to be admitted at each level are as follows:

#### **Ph.D. 2 Level**

Applicants should hold an M.A. in Educational Psychology from McGill or a recognized equivalent degree from a program which requires a thesis, reflecting high overall standing, study within the area of proposed doctoral specialization, and evidence of research competence.

#### **Ph.D. 1 Level**

1. Applicants should hold an M.Ed. in Educational Psychology or a master's degree in a related discipline (e.g., sociology, social work) lacking only the content in educational psychology that can be acquired within one year of full-time study. The applicant's academic record must reflect high overall standing and evidence of research competence.

OR

2. Applicants should hold a bachelor's degree in psychology, reflecting high academic standing in an honours or major program, and have completed an undergraduate thesis or the equivalent. (This option is rarely exercised.)

#### **Application Procedures**

Information on application procedures, deadlines, supporting documents, and contact information for the **Ph.D. in Educational Psychology: Human Development Stream** can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/humandevlopment/phd/](http://www.mcgill.ca/edu-ecp/prospective/graduate/humandevlopment/phd/).

Information on application procedures, deadlines, supporting documents, and contact information for the **Ph.D. in Educational Psychology: Learning Sciences Stream** can be found online in the following section of the Departmental website: [www.mcgill.ca/edu-ecp/prospective/graduate/learningsciences/phd/#PHDPACKAGE](http://www.mcgill.ca/edu-ecp/prospective/graduate/learningsciences/phd/#PHDPACKAGE).

### **11.1.4 Educational and Counselling Psychology Faculty**

#### **Chair**

Alenoush Saroyan

#### **Program Directors**

Marilyn Fitzpatrick - *Counselling Psychology*

Robert Savage - *Human Development*

Robert Savage - *M.Ed. Streams in Educational Psychology*

Susanne Lajoie - *Learning Sciences*

Susanne Lajoie - *Health Professions Education*

Ingrid Sladeczek - *School/Applied Child Psychology*

#### **Emeritus Professors**

Mark W. Aulls; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia)

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.)

Carl H. Frederiksen; B.A.(Harv.), M.A., Ph.D.(Ill.)

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.)

Bruce M. Shore; B.Sc., M.A.(McG.), Ph.D.(Calg.)

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

**Professors**

Roger Azevedo; B.A., M.A.(C'dia), Ph.D.(McG.)  
 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.)  
 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.(Loy. U. Chic.), Ph.D.(McG.)  
 Cynthia B. Weston; B.A.(G'town), M.L.S.(SUNY), D.Ed.(Wash.) (*Director, 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.)  
 Lisa Spanierman; B.Sc.(Flor.), M.A., Ed.M.(Col.), Ph.D.(Missouri)  
 Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.)  
 Victoria Talwar; M.A.(St. And.), M.A., Ph.D.(Qu.)

**Assistant Professors**

Armando Bertone; B.A., M.A.(C'dia), M.Ps., Ph.D.(Montr.)  
 Tara Flanagan; B.A.(Winn.), M.A., Ph.D.(McG.)  
 Nathan Hall; B.A., M.A., Ph.D.(Manit.)  
 Annett Körner; M.A., Ph.D.(Leipzig)  
 Krista Muis; B.A.(Wat.), M.A.(Vic., BC), Ph.D.(S. Fraser)  
 Jessica Ruglis; B.S.(Albany), M.A.T.(Union Coll.), M.P.H.(Hunter), Ph.D.(CUNY)  
 Steven R. Shaw; B.A., 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 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.)  
 Laura Winer; B.A., M.A., Ph.D.(C'dia) (*Teaching and Learning Services*)

**Associate Professor (Non-Tenure Track)**

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

**Adjunct Professors**

Dermot Bowler, Karen Cohen-Gazith, Yves De Roten, Judith Gradinger, Calvin Kalman, Judith McBride, Katherine Moxness, Judith Norton, Rhoda Root, David Shore, Erica Shoshana Ross, Anastassios Stalikas, Helen-Maria Vasiliadis, Harold Wynne

**Research Associates**

Rina Gupta

Jazvinder Magon

Diana Tabatabai

**Part-time Instructors**

Gus Appignanesi, Shawna Atkins, Maureen Baron, Dianne Bateman, Andrew Patrick Bennett, Antonio Bernardelli, Camelia Birlean (*doctoral candidate*), Sam Bruzzese, Karen Cohen-Gazith, Scott Conrod, Dominic D'Abate, Debora D'Iuso, Nadia D'Iuso, Ozlem Erten, Lisa French, Susan Gamberg, Carlos Gomez-Garibello (*doctoral candidate*), Harriet Greenstone, Reut Gruber, David Hoida, Ahmed Ibrahim (*doctoral candidate*), Julie Irving (*doctoral candidate*), Yasaman Jalali-Kushki, Marian Jazvac Martek (*doctoral candidate*), Ralph Kachanoff, Susan Kerwin-Boudreau, Elaine Laflamme (*doctoral candidate*), Laura Naismith (*doctoral candidate*), Judith Norton, Monica Oala, Sandra Pelaez, Loris Peternelli, Jonathan Petraglia (*doctoral candidate*), Sarah-Jane Renaud (*doctoral candidate*), Elizabeth Roberts (*doctoral candidate*), Vera Romano, Linda Snell, Tamara Soles (*doctoral candidate*), Caroline Temcheff (*doctoral candidate*), Roberta Thomson, Caroline Zanni-Dansereau

**11.1.5 Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Professional/Internship (60 credits)****Required Internship (24 credits)**

EDPC 679D1	(3)	Internship: General 1
EDPC 679D2	(3)	Internship: General 1
EDPC 680D1	(3)	Internship Research Seminar
EDPC 680D2	(3)	Internship Research Seminar
EDPC 682D1	(3)	Practicum: Psychological Testing
EDPC 682D2	(3)	Practicum: Psychological Testing
EDPC 685D1	(3)	Internship: Vocational and Rehabilitation Counselling
EDPC 685D2	(3)	Internship: Vocational and Rehabilitation Counselling

**Required Courses (33 credits)**

EDPC 606	(3)	Theories of Intervention 1
EDPC 607	(3)	Theories of Counselling 2
EDPC 608	(3)	Group Counselling: Theory
EDPC 609	(3)	Psychological Testing 1
EDPC 615	(3)	Assessment and Diagnosis 1
EDPC 618	(3)	Professional Ethics and the Law
EDPC 624	(3)	Group Counselling: Practice
EDPC 662	(3)	Career Psychology
EDPC 665D1	(3)	Practicum
EDPC 665D2	(3)	Practicum
EDPE 622	(3)	Multiculturalism and Gender

**Elective Courses (3 credits)**

The following courses may be offered periodically and taken to complete or exceed the academic requirements. Electives may also be chosen from other courses offered by the Department or other departments of the University. Choice of electives not listed below requires the approval of the Program Director.

EDPC 616	(3)	Individual Reading Course
EDPC 630	(3)	Feminism, Women and Psychology
EDPC 635	(3)	Counselling for Sexual Adjustment
EDPC 636	(3)	Theories of Sex Therapy
EDPC 660	(3)	Selected Topics in Counselling
EDPC 670	(3)	Current Trends in Counselling
EDPE 617	(3)	Adolescent Development

### 11.1.6 Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Project (45 credits)

#### Required Courses (42 credits)

EDPC 606	(3)	Theories of Intervention 1
EDPC 609	(3)	Psychological Testing 1
EDPC 615	(3)	Assessment and Diagnosis 1
EDPC 619	(3)	Research Project 1
EDPC 620	(3)	Research Project 2
EDPC 621	(3)	Research Project 3
EDPC 625	(3)	Clinic Practicum 1
EDPC 626	(3)	Clinic Practicum 2
EDPC 662	(3)	Career Psychology
EDPC 682D1	(3)	Practicum: Psychological Testing
EDPC 682D2	(3)	Practicum: Psychological Testing
EDPE 622	(3)	Multiculturalism and Gender
EDPE 627	(3)	Professional Practice of Psychology
EDPE 676	(3)	Intermediate Statistics

#### Complementary Courses (3 credits)

3 credits from the following:

EDPE 682	(3)	Univariate/Multivariate Analysis
EDPE 687	(3)	Qualitative Methods in Educational Psychology

### 11.1.7 Doctor of Philosophy (Ph.D.); Counselling Psychology

#### Thesis

#### Required Courses (30 credits)

EDPC 701	(0)	Comprehensive Examination
EDPC 702	(3)	Assessment & Diagnosis 2
EDPC 714	(3)	Theory / Models: Family Therapy
EDPC 720	(3)	Consultation and Program Evaluation
EDPC 780	(6)	Supervision
EDPC 782	(6)	Doctoral Field Experience
EDPC 786	(6)	Proposal Preparation and Defense

EDPE 712 (3) Neurological Bases of Behaviour

#### Required Internship (24 credits)

EDPC 795 (24) Pre-doctoral Internship

#### Complementary Courses (6 credits)

6 credits from the following:

EDPE 682 (3) Univariate/Multivariate Analysis  
 EDPE 684 (3) Applied Multivariate Statistics  
 EDPE 687 (3) Qualitative Methods in Educational Psychology

#### Elective Courses (6 credits)

Two courses that must be at the 500, 600, or 700 level. Electives are on topics related to specialized interests and must be approved by the supervisor.

### 11.1.8 Doctor of Philosophy (Ph.D.); School of Applied Child Psychology

#### Thesis

#### Required Courses (18 credits)

EDPC 714 (3) Theory / Models: Family Therapy  
 EDPE 625 (3) Practicum 1: School Psychology  
 EDPE 626 (3) Practicum 2: School Psychology  
 EDPE 708 (0) Comprehensive Examination  
 EDPE 710 (3) Consultation in School Psychology  
 EDPE 712 (3) Neurological Bases of Behaviour  
 EDPH 689 (3) Teaching and Learning in Higher Education

#### Complementary Courses (12 credits)

Students must select two of these three practicum settings:

EDPE 721 (6) School Psychology: Elementary  
 EDPE 722 (6) School Psychology: Secondary  
 EDPE 723 (6) School Psychology: Community

#### Internship (24 credits)

EDPE 725 (12) Internship 1 - School Psychology  
 EDPE 726 (12) Internship 2 - School Psychology

### 11.1.9 Post-Ph.D. Graduate Diploma in School/Applied Child Psychology

#### Required Courses and Clinic-based Practica (30 credits)

The program will be individually tailored to each accepted student in respect of previous studies and experience. Students will not be asked to repeat a course on a topic in which they can demonstrate a high level of competence. The following are expected to be most often required of students.

EDPC 609 (3) Psychological Testing 1  
 EDPC 610 (3) Psychological Testing 2

EDPC 618	(3)	Professional Ethics and the Law
EDPC 682D1	(3)	Practicum: Psychological Testing
EDPC 682D2	(3)	Practicum: Psychological Testing
EDPC 714	(3)	Theory / Models: Family Therapy
EDPE 619	(3)	Child and Adolescent Therapy
EDPE 625	(3)	Practicum 1: School Psychology
EDPE 626	(3)	Practicum 2: School Psychology
EDPE 710	(3)	Consultation in School Psychology

### Complementary Courses - Field Placements

Two days per week, one semester each; students select two of these three field experiences; placement in a school covering all grades may be applied to either EDPE 721 or EDPE 722:

EDPE 721	(6)	School Psychology: Elementary
EDPE 722	(6)	School Psychology: Secondary
EDPE 723	(6)	School Psychology: Community

### Internship

One year full time or two years half-time

EDPE 725	(12)	Internship 1 - School Psychology
EDPE 726	(12)	Internship 2 - School Psychology

Students are not required to demonstrate knowledge of a second language within this program; however, any student wishing to be licensed as a professional psychologist in Quebec must have a working knowledge of French. Accreditation status may be confirmed by contacting the accrediting bodies.

### Professional Accreditation

All elements of this Post-doctoral Graduate Diploma are selected from the professional components of the Ph.D. in School/Applied Child Psychology, which is accredited in the School Psychology category by the American Psychological Association (APA). Graduates of a respecialization program are normally accorded the same recognition as graduates of the accredited program.

The Ph.D. is approved by the Ordre des psychologues du Québec (OPQ), which has recommended the final stage of professional recognition to the Office des professions of the Government of Quebec. Once this accreditation is confirmed, however, graduates of the Post-doctoral Graduate Diploma will not be automatically eligible for membership in the OPQ and the right to practise professional psychology in Quebec. Candidates wishing to practise in Quebec will be required to apply to the OPQ for the recognition of equivalent qualifications.

## 11.1.10 Master of Education (M.Ed.); Educational Psychology (Non-Thesis) (48 credits)

### Required Courses (9 credits)

EDPE 575	(3)	Educational Measurement
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction

### Complementary Courses (27 credits)

Students select 27 credits from one of the following streams: Learning Sciences Stream, Family Life Stream, Inclusive Education Stream, General Educational Psychology Stream.

Note: Admission to the Family Life Stream is currently suspended.

