



Faculty of Education (Graduate)
Programs, Courses and University Regulations
2016-2017

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

- 1 . McGill University reserves the right to make changes to the information contained in this online publication - including correcting errors, altering fees, schedules of admission, and credit requirements, and revising or cancelling particular courses or programs - without prior notice.
- 2 . In the interpretation of academic regulations, the Senate is the final authority.
- 3 . Students are responsible for informing themselves of the University's procedures, policies and regulations, and the specific requirements associated with the degree, diploma, or certificate sought.
- 4 . All students registered at McGill University are considered to have agreed to act in accordance with the University procedures, policies and regulations.
- 5 . Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.
- 6 . Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at https://horizon.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched for the most up-to-date information on whether a course is offered.
- 7 . The academic publication year begins at the start of the Fall semester and extends through to the end of the Winter semester of any given year. Students who begin study at any point within this period are governed by the regulations in the publication which came into effect at the start of the Fall semester.
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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. Graduate and Postdoctoral Studies (GPS) collaborates with the Faculties and other administrative and academic units to provide strategic leadership and vision for graduate teaching, supervision, and research across our over 400 graduate programs. GPS also oversees quality assurance in admissions and registration, the disbursement of graduate fellowships, support for postdoctoral fellows, and facilitates graduate degree completion, including the examination of theses. GPS has partnered with Enrolment Services to manage the admission and registration of graduate students and postdoctoral fellows and to offer streamlined services in a one-stop location at [Service Point](#).

McGill is a student-centred research institution that places singular importance upon the quality of graduate education and postdoctoral training. As Dean of Graduate and Postdoctoral Studies, I work closely with the Faculties, central administration, graduate students, professors, researchers, and postdoctoral fellows to provide a supportive, stimulating, and enriching academic environment for all graduate students and postdoctoral fellows.

McGill is one of Canada's most intensive research universities, ranked 24th by *QS World University Rankings 2015*. 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.

Josephine Nalbantoglu, Ph.D.
Dean, Graduate and Postdoctoral Studies

2 Graduate and Postdoctoral Studies

2.1 Administrative Officers

Administrative Officers

Josephine Nalbantoglu; B.Sc., Ph.D. (McG.)	Dean (Graduate and Postdoctoral Studies)
Robin Beech; B.Sc.(Nott.), Ph.D.(Edin.)	Associate Dean (Graduate and Postdoctoral Studies)
France Bouthillier; B.Ed., C.Admin.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.) (on sabbatical 2016–2017)	Associate Dean (Graduate and Postdoctoral Studies)
Patricia G. Kirkpatrick; B.A.(McG.), M.Th.(Lond.), D.Phil.(Oxf.), D.D.(MDTC) (<i>Interim</i>)	Associate Dean (Graduate and Postdoctoral Studies)
Jean-Jacques Lebrun; B.Sc.(La Roche-sur-Yon), M.Sc.(Rennes), Ph.D.(Paris V)	Associate Dean (Graduate and Postdoctoral Studies)
Elisa Pylkkanen; B.A., M.A.(McG.)	Director (Graduate and Postdoctoral Studies)

2.2 Location

James Administration Building, Room 400
845 Sherbrooke Street West
Montreal QC H3A 0G4
Telephone: 514-398-3990
Fax: 514-398-6283
Email: servicepoint@mcgill.ca
Website: www.mcgill.ca/gps



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

2.3 General Statement Concerning Higher Degrees

Graduate and Postdoctoral Studies (GPS) oversees all programs leading to graduate diplomas, certificates, and higher degrees, with the exception of some programs in the School of Continuing Studies. It is responsible for admission policies, the supervision of graduate students' work, and for recommending to Senate those who may receive the degrees, diplomas, and certificates.

3 Important Dates 2016–2017

For all dates relating to the academic year, consult www.mcgill.ca/importantdates.

4 Graduate Studies at a Glance

Please refer to [University Regulations and Resources > Graduate > : Graduate Studies at a Glance](#) for a list of all graduate departments and degrees currently being offered.

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.I.St.; 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.); Information Studies (M.I.St.); 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 [eCalendar](#).

The minimum credit requirement for any thesis or non-thesis master's degree at McGill is 45 credits.

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

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 graduate level courses passed at any recognized university or at McGill.

The candidate is required to pass, with a grade of B- or better, all those courses that 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.

As a rule, no more than one-third of the formal coursework (excluding thesis, project, stage, or internship) of a McGill master's degree can be credited with courses from another university or degree (for example, courses taken before admission to the McGill degree, or courses taken through the IUT agreement during the McGill degree, if permitted).

Normally, if courses completed elsewhere or at McGill prior to admission to the McGill master's degree were not used to complete a degree, they could be credited toward the McGill degree, keeping in mind the one-third rule as described above. These would be entered as exemptions with credit at the time of admission.

If the courses completed elsewhere or at McGill prior to admission were used to complete a degree, exemptions may be granted without credit, i.e. the exempted course(s) must be replaced by other graduate course(s) at McGill. No double counting is allowed unless, exceptionally, the department offering the Master's degree permits it and the degree has an overall credit requirement greater than 45 credits. In other words, instances where exemptions with credit may be granted will be limited to the credit amount beyond the minimum of 45 credits for a McGill master's degree. The one-third rule as described above continues to apply.

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 and Thesis Submission* form, available at www.mcgill.ca/gps/thesis/guidelines/initial-submission, in accordance with the dates on www.mcgill.ca/importantdates, through the Chair of the department concerned at the same time that 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/thesis/guidelines.

Language Requirements – Master's Degrees

Many 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.

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 [section 8.3: 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, 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

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 papers, comprehensive evaluations, thesis proposals, etc. 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. For more information, see [University Regulations and Resources > Graduate > Guidelines and Policies > : Ph.D. Comprehensives Policy](#).

Language Requirements – Doctoral

Many 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 grades reported **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.

French language courses are available at the 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 and Thesis Submission* form, available at www.mcgill.ca/gps/thesis/guidelines/initial-submission, in accordance with the dates on 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/thesis/guidelines.

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/thesis/guidelines.

5.3 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 Government of Quebec to offer its own graduate programs, may be admitted to an *Ad Personam* program. For more information, see www.mcgill.ca/gradapplicants/programs and contact the relevant department.

5.4 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/students/registration#courseereg.

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 study must be approved by GPS before registration. Double counting is not permitted.

6 Graduate Admissions and Application Procedures

Please refer to [University Regulations and Resources > Graduate > : Graduate Admissions and Application Procedures](#) for information on:

- Application for Admission
- Admission Requirements
- Application Procedures
- Competency in English

and other important information regarding admissions and application procedures for Graduate and Postdoctoral Studies.

7 Fellowships, Awards, and Assistantships

Please refer to [University Regulations and Resources > Graduate > : Fellowships, Awards, and Assistantships](#) for information and contact information regarding fellowships, awards, and assistantships in Graduate and Postdoctoral Studies.

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 postdoctoral scholars 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 Enrolment Services 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 is 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 Enrolment Services. 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 and supporting document—[Commitments of Postdoctoral Scholars and Supervisors](#)—available at www.mcgill.ca/gps/postdocs/fellows/responsibilities). 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 [section 8.3: Vacation Policy for Graduate Students and Postdocs](#) and [University Regulations and Resources > Graduate > Regulations > Categories of Students > : Leave of Absence Status](#)). 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. This applies to all postdocs, except those for whom teaching is part of the award (e.g., Mellon grantees).
- 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.
- 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.
- 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 Graduate and Postdoctoral Studies *University Regulations and Resources*;
 - to submit a complete file for registration to Enrolment Services;
 - 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; revised May 2014

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 for maternity or parental reasons or for health reasons (see [University Regulations and Resources > Graduate > : Leave of Absence Status](#)).

Such a leave must be requested on a term-by-term basis and may be granted for a period of up to 52 weeks. For a maternity or parental leave, the eligibility period of a maximum of 52 consecutive weeks is determined based on when the child is born; if the leave is interrupted for one or two terms, the eligibility period cannot be extended. 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 Enrolment Services. See the procedure in [University Regulations and Resources > Graduate > : Leave of Absence Status](#).

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. 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 is available at www.mcgill.ca/gps/funding/students-postdocs/accepting-maintaining-awards under "Leave Policies: Funding Council Leave Policies for Graduate Students and Postdoctoral Fellows."

8.5 Postdoctoral Research Trainees

Eligibility

If your situation does not conform to the Government of Quebec's 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 Government of Quebec's 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;
- the individual must be engaged in full-time research;
- the individual must provide copies of official transcripts/diploma;
- the individual must have the approval of a McGill professor to supervise the research and of the Unit;
- the individual must have adequate proficiency in English, but is not required to provide official proof of English competency to Enrolment Services;
- the individual must comply with regulations and procedures governing research ethics and safety and obtain the necessary training;
- the individual 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);
- the individual must arrange for basic health insurance coverage prior to arrival at McGill and may be required to provide proof of coverage.

9 Graduate Studies Guidelines and Policies

Refer to [University Regulations and Resources](#) > [Graduate](#) > : [Guidelines and Policies](#) for information on the following:

- Guidelines and Regulations for Academic Units on Graduate Student Advising and Supervision
- Policy on Graduate Student Research Progress Tracking
- Ph.D. Comprehensives Policy
- Graduate Studies Reread Policy
- Failure Policy
- Guideline on Hours of Work

10 Information on Research Policies and Guidelines, Patents, Postdocs, Associates, Trainees

Refer to [University Regulations and Resources](#) > [Graduate](#) > : [Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees](#) for information on the following:

- Policy on Research Ethics
- Regulations on Research Policy
- Policy on Research Integrity
- Guidelines for Research Involving Human Subjects
- Guidelines for Research with Animal Subjects
- Policy on Intellectual Property
- Regulations Governing Conflicts of Interest
- Safety in Field Work
- Office of Sponsored Research
- Postdocs
- Research Associates

11 Browse Academic Units & Programs

The programs and courses in the following sections have been approved for the 2016–2017 session as listed. The Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable at any time throughout the year.

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
 Website: 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)
- c. human development

in multiple settings and throughout the lifespan. More specifically, they examine issues pertaining to cognitive processes and developmental neuroscience, assessment and intervention, and the design and evaluation of learning environments and instructional practices, with both typical and atypical populations in mind. 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 Materials Resource Centre](#). 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](#), [FRQS](#), 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.

Detailed graduate degree descriptions are available in the following sections:

- [section 11.1.2: Graduate Degrees in Counselling Psychology](#)
- [section 11.1.2: Graduate Degrees in School/Applied Psychology](#)
- [section 11.1.2: Graduate Degrees in Educational Psychology](#)

Master of Arts (M.A.) Degrees

Students can obtain an M.A. degree in:

1. Counselling Psychology (Non-Thesis) with major concentrations in:
 - Professional/Internship (coursework and internship based)
 - Project (coursework and research based)
2. School/Applied Child Psychology (Non-Thesis)
3. Educational Psychology with a Major in:
 - School/Applied Child Psychology
4. Educational Psychology with concentrations in:
 - Health Professions Education

- Human Development
- Learning Sciences

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 concentrations in:

- Family Life Education (*admissions to this concentration are currently suspended*)
- General Educational Psychology
- General Educational Psychology (Project)
- Inclusive Education
- Inclusive Education (Project)
- Learning Sciences

Doctor of Philosophy (Ph.D.) Degrees

Students can obtain a Ph.D. degree in:

1. Counselling Psychology
2. Educational Psychology with concentrations 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

Advising

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

- Graduate Program Coordinator – Educational Psychology programs (excluding School/Applied Child Psychology)

Email: edpsych.education@mcgill.ca

- Graduate Program Adviser – Counselling Psychology and School/Applied Child Psychology

Email: counsellingpsych.education@mcgill.ca or schoolpsych.education@mcgill.ca

Professional Accreditation

The Ph.D. in School/Applied Child Psychology is accredited by the American Psychological Association (APA) and is currently under review for accreditation by the Canadian Psychological Association (CPA). The Ph.D. in Counselling Psychology is jointly accredited by the 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/ed/accreditation/index.aspx.

