



Faculty of Education (Graduate)
Programs, Courses and University Regulations
2017-2018

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

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1 **Dean's Welcome**

To Graduate Students and Postdoctoral Fellows:

Welcome to Graduate and Postdoctoral Studies (GPS) at McGill. You are joining a community of w

3 Important Dates 2017–2018

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

4 Graduate Studies at a Glance

Please refer to [University Regulations & 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 hav

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

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#coursereg.

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.

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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'

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 & 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 & 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 re

- 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 & 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 & 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 2017–2018 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:4.

- 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 Canadian Psychological Association (CPA). The Ph.D. in Counselling Psychology is also accredited by the CPA. 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 no longer accredits 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:

CPA

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

OCCOQ

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* (OCCOQ), 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 (OCCOQ) 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), and the *Ordre des psychologues du Québec* (OPQ) (Please note that the APA no longer accredits programs outside of the United States of America). 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 Canadian Psychological Association (CPA) and the *Ordre des psychologues du Québec* (OPQ) (Please note that the APA no longer accredits programs outside of the United States of America). 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.)

Note: Applications to the Post-Ph.D program are suspended until further notice.

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 Canadian Psychological Association (CPA). 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;
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).

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

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

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 m3e learning an

- [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

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/grAdmission/Requirements

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** the Application Pr Tf supporti7 Wormation for the

11.1.3.8 Application Dates and Deadlines

Application opening dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines 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 departmental website; please consult the list at www.mcgill.ca/gps/contact/graduate-program.

Counselling Psychology (M.A. or Ph.D.)				
Application Opening Dates		Application Deadlines		
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)
Fall Term:	Sept. 15	Dec. 15	Dec. 15	Dec. 15
Winter Term:	N/A	N/A	N/A	N/A
Summer Term:	N/A	N/A	N/A	N/A

Educational Psychology and School/Applied Child Psychology programs (M.A., M.Ed., or Ph.D.)				
Application Opening Dates		Application Deadlines		
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)
Fall Term:	Sept. 15	Jan. 15	Jan. 15	Jan. 15
Winter Term:	N/A	N/A	N/A	N/A
Summer Term:	N/A	N/A	N/A	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 L. Derevensky

Program Directors

Steven R. Shaw – *Counselling Psychology*

Tara Flanagan – *Human Development, M.Ed. Concentrations in Educational Psychology*

Alenoush Saroyan – *Health Professions Education, Learning Sciences*

Armando Bertone – *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.)

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.)

Marilyn Fitzpatrick; B.A.(Tor.), M.Ed., Ph.D.(McG.)

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.)

Emeritus Professors

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.)
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

Armando Bertone; B.A., M.A.(C'dia), M.Ps., Ph.D.(Montr.) (*William Dawson Scholar*) (*FRSQ Chercheur Boursier, Junior 2*)
Alain Breuleux; B.Sc., M.Sc., Ph.D.(Montr.)
Martin Drapeau; B.A.(Montr.), B.A.Ps.(UQTR), M.P.(Laval), Ph.D.(Montr.)
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) (*Canada Research Chair, Tier 2*)
Robert Savage; B.A.(Oxf.), M.Sc.(Camb.), M.Sc., Ph.D.(Lond.)
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

Adam Dubé; M.A., Ph.D.(Regina)
Bassam El-Khoury; B.Sc.(Lebanese), B.A.(C'dia), Ph.D. (Montr.)
Chiaki Konishi; B.Ed.(Chiba), M.Ed.(Mass.-Amh.), M.A., Ph.D.(Br. Col.)
Tina Montreuil; M.Ed.(McG.), Ph.D.(UQAM)
Marie-Hélène Pennestri; B.Sc., M.A., Ph.D.(Montr.)
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)
Caroline E. Temcheff; B.Sc.(McG.), M.A., Ph.D.(C'dia)
Dennis Wendt; B.Sc.(Brigham Young), M.Sc., Ph.D.(Mich.)

Faculty Lecturers

Karen Cohen-Gazith; B.A. (Dal.), M.A., Ph.D.(McG.)
Scott Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)
Jack De Stefano; B.A.(Loyola), M.Ed., Ed.D.(McG.)

Associate Members

Robin Cohen; B.Sc., M.Sc., Ph.D.(McG.) (*OncologyC3i0mate Pr*

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.