### Learning Sciences Stream

EDPE 535	(3)	Instructional Design
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EDPE 550	(3)	Consciousness and Virtual Reality
EDPE 555	(3)	Applied Cognitive Science
EDPE 561	(3)	Artificial Intelligence in Education
EDPE 605	(3)	Research Methods
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Classroom Processes - Social
EDPE 640	(3)	Research in Computer Applications
EDPE 641	(6)	Use of Computer in Educational Instruction
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 655	(3)	Learning Science Research Seminar
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments and Processes
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2

### Family Life Stream

Note: Admission to this stream is currently suspended

EDPC 501	(3)	Helping Relationships
EDPC 502	(3)	Group Processes and Individuals
EDPC 503	(3)	Human Sexuality: Professionals
EDPC 504	(3)	Practicum: Interviewing Skills
EDPC 505	(3)	Crisis Intervention Processes
EDPC 507	(3)	Practicum: Group Leadership Skills
EDPC 508	(3)	Seminar in Special Topics
EDPC 509	(3)	Individual Reading Course
EDPC 510	(3)	Family Life Education and Marriage
EDPC 540	(3)	Foundation of Family Life Education
EDPE 560	(3)	Human Development
EDPE 564	(3)	Family Communication
EDPE 595	(3)	Seminar in Special Topics
EDPE 605	(3)	Research Methods
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2

### Inclusive Education Stream

EDPE 595	(3)	Seminar in Special Topics
EDPE 605	(3)	Research Methods
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2
EDPI 526	(3)	Talented and Gifted Students

EDPI 527	(3)	Creativity and its Cultivation
EDPI 536	(3)	Practicum Gifted Education 1
EDPI 537	(3)	Practicum Gifted Education 2
EDPI 539	(3)	Field Work 1: Exceptional Students
EDPI 540	(3)	Field Work 2: Exceptional Students
EDPI 628	(3)	Gifted Students: Special Needs
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 643	(3)	Education of Learners/Special Needs 2
EDPI 645	(3)	Diagnosis and Assessment in Special Education
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Research and Theory in Learning Disabilities

**General Educational Psychology Stream**

Courses to be taken from the list of courses in other streams or any 500-, 600-, or 700-level courses offered by the Department with the approval of the Program Director, from other departments.

**Elective Courses (12 credits)**

500-, 600-, or 700- level courses to be taken from courses offered by the Department or with approval or the Program Director, from other departments.

**11.1.11 Master of Arts (M.A.); Educational Psychology (Thesis) (48 credits)**

**Thesis Courses (24 credits)**

EDPE 604	(3)	Thesis 1
EDPE 607	(3)	Thesis 2
EDPE 693	(3)	Thesis 3
EDPE 694	(3)	Thesis 4
EDPE 695	(6)	Thesis 5
EDPE 696	(6)	Thesis 6

**Prerequisite Course (or equivalent) - All Streams (3 credits)**

EDPE 575	(3)	Educational Measurement
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**Required Courses (9 credits)**

EDPE 605	(3)	Research Methods
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

**Complementary Courses (15 credits)**

To be taken from one of the three following streams. Students completing the School/Applied Child Psychology Stream should refer to the course list at the end:

**Learning Sciences Stream (15 credits)**

6 credits from the following:

EDPE 655	(3)	Learning Science Research Seminar
EDPE 666	(3)	Foundations of Learning Science

and 9 credits selected from the following:

EDPE 637	(3)	Issues in Health Professions Education
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 656	(3)	Applied Cognitive Theory/Methods
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments and Processes
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 687	(3)	Qualitative Methods in Educational Psychology

### Health Professions Stream (15 credits)

6 credits from the following:

Note: Students may select to take either EDPE 639 or EDPH 689, but not both.

EDPE 637	(3)	Issues in Health Professions Education
EDPE 639*	(3)	Practicum in Health Professions Education
EDPH 689*	(3)	Teaching and Learning in Higher Education

and 9 credits selected from the following:

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Applied Cognitive Science
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 656	(3)	Applied Cognitive Theory/Methods
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments and Processes
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 687	(3)	Qualitative Methods in Educational Psychology

or other 500-, 600- or 700-level courses offered by the Department and with the approval of the supervisor and the Program Director.

### Human Development Stream (15 credits)

9 credits from the following:

EDPE 502	(3)	Theories of Development and Disabilities
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2

and 6 credits selected from the following:

EDPE 515	(3)	Gender Identity Development
EDPE 616	(3)	Cognitive Development

EDPE 620	(3)	Developmental Psychopathology
EDPE 623	(3)	Social-Emotional Development
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 643	(3)	Education of Learners/Special Needs 2

or other 500-, 600- or 700-level courses offered by the Department and with the approval of the supervisor and the Program Director.

**School/Applied Child Psychology Stream (45 credits)**

Students completing the School/Applied Child Psychology Stream complete 45 credits of specified courses in addition to the 33 credits of core required courses.

Note: There are no complementary courses for this stream

EDPC 609	(3)	Psychological Testing 1
EDPC 610	(3)	Psychological Testing 2
EDPC 682D1	(3)	Practicum: Psychological Testing
EDPC 682D2	(3)	Practicum: Psychological Testing
EDPE 600	(3)	Current Topics: Educational Psychology
EDPE 609	(3)	Selected Topics in Educational Psychology
EDPE 611	(3)	School Psychology Seminar
EDPE 616	(3)	Cognitive Development
EDPE 619	(3)	Child and Adolescent Therapy
EDPE 620	(3)	Developmental Psychopathology
EDPE 622	(3)	Multiculturalism and Gender
EDPE 623	(3)	Social-Emotional Development
EDPE 627	(3)	Professional Practice of Psychology
EDPE 684*	(3)	Applied Multivariate Statistics
EDPE 687*	(3)	Qualitative Methods in Educational Psychology
EDPI 654	(3)	Instruction/Curriculum Adaptation

\* Students have the choice to complete one of either EDPE 684 or EDPE 687.

**11.1.12 Doctor of Philosophy (Ph.D.); Educational Psychology**

**Required Courses (12 credits)**

EDPE 605	(3)	Research Methods
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPE 708	(0)	Comprehensive Examination
EDPH 689	(3)	Teaching and Learning in Higher Education

**Complementary Courses (30 credits)**

3 credits from:

EDPE 684	(3)	Applied Multivariate Statistics
EDPE 687	(3)	Qualitative Methods in Educational Psychology

27 credits to be taken from one of the two streams:

**Learning Sciences Stream (27 credits)**

18 credits from:

EDPE 655	(3)	Learning Science Research Seminar
EDPE 666	(3)	Foundations of Learning Science
EDPE 704	(3)	Advanced Research Seminar 1
EDPE 705	(3)	Advanced Research Seminar 2
EDPE 706	(3)	Advanced Research Seminar 3
EDPE 707	(3)	Advanced Research Seminar 4

and 9 credits from:

EDPE 637	(3)	Issues in Health Professions Education
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 656	(3)	Applied Cognitive Theory/Methods
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments and Processes
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 668	(3)	Advanced Seminar in Learning Sciences

**Human Development Stream (27 credits)**

15 credits from:

EDPE 502	(3)	Theories of Development and Disabilities
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2
EDPE 683	(3)	Human Development Seminar 3
EDPE 686	(3)	Human Development Seminar 4

12 credits from:

EDPE 515	(3)	Gender Identity Development
EDPE 616	(3)	Cognitive Development
EDPE 620	(3)	Developmental Psychopathology
EDPE 623	(3)	Social-Emotional Development
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 643	(3)	Education of Learners/Special Needs 2
EDPI 756	(3)	Internship/Special Needs Education

Or from the list of 500-, 600-, and 700-level courses offered by the Department and with the approval of the supervisor and program committee.

## 11.2 Information Studies

### 11.2.1 Location

School of Information Studies  
3661 Peel Street  
Montreal, QC H3A 1X1  
Canada

Telephone: 514-398-4204  
Fax: 514-398-7193  
Email: [sis@mcgill.ca](mailto:sis@mcgill.ca)  
Website: [www.mcgill.ca/sis](http://www.mcgill.ca/sis)

### 11.2.2 About Information Studies

The School of Information Studies (SIS) at McGill University is a dynamic teaching and research unit engaged in the education of information professionals, individuals who can make a difference to the management and design of information resources, services, and systems to ensure adequate access to information and knowledge for all. As the pioneer school in Canada, SIS has been offering programs at McGill since 1897, and our Master of Library and Information Studies degree has been continuously accredited by the American Library Association since 1929. The School offers the Master of Library and Information Studies (M.L.I.S.), post-M.L.I.S. certificate and diploma programs, and a Ph.D. program in Information Studies. Our programs are articulated around three specializations: Archival Studies, Knowledge Management, and Librarianship.

Information Studies is the name assigned to a wide-ranging discipline, and SIS professors are engaged in four major research areas – information-seeking behaviour, human-computer interaction, information resources in context, and knowledge management and representation. Located within the Faculty of Education, SIS offers our students the advantages of a small, autonomous unit, yet with all the facilities and administrative support of a large and vibrant university faculty, located in the heart of bilingual and multicultural Montreal.

For complete information on the School of Information Studies, please see our website at [www.mcgill.ca/sis](http://www.mcgill.ca/sis).

For complete information about the M.L.I.S., including goals and objectives of the program, registration, categories of students, transfer credits, and courses taken at other Quebec universities, please see the M.L.I.S. section of the website at [www.mcgill.ca/sis/programs/mlis](http://www.mcgill.ca/sis/programs/mlis).

#### *section 11.2.5: Master of Library and Information Studies (M.L.I.S.); Information Studies (Non-Thesis) (48 credits)*

The Master of Library and Information Studies consists of a 48-credit non-thesis program, accredited by the American Library Association. This program is designed to prepare graduates for the broad field of information studies and has three areas of specialization: Archival Studies, Knowledge Management, and Librarianship. The program provides the intellectual foundation for careers in these three areas, fosters competencies in managing information and knowledge resources, advocates the ideal of equal access to information, promotes the appropriate use of technology in meeting information needs, encourages research in the field of library and information studies, and cultivates commitment to professional service for individuals, organizations, and society.

#### *section 11.2.6: Doctor of Philosophy (Ph.D.); Information Studies*

The Ph.D. in Information Studies provides an opportunity for exceptional candidates to study interdisciplinary research topics at the doctoral level. The program offers a thorough grounding in both current theory and methods of research to ensure that students develop knowledge and critical awareness of relevant theories, principles and methods in Information Studies and acquire the expertise to conduct and promote scholarly research in the context of Information Studies. The program begins with a set of common courses and proceeds to specialization through dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members. Students develop scholarly and innovative expertise in one of four research areas within information studies: information-seeking behaviour, human-computer interaction, information resources in context, and knowledge management and representation. The program prepares graduates for a wide range of settings in research, teaching, and senior administrative positions, in Quebec, Canada, and internationally, contributes to the development of knowledge and to teaching/learning in Information Studies, and builds national and international visibility of Information Studies from a research perspective.

#### *section 11.2.7: Graduate Certificate in Library and Information Studies (15 credits)*

The Graduate Certificate 15-credit program is designed to assist library and information professionals currently holding an ALA-accredited (or equivalent) master's degree to update their qualifications for advanced responsibility. The program may be completed in one or two academic terms, or on a part-time basis to a maximum of five years.

#### *section 11.2.8: Graduate Diploma in Library and Information Studies (30 credits)*

The Graduate Diploma 30-credit program provides professional librarians and information specialists currently holding an ALA-accredited (or equivalent) master's degree with formal opportunities to update, specialize, and redirect their careers for advanced responsibility. For those considering admission into

**section 11.2.8: Graduate Diploma in Library and Information Studies (30 credits)**

the doctoral program, it will provide an opportunity to further develop their research interests. The program may be completed in one calendar year, or on a part-time basis to a maximum of five years.

**11.2.3 Information Studies Admission Requirements and Application Procedures****11.2.3.1 Admission Requirements****Master of Library and Information Studies (M.L.I.S.)**

1. Applicants must have a bachelor's degree from a recognized university. Academic standing of at least B, or second class, upper division, or a CGPA of 3.0 out of 4.0 is required. Courses in library and/or information studies taken before or as part of an undergraduate degree, or such courses taken in a school with a program not accredited by the American Library Association, cannot be accepted as credit toward the McGill M.L.I.S.
2. Applicants to graduate studies whose mother tongue is not English and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper-based test), 100 (iBT Internet-based TOEFL) with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.
3. Competency in the use of computers is expected. Applicants should have a thorough knowledge of the Windows operating system, particularly file management and word processing, and presentation software such as PowerPoint.
4. Previous library work experience, while not essential, will be given consideration in assessing an application, but this experience cannot replace academic criteria.

**Ph.D. in Information Studies**

1. Applicants should normally have a master's degree in Library and Information Studies (or equivalent). Master's degrees in other fields will be considered in relation to the proposed research.

An applicant with a master's degree in Library and Information Studies (or equivalent) will normally be admitted into Ph.D. 2.

An applicant with a master's degree in another field may be considered for admission as a Ph.D. 2 but will need to register for courses to upgrade background knowledge in library and information studies.

An applicant who holds only a bachelor's degree from McGill University or an approved institution in Information Studies (or equivalent) in exceptional circumstances may be admitted to Ph.D. 1.