Important addresses:

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

CPA
141 Laurier Avenue West, Suite 702
Ottawa ON K1P 5J3, Canada
Telephone: 613-237-2144; 1-888-472-0657
Email: cpa@cpa.ca

OCOQ

1600 Henri Bourassa Blvd. West, Suite 520
 Montreal QC H3M 3E2, Canada
 Telephone: 514-737-4717; 1-800-363-2643
 Email: ordre@orientation.qc.ca

OPQ

1100 Beaumont, Suite 510
 Mount-Royal QC H3P 3H5, Canada
 Telephone: 514-738-1881; 1-800-363-2644
 Email: info@ordrepsy.qc.ca

Graduate degrees in Counselling Psychology or School/Applied Child Psychology, and elsewhere in Educational Psychology, do not lead to teaching certification—see the Faculty of Education's [Undergraduate](#) section for B.Ed. programs. 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](#).

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 this program 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 term) 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* (OCOQ), this program prepares students to work in the field as Counsellors in settings such as CLSCs, schools, community, rehabilitation, and vocational guidance centres, governmental, non-governmental, or private settings. All students must also attend weekly case conferences.

For further information, consult the [website](#).

section 11.1.6: Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Project (60 credits)

This program 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 the student's 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 the research project. The degree alone **does not** fulfil the requirements for membership in the orders that certify either guidance counsellors (OCOQ) or psychologists (OPQ) in Quebec.

For further information, consult the [website](#).

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 duration of their degree. It draws upon a number of different 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 toward 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 *Ordre des psychologues du Québec* (OPQ),

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

and American Psychological Association (APA) (Please note that APA accreditation will cease for all Canadian institutions in Sept. 2015). Graduates are eligible for licensure in Quebec.

For further information, consult the [website](#).

Graduate Degrees in School/Applied Psychology**section 11.1.8: Master of Arts (M.A.); School/Applied Child Psychology (Non-Thesis) (60 credits)**

The School/Applied Child Psychology program at McGill University prepares the next generation of school psychologists to provide state of the art educational and mental health services to children and adolescents from birth to 21 years old. Course work, clinical experiences, field and community service, and research activities are designed to enhance and develop the professional skills and the knowledge base of our students. In McGill's scientist-practitioner training model, research supports and improves our clinical activities; and clinical activities support and inspire our research. McGill's School/Applied Child Psychology faculty and students are among the most productive research units in North America. Professional school psychologists educated at McGill become leaders in research and higher education, school-based practice, hospital-based positions, independent practice, mental health centres, and policy-making roles.

section 11.1.9: Doctor of Philosophy (Ph.D.); School/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 concentration. 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 Sept. 2015). Graduates are eligible for licensure in Quebec.

For further information, consult the [website](#).

section 11.1.10: Graduate Diploma (Gr. Dip.); School/Applied Child Psychology (Post-Ph.D.)

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 postdoctoral 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) (Please note that APA accreditation will cease for all Canadian institutions in Sept. 2015). Graduates of a re-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 postdoctoral 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.

For further information, consult the [website](#).

Graduate Degrees in Educational Psychology**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:

1. a greater understanding of human development, individual differences, and the learning process;

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

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 concentrations of study:

- a. **Family Life Education:** *Admission to this concentration is currently suspended.*
See [section 11.1.11: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — Family Life Education \(48 credits\)](#).
- b. **General Educational Psychology:** Permits students with very specific experiences and career paths to tailor the program to their particular situations. Students may draw courses from other concentrations within the M.Ed. programs including Inclusive Education, Learning Sciences, or any other general Departmental courses. This program suits students with very unique program needs in Educational Psychology.
See [section 11.1.12: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — General Educational Psychology \(48 credits\)](#).
- c. **General Educational Psychology (Project)** Provides students with an interest in the General Educational Psychology concentration the opportunity to focus on an issue in the field and complete a research project in place of course work (12 credits).
See [section 11.1.13: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — General Educational Psychology: Project \(48 credits\)](#).
- d. **Inclusive Education:** Prepares students to work with diverse individuals in a variety of settings that emphasize inclusive practice. As most professional and educational contexts are becoming more diverse, this program has wide appeal and is relevant to current teachers, consultants, other professionals working in the education system, and to those wishing to understand human development and potential in all inclusive contexts.
See [section 11.1.14: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — Inclusive Education \(48 credits\)](#).
- e. **Inclusive Education (Project):** Provides students with an interest in the Inclusive Education concentration the opportunity to focus on an issue in the field and complete a research project in place of course work (12 credits).
See [section 11.1.15: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — Inclusive Education: Project \(48 credits\)](#).
- f. **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.
See [section 11.1.16: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — Learning Sciences \(48 credits\)](#).

The M.Ed. program has been developed for students who have a background in education (B.Ed.), psychology, or another related degree. Students have the option of conducting academic or applied research (via a 12-credit Research Project or Special Activity) 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.

For further information, consult the [website](#).

Master of Arts (M.A.); Educational Psychology (Thesis) (48 credits) (Note that the School/Applied Child Psychology Major (Non-Thesis) is 60 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 three concentrations of study or the Major in School/Applied Child Psychology, select a topic for research, and present the results of such research in a thesis.

The program offers **three concentrations** and **one major**:

1. **The Health Professions Education concentration** (www.mcgill.ca/edu-ecp/programs/healthprofessions) 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 [section 11.1.17: Master of Arts \(M.A.\); Educational Psychology \(Thesis\) — Health Professions Education \(48 credits\)](#).

Master of Arts (M.A.); Educational Psychology (Thesis) (48 credits) (Note that the School/Applied Child Psychology Major (Non-Thesis) is 60 credits.)

2. **The Human Development concentration** (www.mcgill.ca/edu-ecp/programs/humandev) 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 multidisciplinary 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.

See [section 11.1.18: Master of Arts \(M.A.\); Educational Psychology \(Thesis\) — Human Development \(45 credits\)](#).

3. **The Learning Sciences concentration** (www.mcgill.ca/edu-ecp/programs/learningsci) 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.

See [section 11.1.19: Master of Arts \(M.A.\); Educational Psychology \(Thesis\) — Learning Sciences \(45 credits\)](#).

Major:

1. **The School/Applied Child Psychology Major** (www.mcgill.ca/edu-ecp/programs/schoolpsych) 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 practise school psychology across a range of environments including private practice, academia, hospitals, and school boards.

See [section 11.1.8: Master of Arts \(M.A.\); School/Applied Child Psychology \(Non-Thesis\) \(60 credits\)](#).

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 concentration.

The program offers **two concentrations**:

1. **Human Development concentration:** (www.mcgill.ca/edu-ecp/programs/humandev) The Human Development concentration 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.

See [section 11.1.21: Doctor of Philosophy \(Ph.D.\); Educational Psychology — Human Development](#).

2. **Learning Sciences concentration:** (www.mcgill.ca/edu-ecp/programs/learningsci) The Learning Sciences concentration 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.

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

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.

See [section 11.1.22: Doctor of Philosophy \(Ph.D.\); Educational Psychology — Learning Sciences](#).

11.1.3 Educational and Counselling Psychology Admission Requirements and Application Procedures

Please refer to the admission requirements and application procedures for the following programs:

- [section 11.1.3.1: M.A. in Counselling Psychology \(Non-Thesis\)](#)
- [section 11.1.3.2: Ph.D. in Counselling Psychology](#)
- [section 11.1.3.3: Ph.D. in School/Applied Child Psychology](#)
- [section 11.1.3.4: Post-Ph.D. Graduate Diploma in School/Applied Child Psychology](#)
- [section 11.1.3.5: M.Ed. in Educational Psychology \(Non-Thesis\)](#)
- [section 11.1.3.6: M.A. in Educational Psychology \(Thesis\)](#)
- [section 11.1.3.7: Ph.D. in Educational Psychology](#)

11.1.3.1 M.A. in 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)

11.1.3.1.1 Admission Requirements**Concentration: Professional/Internship**

To be eligible, applicants must hold a baccalaureate degree consisting of 18 credits of core courses in specific Psychology domains and 24 credits in related disciplines in the social sciences (see list in the Pre-Admission Academic Checklist) and a minimum Cumulative Grade Point Average (CGPA) of 3.0 out of a possible 4.0 or a Grade Point Average (GPA) of 3.2 out of 4.0 in the last two years of full-time studies. For more information please visit our [website](#).

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](#)), with a minimum CGPA of 3.0 out of a possible 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies at the undergraduate level. For more information please visit our [website](#).

11.1.3.1.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

See [University Regulations and Resources](#) > Graduate > Graduate Admissions and Application Procedures > : [Application Procedures](#) for detailed application procedures.

11.1.3.1.2.1 Additional Requirements

The items and clarifications below are additional requirements set by this department:

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Statement of Research Interest and Preferred Supervisor(s) – for applicants to the Project concentration
- Interview – for applicants to the Professional/Internship concentration
- M.A. in Counselling Psychology Pre-Admission Academic Checklist

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 on the Departmental [website](#).

11.1.3.2 Ph.D. in Counselling Psychology**11.1.3.2.1 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 \(60 credits\)](#) or a Master's degree from a directly relevant program (e.g., clinical psychology, other Counselling Psychology programs) along with 42 credits of core courses in specific Psychology domains (see list in the [Pre-Admission Academic Checklist](#)), with a minimum CGPA of 3.0 out of a possible 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

11.1.3.2.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

11.1.3.2.2.1 Additional Requirements

The items and clarifications below are additional requirements set by this department:

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Statement of Research Interest and Preferred Supervisor(s)
- Written Work
- Ph.D. Pre-Admission Academic Checklist

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in Counselling Psychology can be found on the [Department's website](#).

11.1.3.3 Ph.D. in School/Applied Child Psychology

11.1.3.3.1 Admission Requirements

To be eligible applicants must hold:

A master's degree equivalent to the [section 11.1.8: Master of Arts \(M.A.\); School/Applied Child Psychology \(Non-Thesis\) \(60 credits\)](#) along with 42 credits of core courses in specific domains (see list in the [Pre-Admission Academic Checklist](#)) with a minimum CGPA of 3.0 out of 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

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

11.1.3.3.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

11.1.3.3.2.1 Additional Requirements

The items and clarifications below are additional requirements set by this department:

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Research Proposal
- Written Work
- Ph.D. Pre-Admission Academic Checklist
- *GRE* – General and Psychology subject tests
- A letter from the applicant's prospective supervisor agreeing to act as their Ph.D. supervisor

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in School/Applied Child Psychology, can be found on the [Department's website](#).

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

11.1.3.4.1 Admission Requirements

An earned doctorate in Educational Psychology, another area of Psychology, or a closely related discipline (to be recognized at the Program Director's discretion).

11.1.3.4.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

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 on the [Department's website](#).

11.1.3.5 M.Ed. in Educational Psychology (Non-Thesis)

This program offers six concentrations:

1. Learning Sciences
2. General Educational Psychology
3. General Educational Psychology: Project
4. Inclusive Education
5. Inclusive Education: Project
6. Family Life Education (*admission to the Family Life Concentration is currently suspended*)

11.1.3.5.1 Admission Requirements

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 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

11.1.3.5.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

Information on application procedures, deadlines, supporting documents, and contact information for the M.Ed. concentrations in Educational Psychology can be found on the [Department's website](#).

11.1.3.6 M.A. in Educational Psychology (Thesis)

This program offers three concentrations:

1. Learning Sciences
2. Health Professions Education
3. Human Development

and one Major:

1. School/Applied Child Psychology

11.1.3.6.1 Admission Requirements

Learning Sciences Concentration

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 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

Health Professions Education Concentration

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 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

The Health Professions Education 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.

