24 East Asian Studies

Department of East Asian Studies
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Chair — T. Lamarre

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24.1 Staff

Professors
K. Dean; B.A.(Brown), M.A., Ph.D.(Stan.)
R.D.S. Yates; B.A., M.A.(Oxon.), M.A.(Calif.), Ph.D.(Harv.)

Associate Professors
G. Fong; B.A., M.A.(Tor.), Ph.D.(Br. Col.)
T. Lamarre; B.A.(Georgetown), M.A., Ph.D.(Chic.), D.Sc.(Aix-Marseille II)

Assistant Professors
P. Button; B.A.(Col.), M.A., Ph.D.(C'nell)
F. Dal Lago; B.A.(Univ. of Venice), M.A.(NYU)
T. Looser; B.A.(UC Santa Cruz), M.A., Ph.D.(Chic.)
A. McKnight; B.A.(Wellesley), M.A.(UC Berkley)

Faculty Lecturers
J. Chang; B.A.(Taiwan), M.A.(Harv.)
S. Hasegawa; M.A.(Montr.)
M. Kim; B.A., M.A.(Montr.)
B. Wang; B.A.(Heilongjiang), M.A.(Calg.)

24.2 Programs Offered

M.A. in East Asian Studies (Ad Hoc).

Ph.D. in East Asian Studies (Ad Hoc).

24.3 Admission Requirements

General

TOEFL and GRE (if applicable).

Applicants who have an undergraduate degree from outside Canada will need to take the Graduate Record Examination. A minimum TOEFL score of 577 on the paper-based test (or 233 on the computer-based test) is required for all applicants whose native language is not English.

M.A.

Applicants must hold, or expect to hold by September of the year of entry, a bachelor's degree for entry into the M.A. program. Applicants should have a Bachelor of Arts degree with a specialization in East Asia; applicants without this specialization who possess a strong disciplinary background are also invited to apply. Those who have experience with an Asian language, but no formal course work, will be required to take a placement test on admission. Those without knowledge of an Asian language will be required to take three qualifying terms (fall, winter, summer) in which they will complete the second year of language; a minimum of a B+ average must be maintained.

Ph.D.

Applicants must hold, or expect to hold by September of the year of entry, a master's degree in East Asian Studies for entry into the Ph.D. program.

24.4 Application Procedures

Applications will be considered upon receipt of:

1. application form;
2. two copies of offical transcripts sent by the university;
3. two letters of reference;
4. $60 application fee;
5. current curriculum vitae (resumé) and a statement of purpose (approximately 500 words for Master's and 10 pages for Ph.D.) indicating the field in which the applicant wishes to study and the reasons for applying to the program.

All of the above should be submitted directly to the Graduate Director, Department of East Asian Studies.

Deadline: March 1st for September admissions.

Commencing with applications for entry in January 2003, McGill's on-line application form will be available to all graduate program candidates at http://www.mcgill.ca/applying/graduate.

24.5 Program Requirements

Program Requirements for the M.A. Degree (Ad Hoc)
(45 credits)

The Department only offers a thesis option. The M.A. program with thesis includes:

a) four 3-credit courses (12 credits),
b) one 3-credit seminar in theory/methodology (3 credits),
c) one 6-credit seminar or two 3-credit seminars (6 credits), and
d) thesis (24 credits).

Language Courses:

1. A maximum of 6 credits of language courses at the 500-level or in a classical Asian language may be counted towards course requirements.
2. Students must have fourth-level language equivalency by the completion of their M.A. program.

Program Requirements for the Ph.D. Degree (Ad Hoc)

After successfully completing the M.A. degree or its equivalent (45 credits minimum), a student will be admitted to the second year of the Ph.D. program. The Graduate Studies Committee will assign an advisory committee to advise the student and specify the student's course program.

Exceptional students with appropriate background at the undergraduate level may be admitted directly into the Ph.D. program.

Students must complete at least 24 course credits, with a grade point average of 3.5 or better: this course work must be chosen to identify three distinct fields for the Comprehensive Evaluation. Students may take up to two 3-credit courses or one 6-credit course in another department with the approval of the Graduate Studies Committee.

There are four requirements for obtaining the Doctoral degree:

1. Course work – 24 credits at the 600 or 700 level.
2. Language – Candidates will be required to demonstrate reading knowledge of a second Asian language, which may include either modern or literary (classical) language, in addition to the primary Asian language of their research. Candidates will also be expected to demonstrate reading knowledge of both French and English. They may also be required to take a third European language, classical (literary) Chinese, or Japanese, if the Graduate Studies Committee decides those languages are essential for the candidate's research.
3. Ph.D. Comprehensive Evaluation – After the session in which the course work is completed, and no more than one year later except in exceptional circumstances and approved by the Graduate Studies Committee, a candidate will be required to pass the Comprehensive evaluation.
4. Doctoral Dissertation – Within six months after successful completion of the Ph.D. Comprehensive Evaluation, doctoral students should submit to the Graduate Studies Committee, after consultation with the Graduate Program Director and their potential thesis supervisor, a thesis proposal not exceeding five pages. Before submission of the dissertation, candidates are normally required to spend time in Asia researching

their project. Research leading to original scholarship is a prerequisite for the acceptance of a Ph.D. thesis.

24.6 Courses for Graduate Students (M.A. and Ph.D.)

Please note: courses may have been rescheduled or new courses added after this Calendar went to press. Students preparing to register are advised to consult the 2002-2003 Class Schedule on the Web at http://www.mcgill.ca/minerva-students for the most up-to-date information.

The Class Schedule includes the term(s), days, and times when courses will be offered, as well as class locations and names of instructors.

The schedule of courses to be offered in Summer 2003 will be available on the website in January 2003.

The course credit weight is given in parentheses after the title. Term(s) offered (Fall, Winter, Summer) may appear after the credit weight to indicate when a course would normally be taught. Please check the Class Schedule to confirm this information.

EAST has replaced 117 as the prefix for East Asian Studies courses.

Courses with numbers ending D1 and D2 are taught in two consecutive terms (most commonly Fall and Winter). Students must register for both the D1 and D2 components. No credit will be given unless both components (D1 and D2) are successfully completed in consecutive terms.

NOTE: All undergraduate courses administered by the Faculty of Arts (courses at the 100- to 500-level) have limited enrolment.

● Denotes courses not offered in 2002-03

EAST 501 ADVANCED TOPICS IN JAPANESE STUDIES 1. (3) (Fall) (Departmental approval required) Consideration of selected topics and aspects of Japanese culture and society.

EAST 502 ADVANCED TOPICS IN JAPANESE STUDIES 2. (3) (Winter) (Departmental approval required) Consideration of selected topics and aspects of Japanese culture and society.

EAST 503 ADVANCED TOPICS IN CHINESE STUDIES 1. (3) (Fall) (Departmental approval required) Consideration of selected topics and aspects of Chinese culture and society.

EAST 504 ADVANCED TOPICS IN CHINESE STUDIES 2. (3) (Winter) (Departmental approval required) Consideration of selected topics and aspects of Chinese culture and society.

● **EAST 508 COMMUNICATIONS IN PACIFIC ASIA.** (3)

EAST 515 SEMINAR: BEYOND ORIENTALISM. (3) Examines the cultural stakes and ethical implications of applying Western European models of understanding to East Asian societies. Provides background on interdisciplinary debates around "otherness", "cultural appropriation", and "postcolonialism", focusing on their history within East Asian Studies and their impact on that field's methodological assumptions, self-definition, and institutional practices.

● **EAST 520D1 FOURTH LEVEL KOREAN.** (3) (Prerequisite: EAST 420 or permission of instructor)

● **EAST 520D2 FOURTH LEVEL KOREAN.** (3)

● **EAST 529 CONTEMPORARY CHINA: ANALYSIS OF CHANGE.** (3) (Not open to students who have taken ANTH 329)

EAST 530D1 FOURTH LEVEL CHINESE. (3) Development of skills required to conduct academic discussions in oral as well as in written forms. Teaching materials include original texts from Chinese newspapers, Chinese literature and videos.

EAST 530D2 FOURTH LEVEL CHINESE. (3)

● **EAST 535 CHINESE FOR BUSINESS 1.** (3) (Prerequisite: EAST 330 or equivalent or permission of instructor)

● **EAST 536 CHINESE FOR BUSINESS 2.** (3) (Prerequisite: EAST 535 or equivalent or permission of instructor)

EAST 537D1 CHINA TODAY THROUGH TRANSLATION. (3) (Not open to students who have taken EAST 437) A course to develop practical translation skills and understanding of contemporary China, focusing on Sino-Canadian and multi-lateral political, cultural and trade issues. Interpretive skills will be enhanced through translation exercises and discussion in class. Course materials include original documents and videos from the business communications and other fields.

EAST 537D2 CHINA TODAY THROUGH TRANSLATION. (3)

EAST 540D1 FOURTH LEVEL JAPANESE. (3) Advanced study of Japanese, with emphasis on reading Japanese newspapers. Classes will be conducted entirely in Japanese.

EAST 540D2 FOURTH LEVEL JAPANESE. (3)

● **EAST 543 CLASSICAL JAPANESE 1.** (3)

● **EAST 544 CLASSICAL JAPANESE 2.** (3)

EAST 547 ADVANCED READING AND TRANSLATION IN JAPANESE. (3) (Departmental approval required) This course is designed to improve students' skills in reading and translating Japanese. Readings will be taken from various novels, short stories and articles. Translation from Japanese to English or French.

EAST 550 CLASSICAL CHINESE POETRY THEMES AND GENRES. (3) A study of major themes and genres of classical Chinese poetry from its beginnings to the Yuan dynasty (14th century), with emphasis on critical analysis of text and context. Readings of poems in the original.

● **EAST 551 TECHNOLOGIES OF SELF IN EARLY CHINA.** (3)

EAST 559 ADVANCED TOPICS: CHINESE LITERATURE. (3) Consideration of selected topics and aspects of Chinese literature. The content of the course may vary from year to year, ranging from contemporary to modern to pre-modern literature.

● **EAST 562 JAPANESE LITERARY THEORY AND PRACTICE.** (3)

● **EAST 563 IMAGES, IDEOGRAMS, AESTHETICS.** (3)

EAST 564 STRUCTURES OF MODERNITY: JAPAN. (3) This course explores relations between some of the principal sites which structure the experience of "modernity" in Japan (and elsewhere) - from bodies and cities, to the urban context in general. Along with general approaches (e.g. the idea of everyday life; questions of time), specific topics may include speed, music, architecture, crime, etc.

EAST 569 ADVANCED TOPICS: JAPANESE LITERATURE. (3) (Prerequisite: one advanced course in EAS or permission of instructor) (Departmental approval required) Consideration of selected topics and aspects of Japanese literature. The content of the course may vary from year to year from contemporary to modern to pre-modern literature.

● **EAST 580 JAPAN: SOCIOPOLITICAL FRAMEWORK.** (3)

● **EAST 582 JAPANESE CULTURE AND SOCIETY.** (3)

● **EAST 584 INDUSTRY IN JAPAN.** (3)

● **EAST 590 MULTIPLE NARRATIVES OF "ORIENT".** (3)

EAST 600 EAST ASIAN STUDIES 1. (3)

EAST 601 EAST ASIAN STUDIES 2. (3)

EAST 619 TOPICS IN LITERARY THEORY. (3)

EAST 651 SEMINAR IN TAOIST STUDIES 1. (3)

EAST 652 SEMINAR IN TAOIST STUDIES 2. (3)

EAST 653 CHINESE POPULAR CULTURE 1. (3)

EAST 654 CHINESE POPULAR CULTURE 2. (3)

EAST 655 PREMODERN CHINESE POETRY. (3)

EAST 656 PREMODERN CHINESE NARRATIVE. (3)

EAST 657 WOMEN'S WRITINGS IN TRADITIONAL CHINA. (3)

EAST 660 SEMINAR: JAPANESE FICTION. (3)

EAST 661 PREMODERN JAPANESE POETRY AND NARRATIVE. (3)

EAST 662 POPULAR CULTURE IN JAPAN. (3)

EAST 663 JAPANESE CULTURE AND THOUGHT. (3)

EAST 680 SEMINAR: SOCIAL CHANGE IN JAPAN. (3)

EAST 690 THESIS RESEARCH 1. (3)

EAST 691 THESIS RESEARCH 2. (3)

EAST 692 THESIS RESEARCH 3. (3)

EAST 693 THESIS RESEARCH 4. (3)

EAST 694 THESIS RESEARCH 5. (3)

EAST 695 THESIS RESEARCH 6. (3)

EAST 696D1 THESIS RESEARCH 7. (3
EAST 696D2 THESIS RESEARCH 7. (3)

EAST 700D1 EAST ASIAN STUDIES 3. (3)
EAST 700D2 EAST ASIAN STUDIES 3. (3)

EAST 701D1 EAST ASIAN STUDIES 4. (3)
EAST 701D2 EAST ASIAN STUDIES 4. (3)

EAST 750 CHINESE LITERARY THEORY AND CRITICISM. (3)

Courses in other departments:

Department of Anthropology
ANTH 654 Anthropology of China. (3)

Department of Art History and Communication Studies
ARTH 619 Art History - 1400 to 1900 2. (3)

Department of History
HIST 611D1 Seminar in Traditional Chinese History. (3)
HIST 611D2 Seminar in Traditional Chinese History. (3)
HIST 618 Readings in East Asian History. (3)
HIST 658D1 Seminar in Chinese History. (3)
HIST 658D2 Seminar in Chinese History. (3)
HIST 668D1Japanese Intellectual History. (3)
HIST 668D2 Japanese Intellectual History. (3)

Department of Political Science
POLI 649 The Mass Approach to Political Development: China. (3)

Faculty of Management
BUSA 625 Asia Pacific Management. (3)
ORGB 685 Cross Cultural Management. (3)

Faculty of Religious Studies
RELG 546 Indian Philosophy. (3)
RELG 548 Indian Buddhist Metaphysics. (3)
RELG 549 Topics in East Asian Philosophy. (3)
RELG 556 Issues in Buddhist Studies (3)
RELG 557 Asian Ethical Systems. (3)
RELG 651 Indian Buddhist Philosophy. (3)
RELG 655 Buddhist Epistemology. (3)
RELG 658 Japanese Buddhist Philosophy. (3)
RELG 687 Research in Comparative Religions 1. (3)

25 Economics

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Chair — Christopher Green

25.1 Staff

Emeritus Professors
Earl F. Beach; B.A.(Queen's), A.M., Ph.D.(Harv.)
Irving Brecher; B.A.(McG.), M.S., Ph.D.(Harv.)
Kari Polanyi-Levitt; B.Sc.(Lond.), M.A.(Tor.)

Professors
Robert D. Cairns; B.Sc.(Tor.), Ph.D.(M.I.T.)
Russell Davidson; B.Sc., Ph.D.(Glasgow)
Antal Deutsch; B.Com.(Sir G. Wms.), Ph.D.(McG.)
John Galbraith; B.A.(Queen's), M.Phil., D.Phil.(Oxon.) *(James McGill Professor)*
Christopher Green; M.A.(Conn.), Ph.D.(Wis.)
Joseph Greenberg; B.A., M.A., Ph.D.(Heb. U. of Jer.)
Jagdish Handa; B.Sc.(Lond.), Ph.D.(Johns Hopkins) *(on leave 2002-03)*
Ngo van Long; B.Ec.(LaT.), Ph.D.(A.N.U.)
Robin Thomas Naylor; B.A.(Tor.), M.Sc.(Lond.), Ph.D.(Cantab.)
J.C. Robin Rowley; B.Sc., M.Sc., Ph.D.(Lond.)
Victoria Zinde-Walsh; M.A.(Wat.), M.Sc., Ph.D.(Moscow St.)*(on leave 2002-03)*

Associate Professors
Myron Frankman; B.Mgt.E.(Renss.), Ph.D.(Texas)*(on leave 2002-03)*
George Grantham; B.A.(Antioch), M.A., Ph.D.(Yale)
Franque Grimard; B.A.(York), Ph.D.(Prin.)
John Iton; B.A.(McG.), Ph.D.(Johns Hopkins)
C. John Kurien; B.A.(Kerala), M.A., Ph.D.(Vanderbilt)
Mary MacKinnon; B.A.(Queen's), M.Phil., D.Phil.(Oxon.)
Christopher T.S. Ragan; B.A.(Vic. B.C.), M.A.(Queen's), Ph.D.(M.I.T.)
Lee Soderstrom; B.A., Ph.D.(Calif.)
Thomas Velk; M.S., Ph.D.(Wis.)
Alexander Vicas; B.Com.(McG.), M.A., Ph.D.(Prin.)
William Watson; B.A.(McG.), Ph.D.(Yale) *(on leave 2002-03)*

Assistant Professors
Suryapratim Banerjee; B. Stat., M. Stat.(Indian Inst. of Statistics), M.A., Ph.D.(Boston)
Hassan Benchenkroun; Ph.D.(Laval)
Daniel Parent; B.A., M.A.(Laval),Ph.D.(Montr.) *(William Dawson Scholar)*
Nurlan Turdaliev; B.Sc.(Moscow), M.A.(Arkansas), Ph.D.(Minnesota)

25.2 Programs Offered

M.A. in Economics, thesis and non-thesis options.

Ph.D.

Because this Calendar is prepared early in the year, changes may take place after it has been printed. Students are advised to contact the Department Office for supplementary information which may be important to their choice of program.

25.3 Admission Requirements

An Honours B.A. in Economics is the normal requirement, although students holding an ordinary B.A., whether in economics or another discipline, may also be eligible for admission. Students judged by the admissions committee to have deficiencies in their preparation in economics may be admitted to a qualifying year in which they undertake advanced undergraduate work.

Students who have not previously passed a suitable course in statistics must take the undergraduate honours statistics course, ECON 257D1/ECON 257D2. A course in the history of economic thought is also a prerequisite for a graduate degree in economics, and students who have not taken such a course will be required to take ECON 460 and ECON 461 or ECON 660 (the M.A. course in History of Economic Thought). Students are also expected to have completed or to complete three semesters of introductory calculus and at least one semester of linear algebra.

25.4 Application Procedures

Applications will be considered upon receipt of:
1. application form
2. two copies of official transcripts sent by the university
3. two letters of reference
4. $60 application fee
5. original TOEFL and/or GRE results, if applicable.

Information and application form can be downloaded from the Economics Department website: http://www.mcgill.ca/economics/.

Deadline: February 1st for financial consideration.

25.5 Program Requirements

Lectures and examinations in the graduate program (M.A. and Ph.D.) in Economics are given in Macroeconomics, Microeconomics and several fields: Econometrics; Economic Development; Economic History; Industrial Organization; International Economics; Labour Economics; Monetary Economics; Public Finance; Mathematical Economics; Advanced Theory. Courses at the 600 level are usually taught in the first-term. Seminars/courses at the 700 level are offered in many of the fields listed above. They are generally given in the second term and normally have as a prerequisite the corresponding 600-level course.

Requirements for the M.A. Degree (48 credits)

I. M.A. with Thesis:

The requirements for the Master's degree are:

1. Successful completion of the following courses with a grade in each of at least B- (65%);
   ECON 610 (3 credits) Microeconomic Theory 1
   ECON 620 (3 credits) Macroeconomic Theory 1

   Twelve complementary credits which must include either ECON 665 Quantitative Methods (3 credits) or ECON 662D1/ECON 662D2 Econometrics (6 credits)

   A minimum of 6 credits must be taken in the same field.
2. Completion of a Master's thesis, the subject of which must be approved by a thesis committee.

The total thesis program requirement is 48 credits (18 credits of course work and 30 credits for the thesis). An average grade of B (70%) in approved courses is needed for graduation.

Econometrics ECON 662D1/ECON 662D2 or equivalent is strongly recommended but will not meet the 6 credit field requirement for the M.A.

II. M.A. with Research Paper:

1. Successful completion of the following courses with a grade in each of at least B- (65%):

   Six required credits:
   ECON 610 (3 credits) Microeconomic Theory 1
   ECON 620 (3 credits) Macroeconomic Theory 1

   Eighteen complementary credits which must include either ECON 665 Quantitative Methods (3 credits) or ECON 662D1/ECON 662D2 Econometrics (6 credits)

   A minimum of 6 credits must be taken in the same field.
2. A research paper of about 50 pages in length.

   The total non-thesis program requirement is 48 credits (24 credits for course work and 24 credits for the research report). An average grade of B (70%) in approved courses is needed for graduation.

Econometrics ECON 662D1/ECON 662D or equivalent is strongly recommended but will not meet the six credit field requirement for the M.A.

Residency requirement for the M.A. degree: Three full terms for the M.A. degree one of which can be an approved summer term. Many students are able to complete the M.A. requirements in one calendar year.

III. M.A. Degree Program Non-thesis Option in Social Statistics:

The program complements disciplinary training with research experience applying statistical methods to Statistics Canada data (or equivalent). Students will normally complete normal program course requirements, supplemented by further statistical courses, as advised by the Option advisor, and subject to approval by the home department. Students will complete a statistics-based M.A. research paper (Economics, Political Science, Sociology) or thesis (Geography) in conjunction with an interdisciplinary capstone seminar.

Acceptance into the program is by application to the Social Statistics Option Committee and is contingent on acceptance into the M.A. program in one of the participating departments (Economics, Geography, Political Science, Sociology), which in turn requires meeting the Graduate and Postdoctoral Studies Office admission requirements.

REQUIREMENTS FOR THE Ph.D. DEGREE

The requirements for the doctoral degree are:

1. 18 credits in Economics beyond the M.A. requirements, including successful completion of the Econometrics course (ECON 662D1/ECON 662D2) or its equivalent. Apart from ECON 662D1/ECON 662D2 or equivalent, at least two of these courses must be in a single field.
2. Successful completion of the Ph.D. Written Comprehensive Examination.
3. A dissertation.
4. Three years of residence (credit for one year may be granted for master's work at McGill or for graduate study at another university).

Ph.D. Comprehensive Examination. This examination consists of written examinations in Macroeconomics, Microeconomics and two fields. A third field is also required, although this requirement is satisfied by successful completion of two half-year courses in that field.