A CGPA of at least 3.0 out of 4.0 at both the undergraduate and graduate level is required.

2. Applicants to graduate studies whose mother tongue is not English and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper-based test), 100 (iBT Internet-based TOEFL) with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.

**Graduate Certificate in Library and Information Studies**

1. Applicants should have a master's degree in Library and Information Studies from a program accredited by the American Library Association (or equivalent). Candidates will normally have at least three years' professional experience following completion of the M.L.I.S.
2. Applicants to graduate studies whose mother tongue is not English and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper-based test), 100 (iBT Internet-based TOEFL) with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.

**Graduate Diploma in Library and Information Studies**

1. Applicants should have a master's degree in Library and Information Studies from a program accredited by the American Library Association (or equivalent). Admission of students with overseas degrees will be guided by the M.L.I.S. equivalency standards of the A.L.A. Applicants will normally have at least three years' professional experience following completion of the M.L.I.S.
2. Applicants to graduate studies whose mother tongue is not English and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper-based test), 100 (iBT Internet-based TOEFL) with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.

### 11.2.3.2 Application Procedures

Applicants to all programs must submit, or arrange for the submission of, the following documents, directly to the School. Additional requirements for each program are listed below.

1. A completed application form, available at [www.mcgill.ca/gradapplicants/apply](http://www.mcgill.ca/gradapplicants/apply);
2. two sets of official transcripts of the applicant's university record showing degree(s) awarded; an official translation in either English or French is required for transcripts in another language;
3. two academic letters of recommendation, on letterhead, or, if degree was awarded more than five years ago, two employer letters of recommendation;
4. a covering letter outlining the reasons for wishing to undertake the program of study;
5. a curriculum vitae;
6. a non-refundable application fee of CAD \$100, payable by credit card only.

#### Master of Library and Information Studies (M.L.I.S.)

##### Dates for Guaranteed Consideration

For dates for guaranteed consideration, please consult the following website: [www.mcgill.ca/gradapplicants/programs](http://www.mcgill.ca/gradapplicants/programs). Then select Information Studies.

Application forms for entrance into the first year of the M.L.I.S. program should be submitted before the dates for guaranteed consideration as enrolment is limited.

Applicants may be interviewed by a member of the Admissions Committee or a delegate.

##### Ph.D. in Information Studies

Applicants must also provide a short (3-4 page) summary of the proposed research topic, identifying the applicant's main research questions, the research trends that have led to the isolation of the questions, and ways in which the research could be conducted.

Applicants are encouraged to review the Staff Directory and Research sections of the School's website to assist in identifying possible dissertation supervisors and to become familiar with the School's research areas before applying to the program. Questions can be addressed to the Ph.D. Program Director, Professor Kimiz Dalkir.

##### Graduate Certificate in Library and Information Studies

Applicants must also provide a statement of areas of professional interest.

Dates for guaranteed consideration are the same as for the M.L.I.S. (see [section 11.2.5: Master of Library and Information Studies \(M.L.I.S.\); Information Studies \(Non-Thesis\) \(48 credits\)](#)).

##### Graduate Diploma in Library and Information Studies

Applicants must also provide a statement of areas of academic/research interest.

Dates for guaranteed consideration are the same as for the M.L.I.S. (see [section 11.2.5: Master of Library and Information Studies \(M.L.I.S.\); Information Studies \(Non-Thesis\) \(48 credits\)](#)).

##### Dates for Guaranteed Consideration

For dates for guaranteed consideration, please consult the following website: [www.mcgill.ca/gradapplicants/programs](http://www.mcgill.ca/gradapplicants/programs). Then select Information Studies.

## 11.2.4 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. Ont.), B.L.S., M.L.S., M.A.(McG.)

### Associate Professors

Joan Bartlett; B.Sc., M.L.S., Ph.D.(Tor.)

Jamshid Beheshti; B.A.(S. Fraser), M.L.S., Ph.D.(W. Ont.)

France Bouthillier; B.Ed.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.)

Kimiz Dalkir; B.Sc., M.B.A.(McG.), Ph.D.(C'dia)

Catherine Guastavino; B.Sc.(McG.), M.Sc.(Aix-Marseille), Ph.D.(Paris)

Eun Park; B.A.(Pusan), M.L.I.S.(Ill.), M.B.A.(Pitt.), Ph.D.(Calif.-LA)



**Assistant Professors**

Carolyn Hank; B.A.(Antioch), M.L.I.S.(Kent), Ph.D.(N. Carolina)

Elaine Ménard; B.A., M.A., M.S.I., Ph.D.(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.), Senior Archivist, Records Management, McGill University Archives

Pierre Pluye; M.D.(Toulouse), M.Sc., Ph.D.(Montr.), Dept. of Family Medicine, McGill University

Richard Virr; B.A.(Tulane), M.A.(Qu.), Ph.D.(McG.), Curator of Manuscripts, Rare Books and Special Collections Division, McGill Libraries

**Affiliate Members**

Charles Cole; B.A., M.L.I.S.(McG.), Ph.D.(Sheff.)

Frances Groen; B.A., B.L.S.(Tor.), M.A.(Pitt.), Trenholme Director Emerita of Libraries, McGill University

**Part-time Instructors**

Nathalie Bélanger; L.L.B., D.D.N.(Montr.), M.L.I.S.(McG.), Director of Information Services-Library, Stikeman Elliott LLP

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

Heather Brydon; B.Ed.(Saint-Boniface), M.L.I.S.(McG.)

Louise Carpentier; B.L.S.(Tor.), M.Bibl.(Montr.), M.P.P.A.(C'dia), Senior Librarian, Head, Government Documents and Special Collections Services, Webster Library, Concordia University Libraries

Yusuke Fitzgibbons; M.L.I.S.(Dal.)

Catherine Jenner; B.A., L.L.B., M.L.S.(Tor.), LL.B.(Montr.), Senior Research Lawyer, Stikeman Elliott LLP

Rajiv Johal; B.Com., B.A., M.L.I.S.(McG.), Reference and Subject Librarian, Concordia University Libraries

Laurie Mitchell; B.A., M.A.(C'dia)

David Tang; B.Eng.(He Hai U), M.L.I.S.(McG.)

Felicity Tayler; B.A.(C'dia), M.L.I.S.(McG.)

Dorothy Williams; B.A., M.A.(C'dia), Ph.D.(McG.)

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

**11.2.5 Master of Library and Information Studies (M.L.I.S.); Information Studies (Non-Thesis) (48 credits)**

The M.L.I.S offers three streams of study: Archival Studies, Knowledge Management, and Librarianship.

In consultation with the coordinator of each stream and the Student Affairs Coordinator, before registering for courses, students will select a stream based on their interests.

During their first two terms, students should aim to complete the required core and complementary courses needed for their selected stream.

**Required Courses (12 credits)**

GLIS 601	(3)	Information and Society
GLIS 611	(3)	Research Principles and Analysis
GLIS 617	(3)	Information System Design
GLIS 620	(3)	Information Agency Management

**Complementary Courses (36 credits)**

24-36 credits from one of the following streams: Archival Studies, Knowledge Management, or Librarianship.

**Archival Studies Stream**

12 credits, the following four required courses:

GLIS 641	(3)	Archival Arrangement & Description
GLIS 642	(3)	Preservation Management
GLIS 645	(3)	Archival Principles & Practice
GLIS 660	(3)	Records Management

12-24 credits chosen from the following complementary courses:

GLIS 609	(3)	Metadata & Access
GLIS 613	(3)	Library and Archival History
GLIS 634	(3)	Web System Design and Management
GLIS 643	(3)	Electronic Records Systems
GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
GLIS 657	(3)	Database Design & Development
GLIS 689	(3)	Selected Topics
GLIS 699	(3)	Practicum

0-12 credits chosen from the following complementary courses:

GLIS 607	(3)	Organization of Information
GLIS 616	(3)	Information Retrieval
GLIS 619	(3)	Information Services & Users
GLIS 631	(3)	Systems Thinking
GLIS 632	(3)	Library Systems
GLIS 633	(3)	Multimedia Systems
GLIS 638	(3)	Business Information
GLIS 639	(3)	Introduction to Museology
GLIS 655	(3)	Language and Information
GLIS 661	(3)	Knowledge Management
GLIS 665	(3)	Competitive Intelligence
GLIS 690	(3)	Information Policy

**Knowledge Management Stream**

12 credits, the following four required courses:

GLIS 661	(3)	Knowledge Management
GLIS 662	(3)	Intellectual Capital
GLIS 663	(3)	Knowledge Taxonomies
GLIS 664	(3)	Communities of Practice

12-24 credits chosen from the following complementary courses:

GLIS 616	(3)	Information Retrieval
GLIS 633	(3)	Multimedia Systems
GLIS 634	(3)	Web System Design and Management
GLIS 638	(3)	Business Information
GLIS 643	(3)	Electronic Records Systems
GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
GLIS 657	(3)	Database Design & Development
GLIS 665	(3)	Competitive Intelligence
GLIS 689	(3)	Selected Topics
GLIS 699	(3)	Practicum

0-12 credits chosen from the following complementary courses:

GLIS 607	(3)	Organization of Information
GLIS 619	(3)	Information Services & Users
GLIS 622	(3)	Information Service Personnel
GLIS 623	(3)	Financial Management
GLIS 624	(3)	Marketing Information Services
GLIS 631	(3)	Systems Thinking
GLIS 639	(3)	Introduction to Museology
GLIS 645	(3)	Archival Principles & Practice
GLIS 655	(3)	Language and Information
GLIS 679	(3)	Information Literacy
GLIS 690	(3)	Information Policy

### **Librarianship Stream**

12 credits, the following four required courses:

GLIS 607	(3)	Organization of Information
GLIS 615	(3)	Bibliographic and Factual Sources
GLIS 618	(3)	Collection Development
GLIS 619	(3)	Information Services & Users

12-24 credits chosen from the following complementary courses:

GLIS 608	(3)	Classification and Cataloguing
GLIS 612	(3)	History of Books and Printing
GLIS 613	(3)	Library and Archival History
GLIS 614	(3)	Public Libraries
GLIS 632	(3)	Library Systems
GLIS 636	(3)	Government Information

GLIS 637	(3)	Scientific & Technical Information
GLIS 638	(3)	Business Information
GLIS 644	(3)	Descriptive Bibliography
GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
GLIS 651	(3)	Humanities and Social Science Information
GLIS 656	(3)	Abstracting and Indexing
GLIS 671	(3)	Health Sciences Information
GLIS 672	(3)	Law Information
GLIS 673	(3)	Bioinformatics Resources
GLIS 679	(3)	Information Literacy
GLIS 689	(3)	Selected Topics
GLIS 699	(3)	Practicum

0-12 credits chosen from the following complementary courses:

GLIS 609	(3)	Metadata & Access
GLIS 616	(3)	Information Retrieval
GLIS 622	(3)	Information Service Personnel
GLIS 623	(3)	Financial Management
GLIS 624	(3)	Marketing Information Services
GLIS 631	(3)	Systems Thinking
GLIS 633	(3)	Multimedia Systems
GLIS 634	(3)	Web System Design and Management
GLIS 639	(3)	Introduction to Museology
GLIS 643	(3)	Electronic Records Systems
GLIS 645	(3)	Archival Principles & Practice
GLIS 655	(3)	Language and Information
GLIS 657	(3)	Database Design & Development
GLIS 660	(3)	Records Management
GLIS 661	(3)	Knowledge Management
GLIS 665	(3)	Competitive Intelligence
GLIS 690	(3)	Information Policy

### **Elective Courses (12 credits)**

0-12 credits approved by the student's adviser, selected from the complementary courses of streams not chosen as the student's primary focus or from other 500-, 600-, or 700-level courses; up to 6 credits may be from other Quebec universities.

### **11.2.6 Doctor of Philosophy (Ph.D.); Information Studies**

The Ph.D. program provides an opportunity to study interdisciplinary research topics within the field of library and information studies at the doctoral level. Students develop scholarly and innovative expertise in one of the four research areas within information studies: a) information-seeking behaviour; b) human-computer interaction; c) information resources in context; d) knowledge management and representation, as well as an awareness of the inter-relatedness of these areas. Students begin with a set of common core courses and proceed to specialization through advanced coursework and dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members.

### **Thesis**

**Required Courses (12 credits)**

Note: GLIS 701 is normally taken in the second year.

GLIS 701	(0)	Comprehensive Examination
GLIS 702	(3)	Seminar in Information Studies
GLIS 703	(3)	Research Paradigms in Information Studies
GLIS 704	(3)	Research Design in Information Studies
GLIS 705	(3)	Readings in Information Studies

Students may also be required to take additional courses to prepare them for their research.

**11.2.7 Graduate Certificate in Library and Information Studies (15 credits)****Complementary Courses**

9-15 credits, three to five GLIS courses chosen in consultation with the student's adviser with the exception of the following courses:

GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
GLIS 689	(3)	Selected Topics
GLIS 695	(6)	Research Paper 1
GLIS 696D1	(6)	Research Paper 2
GLIS 696D2	(6)	Research Paper 2

Note: students who wish to register for:

GLIS 694	(3)	Certificate Project
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must first have their research proposal approved by the Committee on Student Standing and Academic Affairs.