Human Development Concentration

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 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

School/Applied Child Psychology Major

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](#)).
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

11.1.3.6.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

Learning Sciences Concentration

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Learning Sciences concentration can be found on the [Department's website](#).

Health Professions Education Concentration

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Health Professions concentration can be found on the [Department's website](#).

Human Development Concentration

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Human Development concentration can be found on the [Department's website](#).

School/Applied Child Psychology Major

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: School/Applied Child Psychology Major can be found on the [Department's website](#).

11.1.3.6.2.1 Additional Requirements

The items and clarifications below are additional requirements set by this department:

Learning Sciences Concentration

- Curriculum Vitae
- Three reference letters
- Statement of Research Interest and Preferred Supervisor(s)
- Personal Statement

Health Professions Education Concentration

- Curriculum Vitae
- Three reference letters
- Statement of Research Interest and Preferred Supervisor(s)
- Personal Statement

Human Development Concentration

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Statement of Research Interest and Preferred Supervisor(s)

School/Applied Child Psychology Major

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Statement of Research Interest and Preferred Supervisor(s)
- *GRE* – General and Psychology subject scores
- Pre-Admission Academic Checklist

11.1.3.7 Ph.D. in Educational Psychology

11.1.3.7.1 Admission Requirements

All doctoral students must have a research supervisor upon entry to the program. Interested candidates should consult the [Department's website](#) for a faculty list. All applicants must have a minimum CGPA of 3.0 out of 4.0 or higher or a GPA of 3.2 out of 4.0 in the last two years of full-time studies. **Please note:** it is essential to clearly identify your desired concentration of study on your application. The two concentrations offered are:

1. Human Development
2. Learning Sciences

The specific requirements to be admitted at the **Ph.D. 2 level** are as follows:

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.

11.1.3.7.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

Information on application procedures, deadlines, supporting documents, and contact information for the **Ph.D. in Educational Psychology: Human Development** concentration can be found on the [Department's website](#).

Information on application procedures, deadlines, supporting documents, and contact information for the **Ph.D. in Educational Psychology: Learning Sciences** concentration can be found on the [Department's website](#).

11.1.3.7.2.1 Additional Requirements

The items and clarifications below are additional requirements set by this department:

Human Development Concentration

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Research Proposal
- Letter from proposed supervisor indicating their agreement to act as the Thesis Supervisor

Learning Sciences Concentration

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Research Proposal
- Letter from proposed supervisor indicating their agreement to act as the Thesis Supervisor

11.1.3.8 Application Deadlines

The application deadlines listed here are set by the Department of Educational & Counselling Psychology and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill academic unit's website; please consult the list at www.mcgill.ca/gps/contact/graduate-program.

Counselling Psychology (M.A. or Ph.D.)

Canadian	International	Special/Exchange/Visiting
Fall: Dec. 15	Fall: Dec. 15	Fall: Dec. 15
Winter: N/A	Winter: N/A	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Educational Psychology and School/Applied Child Psychology programs (M.A., M.Ed., or Ph.D.)

Canadian	International	Special/Exchange/Visiting
Fall: Jan. 15	Fall: Jan. 15	Fall: Jan. 15
Winter: N/A	Winter: N/A	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Admission to graduate studies is competitive; accordingly, late and/or incomplete applications are considered only as time and space permit.

11.1.4 Educational and Counselling Psychology Faculty**Chair**

Jeffrey Derevensky

Program Directors

Marilyn Fitzpatrick – *Counselling Psychology*

Nancy L. Heath – *Human Development, M.Ed. Concentrations in Educational Psychology*

Alenoush Saroyan – *Health Professions Education, Learning Sciences*

Steven R. Shaw – *School/Applied Child Psychology*

Ada Sinacore – *Graduate Certificate in Counselling Applied to Teaching*

Emeritus Professors

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

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

Emeritus Professors

Janet G. Donald; B.A., M.A.(W. Ont.), Ph.D.(Tor.)
 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.
 Cynthia B. Weston; B.A.(G'town), M.L.S.(SUNY), D.Ed.(Wash.)

Professors

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.)
 Marilyn Fitzpatrick; B.A.(Tor.), M.Ed., 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.) (*Canada Research Chair, Tier 1*)
 Alenoush Saroyan; B.A.(Pahlavi), M.Ed.(Loy. U. Chic.), Ph.D.(McG.)

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.) (*FRSQ Chercheur Boursier, Junior 2*)
 Tara Flanagan; B.A.(Winn.), M.A., Ph.D.(McG.)
 Nathan Hall; B.A., M.A., Ph.D.(Manit.)
 Michael L. Hoover; B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)
 Annett Körner; M.A., Ph.D.(Leipzig)
 Krista Muis; B.A.(Wat.), M.A.(Vic., BC), Ph.D.(S. Fraser)
 Robert Savage; B.A.(Oxf.), M.Sc.(Camb.), M.Sc., Ph.D.(Lond.) (*William Dawson Scholar*)
 Steven R. Shaw; B.A., M.Ed., Ed.S., Ph.D.(Flor.)
 Ada L. Sinacore; B.A.(Montclair St.), M.A., M.Ed., Ph.D.(Col.)
 Ingrid E. Sladeczek; B.A., M.S., Ph.D.(Ariz.), A.A.(Md.)
 Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.) (*on leave*)
 Victoria Talwar; M.A.(St. And.), M.A., Ph.D.(Qu.) (*Canada Research Chair, Tier 2*)

Assistant Professors

Armando Bertone; B.A., M.A.(C' dia), M.Ps., Ph.D.(Montr.) (*FRSQ Chercheur Boursier, Junior 1*)
 Adam Dubé; M.A., Ph.D.(Regina)
 Chiaki Konishi; B.Ed.(Chiba), M.Ed.(Mass.-Amh.), M.A., Ph.D.(Br. Col.)
 Tina Montreuil; M.Ed.(McG.), Ph.D.(UQAM)
 Eve-Marie Quintin; B.Sc.(McG.), Ph.D.(UQAM)
 Jessica Ruglis; B.S.(Albany), M.A.T.(Union Coll.), M.P.H.(Hunter), Ph.D.(CUNY)

Faculty Lecturers

Karen Cohen-Gazith; B.A. (Dal.), M.A., Ph.D.(McG.)
 Jack De Stefano; B.A.(Loyola), M.Ed., Ed.D.(McG.)

Associate Members

Robin Cohen; B.Sc., M.Sc., Ph.D.(McG.) (*Oncology*)
 Reut Gruber; B.A., M.A., Ph.D.(Tel Aviv) (*Psychiatry*)
 Suzanne King; B.A.(McG.), M.Ed., Ed.S.(James Madison), Ph.D.(Virg. Poly. Inst.) (*Psychiatry*)
 Lawrence Kirmayer; B.Sc., M.D.(McG.) (*Psychiatry*)
 Heather Beth MacIntosh; B.A., Ph.D.(Ott.) (*School of Social Work*)
 Vera Romano; B.A., Dip. H.R. & F.L.E., M.Ed., Ph.D.(McG.) (*McGill Counselling Services*)
 Brett D. Thombs; B.A.(N'western), M.A.(Ariz.), M.A., Ph.D.(Fordham Univ.) (*Psychiatry*)
 Jeffrey G. Wiseman; B.Sc., M.A., M.D.,C.M.(McG.) (*Medicine, Royal Victoria Hospital*)

Associate Professors (Non-Tenure Track)

Marcia A.B. Delcourt; B.Sc.(Bloomsburg State Univ.), M.A., Ph.D.(Conn.)
 Laura Winer; B.A., M.A., Ph.D.(C' dia) (*Teaching and Learning Services*)

Adjunct Professors

Dermot Bowler, Thomas Goetz, Judith Gradinger, Calvin Kalman, Jasvinder Magon, Katherine Moxness, Nathan Grant Smith, Lisa Spanierman, Anastassios Stalikas

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

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Internship (24 credits)

EDPC 677	(3)	Internship Research Seminar: Quantitative Studies
EDPC 678	(3)	Internship Research Seminar: Qualitative Studies
EDPC 679D1	(3)	Internship: General 1
EDPC 679D2	(3)	Internship: General 1
EDPC 683	(3)	Practicum in Psychological Testing: Personality Assessment
EDPC 684	(3)	Practicum in Psychological Testing: Cognitive Assessment
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 670	(3)	Current Trends in Counselling

11.1.6 Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Project (60 credits)

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (57 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	(6)	Clinic Practicum 1
EDPC 626	(6)	Clinic Practicum 2
EDPC 628	(3)	Research Project 4
EDPC 629	(3)	Research Project 5
EDPC 630	(3)	Research Project 6
EDPC 662	(3)	Career Psychology
EDPC 683	(3)	Practicum in Psychological Testing: Personality Assessment
EDPC 684	(3)	Practicum in Psychological Testing: Cognitive Assessment
EDPE 622	(3)	Multiculturalism and Gender
EDPE 627	(3)	Ethical and 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

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

Required Courses (30 credits)

EDPC 701	(0)	Comprehensive Examination
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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 Across Lifespan

Required Internship (24 credits)

EDPC 795	(24)	Pre-doctoral Internship
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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 Master of Arts (M.A.); School/Applied Child Psychology (Non-Thesis) (60 credits)**Required Courses (60 credits)**

EDPE 620	(3)	Developmental Psychopathology
EDPE 622	(3)	Multiculturalism and Gender
EDPE 627	(3)	Ethical and Professional Practice of Psychology
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDSP 600D1	(1.5)	School Psychology Seminar
EDSP 600D2	(1.5)	School Psychology Seminar
EDSP 609	(3)	Introduction to Cognitive Assessment
EDSP 610	(3)	Introduction to Psycho-educational Assessment
EDSP 611	(3)	History, Theory and Best Practices in School Psychology
EDSP 619	(3)	Child and Adolescent Therapy
EDSP 650D1	(1.5)	Professional Practice in School Setting
EDSP 650D2	(1.5)	Professional Practice in School Setting
EDSP 682D1	(3)	Psycho-Educational Assessment & Intervention Practicum
EDSP 682D2	(3)	Psycho-Educational Assessment & Intervention Practicum
EDSP 691	(3)	Research Project 1
EDSP 692	(3)	Research Project 2
EDSP 693	(3)	Research Project 3
EDSP 694	(3)	Research Project 4

EDSP 695	(3)	Research Project 5
EDSP 696	(3)	Research Project 6

11.1.9 Doctor of Philosophy (Ph.D.); School/Applied Child Psychology

The School/Applied Child Psychology program at McGill University prepares the next generation of school psychologists to provide state of the art educational and mental health services to children and adolescents from birth to 21 years old. Course work, clinical experiences, field and community service, and research activities are designed to enhance and develop the professional skills and the knowledge base of our students. In McGill's scientist-practitioner training model, research supports and improves our clinical activities; and clinical activities support and inspire our research. McGill's School/Applied Child Psychology faculty and students are among the most productive research units in North America. Professional school psychologists educated at McGill become leaders in research and higher education, school-based practice, hospital-based positions, independent practice, mental health centres, and policy making roles.

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

Required Comprehensive Exam

EDSP 701	(0)	Comprehensive Examination
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Required Courses (60 credits)

24 credits

EDPC 714	(3)	Theory / Models: Family Therapy
EDPE 712	(3)	Neurological Bases of Behaviour Across Lifespan
EDSP 702	(3)	Selected Topics in School/Applied Child Psychology 2
EDSP 705D1	(3)	Practicum: School Psychology
EDSP 705D2	(3)	Practicum: School Psychology
EDSP 710	(3)	Consultation in School Psychology
EDSP 715D1	(3)	Theory and Practice of Supervision
EDSP 715D2	(3)	Theory and Practice of Supervision

Field Placement

12 credits

EDSP 721D1	(3)	Field Placement 1: School Psychology
EDSP 721D2	(3)	Field Placement 1: School Psychology
EDSP 722D1	(3)	Field Placement 2: School Psychology
EDSP 722D2	(3)	Field Placement 2: School Psychology

Internship (24 credits)

24 credits

EDSP 725D1	(12)	Internship: School Psychology
EDSP 725D2	(12)	Internship: School Psychology

Complementary Courses (3 credits)

3 credits from the following:

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

11.1.10 Graduate Diploma (Gr. Dip.); School/Applied Child Psychology (Post-Ph.D.)

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_and_counselling_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.