Doctoral Dissertations Doctoral dissertations make original contributions to the literature. The topic must be approved by a two-person supervisory committee whose Chair is the student's Director of Research. The completed thesis must be approved by an external examiner as well as by two internal examiners before the student may defend the work at a formal oral examination.

25.6 Courses for Higher Degrees

For the term (Fall and/or Winter), days, and times when courses will be offered, please refer to the 2002-2003 Class Schedule on the Web, http://www.mcgill.ca/minerva-students/class/. Class locations and names of instructors are also provided.

Students preparing to register are advised to consult the Class Schedule website for the most up-to-date list of courses available. New courses may have been added or courses rescheduled after this Calendar went to press.

The schedule of courses to be offered in Summer 2003, will be available on the website in January 2003.

ECON has replaced 154 as the prefix for Economics courses.

The course credit weight is given in parentheses after the title.

● Denotes courses not offered in 2002-03

NOTE: All undergraduate courses administered by the Faculty of Arts (courses at the 100- to 500-level) have limited enrolment.

ECON 525 PROJECT ANALYSIS. (3) (Open to advanced undergraduate students. Prerequisite: ECON 250, ECON 352 or equivalent) A course in cost benefit analysis for graduate and advanced undergraduate students.

ECON 534 PENSION CRISIS. (3) The consequences of commitments made by governments in the area of old age pensions and the implications of the resulting tax burden. An international perspective will be adopted.

ECON 546 GAME THEORY. (3) (Prerequisite: ECON 230 or ECON 250) (Not open to students who have taken ECON 446. Open to advanced undergraduate students) This course introduces students to game theory, the branch of the social sciences that focuses on the formal modelling and analysis of human interactions and strategic behaviour. Basic concepts in cooperative and non-cooperative games are applied to economic models.

ECON 577 MATHEMATICAL ECONOMICS 1. (3) (Prerequisite: MATH 301 or equivalent) A mathematical treatment of basic economic theory.

- **ECON 578 MATHEMATICAL ECONOMICS 2.** (3) (Prerequisite: ECON 577)

ECON 602 ECONOMIC HISTORY. (3) Selected topics in European and North American economic history are investigated from the standpoint of the interplay of institutional change and quantitative growth.

- **ECON 603 ECONOMIC PRINCIPLES FOR POLICY.** (3)
- **ECON 604 MACROECONOMICS FOR POLICY 1.** (3)
- **ECON 605 MICROECONOMICS FOR POLICY 1.** (3)
- **ECON 606 MACROECONOMICS FOR POLICY 2.** (3)
- **ECON 607 MICROECONOMICS FOR POLICY 2.** (3)

ECON 610 MICROECONOMIC THEORY 1. (3) This is the first in a two-course sequence in microeconomics. The core microeconomics sequence (ECON 610, ECON 611) provides a rigorous coverage of the economic foundation upon which economic fields are built. Most of the sequence is devoted to building up this foundation of consumer and firm optimisation (including choice under uncertainty), partial and general equilibrium, and welfare economics. The remainder of 154-611 covers special topics that vary from year to year. These are likely to be drawn from the following: social choice; externalities and public goods; models of asymmetric information; the principal-agent framework; search; basic game theory.

ECON 611 MICROECONOMIC THEORY 2. (3) This is the second in a two-course sequence in microeconomics.

- **ECON 611D1 MICROECONOMIC THEORY 2.** (1.5)
- **ECON 611D2 MICROECONOMIC THEORY 2.** (1.5)

ECON 620 MACROECONOMIC THEORY 1. (3) This course is the first in a two-course sequence in macroeconomics. The course offers a thorough treatment of the fundamentals of macroeconomic theory. Emphasis is placed on the construction of economic models with microeconomic foundations. Topics include market-clearing and non-market-clearing models, capital accumulation, business cycles, monetary policy and fiscal policy.

ECON 621 MACROECONOMIC THEORY 2. (3) This is the second in a two-course sequence in macroeconomics. The course provides an in-depth analysis of selected issues in macroeconomic theory, extending and complementing the coverage provided in ECON 620.

- **ECON 622 PUBLIC FINANCE.** (3)
- **ECON 622D1 PUBLIC FINANCE.** (1.5)
- **ECON 622D2 PUBLIC FINANCE.** (1.5)
- **ECON 623 MONEY AND BANKING.** (3)

ECON 624 INTERNATIONAL ECONOMICS. (3) A detailed examination of theories and policies in international trade and finance.

- **ECON 631 HISTORICAL EXPERIENCE OF ECONOMIC DEVELOPMENT.** (3)
- **ECON 633D1 MATHEMATICS FOR ECONOMISTS.** (0)
- **ECON 633D2 MATHEMATICS FOR ECONOMISTS.** (0)

ECON 634 ECONOMIC DEVELOPMENT. (3) A systematic treatment of the characteristics and problems of economic development in underdeveloped countries.

ECON 637 INDUSTRIAL ORGANIZATION AND REGULATION. (3) An analysis of the nature of the firm, industrial structure and the effect of structure on firm and industry behaviour and performance.

ECON 641 LABOUR ECONOMICS. (3) A synthesis of theoretical developments in the area of labour economics with stress upon problems of empirical testing.

ECON 650 RESEARCH 1. (3) Preparation for work on M.A. thesis and M.A. research report.

ECON 651 RESEARCH 2. (3) Preparation for work on M.A. thesis and M.A. research report.

ECON 652 RESEARCH 3. (3) Preparation for work on M.A. thesis and M.A. research report.

ECON 653 RESEARCH 4. (3) Preparation for work on M.A. thesis and M.A. research report.

- **ECON 660 HISTORY OF ECONOMIC THOUGHT.** (3)

ECON 662 ECONOMETRICS. (6) A broad treatment of econometric methods, with particular reference to time series processes. Estimation of linear and non-linear models, GLS, IV, Maximum Likelihood, parametric specification testing for linear and non-linear hypotheses, diagnostic testing (autocorrelation, heteroskedasticity, normality, parameter constancy, etc.), modelling technique, non-stationary data processes.
May also be available as: ECON 662D1, ECON 662D2.

ECON 665 QUANTITATIVE METHODS. (3) A survey of quantitative methods frequently used in economic research. Special emphasis will be placed upon the formulation and evaluation of econometric models. Illustrations will be drawn from the existing empirical literature in economics. Required for all Ph.D. students who have not taken Econometrics as a field.

- **ECON 667 ELEMENTS OF MATHEMATICAL ECON.** (3)
- **ECON 670 THESIS 1.** (6)
- **ECON 671 THESIS 2.** (6)
- **ECON 672 THESIS 3.** (6)

ECON 680 M.A. REPORT 1. (3) The M.A. Report must demonstrate the candidate's ability to do independent work at the graduate level in a particular field of economics. While length will vary with the subject matter, it is expected that on average reports will be about 50 pages long. The Report will be graded jointly by two members of the Department. The supervisor will normally be one of the examiners.

ECON 681 M.A. REPORT 2. (3) The M.A. Report must demonstrate the candidate's ability to do independent work at the graduate level in a particular field of economics. While length will vary with the subject matter, it is expected that on average reports will be about 50 pages long. The Report will be graded jointly by two members of the Department. The supervisor will normally be one of the examiners.

ECON 682 M.A. REPORT 3. (3) The M.A. Report must demonstrate the candidate's ability to do independent work at the graduate level in a particular field of economics. While length will vary with the subject matter, it is expected that on average reports will be about 50 pages long. The Report will be graded jointly by two members of the Department. The supervisor will normally be one of the examiners.

ECON 683 M.A. REPORT 4. (3) The M.A. Report must demonstrate the candidate's ability to do independent work at the graduate level in a particular field of economics. While length will vary with the subject matter, it is expected that on average reports will be about 50 pages long. The Report will be graded jointly by two members of the Department. The supervisor will normally be one of the examiners.

- **ECON 688 SEMINAR ON SOCIAL STATISTICS.** (3)
- **ECON 702 ECONOMIC HISTORY.** (3)

ECON 705 READING COURSE: SELECTED TOPICS ECONOMICS. (3) Reading course in Economics.

ECON 706 SELECTED TOPICS. (3) (Prerequisites: ECON 610, ECON 620 and 6 additional credits at the 600 level) Reading course in Economics.

- **ECON 710 SELECTED TOPICS IN ECONOMICS.** (3)
- **ECON 711 THEORY OF THE FIRM.** (3)
- **ECON 712 PUBLIC FINANCE.** (3)
- **ECON 713 WELFARE ECONOMICS.** (3)
- **ECON 720 ADVANCED GAME THEORY.** (3)
- **ECON 721 ADVANCED MONETARY THEORY.** (3)
- **ECON 722 MACROECONOMICS.** (3)

ECON 724 INTERNATIONAL ECONOMICS. (3) Selected problems in international trade, foreign exchange and international movements of capital.

- **ECON 725 COST BENEFIT ANALYSIS.** (3)

- **ECON 734 ECONOMIC DEVELOPMENT.** (3)
- **ECON 735D1 GOVT REGULATION OF BUSINESS.** (1.5)
- **ECON 735D2 GOVT REGULATION OF BUSINESS.** (1.5)
- **ECON 736 TECHNIQUES OF DEV PLANNING.** (3)

ECON 737 INDUSTRIAL ORGANIZATION AND REGULATION SEMINAR. (3) Builds on material covered in ECON 637. Problems are examined in greater depth with specific topics varying from year to year.

- **ECON 738 TOPICS IN ECONOMIC THEORY.** (3) (Offered only in some years)
- **ECON 739 ECONOMIC THEORY AND INTERNATIONAL ECONOMY: TOPICS.** (3)
- **ECON 741 ADVANCED LABOUR ECONOMICS.** (3)

ECON 742 EMPIRICAL MICROECONOMICS. (3) (Prerequisite: First term of ECON 662 and either ECON 634 or ECON 641, or consent of the instructor) Surveys the empirical techniques used in applied microeconomic fields, particularly development and labour economics. Focus is on the formulation of empirical models derived from economic theory, and on various estimation methodologies, including panel data econometrics, limited dependent variable models, and duration analysis. A hands on approach is emphasized.

ECON 744 HEALTH ECONOMICS. (3) The emphasis will be on describing and analyzing the structure and performance of the Canadian health system, though some attention will be given to recent attempts by the federal and provincial governments to deal with current problems in this field. Readings will be selected from the economics and health literature.

ECON 750 SELECTED TOPICS: MICROECONOMICS. (3) Topics of interest to the students and staff. These topics will be in areas other than those covered by existing courses and particular attention will be paid to critiques of neoclassical economic theory.

- **ECON 751 SELECTED TOPICS: MACROECONOMICS.** (3)
- **ECON 752 TOPICS IN FINANCIAL ECONOMICS.** (3)
- **ECON 753 SELECTED TOPICS: MATHEMATICAL ECONOMICS.** (3) (Offered only in some years)
- **ECON 760 SEMINAR IN THE HISTORY OF ECONOMIC THOUGHT.** (3)
- **ECON 761 ECONOMETRICS: TIME SERIES ANALYSIS.** (3) (Not open to students who have taken ECON 762) (Offered only in some years)

ECON 762 ECONOMETRICS - ASYMPTOTIC AND FINITE - SAMPLE. (3) Exact and asymptotic distribution theory in econometrics: basic results for estimation and inference in regression models, extensions and other selected topics including nonparametric and distribution-free methods for econometric models.
May also be available as: ECON 762D1, ECON 762D2.

ECON 763 FINANCIAL ECONOMETRICS. (3) This course covers advanced time series methods used in the analysis of financial data and other potentially non-stationary time series. Topics: integrated time series, co-integration, unit root testing, conditional heteroscedasticity, long memory, non-parametric and neural network models. Applications include market efficiency, stochastic volatility and predictability of asset retuns.

- **ECON 764 TOPICS IN APPLIED ECONOMETRICS.** (3
- **ECON 767 APPLIED QUANTITATIVE ECONOMICS.** (3)

ECON 799 PH.D.COMPREHENSIVE EXAMINATION. (0)

26 Educational and Counselling Psychology

Department of Educational and Counselling Psychology
Education Building, Room 513
3700 McTavish Street
Montreal, QC H3A 1Y2

Telephone – Program Information: (514) 398-4241
Fax: (514) 398-6968
Website: http://www.education.mcgill.ca/ecp

Chair — Susanne P. Lajoie

Program Directors:

Professional Psychology Program Grouping/ Counselling Psychology — Theodore J. Maroun
School/Applied Child Psychology — Jacob A. Burack
Associate Program Director — Joyce F. Benenson (Applied Developmental Psychology)

Professional Education Program Grouping/ Educational Psychology — F. Gillian Rejskind
Associate Program Directors —
Theodore J. Maroun (Family Life Education)
F. Gillian Rejskind (General Educational Psychology, Gifted Education, Inclusive Education, and Psychology of Gender)

Cognition and Instruction Program Grouping —
Alenoush Saroyan
Associate Program Directors —
Carl Frederiksen (Educational Technology)
Lynn M^{c}Alpine (Adult Education)

26.1 Staff

Emeritus Professors
Eigil Pedersen, B.A.(Sir G. Wms.), M.A.(McG.), Ed.D.(Harv.)
Howard A. Stutt, B.A.(Queen's), B.Ed., M.Ed.(Montr.), F.C.C.T.

Professors
Mark W. Aulls, B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia)
Jacob A. Burack, B.A.(Col.), M.S., M.Phil., Ph.D.(Yale)
Glenn F. Cartwright, B.A.(Sir G. Wms.), M.A.(McG.), Ph.D.(Alta.), F.A.A.S.P., F.C.C.T.
Jeffrey L. Derevensky, B.A.(C. W. Post), M.A., Ph.D.(McG.)
Janet G. Donald, B.A., M.A.(W. Ont.), Ph.D.(Tor.) *(joint appt. with the Centre for University Teaching and Learning)*
Florent R. Dumont, A.B.(Col.), M.S.(S. Conn. St.), Ed.D.(Mass.)
Carl H. Frederiksen, B.A.(Harv.), M.A., Ph.D.(Ill.)
Susanne P. Lajoie, B.A., M.A.(McG.), Ph.D.(Stan.)
Bruce M. Shore, B.Sc., M.A.(McG.), Ph.D.(Calg.)

Associate Professors
Joyce F. Benenson, B.Sc.(Duke), Ph.D.(Harv.)
Antonio Bernardelli, B.Sc.(Loy. Coll. Montr.), M.Ed., Ed.D. (McG.) (PT)
Robert J. Bracewell, B.Sc., M.A.(McM.), Ph.D.(Tor.)
Alain Breuleux, B.Sc., M.Sc., Ph.D.(Montr.)
Jack de Stefano, B.A.(Loy. Coll.. Montr.), M.A., Ed.D.(McG.) (PT)
Kim Cornish, B.Sc.(Lancaster), Ph.D.(London)
Janet Donin, B.A.(Tor.), M.A.(Ill.), Ph.D.(Cal.) *(joint appt. with Integrated Studies in Education)*
James P. Hanrahan, B.A., B.Ed.(St. F. X.), M.A.(McG.), Ph.D.(Lond.)
Nancy L. Heath, B.A.(McG.), M.Ed.(Ott.), Ph.D.(Tor.)
Michael L. Hoover, B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)
Robert A. Lavers, B.A.(Bishop's), M.Sc., Ph.D.(McG.)
Evelyn Lusthaus, B.S., M.S., Ph.D.(S.U.N.Y. Buffalo)
Theodore J. Maroun, B.S.(S.U.N.Y. Potsdam), M.S.(Canisius), M.Ed.(S.U.N.Y. Buffalo), Ed.D.(Ind.)
Lynn M^{c}Alpine, B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.) *(joint appt. with the Centre for University Teaching and Learning)*
F. Gillian Rejskind, B.A., M.A.(Sask.), Ph.D.(C'dia)
Alenoush Saroyan, B.A.(Pahlavi), M.Ed.(Loy. U. Chic.), Ph.D.(McG.) *(joint appt. with the Centre for University Teaching and Learning)*

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.(Maryland)
Ronald Stringer, B.Sc., M.A., Ph.D.(Tor.)
Renée Stevens, B.A.(U.C.L.A.), M.A., Ph.D.(McG.) (PT)
Barbara Wainrib, B.A.(Brooklyn Coll.), M.Sc.(McG.), D.Ed.(Mass.) (PT)
Cynthia B. Weston, B.A. (Georgetown), M.L.S.(S.U.N.Y.), D.Ed.(Wash.) *(joint appt. with the Centre for University Teaching and Learning)*

Assistant Professors
Miranda D'Amico, B.A., M.A.(C'dia), Ph.D.(McG.) (PT)
Marlene Dworkind, B.A., M.Ed.(McG.) (PT)
Marilyn Fitzpatrick, B.A.(Tor.), M.Ed., Ph.D.(McG.)

Adjunct Professors
Annie Alaku, B.Ed.(McG.) *(Kativik School Board)*
H. Don Allen, B.Sc.(McG.), M.S.T.M.(Santa Clara), Ed.M., Ed.D.(Rutgers)
Susan Butler, B.A., M.A.(McG.), Ph.D.(Lond.)
Franco Carnevale; B.Sc.N, MSCA, M.Ed., M.Sc., Ph.D.(McG.)
Bertha Dawang, B.A.(Sir G. Wms.), M.Ed.(McG.)
Valentina De Krom, B.A.(Ott.), M.Sc.(McG.) *(Nunavut Arctic College)*
Marcia A. B. Delcourt, M.A.B., B.Sc.(Bloomsburg), M.A., Ph.D.(Conn.) *(Western Connecticut University)*
Michael J. Dixon, B.A., B.Sc.(Trent), M.A., Ph.D.(C'dia) *(Douglas Hospital)*
Peter J. Doehring, B.A.(McG.), M.A., Ph.D. (C'dia) *(Douglas Hospital)*
Mary Elijassiapik, B.Ed.(McG.) *(Kativik School Board)*
Micki Lane, A.B.(U.C. Berkeley), M.A., Ph.D.(U.C.L.A.) *(MVM Communications)*
Elsa Lo; B.A.(Queen's), B.A.(Dalhousie), M.A., Ph.D.(McG.)
Henry Markovits; B.Sc.(McG.), M.Sc.(Sussex), Ph.D.(Montr.)
Judith A. MacArthur, B.A.(Sir G. Wms.), M.Ed.(McG.) *(Kativik School Board)*
Leonard Shenker, B.Sc.(C.C.N.Y.), Ph.D.(McG.)
Marcos Silva; B.A.(C'dia), M.L.S., Ph.D.(McG.)
Michael Thomas, B.A.(Univ.Coll. Wales), M.A.(Montr.)
Vicki Zack, B.A., Ph.D.(McG.), M.A. (Montr.) (St. George's School)

Associate Members
Terry Gandell; B.A, M.Ed., Ph.D.(McG.)
Mary H. Maguire; B.A., B.Ed., M.A.(Montr.), M.Ed.(McG.), Cert. Reading(McG.), Ph.D.(Ariz.)
Joseph Rochford; B.A.(McG.), M.A.(Queen's), Ph.D.(C'dia)
Lalit K. Srivastava; B.Sc., M.Sc.(U of Allahabad, India), Ph.D.(Jawaharlal U., New Delhi)
Claire-Dominique Walker; B.Sc.(College Calvin, Geneva); Ph.D.(Salk Institute and U. of Geneva)
Laura Winer; B.A.,M.A.,Ph.D.(C'dia)

Part-time Instructors
Andrew Chiarella, Dawn Cruchet, Andrew Hum, Judy McBride, Sharon Miller, Rosemary Reilly, Kieron Rogan, Joan Stafford.

26.2 Programs Offered

The Department offers M.A. (non-thesis), M.A. (thesis), and Ph.D. programs in Counselling Psychology and in Educational Psychology, as well as an M.Ed. in Educational Psychology.

Also offered is a Graduate Diploma in School/Applied Child Psychology (Ph.D. Respecialization); see section 26.5.3.

At the undergraduate and continuing professional education levels, the Department offers the Certificate in Inclusive Education, Certificate in Educational Technology, a Graduate Certificate in Counselling Applied to Teaching, Certificate in First Nations and Inuit Student Personnel Services, Diploma in Family Life Education, and a B.A. Minor Concentration in Educational Psychology.

For information about graduate programs, please contact the appropriate Program Coordinator (Secretary):

Cognition and Instruction and Professional Education, including Adult Education, Applied Cognitive Science, Computer Applications in Education, Education of the Gifted, Family Life Education, General Educational Psychology, Higher Education, Inclusive (formerly "Special") Education, Instructional Psychology, Psychology of Gender — Mrs. Geri Norton, (514) 398-4244.

Professional Psychology, including Counselling Psychology, School/Applied Child Psychology, and Applied Developmental Psychology — Ms. Diane Bernier, (514) 398-4245, and the Psychoeducational and Counselling Clinic (514) 398-4641.

Graduate programs are organized under two degree designations, Counselling Psychology and Educational Psychology. Within Educational Psychology, degrees are offered in three program groupings, each covering different specializations. Please refer to the detailed subsections following for each to verify which degrees are available and specific requirements.

Educational Psychology Ph.D. programs are organized around a Major and Minor; students may freely select the combination of Major and Minor across program groupings, according to availability. Some of the specializations listed below are available only as Minors, and School/Applied Child Psychology is available only as a Major.

Cognition and Instruction
- Adult Education
  (admission to this specialization has been suspended)
- Applied Cognitive Science
- Computer Applications in Education
  (admission to this specialization has been suspended)
- Higher Education
- Instructional Psychology

Professional Education
- Education of the Gifted
- Family Life Education
- General Educational Psychology
- Inclusive Education
- Psychology of Gender

Professional Psychology
- Applied Developmental Psychology
- Counselling Psychology
- School/Applied Child Psychology

Professional Accreditation

The Major in School/Applied Child Psychology of the Ph.D. in Educational Psychology is accredited by the American Psychological Association (APA).

The Ph.D. in Counselling Psychology is jointly accredited by the Canadian Psychological Association and the American Psychological Association.