0-6 credits of non-GLIS courses with a maximum of 3 credits from outside McGill. All such courses must be at a graduate level and receive prior approval of the student's adviser(s) and the School's Director.

**11.2.8 Graduate Diploma in Library and Information Studies (30 credits)****Research Paper**

(6-18 credits)

GLIS 695	(6)	Research Paper 1
GLIS 696D1	(6)	Research Paper 2
GLIS 696D2	(6)	Research Paper 2

**Complementary Courses**

(9-24 credits)

Three to eight GLIS courses chosen in consultation with the student's adviser with the exception of the following:

GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
GLIS 689	(3)	Selected Topics

GLIS 694

(3)

Certificate Project

0-15 credits of non-GLIS courses, a maximum of one-third of which may be from outside McGill. All such courses must be at a graduate level and receive the prior approval of the student's adviser and the School's Director.

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## 11.3 Integrated Studies in Education

### 11.3.1 Location

Department of Integrated Studies in Education  
Education Building, Room 244  
3700 McTavish Street  
Montreal, QC H3A 1Y2  
Canada

Website: [www.mcgill.ca/edu-dise](http://www.mcgill.ca/edu-dise)

Graduate Programs (Graduate Certificate, M.A., and Ph.D.):  
Education Building, Room 244  
Telephone: 514-398-1591 / 514-398-7149  
Fax: 514-398-4529

The administrative office is open Monday to Friday from 8:30 a.m. to 5:00 p.m.

### 11.3.2 About Integrated Studies in Education

The Department offers graduate students the opportunity to enhance their knowledge related to specific areas of inquiry in the field of education through our M.A. degrees (thesis or non-thesis options), including our MATL leading to teacher certification, Ph.D. in Educational Studies, and Graduate Certificates.

The Department offers the following programs:

Three Graduate Certificates (15 credits):

- Graduate Certificate in Educational Leadership 1
- Graduate Certificate in Educational Leadership 2
- Graduate Certificate in Teaching English as a Second Language

Three M.A. Thesis and Non-Thesis degree programs (45 credits) in the following areas:

- Education and Society
- Educational Leadership
- Second Language Education

The Department offers an M.A. in Teaching and Learning (MATL) (60 credits) in the following areas:

- Social Sciences
- English Language Arts
- Science and Technology
- Mathematics
- English or French Second Language

The Department also offers a Ph.D. in Educational Studies. The four research areas currently available are:

- Curriculum and Literacy Studies
- Cultural and International Studies in Education
- Studies in Educational Leadership
- Studies in Second Language Education

**Master of Arts in Education and Society**

The M.A. in Education and Society consists of a 45-credit thesis or non-thesis program. The two streams – Culture and Values in Education and Teaching, Learning, and Curriculum – reflect distinct but overlapping areas of educational inquiry. Study in Culture and Values in Education may focus on critical theory, philosophy, art and aesthetics, race/class/gender issues in education, or international and comparative education. The Teaching, Learning, and Curriculum stream emphasizes current perspectives on pedagogy and curriculum, teacher education, in-and-out-of-school learning, practitioner research, and classroom practice. Through both of these streams, the program brings to bear diverse applied theoretical perspectives, including philosophy, sociology, cultural studies, policy studies, gender studies, critical pedagogy, and multi-literacies. Graduates of the program go onto doctoral programs or work in education and non-profit settings. Many in-service teachers take this program for professional development.

***section 11.3.5: Master of Arts (M.A.); Education and Society (Thesis) (45 credits)***

The M.A. thesis option is a research-oriented degree in which approximately half of the program consists of thesis research. The balance of the program is coursework.

***section 11.3.6: Master of Arts (M.A.); Education and Society (Thesis) — Gender and Women's Studies (45 credits)***

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the M.A. thesis must be on a topic centrally relating to issues of gender and/or women's studies.

***section 11.3.7: Master of Arts (M.A.); Education and Society (Non-Thesis) (45 credits)***

The M.A. Non-Thesis option consists mostly of coursework, but includes a project worth 6 credits. This option is less research-oriented than the thesis option and suitable for practitioners interested in professional development with a theoretical orientation.

***section 11.3.8: Master of Arts (M.A.); Education and Society (Non-Thesis) — Gender and Women's Studies (45 credits)***

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the M.A. thesis must be on a topic centrally relating to issues of gender and/or women's studies.

***section 11.3.9: Master of Arts (M.A.); Education and Society (Non-Thesis) — Jewish Education (45 credits)***

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with a minor or major in Jewish Studies. The M.A. will not provide (Quebec Government) *Ministère de l'Éducation, du Loisir et du Sport* (MELS) teacher certification (in Quebec, certification is at the B.Ed. level), but at the present time, Jewish schools may hire non-certified teachers of Jewish Studies at their discretion.

Students interested in doing a research-focused M.A. in the area of Jewish education should follow one of the other graduate degree offerings within the area of Education and Society.

### **Master of Arts in Educational Leadership**

The M.A. in Educational Leadership consists of a 45-credit thesis or non-thesis program. This program is designed to prepare leaders in the field of education, and in other centres of formal or informal learning, who are committed to personal and institutional improvement. The program fosters the ongoing development of reflective practitioners who have a sense of educational action, the capacity to anticipate needs, the ability to exercise professional judgment within the realities of policy frameworks, and the ability to both lead and support institutional and organizational change at all levels. A central theme of the program is the impact of policy on educational practice at local, national, and international levels.

Local and international students are practising and aspiring school principals and leaders from other organizations. Graduates fulfil Quebec Ministry requirements for school leadership and find positions as school leaders, as well as opportunities in other managerial settings.

***section 11.3.10: Master of Arts (M.A.); Educational Leadership (Thesis) (45 credits)***

The M.A. thesis option is a research-oriented degree in which approximately half of the program consists of thesis research. The balance of the program is coursework.

***section 11.3.11: Master of Arts (M.A.); Educational Leadership (Thesis) — Gender and Women's Studies (45 credits)***

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the M.A. thesis must be on a topic centrally relating to issues of gender and/or women's studies.

***section 11.3.12: Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Coursework (45 credits)***

The M.A. Non-Thesis option, consisting entirely of coursework, is less research-oriented and suitable for practitioners interested in professional development with a theoretical orientation.

***section 11.3.13: Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Project (45 credits)***

The M.A. Non-Thesis option – project, consists of both coursework and a project which is worth 12 credits of the total program. It is less research-oriented than the thesis option and suitable for practitioners interested in professional development with a theoretical orientation.

***section 11.3.14: Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Project — Gender and Women's Studies (45 credits)***

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the project must be on a topic centrally relating to issues of gender and/or women's studies.

**Master of Arts in Second Language Education**

The M.A. in Second Language Education consists of a 45-credit thesis or non-thesis program. It provides an overview of the state of the art in second language acquisition, assessment and evaluation, and research methods, including quantitative and qualitative approaches. The program covers a wide range of current topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning areas (for example, content-based second-language teaching or “immersion”), language testing, language policy and planning, and critical applied linguistics. Graduates may go on to doctoral work in applied linguistics. They may also seek employment at ministry, school board, or other sites of active research on second languages. Many graduates also continue active careers in school contexts as second language teaching practitioners, program administrators or evaluators.

From a range of pedagogical, linguistic, cognitive, political, and sociocultural perspectives, this program combines theoretical and applied studies of how second and foreign languages are learned and used.

***section 11.3.15: Master of Arts (M.A.); Second Language Education (Thesis) (45 credits)***

The M.A. thesis option is a research-oriented degree in which approximately half of the program consists of thesis research. The balance of the program is coursework.

***section 11.3.16: Master of Arts (M.A.); Second Language Education (Thesis) — Gender and Women's Studies (45 credits)***

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the M.A. thesis must be on a topic centrally relating to issues of gender and/or women's studies.

***section 11.3.17: Master of Arts (M.A.); Second Language Education (Non-Thesis) (45 credits)***

The M.A. Non-Thesis option, consisting entirely of coursework, is less research-oriented and suitable for practitioners interested in professional development with a theoretical orientation.

**Master of Arts in Teaching and Learning (MATL)**

The M.A. in Teaching and Learning is a professional program leading to Quebec teacher certification for those already holding an undergraduate degree in a *Ministère de l'Éducation, du Loisir et du Sport* (MELS) identified teachable subject area (Mathematics, Science & Technology, Social Sciences, English, TESL, TFSL). This 60-credit degree program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Throughout the MATL, emphasis will be on the attainment of the QEP professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

***section 11.3.18: Master of Arts (M.A.) in Teaching and Learning — English or French Second Language (60 credits)***

This 60-credit degree program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the MELS for certification to teach English or French Second Language.

***section 11.3.19: Master of Arts (M.A.) in Teaching and Learning — English Language Arts Option (60 credits)***

This 60-credit degree program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the MELS for certification to teach English Language Arts.

***section 11.3.20: Master of Arts (M.A.) in Teaching and Learning — Mathematics Option (60 credits)***

This 60-credit degree program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the MELS for certification to teach Mathematics.

***section 11.3.21: Master of Arts (M.A.) in Teaching and Learning — Social Sciences Option (60 credits)***

This 60-credit degree program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the MELS for certification to teach Social Sciences.



**section 11.3.22: Master of Arts (M.A.) in Teaching and Learning — Science and Technology Option (60 credits)**

This 60-credit degree program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the MELS for certification to teach Science and Technology.

**Doctor of Philosophy in Educational Studies**

The Ph.D. in Educational Studies prepares graduates for careers in a variety of education-related fields. The Ph.D.'s core areas are curriculum and literacy, cultural and international studies in education, educational leadership, and second-language education. The program has been designed to ensure flexibility, and students experience both multidisciplinary and discipline-specific research opportunities. The program begins with a set of common courses and proceeds to specialization through advanced coursework and dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members. Graduates find work as researchers, teachers, consultants, curriculum developers, and administrators in a wide range of settings, including universities, school boards, government agencies, and international NGOs.

**section 11.3.23: Doctor of Philosophy (Ph.D.); Educational Studies**

The Ph.D. in Educational Studies provides an integrative perspective on education by drawing on a range of related disciplines and research orientations. Students develop scholarly and innovative expertise in at least one of three contexts of inquiry and awareness of all three: a) the broad context of culture and society; b) the international, national, and local contexts of educational leadership and policy studies; and c) the more specific contexts of schools and other sites of teaching and learning. Students begin with a set of common core courses and proceed to specialization through advanced coursework and dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members.

**section 11.3.24: Doctor of Philosophy (Ph.D.); Educational Studies — Language Acquisition**

Students must satisfy all program requirements for the Ph.D. in Educational Studies. The Ph.D. thesis must be on a topic relating to language acquisition, approved by the LAP committee.

**section 11.3.25: Doctor of Philosophy (Ph.D.); Educational Studies — Gender and Women's Studies**

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the Ph.D. thesis must be on a topic centrally relating to issues of gender and/or women's studies.

**Graduate Certificates****section 11.3.26: Graduate Certificate in Educational Leadership 1 (15 credits)**

This 15-credit program addresses the needs of experienced and aspiring school leaders who are taking increased responsibility for the students and communities they serve. The management of schools is increasingly seen as making a major contribution to the learning and personal development of students. The professional development of school leaders, educational reform, and school partnership form the basis for the program. **Course selection to be approved by Graduate Certificate Program Director.**

**section 11.3.27: Graduate Certificate in Educational Leadership 2 (15 credits)**

This 15-credit program explores more deeply leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 2 should normally have completed the first certificate. In combination, the two certificates allow school administrators to acquire the 30 graduate credits in the field of educational leadership required by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS). **Course selection to be approved by Graduate Certificate Program Director.**

**No course taken in Certificate 1 can be repeated in Certificate 2.**

**section 11.3.28: Graduate Certificate; Teaching English as a Second Language (15 credits)**

This 15-credit program is designed as professional development for in-service teachers and candidates with a background in education, language studies, linguistics or a related field, or as preparation for application to our M.A. in Second Language Education. The five courses that comprise the certificate provide a solid background and offer in-depth study in the field of second language education from a range of perspectives and with a focus on research and applications to teaching. Please note that this certificate does not lead to teacher certification. The Graduate Certificate in TESL is designed to be available to students worldwide. Courses are offered in a combination of online and face-to-face formats, and are sequenced in such a way that students can complete the certificate in one year. The maximum time for completion is three years. The first three courses are offered online, and can be undertaken anywhere an Internet connection is available. The final two courses are offered face-to-face in the Summer semester either on-site at McGill or at off-site locations with collaborative partners, if numbers warrant.

**11.3.3 Integrated Studies in Education Admission Requirements and Application Procedures****11.3.3.1 Admission Requirements**

**Graduate Certificates, M.A., and Ph.D. Programs**

1. Applicants to the Certificate and M.A. programs must hold a bachelor's degree from a recognized university. A minimum standing equivalent to a CGPA of 3.0/4.0, or 3.2/4.0 for the last two full-time academic years is required. A concentration of courses related to the area chosen for graduate work is usually required. (See #5, below.)