11.1.11 Master of Education (M.Ed.); Educational Psychology (Non-Thesis) — Family Life Education (48 credits)

Note: Admission to this program is currently suspended

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

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)

27 credits from the following:

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

Elective Courses (12 credits)

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

11.1.12 Master of Education (M.Ed.); Educational Psychology (Non-Thesis) — General Educational Psychology (48 credits)

The M.Ed. in Educational Psychology (Non-Thesis) - General Educational Psychology provides students the flexibility to design a program that satisfies their professional and academic needs. The program provides a foundation in core areas of educational psychology (inclusive education, learning sciences) through courses on learning theories, motivation, human development, diverse classroom populations, complemented by research skill development. The role of schools and communities is also examined. Graduates will have the skills to understand and contribute to the growth and enhancement of knowledge and practice in educational psychology and develop tools for implementing new teaching models in the classroom. The program also provides opportunities to study one area in greater depth or to add diverse course experiences.

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (24 credits)

EDPE 502	(3)	Theories of Human Development
EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 575	(3)	Educational Measurement

EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 670	(3)	Educational Assessment and Evaluation
EDPI 642	(3)	Inclusion: Past, Present & Future

Complementary Courses (12 credits)

EDPC 501	(3)	Helping Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPC 505	(3)	Crisis Intervention Processes
EDPC 542	(3)	Counselling Role of the Teacher
EDPE 515	(3)	Gender Identity Development
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 543	(3)	Family, School and Community
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 656D1	(3)	Clinic Practicum in Special Education
EDPI 656D2	(3)	Clinic Practicum in Special Education
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being

Elective Courses (12 credits)

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

11.1.13 Master of Education (M.Ed.); Educational Psychology (Non-Thesis) — General Educational Psychology: Project (48 credits)

The M.Ed. in Educational Psychology (Non-Thesis) - General Educational Psychology: Project provides students the flexibility to design a program that satisfies their professional and academic needs. The program provides a foundation in core areas of educational psychology (inclusive education, learning sciences) through courses on learning theories, motivation, human development and diverse classroom populations, complemented by research skill development. The role of schools and communities is also examined. Graduates will have the skills to understand and contribute to the growth and enhancement of knowledge and practice in educational psychology and develop tools for implementing new teaching models in the classroom. The program also provides opportunities to study one area in greater depth or to add diverse course experiences, and complete a Research Project.

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (36 credits)

EDPE 502	(3)	Theories of Human Development
EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 575	(3)	Educational Measurement
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 670	(3)	Educational Assessment and Evaluation
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 691	(3)	Research Project 1
EDPI 692	(3)	Research Project 2
EDPI 693	(3)	Research Project 3
EDPI 694	(3)	Research Project 4

Complementary Courses (12 credits)

EDPC 501	(3)	Helping Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPC 505	(3)	Crisis Intervention Processes
EDPC 542	(3)	Counselling Role of the Teacher
EDPE 515	(3)	Gender Identity Development
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 543	(3)	Family, School and Community
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 656D1	(3)	Clinic Practicum in Special Education
EDPI 656D2	(3)	Clinic Practicum in Special Education
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being

11.1.14 Master of Education (M.Ed.); Educational Psychology (Non-Thesis) — Inclusive Education (48 credits)

The aim of the MEd in Educational Psychology (Non-Thesis) - Inclusive Education is to educate students on the major theories and practices of inclusive education. The program's focus is on diversity in development behavior and attainment, and eco-systemic and cultural models of teaching, learning, and

assessment. Similar approaches are taken to understanding disability. Graduates will be able to implement effective teaching programs for students across all spectrums of development. Students will develop a strong foundation in the core content and theories of development, disability, inclusion and methods. The role of schools and communities is also examined. Students will be trained in application and practice through behaviour, literacy assessment and intervention, and differentiated teaching planning objectives.

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (30 credits)

EDPE 502	(3)	Theories of Human Development
EDPE 575	(3)	Educational Measurement
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPI 543	(3)	Family, School and Community
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being

Complementary Courses (18 credits)

18 credits from the following:

EDPC 501	(3)	Helping Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPE 515	(3)	Gender Identity Development
EDPE 595	(3)	Seminar in Special Topics
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 676	(3)	Intermediate Statistics
EDPE 687	(3)	Qualitative Methods in Educational Psychology
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPI 526	(3)	Talented and Gifted Students
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 656D1	(3)	Clinic Practicum in Special Education
EDPI 656D2	(3)	Clinic Practicum in Special Education

11.1.15 Master of Education (M.Ed.); Educational Psychology (Non-Thesis) — Inclusive Education: Project (48 credits)

The aim of the M.Ed. in Educational Psychology (Non-Thesis) - Inclusive Education is to educate students on the major theories and practices of inclusive education. The program's focus is on diversity in development behavior and attainment, and eco-systemic and cultural models of teaching, learning, and assessment. Similar approaches are taken to understand disability. Graduates will be able to implement effective teaching programs for students across all spectrums of development. Students will develop a strong foundation in the core content and theories of development, disability, inclusion, and methods. The role of schools and communities is also examined. Students will be trained in application and practice through behaviour, literacy assessment and intervention, differentiated teaching planning objectives, and the completion of a Research Project.

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (42 credits)

EDPE 502	(3)	Theories of Human Development
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EDPE 575	(3)	Educational Measurement
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPI 543	(3)	Family, School and Community
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being
EDPI 691	(3)	Research Project 1
EDPI 692	(3)	Research Project 2
EDPI 693	(3)	Research Project 3
EDPI 694	(3)	Research Project 4

Complementary Courses (6 credits)

6 credits from the following:

EDPC 501	(3)	Helping Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPE 515	(3)	Gender Identity Development
EDPE 595	(3)	Seminar in Special Topics
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 676	(3)	Intermediate Statistics
EDPE 687	(3)	Qualitative Methods in Educational Psychology
EDPI 526	(3)	Talented and Gifted Students
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2

11.1.16 Master of Education (M.Ed.); Educational Psychology (Non-Thesis) — Learning Sciences (48 credits)

The aim of the MEd in Educational Psychology (Non-Thesis) - Learning Sciences is to acquaint students with current theories and research on Teaching and Learning and their application to real-world and designed environments, while exploring other topics of interest in educational psychology. Students will develop a foundation in the learning sciences, including cognitive, social and affective processes underlying learning, instructional design and effective uses of technology, program/curriculum evaluation and development. Graduates will be able to implement these skills in a teaching, administrative, or consultative role. The program also provides opportunities to study one area in greater depth or to add diverse course experiences.

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (24 credits)

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 575	(3)	Educational Measurement
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 670	(3)	Educational Assessment and Evaluation

Complementary Courses (12 credits)

12 credits from the following:

EDPE 502	(3)	Theories of Human Development
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 654	(3)	Instruction/Curriculum Adaptation

Elective Courses (12 credits)

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

11.1.17 Master of Arts (M.A.); Educational Psychology (Thesis) — Health Professions Education (48 credits)For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.**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) (3 credits)

EDPE 575	(3)	Educational Measurement
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Required Courses (12 credits)

EDPE 605	(3)	Research Methods
EDPE 637	(3)	Issues in Health Professions Education
EDPE 639*	(3)	Practicum in Health Professions Education
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPH 689*	(3)	Teaching and Learning in Higher Education

Complementary Courses (12 credits)

3 credits from the following:

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

9 credits from the following:

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
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.

11.1.18 Master of Arts (M.A.); Educational Psychology (Thesis) — Human Development (45 credits)For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.**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

Required Courses (15 credits)

EDPE 632D1	(1.5)	Research Seminar
EDPE 632D2	(1.5)	Research Seminar
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

Complementary Courses (6 credits)

3-6 credits 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

0-3 credits from the following:

EDPE 633 (3) Research Internship 1
 EDPI 642 (3) Inclusion: Past, Present & Future
 EDPI 665 (3) Teaching of Reading

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

11.1.19 Master of Arts (M.A.); Educational Psychology (Thesis) — Learning Sciences (45 credits)

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

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

Required Courses (12 credits)

EDPE 605 (3) Research Methods
 EDPE 666 (3) Foundations of Learning Science
 EDPE 676 (3) Intermediate Statistics
 EDPE 682 (3) Univariate/Multivariate Analysis

Complementary Courses (9 credits)

EDPE 555 (3) Introduction to Learning Sciences
 EDPE 636 (3) Motivation and Instruction
 EDPE 637 (3) Issues in Health Professions Education
 EDPE 656 (3) Applied Theory/Methods in the Learning Sciences
 EDPE 663 (3) Learning Environments
 EDPE 664 (3) Expertise, Reasoning and Problem Solving
 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.

11.1.20 Master of Arts (M.A.); Educational Psychology (Thesis) — School/Applied Child Psychology (78 credits)

This program is currently closed for admissions.

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

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) (3 credits)

EDPE 575	(3)	Educational Measurement
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Required Courses (51 credits)

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 605	(3)	Research Methods
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)	Ethical and Professional Practice of Psychology
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPI 654	(3)	Instruction/Curriculum Adaptation

Complementary Courses (3 credits)

3 credits from:

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

11.1.21 Doctor of Philosophy (Ph.D.); Educational Psychology — Human Development

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (15 credits)

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

EDPE 632D1	(1.5)	Research Seminar
EDPE 632D2	(1.5)	Research Seminar

EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPE 683	(3)	Human Development Seminar 3
EDPE 686	(3)	Human Development Seminar 4
EDPE 708	(0)	Comprehensive Examination

Complementary Courses (9 credits)

3-6 credits from:

EDPE 616	(3)	Cognitive Development
EDPE 620	(3)	Developmental Psychopathology
EDPE 623	(3)	Social-Emotional Development

0-3 credits from the following:

EDPE 633	(3)	Research Internship 1
EDPE 634	(3)	Research Internship 2
EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 665	(3)	Teaching of Reading
EDPI 756	(3)	Internship/Special Needs Education

3 credits from the following:

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

Or other 600- and 700-level courses offered by the department and with the approval of a Supervisor and Program Director.

11.1.22 Doctor of Philosophy (Ph.D.); Educational Psychology — Learning Sciences

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (27 credits)

EDPE 605	(3)	Research Methods
EDPE 666	(3)	Foundations of Learning Science
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
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
EDPE 708	(0)	Comprehensive Examination
EDPH 689	(3)	Teaching and Learning in Higher Education

Complementary Courses (6 credits)

3 credits from the following:

EDPE 636	(3)	Motivation and Instruction
EDPE 637	(3)	Issues in Health Professions Education
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 668	(3)	Advanced Seminar in Learning Sciences

3 credits from the following:

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

11.2 Integrated Studies in Education

11.2.1 Location

Department of Integrated Studies in Education
 Education Building, Room 244
 3700 McTavish Street
 Montreal QC H3A 1Y2
 Canada
 Website: www.mcgill.ca/dise

Graduate Programs (Graduate Certificate, M.A., MATL, and Ph.D.):
 Education Building, Room 244
 Telephone: 514-398-4527 (Ph.D./M.A.: ext. 09133; MATL/Graduate Certificates: ext. 094476)
 Fax: 514-398-4529

The administrative office is open Monday to Friday from 9:30 a.m. to 4:00 p.m.

11.2.2 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:

Four **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
- Certificat d'études supérieures en pédagogie de l'immersion française

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



Note: The French Second Language program is currently not offered.

The Department also offers a **Ph.D.** in Educational Studies.