The Ordre des psychologues du Québec (OPQ) has endorsed accreditation of both the Ph.D. in Counselling Psychology and the Ph.D. in Educational Psychology Major in School/Applied Child Psychology as this calendar went to press. Both applications have been forwarded to the Office des professions du Québec. Once accredited, graduates of these two programs who are also graduates of recognized undergraduate programs in Psychology (a list is available from the OPQ or the Department) will qualify for automatic admission to the professional practice of Psychology in Quebec. They presently receive "fast track" consideration under the admission procedures for the evaluation of "equivalence". Ph.D. graduates with any other undergraduate preparation, and all graduates until the accreditation process is complete, are eligible to apply for OPQ membership by review of equivalence of their training.

The M.A. (non-thesis) in Counselling Psychology is accredited by the Ordre professionnel des conseillers et conseillères d'orientation du Québec (OPCCOQ). Graduates of this program meet the professional requirements for licensing as a Counsellor in Quebec. This program does not qualify graduates to meet the requirements for certification as a Psychologist.

The M.Ed. Educational Psychology Concentration in Family Life Education is approved by the Association of Family Life Educators of Quebec (AFLEQ). AFLEQ has established reciprocal recogni-

tion of qualifications with the Canadian Association of Family Life Educators.

Graduate degrees in Educational or Counselling Psychology, and elsewhere in Education, do not lead to teaching certification – see the Undergraduate Education Calendar for B.Ed. programs. Holders of other undergraduate degrees may apply to enter the B.Ed. with advanced standing.

Research Facilities

The Department maintains working relationships with specialized centers and research groups offering opportunities for training and research to selected students. This includes the Centre for University Teaching and Learning, concerned with educational improvement and evaluation in higher education; the Centre for Medical Education whose activities focus on training in the health sciences; the Psychoeducational and Counselling Clinic which assists children, adolescents, and adults with learning and other problems; the Neuropsychology Department of Rivière des Prairies Hospital; the Taylor Adolescent Program conducted in association with the Learning Associates of Montreal; the Laboratory of Applied Cognitive Science which conducts research on human learning and performance; the Apple Research Partnership Program (APR) which assists in developing Macintosh software; the Computer-Based Instructional Research Laboratory; and the High Ability and Inquiry Research Group concerned with giftedness, creativity, and the role of inquiry in teaching and learning. Students considering participation in the activities of any Centre or research group should contact the researchers responsible, their own program director or advisor about eligibility, types of available involvement, and any registration requirements.

Professional Conduct

Several programs (Counselling Psychology, School/Applied Child Psychology, Inclusive Education, and others) have professional components and field placements. In all aspects of any program, on campus and off, students are expected to conduct themselves in accord with the professional standards of all relevant professional associations, in accord with the law (e.g., Youth Protection), and the expectations of organizations receiving field placements. This applies to all aspects of professional conduct, including but not limited to respect for persons, property, and confidentiality, appropriate dress, and punctuality. Failure to meet these expectations, regardless of performance in courses or other formal program requirements, will be taken into account in the assessment of the students' overall academic standing in the program and, in the most serious instance, may result in a requirement to withdraw from the program.

26.3 Admission Requirements

Specific admission requirements vary across degrees and program options. Please see additional details with each detailed description below.

26.4 Application Procedure

All applicants must supply:

1. A completed application form.
2. Official transcripts of post-secondary studies.
3. Letters of reference.
4. Application fee ($60 Canadian – credit card, cheque or money order, payable in Canadian $ to "McGill University").
5. TOEFL score (where applicable).

Additional specific requirements apply to particular degrees and program options. Please see additional details with each detailed description below.

Applications including the fee should be addressed to the Program Coordinator (Secretary) at the above address, clearly stating the Degree (M.Ed., M.A. with or without thesis, or Ph.D.) and specialization of interest.

The deadline for applications is February 1 for Summer and September admission. Some programs will consider other admission dates — please consult the Program Coordinator (Secretary) beforehand if applying after February 1. Late applications in some programs may be considered if places have not been filled. The September starting date is normally firm in accredited professional programs.

Commencing with applications for entry in January 2003, McGill's on-line application form will be available to all graduate program candidates at http://www.mcgill.ca/applying/graduate.

26.5 Program Requirements

26.5.1 Graduate Degrees in Counselling Psychology – M.A.(non-thesis), M.A., Ph.D.

(see page 163 for graduate degrees in Educational Psychology)

M.A.(non-thesis) COUNSELLING PSYCHOLOGY

The aim of the M.A.(non-thesis) in Counselling Psychology is to produce graduates who (a) are trained in the major academic and applied areas of Counselling Psychology; (b) will be qualified to be counsellors in a variety of settings that require educational, vocational, personal, and developmental counselling; (c) have a knowledge of counselling in both the academic and applied aspects, and (d) who have an extensive supervised internship in either a clinical or educational setting. This program also qualifies graduates to apply to the Ph.D. program in Counselling Psychology and membership in the OPCCOQ.

Admission Requirements

Admission to this program is limited.

1. Applicants must hold **either**
   a. an Honours or Major degree (minimum 54 credits) in psychology, with a CGPA of 3.0 out of 4.0 or better; or
   b. a Baccalaureate degree in a field other than psychology, with a CGPA of 3.0 out of 4.0 or better, and sufficient academic preparation to meet the following requirements:
      i. a minimum of 36 credits (substantive as distinguished from experiential content) in psychology which includes courses in theories of personality, history and systems of psychology, abnormal psychology, social psychology, inferential statistics, and developmental psychology, and
      ii. a minimum number of credits in related disciplines in the social sciences sufficient to bring the total of (b.i) and (b.ii) to 54 credits.
   c. A CGPA of 3.0 out of 4.0 or better in those courses which constitute the 54-credit requirement referred to in a. and b.
2. In addition to having a record of high scholastic achievement, each applicant must demonstrate adequate performance on the general as well as the psychology components of the Graduate Record Exam (GRE).
3. Normally, preference will be given to applicants having related work experience in public mental health or educational settings.
4. Three (3) letters of recommendation.
5. Additional forms must be filed for admission to the program and may be obtained from the Program Coordinator (Secretary) (514) 398-4245. Applicants must provide an unofficial academic transcript before application to the program.
6. An interview with the Program Director or other faculty members may be required.

Program Requirements

This degree requires two years (four semesters) and one summer term of full-time study. All students must also attend weekly case conferences.

M.A.(non-thesis) Counselling Psychology (60 credits)

Required Courses (30 credits)

EDPC 606	(3)	Theories of Counselling 1
EDPC 607	(3)	Theories of Counselling 2
EDPC 608	(3)	Group Counselling: Theory
EDPC 609	(3)	Psychological Testing 1
EDPC 615	(3)	Assessment and Diagnosis in Counselling

EDPC 618 (3) Professional Ethics and the Law
EDPC 624 (3) Group Counselling: Practice
EDPC 662 (3) Career Psychology
EDPC 665 (6) Practicum in Counselling

Internship – Required (24 credits)
Four 6-credit components reflect various dimensions of the profession. Completion of the internship is essential to becoming a member of the OPCCOQ.
EDPC 679 (6) Internship General 1
EDPC 680 (6) Internship Research Seminar
EDPC 682 (6) Practicum in Psychological Testing
EDPC 685 (6) Internship in Vocational and Rehabilitation Counselling

Elective Courses (6 credits)
The following courses may be offered periodically and taken to complete or exceed the academic requirements. Electives may also be chosen from other courses offered by the Department or other departments of the University. Choice of electives requires approval of the student's faculty advisor.

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

M.A. (thesis) COUNSELLING PSYCHOLOGY

Admission to this thesis program is limited.

The aim of the M.A. is to produce graduates who (a) are trained in the major academic areas of Counselling Psychology; (b) have sufficient research ability to evaluate research in counselling; (c) are able to design, conduct and interpret empirical research, and (d) can apply research methods in counselling to common problems and concerns in educational and clinical settings. This program is designed to prepare graduates for research and teaching in the field of counselling psychology and to give them the foundation for doctoral studies that have an emphasis on research. This degree does not fulfil the requirements for membership in either the Quebec Professional Order of Guidance Counsellors (OPCCOQ) or Quebec Order of Psychologists (OPQ) or for acceptance into the McGill Ph.D. in Counselling Psychology.

Graduates of the M.A. program will also need a supplementary internship experience if they wish to fulfil the requirements for membership in the Professional Order of Guidance Counsellors of Quebec (OPCCOQ). This will require an additional year of fieldwork experience. M.A. students are admitted to an internship/fieldwork only with approval of the program staff and if supervisory staff is available.

Admission Requirements
Same as for the M.A.(non-thesis) Counselling Psychology.

Program Requirements

Credit for the thesis will be awarded upon satisfactory completion of the thesis components listed below. This degree requires a minimum of 4 semesters and one summer session of full-time study.

M.A. Counselling Psychology (48 credits)

Required Courses (21 credits)
EDPC 606 (3) Theories of Counselling 1
EDPC 607 (3) Theories of Counselling 2
EDPC 608 (3) Group Counselling: Theory
EDPC 609 (3) Psychological Testing 1
EDPC 662 (3) Career Psychology
EDPC 665 (6) Practicum in Counselling

Thesis Component – Required (24 credits)
EDPC 697 (6) Thesis Preparation 1
EDPC 698 (6) Thesis Preparation 2
EDPC 699 (12) Thesis Preparation 3

Elective Course (3 credits)

Ph.D. IN COUNSELLING PSYCHOLOGY

This program is built on the scientist-practitioner model and is accredited by the Canadian and American Psychological Associations. Its aims are:

1. To develop professionals who are able to contribute to the advancement of knowledge in the field of counselling psychology through research that studies social phenomena that may impinge upon the practice of psychology. This research may be a study of the practice of counselling psychology or it may be broader that has indirect implications for practice.
2, To develop professionals who are able to evaluate the merits and weaknesses of current research in the field and its implications for the practice of counselling psychology.
3. To develop professionals who are able to integrate a broad theoretical and practical knowledge base into the practice and supervision of counselling psychology, that is, to train professionals capable of addressing complex issues and applying that understanding to practice and supervision.
4. To develop professionals who are able to take a leadership role in the profession at a variety of levels including community, university and professional organizational levels.

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 centers, and professional positions in psychological agencies offering preventative mental health services.

Admission Requirements
1. All Ph.D. applicants must have secured in writing a research supervision commitment from one of the counselling psychology staff members prior to candidacy.
2. Each applicant, in addition to having a Master's degree in counselling psychology or its equivalent, must present evidence of research capability such as a Master's thesis, an Honours thesis or, at the minimum, a well-developed proposal for a doctoral thesis.
3. All applicants who have not completed a Master's level internship will have their applications evaluated on a case-by-case basis.
4. Each applicant is required to take the Graduate Record Examination (General and Psychology Tests).
5. Three (3) letters of reference.

Ph.D. in Counselling Psychology
Applicants are advised that in accordance with the Canadian Psychological Association and American Psychological Association criteria for doctoral program accreditation, all doctoral candidates must have a solid grounding in the history of psychology, develpmental psychology, abnormal psychology, and the social aspects and determinants of behavior. If applicants to this program do not have such courses in their undergraduate or Master's level eduction, they will be required to take supplemental courses in these domains after entering the doctoral program.

Required Courses, Comprehensive Examination, and Internship (84 credits)

EDEM 692 (3) Qualitative Research Methods
EDPC 709 (3) Advanced Theories and Models
EDPC 714 (3) Models of Family Therapy
EDPC 719 (3) Advanced Small Group Counselling
EDPC 720 (6) Seminar Vocational Psychology and Career Development Theory
EDPC 780 (6) Professional Development
EDPC 782 (6) Doctoral Field Practicum
EDPC 786 (6) Seminar: Research Problems in Counselling
EDPE 622 (3) Multiculturalism and Gender
EDPE 627 (3) Professional Practice of Psychology
EDPE 676 (3) Intermediate Statistics 2
EDPE 682 (3) General Model for Univariate Analysis

EDPE 684 (3) Methods of Multivariate Analysis
EDPE 712 (3) Neurological Bases of Behavior
EDPC 701 Comprehensive Examination

Complementary Courses (6 credits)
EDPE 616 (3) Cognitive Development
(or an equivalent course)
EDPE 617 (3) Adolescent Development
or EDPE 623 (3) Social-Emotional Development

Internship – Required (24 credits)
EDPC 795 (24) Supervised Fieldwork in Counselling (Internships)

Other Requirements
Most applicants to the Ph.D. program enter with previous supervised fieldwork and with considerable educational and clinical counselling experience. Candidates must coordinate with their academic supervisors an appropriate setting for their fieldwork (pre-doctoral practicum and internship) before entering the formal studies of the program. All students attend weekly case conferences.

A minimum of two years full-time study is required following the Master's degree; three or four are commonly required.

26.5.2 Graduate Degrees in Educational Psychology – M.Ed., M.A. (Non-thesis), M.A., Ph.D.

(see page 161 for graduate degrees in Counselling Psychology)

M.Ed. EDUCATIONAL PSYCHOLOGY

The aim of the M.Ed. is to offer educators advanced professional training in areas where educational psychology can make a practical contribution to teaching, such as (a) the application of the results of educational research, (b) evaluation of student learning, teaching, programs, and educational experimentation and innovation, (c) a greater understanding of human development, individual differences, and the learning process, and (d) a greater understanding of classroom processes and strategies for teaching diverse learners. Courses will be offered at times that enable part-time study. The program is directed toward the innovative teacher at any level. Applicants may choose the general program or one of several concentrations.

The program offers six M.Ed. areas of concentration of studies:
(a) Adult Education
(admission to this concentration has been suspended),
(b) Computer Applications
(admission to this concentration has been suspended),
(c) Education of the Gifted,
(d) Family Life Education,
(e) General Educational Psychology,
(f) Inclusive Education.

Students may design their studies around the Major/Minor areas outlined under the Ph.D. listings. This is especially recommended for students contemplating an application to the Ph.D. (Educational Psychology) following the M.Ed.

Admission Requirements
1. An undergraduate degree in Education, Psychology, or another field relevant to the proposed studies in Educational Psychology.
2. CGPA of 3.0 out of 4.0 or higher in undergraduate studies.
3. Statements of academic and research experience, relevant professional training and experience.
4. Letters of reference from at least two professional colleagues, or from at least two former university instructors, and any others the applicant wishes should be submitted.

Program Requirements

The program contains three main parts: (a) 3 required courses (9 credits), (b) two required courses (12 credits) constituting a Special Activity, the student's major project intended to demonstrate by performance that the student has succeeded in the program – the Special Activity may be one large project or two smaller ones, and (c) optional courses, totalling 27 credits that allow the student to design an individualized program or specialize in one or more areas of concentration.

Some courses are offered in alternating years. Students should take EDPE 602 early in their program. Pre- or corequisite to EDPE 602: EDPE 575 Educational Measurement or its equivalent; this course may be included as an elective within the 48 credits of the M.Ed. and should be taken first. The program director or advisor for the M.Ed. area of concentration should be consulted about the specific sequence to be followed

Required Courses (21 credits)
EDPE 602 (3) Uses of Research Findings in Education
EDPE 603 (3) Educational Research and Development for Practitioners
EDPE 635* (3) Theories of Learning and Instruction
EDPE 697 (6) Special Activity 1
EDPE 698** (6) Special Activity 2
* Inclusive Education and Family Life Education students may replace EDPE 635 with EDPE 636 or take both
** Inclusive Education students may replace EDPE 698 with EDPI 656

Elective Courses (27 credits)
Optional courses may be selected in consultation with the Program Director for the M.Ed. area of concentration from among the Department's graduate courses and from other courses offered at the graduate level in the University. Optional courses are selected so as to provide students with a coherent program of study in their area of interest and tailored to their needs.

M.Ed. Concentrations

Students may select these as part of their 27 credits of elective courses. Some courses also have prerequisites or corequisites that should be heeded in program planning. Students are welcome to propose to their faculty advisors or the Associate Program Director adaptations of these M.Ed. Concentrations. Completion of the Family Life Education Concentration as described is essential for recognition by the accrediting body.

(a) Adult Education
(Admission to this concentration has been suspended)

The M.Ed. Concentration in Adult Education is offered in collaboration with the Department of Integrated Studies in Education. The program especially addresses professional education and its links with studies in higher education, instructional psychology, and applied cognitive science.

EDPA 610 (3) Foundations of Adult Education
EDPA 612 (3) The Adult Learner
EDPA 614 (3) Teaching the Adult

(b) Computer Applications in Education
(Admission to this concentration has been suspended)

15 credits from among the following:
EDPE 640 (3) Research in Computer Applications
EDPE 641 (6) Use of the Computer in Educational Instruction
EDPE 643 (3) Evaluation of Computer Software and Hardware
EDPE 650 (3) Consciousness and Virtual Reality
EDPE 660 (3) Artificial Intelligence and Education

(c) Education of the Gifted

EDPI 526 (3) Talented and Gifted Students
EDPI 536 (3) Practicum in the Education of the Gifted

plus 3 credits from the following:
EDPI 527 (3) Creativity and its Cultivation
EDPI 537 (3) Practicum in the Education of the Gifted 2
EDPI 628 (3) Gifted Students with Special Needs

(d) Family Life Education

EDPC 502 (3) Group Processes and Individuals
EDPC 507 (3) Practicum in Group Leadership Skills
EDPC 640 (3) The Foundation of Family Life Education

plus 9 credits from the following:

EDPC 501 (3) Helping Relationships
EDPC 503 (3) Human Sexuality for Professionals
EDPC 504 (3) Practicum in Interviewing Skills
EDPC 505 (3) Crisis Intervention Processes
EDPC 508 (3) Seminar in Special Topics
EDPC 509 (3) Individual Reading Course
EDPC 510 (3) Family Life Education and Marriage
EDPE 560 (3) Human Development
EDPE 564 (3) Family Communication
EDPE 565 (3) Psychosocial Aspects of Cancer
EDPE 595 (3) Seminar in Special Topics

(e) General Educational Psychology

The program is designed individually by the student in consultation with the student's faculty advisor or Associate Program Director.

(f) Inclusive Education

The following pattern is recommended for students without previous background in inclusive education. With the advice of the student's faculty advisor, the program will be adapted to address students' academic and professional interests and needs.

EDPI 642 (3) Education of Learners with Special Needs 1: Overview
EDPI 643 (3) Education of Learners with Special Needs 2: Issues
EDPI 645 (3) Diagnosis and Assessment in Special Education
EDPI 654 (3) Instruction/Curriculum Design and Adaptation
EDPI 665 (3) Research & Theory in Learning Disabilities
EDPI 667 (3) Behavioral and Emotional Problems
EDPI 680 (3) Selected Topics in Special Education 1
EDPI 526 (3) Talented and Gifted Students

Since 1997 the Quebec Ministry of Education no longer issues specialist certificates except in initial teacher education. Specialized certificates are not required to seek employment, but school boards will still seek suitably qualified applicants for teaching and consulting positions.

PRE-DOCTORAL STUDIES

M.Ed. students and graduates are eligible to apply to the Ph.D. in Educational Psychology if they have completed the following program elements. These may have been included within the M.Ed. program. Upon completion of the M.Ed., if the uncompleted requirements can be accomplished in one year of study or less, they may be taken in the Ph.D. 1 year. Any excess must be completed before Ph.D. studies can begin. The required elements are:

- studies within a Major area to be pursued within the Ph.D. (there is no required number of courses since Major sequences are calculated across Master's and Ph.D. studies),
- the following general courses: (a) EDPE 602, (b) EDPE 603 (research methods) or EDEM 692, EDSL 630 or the equivalent (qualitative research methods), and (c) EDPE 676 (intermediate statistics.
- a research project in the manner of an M.A. thesis (though less extensive) within at least one of the Special Activities (EDPE 697 or EDPE 698).

In the Ph.D. 1 year for M.Ed. (Educational Psychology) graduates, students will normally complete any remaining Ph.D. required courses listed below, continue study in their Major and Minor sequences, and actively begin their doctoral research. The courses referred to are:

EDPE 600 (3) Seminar in Educational Psychology
EDPE 682 (3) General Models for Univariate Analysis

and, optionally,

EDPE 684 (3) Methods of Multivariate Analysis.

All three courses may be taken as options within the M.Ed.

M.Ed. students who contemplate continuing to a Ph.D. (Educational Psychology) Major in the Cognition and Instruction Program Grouping should take EDPE 666 and, in addition, take EDPE 555 which may supplement or replace EDPE 600.

M.A. (NON-THESIS) EDUCATIONAL PSYCHOLOGY

The M.A. (Non-thesis) in Educational Psychology is available only to students admitted to the study sequence leading to the Ph.D. in Educational Psychology (Major in School/Applied Child Psychology). The M.A. is normally awarded after completion of the first two years of the five-year Ph.D., including the School Psychology Research Project.

Admission Requirements

1. Major or Honours B.A. or B.Sc. in Psychology or a B.Ps. including courses in developmental, abnormal, and cognitive psychology, history and systems of psychology, statistics; and results of the Graduate Record Examination (Verbal, Quantitative, and Psychology).
2. GREs should be taken no later than December.
3. A three-page research proposal is required of students applying for entrance with advanced standing.

Program Requirements

Detailed program requirements for the full five-year program are listed below under the Ph.D. Major in School/Applied Child Psychology.

M.A. Educational Psychology (48 credits – or 78 credits for School/Applied Child Psychology)

The aim of the M.A. (with thesis) is to produce graduates who (a) are broadly trained in educational psychology, (b) have sufficient research competence to critically evaluate research in educational psychology, and to design, conduct and report empirical research, and (c) have experience in applying research methods and findings to the solution of practical problems in varied educational settings.

Admission and Program Requirements vary among program areas that correspond to Ph.D. Majors described on page 166.

Admission Requirements

1. An undergraduate degree in Education, Psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. CGPA of 3.0 out of 4.0 or higher in undergraduate studies.
3. Statements of academic and research experience, relevant professional training and experience.

Program Requirements

Candidates are required to follow an approved course of study, to select a topic for research, and to present the results of such research in the form of an acceptable thesis. Required courses ensure that each graduate will emerge with substantive knowledge of the content and methods used in educational psychology. Optional courses provide an opportunity for qualified candidates to study advanced topics related to their research and to diversify their knowledge of the discipline.