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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

EDSP 696	(3)	Research Project 6
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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/2017-2018/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:

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For more information, see http://www.mcgill.ca/study/2017-2018/faculties/education/graduate/gps_edu_educational_counselling_psychology

Required Courses (9 credits)

EDPE 575	(3)	Statistics for Practitioners
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)	Intersectional Relationships and Sexualities
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/2017-2018/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)	Theoretical Foundations of Learning Sciences
EDPE 575	(3)	Statistics for Practitioners
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-

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For more information, see http://www.mcgill.ca/study/2017-2018/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (30 credits)

EDPE 502	(3)	Theories of Human Development
EDPE 575	(3)	Statistics for Practitioners
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
	(3)	Seminar in Special Topics

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/2017-2018/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (24 credits)

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Theoretical Foundations of Learning Sciences
EDPE 575	(3)	Statistics for Practitioners
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Motivation and Instruction
		Emerging T

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/2017-2018/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)	Statistics for Practitioners
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Required Courses (12 credits)

EDPE 605	(3)	Research Methods
EDPE 637	(3)	Issues in Health Professions Education
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

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) | Theoretical Foundations of Learning Sciences |
| EDPE 635 | (3) | Theories of Learning and Instruction |
| | | Applied Theory/Md |

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)

The M.A. in Educational Psychology: Learning Sciences prepares graduates for a career in educational research and its application to practice. Content courses explore contemporary psychological and educational theories and empirical studies in (a) cognition, learning, and instruction; (b) self-regulation, motivation, and emotion; (c) technology-rich learning en

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)	Statistics for Practitioners
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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/2017-2018/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/2017-2018/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
	(3)(3)	Applied Theory/Methods in the Learning 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 11.2.19: 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 course work.

section 11.2.20: 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 course work 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 11.2.21: Master of Arts (M.A.) Second Language Education (Non-Thesis) (45 credits)

The M.A. non-thesis option, consisting entirely of course work, is less research-oriented and suitable for practitioners interested in professional development with a theoretical orientation.

Master of Arts in

section 11.2.29: Doctor of Philosophy (Ph.D.) Educational Studies

- 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 course work and dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members.

section 11.2.30: 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 course work 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 11.2.31: 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 11.2.32: 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.

section 11.2.36: Graduate Certificate (Gr. Cert.) Teaching English as a Second Language (15 credits)

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 11.2.37: Certificat d'études supérieures en pédagogie de l'immersion française (Cert.ed.sup.) pédagogie de l'immersion française (15 crs)

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.

Graduate Certificate in Educational Leadership

**Application Opening
Dates**

Application Deadlines

Curr

Assistant Director of Undergraduate Programs

Sheryl Smith-Gilman

Director of First Nations and Inuit Education

James Howden

Director of Ph.D. Program

Marta Kobiela

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.)Ari73.827 lh()Tj/F2 8.1h2 496.a464.76 Tm()T(;213.11.011 464.76 Tm 1 70.

Associate Professors

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)

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.)

Blane Harvey; B.A.(Ott.), M.A., Ph.D.(McG.)

Philip Howard; B.A.(Cornell), Dip.Ed., M.A.(McG.), Ph.D.(OISE, Tor.)

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)(3)

EDEM 699 (12) Thesis 3

Required Courses (12 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 690 (3) Research Methods: Theory and Practice

Complementary Courses (6 credits)

3 credits of graduate-level courses from the following:

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

3 credits of courses, from the following:

EDEC 606 (3) Autobiographical Approaches in Education
 EDEC 635 (3) Research Writing
 EDEM 609 (3) Critical Perspectives in Educational Theory and Research
 EDEM 644 (3) Curriculum Development and Implementation
 EDEM 692 (3) Qualitative Research Methods
 EDER 608 (3) Educational Implications of Social Theory
 EDPE 635 (3) Theories of Learning and Instruction
 EDPE 676 (3) Intermediate Statistics
 EDPE 687 (3) Qualitative Methods in Educational Psychology
 EDSL 630 (3) Qualitative/Ethnographic Methods
 EDTL 500 (3) Applications of Educational Psychology Across Classrooms
 EDTL 508 (3) Critical Influences on Educational Praxis

Elective Course (3 credits)

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

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, and includes two 6 credit projects. This option is suitable for practitioners interested in professional development with a research and theoretical orientation. The project creates an opportunity for students to investigate a particular interest.

Research Project (12 credits)

EDER 633 (6) Project 1
 EDER 634 (6) Project 2

Required Courses (6 credits)

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

Complementary Courses (15 credits)

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 617	(3)	Special Topics - Literacy Studies
EDEC 620	(3)	Meanings of Literacy
EDEC 627	(3)	Critical Discourse Studies in Education
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDER 600	(3)	Globalization, Education & Change
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 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Topics: Culture in Education
EDER 626	(3)	Topics: Value in Education
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

Elective Courses (12 credits)

12 credits at the 500 level or higher. An elective course can be any course in DISE. If the course is outside of the department, the student should consult with the Program Director or Coordinator prior to registering for the course. A maximum of 6 credits outside DISE is permitted.