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 program focuses on two main fields of study—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 focus emphasizes current perspectives on pedagogy and curriculum, teacher education, in-and-out-of-school learning, practitioner research, and classroom practice. 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 11.2.5: 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 11.2.6: 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 11.2.7: Master of Arts (M.A.); Education and Society (Thesis) — Mathematics and Science Education (45 credits)

This MA concentration emphasizes research in mathematics and science education, including a specific focus on teacher education in the area of math and science. Graduates will gain sufficient research experience to conduct empirical research in math and science education and sufficient teacher education experience to assume roles as teacher educators in university or other settings. The program includes targeted opportunities for candidates to develop skills, knowledge, and practices specific to teaching and learning mathematics and science, mathematics and science teacher preparation, and research in both of these areas.

section 11.2.8: 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 11.2.9: 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 11.2.10: 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 Ministry of Education 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 11.2.11: 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 11.2.12: 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 11.2.13: 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 11.2.14: 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 11.2.15: 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 11.2.16: 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 11.2.17: 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 11.2.18: 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 Quebec Ministry of Education-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 Quebec Ministry of Education for certification.

section 11.2.21: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — English or French Second Language (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach English or French Second Language.



Note: The French Second Language program is currently not offered.

section 11.2.22: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — English Language Arts Option (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach English Language Arts.

section 11.2.23: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Mathematics Option (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Mathematics.

section 11.2.24: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Social Sciences Option (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Social Sciences.

section 11.2.25: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Science and Technology Option (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education 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 11.2.26: 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 11.2.27: 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.

section 11.2.28: 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 11.2.29: Doctor of Philosophy (Ph.D.); Educational Studies — Mathematics and Science Education

This Ph.D. concentration emphasizes research in mathematics and science education, including a specific focus on teacher education in the area of math and science. Graduates will gain sufficient research experience to conduct empirical research in math and science education and sufficient teacher education experience to assume roles as teacher educators in university or other settings. The program includes targeted opportunities for candidates to develop skills,

section 11.2.29: Doctor of Philosophy (Ph.D.); Educational Studies — Mathematics and Science Education

knowledge, and practices specific to teaching and learning mathematics and science, mathematics and science teacher preparation, and research in both of these areas. Applicants for the Ph.D. concentration in mathematics and science education would be expected to already have a Master's degree that included educational research.

Graduate Certificates**section 11.2.30: Graduate Certificate (Gr. Cert.); Educational Leadership 1 (15 credits)**

This 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 11.2.31: Graduate Certificate (Gr. Cert.); Educational Leadership 2 (15 credits)

This 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.

section 11.2.32: Graduate Certificate (Gr. Cert.); Teaching English as a Second Language (15 credits)

This 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.

section 11.2.33: Certificat d'études supérieures (Cert. ed. sup.); pédagogie de l'immersion française(15 crédits)

Le certificat d'études supérieures en pédagogie de l'immersion française vise à faire la formation des enseignants en immersion française tout en abordant les défis pédagogiques reliés à l'enseignement ciblé conjointement sur la langue et le contenu. Ce certificat est destiné à la formation aux enseignants des niveaux primaire et secondaire. À cette fin, il amène d'abord l'étudiant à comprendre les causes à la fois linguistiques et cognitives des difficultés qu'éprouvent les élèves en immersion. Il propose ensuite une variété de stratégies d'enseignement propices à répondre à ces difficultés et de situations d'apprentissage étayées par les enseignants de manière à dépasser le cloisonnement entre langue et contenu. Il comporte cinq cours obligatoires. La réussite d'un test de français est obligatoire lors de la demande d'admission.

11.2.3 Integrated Studies in Education Admission Requirements and Application Procedures**11.2.3.1 Admission Requirements**

For specific program admission requirements and further information, please refer to www.mcgill.ca/dise/grad.

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 current curriculum vitae
 - 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 current curriculum vitae

- 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. Applicants must submit 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 with a minimum writing score of 7.0; or
 - *TOEFL* iBT (Internet-based test) – minimum overall band 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

For applicants to the **Master of Arts in Teaching and Learning (MATL) (Non-Thesis)**:

- *IELTS* with minimum overall band of 7.0 with a minimum of 7.0 each for the Writing, Speaking, Listening, and Reading sections.
- *TOEFL* iBT (Internet-based test) – minimum overall band of 92 with a minimum score of 22 each for the Writing, Speaking, Listening, and Reading sections

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, applicants are required to have 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, applicants are required to have a minimum of 36 credits including a combination of relevant courses in education and language studies. Applicants are required to have at least two years of relevant professional experience in education.

Master of Arts in Educational Leadership – Normally, applicants are required to have at least two years of relevant leadership 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. Applicants to the MATL TESL option are required to pass a written and oral English language proficiency test set by the Department. Applicants are required to have experience in educational settings (formal or informal).

Certificat d'études supérieures en pédagogie de l'immersion française – Applicants are required to pass a written and oral French language proficiency test set by the Department.

11.2.3.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

See [University Regulations and Resources](#) > Graduate > Graduate Admissions and Application Procedures > : [Application Procedures](#) for detailed application procedures.

11.2.3.2.1 Additional Requirements

The items and clarifications below are additional requirements set by this department:

- Curriculum Vitae
- Personal Statement
- Research Proposal (for Ph.D. applicants)
- Ph.D. applicants must secure a Thesis Supervisor as part of the application process.

11.2.3.3 Application Deadlines

The application deadlines listed here are set by the Department of Integrated Studies in Education and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill academic unit's website; please consult the list at www.mcgill.ca/gps/contact/graduate-program or www.mcgill.ca/dise/grad.

Integrated Studies in Education (M.A. - Second Language Education, M.A. - Educational Leadership, M.A. - Education and Society)

Canadian	International	Special/Exchange/Visiting
Fall: Jan. 15	Fall: Jan. 15	Fall: N/A
Winter: N/A	Winter: N/A	Winter: N/A

Integrated Studies in Education (M.A. - Second Language Education, M.A. - Educational Leadership, M.A. - Education and Society)

Canadian	International	Special/Exchange/Visiting
Summer: N/A	Summer: N/A	Summer: N/A

Integrated Studies in Education (MATL)

Canadian	International	Special/Exchange/Visiting
Fall: N/A	Fall: N/A	Fall: N/A
Winter: N/A	Winter: N/A	Winter: N/A
Summer: Jan. 15	Summer: Dec. 15	Summer: N/A

Integrated Studies in Education (Certificate in Educational Leadership)

Canadian	International	Special/Exchange/Visiting
Fall: March 1	Fall: Feb. 1	Fall: N/A
Winter: Oct. 15	Winter: Sept. 10	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Integrated Studies in Education (Certificat d'études supérieures en pédagogie de l'immersion française)

Canadian	International	Special/Exchange/Visiting
Fall: June 15	Fall: Feb. 1	Fall: N/A
Winter: Oct. 15	Winter: Sept. 10	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Integrated Studies in Education (Certificate in Teaching English as a Second Language)

Canadian	International	Special/Exchange/Visiting
Fall: June 15	Fall: Feb. 1	Fall: N/A
Winter: N/A	Winter: N/A	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Integrated Studies in Education (Ph.D.)

Canadian	International	Special/Exchange/Visiting
Fall: Dec. 15	Fall: Dec. 15	Fall: N/A
Winter: N/A	Winter: N/A	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Admission to graduate studies is competitive; accordingly, late and/or incomplete applications are considered only as time and space permit.

11.2.4 Integrated Studies in Education Faculty**Chair**

Steven Jordan

Director of Undergraduate Programs, Master of Arts in Teaching and Learning, and Graduate Certificate in Teaching English as a Second Language/Certificat d'études supérieures en pédagogie de l'immersion française

Caroline Riches

Assistant Director of Undergraduate Programs

Sheryl Smith-Gilman

Director of First Nations and Inuit Education

James Howden

Director of Ph.D. Program

Marta Kobiela

Director of M.A. Programs

Caroline Riches

Assistant Director of M.A. Programs

Lisa Starr

Director of Graduate Certificate in Educational Leadership

Lynn Butler-Kisber

Emeritus Professors

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

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

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)

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

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

Anthony Paré; B.Ed, M.A., Ph.D.(McG.)

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.

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

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

Professors

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

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*)

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

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

Associate Professors

Anila Asghar; M.S.(Punjab), M.A.(Col.), M.Ed., Ed.D.(Harv.)

Fiona Benson; B.A.(Ott.), M. Ed., Ph.D.(McG.)

Eric Caplan; B.A.(Tor.), M.A.(Hebrew), Ph.D.(McG.)

Abdul Aziz Choudry; Grad.Dip., Ph.D.(C'dia)

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.)

Caroline Riches; B.A., M.Sc.(Alta.), Ph.D.(McG.)

Mela Sarkar; B.A., Dip.Ed.(McG.), M.A., Ph.D.(C'dia)

Annie Savard; B.Ed., M.A., Ph.D.(Laval)

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.)

Teresa Strong-Wilson; B.A.(Calg.), B.A.(McG.), M.A., Ph.D.(Vic., BC)

Associate Professors

Georges Terroux; B.A.(Montr.), M.A.(Essex), Ph.D.(Montr.) (*Post-retirement*)
 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

Susan Ballinger; B.A.(Wash.), M.A., Ph.D.(McG.)
 Mindy Carter; B.A.(Dal.), B.Ed.(Lake.), M.A.(C'dia), Ph.D.(Br. Col.)
 Christian Ehret; B.A., M.A.(Georgia), Ph.D.(Vanderbilt)
 Allison Gonsalves; B.Sc.(W.Ont.), M.Sc.(Guelph), Ph.D.(McG.)
 Philip Howard; B.A.(Cornell), Dip.Ed., M.A.(McG.), Ph.D.(OISE, Tor.)
 Limin Jao; B.Sc., B.Ed.(Qu.), M.A., Ph.D.(OISE, Tor.)
 Marta Kobiela; B.Sc., M.Sc.(Texas A & M), Ph.D.(Vanderbilt)
 Naomi Nichols; B.A.(Trent), B.Ed., M.Ed., Ph.D.(York)
 Lisa Starr; B.Ed.(Regina), M.A.(Phoenix), Ph.D.(Vic.,BC)
 Paul Zanazanian; B.A., M.A.(McG.), Ph.D.(Montr.)

Faculty Lecturers

James Howden; B.Ed.(McG.), M.Ed.(OISE, Tor.)
 Sheryl Smith-Gilman; B.Ed., M.A., Ph.D.(McG.)
 Lisa Trimble; B.A.(W. Laur.), M.A., Ph.D.(McG.)
 Dawn Wiseman; B.Eng., Grad.Dip., M.A.(C'dia)

11.2.5 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)	Critical Perspectives in Educational Theory and Research
EDEM 690	(3)	Research Methods: Theory and Practice

Elective Courses (15 credits)

15 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.

11.2.6 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)	Critical Perspectives in Educational Theory and Research
EDEM 690	(3)	Research Methods: Theory 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 the 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)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 615	(3)	Introduction to Philosophy of Education

Teaching, Learning, and Curriculum Stream

3 credits to be selected from the following:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
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.