Required Courses (9 credits)

EDPE 605 (3) Research Methods
EDPE 676 (3) Intermediate Statistics 2
EDPE 682 (3) General Model for Univariate Analysis

Thesis Component – Required (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

Complementary Courses (15 credits)

one of:

EDPE 600 (3) Seminar in Educational Psychology
or EDPE 555 (3) Applied Cognitive Science

and 12 credits to be chosen by students with the approval of their supervisors and the program director. The courses must come from at least two different Major or Minor Ph.D. sequences or other courses in those areas. Courses may be applied toward Ph.D. (Educational Psychology) Major and Minor requirements.

It is generally recommended that students make their choices from among the courses required for the Ph.D. Major or Minor sequences or the M.Ed. Concentration in their areas of primary interest. These are enumerated below.

Students intending to proceed to the Ph.D. Majors in Applied Cognitive Science or Instructional Psychology take courses for which EDPE 555 Applied Cognitive Science or the equivalent is a prerequisite. Students may take both EDPE 555 and EDPE 600 among their complementary courses.

26.5.3 Professional Psychology Program Grouping – M.A. (Non-thesis), M.A., Ph.D.

M.A. EDUCATIONAL PSYCHOLOGY

The M.A. in Educational Psychology with thesis in this program grouping is available in two specializations, Applied Developmental Psychology (48 credits) and School/Applied Child Psychology (78 credits). In the latter case, students must begin in the M.A. (Non-thesis) and may request to transfer at the end of the first semester or thereafter.

Admission Requirements
Same as for the M.A. (non-thesis) specialization in School/Applied Child Psychology.

Program Requirements
Candidates are required to follow an approved course of study, to select a topic for research, and to present the results of such research in the form of an acceptable thesis. Required courses ensure that each graduate will emerge with substantive knowledge of the content and methods used in educational psychology. Optional courses provide an opportunity for qualified candidates to study advanced topics related to their research and to diversify their knowledge of the discipline.

Required Courses (12 credits)
Applied Developmental Psychology and School/Applied Child Psychology:
EDPE 600 (3) Seminar in Educational Psychology
EDPE 605 (3) Research Methods
EDPE 676 (3) Intermediate Statistics 2
EDPE 682 (3) General Model for Univariate Analysis

Thesis Component – Required (24 credits)
Applied Developmental Psychology:
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
Students in School/Applied Child Psychology who may wish to do an M.A. (with thesis) should consult the Program Director regarding additional requirements.

Complementary Courses (12 credits)
To be chosen by students with the approval of their supervisors and the Program Director. The courses must come from at least two different Major and Minor sequences or other courses in those areas. Courses may be applied toward Ph.D. (Educational Psychology) Major and Minor requirements.

For students in School/Applied Child Psychology there are no complementary courses. All courses taken at the M.A. level are prescribed within the M.A./Ph.D. sequence described below and the total at the M.A. level, including thesis, is 78 credits.

Ph.D. EDUCATIONAL PSYCHOLOGY

Areas including Major sequences:
Applied Cognitive Science
Applied Developmental Psychology
Instructional Psychology
School/Applied Child Psychology
Special Populations of Learners
(Special Needs Option)
(Gifted Education Option)

The aim of the Ph.D. is to produce graduates who are competent in planning and implementing basic and applied research on problems of cognition; teaching and learning, and development, applying research methods to the solution of educational problems and the improvement of educational practices. It prepares graduates to work as psychologists, consultants, and program directors in schools or related educational institutions, and for teaching educational psychology at the university level. Opportunities are provided for advanced study, research, clinical practice, practica and internships experience in the application of research.

Admission Requirements

All doctoral students must have a research advisor upon entry to the program. Interested candidates should contact the program coordinator (secretary) for a faculty list or consult the Department Web page. An advisor may be selected from among professors in the Department. It is essential to clearly state the Major. It is helpful to identify the Minor as well.

Students in School/Applied Child Psychology are automatically considered to elect Applied Developmental Psychology as their Minor, but may also add another Minor in some circumstances.

There are two entry levels and patterns:
starting at Ph.D. 2
starting at Ph.D. 1

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

Ph.D. 2 level
(a) Applicants should hold an M.A. in Educational Psychology from McGill or a recognized equivalent degree, reflecting high overall standing, study within the area of proposed doctoral specialization, and evidence of research competence.
or
(b) Applicants should have completed the first year in the Department's M.A. program, with high academic standing in coursework, including study within the area of proposed doctoral specialization, and the completion of a research project supervised by a faculty member.

Ph.D. 1 level
(a) Applicants should hold an M.Ed. in Educational Psychology or a Master's degree in a related discipline (e.g., sociology, social work) lacking only the content in educational psychology that can be acquired within one year of full-time study. The applicant's academic record must reflect high overall standing and evidence of research competence.
or
(b) Applicants should hold a Bachelor's degree in psychology, reflecting high academic standing in an Honours or Major program, and have completed an undergraduate thesis or the equivalent. (This option is rarely exercised.)

All applicants will also be expected to provide:
1. at least two letters of recommendation,
2. a 3-5-page summary proposal of the intended thesis research,
3. a statement of experience, career plans, and program appropriateness, and
4. a copy of a Master's thesis, Honours thesis, or research project (which will be returned after examination).

Additional Entrance Notes:

School/Applied Child Psychology
Applicants are required to supply results of the Graduate Record Examinations (Verbal, Quantitative, and Psychology) at the time of initial application. An undergraduate Major or Honours degree in Psychology is required including courses in developmental, abnormal and cognitive psychology, history and systems in psychology, and statistics. McGill Psychology graduates completing the 36-

credit B.A. Major Concentration must complete at least 18 additional credits of senior undergraduate study in psychology or related subjects.

Students will enrol for two years in the M.A. (Non-thesis) in Educational Psychology, and will follow the course sequence noted below. At the end of the first semester or thereafter students may request to change to the M.A. with thesis if supervision is available. Students will receive the M.A. following the second year having completed all the requirements and to proceed directly to Ph.D. 2 in their third year of study unless advised after the third M.A. semester that they are not maintaining a sufficiently high standard to continue to the Ph.D. Such students may elect to complete the M.A. or withdraw.

Applied Developmental Psychology
Applications to the Ph.D. are normally only accepted from the thesis M.A. to Ph.D. route (see the M.A. in Educational Psychology). Other entrance requirements are the same as for School/Applied Child Psychology.

Applicants with exceptional strength in academic studies who do not meet the above requirements may apply for admission to the doctoral program. Such students may be required to complete a qualifying year or term prior to applying for Ph.D. admission.

Program Requirements

All students are required to elect and follow a Major and a Minor sequence. Students who are making satisfactory progress in their studies may be permitted to fulfil the requirements of a second Minor within the programs. Courses from Major and Minor sequences taken during M.A. and M.Ed. studies are counted toward the total. A Major consists of five courses (15 credits), except in School/Applied Child Psychology, and a Minor consists of three courses (9 credits). Each Major and Minor is specified below and the degree of choice of courses within each is indicated separately.

Candidates admitted into Ph.D. 2 are required to complete a minimum of two full years of study. Candidates admitted into Ph.D. 1 are required to complete a minimum of three full years of study.

A dissertation must be submitted displaying original scholarship expressed in satisfactory literary form and constituting a distinct contribution to knowledge on a problem in educational psychology. Work on the thesis normally begins in the Ph.D. 2 year and becomes the major concern in the Ph.D. 3 year of a student's program of study.

Each student will be supervised by an advisor who will chair the student's doctoral committee. This committee will have a minimum of three members. It will assist the student and advisor in planning the student's program. It will also be consulted in the nomination of external examiners for the thesis.

Ph.D. Core Courses

These requirements apply to all Majors and except for EDPE 708 (Comprehensive Examination) they may partly or wholly be completed in the M.A. or M.Ed.

Students may replace any course for which they have equivalent background, subject to approval by the Program Director.

Required Courses and Comprehensive Examination
EDPE 605 (3) Research Methods
EDPE 676 (3) Intermediate Statistics 2
EDPE 682 (3) General Model for Univariate Analysis
EDPE 708 Comprehensive Examination

Complementary Courses (6 credits)
3 credits chosen from:
EDPE 684 (3) Methods of Multivariate Analysis
EDEM 692 (3) Qualitative Research Methods
EDSL 630 (3) Qualitative and Ethnographic Studies
or the equivalent

plus 3 credits, as follows:
Students in the Ph.D. Major in Applied Cognitive Sciences choose one of:
EDPE 600 (3) Seminar in Educational Psychology
EDPE 555 (3) Applied Cognitive Psychology

Students in other Ph.D. Majors choose one of:
EDPH 689 (3) Teaching and Learning in Higher Education
EDPC 780 (6) Professional Development

Language Requirement
Students are not required to demonstrate knowledge of a second language within this program, but anyone wishing to be licensed as a psychologist in Quebec must at that point demonstrate a working knowledge of French. Appropriate courses are available at McGill.

Major Sequences in the Ph.D.(Educational Psychology)

(a) Applied Cognitive Science

Research on the cognitive processes and knowledge structures that underlie learning, competence and performance in educationally significant domains and populations of learners; applied research employing the theories, methods and findings of the cognitive sciences to the analysis of cognitive processes underlying performance in instructional tasks including: reading comprehension, written composition and other literacy skills; computation, mathematical problem solving and other mathematical skills; learning and the acquisition of knowledge and skill in other content domains of school learning and cognitive processes, including differences between novices and experts, and comparative studies of different populations of learners; applications of cognitive analyses of school learning and performance to the improvement of learning and instruction and the diagnosis and remediation of learning difficulties.

Required Courses (6 credits)
EDPE 666 (3) Cognition and Instruction (to be taken first)
EDPE 656 (3) Applied Cognitive Theory/Methods

Complementary Courses (9 credits)
9 credits to be chosen from:
EDPE 655 (3) Cognitive Science and Education
EDPE 661 (3) Discourse Processes and Education
EDPE 662 (3) Psycholinguistics and Learning
EDPE 663 (3) Learning in Complex Situations
EDPE 664 (3) Nature/Development of Expertise
EDPE 665 (3) Reasoning and Problem Solving
EDPE 668 (3) Seminar: Applied Cognitive Science

(b) Applied Developmental Psychology

Child and adolescent development including cognitive, language, social issues, and personality development, and gender issues in relation to processes of learning, problems and practices of education, child rearing and family influences, and social interaction in varied educational settings; developmental theories, developmental psychopathology and social policy issues.

Required Courses (9 credits)
EDPE 615 (3) Theory/Issues in Child Development
EDPE 616 (3) Cognitive Development
EDPE 623 (3) Social Emotional Development

Complementary Courses (6 credits)
6 credits from the following, which may be offered in rotation:
EDPE 515 (3) Gender Identity Development
EDPE 610 (3) History/Development Psychology
EDPE 620 (3) Developmental Psychopathology
EDPE 622 (3) Psycholinguistics & Learning
EDPE 628 (3) Seminar in Applied Developmental Psychology

(c) Instructional Psychology

Research on cognitive processes applied to instruction and learning in classrooms and other instructional situations at all levels of education including higher education, adult and professional edu-

cation; applied research on the design of effective instructional environments including educational applications of computers; application of research methods, models and results in evaluating and improving the capacity of classrooms and other instructional environments to support high levels of educational accomplishment in learners with varied backgrounds of knowledge, ability and experience.

Required Courses (9 credits)
EDPE 666 (3) Cognition and Instruction (to be taken first)
EDPE 645 (3) Research on Instructional Processes
EDPE 648 (3) Instructional Psychology Seminar (to be taken near the end)

Complementary Courses (6 credits)
to be chosen from:
EDPE 535 (3) Instructional Design
EDPE 635 (3) Theories of Learning and Instruction
EDPE 670 (3) Educational Evaluation
EDPE 687 (3) Advanced Qualitative Methods

(d) School/Applied Child Psychology

This program is constructed according to the scientist-practitioner model. Child and adolescent problems faced by practicing school and child psychologists. Research on the educational impact of intellectual deficits, emotional disorders, pervasive developmental disorders, abuse, social-effective and cognitive development, high risk indices, and psychological assessment in school and educationally related settings. Development psychopathology and therapeutic interventions and techniques, coordination of psychological and pedagogical services in educational settings. This is a 96-credit, five-year fixed major that includes the M.A.

Required Courses (60 credits)
EDPC 609 (3) Psychological Testing 1
EDPC 610 (3) Psychological Testing 2
EDPC 618 (3) Professional Ethics and the Law
EDPC 682 (6) Practicum in Psychological Testing
EDPC 714 (3) Models of Family Therapy
EDPI 654 (3) Instruction/Curriculum Adaptation
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 625 (3) Practicum 1 in School Psychology
EDPE 626 (3) Practicum 2 in School Psychology
EDPE 627 (3) Professional Practice of Psychology
EDPE 629 (6) School Psychology Research Project
EDPE 710 (3) Consultation in School Psychology
EDPE 712 (3) Neurological Bases of Behavior

Students who transfer from the Non-thesis to the Thesis option will replace EDPE 629 (6 credits) with EDPE 604, EDPE 607, and EDPE 693 to EDPE 696 (total 24 credits). Electing the Thesis option will, therefore, add 18 credits to the 60 required in the Non-thesis option for a total of 78 credits.

Complementary Courses (12 credits)
Students must select 2 of these 3 practicum settings:
EDPE 721 (6) School Psychology: Elementary
EDPE 722 (6) School Psychology: Secondary
EDPE 723 (6) School Psychology: Community
Placement in a school covering all grades may be applied to either EDPE 721 or EDPE 722.

Internship (24 credits)
EDPE 725 (12) Internship 1 in School Psychology
EDPE 726 (12) Internship 2 in School Psychology

(e) Special Populations of Learners

Focus on research and teaching of special groups of students, including gifted and creative students, and special needs children and adolescents. In the area of special needs students, the focus is on inclusive settings. Theoretical models, intervention strategies, and systems change are explored.

Students will normally follow the M.Ed. (rather than the M.A.) prior to the Ph.D. They should therefore make the following course substitutions and additions:

- EDPE 603 instead of EDPE 605,
- EDSL 630 or equivalent, instead of the alternative EDPE 684,
- and EDPE 676, if not already taken.

M.A. students will require EDPE 635 as an additional course.

Special Populations of Learners/Special Needs Option
EDPI 643 (3) Education of Learners with Special Needs 2: Issues
EDPI 743 (3) Seminar on Special Needs
EDPI 756 (3) Internship in Special Needs Education
and 6 credits from the courses offered in the M.Ed. Inclusive Education Concentration with the approval of the student's thesis supervisor and the Program Director.

Special Populations of Learners/Gifted Education Option
EDPI 526 (3) Talented and Gifted Students
EDPE 535 (3) Instructional Design
EDPI 636 (3) Curriculum in Gifted Education
EDPE 670 (3) Educational Evaluation
or EDPE 671 (3) Educational Evaluation: Theory and Practice
and one of the following, which may be offered in rotation:
EDPI 527 (3) Creativity and its Cultivation
EDPI 628 (3) Gifted Students with Special Needs
EDPE 636 (3) Classroom Processes and Social Psychology

In addition, one of the Special Activities (EDPE 697 or EDPE 698) (6 credits each) must consist of the content of EDPE 536 and EDPI 537, Practicum in the Education of the Gifted 1 and 2 (3 credits each). Students may register either for the Practica or Special Activity.

Minor Sequences in the Ph.D.(Educational Psychology)

(a) Adult Education

(Admission to this minor sequence has been suspended.)

The Ph.D. Minor sequence in Adult Education is offered in collaboration with the Department of Integrated Studies in Education. The program especially addresses professional education and its links with studies in higher education, instructional psychology, and applied cognitive science.

Required Courses (9 credits)
EDPA 610 (3) Foundations of Adult Education
EDPA 612 (3) The Adult Learner
EDPA 614 (3) Teaching the Adult

(b) Applied Cognitive Science

Complementary Courses (9 credits)
6 credits chosen from:
EDPE 555 (3) Applied Cognitive Psychology
EDPE 655 (3) Cognitive Science and Education
EDPE 656 (3) Applied Cognitive Theory/Methods
EDPE 666 (3) Cognition and Instruction
3 credits chosen from:
EDPE 661 (3) Discourse Process and Education
EDPE 662 (3) Psycholinguistics and Learning
EDPE 663 (3) Learning in Complex Situations
EDPE 664 (3) Nature/Development of Expertise
EDPE 665 (3) Reasoning and Problem Solving
EDPE 668 (3) Seminar in Applied Cognitive Psychology

(c) Applied Developmental Psychology

EDPE 615 (3) Theory/Issues in Child Development
EDPE 616 (3) Cognitive Development
EDPE 623 (3) Social and Emotional Development

(d) Computer Applications in Education
(Admission to this concentration has been suspended.)

Complementary Courses (9 credits)
9 credits chosen from:
EDPE 640 (3) Research in Computer Applications
EDPE 641 (6) Use of the Computer in Educational Instruction
EDPE 643 (3) Evaluation of Computer Software and Hardware
EDPE 650 (3) Consciousness and Virtual Reality
EDPE 660 (3) Artificial Intelligence and Education

(e) Family Life Education

EDPC 505 (3) Crisis Intervention Processes
EDPC 640 (3) The Foundations of Family Life Education
EDPE 564 (3) Family Communication

(f) Higher Education

Required Courses (9 credits)
EDPH 582 (3) Higher Education Theory/Policy
EDPH 588 (3) The Higher Education Environment
EDPH 681 (3) Higher Education Development

(g) Instructional Psychology

Required Courses (6 credits)
EDPE 666 (3) Cognition and Instruction (to be taken first)
EDPE 648 (3) Instructional Psychology Seminar (to be taken near the end)

Complementary Courses (3 credits)
to be chosen from one of the following:
EDPE 535 (3) Instructional Design
EDPE 635 (3) Theories of Learning and Instruction
EDPE 645 (3) Research on Instructional Processes

(h) Psychology of Gender

EDPE 515 (3) Gender Identity Development (must be completed at the Master's or Ph.D. 1 level).
EDPE 624 (3) Educational Psychology and Gender
EDPC 630 (3) Feminism, Women and Psychology
Students selecting the Psychology of Gender Minor are encouraged to take EDEM 692 or EDSL 301 or the equivalent (qualitative research methods).

(i) Special Populations of Learners/Special Needs

EDPI 643 (3) Education of Learners with Special Needs 2: Issues
EDPI 743 (3) Seminar on Special Needs
and 3 credits from the courses offered in the M.Ed. Inclusive Education Concentration with the approval of the student's thesis supervisor and the Program Director.

(j) Special Populations of Learners/Gifted Education

EDPI 526 (3) Talented and Gifted Students
EDPI 536 (3) Practicum in the Education of the Gifted 1
and one of
EDPI 527 (3) Creativity and its Cultivation
EDPI 537 (3) Practicum in the Education of the Gifted 2
EDPI 628 (3) Gifted Students with Special Needs

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

This Post-Ph.D. Graduate Diploma enables holders of a doctorate in Psychology to respecialize 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).

Professional Accreditation

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

The Ph.D. Major has also been approved by the Ordre des psychologues du Québec (OPQ) which has recommended the final stage of professional recognition to the *Office des professions* of the Government of Quebec. Once this accreditation is confirmed, however, graduates of the Post-Ph.D. Graduate Diploma will *not* be automatically eligible for membership in the OPQ and the right to practice professional psychology in Quebec. If it is their ultimate wish to do so, they will be required to apply to the OPQ for the recognition of equivalent qualifications.

Accreditation status may be confirmed by contacting the accrediting bodies:

APA – Committee on Accreditation, 750 First Street NE, Washington, DC, USA 20002-4242
tel. 1-800-374-2721-option 5-local 5974

CPA – 151 Slater Street, Suite 205, Ottawa, ON, Canada K1P 5H3
tel. 1-888-472-0657

OPCCOQ – 1100 Beaumont, Ste. 520, Mt-Royal, QC, Canada H3P 3H5; tel. 514-737-6431

OPQ – 1100 Beaumont, Ste. 510, Mt-Royal, QC, Canada H3P 3H5; tel. 514-738-1881

Admission Requirements

1. An earned doctorate in Educational Psychology, another area of Psychology, or a closely related discipline (to be recognized at the Program Director's discretion).
2. Graduate Record Examination Verbal, Quantitative, and Psychology results taken within 5 years preceding this application.
3. Full transcripts of the student's complete university (and, if applicable, college) education showing all courses in psychology, education, and related disciplines.
4. At least two letters of recommendation addressing both academic record and potential for professional practice in psychology.
5. A statement of experience, career plans, and program appropriateness.
6. A curriculum vitae including all theses or dissertations, publications, and conference presentations, with copies of the title pages and abstracts of any theses or dissertations appended.
7. TOEFL minimum score of 577 on the paper-based test (233 on the computer-based test) for non-Canadian students from countries where English is not the first language and who have not completed a recognized university degree taught in English.

Students may be asked to provide further details in support of any request for a course exemption, e.g., course outlines, examples of work done in the course, or a letter from the instructor or department where the material is claimed to have been covered.

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

Required Courses and Clinic-based Practica (30 credits)
EDPC 609 (3) Psychological Testing 1
EDPC 610 (3) Psychological Testing 2
EDPC 618 (3) Professional Ethics and the Law
EDPC 682 (6) Practicum in Psychological Testing
EDPE 619 (3) Child and Adolescent Therapy
EDPE 625 (3) Practicum 1 in School Psychology
EDPE 626 (3) Practicum 2 in School Psychology
EDPE 710 (3) Consultation in School Psychology
EDPE 714 (3) Models of Family Therapy

Complementary Courses – Field Placements (12 credits)
(2 days per week, one semester each; students select 2 of these 3 field experiences; placement in a school covering all grades may be applied to either EDPE 721 or EDPE 722):
EDPE 721 (6) School Psychology: Elementary
EDPE 722 (6) School Psychology: Secondary
EDPE 723 (6) School Psychology: Community

Internship (24 credits)
(1 year full-time or 2 years half-time)
EDPE 725 (12) Internship 1 in School Psychology
EDPE 726 (12) Internship 2 in School Psychology

Please see the description of the Ph.D. Educational Psychology Major in School Applied Child Psychology for the full list of requirements from which each student's Graduate Diploma program will be constructed.