11.2.9 Master of Arts (M.A.) Education and Society (Non-Thesis): Course Work (45 credits)

****NEW PROGRAM****

The M.A. in Education and Society; Non-Thesis-Course Work program consists exclusively of course work. This option is less research-oriented than the thesis and non-thesis project options and is suitable for practitioners interested in professional development with a theoretical orientation.

Required Courses (9 credits)

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
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WMST 601 (3) Feminist Theories and Methods

Complementary Courses (15 credits)

12 credits from the following:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 617	(3)	Special Topics - Literacy Studies
EDEC 620	(3)	Meanings of Literacy
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
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 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Topics: Culture in Education
EDER 626	(3)	Topics: Value in Education
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

or one 3-credit course, at the 500 level or higher, on gender/women's issues.

Elective Courses (9 credits)

9 credits at the 500 level or higher. An elective course can be any course in DISE. If the course is outside the department, the student should consult with the Program Director or Coordinator prior to registering for the course. A maximum of 9 credits outside of DISE is permitted.

11.2.12 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. legicour9 31) 4r or major

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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11.2.13 Master of Arts (M.A.) Education and Society (Non-Thesis): Project Math & Science Education (45 credits)

****NEW PROGRAM****

The M.A. in Education and Society (Non-Thesis): Project Mathematics and Science Education program emphasizes action-oriented research in mathematics and science education, with a specific focus on teacher education in the areas of mathematics and science. The program will include 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. It will produce graduates: who view improving mathematics and science education from a teaching and learning perspective; have developed an understanding of research in mathematics and science education; and have sufficient teacher education experience to assume roles as educational leaders in informal and formal settings.

Project Courses (12 credits)

EDER 633	(6)	Project 1
EDER 634	(6)	Project 2

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
EDEM 690	(3)	Research Methods: Theory and Practice

Complementary Courses (12 credits)

3 credits from the following:

11.2.14 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
		Qualitativ

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.

11.2.16 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Course Work (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)	Digital Media and Learning
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.

11.2.17 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
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

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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)	Digital Media and Learning
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.

11.2.19 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 (12 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
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EDPE 575	(3)	Statistics for Practitioners
EDSL 623	(3)	Second Language Learning
EDSL 627	(3)	Instructed Second Language Acquisition Research

Complementary Courses (6 credits)

6 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)	Social Justice Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Instructed Second Language Acquisition Research
EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 632	(3)	Second Language Literacy Development
EDSL 640	(3)	Language Awareness: Theory and Practice
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.

11.2.20 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 (15 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDPE 575	(3)	Statistics for Practitioners
EDSL 623	(3)	Second Language Learning
EDSL 627	(3)	Instructed Second Language Acquisition Research
WMST 601	(3)	Feminist Theories and Methods

Complementary Courses (6 credits)

3 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)	Social Justice Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics

EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 632	(3)	Second Language Literacy Development
EDSL 640	(3)	Language Awareness: Theory and Practice
EDSL 651	(3)	Content-Based L2 Learning

3 credits chosen from the following, must be either:

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

11.2.21 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
EDPE 575	(3)	Statistics for Practitioners
EDSL 623	(3)	Second Language Learning
EDSL 627	(3)	Instructed Second Language Acquisition Research

Complementary Courses (15 credits)

15 credits chosen from the following courses:

EDEM 690	(3)	Research Methods: Theory and Practice
EDSL 601	(3)	Methods and Curriculum in Second Language Teaching 1
EDSL 602	(3)	Methods and Curriculum in Second Language Teaching 2
EDSL 617	(3)	Special Topic in Second Language Education
EDSL 620	(3)	Social Justice Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 632	(3)	Second Language Literacy Development
EDSL 640	(3)	Language Awareness: Theory and Practice
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).

11.2.22 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.

11.2.22.1 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 11.2.22.3: 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).

11.2.22.2 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 1 2vcademic yaf9ee

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.

11.2.22.4 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.

11.2.22.5 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 e

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- **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

EDEC 612	(3)	Digital Media and Learning
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar Professional Seminar 1(7)

EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
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
EDTL 640	(3)	Teacher Inquiry and Action Research

Complementary Courses (6 credits)

3 credits selected from:

EDER 600	(3)	Globalization, Education & Change
EDTL 508	(3)	Critical Influences on Educational Praxis

3 credits selected from:

EDER 609	(3)	Education and Philosophical Thought
EDER 615	(3)	Introduction to Philosophy of Education
EDTL 506	(3)	Philosophy of Education

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

The M.A. in Teaching and Learning Program is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of coursework coupled with 15 credits (minimum of 735 hours) of internship. This professional program leads to 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. The specific course sequence and progression leads students to complete the program in five consecutive terms on a full-time basis. The program must be completed within three years. Alternatively, the program can be followed on a part-time basis, in which case all program requirements must be completed within five years. Throughout the MATL, emphasis will be on the demonstration of mastery of the Québec Ministry of Education professional competencies. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Note: The Quebec Ministry of Education requires that all students pass the English Exam for Teacher Certification (EETC) prior to taking EDIN 610 Internship 1.