11.2.7 Master of Arts (M.A.); Education and Society (Thesis) — Mathematics and Science Education (45 credits)**Thesis Courses (24 credits)**

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

Required Courses (15 credits)

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEC 625	(3)	MA Seminar in Practice-Based Teacher Education 1
EDEC 626	(3)	MA Seminar in Math and Science Education 2
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research

EDPE 676 (3) Intermediate Statistics

Complementary Courses (6 credits)

3 credits of graduate-level courses in curriculum, from the following:

EDEC 606 (3) Autobiographical Approaches in Education
 EDEM 644 (3) Curriculum Development and Implementation

3 credits of graduate-level courses in theories of learning, from the following:

EDPE 635 (3) Theories of Learning and Instruction
 EDTL 500 (3) Applications of Educational Psychology Across Classrooms

11.2.8 Master of Arts (M.A.); Education and Society (Non-Thesis) (45 credits)

Research Project (6 credits)

EDER 633 (6) Project

Required Courses (6 credits)

EDEM 609 (3) Critical Perspectives in Educational Theory and Research
 EDEM 690 (3) Research Methods: Theory and Practice

Complementary Courses (24 credits)

EDEC 602 (3) Foundations in Curriculum
 EDEC 603 (6) Individual Reading Course
 EDEC 604 (3) Literacy and Learning Across Curriculum
 EDEC 606 (3) Autobiographical Approaches in Education
 EDEC 612 (3) Media Literacy
 EDEC 616 (3) Reading Course
 EDEC 617 (3) Special Topics - Literacy Studies
 EDEC 620 (3) Meanings of Literacy
 EDEC 628 (3) Literacy - Multilingual/Multicultural Settings
 EDER 600 (3) Globalization, Education & Change
 EDER 603 (6) Individual Reading Course
 EDER 606 (3) Philosophy of Moral Education
 EDER 607 (3) Ethics and Values in Education
 EDER 608 (3) Educational Implications of Social Theory
 EDER 609 (3) Education and Philosophical Thought
 EDER 616 (3) Individual Reading Course
 EDER 643 (3) Women, Education and Development
 EDER 649 (3) Education: Multicultural Societies

Elective Courses (9 credits)

9 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 6 credits from outside the Department.

11.2.9 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)	Critical Perspectives in Educational Theory and Research
EDEM 690	(3)	Research Methods: Theory and Practice
WMST 601	(3)	Feminist Theories and Methods

Complementary Courses (21 credits)

18 credits from the following:

EDEC 602	(3)	Foundations in Curriculum
EDEC 603	(6)	Individual Reading Course
EDEC 604	(3)	Literacy and Learning Across Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Media Literacy
EDEC 616	(3)	Reading Course
EDEC 617	(3)	Special Topics - Literacy Studies
EDEC 620	(3)	Meanings of Literacy
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDER 600	(3)	Globalization, Education & Change
EDER 603	(6)	Individual Reading Course
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 616	(3)	Individual Reading Course
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

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 (9 credits)

9 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 6 credits outside the Department.

11.2.10 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
EDER 610D2	(7.5)	Internship

Required Courses (6 credits)

EDEM 690	(3)	Research Methods: Theory 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 535	(3)	Instructional Design
EDPE 616	(3)	Cognitive Development
EDPI 526	(3)	Talented and Gifted Students
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 654	(3)	Instruction/Curriculum Adaptation

Language Requirement

EDER 529	(0)	Hebrew Language Requirement
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11.2.11 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)	Critical Perspectives in 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: Theory 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.

11.2.12 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)	Critical Perspectives in 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: Theory 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
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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 Course (3 credits)

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

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

Required Courses (9 credits)

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDEM 610	(3)	Leadership in Action
EDEM 673	(3)	Leadership Theory in Education

Complementary Courses (30 credits)

27 credits selected from the following courses:

EDEM 603	(6)	Individual Reading Course
EDEM 616	(3)	Individual Reading Course
EDEM 628	(3)	Education Resource Management
EDEM 630	(3)	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 690	(3)	Research Methods: Theory and Practice
EDEM 693	(3)	School Improvement Approaches

3 credits selected from the following courses:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Research Writing

Elective Courses (6 credits)

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

11.2.14 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)	Critical Perspectives in Educational Theory and Research
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EDEM 610	(3)	Leadership in Action
EDEM 673	(3)	Leadership Theory in Education
EDEM 690	(3)	Research Methods: Theory and Practice

Complementary Courses (15 credits)

12 credits selected from the following courses:

EDEM 603	(6)	Individual Reading Course
EDEM 616	(3)	Individual Reading Course
EDEM 628	(3)	Education Resource Management
EDEM 630	(3)	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 in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Research Writing

Elective Courses (6 credits)

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

11.2.15 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)	Critical Perspectives in Educational Theory and Research
EDEM 610	(3)	Leadership in Action
EDEM 673	(3)	Leadership Theory in Education
EDEM 690	(3)	Research Methods: Theory 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 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 in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Research Writing

3 credits selected 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 Course

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

11.2.16 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: Theory 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)	Critical Perspectives in Educational Theory and Research
EDSL 603	(6)	Individual Reading Course 1
EDSL 616	(3)	Individual Reading Course 2
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 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.

11.2.17 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: Theory 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)	Critical Perspectives in 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 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

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

11.2.18 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)	Critical Perspectives in Educational Theory and Research
EDEM 690	(3)	Research Methods: Theory 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 603	(6)	Individual Reading Course 1
EDSL 616	(3)	Individual Reading Course 2
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 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:

CEAP 642	(1)	Cornerstones of Academic Writing
CEAP 643	(1)	Literature Reviews and Scholarly Niches
CESL 641	(1)	Fundamentals of Academic Writing in English
CESL 690	(3)	Writing for Graduate Students
EDEC 635	(3)	Research Writing

An undergraduate language course (e.g. Spanish, Italian, Japanese).

11.2.19 Graduate Student Teaching / M.A. in Teaching and Learning Internship

The : *Internships & Student Affairs Office (ISA)* is responsible for arranging the placement and evaluation of all student teachers in supervised Internships.

11.2.19.1 Internships

Internships:

- are required courses (with the subject code EDIN) for all students in the M.A. in Teaching and Learning programs;
- are the sole responsibility of the Faculty of Education and are organized by the Internships & Student Affairs Office (ISA);
- require that newly admitted and returning students follow registration procedures or risk not being placed in a host school or having their contract approved for Internship;
- are completed in schools within anglophone school boards or private schools in the province of Quebec in the majority of cases, with the exception of the Teaching English as a Second Language option program Internships, which take place in schools within francophone school boards in the province of Quebec;
- are completed in secondary schools;
- require students to be present in the school full-time;
- can be completed using a teaching contract the student has secured, subject to approval (see [section 11.2.19.3: Placement Options](#));
- are not remunerated for students placed in the classroom of a cooperating teacher;
- could require that students travel some distance to their host school and students should therefore budget time and money for this purpose;
- require that students be placed at host schools for specific periods of time (refer to the [ISA website](#) or [Minerva](#) for exact dates);
- have a concurrent seminar component (see [Minerva](#) for date and time);
- may begin before the first day of lectures or end after the last day of lectures;
- may continue during the University-scheduled Study Break in the Winter term;
- may continue through June into the Summer term (refer to the [ISA website](#) for exact dates).

11.2.19.2 Registration

Students:

- must be registered for Internship 1 (EDIN 601) on Minerva by the end of July of the first term of the program (see www.mcgill.ca/importantdates);
- must take Internship 1 in the first winter term of the program. The internship can only be deferred by taking an official Leave of Absence from your courses. Valid reasons for a Leave of Absence to be granted by Graduate and Postdoctoral Studies may be consulted at : [Leave of Absence Status](#).
- must register for Internship 2 (EDIN 602) on Minerva by the end of April of the preceding academic year (see www.mcgill.ca/importantdates);
- must be in Satisfactory Standing and have satisfied all prerequisite and corequisite course requirements;
- should consult an academic adviser for assistance if required;
- who are registered for Internship will receive instructions for accessing the online Student Teaching Placement Form at their official @mail.mcgill.ca email address. Forms must be submitted by the date indicated in the email.

Minerva does not necessarily prevent students from registering for courses that they should not take. It is the student's responsibility to be aware of prerequisites, corequisites, restrictions, and Faculty regulations that apply to the courses in which they register.

11.2.19.3 Placement Options

Contract

MATL students who have secured an employment contract for the duration of the Internship can choose to use these hours to fulfil the Internship requirements in their own classroom.

- Consult [MATL guidelines](#) for detailed information and to determine if a contract meets the specific Internship requirements.
- Generally, contracts must be for a minimum of 70% of a 100% teaching workload, and a minimum of 60% (Internship 1) or 80% (Internship 2) of these hours must be in your teachable subject in order to be eligible. Students will still complete the full number of required hours as stated in Internship guidelines (available on the [ISA website](#)).
- A copy of the contract or a detailed letter from the HR department or administrator confirming the conditions of employment must be submitted to the ISA.
- Modification of contracts, or a request to move from a cooperating teacher's classroom to a contract must be approved in advance by the ISA.

Cooperating Teacher

MATL students who do not have employment that meets these criteria will be placed in the classroom of a cooperating teacher, and will follow the teacher's full-time schedule. In accordance with University–School Board agreements, students are not permitted to contact teachers or schools to confirm their own arrangements; however, the student can submit suggestions to the ISA on the online placement form.

11.2.19.4 Internship Guidelines (Syllabus)

Detailed guidelines and evaluation forms for each Internship are posted on the [ISA website](#). Students are responsible for familiarizing themselves with the objectives, evaluation criteria, and forms for each level of Internship, and must submit all completed evaluation forms to the ISA on the first business day following the end of the Internship in order to receive a grade.

11.2.19.5 Student Responsibilities

Students are responsible for familiarizing themselves with the policies and rules governing all aspects of Internship, including pedagogical and professional behaviour, available at www.mcgill.ca/isa.

Students should not engage in any type of employment during Internship (with the exception of a contract used to fulfil the Internship requirements), nor register for any course that might interfere with the successful outcome of an Internship.

The Faculty of Education relies on the goodwill of teachers and administrators to arrange placements and strives to maintain the professional relationships built up over time with our partner schools. Students in the professional program are making a commitment to their chosen career when beginning their fieldwork; all decisions and actions should reflect the ethics of the teaching profession and a high standard of professionalism.

Attendance and Absences

In case of conflict with school or board HR policies for MATL students who have an employment contract, please contact the ISA.

Punctual attendance is required at the assigned school for the entire Internship. Unexcused absences from intensive courses and professional seminars may result in exclusion from the course, course failure, and/or removal from any associated Internship.

Days absent due to illness or McGill exams must be made up at the end of the Internship. Absences due to illness longer than a few days require a valid medical note (see www.mcgill.ca/studenthealth/notes) to be submitted to the ISA, and the outcome of the Internship will be evaluated on an individual basis. Student teachers must contact the following people as soon as possible on the morning of the day of their absence:

1. School office
2. Cooperating teacher, if applicable
3. ISA; telephone 514-398-7046
4. Field supervisor

Student teachers are permitted to be absent for religious holy days, as outlined in McGill's [Policy for the Accommodation of Religious Holy Days](#). Students must notify the ISA, cooperating teacher, and field supervisor before the Internship begins if possible, or at least two weeks before the planned absence. The missed days must be made up, usually at the end of the Internship.

Absences related to McGill Intercollegiate Sport events are evaluated by the director of the ISA on a case-by-case basis. Student teachers must submit a signed copy of the [Intercollegiate Sport Event Accommodation form](#) to the ISA at least two weeks in advance of each conflict.

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

Judicial Record Verification

Quebec's Education Act, section 261.0.2, grants school boards the right to verify the judicial record of any person regularly in contact with minor students, and this includes student teachers. Each school board or private school may have its own administrative procedures for verification. Students are responsible for complying with their request. Anyone unable to obtain the required security clearance will not be permitted to undertake their Internships and consequently would have to withdraw from the program as this is a mandatory requirement of the program. Additional information can be found on the [ISA website](#).

Work Permit for International Students

International students (students who are not Permanent Residents or citizens of Canada) must apply for an internship/co-op work permit issued by Citizenship and Immigration Canada as a requirement for their mandatory Internships. This is not the same as an off-campus work permit. The internship/co-op work permit is free of charge, but takes time to obtain and may require a medical exam. Detailed instructions are available on the [ISA website](#). For assistance with the application, students should contact [International Student Services](#). Students must submit a copy of their valid permit to the ISA before the Internship starts.