Language Requirement
Students are not required to demonstrate knowledge of a second language within this program, but any student wishing to be licensed as a professional psychologist in Quebec must at that point have a working knowledge of French.

26.6 Courses

For the Term (Fall and/or Winter), days, and times when courses will be offered, please refer to the 2002-2003 Class Schedule on the Web, http://www.mcgill.ca/minerva-students. Class locations and names of instructors are also provided.

Students preparing to register are advised to consult the Class Schedule website for the most up-to-date list of courses available. New courses may have been added or courses rescheduled after this Calendar went to press.

The schedule of courses to be offered in Summer 2003, will be available on the website in January 2003.

Courses with numbers ending D1 and D2 are taught in two consecutive terms (most commonly Fall and Winter). Students must register for both the D1 and D2 components. No credit will be given unless both components (D1 and D2) are successfully completed in consecutive terms.

Please note the following course prefix changes:
EDPA (Adult Education) has replaced 450
EDPC (Ed Psych & Couns – Counselling) has replaced 412
EDPE (Ed Psych & Couns – Psychology) has replaced 416
EDPH (Ed Psych & Couns – Collegial) has replaced 449
EDPI (Ed Psych & Couns – Inclusive) has replaced 414

Note: Some courses are open only to students in specific programs or concentrations. For specific program applicability consult the program profiles above. Some courses, particularly in psychological assessment, have supplementary lab fees. Details are available from the Program Coordinator (Secretary).

Some courses are offered in alternate years and others only when numbers warrant. Annual lists are available. Please consult the Department before attempting to register.

The course credit weight is given in parentheses after the title.

● Denotes courses not offered in 2002-03
▭ Denotes limited enrolment

26.6.1 EDPA – Adult Education

- **EDPA 610 FOUNDATIONS OF ADULT EDUCATION.** (3)
- **EDPA 612 THE ADULT LEARNER.** (3)
- **EDPA 614 TEACHING THE ADULT.** (3)
- **EDPA 615 ADMINISTERING ADULT EDUCATION PROGRAMS.** (3)
- **EDPA 618 ISSUES IN ADULT EDUCATION.** (3)
- **EDPA 620 SELECTED TOPICS IN ADULT EDUCATION.** (3)
- **EDPA 628 PRACTICUM IN ADULT EDUCATION.** (6)
- **EDPA 638 MONOGRAPH.** (6)

26.6.2 EDPC – Counselling

EDPC 501 HELPING RELATIONSHIPS. (3) (Open to Educational and Counselling Psychology students.) A course in the basic principles of human relationships and communication skills, approached from a theoretical and experimental viewpoint. An emphasis will be given to training in basic listening skills, interviewing techniques, and the interpretation of non-verbal behaviour and communication.

EDPC 502 GROUP PROCESSES AND INDIVIDUALS. (3) A laboratory course in which participants observe individual dynamics within a group setting as well as understand the developmental phases of the group. Participants will be encouraged to experiment with their own behaviour, in order to increase their own awareness of functioning.

EDPC 503 HUMAN SEXUALITY: PROFESSIONALS. (3) Historical, biological, anthropological, psychological and sociological perspectives of human sexual development. Sexual dysfunctions and approaches to sex therapy. Attitudes toward sexuality held by professional helpers relative to their implications for the learning and teaching of human sexuality and sex therapy.

EDPC 504 PRACTICUM: INTERVIEWING SKILLS. (3) (Prerequisite: EDPC 501) This course will enable students to become practitioners in the field of Applied Social Sciences. Theoretical principles of the helping relationship will be applied in particular situations. Demonstration, lecture, role-playing and psychodrama techniques will be used.

EDPC 505 CRISIS INTERVENTION PROCESSES. (3) Instruction in the skills of working with crisis situations involving persons emotionally disturbed, suicidal, or alcoholic, and those who are on drugs or experiencing emotional trauma, as well as other problems. Attention will be given to identification of referral sources and the writing of reports.

EDPC 507 PRACTICUM: GROUP LEADERSHIP SKILLS. (3) (Prerequisite: EDPC 502) The practical aspects of group leadership, group design and planning. Candidates will set up groups, conduct such groups over a number of sessions, and assess these groups according to the theoretical models covered in the prerequisite course.

EDPC 508 SEMINAR IN SPECIAL TOPICS. (3) (Permission must be obtained from the Department before registration) (Open to Educational and Counselling Psychology students.) Content will vary from year to year and will be announced prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants.

EDPC 509 INDIVIDUAL READING COURSE. (3) (Permission of Program Director required) (By arrangement with individual instructor.)

EDPC 510 FAMILY LIFE EDUCATION AND MARRIAGE. (3) The contribution of central concepts of psychological theories and therapeutic systems to the understanding of marriage and relationships. Special attention will be given to gender and ethnicity issues in order to increase the sensitivity of students to the issues typically confronted in the modern marriage and family.

- **EDPC 542 COUNSELLING ROLE OF THE TEACHER.** (3)

EDPC 562 CAREER EDUCATION AND GUIDANCE. (3) A review of career education and guidance programs that refer to the subject matter and related methods and techniques designed to foster the intellectual development of career awareness, career planning, career decison-making, and the necessary career-resilient employability skills for the school-to-work transition.

EDPC 606 THEORIES OF COUNSELLING 1. (3) An introduction to counselling theories especially as they are related to theories of personality, human development and learning.

EDPC 607 THEORIES OF COUNSELLING 2. (3) (Prerequisite: EDPC 606) A detailed study of phenomenological, developmental and behavioral theories of counselling among others.

EDPC 608 GROUP COUNSELLING: THEORY. (3) Examines the theory and process of group counselling with an emphasis on skills

and techniques. Particular attention will be given to the procedural aspects of organizing a group, the theory underlying certain approaches, the process, and evaluation of outcomes.

EDPC 609 PSYCHOLOGICAL TESTING 1. (3) (Prerequisite: a basic statistics course.) For Counselling Psychology and School/Applied Child Psychology students. History of psychological testing, theoretical aspects of individual and group testing, basic theories of intelligence, and ethical and legal issues in testing. An introduction to tests of intelligence (particularly the WISC-R), aptitude, personality, and interests, including issues of validity, reliability, and construction.

EDPC 610 PSYCHOLOGICAL TESTING 2. (3) (Prerequisite: EDPC 609) (Required in School/Applied Psychology. Optional in Counselling Psychology, but recommended for students specializing in school or child counselling.) Theory and interpretation of intelligence tests, particularly the Wechsler and Binet scales. Practice in writing test reports, particularly as a part of a case study. The use of intelligence test results in conjunction with other types of tests.

EDPC 615 ASSESSMENT AND DIAGNOSIS IN COUNSELLING. (3) An introduction to differential assessment and diagnosis for counsellors in educational and mental health settings. The clinical interview, the assessment process, the DSM-IV, relevant test instruments, diagnostic procedures, and development of treatment plans will be subjects of study. Models of record keeping and referral procedures will be reviewed.

- **EDPC 616 INDIVIDUAL READING COURSE.** (3)

EDPC 618 PROFESSIONAL ETHICS AND THE LAW. (3) (For Counselling Psychology and School/Applied Child Psychology students.) Ethics in the helping professions and some of the philosophical bases for making ethics decisions. Quebec and Canadian law relative to human rights of clients; responsibilities of counselling and school psychologists toward clients and society in general.

- **EDPC 620 ADVANCED CHILD PSYCHOLOGY.** (3)
- **EDPC 624 GROUP COUNSELLING: PRACTICE.** (3) (Prerequisite: EDPC 608)
- **EDPC 630 FEMINISM, WOMEN AND PSYCHOLOGY.** (3)
- **EDPC 635 COUNSELLING FOR SEXUAL ADJUSTMENT.** (3)
- **EDPC 636 THEORIES OF SEX THERAPY.** (3) (Prerequisite: EDPC 635)
- **EDPC 640 THE FOUNDATIONS OF FAMILY LIFE EDUCATION.** (3)
- **EDPC 660 SELECTED TOPICS IN COUNSELLING.** (3)

EDPC 662 CAREER PSYCHOLOGY. (3) Contemporary perspectives on career development, career planning and work values are reviewed. Current issues related to career development through the life stages such as personal values and aptitudes, the family and the societal content will be explored within the existing and emerging theories of vocational, developmental, and transitional psychology.

EDPC 665D1 PRACTICUM. (3) Practice in counselling interactions in preparation for internship. Developing expertise and confidence in a full range of skills to help clients make and implement self-directed choices. Emphasis on the counsellor as an educational and therapeutic agent dealing with vocational, educational, and personal counselling using various intervention modes.

EDPC 665D2 PRACTICUM. (3)

- **EDPC 670 CURRENT TRENDS IN COUNSELLING.** (3)

EDPC 679D1 INTERNSHIP: GENERAL 1. (3)
EDPC 679D2 INTERNSHIP: GENERAL 1. (3)

EDPC 680D1 INTERNSHIP RESEARCH SEMINAR. (3) Students become acquainted with current research designs in both quantitative and qualitative traditions and develop skills in both analyzing research projects and critiquing journal articles. Special emphasis is given to the application of research findings to field settings and clinical process. Lecture, discussion, workshops, and student research presentations are used.

EDPC 680D2 INTERNSHIP RESEARCH SEMINAR. (3)

EDPC 682D1 PRACTICUM: PSYCHOLOGICAL TESTING. (3) (Prerequisite: EDPC 609. Open only to students in Counselling Psychology or School/Applied Child Psychology) Seminar and field practice in the administration and interpretation of educational and psychological tests including personality, within clinical and educational settings. Selection and evaluation of test instruments will be covered. Supervision of report writing and the ethical use of test information.

EDPC 682D2 PRACTICUM: PSYCHOLOGICAL TESTING. (3)

EDPC 685D1 INTERNSHIP: VOCATIONAL AND REHABILITATION COUNSELLING. (3) Study, observation, and practice of specialized aspects of counselling through Faculty supervision and direction by personnel in the internship setting.

EDPC 685D2 INTERNSHIP: VOCATIONAL AND REHABILITATION COUNSELLING. (3)

- **EDPC 697 THESIS PREPARATION 1.** (6)
- **EDPC 698 THESIS PREPARATION 2.** (6)
- **EDPC 699D1 THESIS PREPARATION 3.** (6)
- **EDPC 699D2 THESIS PREPARATION 3.** (6)
- **EDPC 701 COMPREHENSIVE EXAMINATION.** (0)
- **EDPC 709 ADVANCED THEORIES AND MODELS.** (3) (Prerequisite: EDPC 624)

EDPC 714 THEORY/MODELS: FAMILY THERAPY. (3) For doctoral students in Counselling and School Psychology. Theoretical and therapeutic models in family therapy, core concepts and their relevance for application, intervention strategies, the child in family context, impact on school performance.

- **EDPC 719 ADVANCED SMALL GROUP COUNSELLING.** (3) (Prerequisite: EDPC 709)

EDPC 720D1 SEMINAR VOCATIONAL PSYCHOLOGY & CAREER DEVELOPMENT THEORY. (3) Review and critique of vocational psychology theories and contributions of contemporary career development theories to the understanding of the processes and the determinants of career choice, life stages, adjustment, and career patterns in personal and vocational development. Study of selected problems, designs and outcomes of research in vocational psychology and career development.

EDPC 720D2 SEMINAR VOCATIONAL PSYCHOLOGY & CAREER DEVELOPMENT THEORY. (3)

EDPC 770 INDIVIDUAL READING COURSE. (6) Candidates may, with the consent of the Program Director, elect this individual reading and conference course.

- **EDPC 771 INDIVIDUAL READING.** (3) (Corequisite: EDPC 709)
- **EDPC 780 PROFESSIONAL DEVELOPMENT.** (6) (For Ph.D. students in Counselling Psychology and, with permission, in School/Applied Child Psychology.)

EDPC 782D1 DOCTORAL FIELD EXPERIENCE. (3) (Corequisite: EDPC 780) A 2-day/week, 2-term (minimum 500 hours) doctoral practicum integrating research, theory, and supervised practica to provide a perspective for clinical work within the field of counselling psychology. Skill development in counselling intervention, assessment, treatment plans, etc. Clientele will be individuals, families, and groups with a variety of concerns.

EDPC 782D2 DOCTORAL FIELD EXPERIENCE. (3)

EDPC 786D1 SEMINAR: RESEARCH PROBLEMS IN COUNSELLING. (3) Supervised study of selected topics for the particular option selected. These will be reported in the seminar and research and professional problems in counselling common to all levels will be covered with emphasis on recent literature.

EDPC 786D2 SEMINAR: RESEARCH PROBLEMS IN COUNSELLING. (3)

EDPC 795 SUPERVISED FIELDWORK: COUNSELLING.(24) (Prerequisites: EDPC 679, EDPC 680, EDPC 682, EDPC 685) A 5-day, 10 to 11-month supervised internship (minimum 1200 hours). Study, observation, assessment and diagnosis, and practice in Counselling Psychology settings. Group seminar and individual conferences. May be accumulated over two years.

May also be available as:
EDPC 795D1, EDPC 795D2

EDPC 799D1 THESIS.(0)
EDPC 799D2 THESIS. (0)

26.6.3 EDPE – Psychology

EDPE 510 LEARNING AND TECHNOLOGY. (3) Impact of virtual learning communities on learners/teachers in formal schooling and beyond. Information technologies as a resource to enhance learning experiences, creative/critical thinking. Principles of internet design, authoring, management. Evaluation of computer-based information quality and strategies for efficient and effective use of the technology in education and society.

EDPE 515 GENDER IDENTITY DEVELOPMENT. (3) (Prerequisites: EDPE 208, EDPE 300 or a course in developmental psychology) Theoretical models and empirical findings relevant to the development of gender identity. Special attention is given to the influence of peers in school settings. Psychological, physiological, parental, peer and cultural influences on gender identity.

EDPE 535 INSTRUCTIONAL DESIGN. (3) This course draws on the fields of learning theory, developmental psychology, and measurement to focus on the tasks of constructing instructional materials. Areas to be considered include behaviour analysis, concept formation, and test construction.

- ▭ **EDPE 545 PRACTICUM: INSTRUCTIONAL DESIGN.** (3) (Prerequisite: EDPE 535)

EDPE 555 APPLIED COGNITIVE SCIENCE. (3) Examination of foundations of cognitive science including contributions by psychology, linguistics, and computer science. Consideration of theory and methodology or cognitive science in educational and instructional contexts.

EDPE 560 HUMAN DEVELOPMENT. (3) A review of current theory and knowledge of human development through the life cycle. Particular attention is given to emotional and social development. All major age-stages are considered. Emphasis is placed on the effects of interaction between individuals of these different age groupings.

EDPE 564 FAMILY COMMUNICATION. (3) (Offered through Summer Studies) Family communication processes and interpersonal reactions in the context of marriage and the contemporary family will be considered. Attention will be given to role changes and the effect of crises on marital and family relationships.

EDPE 575 EDUCATIONAL MEASUREMENT. (3) Statistical measurements in education, graphs, charts, frequency distributions, central tendencies, dispersion, correlation, and sampling errors.

▭ **EDPE 595 SEMINAR IN SPECIAL TOPICS.** (3) (Permission must be obtained from the Department before registration.) The content of the seminar will vary from year to year and will be announced prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants.

- **EDPE 596 SEMINAR IN SPECIAL TOPICS.** (3)

EDPE 600 CURRENT TOPICS: EDUCATIONAL PSYCHOLOGY. (3) Current issues and developments and reviews of major areas in educational psychology in the context of research in the Department and the evolution of the discipline at large.
May also be available as:
EDPE 600D1, EDPE 600D2

EDPE 602 USES OF RESEARCH FINDINGS IN EDUCATION. (3) (Pre-/Co-requisite: EDPE 575 or equivalent.) Basic concepts of educational research for the student who is likely to be a regular consumer of research but only an occasional generator of research. Mechanics of research: e.g., funding sources, proposal and report preparation, information bases (e.g., the ERIC system), and ethics in research.

EDPE 603 EDUCATIONAL RESEARCH AND DEVELOPMENT FOR PRACTITIONERS. (3) (Prerequisite: EDPE 602) Development of research projects and proposals, design and methodology. Emphasis on applied research in school settings. Evaluation of research.

EDPE 604 THESIS 1. (3) (Corequisite: EDPE 600) Literature survey and thesis planning.

EDPE 605 RESEARCH METHODS. (3) (Corequisite: EDPE 676) Research methods and designs, planning and evaluating research, relations between research and statistical designs, interdisciplinary and nonquantitative approaches, meta-analysis, and the use of computers beyond computation. Ethics, scholarly writing.

EDPE 607 THESIS 2. (3) (Corequisite: EDPE 604) Preparation of a thesis proposal.

- **EDPE 608 SELECTED TOPICS.** (3)
- **EDPE 609 SELECTED TOPICS IN EDUCATIONAL PSYCHOLOGY.** (3)
- **EDPE 610 HISTORY OF DEVELOPMENTAL PSYCHOLOGY.** (3) (Corequisite: EDPE 615)

EDPE 611 SCHOOL PSYCHOLOGY SEMINAR. (3) (Open to School/Applied Psychology students only.) Focus on the profession and practice of school psychology. Four major areas of information within the discipline of school psychology will be addressed: history and organizational systems, psychological service delivery in educational settings, ethical and legal issues, and new trends and future developments in school psychology and training.

- **EDPE 615 THEORY/ISSUES: CHILD DEVELOPMENT.** (3)

EDPE 616 COGNITIVE DEVELOPMENT. (3) Assessment of theories of cognitive development including Piagetian, neo-Piagetian, and information-processing approaches. Theoretical models and empirical findings, and their application to educational and other settings.

- **EDPE 617 ADOLESCENT DEVELOPMENT.** (3)

EDPE 619 CHILD AND ADOLESCENT THERAPY. (3) (For School/Applied Child Psychology students only.) Therapeutic models for individual and group interventions for children and adolescents; case histories; gender and cultural minority issues; emphasis on classical and innovative strategie sand methods for school and counselling psychologists.

EDPE 620 DEVELOPMENTAL PSYCHOPATHOLOGY. (3) (Prerequisite: EDPE 615) Theory, research, and practice in developmental processes in the study of psychopathology, including aberrant behavior in childhood, at-risk and resilient children, and mental illness.

EDPE 622 MULTICULTURALISM AND GENDER. (3) (Open to School/Applied Child and Counselling Psychology students only.) Multicultural, multilingual and gender issues as they relate to the practising school and counselling psychologist. Implications and their impact in assessment, research, training, and intervention.

EDPE 623 SOCIAL-EMOTIONAL DEVELOPMENT. (3) (Prerequisites: EDPE 615, EDPE 616 or EDPE 620) Social-emotional development including temperament, attachment, gender identity, and peer relations. Biological and environmental influences, continuity and change, and qualitative versus quantitative variables.

EDPE 624 EDUCATIONAL PSYCHOLOGY AND GENDER. (3) Aspects of the social psychology of education relevant to exploring the impact of student and teacher gender on both individuals and educational processes from preschool to postgraduate studies.

EDPE 625 PRACTICUM 1: SCHOOL PSYCHOLOGY. (3) (Prerequisites: EDPC 609, EDPC 610, EDPC 618, EDPI 654, EDPE 611, EDPE 616. Corequisites: EDPC 682, EDPE 620.) Clinic experiences (normally 8-10 hours/week) (a) conducting assessment batteries, (b) interpreting assessment findings and developing intervention plans, (c) providing remedial services for specific learning domains and practical recommendations, (d) acquiring skills in group intervention techniques. Weekly case review and student progress meetings.

EDPE 626 PRACTICUM 2: SCHOOL PSYCHOLOGY. (3) (Prerequisites: EDPE 620, EDPE 625. Corequisite: EDPC 682) Clinic experiences (normally 8-10 hours/week) building upon EDPE 625: (a) conducting assessment batteries, (b) interpreting assessment findings and developing intervention plans, (c) providing remedial

services for specific learning domains and practical recommendations, (d) acquiring skills in group intervention techniques. Weekly case review and student progress meetings. May continue to the end of the public school year.

EDPE 627 PROFESSIONAL PRACTICE OF PSYCHOLOGY. (3) (Open only to students in Counselling Psychology or School/Applied Child Psychology.) Professional and governmental structures regulating the practice of psychology in Quebec, Canada, and North America and their relation to the work of psychologists. Required for licensing in Quebec.

● **EDPE 628 ADVANCED SEMINAR - DEVELOPMENTAL.** (3) (Prerequisite: EDPE 615 or permission of the instructor.)

● **EDPE 629 SCHOOL PSYCHOLOGY RESEARCH PROJECT.** (6) (Prerequisites: EDPC 618, EDPE 605. Corequisite: EDPE 682)

EDPE 635 THEORIES OF LEARNING AND INSTRUCTION. (3) An analysis of the relationship between theory and research about learning and teaching from a historical perspective.

EDPE 636 CLASSROOM PROCESSES - SOCIAL. (3) Instructional or environmental effects on learning and their implications for educational practice, with particular emphasis on such topics as the social psychology of learning, family background and effects, classroom interaction, teacher impact, and ethnographic and survey approaches to their study.

● **EDPE 638D1 THE PSYCHOLOGY OF ART IN EDUCATION.** (3)
● **EDPE 638D2 THE PSYCHOLOGY OF ART IN EDUCATION.** (3)

EDPE 640 RESEARCH IN COMPUTER APPLICATIONS. (3) Recent research findings on applications of the computer to educational and psychological issues. Research paradigms. The use of the computer as an object of research as well as a research tool in education. Future directions in research.

● **EDPE 641 USE OF COMPUTER IN EDUCATIONAL INSTRUCTION.** (6)

● **EDPE 643 EVALUATION - COMPUTER SOFTWARE AND HARDWARE.** (3)

EDPE 645 RESEARCH ON INSTRUCTIONAL PROCESSES. (3) (Corequisite: EDPE 635) This course builds critical skills in the analysis of categories of research and methodologies specific to instructional processes.