Applicants to the Ph.D. program must hold an M.A. in Education or a recognized equivalent degree from a recognized university. The applicant's record should indicate high academic standing (a minimum CGPA of 3.0/4.0) and evidence of research competence in the proposed area of doctoral research.

2. Applicants to the Certificate and M.A. programs must submit:

- A letter of intent specifying academic and professional experience and interests (specifically, research interests for the Thesis option or project interests for the Non-Thesis Project option).

Applicants to the Ph.D. in Educational Studies program must submit:

- A letter of intent identifying the applicant's proposed research topic, potential supervisor, and expected professional direction. Please note that it is the Ph.D. applicant's responsibility to secure a supervisor as part of the admission process.
- A four- to five-page summary of the proposed research topic identifying the applicant's main research questions, the research trends that have led to the questions, ways in which the research could be conducted, and relevant references.

3. Two letters of recommendation, at least one of which must be from a university-level instructor; the other may be from an administrator in an educationally relevant context.
4. Applicants to graduate studies whose mother tongue is not English and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must meet one of the following English proficiency criteria:

IELTS with a minimum overall band of 7.0

TOEFL:

- iBT (Internet-based test) – Total score of 92 with a minimum score of 22 each for the Writing and Speaking sections and a minimum of 20 each for the Reading and Listening sections.
- PBT (paper-based test) – 580

The Department reserves the right to evaluate the applicant's language proficiency before initial registration.

5. Further requirements applicable to specific options:

**Graduate Certificates in Educational Leadership 1 and 2.** Normally, at least two years of relevant educational experience (in leadership roles or related professional experience).

**Graduate Certificate in Teaching English as a Second Language.** Applicants are required to pass a written and oral English language proficiency test set by the Department.

**Master of Arts in Second Language Education.** Normally, a minimum of 36 credits including a combination of relevant courses in education and language studies.

Normally, at least two years of relevant professional experience in education.

**Master of Arts in Education and Society and Master of Arts in Educational Leadership.** Normally, at least two years of relevant educational experience (teaching or related professional experience).

**Master of Arts in Teaching and Learning (MATL) (Non-Thesis).** Please see the Departmental website for additional admission requirements: [www.mcgill.ca/edu-dise/prospective/matl](http://www.mcgill.ca/edu-dise/prospective/matl).

### 11.3.3.2 Application Procedures

McGill's online application form is available to all graduate program candidates at [www.mcgill.ca/gradapplicants/apply](http://www.mcgill.ca/gradapplicants/apply).

Applicants must submit, **before the dates for guaranteed consideration**, the following:

1. completed web application form;
2. \$100 application fee;
3. letter of intent (one to two pages) for Certificate and M.A. programs;  
letter of intent and a summary of proposed research topic (four to five pages) for Ph.D. programs;
4. curriculum vitae;
5. TOEFL score or IELTS result (if applicable). Results must be submitted directly from the TOEFL or IELTS Office;  
Applicants must arrange to have the following documents sent directly to the Department from the institutions involved:
6. two sets of official transcripts of all previous undergraduate and graduate studies;
7. two letters of recommendation. (At least one of the letters must be from a university-level instructor; the other may be from an administrator qualified to assess the applicant's professional qualities. Both letters must be on institutional letterhead paper with original signatures; no standard evaluation form is available for this purpose.)

### Dates for Guaranteed Consideration

For dates for guaranteed consideration, please consult the following website: [www.mcgill.ca/gradapplicants/programs](http://www.mcgill.ca/gradapplicants/programs). Then select the appropriate program.

All documentation is to be submitted directly to the Graduate Program Coordinator in the Department of Integrated Studies in Education:

Graduate Program Coordinator  
 Department of Integrated Studies in Education  
 Faculty of Education  
 McGill University  
 3700 McTavish Street, Room 244  
 Montreal, QC H3A 1Y2  
 Canada

### 11.3.4 Integrated Studies in Education Faculty

#### Chair

Dr. Steven Jordan

#### Co-Directors of M.A. and Ph.D. Programs

Dr. Lise Winer and Dr. Michael Hoechsmann

#### Director of Graduate Certificates

Dr. Lynn Butler-Kisber - *Educational Leadership*

Dr. Caroline Riches - *Teaching English as a Second Language*

#### Emeritus Professors

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

Thomas A. Francoeur; B.A., Lic.Ped., D.Ed.(Montr.), M.A.(Ott.), Dip.Pst.(Brussels)

Margaret Gillett; B.A., Dip.Ed.(Syd.), M.A.(Russell Sage), Ed.D.(Col.) (*William C. Macdonald Emeritus Professor of Education*)

John B. Gradwell; B.A., M.A.(Calif.), Ph.D.(Iowa)

Wayne C. Hall; B.A., M.A.(Bishop's) (*William C. Macdonald Emeritus Professor of Education*)

Norman Henchey; B.A., B.Ped., Lic.Ped.(Montr.), Ph.D.(McG.)

Denise Lussier; B.A.(Coll. Jesus Marie de Sillery), M.Ed.(Boston), M.A., Ph.D.(Laval)

Jacques J. Rebuffot; B. ès L., L. ès L., D.E.S.(Aix-Marseilles), Dip. I.E.P., Dr. 3rd Cy.(Strasbourg)

Bernard Shapiro; B.A.(McG.), M.A.T., Ed.D.(Harv.)

David C. Smith; B.Ed.(McG.), Ph.D.(Lond.), F.C.C.T., F.R.S.A.

R. Lynn Studham; N.D.D.(Sunder), A.R.A.(Royal Acad., Copen.), M.A.(E. Carolina), C.S.G.A., S.C.A.

John Wolforth; B.Sc.(Sheff.), M.A., Ph.D.(Br. Col.)

#### Professors

Lynn Butler-Kisber; B.Ed., M.Ed.(McG.), Ed.D.(Harv.)

David Dillon; B.A.(St. Columban's), M.S.(SW Texas St.), Ph.D.(Texas-Austin)

Ratna Ghosh; C.M., B.A.(Calc.), M.A., Ph.D.(Calg.), F.R.S.C. (*William C. Macdonald Professor of Education*) (*James McGill Professor*)

Barry Levy; B.A., M.A., B.R.E.(Yeshiva), Ph.D.(NYU)

Roy Lyster; B.A.(Regina), M.A.(Paris VII), B.Ed., M.Ed., Ph.D.(Tor.)

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

Claudia A. Mitchell; B.A.(Bran.), M.A.(Mt. St. Vin.), Ph.D.(Alta.) (*James McGill Professor*)

Anthony Paré; B.Ed., M.A., Ph.D.(McG.)

Lise Winer; B.A.(Pitt.), M.A.(Minn.), Cert.Ped.(C'dia), Ph.D.(West Indies)

**Associate Professors**

Helen Amoriggi; B.Sc., M.A.(Rhode Is.), Ed.D.(Boston)  
 Jon G. Bradley; B.A., M.A.(Sir G. Wms.)  
 Eric Caplan; B.A.(Tor.), M.A.(Hebrew), Ph.D.(McG.)  
 Michael Hoechsmann; B.A., M.A.(S. Fraser), Ph.D.(Tor.)  
 Steven Jordan; B.A.(Kent), M.Sc.(Lond.), Ph.D.(McG.)  
 Bronwen Low; B.A.(Qu.), M.A.(Br. Col.), Ph.D.(York)  
 Kevin McDonough; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.)  
 Ronald Morris; B.Ed., M.A., Ph.D.(McG.)  
 Mela Sarkar; B.A., Dip.Ed.(McG.), M.A., Ph.D.(C'dia)  
 Gale A. Seiler; B.Sc.(Fairleigh Dickinson), M.S.(Montana), Ph.D.(Penn.)  
 Shaheen Shariff; B.G.S., M.A.Educ., Ph.D.(S. Fraser)  
 Doreen Starke-Meyerring; B.Ed.(Potsdam), M.A.(N. Dakota), Ph.D.(Minn.)  
 Shirley R. Steinberg; B.Ed., M.Ed.(Leth.), Ph.D.(Penn. St.)  
 Teresa Strong-Wilson; B.A.(Calg.), B.A.(McG.), M.A., Ph.D.(Vic., BC)  
 Carolyn E. Turner; B.A.(Ariz.), M.Ed., Ph.D.(McG.)  
 Boyd White; B.A.(Sir G. Wms.), B.F.A.(C'dia), M.F.A.(Inst. Allende, Guanajuato), Ph.D.(C'dia)  
 Elizabeth Wood; B.F.A.(York), B.F.A.(C'dia), Dip.Ed., M.A., Ph.D.(McG.)

**Assistant Professors**

Anila Asghar; M.S.(Punjab), M.A.(Col.), M.Ed., Ed.D.(Harv.)  
 Spencer Boudreau; B.A.(Don Bosco), B.A., M.A.(Sher.), Ph.D.(C'dia)  
 Abdul Aziz Choudry; Grad.Dip., Ph.D.(C'dia)  
 Kara Jackson; B.A.(Bates), M.A., Ph.D.(Penn.)  
 Annie Savard; B.Ed., M.A., Ph.D.(Laval)  
 Sylvia Sklar; Dip.Ed.(McG.), B.A.(C'dia), M.Ed.(McG.)

**Associate Members**

Adrienne Hurley, Lynn McAlpine

**Faculty Lecturers**

Beverly Baker, Fiona Benson, Charlotte Hussey, Caroline Riches, Louise Savoie, Donna-Lee Smith

**Adjunct Professors**

Colin Lankshear, Robert Sagers, Ruth Sandwell, Ann Smith

**11.3.5 Master of Arts (M.A.); Education and Society (Thesis) (45 credits)****Thesis Courses (24 credits)**

EDEM 621	(6)	Thesis 1
EDEM 623	(6)	Thesis 2
EDEM 699	(12)	Thesis 3

**Required Courses (6 credits)**

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice

**Complementary Courses (3 credits)**

3 credits selected from one of the following streams below:

**Culture and Values in Education Stream**

3 credits to be selected from the following:

EDER 607	(3)	Values Education: Contemporary Approaches
EDER 608	(3)	Educational Implications of Social Theory
EDER 615	(3)	Culture, Values and Education

**Teaching, Learning, and Curriculum Stream**

3 credits to be selected from the following:

EDEC 602	(3)	Foundations of Curriculum
EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 644	(3)	Curriculum Development and Implementation

**Elective Courses (12 credits)**

12 credits at the 500, 600, or 700 level, chosen in consultation with the Thesis Supervisor or Graduate Program Director. The student may take a maximum of 6 credits from outside the Department.

**11.3.6 Master of Arts (M.A.); Education and Society (Thesis) — Gender and Women's Studies (45 credits)****Thesis Courses (24 credits)**

EDEM 621	(6)	Thesis 1
EDEM 623	(6)	Thesis 2
EDEM 699	(12)	Thesis 3

**Required Courses (9 credits)**

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice
WMST 601	(3)	Feminist Theories and Methods

**Complementary Courses (6 credits)**

6 credits selected as follows:

3 credits from the Culture and Values in Education Stream OR Teaching, Learning, and Curriculum Stream

3 credits selected either by taking WMST 602 or a course at the 500- level or higher on gender/women's issues.

**Culture and Values in Education Stream**

3 credits to be selected from the following:

EDER 607	(3)	Values Education: Contemporary Approaches
EDER 608	(3)	Educational Implications of Social Theory
EDER 615	(3)	Culture, Values and Education

**Teaching, Learning, and Curriculum Stream**

3 credits to be selected from the following:

EDEC 602	(3)	Foundations of Curriculum
EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 644	(3)	Curriculum Development and Implementation

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium
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or one 3-credit course, at the 500, 600, or 700 level, chosen in consultation with the Thesis Supervisor or Graduate Program Director. Students may take a maximum of 3 credits from outside the Department.

**Elective Courses (6 credits)**

6 credits at the 500- level or higher, chosen in consultation with the Thesis Supervisor or Graduate Program Director. Maximum 3 credits from outside the Department.

**11.3.7 Master of Arts (M.A.); Education and Society (Non-Thesis) (45 credits)****Research Project (6 credits)**

EDER 633	(6)	Project
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**Required Courses (6 credits)**

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice

**Complementary Courses (3 credits)**

3 credits selected from one of the following streams below:

**Culture and Values in Education Stream**

3 credits selected from the following:

EDER 607	(3)	Values Education: Contemporary Approaches
EDER 608	(3)	Educational Implications of Social Theory
EDER 615	(3)	Culture, Values and Education

**Teaching and Learning Curriculum Stream**

3 credits to be selected from the following:

EDEC 602	(3)	Foundations of Curriculum
EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 644	(3)	Curriculum Development and Implementation

**Elective Courses (30 credits)**

30 credits at the 500, 600, or 700 level chosen in consultation with the Project Supervisor or Graduate Program Director.

Students may take a maximum of 9 credits from outside the Department.