Required Courses (51 credits)

EDEC 612	(3)	Digital Media and Learning
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2

EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
EDTL 609	(3)	Diverse Learners
EDTL 633	(3)	Applied Methods in Teaching Social Science in Sec. School
EDTL 640	(3)	Teacher Inquiry and Action Research

Complementary Courses (12 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 selected from:

EDEC 648	(3)	Historical Knowledge and Social Change
EDER 626	(3)	Topics: Value in Education

3 credits selected from:

EDER 600	(3)	Globalization, Education & Change
EDTL 508	(3)	Critical Influences on Educational Praxis

3 credits selected from:

EDER 609	(3)	Education and Philosophical Thought
EDER 615	(3)	Introduction to Philosophy of Education
EDTL 506	(3)	Philosophy of Education

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

The M.A. in Teaching and Learning Program is a 60-credit, post-graduate degree leading to teacher certification. It is comprised 45 credits of coursework, coupled with 15 credits (minimum of 735 hours) of internship. This professional program leads to 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. The specific course sequence and progression leads students to complete the program in five consecutive terms on a full-time basis. The program must be completed within three years. Alternatively, the program can be followed on a part-time basis, in which case all program requirements must be completed within five years. Throughout the MATL, emphasis will be on the demonstration of mastery of the Québec Ministry of Education professional competencies. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Note: The Quebec Ministry of Education requires that all students pass the English Exam for Teacher Certification (EETC) prior to taking EDIN 610 Internship 1.

Required Courses (54 credits)

EDEC 612	(3)	Digital Media and Learning
EDEM 690	(3)	Research Methods: Theory and Practice
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar

EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
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 607	(3)	Language and Policy in Quebec Education
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
EDTL 640	(3)	Teacher Inquiry and Action Research

Complementary Courses (6 credits)

3 credits selected from:

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

3 credits selected from:

EDER 609	(3)	Education and Philosophical Thought
EDER 615	(3)	Introduction to Philosophy of Education
EDTL 506	(3)	Philosophy of Education

11.2.29 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)	Statistics for Practitioners
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

11.2.30 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
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EDEC 706	(3)	Textual Approaches to Research
EDEC 707	(3)	Interpretive Inquiry
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic Methods

One course, at the 500 level or higher on gender/women's issues, to be chosen from the approved list (available from the McGill Inst (a

EDSL 624

(3)

Educational Sociolinguistics
Instructed Second Language

Or other 500-level or higher courses approved by the Graduate Certificate Program Director.

11.2.34 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
	(3)	School Improvement Approaches

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

11.2.37 Certificat d'études supérieures en pédagogie de l'immersion française (Cert.ed.sup.) pédagogie de l'immersion française (15 crs)

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 Littératie et littérature de jeunesse en conte
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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.

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

11.3.3.3 Application Dates and Deadlines

Application opening dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines 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.

	Application Opening Dates		Application Deadlines	
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)
Fall Term:	Sept. 15	Feb. 15	Feb. 15	Feb. 15
Winter Term:	Feb. 15	Sept. 1	Sept. 1	Sept. 1
Summer Term:	N/A	N/A	N/A	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

Julie Côté

Director of Undergraduate Programs

Gordon Bloom

Graduate Program Director

David Pearsall

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)

Gordon Bloom; B.Ed.(W. Ont.), M.A.(York), Ph.D.(Ott.)

Professors

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

Dilson Rassier; B.P.E.(Fed. de Pelotas), M.Sc.(UFRGS), 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.)

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

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

Assistant Professors

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

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

Jordan Koch; B.A.(W. Ont), M.Sc.(Calg.), Ph.D.(Alta.)

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

Susan Bartlett; B.A.(Conc.), M.Ed.(McG.), Ph.D.(Syrac.)

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.)

Benjamin Smith; M.D., Ph.D.(McG.)

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
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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 548	(3)	Applied Exercise Psychology
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
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)	Advanced 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 548	(3)	Applied Exercise Psychology
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)	Advanced 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)	Statistics for Practitioners
EDSL 630	(3)	Qualitative/Ethnographic Methods

12 credits selected from the following:

EDKP 504	(3)	Health & Lifestyle Education
EDKP 548	(3)	Applied Exercise Psychology
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
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)	Advanced 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)	Statistics for Practitioners
EDSL 630	(3)	Qualitative/Ethnographic Methods

12 credits chosen from the following:

EDKP 542	(3)	Environmental Exercise Physiology
EDKP 548	(3)	Applied Exercise Psychology
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
		Nerv