● **EDPE 646 SELECTED TOPICS: SOCIAL PSYCHOLOGY OF EDUCATION.** (3)

● **EDPE 648 INSTRUCTIONAL PSYCHOLOGY SEMINAR.** (3) (Prerequisite: EDPE 635)

● **EDPE 649 INSTRUCTIONAL PSYCHOLOGY PRACTICUM.** (3) (Prerequisites: EDPE 535, EDPE 645, EDPE 670)

● **EDPE 650 CONSCIOUSNESS AND VIRTUAL REALITY.** (3)

EDPE 655 COGNITIVE SCIENCE AND EDUCATION. (3) (Prerequisite: EDPE 555 or permission of instructor.) Seminar treating issues in theory and research on knowledge acquisition and representation, discourse and language processes, problem solving and reasoning, as applied to educational contexts.

EDPE 656 APPLIED COGNITIVE THEORY/METHODS. (3) (Prerequisite: EDPE 555 or permission of instructor.) Models of knowledge representation, cognitive architectures, and cognitive processes for complex domains of performance and instruction. Methods of data collection that allow testing of models of performance and learning in such domains.

EDPE 660 ARTIFICIAL INTELLIGENCE IN EDUCATION. (3) An exploration of the principles of artificial intelligence as a metaphor for understanding conventional instructional and learning-processes. Topics include expert systems, intelligent computer-assisted instruction, tutoring systems, fifth-generation languages, and logic programming (e.g. Prolog). Lectures, discussion, demonstrations, and where possible site visits and hands-on experience will be provided.

● **EDPE 661 DISCOURSE PROCESSES AND EDUCATION.** (3) (Prerequisites: EDPE 655, EDPE 656 or permission of the instructor.)

EDPE 662 PSYCHOLINGUISTICS AND LEARNING. (3) (Prerequisites: EDPE 655, EDPE 656 or permission of the instructor.) Theory and research on syntactic and semantic processing, and acquisition of language, including second languages. Implications for learning and instruction.

● **EDPE 663 LEARNING IN COMPLEX SITUATIONS.** (3) (Prerequisites: recommended: EDPE 555, EDPE 656 or permission of the instructor)

● **EDPE 664 NATURE/DEVELOPMENT OF EXPERTISE.** (3) (Prerequisites: EDPE 655, EDPE 656 or permission of the instructor.)

● **EDPE 665 REASONING AND PROBLEM SOLVING.** (3) (Prerequisites: EDPE 655, EDPE 656 or permission of the instructor.)

EDPE 666 COGNITION AND INSTRUCTION. (3) (Corequisite: a graduate course in cognitive or instructional psychology.) Relationships between instructional design and cognitive models. Analysis of instruction and instructional environments from a cognitive perspective.

● **EDPE 668 ADVANCED SEMINAR COGNITIVE.** (3) (Prerequisite: EDPE 655 or permission of the instructor)

EDPE 670 EDUCATIONAL EVALUATION. (3) (Prerequisite: EDPE 635) Theories and models of evaluation as applied to educational programs and instructional systems.

● **EDPE 671D1 EDUCATIONAL EVALUATION: THEORY AND PRACTICE.** (3)
● **EDPE 671D2 EDUCATIONAL EVALUATION: THEORY AND PRACTICE.** (3)

● **EDPE 675 INTERMEDIATE STATISTICS 1.** (3) (Prerequisite: EDPE 575 or equivalent.)

EDPE 676 INTERMEDIATE STATISTICS 2. (3) (Prerequisite: EDPE 675 or equivalent.) Analysis of variance and covariance, fixed, random and mixed effects, crossed and nested designs; regression models. Computer data processing using existing packages.

EDPE 682 UNIVARIATE/MULTIVARIATE ANALYSIS. (3) (Prerequisite: EDPE 676) General linear model as a unified data analytic system for estimation and hypothesis testing that subsumes regression, analysis of variance, and analysis of covariance for single dependent variables. Introduction to generalizations involving multiple dependent (criterion) variables. Applications oriented toward education, educational psychology and counselling psychology. Experience with data-analysis tools.

EDPE 684 APPLIED MULTIVARIATE STATISTICS. (3) (Prerequisite: EDPE 682 or equivalent.) Principal methods, models, and hypothesis-testing procedures for the prediction and analysis of patterns, structure, and relationships in multivariate date, e.g., discriminant, principal components, canonical correlation, profile analyses, measurement models, factor and path analysis, repeated measures. Applications oriented toward education and educational and counselling psychology. Experience with data-analysis tools.

● **EDPE 685 INDIVIDUAL DIFFERENCES.** (3) (Corequisite: EDPE 676 or equivalent.)

EDPE 687 ADVANCED QUALITATIVE METHODS. (3) (Prerequisite: EDEM 692 or the equivalent.) Origins of qualitative methodologies in sociology, psychology, and education in relation to ideology, epistemology, and methodology. Focus on data reduction and field methods.

● **EDPE 688 ADVANCED SEMINAR - EVALUATION.** (3) (Prerequisite: Any of EDPE 671, EDPE 676, EDPE 682, EDPE 684, according to the topic in a particular semester; permission of the instructor.)

EDPE 691 READING COURSE. (3)

● **EDPE 692 READING COURSE.** (6)

EDPE 693 THESIS 3. (3) Thesis research under supervision of a research director.

EDPE 694 THESIS 4. (3) Thesis research under supervision of a research director.

EDPE 695 THESIS 5. (6) Thesis research under supervision of a research director.

May also be available as:
EDPE 695D1, EDPE 695D2

EDPE 696 THESIS 6. (6) Thesis research under supervision of a research director.
May also be available as:
EDPE 696D1, EDPE 696D2

EDPE 697D1 SPECIAL ACTIVITY 1. (3)
EDPE 697D2 SPECIAL ACTIVITY 1. (3)

- **EDPE 698 SPECIAL ACTIVITY 2.** (6)

- **EDPE 705D1 ADVANCED SEMINAR - CURRENT PROBLEMS.** (3)
- **EDPE 705D2 ADVANCED SEMINAR - CURRENT PROBLEMS.** (3)

EDPE 708 COMPREHENSIVE EXAMINATION. (6) A four-part evaluation which is normally taken at the end of the Ph.D. 2 year. A detailed description of the examination is provided to all students.
May also be available as:
EDPE 708D1, EDPE 708D2

EDPE 710 CONSULTATION IN SCHOOL PSYCHOLOGY. (3) (Corequisites: EDPE 625, EDPE 626 or equivalent.) Open only to students in School/Applied Child Psychology and with permission, Counselling Psychology and Special Populations Major. A clinical course on the use of consultation in educational and school-related settings. Topics include: consultation theory, the process of evaluations of the consultation process and outcomes, critical study of relevant research and practice. Includes problem identification, problem analysis, treatment implementation, and treatment evaluation of one case.

EDPE 712 NEUROLOGICAL BASES OF BEHAVIOR. (3) Development of human brain structure and function related to sensory, motor, emotional, perceptual, cognitive, and linguistics skills. Neuroanatomy and neurophysiology relevant to neuropsychological function, dysfunction, rehabilitation. Psychopharmacological influences.

EDPE 721D1 SCHOOL PSYCHOLOGY: ELEMENTARY. (3) (Prerequisite: EDPE 626) Open only to Ph.D. students in School/Applied Child Psychology. Field experience. Two days or 16 hours per week supervised by faculty members and a field supervisor in a school providing elementary education. Weekly class meetings. Students must also register for either EDPE 722 or EDPE 723 in the same academic year.
EDPE 721D2 SCHOOL PSYCHOLOGY: ELEMENTARY. (3)

EDPE 722D1 SCHOOL PSYCHOLOGY: SECONDARY. (3) (Prerequisite: EDPE 626) Open only to Ph.D. students in School/Applied Child Psychology. Field experience. Two days or 16 hours per week supervised by faculty members and a field supervisor in a school providing secondary education. Weekly class meetings. Students must also register for either EDPE 721 or EDPE 723 in the same academic year.
EDPE 722D2 SCHOOL PSYCHOLOGY: SECONDARY. (3)

EDPE 723D1 SCHOOL PSYCHOLOGY: COMMUNITY. (3)(Prerequisite: EDPE 626) Open only to Ph.D. students in School/Applied Child Psychology. Field experience. Two days or 16 hours per week supervised by faculty members and a field supervisor in an educationally relevant community or institutional setting. Weekly class meetings. Students must also register for either EDPE 721 or EDPE 722 in the same academic year.
EDPE 723D2 SCHOOL PSYCHOLOGY: COMMUNITY. (3)

EDPE 725D1 INTERNSHIP 1 - SCHOOL PSYCHOLOGY. (6) (Prerequisites: EDPE 708 and two of EDPE 721, EDPE 722 or EDPE 723) Open only to Ph.D. students in School/Applied Child Psychology. A 2 1/2 day, 10 to 12-month supervised internship (minimum 600 hours) including assessment and diagnosis normally in a school-based setting. This also includes group supervision to discuss cases that arise in internship settings. May be combined with EDPE 726 in a single full-time year long internship; this full-time pattern is typical in accredited sites.
EDPE 725D2 INTERNSHIP 1 - SCHOOL PSYCHOLOGY. (6)

EDPE 726D1 INTERNSHIP 2 - SCHOOL PSYCHOLOGY. (6) (Prerequisites: EDPE 708 and two of EDPE 721, EDPE 722 or EDPE 723) Open only to Ph.D. students in School/Applied Child Psychology. A 2 1/2 day, 10 to 12-month supervised internship (minimum 600 hours) including assessment and diagnosis normally in an educationally relevant community-based center (e.g., hospital, clinic), group supervision, case discussions. May be combined with EDPE 725 in a single full-time year long internship; this full-time pattern is typical in accredited sites.
EDPE 726D2 INTERNSHIP 2 - SCHOOL PSYCHOLOGY. (6)

EDPE 799D1 PH.D. DISSERTATION.(0))
EDPE 799D2 PH.D. DISSERTATION. (0)

26.6.4 EDPH – Collegial

- **EDPH 582 HIGHER EDUCATION THEORY/POLICY.** (3)

- **EDPH 588 HIGHER EDUCATION ENVIRONMENT.** (3)

- **EDPH 681 HIGHER EDUCATION DEVELOPMENT.** (3) (Corequisite: EDPH 582 or permission of instructor)

EDPH 689 TEACHING AND LEARNING IN HIGHER EDUCATION. (3) Students will develop an understanding of teaching and learning as a process in which instruction is based on the learning to be accomplished. Students will design, develop, and evaluate a university course of their choice, and will develop facility and confidence in using teaching methods appropriate to their domains.

- **EDPH 692 PRACTICUM IN UNIVERSITY TEACHING 1.** (3)

26.6.5 EDPI – Inclusive

EDPI 526 TALENTED AND GIFTED STUDENTS. (3) The psychology and education of exceptionally able children. Definitions, assessment, classroom adaptations, technology, educational programs and educational issues. The course combines theoretical background and practical concerns. Application component: application of teaching methods with exceptionally able students.

EDPI 527 CREATIVITY AND ITS CULTIVATION. (3) Recent research, theory, and educational practice concerning creativity, with special attention to creativity in students and educational settings.

- **EDPI 536 PRACTICUM GIFTED EDUCATION 1.** (3) (Prerequisite: EDPI 526) (Normally available in July only and offered concurrently with EDPI 537 during the Gifted Summer School) (Permission to register is required from the Gifted Summer School)

- **EDPI 537 PRACTICUM GIFTED EDUCATION 2.** (3) (Prerequisite: EDPI 526) (Normally taken with EDPI 536. Permission is required to register)

EDPI 539 FIELD WORK 1: EXCEPTIONAL STUDENTS. (3) (Open only to Education students with permission of Program Director) Supervised experience with exceptional students in an approved educational setting.

EDPI 540 FIELD WORK 2: EXCEPTIONAL STUDENTS. (3) (Prerequisite: EDPI 539) (Open only to Education students with permission of Program Director) Supervised experience with exceptional students in an approved educational setting.

EDPI 543 FAMILY, SCHOOL AND COMMUNITY. (3) (Formerly 414-443) (Offered in Summer Studies) Examination of family, school, community and societal influences on student growth, development and adjustment. Emphasis on family perspectives, school orientation, community services, and community collaboration. Application component: using knowledge and skills in the field.

- **EDPI 603 READING COURSE.** (6)

EDPI 616 INDIVIDUAL READING COURSE. (3) Reading Course.

- **EDPI 628 GIFTED STUDENTS: SPECIAL NEEDS.** (3) (Prerequisite: EDPI 526 or EDPI 643)

- **EDPI 630D1 AURAL (RE)HABILITATION AND EDUCATION.** (6)
- **EDPI 630D2 AURAL (RE)HABILITATION AND EDUCATION.** (6)

- **EDPI 631D1 AUDIO - ORAL COMMMUNICATION FOR HEARING - IMPAIRED.** (3)
- **EDPI 631D2 AUDIO - ORAL COMMMUNICATION FOR HEARING - IMPAIRED.** (3)

- **EDPI 632D1 LANGUAGE ACQUISITION BY HEARING - IMPAIRED.** (3)

- **EDPI 632D2 LANGUAGE ACQUISITION BY HEARING - IMPAIRED.** (3)
- **EDPI 633 INT: HEARING IMPAIRED CHILDREN.** (3)
- **EDPI 635 ST: ED PSYCH LEARNING & INTEL.** (6)
- **EDPI 636 CURRICULUM IN GIFTED EDUCATION.** (3) (Prerequisite: EDPI 526)

EDPI 637 ADOLESCENT DEPRESSION. (3) Preparation of teachers and counsellors to deal with depressed adolescents. Theories and models of treatment.

EDPI 642 EDUCATIONAL OF LEARNERS/SPECIAL NEEDS 1. (3) Introduction to learners with different types of special needs. Emphasis on current research and practice of educating students with special needs.

EDPI 643 EDUCATION OF LEARNERS/SPECIAL NEEDS 2. (3) Contemporary issues in the education of students with special needs: assessment and identification; service delivery models; instructional methods; parent/professional relationships; research priorities; legislative policies; adult education; employment training.

- **EDPI 645 DIAGNOSIS AND ASSESSMENT IN SPECIAL EDUCATION.** (3)
- **EDPI 646 BEHAVIOUR MANAGEMENT: THEORY, METHODS AND ETHICS.** (3)
- **EDPI 654 INSTRUCTION/CURRICULUM ADAPTION.** (3)

EDPI 656D1 CLINIC PRACTICUM IN SPECIAL EDUCATION. (3) Participation as a special education professional in a field setting. Opportunity to plan, implement and evaluate curriculum for students with special needs, and participate as a team member.
EDPI 656D2 CLINIC PRACTICUM IN SPECIAL EDUCATION. (3)

EDPI 657 PRACTICUM: LEARNING DISABILITIES. (3) (Prerequisite: a course in learning difficulties or permission of the instructor.) Two-week intensive practicum in learning disabilities in children and adolescents. Theoretical background will be followed by an assessment practicum with students referred from local schools. Offered jointly with the University of New England.

- **EDPI 658 INTERNSHIP: LEARNING DISABILITIES.** (3) (Prerequisite: EDPE 657)
- **EDPI 661 SEMINAR IN EDUCATIONAL INTEGRATION 1.** (3)
- **EDPI 662 SEMINAR IN EDUCATIONAL INTEGRATION 2.** (3)
- **EDPI 663 INSTRUCTION: INTEGRATED SETTINGS.** (3)
- **EDPI 664 LEADERSHIP AND CHANGE IN SPECIAL EDUCATION.** (3)

EDPI 665 RESEARCH AND THEORY IN LEARNING DISABILITIES. (3) Review of recent research and literature in the field of learning disabilities; examination of research and theory as it relates to current practices.

- **EDPI 666 METHODS: LEARNING DISABILITIES.** (3)
- **EDPI 667 BEHAVIORAL AND EMOTIONAL PROBLEMS.** (3) (Prerequisite: EDPE 615 or EDPI 643)
- **EDPI 668 LEARNING PROBLEMS: EXCEPTIONAL CHILDREN - PERSONALITY DEVEL.** (3)
- **EDPI 669 LEARNING PROBLEMS: EXCEPTIONAL CHILDREN - COGNITIVE DEVEL.** (3)
- **EDPI 670 INTEGRATION: STUDENTS/MENTAL HANDICAPS.** (3)
- **EDPI 671 CURRICULUM DEVELOPMENT FOR STUDENTS/MENTAL HANDICAPS.** (3)

EDPI 680 SELECTED TOPICS IN SPECIAL EDUCATION 1. (3) A detailed examination of recent developments in specific topics of special education. The content of the seminar will vary from year to year and will be announced prior to registration.

- **EDPI 681 SELECTED TOPICS IN SPECIAL EDUCATION 2.** (3)

EDPI 743 SEMINAR ON SPECIAL NEEDS. (3) (Prerequisite: EDPI 643) Contemporary issues in the education of students with special needs. Professional and research issues.

- **EDPI 756 INTERNSHIP/SPECIAL NEEDS EDUCATION.** (3) (Prerequisite: EDPI 656)

COURSES IN OTHER DEPARTMENTS

Students are encouraged to broaden their perspectives with elective courses from elsewhere in the Faculty of Education and the University as a whole. Eligibility to enrol in a specific course should always be ascertained in advance.

Students interested in statistical models and techniques in test theory are welcome to enrol in PSYC 510 (Dept. of Psychology):

PSYC 510 STATISTICAL ANALYSIS OF TESTS. (3) (3 lectures) This course aims to introduce students interested in developing or appraising tests to the important statistical problems and modern techniques associated with testing data. Testing situations discussed will range from one-shot classroom tests through special purpose scales to the highly refined large scale tests such as the SAT.

Qualitative research methods are offered primarily through EDPE 687 and EDEM 692, EDSL 617 or EDSL 630 offered by the Department of Integrated Studies in Education.

EDEM 692 QUALITATIVE RESEARCH METHODS. (3) Theoretical and practical exploration of the foundations of qualitative methods, with emphasis on underlying principles.

EDSL 617 SPECIAL TOPIC. (3) In-depth study of a current topic in Second Language Education.

EDSL 630 QUALITATIVE/ETHNOGRAPHIC STUDIES. (3) An examination of theoretical and applied issues in qualitative and ethnographic studies in second language education.

EDEC 635 ADVANCED WRITTEN COMMUNICATION. (3) Rhetorical practices and principles that remain constant across disciplines: generating and organizing ideas; setting goals; planning; considering readers; editing and revising. Students will analyze and produce texts that use the formats, rhetorical strategies, styles, genres, and other conventions of their disciplines.

27 Electrical and Computer Engineering

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Chair — David A. Lowther

Associate Chair (Director, Graduate Program) — Jonathan P. Webb

27.1 Staff

Emeritus Professors
Eric L. Adler; B.Sc.(Lond.), M.A.Sc.(Tor.), Ph.D.(McG.), F.I.E.E.E., Eng.
Gerry W. Farnell; B.A.Sc.(Tor.), S.M.(M.I.T.), Ph.D.(McG.), F.I.E.E.E., Eng.
Tomas J.F. Pavlasek; B.Eng., M.Eng., Ph.D.(McG.), Eng.

Post-Retirement
Maier L. Blostein; B.Eng., M.Eng.(McG.), Ph.D.(Ill.), F.I.E.E.E., Eng.
Clifford H. Champness; M.Sc.(Lond.), Ph.D.(McG.
Nicholas C. Rumin; B.Eng., M.Sc., Ph.D.(McG.), Eng.

Professors
Pierre R. Bélanger; B.Eng.(McG.), S.M., Ph.D.(M.I.T.), F.I.E.E.E., Eng.
Peter E. Caines; B.A.(Oxon.), D.I.C. Ph.D.(Lond.), F.I.E.E.E., F.C.I.A.R. *(Macdonald Professor of Electrical Engineering)*
Frank D. Galiana; B.Eng.(McG.), S.M., Ph.D.(M.I.T.), F.I.E.E.E., Eng.

Geza Joos; B.Sc.(C'dia), M.Eng. Ph.D.(McG.)
Peter Kabal; B.A.Sc., M.A.Sc., Ph.D.(Tor.)
Tho Le-Ngoc; M.Eng.(McG.), Ph.D.(Ott.), F.I.E.E.E.
Harry Leib; B.Sc.(Technion), Ph.D.(Tor.)
Martin D. Levine; B.Eng., M.Eng.(McG.), Ph.D.(Lond.), F.C.I.A.R., F.I.E.E.E., Eng.
David A. Lowther; B.Sc.(Lond.), Ph.D.(C.N.A.A.), F.C.A.E., Eng.
Boon-Teck Ooi; B.E.(Adel.), S.M.(M.I.T.), Ph.D.(McG.), Eng.
Gordon Roberts; B.A.Sc.(Wat.), M.A.Sc., Ph.D.(Tor.), Eng. *(James McGill Professor)*
Jonathan Webb; B.A., Ph.D.(Cantab.)

Associate Professors
Benoit Champagne; B.Eng., M.Eng.(Montr.), Ph.D.(Tor.)
James Clark; B.Sc., Ph.D.(Br.Col.)
Frank Ferrie; B.Eng., Ph.D.(McG.)
Vincent Hayward; Dip.d'Ing.(ENSM, Nantes), Doc.Ing.(Orsay), Eng.
Steve McFee; B.Eng., Ph.D.(McG.)
Hanna Michalska; B.Sc., M.Sc.(Warsaw), Ph.D.(Lond.)
David V. Plant; M.S., Ph.D.(Brown) *(James McGill Professor)*
Ishiang Shih; M.Eng., Ph.D.(McG.)

Assistant Professors
Tal Arbel; M.Eng., Ph.D.(McG.)
Jan Bajcsy; B.Sc.(Harv.), M.Eng., Ph.D.(Prin.)
Benoit Boulet; B.Sc.(Laval), M.Eng.(McG.) Ph.D.(Tor.)
Lawrence Chen, B.Eng.(McG.), M.A.Sc., Ph.D.(Tor.)
Mark Coates; B.Eng.(Australia), Ph.D.(Cambridge)
Jeremy R. Cooperstock; A.Sc.(U.B.C.), M.Sc., Ph.D.(Tor.)
Mourad El-Gamal; B.Sc.(Cairo), M.Sc.(Nashville), Ph.D.(McG.)
Dennis Giannacopoulos; M.Eng., Ph.D.(McG.)
Andrew Kirk; B.Sc.(Brist.), Ph.D.(London) *(William Dawson Scholar)*
Fabrice Labeau, M.S., Ph.D.(Louvain)
Radu Negulescu; M.Sc.(Romania), M.Sc.(France), Ph.D.(Waterloo)
Milica Popovich; B.Sc.(Colo.), M.Sc., Ph.D.(Northwestern)
Ioannis Psaromiligkos; B.Sc.(Patras), M.Sc., Ph.D.(Buffalo)
Zilic Zeljko; B.Eng.(Zagreb), M.S.c, Ph.D.(Tor.)