**11.3.8 Master of Arts (M.A.); Education and Society (Non-Thesis) — Gender and Women's Studies (45 credits)****Research Project (6 credits)**

EDER 633	(6)	Project
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**Required Courses (9 credits)**

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice
WMST 601	(3)	Feminist Theories and Methods

**Complementary Courses (6 credits)**

6 credits selected as follows:

3 credits from Culture and Values in Education Stream OR Teaching, Learning, and Curriculum Stream

3 credits selected either by taking WMST 602 or a course at the 500- level or higher on gender/women's issues.

**Culture and Values in Education Stream**

3 credits to be selected from the following:

EDER 607	(3)	Values Education: Contemporary Approaches
EDER 608	(3)	Educational Implications of Social Theory
EDER 615	(3)	Culture, Values and Education

**Teaching, Learning, and Curriculum Stream**

3 credits to be selected from the following:

EDEC 602	(3)	Foundations of Curriculum
EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 644	(3)	Curriculum Development and Implementation

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium
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or one 3-credit course, at the 500, 600, or 700 level, on gender/women's issues (may be in the Department or outside).

**Elective Courses (24 credits)**

24 credits at the 500, 600, or 700 level, chosen in consultation with the Project Supervisor or the Graduate Program Director. Students may take a maximum of 12 credits outside the Department.

**11.3.9 Master of Arts (M.A.); Education and Society (Non-Thesis) — Jewish Education (45 credits)**

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with minor or major in Jewish Studies. The M.A. will not provide Quebec Government teacher certification (in Quebec, certification is at the B.Ed. level), but at the present time, Jewish schools may hire non-certified teachers of Jewish Studies at their discretion.

Students interested in doing a research-focused M.A. in the area of Jewish Education should follow one of the other graduate degree offerings within the area of Education and Society.

**Required Internship (15 credits)**

EDER 610D1	(7.5)	Internship
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EDER 610D2 (7.5) Internship

**Required Courses (6 credits)**

EDEM 690 (3) Research Methods: Philosophy and Practice  
 EDER 520 (3) Issues in Jewish Education

**Complementary Courses (24 credits)**

24 credits at the 500, 600, or 700 level, selected in consultation with the program adviser. Students will normally follow this profile:

9 credits from the course offerings of the Department of Jewish Studies, Faculty of Arts.

9 credits chosen from the following courses:

EDER 521 (3) Teaching Judaism: Yiddish  
 EDER 522 (3) Teaching Judaism: Hebrew  
 EDER 523 (3) Teaching Judaism: Bible  
 EDER 524 (3) Teaching Judaism: History  
 EDER 525 (3) Teaching Judaism: Holidays  
 EDER 526 (3) Teaching Judaism: Liturgy  
 EDER 527 (3) Teaching Judaism: Special Topics  
 EDER 528 (3) Teaching Judaism: The Holocaust

6 credits selected from the following courses:

EDPE 510 (3) Learning and Technology  
 EDPE 535 (3) Instructional Design  
 EDPE 616 (3) Cognitive Development  
 EDPI 526 (3) Talented and Gifted Students  
 EDPI 642 (3) Education of Learners/Special Needs 1  
 EDPI 654 (3) Instruction/Curriculum Adaptation

**Language Requirement**

EDER 529 (0) Hebrew Language Requirement

**11.3.10 Master of Arts (M.A.); Educational Leadership (Thesis) (45 credits)**

**Thesis Courses (24 credits)**

EDEM 621 (6) Thesis 1  
 EDEM 623 (6) Thesis 2  
 EDEM 699 (12) Thesis 3

**Required Courses (9 credits)**

EDEM 609 (3) Introduction to Educational Theory and Research  
 EDEM 610 (3) Leadership in Action



EDEM 673 (3) Leadership Theory in Education

**Complementary Courses (6 credits)**

6 credits selected from the following courses:

EDEM 690 (3) Research Methods: Philosophy and Practice  
 EDEM 692 (3) Qualitative Research Methods  
 EDSL 630 (3) Qualitative/Ethnographic Methods

**Elective Courses (6 credits)**

6 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Director.

**11.3.11 Master of Arts (M.A.); Educational Leadership (Thesis) — Gender and Women's Studies (45 credits)**

**Thesis Courses (24 credits)**

EDEM 621 (6) Thesis 1  
 EDEM 623 (6) Thesis 2  
 EDEM 699 (12) Thesis 3

**Required Courses (12 credits)**

EDEM 609 (3) Introduction to Educational Theory and Research  
 EDEM 610 (3) Leadership in Action  
 EDEM 673 (3) Leadership Theory in Education  
 WMST 601 (3) Feminist Theories and Methods

**Complementary Courses (6 credits)**

3 credits selected from the following courses:

EDEM 690 (3) Research Methods: Philosophy and Practice  
 EDEM 692 (3) Qualitative Research Methods  
 EDSL 630 (3) Qualitative/Ethnographic Methods

3 credits selected from the following, must be either:

WMST 602 (3) Feminist Research Symposium

or one 3 credit course, at the 500, 600, or 700 level, on gender/women's issues (may be in the Department or outside).

**Elective Course (3 credits)**

3 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Director.

**11.3.12 Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Coursework (45 credits)**

**Required Courses (12 credits)**

EDEM 609 (3) Introduction to Educational Theory and Research  
 EDEM 610 (3) Leadership in Action  
 EDEM 673 (3) Leadership Theory in Education

EDEM 690 (3) Research Methods: Philosophy and Practice

**Complementary Courses (27 credits)**

24 credits selected from the following courses:

EDEM 628 (3) Education Resource Management  
 EDEM 630 (3) Policy Issues: Workplace Learning  
 EDEM 637 (3) Managing Educational Change  
 EDEM 644 (3) Curriculum Development and Implementation  
 EDEM 646 (3) Planning and Evaluation  
 EDEM 664 (3) Education and the Law  
 EDEM 674 (3) Organizational Theory and Education  
 EDEM 675 (3) Special Topics 1  
 EDEM 677 (3) Special Topics 2  
 EDEM 693 (3) School Improvement Approaches

3 credits selected from the following courses:

EDEC 602 (3) Foundations of Curriculum  
 EDEC 606 (3) Seminar in Curriculum Inquiry  
 EDEC 612 (3) Media Literacy  
 EDEC 620 (3) Meanings of Literacy  
 EDEC 635 (3) Advanced Written Communication

**Elective Courses (6 credits)**

6 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Director.

**11.3.13 Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Project (45 credits)**

**Research Project (12 credits)**

EDEM 625 (6) Project 1  
 EDEM 627 (6) Project 2

**Required Courses (12 credits)**

EDEM 609 (3) Introduction to Educational Theory and Research  
 EDEM 610 (3) Leadership in Action  
 EDEM 673 (3) Leadership Theory in Education  
 EDEM 690 (3) Research Methods: Philosophy and Practice

**Complementary Courses (15 credits)**

12 credits selected from the following courses:

EDEM 628 (3) Education Resource Management  
 EDEM 630 (3) Policy Issues: Workplace Learning  
 EDEM 637 (3) Managing Educational Change

EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 664	(3)	Education and the Law
EDEM 674	(3)	Organizational Theory and Education
EDEM 675	(3)	Special Topics 1
EDEM 677	(3)	Special Topics 2
EDEM 693	(3)	School Improvement Approaches

3 credits selected from the following courses:

EDEC 602	(3)	Foundations of Curriculum
EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Advanced Written Communication

#### **Elective Courses (6 credits)**

6 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Director.

### **11.3.14 Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Project — Gender and Women's Studies (45 credits)**

#### **Research Project (12 credits)**

EDEM 625	(6)	Project 1
EDEM 627	(6)	Project 2

#### **Required Courses (15 credits)**

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 610	(3)	Leadership in Action
EDEM 673	(3)	Leadership Theory in Education
EDEM 690	(3)	Research Methods: Philosophy and Practice
WMST 601	(3)	Feminist Theories and Methods

#### **Complementary Courses (15 credits)**

9 credits selected from the following:

EDEM 628	(3)	Education Resource Management
EDEM 630	(3)	Policy Issues: Workplace Learning
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 664	(3)	Education and the Law
EDEM 674	(3)	Organizational Theory and Education
EDEM 675	(3)	Special Topics 1
EDEM 677	(3)	Special Topics 2

EDEM 693 (3) School Improvement Approaches

3 credits selected from the following courses:

EDEC 602 (3) Foundations of Curriculum  
EDEC 606 (3) Seminar in Curriculum Inquiry  
EDEC 612 (3) Media Literacy  
EDEC 620 (3) Meanings of Literacy  
EDEC 635 (3) Advanced Written Communication

3 credits selected from the following, must be either:

WMST 602 (3) Feminist Research Symposium

or one 3-credit course, at the 500, 600, or 700 level, on gender/women's issues (may be in the Department or outside).

#### **Elective Course**

3 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Director.

### **11.3.15 Master of Arts (M.A.); Second Language Education (Thesis) (45 credits)**

The M.A. in Second Language Education consists of a 45-credit thesis or non-thesis program. It provides an overview of the state of the art in second language acquisition, assessment and evaluation, and research methods, including quantitative and qualitative approaches. The program covers a wide range of current topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning areas (for example, content-based second language teaching or “immersion”), language testing, language policy and planning, and critical applied linguistics. Graduates may go on to doctoral work in applied linguistics. They may also seek employment at ministry, school board, or other sites of active research on second languages. Many graduates also continue active careers in school contexts as second language teaching practitioners, program administrators or evaluators.

#### **Thesis Courses (24 credits)**

EDSL 666 (6) Thesis Research 1  
EDSL 667 (6) Thesis Research 2  
EDSL 668 (6) Thesis Research 3  
EDSL 669 (6) Thesis Research 4

#### **Required Courses (9 credits)**

EDEM 690 (3) Research Methods: Philosophy and Practice  
EDPE 575 (3) Educational Measurement  
EDSL 623 (3) Second Language Learning

#### **Complementary Courses (9 credits)**

9 credits selected from the following courses:

EDEM 609 (3) Introduction to Educational Theory and Research  
EDSL 617 (3) Special Topic in Second Language Education  
EDSL 620 (3) Critical Issues in Second Language Education  
EDSL 624 (3) Educational Sociolinguistics  
EDSL 627 (3) Classroom-Centred Second Language Research  
EDSL 629 (3) Second Language Assessment  
EDSL 630 (3) Qualitative/Ethnographic Methods

EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

**Elective Course (3 credits)**

3 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Director.

**11.3.16 Master of Arts (M.A.); Second Language Education (Thesis) — Gender and Women's Studies (45 credits)****Thesis Courses (24 credits)**

EDSL 666	(6)	Thesis Research 1
EDSL 667	(6)	Thesis Research 2
EDSL 668	(6)	Thesis Research 3
EDSL 669	(6)	Thesis Research 4

**Required Courses (12 credits)**

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDPE 575	(3)	Educational Measurement
EDSL 623	(3)	Second Language Learning
WMST 601	(3)	Feminist Theories and Methods

**Complementary Courses (9 credits)**

6 credits selected from the following courses:

EDEM 609	(3)	Introduction to Educational Theory and Research
EDSL 617	(3)	Special Topic in Second Language Education
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium
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or one 3 credit course, at the 500, 600, or 700 level, on gender/women's issues (may be in the Department or outside).

**11.3.17 Master of Arts (M.A.); Second Language Education (Non-Thesis) (45 credits)**

The M.A. in Second Language Education consists of a 45-credit thesis or non-thesis program. It provides an overview of the state of the art in second language acquisition, assessment and evaluation, and research methods, including quantitative and qualitative approaches. The program covers a wide range of current topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning areas (for example, content-based second language teaching or “immersion”), language testing, language policy and planning, and critical applied linguistics. Graduates may

go on to doctoral work in applied linguistics. They may also seek employment at ministry, school board, or other sites of active research on second languages. Many graduates also continue active careers in school contexts as second language teaching practitioners, program administrators, or evaluators

### Required Courses (12 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice
EDPE 575	(3)	Educational Measurement
EDSL 623	(3)	Second Language Learning

### Complementary Courses (15 credits)

15 credits chosen from the following courses:

EDSL 617	(3)	Special Topic in Second Language Education
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

### Elective Courses (18 credits)

18 credits of courses at the 500, 600, or 700 level, are selected in consultation with the Graduate Program Director and may include complementary courses listed above. Up to 6 of the elective credits may include the following courses:

CESL 690	(3)	Writing for Graduate Students
EDEC 635	(3)	Advanced Written Communication

An undergraduate language course (e.g. Spanish, Italian, Japanese).

## 11.3.18 Master of Arts (M.A.) in Teaching and Learning — English or French Second Language (60 credits)

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of courses, coupled with 15 credits (minimum of 500 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a Ministère de l'Éducation, du Loisir et du Sport (MELS) identified teachable subject area. Part-time study is available for this program, as it is intended to serve the needs of a broad and diverse student clientele. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

### Required Courses (45 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis

EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners

### Complementary Courses (15 credits)

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

6 credits from chosen in accordance with MELS subject area:

EDTL 635	(3)	Applied Methods in Second Language Education
EDTL 636	(3)	Adv. Applied Methods in Second Language Education

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to English or French Second Language area and courses from all streams.