11.2.19.6 Grading and Credit

Internships are graded according to the graduate grading scale (: [Grading and Grade Point Averages \(GPA\)](#)). Students must submit all completed evaluation forms to the ISA immediately following their Internship, and submit all required work for the professional seminar portion of the Internship to the instructor, in order to receive a grade. Summative evaluations from the cooperating teacher or school administrator and field supervisor are combined with the professional seminar grade to calculate the final grade. Students must pass both the 'mentored teaching' and the 'professional seminar' portions of the course individually to pass the course as a whole.

The : [Failure Policy in Graduate Studies](#) applies. Where a student is experiencing serious pedagogical or professional difficulties in an Internship, the director of the ISA will review the case and make one of the following grade decisions:

- If the student has demonstrated some potential to successfully reach the required standard, the Director may assign a grade of F and permit the student to repeat an Internship during the next term in which the course is offered. A subsequent Failure (F, J, KF, WF) in any Internship or any other course will require withdrawal from the Teacher Education Program.

- Assign a grade of F and submit an unsatisfactory Progress Tracking Report, thereby requiring withdrawal from the Teacher Education Program.

A student may appeal this decision within 30 days by making a formal application to the Associate Dean of Graduate and Postdoctoral Studies for Education. Before initiating a formal request for appeal, student cases will be heard by the Faculty of Education Student Affairs Committee.

Withdrawal from Internship

- Withdrawal (with refund) for any reason must be done at least two weeks before the start date of the Internship. The student is responsible for notifying the ISA in writing by this deadline.
- Students having to withdraw for any reason, including illness, from an Internship that begins in less than two weeks or that is underway must immediately inform the ISA. Based on the circumstances of the withdrawal, the director of the ISA will determine the final outcome of the Internship and Enrolment Services will determine eligibility for refund.

Termination of Internship

At any time, students may be removed from their Internship placement at the request of the host school administrator and cooperating teacher, or at the request of the Director of Internships & Student Affairs. Students who are removed from an Internship placement will be informed of the reason for the termination and will meet with the Director.

Circumstances that could lead to termination include, but are not limited to:

- Prerequisite courses not successfully completed.
- Exceeding the number of permissible unexcused absences for corequisite courses (consult the syllabus for each course).
- Failure to pass a judicial record check, if required by the school or school board where the student is placed.
- Unprofessional behaviour; behaviour that contravenes the Code of Ethics for Student Teachers.
- Failure to make the improvements outlined on a Notification of Concern by the date indicated.

The final outcome for an Internship that is terminated will be decided by the director of Internships & Student Affairs.

Possible outcomes are:

- Reassignment during the same term, subject to availability of placements
- W – Withdrawal (normally without refund)
- F – At the discretion of the director of Internships & Student Affairs, the student may be permitted to register for the Internship again during the next regularly scheduled term
- F, with an unsatisfactory Progress Tracking Report – Failure and the student is required to withdraw from the program.

If a student cannot continue the Internship due to illness, see [Withdrawal from Field Experience or Internship](#).

If a student chooses to end his or her Internship, the Director of Internships & Student Affairs will evaluate the circumstances and determine an outcome. Possible outcomes are the same as those listed above.

11.2.19.7 Code of Professional Conduct: Code of Ethics for Student Teachers

Preamble – A Student-Centred Perspective

- **Mandate**

A joint subcommittee consisting of members from two standing committees of the Faculty of Education (Faculty of Education Ethical Review Board and Student Standing) was created to develop a Code of Ethics for Student Teachers and to examine the ways in which this Code will be communicated to students, faculty members, and educational partners.

- **Goals and Rationale**

The interests of the two Standing Committees of the Faculty of Education in promoting appropriate ethical and professional conduct have led us to develop the following Code of Ethics for Student Teachers. This code seeks to respond to and address the following needs:

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

- **Context of an Ethics Framework for Student Teachers**

The principles and norms guiding ethical conduct are developed within an ever-evolving complex societal context, elements of which include the need for reflective action and ethical principles.

Education is premised on a fundamental moral commitment to advance and construct knowledge and to ensure human understanding and respect for individual and collective well-being and integrity.

The moral imperative of respect translates into the following ethical principles that assume a student-centred perspective as articulated in the Quebec Curriculum Reform and Competencies outlined for Teacher Education.

Academic Freedom and Responsibilities

Teachers enjoy, and should continue to enjoy, important freedoms and privileges. However, with freedoms come responsibilities and ethical challenges. This Code of Ethics is in keeping with the philosophy and spirit of the New Directions that are embedded in the document “Teacher Training: Orientations, Professional Competencies” (MEQ 2001) and the reflective practice literature.

The role of the teacher and the contexts of teaching have changed. Thus, new resources (knowledge, skills, attitudes) are required to practise the profession and to meet the challenges of teaching and learning in whatever contexts student teachers may find themselves, and to engage in professional development individually and with others.

Ethics and Law

“Teaching is governed by a legal and regulatory framework” (MEQ 2001, p. 120). The law affects and regulates the standards and norms of teaching behaviours in a variety of ways such as respecting privacy, confidentiality, intellectual property, and competence. Human rights legislation prohibits discrimination and recognizes equal treatment as fundamental to human dignity and well-being. Teachers should respect the spirit of the Canadian Charter of Rights and Freedoms, particularly the sections dealing with life, liberty, and the security of the person, as well as those involving equality and discrimination and the Education Act that sets out the obligations and rights of teachers.

Guiding Ethical Principles

Ethical student teachers should respect the following guiding ethical principles:

1. Respect for Human Dignity
 - Speaks and acts toward all students with respect and dignity; and deals judiciously with them at all times, always mindful of their individual rights and personal sensibilities.
 - Respects the dignity and responsibilities of cooperating teachers, peers, principals, parents, and other professionals or para-professionals within the school, school board, and community.
2. Respect for Vulnerable Persons
 - Respects and recognizes ethical obligations toward vulnerable persons. This principle recognizes that students are in a vulnerable position and that student teachers are in a privileged relationship with students and their families and will always refrain from exploiting that relationship in any form or manner.
3. Respect for Confidentiality and Privacy
 - Respects the confidential nature of all information related to students and their families and will share such information in an appropriate manner only with those directly concerned with their welfare.
 - Respects the confidential nature of all information related to all school personnel and will share such information in an appropriate manner.
4. Respect for Justice
 - Respects and recognizes the right of individuals to be treated with fairness and equity and the importance of avoiding conflicts of interest.
5. Respect for Safety of Students
 - Respects the right of individuals to expect that student teachers will engage in practices that aim to ensure the physical, psychological, and emotional safety of students.
6. Respect for Existing Ethical Codes and Professional Standards
 - Respects the authority, roles, and responsibilities of the cooperating teacher, and agrees to adhere to the responsibilities and obligations for teachers as outlined in the Education Act, Faculty, and University handbooks as well as all local agreements by host school boards and schools.
7. Balancing Harm and Benefits
 - Acknowledges that any potentially harmful practices (e.g., science labs and physical education activities) must be balanced with anticipated benefits and conducted in a prudent, informed manner.

Putting Principles into Practice: Venues for Communication

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

11.2.20 Master of Arts in Teaching and Learning – Regulations and Programs

11.2.20.1 Time Commitment

The M.A. in Teaching and Learning program is designed such that the program may be completed in five or seven consecutive semesters. In all cases, the program begins with mandatory courses in the Summer term. It is important to note the following:

- Internship semesters have 12 or more credits of required corequisite courses.
- Internship placements are completed full-time in a secondary school. See [section 11.2.19: Graduate Student Teaching / M.A. in Teaching and Learning Internship](#).
- Summer Institute semesters may have fewer than 12 required credits of courses. Consult the program overview by semester on the Department [website](#).

Students should consult an academic adviser and program overviews for details. Full-time/part-time status may also affect financial aid arrangements; contact the [Scholarships and Student \(Financial\) Aid Office](#) (: [Student Services – Downtown Campus](#)) for more information. See : [Categories of Students](#) for information about full-time and part-time study.

11.2.20.2 English Language Requirement

The Quebec Ministry of Education requires that all students in teacher education programs demonstrate their proficiency in the language of instruction. To fulfil this obligation, M.A. in Teaching and Learning students are required to write the English Examination for Teacher Certification (EETC) before the end of the first summer semester of the program. Students must pass the examination prior to Internship 1.

The examination is coordinated by an independent body, the Centre for the English Exam for Teacher Certification. Information is available on the [CEETC website](#). McGill assists with the administration and scheduling of the examination. To write this examination, students must first register on Minerva for a section of EDTL 515 in the Summer term, then register with the Centre at www.ceetc.ca and pay a fee before writing the test.

Students who do not pass both sections of the examination the first time are expected to meet with their academic adviser to plan a course of action for English language proficiency improvement. Students are required to take the EETC again, and must successfully complete the section that was not passed. A fee is charged each time the examination is written. Students who have not completed both sections of the examination on their fourth attempt are required to withdraw from the program, and must consult with an adviser about readmission procedures.

11.2.20.3 Capstone Research Project (CRP)

The CRP is a research project whereby MATL students, as they complete their courses and Internships, identify an area of professional interest either in the broad landscape of teaching and learning or directly related to their subject specialty, and develop, throughout their program, a project around that interest. The final project is a requirement of the Culminating Professional Seminar (final fall term of the program). Guidelines are posted on the Internships & Student Affairs [website](#).

11.2.20.4 Portfolio

All students in the M.A. Teaching and Learning program are required to prepare a professional portfolio by the time of their graduation. The portfolio is a component of the professional seminars that are integrated with each Internship. The finished professional portfolio is a requirement of the Culminating Professional Seminar course (final summer of program). Guidelines are posted on the [Internships & Student Affairs website](#).

11.2.20.5 Progress Tracking Report

Students in the M.A. Teaching and Learning program will engage in graduate progress tracking using the reporting forms and timelines established by the department specific to the MATL program.

11.2.21 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — English or French Second Language (60 credits)

The French option of this program is currently not offered.

This M.A. in Teaching and Learning; Non-Thesis is a 60-credit, post-graduate degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education.

The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. Specific course sequence and progression lead students to complete the program in either five or seven consecutive terms. Alternately, the maximum time for completion of all program requirements is five years.

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. In addition and as part of MATL program requirements, students will complete a self-directed capstone project and an e-portfolio. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Required Courses (54 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(2)	Introductory Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts

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
EDTL 635	(3)	Applied Methods in Second Language Education
EDTL 636	(3)	Adv. Applied Methods in Second Language Education

Complementary Courses (6 credits)

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

3 credits selected from (in accordance with teaching English or French as a second language):

EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

11.2.22 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — English Language Arts Option (60 credits)

This M.A. in Teaching and Learning; Non-Thesis is a 60-credit, post-graduate degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. Specific course sequence and progression lead students to complete the program in either five or seven consecutive terms. Alternatively, the maximum time for completion of all program requirements is five years. 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. In addition and as part of MATL program requirements, students will complete a self-directed capstone project and e-portfolio. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Required Courses (51 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(2)	Introductory 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
EDTL 629	(3)	Applied Methods in Teaching Secondary Eng. Language Arts
EDTL 630	(3)	Advanced Applied Methods in Teaching Sec English Lang Arts

Complementary Courses (9 credits)

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

Electives (6 credits)

In consultation with the MATL Program Adviser, students select 6 credits from 500- or 600-level courses related to the English Language Arts subject area or Education. Students who choose to complete the Teaching in Second Language Contexts option must take EDSL 505 and either EDSL 512 or EDSL 515.

11.2.23 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Mathematics Option (60 credits)

This M.A. in Teaching and Learning; Non-Thesis is a 60-credit, post-graduate degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. Specific course sequence and progression lead students to complete the program in either five or seven consecutive terms. Alternatively, the maximum time for completion of all program requirements is five years. 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. In addition and as part of MATL program requirements, students will complete a self-directed capstone project and e-portfolio. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Required Courses (51 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(2)	Introductory 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
EDTL 627	(3)	Applied Methods in Teaching Mathematics in Secondary School
EDTL 628	(3)	Advanced Methods in Teaching Mathematics in Sec. School

Complementary Courses (6 credits)

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

3 credits selected from:

EDEC 647	(3)	Sociocultural and Epistemic Understandings of Mathematics
EDTL 520	(3)	Perspectives on Knowledge in Mathematics and Science

Electives (3 credits)

In consultation with the MATL Program Adviser, students select 3 credits from 500- or 600-level courses related to the mathematics or education subject area. Students may elect to take EDSL 505 to add to their knowledge in Teaching in Second Language Contexts.