Visiting Professors
Nathan Ida; B.Sc., M.Sc.(Israel), Ph.D.(Colo.)
Birendra Prasada; M.Sc.(Ban.), Ph.D.(Lond.)

Lecturer
Kenneth L. Fraser; B.Eng., M.Eng.(McG.), Eng.

Associate Members
Martin Buehler; M.Sc., Ph.D.(Yale)
Philipe Depalle; D.E.A.(Le Mans & ENS Cachan), Ph.D.(Le Mans & IRCAM)
Gregory Dudek; B.Sc.(Queen's), M.Sc., Ph.D.(Tor.)
Alan C. Evans; M.Sc.(Surrey), Ph.D.(Leeds)
William R. Funnell; M.Eng., Ph.D.(McG.)
Henrietta L. Galiana; M.Eng., Ph.D.(McG.)
Jean Gotman; M.E.(Dartmouth, N.S.), Ph.D.(McG.)
Robert E. Kearney; M.Eng., Ph.D.(McG.)
Bruce Pike; M.Eng., Ph.D.(McG.)
Bernard Segal; B.Sc., B.Eng., M.Eng., Ph.D.(McG.)

Adjunct Professors
Vinod Agarwal, Ray Bartnikas, Maier Blostein, Jean Luc Bouchard, Eduard Cerny, Simon Chamlian, Charalambos Charalambous, Danny Grant, Cedric Guss, Maurice Huneault, Cheng K. Jen, Michael Kaplan, Karim Khordoc, Irene Leszkowicz, Lin Lin, Miguel Marin, Donald McGillis, Douglas O'Shaughnessy, Norbert Puetz, Katarzyna Radecka, Jean Regnier, Farouk Rizk, Mohammad R. Soleymani, Richard Vickers, Lucjan Wegrowicz.

27.2 Programs Offered

The Department offers programs of graduate studies leading to a degree of Master of Engineering or Doctor of Philosophy.

An equivalent of one (1) calendar year of full time study is required to obtain a Master's in Engineering.

The Ph.D. program maintains a requirement of the equivalent of two (2) calendar years of full time study besides the requirements for the Master's degree.

The research interests and facilities of the Department are very extensive, involving more than 30 faculty members and 200 post-graduate students. The major activities are divided into the following groups: Biomedical Engineering, Communications Systems, Computer Vision and Robotics, Computational Analysis for Engineering Design, Software Systems for Intelligent Design, Electronic Devices and Materials, High Frequency Electromagnetics and Optics, Power Engineering, Systems and Control, Microelectronics and Computer Systems, and Photonics.

Research Facilities

The Department has extensive laboratory facilities for all its main research areas. In addition, McGill University often collaborates with other Institutions for teaching and research.

- The laboratories for research in Robotics, Control and Vision are in the Centre for Intelligent Machines (CIM).
- Telecommunications laboratories focus their work on signal compression and wireless communications. These laboratories form part of the Canadian Institute for Telecommunications Research (CITR). This is a federally funded network of Centers of Excellence.
- The Microelectronics and Computer System (MACS) Laboratory supports research in VLSI, mixed signal circuits, design for testability, formal methods telecommunications, computing and optical systems.
- Antenna and microwave research, and optical fiber and integrated optics research are carried out in a fully equipped facility.
- The Photonics Systems laboratory includes continuous wave and femtosecond Ti:Sapphire lasers, diode lasers, extensive optics and optomechanics, and sophisticated electronic and imaging equipment.
- Solid state facilities include measurement equipment for magnetic and electric properties of materials, vacuum deposition and RF sputtering systems.
- The Computational Analysis and Design Laboratory provides tools for numerical analysis, visualization, interface design and knowledge-based system development.
- There is also a well-equipped laboratory for power electronics and power systems research.

The Department has extensive computer facilities. Most research machines are networked providing access to a vast array of hardware. In addition, McGill University is linked to the Centre de Recherche Informatique de Montréal (CRIM) and the University Computing Centre.

There are three other universities in Montreal: Concordia University is the other English-language university; L'Université de Montréal, and its affiliated school of engineering, L'Ecole Polytechnique, is the largest Francophone university; L'Université du Québec has a campus in Montreal and in major towns throughout the province.

The proximity of these schools to McGill University ensures a rich array of courses is available to suit individual needs. McGill also collaborates on research projects with many organizations such as l'Institut Nationale de la Recherche de L'Hydro-Québec (IREQ) and L'Institut National de la Recherche Scientifique (INRS).

Financial Support

Graduate Assistantships: The Department awards a number of graduate assistantships that carry an annual stipend of approximately Can$15,000 per year to qualified full-time graduate students. These are normally funded from research grants or contracts awarded to individual faculty members. In return, the graduate assistant is expected to perform research-related tasks assigned by the professor from whose grant the assistantship is paid. A good part, but not necessarily all, of this work can be used for preparing a thesis. There is no special application form for

graduate assistantships; all applicants who indicate a need for support on their application forms will be considered. A large fraction of research funding comes from Canadian Government agencies, with the stipulation that only graduate students who are either Canadian citizens or Permanent Residents may be supported. Consequently, graduate assistantships can be offered to a very small number of international students. They should also note that Canadian authorities will not grant an Immigrant Visa to a foreign national who wishes to enter Canada to study.

Teaching Assistantships: Graduate students, with the approval of their supervisors, may also undertake teaching assistantship for an additional remuneration of between Can$400 to Can$3,000 per year. These are awarded at the beginning of the semester. The Department can make no prior commitments.

Differential Fee Waivers: All eligible visa students accepted or registered in a full-time term of residency will be considered for a limited number of waivers that reduce international tuition fees to the equivalent of Canadian tuition fees. McGill bases awards entirely on academic merit.

Graduate students can also receive financial aid through fellowships, loans or bursaries. For more information, please refer to the Fellowships and Awards website http://www.mcgill.ca/fgsr, or contact the Graduate and Postdoctoral Studies Office, McGill University, James Administration Building, Room 400, 845 Sherbrooke Street West, Montreal, QC H3A 2T5.

27.3 Admission Requirements

TOEFL Requirement: Non-Canadian applicants whose mother tongue is not English and who have not completed an undergraduate degree using the English language, must submit documented proof of competency in English by a Test of English as a Foreign Language (TOEFL) with a score not below 600 on the paper-based test (250 on the computer-based test) or IELTS with a minimum overall band of 7.0. Permanent Residents may also be required to submit TOEFL results. Official results must be received before February 1st.

GRE Requirement: A GRE (Graduate Record Examination) score on the General Aptitude Test is required by all students who have completed their undergraduate degrees outside Canada. A minimum total score of 1800 is required. Official results must be received before February 1st.

M.Eng. Degree (Admission Requirements)
The applicant must be the graduate of a recognized university and hold a Bachelor's degree equivalent to a McGill degree in Electrical or Computer Engineering or a closely allied field. An applicant holding a degree in another field of engineering or science will be considered but a qualifying year may be given to make up any deficiencies. The applicant must have a high academic achievement: a standing equivalent to a Cumulative Grade Point Average **(CGPA) of 3.0 out of 4 (75%) or a GPA of 3.2 out of 4.0 for the last two full-time academic years.** Satisfaction of these general requirements does not guarantee admission. Admission to graduate studies is limited and acceptance is on a very competitive basis.

Ph.D. Degree (Admission Requirements)
Candidates who fulfill the general requirements of the Graduate and Postdoctoral Studies Office and who possess a Master's degree may be accepted for a course of study leading to the Ph.D. degree in Electrical Engineering.

27.4 Application Procedures

Applications will be considered upon receipt of:
1. completed application form;
2. application fee (Can$60);
3. two official copies of all previous transcripts;
4. two reference letters (sent directly by the referees);
5. TOEFL and GRE scores (if applicable).

Applications are processed in March for the following September session. This takes place once every year. There is no January admission. All documents must be directly sent to to Graduate Program Admissions, Department of Electrical and Computer Engineering.

The deadline to receive the complete application in the Department is February 1.

Commencing with applications for entry in January 2003, McGill's on-line application form will be available to all graduate program candidates at http://www.mcgill.ca/applying/graduate.

27.5 Program Requirements

A student may satisfy the M.Eng. degree requirements by completing one of the following options:

M.Eng. Thesis Option (46 credits)
The Thesis option requires satisfactory completion of six graduate level courses (with a grade of B or better) of which four courses must be chosen from the Department (ECSE 5xx or ECSE 6xx), plus research leading to a Master's thesis (28 credits), the total amounting to at least 46 credits. Students who are required to take more than two non-departmental courses must bring a letter of recommendation from their supervisors outlining the reason for such an action. There are no circumstances under which the maximum number of non-departmental courses will be raised above three. The following are the thesis component courses:

ECSE 691 Thesis Research 1	4 credits
ECSE 692 Thesis Research 2	4 credits
ECSE 693 Thesis Research 3	4 credits
ECSE 694 Thesis Research 4	4 credits
ECSE 695 Thesis Research 5	4 credits
ECSE 696 Thesis Research 6	4 credits
ECSE 697 Thesis Research 7	4 credits
Total credit weight of thesis:	28 credits

Students who choose the thesis option must register for all 28 credits during the course of study. Students in the thesis option must carry a full load (minimum of 12 credits) during the three terms of the residency requirement.

M.Eng. Non-Thesis (Project) Option (47 credits)
The Project option requires satisfactory completion of at least nine graduate level courses (with a grade of B or better) of which six courses must be chosen from the Department (ECSE 5xx or ECSE 6xx), plus a project (up to 20 credits), the total amounting to 47 credits. Students who are required to take more than three non-departmental courses must bring a letter of recommendation from their supervisors outlining the reason for such and action. There are no circumstances under which the maximum number of non-departmental courses will be raised above four. The following are the project component courses:

ECSE 651 Research Project 1	1 credit
ECSE 652 Research Project 2	2 credits
ECSE 653 Research Project 3	3 credits
ECSE 654 Research Project 4	4 credits
ECSE 655 Research Project 5	5 credits
ECSE 656 Research Project 6	5 credits
Total number of project credits: 20 credits	

The credits assigned to the project can vary between 11 and 20 depending on the number of course credits taken. A part-time program is possible.

Non-thesis option students have an oral presentation and two examiners grade their project.

Ph.D. Program Requirements

To complete the doctoral program, the following requirements must be met.

a) Successful completion of the courses prescribed by the student's Supervisory Committee.

b) Completion of a minimum of two units (100 hours) of teaching work (tutoring or lab demonstration). A written confirmation of the type of teaching work done either inside or outside the Department must be submitted to the Department.

c) Passing the Qualifying Examination (course ECSE 701). Students must register for this course upon admission to the doctoral program. It is recommended that the exam take place within one year of admission to the doctoral program. The contents of the Qualifying Examination are set at the Preliminary Meeting. The examiners at the Qualifying Examination include the student's Supervisory Committee together with any other examiners chosen by the committee. Successful completion of this course will award the student a PASS grade in the course ECSE 701.

d) Approval of the thesis proposal submitted by the student (course ECSE 702). Students must register for this course upon successful completion of the course ECSE 701. It should be completed within one year of the Qualifying Examination. The student must present a brief written thesis proposal to the Supervisory Committee. The proposal should contain a statement of the proposed research, results already obtained, if any, and expected results. The proposal is to be received by members of the Committee in advance of its presentation. The format of the thesis proposal submission is an oral presentation of the written statement by the student and then a period in which he/she will be questioned on the proposal by the Supervisory Committee. When the proposal is accepted by the Supervisory committee, the student receives a PASS grade in the course ECSE 702.

e) Passing the final thesis defense conducted by the Graduate and Postdoctoral Studies Office.

27.6 Courses

For the term (Fall and/or Winter), days, and times when courses will be offered, please refer to the 2002-2003 Class Schedule on the Web, http://www.mcgill.ca/minerva-students/class/. Class locations and names of instructors are also provided.

Students preparing to register are advised to consult the Class Schedule website for the most up-to-date list of courses available. New courses may have been added or courses rescheduled after this Calendar went to press.

The schedule of courses to be offered in Summer 2003, will be available on the website in January 2003.

ECSE has replaced 304 as the prefix for Electrical and Computer Engineering courses.

The course credit weight is given in parentheses after the title, along with the number of weekly contact hours (lectures, lab/tutorials) and expected hours of study, e.g. (3) (3-0-6) indicates 3 credits (3 lecture hours - no other contact hours - 6 hours of personal study).

● Denotes courses not offered in 2002-03

ECSE 501 LINEAR SYSTEMS. (3) (3-0-6) (Prerequisite: ECSE 304) State equations and input-output descriptions of linear systems: basic properties and solution. Observability and controllability. Matrix Fraction Descriptions. Canonical forms. Feedback synthesis: linear quadratic control problems, pole placement, observers and compensators.

ECSE 502 CONTROL ENGINEERING. (3) (3-0-6) (Prerequisites: ECSE 303, ECSE 305) Modeling of engineering systems, simulation. Linear systems theory. Performance limitations. Stability of single-input-single-output closed-loop systems. Classical design in the frequency domain. Sampled-data implementation of continuous-time design.

● **ECSE 503 LINEAR STOCHASTIC SYSTEMS 1.** (3) (3-0-6) (Prerequisites: MATH 587 or ECSE 510)

● **ECSE 504 COMPUTER CONTROL.** (3) (3-0-6) (Prerequisites: ECSE 404 or ECSE 502 and ECSE 305)

ECSE 505 NONLINEAR CONTROL SYSTEMS. (3) (3-0-6) (Prerequisite: ECSE 501) Basic ODE formulation of non-linear systems; structural properties; Lyapunov and LaSalle stability theory and nonlinear and multivariable controller design; input-output stability; small gain theorem, conservation, passivity; system linearization, zero and inverse dynamics and regulator design; discontinuous and sliding mode control; applications to deterministic adaptive control.

ECSE 507 OPTIMIZATION AND OPTIMAL CONTROL. (3) (3-0-6) (Prerequisites: MATH 265 or MATH 248 and MATH 270 or MATH 247) General Introduction to optimization methods including steepest descent, conjugate gradient, Newton algorithms. Generalized matrix inverses and the least squared error problem. Introduction to constrained optimality; convexity and duality; interior point methods. Introduction to dynamic optimization; existence theory, relaxed controls, the Pontryagin Maximum Principle. Sufficiency of the Maximum Principle.

ECSE 509 PROBABILITY AND RANDOM SIG. 2. (3) (3-0-6) (Prerequisites: ECSE 304 and ECSE 305) Multivariate Gaussian distributions; finite-dimensional mean-square estimation (multivariate case); principal components; introduction to random processes; weak stationarity: correlation functions, spectra, linear processing and estimation; Poisson processes and Markov chains: state processes, invariant distributions; stochastic simulation.

ECSE 510 RANDOM PROCESSES. (3) (3-0-6) (Prerequisite: ECSE 509) Finite-dimensional distribution functions. Estimation, Orthogonal Projection Theorem. Linear stochastic systems; Kalman filtering. Stationary stochastic processes: spectral Representation Theorem, Wiener filtering, Wold decomposition; ARMA processes. Brownian Motion; Ito integral and stochastic differential equations; forward and backward equations for diffusions. Ergodic theorems. Stochastic dynamic programming. Applications to communication and control systems.

ECSE 511 INTRODUCTION TO DIGITAL COMMUNICATION. (3) (3-0-6) (Prerequisite: ECSE 304. Corequisite: ECSE 509) (An advanced version of ECSE 411) Amplitude and angle modulation including AM, FM, FDM and television systems; introduction to random processes; sampling and quantization, PCM systems, TDM; digital modulation techniques, Maximum-Likelihood receivers, synchronization issues; elements of information theory including information sources, source coding and channel capacity.

ECSE 512 DIGITAL SIGNAL PROCESSING 1. (3) (3-0-6) (Prerequisite: ECSE 304 and ECSE 305) Review of discrete-time transforms, sampling and quantization, frequency analysis. Structures for IIR and FIR filters, coefficient quantization, roundoff noise. The DFT, its properties, frequency analysis and filtering using DFT methods, the FFT and its implementation. Multirate processing, subsampling and interpolation, oversampling techniques.

ECSE 521 DIGITAL COMMUNICATIONS 1. (3) (3-0-6) (Prerequisite: ECSE 411 or ECSE 511. Corequisite: ECSE 509) Modulation: orthogonal and biorthogonal signalling, MPSK, QAM, modulation with memory. Detection: coherent, noncoherent and differentially coherent detection, performance issues and channel capacity, synchronization. Coding: block and convolutional codes, fast Hadamard Transform decoding, Viterbi algorithm, turbo-codes. Band-limited channels: intersymbol interference, spectral shaping, correlative coding, data estimation and channel equalization.

ECSE 522 ASYNCHRONOUS CIRCUITS AND SYSTEMS. (3) (3-3-3) (Prerequisite: ECSE 323) Specification of asynchronous behaviors. Asynchronous logic components. Hierarchical design and verification. Concurrency issues: deadlock, livelock, starvation, safety. Timing issues. Modern design styles: handshaking, micropipelines. Asynchronous analysis models for protocols and software.

ECSE 523 SPEECH COMMUNICATIONS. (3) (3-0-6) (Prerequisite: ECSE 412 or ECSE 512) Articulatory and acoustic descriptions of speech production, speech production models, speech perception, digital processing of speech signals, vocodors using formant, linear predictive and cepstral techniques, overview of automatic speech recognition systems, speech synthesis systems and speaker verification systems.

● **ECSE 525 COMPUTER ARCHITECTURE.** (3) (3-0-6) (Prerequisites: ECSE 322 and ECSE 323)

ECSE 526 ARTIFICIAL INTELLIGENCE. (3) (3-0-6) (Prerequisite: ECSE 322) Design principles of autonomous agents, agent archi-

tectures, machine learning, neural networks, genetic algorithms, and multi-agent collaboration. The course includes a term project that consists of designing and implementing software agents that collaborate and compete in a simulated environment.

ECSE 527 OPTICAL ENGINEERING. (3) (3-0-6) (Prerequisite: ECSE 304 and ECSE 352) A structure introduction to modern optical engineering. Topics covered include the propagation of light through space, refraction, diffraction, polarization, lens systems, ray-tracing, aberrations, computer-aided design and optimization techniques, Gaussian beam analysis, micro-optics and computer generated diffractive optical elements. Systems and applications will be stressed throughout.

ECSE 528 TELECOMMUNICATION NETWORK ARCHITECTURE. (3) (3-0-6) (Prerequisite: ECSE 411 or ECSE 511. Corequisite: ECSE 509) Organization of large, highspeed, multiservice telecommunication networks. Connection hierarchies, protocol stacks, transmission formats. Local-area networking: Token Ring and Ethernet. Multiplexing for wide-area transport: performance modelling and analysis, traffic scheduling and shaping. Routing and flow control. Switch architecture: performance criteria, buffer management, routers versus switches and hybrids.

ECSE 529 IMAGE PROCESSING AND COMMUNICATION. (3) (3-0-6) (Prerequisite: ECSE 304) Introduction to vision in man and machine; computer vision systems; biological vision systems; biological signal processing; edge detection; spatial- and frequency-domain processing; color. Low-level visual processing in computer vision, psychophysics, and neurobiology, and their similarities and differences.

● **ECSE 530 LOGIC SYNTHESIS.** (3) (3-2-4) (Prerequisite: ECSE 323)

ECSE 531 REAL TIME SYSTEMS. (3) (3-3-3) (Prerequisites: ECSE 322 and ECSE 323) Real-time engineering applications of computers to on-line control, communication systems and data acquisition. Aspects of hardware, software, interfacing, operating systems, and their integration into a complete system are addressed.

ECSE 532 COMPUTER GRAPHICS. (3) (3-3-3) (Prerequisite: ECSE 322) Introduction to computer graphics systems and display devices: raster scan, scan conversion, graphical input and interactive techniques - window environments; display files: graphics languages and data structures: 2D transformations; 3D computer graphics, hidden line removal and shading; graphics system design; applications. Laboratory project involving the preparation and running of graphics programs.

ECSE 533 PHYSICAL BASIS OF SEMICONDUCTOR DEVICES. (3) (3-0-6) (Prerequisites: ECSE 330, ECSE 351 and PHYS 271) Quantitative analysis of diodes and transistors. Semiconductor fundamentals, equilibrium and non-equilibrium carrier transport, and Fermi levels. PN junction diodes, the ideal diode, and diode switching. Bipolar Junction Transistors (BJT), physics of the ideal BJT, the Ebers-Moll model. Field effect transistors, metal-oxide semiconductor structures, static and dynamic behaviour, small-signal models.

ECSE 534 ANALOG MICROELECTRONICS. (3) (3-0-6) (Prerequisite: ECSE 334) Design of analog ICs using specialized analog CAD tools such as SPICE. Voltage and current amplifier design which encompasses the study of biasing circuits, current sources and mirrors, input and output stages, and frequency compensation; precision reference sources; analog multipliers; oscillators; waveform generators and shaping circuits, and analog switches.

● **ECSE 535 SYNTHESIS OF DIGITAL SYSTEMS.** (3)

ECSE 536 RF MICROELECTRONICS. (3) (3-3-3) (Prerequisite: ECSE 334. Corequisite: ECSE 352) Introduction to Radio Frequency Integrated Circuits and wireless transceiver architectures. Modeling of passive/active integrated devices. Design of monolithic bipolar and CMOS LNAs, mixers, filters, broadband amplifiers, RF power amplifiers, VCOs, and frequency synthesizers. Analysis of noise and non-linearity in RFICs. Project using modern RFIC simulation/layout CAD tools.