### English or French Second Language

EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 651	(3)	Content-Based L2 Learning

### All Streams

EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 660	(3)	Community Relations in Education
SOCI 512	(3)	Ethnicity & Public Policy
SOCI 588	(3)	Sociology of Knowledge
SWRK 602	(3)	Youth Justice in Canada
SWRK 604	(3)	Critical Issues: Social Policy

**11.3.19 Master of Arts (M.A.) in Teaching and Learning — English Language Arts Option (60 credits)**

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of courses, coupled with 15 credits (minimum of 500 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a Ministère de l'Éducation, du Loisir et du Sport (MELS) identified teachable subject area. Part-time study is available for this program, as it is intended to serve the needs of a broad and diverse student clientele. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

**Required Courses (45 credits)**

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners

**Complementary Courses (15 credits)**

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

6 credits from, chosen in accordance with MELS subject area:

EDTL 629	(3)	Applied Methods in Teaching Secondary Eng. Language Arts
EDTL 630	(3)	Advanced Applied Methods in Teaching Sec English Lang Arts

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to English Language Arts area and courses from all other streams below:

**English Language Arts**

COMS 639	(3)	Interpretive Methods in Media
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COMS 649	(3)	Audience Analysis
EDEC 610	(3)	Literature: Children/Young Adults
EDEC 627	(3)	Responding to Texts
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
ENGL 586	(3)	Cultural Studies: Other Media
ENGL 587	(3)	Theoretical Approaches to Cultural Studies
ISLA 585	(3)	Arab Women's Literature

**All Streams**

EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 660	(3)	Community Relations in Education
SOCI 512	(3)	Ethnicity & Public Policy
SOCI 588	(3)	Sociology of Knowledge
SWRK 602	(3)	Youth Justice in Canada
SWRK 604	(3)	Critical Issues: Social Policy

**11.3.20 Master of Arts (M.A.) in Teaching and Learning — Mathematics Option (60 credits)**

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of courses, coupled with 15 credits (minimum of 500 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a Ministère de l'Éducation, du Loisir et du Sport (MELS) identified teachable subject area. Part-time study is available for this program, as it is intended to serve the needs of a broad and diverse student clientele. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

**Required Courses (45 credits)**

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners

**Complementary Courses (15 credits)**

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

6 credits from, chosen in accordance with MELS subject area:

EDTL 627	(3)	Applied Methods in Teaching Mathematics in Secondary School
EDTL 628	(3)	Advanced Methods in Teaching Mathematics in Sec. School

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to Mathematics subject area and courses from all streams.

**Mathematics**

EDES 651	(3)	Mathematics Curriculum Issues
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**All Streams**

EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 660	(3)	Community Relations in Education
SOCI 512	(3)	Ethnicity & Public Policy
SOCI 588	(3)	Sociology of Knowledge
SWRK 602	(3)	Youth Justice in Canada
SWRK 604	(3)	Critical Issues: Social Policy

**11.3.21 Master of Arts (M.A.) in Teaching and Learning — Social Sciences Option (60 credits)**

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of courses, coupled with 15 credits (minimum of 500 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a Ministère de l'Éducation, du Loisir et du Sport (MELS) identified teachable subject area. Part-time study is available for this program, as it is intended to serve the needs of a broad and diverse student clientele. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

**Required Courses (45 credits)**

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar

EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners

### Complementary Courses (15 credits)

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

6 credits from chosen in accordance with MELS subject area:

EDTL 633	(3)	Applied Methods in Teaching Social Science in Sec. School
EDTL 634	(3)	Adv Applied Meth in Teaching Social Sciences in Sec. School

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to social sciences subject area and courses from all streams below.

### Social Sciences

ANTH 512	(3)	Political Ecology
POLI 619	(3)	Immigrants / Refugees / Minorities
POLI 643	(3)	Politics of Identity
POLI 650	(3)	Seminar in Peacebuilding
POLI 680	(3)	Social Change/Advanced Industrialized Democracies
SOCI 511	(3)	Movements/Collective Action
SWRK 601	(3)	Construction of Subjectivity
SWRK 612	(3)	Knowledge, Values and Practice
SWRK 664	(3)	Multicultural Context Practice

### All Streams

EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 637	(3)	Managing Educational Change

EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 660	(3)	Community Relations in Education
SOCI 512	(3)	Ethnicity & Public Policy
SOCI 588	(3)	Sociology of Knowledge
SWRK 602	(3)	Youth Justice in Canada
SWRK 604	(3)	Critical Issues: Social Policy

### 11.3.22 Master of Arts (M.A.) in Teaching and Learning — Science and Technology Option (60 credits)

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of courses, coupled with 15 credits (minimum of 500 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a Ministère de l'Éducation, du Loisir et du Sport (MELS) identified teachable subject area. Part-time study is available for this program, as it is intended to serve the needs of a broad and diverse student clientele. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

#### Required Courses (45 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners

#### Complementary Courses (15 credits)

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

6 credits from, chosen in accordance with MELS subject area:

EDTL 625	(3)	Applied Methods in Teaching Science in Secondary School
EDTL 626	(3)	Advanced Applied Methods in Teaching Science in Sec. School

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to Science and Technology area and courses from all streams below:

#### Science & Technology

EDES 671	(3)	Issues in Science Curriculum
ENVR 519	(3)	Global Environmental Politics
ENVR 620	(3)	Environment and Health of Species

#### All Streams

EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 660	(3)	Community Relations in Education
SOCI 512	(3)	Ethnicity & Public Policy
SOCI 588	(3)	Sociology of Knowledge
SWRK 602	(3)	Youth Justice in Canada
SWRK 604	(3)	Critical Issues: Social Policy

### 11.3.23 Doctor of Philosophy (Ph.D.); Educational Studies

#### Thesis

#### Required Courses (8 credits)

EDEC 700	(2)	Proseminar in Education 1
EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(2)	Ph.D. Colloquium 1
EDEC 704	(2)	Ph.D. Colloquium 2

Note: EDEC 701 is normally taken at the end of the second year for Ph.D. 2 program entrants and at the end of the third year for Ph.D. 1 entrants.

#### Complementary Courses (3 credits)

One of the following courses:

EDEC 705	(3)	Advanced Research Designs
EDEC 706	(3)	Textual Approaches to Research
EDEC 707	(3)	Interpretive Inquiry
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 664	(3)	Second Language Research Methods

**Elective Courses**

0-12 credits

Elective courses required in the student's Ph.D. plan of study will be determined in consultation with the Doctoral Advisory Committee depending on the student's background and research interests.

Student's admitted to Ph.D. 2 will normally take up to four elective courses under the advice of their Doctoral Advisory Committee.

Students admitted to Ph.D. 1 without an M.A. may be advised by their Doctoral Advisory Committee to take more than four elective courses depending on their background. If admitted to the program without at least 6 credits of M.A.-level research methods and/or Statistics courses, candidates may be expected to take such courses during their first year of study as advised.

These may be selected from current offerings of research methods courses either within or outside the Department, such as:

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 664	(3)	Second Language Research Methods

Students required by their Doctoral Advisory Committee to take graduate courses in statistics will select from a range of courses, such as the following:

EDPE 575	(3)	Educational Measurement
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

**11.3.24 Doctor of Philosophy (Ph.D.); Educational Studies — Language Acquisition**

Students must satisfy all program requirements for the Ph.D. in Educational Studies. The Ph.D. thesis must be on a topic relating to language acquisition, approved by the Language Acquisition Program (LAP) committee.

**Thesis****Required Courses**

EDSL 711	(2)	Language Acquisition Issues 3
LING 710	(2)	Language Acquisition Issues 2
PSYC 709	(2)	Language Acquisition Issues 1
SCSD 712	(2)	Language Acquisition Issues 4

**Complementary Courses**

3 credits of graduate-level statistics from the courses below:

Students who have taken an equivalent course in statistics, or are currently taking an equivalent course as part of their Ph.D. program requirements, will be deemed to have satisfied this requirement for the Language Acquisition Option.

EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
PSYC 650	(3)	Advanced Statistics 1
PSYC 651	(3)	Advanced Statistics 2

6 credits selected from the following list, at least one course must be outside the Department of Integrated Studies in Education:

EDEM 692	(3)	Qualitative Research Methods
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 623	(3)	Second Language Learning
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 632	(3)	Second Language Literacy Development
EDSL 664	(3)	Second Language Research Methods
LING 555	(3)	Language Acquisition 2
LING 590	(3)	Language Acquisition and Breakdown
LING 651	(3)	Topics in Acquisition of Phonology
LING 655	(3)	Theory of L2 Acquisition
LING 755	(3)	Advanced Seminar: Language Acquisition
PSYC 561	(3)	Methods: Developmental Psycholinguistics
PSYC 734	(3)	Developmental Psychology and Language
PSYC 735	(3)	Developmental Psychology and Language
PSYC 736	(3)	Developmental Psychology and Language
PSYC 737	(3)	Developmental Psychology and Language
SCSD 619	(3)	Phonological Development
SCSD 632	(3)	Phonological Disorders: Children
SCSD 633	(3)	Language Development
SCSD 637	(3)	Developmental Language Disorders 1
SCSD 643	(3)	Developmental Language Disorders 2
SCSD 652	(3)	Advanced Research Seminar 1
SCSD 653	(3)	Advanced Research Seminar 2

### 11.3.25 Doctor of Philosophy (Ph.D.); Educational Studies — Gender and Women's Studies

#### Thesis

#### Required Courses

EDEC 700	(2)	Proseminar in Education 1
EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(2)	Ph.D. Colloquium 1
EDEC 704	(2)	Ph.D. Colloquium 2
WMST 601	(3)	Feminist Theories and Methods
WMST 602	(3)	Feminist Research Symposium

Note: EDEC 701 is normally taken at the end of the second year for Ph.D. 2 program entrants and at the end of the third year for Ph.D. 1 entrants.

#### Complementary Courses (6 credits)

One of the following courses:

EDEC 705	(3)	Advanced Research Designs
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EDEC 706	(3)	Textual Approaches to Research
EDEC 707	(3)	Interpretive Inquiry
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 664	(3)	Second Language Research Methods

One course, at the 500 level or higher on gender/women's issues, to be chosen from the approved list (available from the McGill Institute for Gender, Sexuality, and Feminist Studies) in consultation with the Doctoral Advisory Committee depending on the student's background and research interests. In some cases, additional courses may be required or recommended by the Doctoral Advisory Committee.

### 11.3.26 Graduate Certificate in Educational Leadership 1 (15 credits)

This 15-credit program addresses the needs of experienced and aspiring school leaders who are taking increased responsibility for the students and communities they serve. The management of schools is increasingly seen as making a major contribution to the learning and personal development of students. The professional development of school leaders, educational reform, and school partnership form the basis for the program.

Course selection to be approved by Graduate Certificate Program Director.

#### Complementary Courses (15 credits)

EDEC 635	(3)	Advanced Written Communication
EDEM 610	(3)	Leadership in Action
EDEM 628	(3)	Education Resource Management
EDEM 635	(3)	Fiscal Accountability in Education
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation

Or other 500-level or higher courses approved by the Graduate Certificate Program Director.

### 11.3.27 Graduate Certificate in Educational Leadership 2 (15 credits)

This 15-credit program explores more deeply leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 2 should normally have completed the first certificate. In combination, the two certificates allow school administrators to acquire the 30 graduate credits in the field of educational leadership required by the Quebec Ministry of Education.

Course selection to be approved by Graduate Certificate Program Director.

No course taken in Certificate 1 can be repeated in Certificate 2.

#### Complementary Courses (15 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 660	(3)	Community Relations in Education
EDEM 664	(3)	Education and the Law
EDEM 671	(3)	The Principalship
EDEM 673	(3)	Leadership Theory in Education
EDEM 675	(3)	Special Topics 1
EDEM 681	(3)	Practicum - Administrative Studies
EDEM 693	(3)	School Improvement Approaches
EDEM 695	(3)	Policy Studies in Education



Or other 500-level or higher courses approved by the Graduate Certificate Program Director.

### 11.3.28 Graduate Certificate; Teaching English as a Second Language (15 credits)

This 15-credit certificate is designed as professional development for in-service teachers and candidates with a background in education, language studies, linguistics, or a related field, or as preparation for application to our M.A. in Second Language Education. The five courses that comprise the certificate provide a solid background and offer in-depth study in the field of second-language education from a range of perspectives and with a focus on research and applications to teaching. Please note that this certificate does not lead to teacher certification.

The Graduate Certificate in TESL is designed to be available to students worldwide. Courses are offered in a combination of online and face-to-face formats, and sequenced in such a way that students can complete the certificate in one year. The maximum time for completion is five years. The first three courses are offered online, and can be undertaken anywhere an Internet connection is available. The final two courses are offered face-to-face either on-site at McGill or at off-site locations with collaborative partners, if numbers warrant.

#### Required Courses (15 credits)

##### Online Courses

EDSL 500	(3)	Foundations and Issues in Second Language Education
EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language

##### On-site at McGill in Intensive (1 month) Institute

Note: Off-site delivery can be considered for a specified minimum number of students. Certain limitations and additional costs would apply.