11.2.24 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Social Sciences Option (60 credits)

This M.A. in Teaching and Learning; Non-Thesis is a 60-credit, post-graduate degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. Specific course sequences and progressions lead students to complete the program in either five or seven consecutive terms. Alternatively, the maximum time for completion of all program requirements is five years. 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. In addition and as part of MATL program requirements, students will complete a self-directed capstone project and e-portfolio. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Required Courses (48 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(2)	Introductory 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
EDTL 633	(3)	Applied Methods in Teaching Social Science in Sec. School

Complementary Courses (6 credits)

3 credits selected from (in accordance with second specialization in Geography or Ethics & Religious Culture):

EDTL 612	(3)	Adv Applied Meth in Teach'g Ethics&ReligCulture in Sec Sch
EDTL 634	(3)	Adv Applied Meth in Teaching Social Sciences in Sec. School

3 credits from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

Electives (6 credits)

In consultation with the MATL Program Adviser, students select 6 credits from 500- or 600-level courses related to Education, or to their Social Sciences subject area (History & Citizenship AND Geography OR Ethics & Religious Culture). Students who choose to complete the Teaching in Second Language Contexts option must take EDSL 505 and either EDSL 512 or EDSL 515.

11.2.25 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Science and Technology Option (60 credits)

This M.A. in Teaching and Learning; Non-Thesis is a 60-credit, post-graduate degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. Specific course sequence and progression leads students to complete the program in either five or seven consecutive terms. Alternatively, the maximum time for completion of all program requirements is five years. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these must be demonstrated in

order for students to successfully complete the program. In addition and as part of MATL program requirements, students will complete a self-directed capstone project and e-portfolio. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Required Courses (54 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(2)	Introductory 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 525	(3)	Teaching Science and Technology
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 625	(3)	Applied Methods in Teaching Science in Secondary School
EDTL 626	(3)	Advanced Applied Methods in Teaching Science in Sec. School

Complementary Courses (6 credits)

6 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

3 credits selected from:

EDEC 646	(3)	Sociocultural and Epistemic Understandings of Science
EDTL 520	(3)	Perspectives on Knowledge in Mathematics and Science

11.2.26 Doctor of Philosophy (Ph.D.); Educational Studies

Students must satisfy all program requirements of the Ph.D.

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

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	(4)	Ph.D. Colloquium

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

Elective Courses

3-12 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. Students must take a minimum of 3 credits of elective courses.

Students admitted to Ph.D. 2 will normally take up to 12 credits of 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 12 credits of 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: Theory and Practice
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic 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

11.2.27 Doctor of Philosophy (Ph.D.); Educational Studies — Gender and Women's Studies**Thesis**

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

Required Courses (14 credits)

EDEC 700	(2)	Proseminar in Education 1
EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(4)	Ph.D. Colloquium
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
EDEC 706	(3)	Textual Approaches to Research
EDEC 707	(3)	Interpretive Inquiry
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic 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.

11.2.28 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.

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

Required Courses (14 credits)

EDEC 700	(2)	Proseminar in Education 1
EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(4)	Ph.D. Colloquium
LING 710	(2)	Language Acquisition Issues 2
PSYC 709	(2)	Language Acquisition Issues 1
SCSD 712	(2)	Language Acquisition Issues 4

Complementary Courses (9 credits)

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
LING 620	(3)	Experimental Linguistics: Methods
PSYC 650	(3)	Advanced Statistics 1
PSYC 651	(3)	Advanced Statistics 2

3 credits selected from the following list:

EDEC 705	(3)	Advanced Research Designs
EDEC 706	(3)	Textual Approaches to Research

EDEC 707 (3) Interpretive Inquiry

At least 3 credits selected from the following list:

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
LING 550	(3)	Computational Linguistics
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 751	(3)	Advanced Seminar: Experimental 1
LING 752	(3)	Advanced Seminar: Experimental 2
PSYC 545	(3)	Topics in Language Acquisition
PSYC 735	(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
SCSD 654	(3)	Advanced Research Seminar 3

Elective Course

(0-2 credits)

0-2 credits from the following:

EDSL 711 (2) Language Acquisition Issues 3

11.2.29 Doctor of Philosophy (Ph.D.); Educational Studies — Mathematics and Science Education

This Ph.D. concentration emphasizes research in mathematics and science education, including a specific focus on teacher education in the area of math and science. Graduates will gain sufficient research experience to conduct empirical research in math and science education and sufficient teacher education experience to assume roles as teacher educators in university or other settings. The program includes targeted opportunities for candidates to develop skills, knowledge, and practices specific to teaching and learning mathematics and science, mathematics and science teacher preparation, and research in both of these areas. Applicants for the Ph.D. concentration in mathematics and science education would be expected to already have a Master's degree that included educational research.

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

Required Courses (17 credits)

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEC 700	(2)	Proseminar in Education 1
EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(4)	Ph.D. Colloquium
EDEC 708	(3)	PhD Seminar in Practice-Based Teacher Education 1
EDEC 709	(3)	PhD Seminar in Math and Science Education 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

3-9 credits

3 credits of graduate-level courses in curriculum, from the following:

EDEC 646	(3)	Sociocultural and Epistemic Understandings of Science
EDEC 647	(3)	Sociocultural and Epistemic Understandings of Mathematics

0-3 credits of advanced quantitative methods, as listed below. Students who have taken an equivalent course in quantitative methods, or are currently taking an equivalent course as part of their Ph.D. program requirements, will be deemed to have satisfied these credits.

EDPE 682	(3)	Univariate/Multivariate Analysis
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0-3 credits of qualitative methods or advanced research design from the following: Students who have taken an equivalent course in qualitative methods or advanced research design, or are currently taking an equivalent course as part of their Ph.D. program requirements, will be deemed to have satisfied these credits.

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

Elective Courses

0-9 credits

Depending on the student's prior coursework and in consultation with the Supervisor and/or Doctoral Advisory Committee, an additional 0-9 credits of elective courses at the 500 level or higher may be required.

11.2.30 Graduate Certificate (Gr. Cert.); 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 from:

EDEC 635	(3)	Research Writing
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.

11.2.31 Graduate Certificate (Gr. Cert.); 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 from:

EDEM 609	(3)	Critical Perspectives in 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.

11.2.32 Graduate Certificate (Gr. Cert.); 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

11.2.33 Certificat d'études supérieures (Cert. ed. sup.); pédagogie de l'immersion française(15 crédits)

Le certificat d'études supérieures en pédagogie de l'immersion française vise à faire la formation des enseignants en immersion française, tout en abordant les défis pédagogiques reliés à l'enseignement ciblant conjointement la langue et le contenu. Ce certificat d'études supérieures est destiné à la formation des enseignants des niveaux primaire et secondaire. A cette fin, il amène d'abord l'étudiant à comprendre les causes à la fois linguistiques et cognitives des difficultés qu'éprouvent les élèves en immersion. Ensuite, il propose une variété de stratégies d'enseignement propices à répondre à ces difficultés, ainsi que des situations d'apprentissage étayées par les enseignants de manière à dépasser le cloisonnement entre langue et contenu. La réussite d'un test de français est obligatoire lors de la demande d'admission.

Cours obligatoires (12 crédits)

EDSL 515 (3) Étude de la langue française pour enseignants

EDSL 541 (3) Littérature et littérature de jeunesse en contexte immersif

EDSL 544 (3) Didactique du français en contexte immersif

EDSL 545 (3) Fondements pédagogiques de l'immersion

Cours complémentaires (3 crédits)

EDSL 500 (3) Foundations and Issues in Second Language Education

EDSL 505 (3) Second Language Acquisition Applied to Classroom Contexts

11.3 Kinesiology and Physical Education

11.3.1 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, ext. 0302
 Fax: 514-398-4186
 Email: eileen.leduc@mcgill.ca
 Website: www.mcgill.ca/edu-kpe

11.3.2 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.

Master's Programs

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);
- 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;
- autism.

Ph.D. (Ad Hoc)

The Department of Kinesiology and Physical Education also offers the possibility of directly entering a Ph.D. program on an *ad hoc* basis, or, with the permission of the supervisor and the approval of the Graduate Program Director, exceptional students may transfer from the master's program to the *ad hoc* Ph.D. program.

section 11.3.5: Master of Arts (M.A.); Kinesiology and Physical Education (Thesis) (45 credits) and section 11.3.6: 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 11.3.7: Master of Arts (M.A.); Kinesiology and Physical Education (Non-Thesis) (45 credits) and section 11.3.8: Master of Science (M.Sc.); Kinesiology and Physical Education (Non-Thesis) (45 credits)

The non-thesis programs are currently not offered.

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.

11.3.3 Kinesiology and Physical Education Admission Requirements and Application Procedures

11.3.3.1 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 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

11.3.3.2 Application Procedures

McGill's online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

See [University Regulations and Resources](#) > Graduate > Graduate Admissions and Application Procedures > : [Application Procedures](#) for detailed application procedures.

11.3.3.3 Application Deadlines

The application deadlines listed here are set by the Department of Kinesiology and Physical Education and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill departmental website; please consult the list at www.mcgill.ca/gps/contact/graduate-program.

Canadian	International	Special/Exchange/Visiting
Fall: Feb. 15	Fall: Feb. 15	Fall: June 30
Winter: Sept. 1	Winter: Sept. 1	Winter: Sept. 1
Summer: N/A	Summer: N/A	Summer: N/A

Admission to graduate studies is competitive; accordingly, late and/or incomplete application are considered only as time and space permit.

11.3.4 Kinesiology and Physical Education Faculty

Chair

René A. Turcotte

Director of Undergraduate Programs

William Harvey

Graduate Program Director

Dennis Jensen

Emeritus Professor

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

Professors

Ross E. Andersen; B.Ed., M.A.(McG.), Ph.D.(Temple)

Russell T. Hepple; B.Sc.(Sask.), M.Sc., Ph.D.(Tor.)

Theodore E. Milner; B.Sc., M.Sc., Ph.D.(Alta.)

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

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.)

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

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

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

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

Assistant Professors

Lindsay Duncan; B.A., M.A., Ph.D.(W. Ont.)

Dennis Jensen; B.P.E.(Brock), M.Sc., Ph.D.(Qu.)

Caroline Paquette; B.Sc., M.Sc.(Laval), Ph.D.(McG.)

Lee Schaefer; B.Ed.(Regina), M.Ed., Ph.D.(Alta.)

Shane Sweet; B.A., Ph.D.(Ott.)

Faculty Lecturer

Celena Scheede-Bergdahl; B.Sc.(C' dia), M.Sc.(Montr.), Ph.D.(Copen.)

Adjunct Professors

Lymperis Koziris; M.A.(McG.), Ph.D.(Penn. St.)

Ruddy Richard; M.D.(Strasbourg I), Ph.D.(Paris V)

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

Associate Members

Jean Bourbeau; M.D.(Laval)

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.

Jose Morais; M.D.(Montr.)

Shawn Robbins; M.Sc., Ph.D.(W.Ont.)

Timothy H. Wideman; Ph.D.(McG.)

11.3.5 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 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).

11.3.6 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 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 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 Science chosen in consultation with the adviser (500, 600, or 700 level).

11.3.7 Master of Arts (M.A.); Kinesiology and Physical Education (Non-Thesis) (45 credits)

This program is currently not offered.

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 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).

11.3.8 Master of Science (M.Sc.); Kinesiology and Physical Education (Non-Thesis) (45 credits)

This program is currently not offered.

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 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 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 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).