ECSE 543 NUMERICAL METHODS IN ELECTRICAL ENGINEERING. (3) (3-0-6) (Prerequisites: ECSE 322, ECSE 334 and ECSE 352) DC resistor networks and sparse matrix methods. Nonlinear electric and magnetic circuits: curve-fitting; the Newton-Raphson method. Finite elements for electrostatics. Transient analysis of circuits: systems of Ordinary differential equations; stiff equations. Transient analysis of induced currents. Solution of algebraic eigenvalue problems. Scattering of electromagnetic waves: the boundary element method; numerical integration.

● **ECSE 545 MICROELECTRONICS TECHNOLOGY.** (3) (3-0-6) (Prerequisite: ECSE 432 or ECSE 533)

ECSE 547 FINITE ELEMENTS IN ELECTRICAL ENGINEERING. (3) (3-0-6) (Prerequisites: ECSE 322 and ECSE 352) Finite elements for electrostatics. Energy minimization. Semi-conductors. Nonlinear magnetics and Newton-Raphson. Axisymmetric problems. Capacitance, inductance, and resistance through finite elements. Resonance: cavities, waveguides. High order and curvilinear elements.

▭ **ECSE 548 INTRODUCTION TO VLSI SYSTEMS.** (3) (2-2-5) (Prerequisites: ECSE 334 and ECSE 323) (Limited Enrolment - 20) (Password card required) An interdisciplinary course for electrical engineering and computer science students. A structured design methodology for managing the complexity of VLSI system design. Sufficient information on integrated devices, circuits, digital subsystems and system architecture is presented to enable students to span the range of abstractions from device physics to VLSI digital systems.

ECSE 549 EXPERT SYSTEMS IN ELECTRICAL DESIGN. (3) (3-0-6) (Prerequisites: ECSE 323 and ECSE 361) Design processes in electrical engineering. Hierarchical design. Computer aided design. Expert system technology. Device representations, heuristics and structures, algebraic models. Design versus diagnosis, "Shallow" and "Deep" systems, second generation (multi-paradigm) systems. Shells and their uses in design systems. Knowledge acquisition systems.

ECSE 559 FLEXIBLE AC TRANSMISSION SYSTEMS. (3) (3-0-6) (Prerequisite: ECSE 361 and ECSE 334) Operating principles of controllers of flexible AC transmission systems (FACTS). Transformer, thyristor and gate- turn- off thyristor (GTO) technologies. Modulation methods: harmonic elimination, pulse width modulation. Applications in: shunt and series advanced static VAr Controllers (ASVC), phase shifters, unified power flow controllers (UPFC).

● **ECSE 560 POWER SYSTEMS ANALYSIS 2.** (3) (3-0-6) (Prerequisite: ECSE 464)

● **ECSE 562 CONTINUUM ELECTROMECHANICS.** (3) (3-0-6) (Prerequisite: ECSE 352)

ECSE 563 POWER SYSTEMS OPERATION AND PLANNING. (3) (3-0-6) (Prerequisite: ECSE 361) Design and operation of large scale power systems: Temporal, spatial and hierarchical decomposition of tasks. Local vs. distributed control. Load-frequency control. Voltage and speed regulation. Interconnected power systems. Power flow. Security states. Optimal operation of power systems. Power system reliability.

ECSE 565 INTRODUCTION TO POWER ELECTRONICS. (3) (3-0-6) (Prerequisite: ECSE 334) Semiconductor power switches - thyristors, GTO's, bipolar transistors, MOSFET's. Switch mode power amplifiers. Buck and boost principles. Modulation methods -PWM, delta, hysteresis current control. Rectifiers, inverters, choppers.

ECSE 571 OPTOELECTRONIC DEVICES. (3) (3-0-6) (Prerequisites: ECSE 304, ECSE 305, ECSE 352 and ECSE 533) Physical basis of optoelectronic devices including Light Emitting Diodes, semiconductor optical amplifiers, semiconductor lasers, quantum well devices, and solid state lasers. Quantitative description of detectors, optical modulation, optical logic devices, optical interconnects, and optomechanical hardware. Throughout the course, photonic systems applications will be addressed.

ECSE 573 MICROWAVE ELECTRONICS. (3) (3-0-6) (Prerequisite: ECSE 432 or ECSE 533) Physical basis of modern microwave devices and circuits. Microwave transistors and tunnel diodes,

transferred electron devices, transit time devices and infra red devices. Microwave generation and amplification, microwave FET circuits. Noise and power amplification.

● **ECSE 578 CRYSTALS AND CONDUCTION.** (3) (3-0-6) (Prerequisite: ECSE 432 or ECSE 533)

● **ECSE 579 PROPERTIES OF SOLIDS.** (3) (3-0-6) (Prerequisite: ECSE 533)

● **ECSE 596 OPTICAL WAVEGUIDES.** (3) (3-0-6) (Prerequisite: ECSE 352)

● **ECSE 602 OPTIMIZATION METHODS.** (4) (3-0-9) (Prerequisite: ECSE 501 or ECSE 502)

● **ECSE 604 LINEAR STOCHASTIC SYSTEMS 2.** (4) (3-0-9) (Prerequisite: MATH 587)

● **ECSE 606 ADVANCED TOPICS IN CONTROL.** (4) (3-0-9)

ECSE 610 WIRELESS TELECOMMUNICATIONS. (4) (3-0-9) (Prerequisite: ECSE 511) An introduction to the theory and technology of wireless networks, with the emphasis on networking. Topics include channel modelling, cellularity and frequency reuse, the multiple access problem, services integration, flow control, diversity, smart antennas and aspects of wireless network management. First and second generation systems are described in detail.

ECSE 615 DIGITAL SIGNAL PROCESSING 2. (4) (3-0-9) (Prerequisite: ECSE 510 or ECSE 512) Filter banks, multi-rate signal processing, multi-resolution analysis and wavelets, transform coding. Second-order stochastic processes: Wold decomposition, spectral analysis, power spectral estimation and polyspectra, optimum filtering and linear prediction, adaptive filtering, LMS filters, recursive least-square and transform domain techniques.

● **ECSE 620 INFORMATION THEORY AND CODING.** (4) (3-0-9) (Prerequisites: ECSE 411 or ECSE 511, and ECSE 510)

● **ECSE 621 STAT. DETECTION AND ESTIMATION.** (4) (3-0-9) (Prerequisites: ECSE 411 or ECSE 511, ECSE 510)

ECSE 623 DIGITAL COMMUNICATION 2. (4) (3-0-9) (Prerequisite: ECSE 510, ECSE 521) Adaptive channel equalization: the LMS algorithm, recursive Least-Squares algorithms, blind equalization. Multipath fading channels: channel characterization and models, diversity techniques for slowly fading channels, detection techniques for frequency selective channels. Spread Spectrum Communications: direct sequence and frequency hopping, multiple access techniques, single and multi-user demodulation techniques. Multicarrier systems.

● **ECSE 624 DATA COMPRESSION.** (4) (3-0-9) (Prerequisites: ECSE 510 and ECSE 412 or ECSE 512)

● **ECSE 625 TELECOMMUNICATION NETWORK DESIGN.** (4) (3-0-9) (Prerequisites: ECSE 510, ECSE 528)

● **ECSE 626 COMPUTER VISION.** (4) (3-0-9) (Prerequisite: ECSE 529)

● **ECSE 629 VISUAL MOTOR SYSTEMS.** (4) (3-0-9) (Prerequisite: ECSE 529)

ECSE 634 ANALOG INTEGRATED CIRCUITS SIGNAL PROCESSING. (4) (3-0-9) (Prerequisites: ECSE 334, ECSE 303 or equivalent) Analog signal processing techniques for monolithic implementation. Filter approximation theory; filter realization methods; integrated filter technologies; active-RC, MOSFET-capacitor, transconductance-capacitor, switched-capacitor, switched-current; filter tuning methods. Phase-locked loops; signal conversion techniques.

ECSE 648 VLSI DESIGN. (4) (1-5-3) (Prerequisite: ECSE 548) (Limited enrolment) A project course with the opportunity to apply the knowledge acquired in 304-548 to the design of a complete digital IC of medium complexity. Completed designs will be submitted for fabrication to the Implementation Centre of the Canadian Microelectronics Corporation. The course includes lectures on advanced topics in VLSI design.

● **ECSE 649 VLSI TESTING.** (4) (3-0-9) (Prerequisite: B.Eng. or equivalent.)

ECSE 651 M.ENG. PROJECT 1. (1) (0-0-3)

ECSE 652 M.ENG. PROJECT 2. (2) (0-0-6)

ECSE 653 M.ENG. PROJECT 3. (3) (0-0-9)

ECSE 654 M.ENG. PROJECT 4. (4) (0-0-12)

ECSE 655 M.ENG. PROJECT 5. (5) (0-0-15)

ECSE 656 M.ENG. PROJECT 6. (5) (0-0-15)

● **ECSE 662 ELECTRIC MACHINE DYNAMICS.** (4) (4-0-8) (Prerequisite: ECSE 462)

● **ECSE 663 HVAC POWER TRANSMISSION.** (4)

● **ECSE 664 HVDC POWER TRANSMISSION.** (4) (4-0-8)

● **ECSE 666 POWER SYSTEMS OPERATION.** (4)

● **ECSE 667 MODERN POWER SYSTEM ANALYSIS.** (4)

● **ECSE 675 SOLAR CELLS AND JUNCTIONS.** (4) (3-0-9) (Prerequisite: ECSE 432)

ECSE 677 EXPERIMENTAL TECHNIQUES: SOLID STATE. (4) (0-6-6) (Prerequisite: ECSE 545) Experimental project in solid state involving the following: techniques of preparation, fabrication and orientation of samples and structures for experimental study; use of special laboratory apparatus; measurement of electronic, optical and structural properties of samples and structures; evaluation of electronic behaviour and performance; interpretation of relevant physical processes and phenomena.

● **ECSE 678 SPECIAL TOPICS IN SOLIDS 1.** (4) (3-0-9) (Prerequisite: ECSE 432)

ECSE 680 TOPICS IN PHOTONICS. (4) (3-0-9)

● **ECSE 681 COLLOQUIUM IN ELECTRICAL ENGINEERING.** (4)

● **ECSE 682 TOPICS IN COMPUTERS AND CIRCUITS.** (4) (3-0-9)

● **ECSE 683 TOPICS IN VISION AND ROBOTICS.** (4) (3-0-9)

● **ECSE 684 TOPICS: COMPUTER AIDED DESIGN.** (4) (3-0-9)

● **ECSE 685 TOPICS IN POWER ENGINEERING.** (4) (3-0-9)

● **ECSE 686 TOPICS: COMMUNICATIONS SYSTEMS.** (4) (3-0-9)

● **ECSE 687 TOPICS IN MICROWAVES AND OPTICS.** (4) (3-0-9)

● **ECSE 688 RECENT ADVANCES IN ELECTRICAL ENGINEERING 1.** (4) (3-0-9)

● **ECSE 689 RECENT ADVANCES: ELECTRICAL ENGINEERING 2.** (4) (3-0-9)

● **ECSE 690 TOPICS: BIOMEDICAL ENGINEERING.** (4) (3-0-9)

ECSE 691 THESIS RESEARCH 1. (4) (3-0-9)

ECSE 692 THESIS RESEARCH 2. (4) (3-0-9)

ECSE 693 THESIS RESEARCH 3. (4) (3-0-9)

ECSE 694 THESIS RESEARCH 4. (4) (3-0-9)

ECSE 695 THESIS RESEARCH 5. (4) (3-0-9)

ECSE 696 THESIS RESEARCH 6. (4) (3-0-9)

ECSE 697 THESIS RESEARCH 7. (4) (3-0-9)

ECSE 701 PH.D. QUALIFYING EXAMINATION. (0) Oral Examination of Ph.D. student's background in defined areas.

ECSE 702 PH.D. RESEARCH PLAN PROPOSAL. (0) Definition of a plan for Ph.D. research.

28 English

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Chair — M. Kilgour

28.1 Staff

Emeritus Professors
A. Lucas; M.A.(Queen's), A.M., Ph.D.(Harv.)
M. Puhvel; B.A., M.A.(McG.), Ph.D.(Harv.)
J. Ripley; B.A., M.A.(U.N.B), Ph.D.(Birm.)
D. Suvin; B.A., M.Sc., Ph.D.(Zagreb), F.R.S.C.
W.C. Wees; B.A.(Northwestern), M.A.(Roch.), Ph.D.(Northwestern)

Professors
M.D.Bristol; A.B.(Yale), Ph.D.(Prin.)
M. Dorsinville; B.A., M.A.(Sher.), Ph.D.(C.U.N.Y.)
M.A. Kilgour; B.A.(Tor.), Ph.D.(Yale)
R. Lecker; B.A., M.A., Ph.D.(York)
K. McSweeney; B.A., Ph.D.(Tor.)
P.H. Ohlin; Fil. Mag.(Stockholm), M.A., Ph.D.(New Mexico)
M. Stenbaek; B.A.(Copenhagen), M.A., Ph.D.(Montr.)
L.E. Troide; B.A., M.Phil.(Yale), M.A.(Col.) Ph.D.(Yale)
D. Williams; B.A.(Boston), M.A., Ph.D.(Tor.)

Associate Professors
K. Borris; B.A.(Vic., B.C.), Ph.D.(Edin.)
D.A. Bray; B.A.(McG.), Ph.D.(Edin.)
C.A. Conway; B.A., M.A., Ph.D.(Tor.)
M.N. Cooke; B.A.(Queen's), M.A.(C'nell.), M.A., Ph.D.(Tor)
P. Gibian; B.A.(Yale), M.A.(N.Y.), Ph.D.(Stan.)
D.C. Hensley; B.A., M.A.(Cantab.), Ph.D.(Yale)
B. Kaite; B.A.(C'dia), M.A.(McM.), Ph.D.(Carl.)
L. Lieblein; B.A.(C.C.N.Y.), A.M., Ph.D.(Roch.)
P. Neilson; B.A.(Bishop's), M.F.A.(Calg.)
T. Ponech; B.A.(McG.), Ph.D.(Northwestern)
D. Salter; B.A.(Br.Col.), M.A., Ph.D.(Tor.)
M.W. Selkirk; B.A.(Alta), M.F.A.(Ill.)
B. Trehearne; B.A., M.A., Ph.D.(McG.)

Assistant Professors
S. Carney; B.A.(Manit.), M.A.(Alta.), Ph.D.(York)
W. Folkerth; B.A.(Calif. State), M.A., Ph.D.(McG.)
A. Hepburn; B.A., M.A.(W.Ont.), Ph.D.(Princeton)
M. Hickman; B.A.(Brown), M.A., Ph.D.(Mich.)
M. Nash; B.A.(W.Ont.) B.A.Hons.(Brock), M.A.(Br.Col.), Ph.D.(Iowa)
J. Treadwell; B.A., M.A., D.Phil.(Oxford)

28.2 Programs Offered

Master's and Ph.D.

All students who apply will be considered for support which normally takes the form of a Teaching or Research Assistantship.

28.3 Admission Requirements

A statement of proposed research, transcripts, writing sample and two letters of recommendation are required of all applicants.

M.A. Degree
Admission to the M.A. program requires an Honours degree in English or its equivalent. Outstanding applicants from related disciplines may be invited to take a qualifying year.

Ph.D. Degree
Admission to the doctoral program is highly competitive. Outstanding applicants with an Honours B.A. in English or equivalent may be admitted to the first year of the Ph.D. program (the Accelerated Ph.D.). In the first year, students in the Accelerated Ph.D. follow the M.A. program (Thesis Option). After an evaluation at the end of the first year, students whose progress has been satisfactory go on to complete the remaining requirements of the Ph.D. program. A student whose performance has indicated difficulty in successfully completing the Ph.D. will be asked to transfer into the M.A. program. Students who continue in the Ph.D. program but wish at the same time to complete the M.A. may use the summer to do so. Students accepted into the Accelerated Ph.D. are free to transfer after the first year into the terminal M.A. program. Applicants with an M.A. in English enter directly into the second year of the program.

28.4 Application Procedures

Applications will be considered upon receipt of:
1. application form;
2. transcripts;
3. two letters of reference;
4. $60 application fee;
5. a writing sample;
6. statement of proposed research.

All information is to be submitted directly to the Graduate Coordinator.

Applications close February 1.

Commencing with applications for entry in January 2003, McGill's on-line application form will be available to all graduate program candidates at http://www.mcgill.ca/applying/graduate.

28.5 Program Requirements

A detailed description of the program requirements, course offerings, and faculty can be found at www.arts.mcgill.ca/programs/english/english.html

M.A. Degree
The Department offers two options towards the M.A. degree, one with a thesis and the other without thesis. Both options consist of 48 credits and are designed to be completed in four terms (of 12 credits each), but it is possible to complete the program in three terms, or one calendar year.

The two programs are similar; the non-thesis option substitutes two seminars and a research paper for the thesis. Both options require participation in a series of sessions on bibliography and research methods.

Ph.D. Degree
Doctoral students are expected to complete in their first year (Ph.D.2) the two halves of the compulsory proseminar and four other courses, but may substitute for the two second-semester courses one extended supervised research project. This course work must be chosen in order to make possible the identification of a major and a minor area of concentration. In Ph.D.3, candidates complete a compulsory research project in the area of the dissertation and submit the dissertation proposal. The language requirement must be fulfilled before the dissertation proposal is approved.

It is the policy of the Department to urge candidates to complete the Ph.D. program within six years. A candidate intending to submit the thesis to meet the deadline for Spring Convocation must give notice of this intention before January 1. A candidate intending to meet the deadline for Fall Convocation must give such notice before May 1.

28.6 Courses for Higher Degrees

For the term (Fall and/or Winter), days, and times when courses will be offered, please refer to the 2002-2003 Class Schedule on the Web, http://www.mcgill.ca/minerva-students/

class/. Class locations and names of instructors are also provided.

Students preparing to register are advised to consult the Class Schedule website for the most up-to-date list of courses available. New courses may have been added or courses rescheduled after this Calendar went to press.

The schedule of courses to be offered in Summer 2003, will be available on the website in January 2003.

ENGL has replaced 110 as the prefix for English courses.

The course credit weight is given in parentheses after the title.

● Denotes courses not offered in 2002-03

NOTE: All undergraduate courses administered by the Faculty of Arts (courses at the 100- to 500-level) have limited enrolment.

The following is a list of all courses in English approved for offering at the graduate level. Courses at the 500 level are also open to advanced undergraduates. A maximum of two courses at the 500 level may be taken by Masters students.

ENGL 500 MIDDLE ENGLISH. (3)

● **ENGL 501 16TH CENTURY.** (3)

ENGL 502 17TH CENTURY. (3)

ENGL 503 18TH CENTURY. (3)

ENGL 504 19TH CENTURY. (3) In 2002-03: Realist Novel.

ENGL 505 20TH CENTURY. (3)

ENGL 516 SHAKESPEARE. (3) In 2002-03: Reading the Shakespearean Body.

● **ENGL 525 AMERICAN LITERATURE.** (3)

ENGL 527 CANADIAN LITERATURE. (3) In 2002-03: The Material Construction of Canadian Literature.

● **ENGL 528 CANADIAN LITERATURE.** (3)

ENGL 529D1 INTERDISCIPLINARY SEMINAR NORTH AMERICAN STUDIES. (1.5) (Students must also register for ENGL 529D2) (No credit will be given for this course unless both ENGL 529D1 and ENGL 529D2 are successfully completed in consecutive terms) (ENGL 529D1 and ENGL 529D2 together are equivalent to ENGL 529) See ENGL 529 for course description.

ENGL 529D2 INTERDISCIPLINARY SEMINAR NORTH AMERICAN STUDIES. (1.5) (Prerequisite: ENGL 529D1) (No credit will be given for this course unless both ENGL 529D1 and ENGL 529D2 are successfully completed in consecutive terms) (ENGL 529D1 and ENGL 529D2 together are equivalent to ENGL 529) See ENGL 529 for course description.

● **ENGL 530 LITERARY FORMS.** (3)

● **ENGL 531 LITERARY FORMS.** (3)

● **ENGL 533 LITERARY MOVEMENTS.** (3)

● **ENGL 535 LITERARY THEMES.** (3)

ENGL 540 LITERARY THEORY 1. (3)

● **ENGL 541 LITERARY THEORY 2.** (3)

● **ENGL 553 OLD ENGLISH LITERATURE.** (3)

ENGL 566 SPECIAL STUDIES IN DRAMA 1. (3) In 2002-03: Contemporary British Drama.

● **ENGL 567 SPECIAL STUDIES IN DRAMA 2.** (3)

● **ENGL 569 THEORIES OF REPRESENTATION.** (3) (Prerequisites: ENGL 458, ENGL 459 and/or permission of instructor)

ENGL 585 MODES OF COMMUNICATION 1. (3) In 2002-03: Gender and Film.

● **ENGL 586 MODES OF COMMUNICATION 2.** (3)

● **ENGL 587 THEORETICAL ISSUES: STUDY COMMUNICATIONS AND CULTURE.** (3)

● **ENGL 602 BIBLIOGRAPHY.** (3)

● **ENGL 604 OLD ENGLISH LANGUAGE AND PROSE LITERATURE.** (3)

● **ENGL 607 MIDDLE ENGLISH LITERATURE.** (3)

ENGL 608 CHAUCER 1. (3)

● **ENGL 609 CHAUCER 2.** (3)

● **ENGL 615 SHAKESPEARE.** (3)

ENGL 616 ELIZABETHAN AND JACOBEAN DRAMA. (3)

ENGL 640 THE AMERICAN NOVEL. (3)

ENGL 661 SEMINAR OF SPECIAL STUDIES. (3)

● **ENGL 662 SEMINAR OF SPECIAL STUDIES.** (3)

● **ENGL 665 STUDIES IN AMERICAN LITERATURE AND INTELLECTUAL HISTORY.** (3)

● **ENGL 675 LITERARY CRITICSM.** (3)

ENGL 680 CANADIAN LITERATURE. (3)

ENGL 681 M.A. RESEARCH PAPER PREPARATION 1. (3)

ENGL 682 M.A. RESEARCH PAPER PREPARATION 2. (3)

ENGL 683 M.A. RESEARCH PAPER PREPARATION 3. (3)

ENGL 684 M.A. RESEARCH PAPER. (15)
May also be available as:
ENGL 684D1, ENGL 684D2;
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