EDSL 601	(3)	Methods and Curriculum in Second Language Teaching 1
EDSL 602	(3)	Methods and Curriculum in Second Language Teaching 2

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## 11.4 Kinesiology and Physical Education

### 11.4.1 Location

Department of Kinesiology and Physical Education  
 Sir Arthur Currie Memorial Gymnasium  
 475 Pine Avenue West  
 Montreal, QC H2W 1S4  
 Canada

Telephone: 514-398-4184

Fax: 514-398-4186

Email: [kin.physed@mcgill.ca](mailto:kin.physed@mcgill.ca)

Website: [www.mcgill.ca/edu-kpe](http://www.mcgill.ca/edu-kpe)

### 11.4.2 About Kinesiology and Physical Education

The Department of Kinesiology and Physical Education provides a large variety of research opportunities in a number of areas related to human health and physical activity. In *Exercise Physiology*, research is being conducted on obesity treatment, public health surveillance, and health disparities; biology and physiology of aging skeletal muscle; adaptive plasticity of skeletal muscle in health, disease, and aging; the role of mitochondria in skeletal muscle health, disease, and aging; interventions to protect and/or restore mass and function of aging muscle; biology and physiology of the aging heart; clinical and integrative exercise and cardio-respiratory physiology; COPD research; muscle physiology and biophysics. Other research in *Biomechanics* includes specialization in ergonomics, motor control, fatigue, and musculoskeletal disorders; locomotion and gait research, applied ice hockey research; neurophysiology and rehabilitation. In *Exercise and Health Psychology*, research is presently underway examining the psychosocial determinants of health behaviour, body-related emotions, and physical self; motivation in youth sport and physical activity; school and community-based physical activity promotion; physical education and health development. In *Sports Psychology*, research questions examine determinants of coaching expertise, team building, psychology of athletic injuries (concussions), and hockey violence. Research in *Adapted Physical Activity* examines issues of self-regulation of individuals with movement difficulties, physical activity in persons with attention-deficit hyperactivity disorder (ADHD), play and movement skill proficiency, perceptions and professional skill development of physical education teachers, motor behaviour, and autism.

**section 11.4.5: Master of Arts (M.A.); Kinesiology and Physical Education (Thesis) (45 credits) and section 11.4.6: Master of Science (M.Sc.); Kinesiology and Physical Education (Thesis) (45 credits)**

The thesis programs in Kinesiology and Physical Education are designed to help students develop research skills and expertise in their selected areas of research. All students must have a physical science background to study in the M.Sc. program and a social-psychological background to study in the M.A. program. Researchers in our program have their own research facilities. These research programs often lead to pursuits in research and teaching careers, or in professional careers in kinesiology. For example, many students pursue careers in fitness/wellness, exercise rehabilitation settings, and sport science settings. Students may become teachers, health club directors, work in cardiac rehabilitation centres, and/or become exercise prescription counsellors.

**section 11.4.7: Master of Arts (M.A.); Kinesiology and Physical Education (Non-Thesis) (45 credits) and section 11.4.8: Master of Science (M.Sc.); Kinesiology and Physical Education (Non-Thesis) (45 credits)**

The non-thesis programs in Kinesiology and Physical Education are intended to help students develop professional skills related to their careers in kinesiology and physical education who do not have an interest in research. Students will work with a supervisor and will take a number of courses in the academic areas of interest and will also complete a research project in the area of interest.

### 11.4.3 Kinesiology and Physical Education Admission Requirements and Application Procedures

#### 11.4.3.1 Admission Requirements

1. An undergraduate degree in Physical and Health Education, Exercise Science, Kinesiology, or its equivalent is required.
2. A minimum academic standing equivalent to a CGPA of 3.0 out of 4.0.

#### 11.4.3.2 Application Procedures

McGill's online application form is available to all graduate program candidates at [www.mcgill.ca/gradapplicants/apply](http://www.mcgill.ca/gradapplicants/apply).

Applications will be considered upon receipt of:

1. application form;
2. official transcripts from previous undergraduate/graduate programs of study;
3. two letters of reference;
4. \$100 application fee;
5. TOEFL score (where applicable).

#### Dates for Guaranteed Consideration

For dates for guaranteed consideration, please consult the following website: [www.mcgill.ca/gradapplicants/programs](http://www.mcgill.ca/gradapplicants/programs). Then select the appropriate program.

All documentation is to be submitted directly to the Graduate Program Director in the Department of Kinesiology and Physical Education.

### 11.4.4 Kinesiology and Physical Education Faculty

#### Chair

Dr. Theodore E. Milner

#### Graduate Program Director

Dr. René A. Turcotte

#### Professors

Ross E. Andersen; B.Ed., M.A.(McG.), Ph.D.(Temple) (*Canada Research Chair*)

Theodore E. Milner; B.Sc., M.Sc., Ph.D.(Alta.)

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

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

#### Associate Professors

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

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

**Associate Professors**

Enrique Garcia; B.P.E., I.N.E.F.(Madrid), M.Sc.(Laval), Ph.D.(Alta.)  
 Russell T. Hepple; B.Sc.(Sask.), M.Sc., Ph.D.(Tor.)  
 David J. Pearsall; B.A., B.P.H.E., M.Sc., Ph.D.(Qu.)  
 Dilson Rassier; B.P.E., M.Sc.(Brazil), Ph.D.(Calg.)  
 Catherine Sabiston; B.Sc.K.(Dal.), M.H.K.(Windsor), Ph.D.(Br. Col.)  
 Paul James Stapley; B.A.(Leeds), M.Sc.(Northumbria), Ph.D.(Bourgogne)  
 Tanja Taivassalo; B.Sc., Ph.D.(McG.)  
 René A. Turcotte; H.B.P.H.E.(Laur.), M.Sc., Ph.D.(Alta.)

**Assistant Professors**

William Harvey; B.Ed, M.A., Ph.D.(McG.)  
 Dennis Jensen; B.P.E.(Brock), M.Sc., Ph.D.(Qu.)

**Adjunct Professors**

Bernard Aguilaniu; M.D., Ph.D.(Grenoble)  
 Robert Boushel; B.A.(P.E.)(Acad.), M.A.(S. Flor.), 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., M.R.C.P.(UK), C.C.S.T. (Resp. and General (Internal Med)), Ph.D.(Newcastle, UK), F.R.C.P.

**11.4.5 Master of Arts (M.A.); Kinesiology and Physical Education (Thesis) (45 credits)****Thesis Courses (24 credits)**

EDKP 691	(6)	Thesis Research 1
EDKP 692	(6)	Thesis Research 2
EDKP 693	(6)	Thesis Research 3
EDKP 694	(6)	Thesis Research 4

**Required Courses (6 credits)**

EDKP 605	(3)	Research Methods 1
EDKP 617	(0)	Seminar in Kinesiology and Physical Education 1
EDKP 618	(0)	Seminar in Kinesiology and Physical Education 2
EDKP 619	(0)	Seminar in Kinesiology and Physical Education 3
EDKP 620	(0)	Seminar in Kinesiology and Physical Education 4
EDPE 676	(3)	Intermediate Statistics

**Complementary Courses (15 credits)**

Students must take a minimum of 9 credits of coursework in a classroom setting in the area of concentration selected in consultation with the Graduate Student Adviser.

EDKP 504	(3)	Health & Lifestyle Education
EDKP 603	(6)	Individual Reading Course 1

EDKP 607	(3)	Curriculum Innovation and Change
EDKP 616	(3)	Individual Reading Course 2
EDKP 648	(3)	Physical Activity Psychology
EDKP 650	(3)	Research in Physical Education Pedagogy
EDKP 654	(3)	Sport Psychology
EDKP 655	(3)	Inclusive Physical Activity
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems
EDKP 695	(3)	Thesis Research 5
EDKP 696	(3)	Thesis Research 6

Students may also take courses from the Faculty of Education or the Faculty of Arts in consultation with an adviser (500, 600, or 700 level).

#### 11.4.6 Master of Science (M.Sc.); Kinesiology and Physical Education (Thesis) (45 credits)

Areas: Biomechanics, Exercise Physiology, and Motor Control and Learning

##### Thesis Courses (24 credits)

EDKP 691	(6)	Thesis Research 1
EDKP 692	(6)	Thesis Research 2
EDKP 693	(6)	Thesis Research 3
EDKP 694	(6)	Thesis Research 4

##### Required Courses (6 credits)

EDKP 605	(3)	Research Methods 1
EDKP 617	(0)	Seminar in Kinesiology and Physical Education 1
EDKP 618	(0)	Seminar in Kinesiology and Physical Education 2
EDKP 619	(0)	Seminar in Kinesiology and Physical Education 3
EDKP 620	(0)	Seminar in Kinesiology and Physical Education 4
EDPE 676	(3)	Intermediate Statistics

##### Complementary Courses (15 credits)

Students must take a minimum of 9 credits of coursework in a classroom setting in the area of concentration selected in consultation with the Graduate Student Adviser.

EDKP 542	(3)	Environmental Exercise Physiology
EDKP 553	(3)	Physical Activity Assessments
EDKP 566	(3)	Advanced Biomechanics Theory
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 630	(3)	Human Walking Mechanics
EDKP 635	(3)	Modeling Human Movement
EDKP 640	(3)	Advanced Ergonomics

EDKP 652	(3)	Cardio-Respiratory Exercise Physiology
EDKP 662	(3)	Nerve/Muscle Exercise Response
EDKP 663	(3)	Applied Exercise Physiology
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 667	(3)	Sport Science - Seminar
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems
EDKP 695	(3)	Thesis Research 5
EDKP 696	(3)	Thesis Research 6

Students may also take courses from the Faculty of Science chosen in consultation with the adviser (500, 600, or 700 level).

#### 11.4.7 Master of Arts (M.A.); Kinesiology and Physical Education (Non-Thesis) (45 credits)

Areas: Adapted Physical Activity, Pedagogy, and Sport and Exercise Psychology

##### Research Project (15 credits)

EDKP 608	(15)	Special Project
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##### Required Courses

EDKP 617	(0)	Seminar in Kinesiology and Physical Education 1
EDKP 618	(0)	Seminar in Kinesiology and Physical Education 2
EDKP 619	(0)	Seminar in Kinesiology and Physical Education 3
EDKP 620	(0)	Seminar in Kinesiology and Physical Education 4

##### Complementary Courses (18 credits)

6 credits, two courses from the following:

Note: Students take either EDSL 630 or EDEM 692.

EDEM 692	(3)	Qualitative Research Methods
EDKP 605	(3)	Research Methods 1
EDPE 575	(3)	Educational Measurement
EDSL 630	(3)	Qualitative/Ethnographic Methods

12 credits selected from the following:

EDKP 504	(3)	Health & Lifestyle Education
EDKP 603	(6)	Individual Reading Course 1
EDKP 607	(3)	Curriculum Innovation and Change
EDKP 616	(3)	Individual Reading Course 2
EDKP 648	(3)	Physical Activity Psychology
EDKP 650	(3)	Research in Physical Education Pedagogy
EDKP 654	(3)	Sport Psychology
EDKP 655	(3)	Inclusive Physical Activity

EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems

Students may also take courses from the Faculty of Education or the Faculty of Arts in consultation with an adviser (500, 600, or 700 level).

**Elective Courses (12 credits)**

12 credits (normally four courses) chosen in consultation with an adviser (should be 500, 600, or 700 level).

**11.4.8 Master of Science (M.Sc.); Kinesiology and Physical Education (Non-Thesis) (45 credits)**

Areas: Biomechanics, Exercise Physiology, and Motor Control and Learning

**Research Project (15 credits)**

EDKP 608	(15)	Special Project
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**Required Courses**

EDKP 617	(0)	Seminar in Kinesiology and Physical Education 1
EDKP 618	(0)	Seminar in Kinesiology and Physical Education 2
EDKP 619	(0)	Seminar in Kinesiology and Physical Education 3
EDKP 620	(0)	Seminar in Kinesiology and Physical Education 4

**Complementary Courses (18 credits)**

6 credits, two courses from the following:

Note: Students may take either EDSL 630 or EDEM 692.

EDEM 692	(3)	Qualitative Research Methods
EDKP 605	(3)	Research Methods 1
EDPE 575	(3)	Educational Measurement
EDSL 630	(3)	Qualitative/Ethnographic Methods

12 credits chosen from the following:

EDKP 542	(3)	Environmental Exercise Physiology
EDKP 553	(3)	Physical Activity Assessments
EDKP 566	(3)	Advanced Biomechanics Theory
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 630	(3)	Human Walking Mechanics
EDKP 635	(3)	Modeling Human Movement
EDKP 640	(3)	Advanced Ergonomics
EDKP 652	(3)	Cardio-Respiratory Exercise Physiology
EDKP 662	(3)	Nerve/Muscle Exercise Response
EDKP 663	(3)	Applied Exercise Physiology
EDKP 664	(3)	Motor Learning

EDKP 665	(3)	Motor Behaviour and Disability
EDKP 667	(3)	Sport Science - Seminar
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems

Students may also take courses from the Faculty of Science in consultation with an adviser.

**Elective Courses (12 credits)**

12 credits (normally four courses) chosen in consultation with an adviser (should be 500, 600, or 700 level).

